



# 2008 Assessment Information

Every year we set targets in the key areas of Literacy and Mathematics. Our targets for this year centred on the following broad goals with some specifics relating to target groups and year levels.

## Reading / English

*To improve all students reading comprehension skills through focussed teaching and specific acts of teaching during Guided Reading. To monitor closely student achievement of 'critical students' through effective use of asTTle (plus Star, running records and Probe) as tools not just for assessment but also for teacher professional development.*

*Analyse students who have critical results from the beginning of year STAR test in 2 or more areas. To provide a teaching programme to raise these students' scores out of the critical area cross checked with asTTle results.*

## Maths

*To aim to have 60% of students achieving mastery at numeracy stage 7 best fit level by the end of year 8. Year 7 PAT Maths data will be used to develop focus areas for year 7 student and will impact on future target setting. Initial focus areas: Algebra, geometry and measurement.*

## Note:

We are not in a position as yet to report on the specifics as that data is still being collated by the teams responsible for these curriculum areas. We do however have the information generated by the NZCER, PAT testing in Reading Comprehension and Maths. The comprehension test is specific in that it tests a child's ability to read a selection of texts over a set time period, answer multi choice questions that test a child's understanding and ability to read for meaning. The maths test goes beyond just numeracy and gives an indication of achievement over all the strands of the curriculum. Our goals above use other tests that are appropriate for the specific group or area being focused on. For example in numeracy we use a GLOSS test that informs us as to the working at and mastery level that we should expect from a child. The numeracy goal as stated above will be reported on when data analysis is complete. For reading this year we had the opportunity to use a newly developed test of comprehension so our goal setting developed in 2007 for 2008 and the projected outcomes are not fully aligned. However as you will see from the graphs that follow we can show big picture evidence of school wide progress in reading comprehension. This of course was our goal and we have just used another nationally normed test to check our progress. Access to these normed tests does cost and this year over \$5000 was spent on assessment resources

The next three pages show the progress for Year 7 and Year 8 students in Reading and Maths. This is school wide, big picture data. Student reports will show specific individual student data. The graphed lighter bars indicate start of year information and the darker bar testing completed recently. If the bars on the right are growing then we can say that we are moving our students in the right direction. I believe that the graphs clearly show that, based on these tests, we are reducing the tail, moving good percentages of students in a manner that shows clear improvement.

We are pleased with these big movements in achievement - as indicated by these tests. It is important to also remember that a great deal of information is collected in a range of others ways to show individual progress and challenges! This is school-wide data only and gives staff and the Board broad evidence of the success of teacher effectiveness and impact of school programmes and professional support and development.

*Comprehension: Year 8, Stanine 7 and above moved from 19% at these levels to 37% at the end of year, Stanine 1-3 percentage dropped from 12% to 6%.*

**Comprehension: Year 7, Stanine 7 and above moved from 24% at these levels to 44%, Stanine 1-3 percentage dropped from 17% to 8%.**

*Mathematics: Year 8, Stanine 7 and above moved from 20% at these levels to 37%, Stanine 1-3 percentage dropped from 15% to 7%.*

