

Wānangatia te Putanga Tauira National Monitoring Study of Student Achievement

Pasifika Student Achievement in English: Reading

Key findings 2014



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National Monitoring Study
of Student Achievement

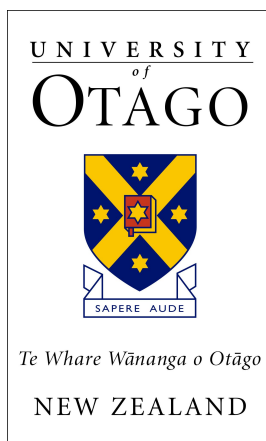
Pasifika Student Achievement in English: Reading

Key findings 2014

Educational Assessment Research Unit
and
New Zealand Council for Educational Research



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**National Monitoring Project of Student Achievement Report 5.3:
Pasifika Student Achievement in English: Reading – Key findings 2014**

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National Monitoring Study of Student Achievement
Educational Assessment Research Unit, University of Otago, PO Box 56, Dunedin 9054, New Zealand
Tel: 64 3 479 8561 • Email: nmssa@otago.ac.nz

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- members of the reference groups: Technical, Māori, Pasifika and Special Education
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- the students who participated in the assessments and their parents, whānau and caregivers
- the teachers who administered the assessments to the students
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- the Ministry of Education Research Team and Steering Committee.

2014 Project Team	EARU	NZCER
Management Team	Alison Gilmore Ros Allan Lynette Jones	Charles Darr Chris Joyce
Design/Statistics/ Psychometrics/Reporting	Alison Gilmore Mustafa Asil Denise Quinlan Megan Anakin	Charles Darr Hilary Ferral Jess Mazengarb
Curriculum/Assessment	Ros Allan Jane White Doris Lancaster	Juliet Twist Linda Bonne Verena Watson Sue McDowell Charles Darr Rose Hipkins
Programme Support	Lynette Jones Linda Jenkins James Rae Judith Gray Gail Morris Lee Baker	Jess Mazengarb Sarah Boyd
External Advisors	Jeffrey Smith – University of Otago Marama Pohatu – Te Rangatahi Ltd	

Executive Summary

In 2014, the National Monitoring Study of Student Achievement (NMSSA) assessed student achievement at Year 4 and Year 8 in two areas of the *New Zealand Curriculum* (NZC) – English: reading and social studies. This brief report presents the results for Pasifika students in English: reading.

Pasifika students made up about 13 percent of the national samples at Year 4 and Year 8. About 70 percent of Pasifika students attended low decile schools at Year 4 and about 54 percent at Year 8.

Thirty-nine percent of Pasifika students at Year 4 achieved above the minimum score associated with achieving level 2 objectives on the Knowledge and Application of Reading in English (KARE) assessment and 37 percent at Year 8 achieved above the minimum score associated with achieving level 4 objectives. These percentages were lower than the corresponding percentages for all students in the national samples. The difference in average scale scores between Pasifika students in Year 4 and Year 8 was 30 scale units. This was similar to the corresponding difference for all students in the national samples.

Overall, Pasifika students at both year levels were positive about reading. The average Attitude to Reading scale score for Pasifika students was higher than the average scale score for all students in the national sample at both year levels. Students in Year 4 were generally more positive about reading than students in Year 8. Pasifika students who scored higher on the Attitude to Reading scale scored higher, on average, on the KARE assessment.

Pasifika students who indicated that they read for more than 2 hours a week in their own time scored, on average, about 21 scale score units higher than those who reported that they did no or very little reading in their own time.

Pasifika students from high decile schools scored higher, on average, on the KARE assessment than students from low decile schools. Students from low decile schools were also under-represented in the groups of Pasifika students who achieved above the national average at each year level.

Pasifika girls scored higher, on average, than Pasifika boys on the KARE assessment at Year 4 and Year 8 by about 8 scale score units. Girls also formed the majority of the group of Pasifika students who scored above the national average at each year level. Year 4 Pasifika girls were generally more positive about reading than Pasifika boys. In Year 8, girls were less likely than boys to report that they did little or no reading in their own time.

1. Introduction

This report provides an overview of findings for Pasifika¹ students who were involved in the 2014 English: reading² assessment programme carried out as part of NMSSA. The report begins with an introduction to NMSSA and the 2014 programme. It then describes how Pasifika students performed on the assessment of English: reading used in the study, and how they responded to questions in the student questionnaire related to reading. The final section looks at the characteristics of Pasifika students who performed above the national average for their year level.

This report is part of a series of NMSSA reports about English: reading. A parallel series of reports present the findings from the NMSSA social studies assessment programme³.

2. The 2014 English: reading study

The 2014 National Monitoring Study of Student Achievement

NMSSA is a sample-based monitoring project designed to assess and understand student achievement at Year 4 and Year 8 in New Zealand English-medium state schools. NMSSA aims to cover all learning areas of the NZC during a 5-year cycle. In 2014, the study assessed English: reading and social studies. The study was carried out during Term 3 and involved a nationally representative sample of students from 100 schools at each year level.

How English: reading was assessed

A two-part assessment called Knowledge and Application of Reading in English (KARE) was used to assess English: reading. In Part 1, up to 25 students in each school completed a group-administered paper-and-pencil assessment. In Part 2, eight of the same students in each school took part in a one-to-one interview where they responded orally to a teacher assessor.

The KARE focused on three cognitive targets, which were assessed across a range of written texts:

- locate and recall ideas and information
- integrate and interpret ideas and information
- critique and evaluate ideas and information.

The assessment of vocabulary understanding and application was also included and was integrated across the three targets.

Reporting achievement

An Item Response Theory (IRT) approach (specifically the Rasch model) was used to construct a measurement scale for the KARE assessment. The