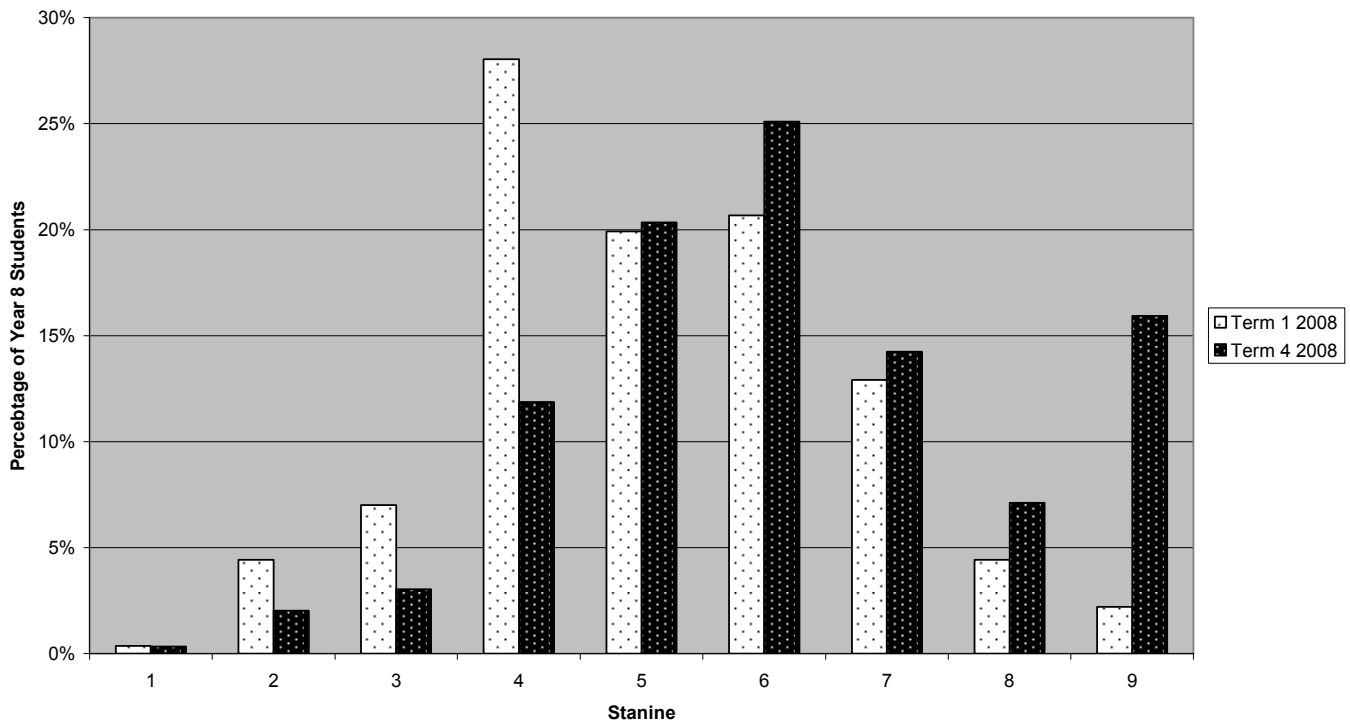
**Mathematics: Year 7, Stanine 7 and above moved from 17% at these levels to 38%, Stanine 1-3 percentage dropped from 25% to 10%.**

We believe that these are significant movements but also know that we need to continue to set high standards and demand quality teaching and learning. Our goals and expectations haven't changed so 'kaizen' still holds = continual improvement.

The results used in these graphs record level by using STANINES. These are best explained in the following way:

Normal Distribution Curve		STANINE	% of students expected to be at each level	
	4%	Outstanding	9	4%
	7%	Above Average	8	19%
	12%		7	
	17%	Average	6	54%
	20%		5	
	17%		4	
	12%	Below Average	3	19%
	7%		2	
	4%	Low	1	4%

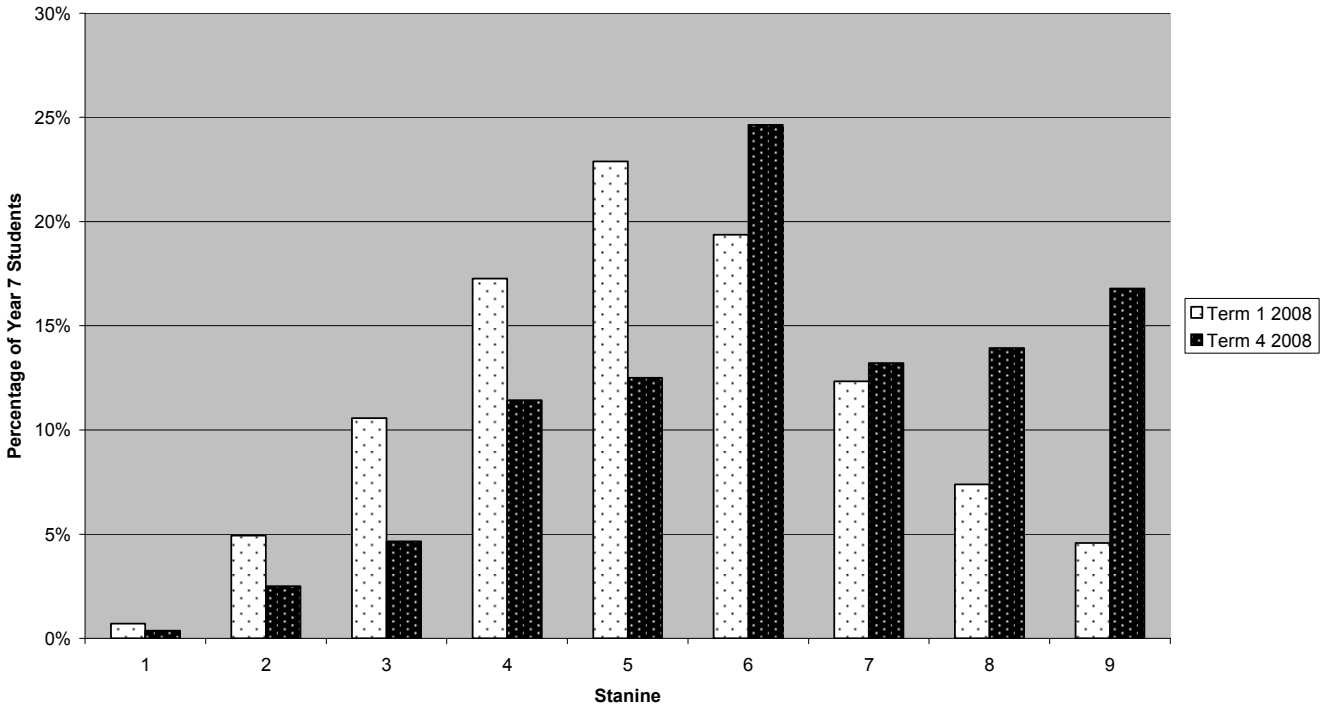
Year 8 PAT Comprehension Term 1 - Term 4 Compared



4%	19%	54%	19%	4%	<b>National Norm</b>				
1%	11%	69%	17%	2%	TIS % Term 1				
1%	2%	3%	12%	20%	25%	14%	7%	16%	TIS % Term 4
1%	5%	57%	21%	16%	TIS % Term 4				

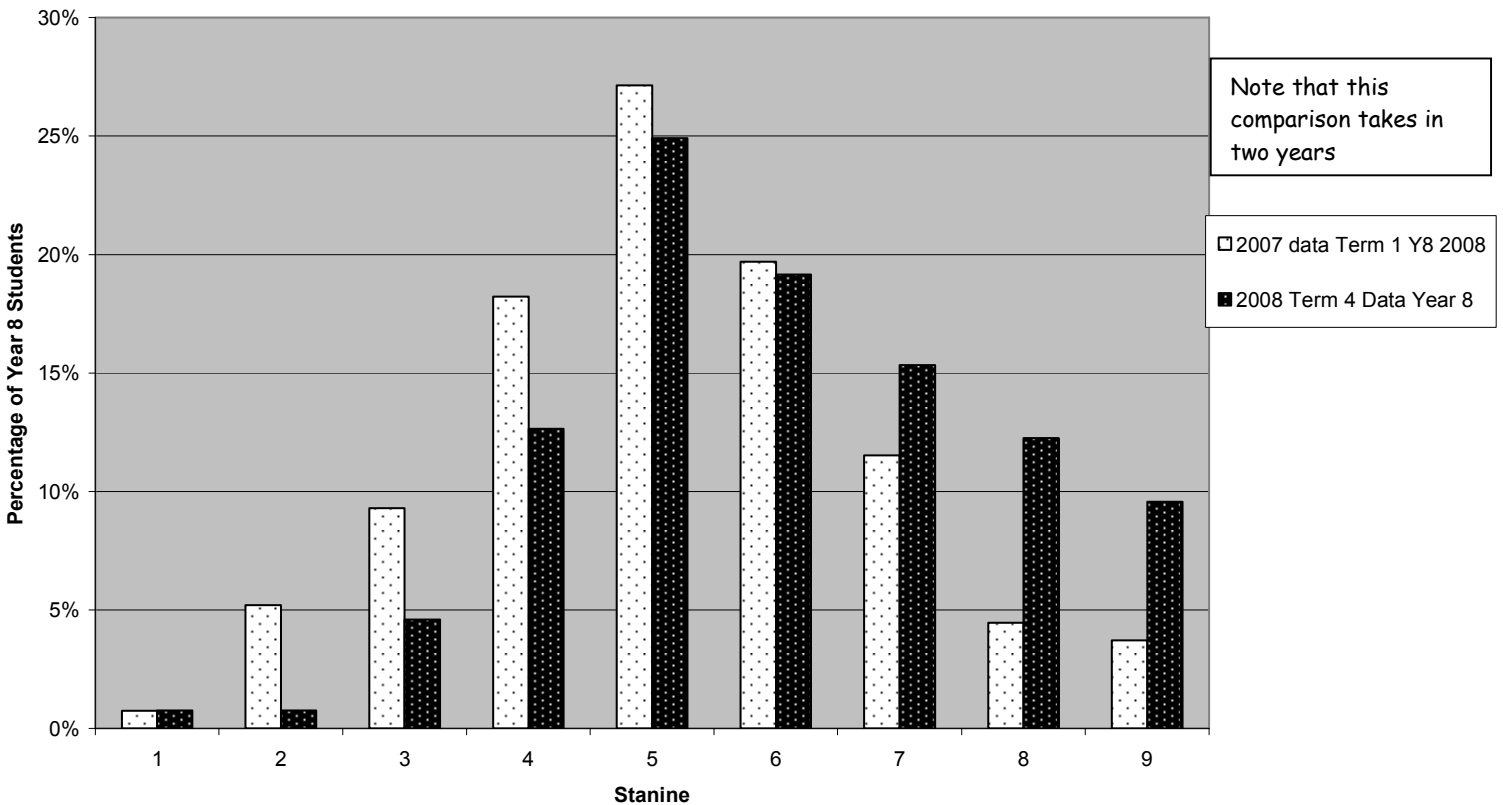
(% may not add up to 100 due to rounding)

Year 7 PAT Comprehension Term 1 - Term 4 Compared



4%	19%	54%			19%	4%	<b>National Norm</b>		
1%	16%	59%			19%	5%	TIS % Term 1		
0%	3%	5%	11%	13%	25%	13%	14%	17%	TIS % Term 4
0%	8%	49%			27%	17%	<b>TIS % Term 4</b>		

Year 8 2008 PAT Maths Comparative Data from Term 1 2007 - Term 4 2008

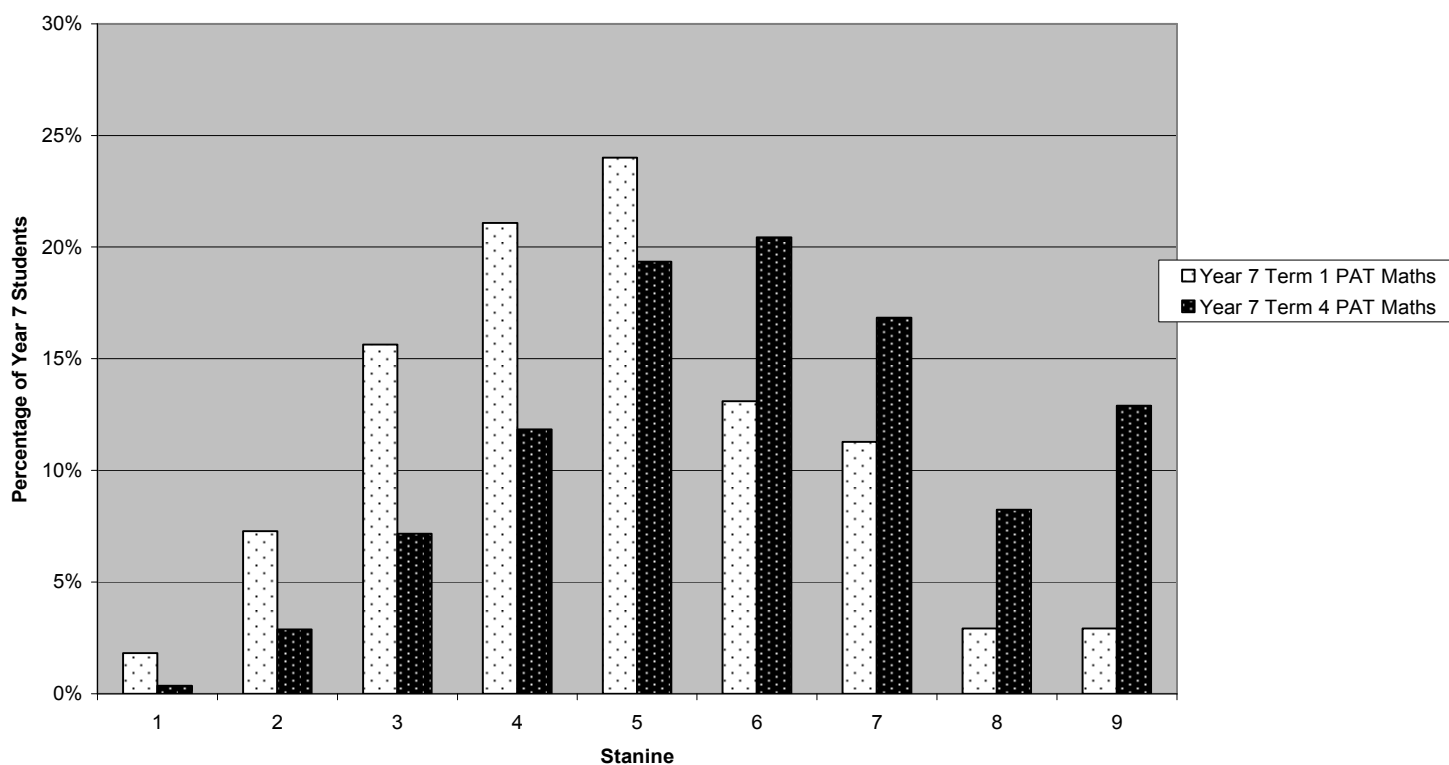


(% may not add up to 100 due to rounding)

Year 8 Maths continued:

1	2	3	4	5	6	7	8	9	Stanine
4%	19%		54%			19%		4%	<b>National Norm</b>
1%	14%		65%			16%		4%	% Term 1 2007
1%	1%	5%	13%	25%	19%	15%	12%	10%	% Term 4 2008
<b>1%</b>	<b>6%</b>		<b>57%</b>			<b>27%</b>		<b>10%</b>	<b>TIS % Term 4</b>

Year 7 PAT Maths Data Term 1 - Term 4 2008



4%	19%	54%			19%	4%	<b>National Norm</b>		
2%	23%		58%			14%	3%	TIS % Term 1	
0%	3%	7%	12%	19%	20%	17%	8%	13%	TIS % Term 4
<b>0%</b>	<b>10%</b>		<b>51%</b>			<b>25%</b>		<b>13%</b>	<b>TIS % Term 4</b>

(% may not add up to 100 due to rounding)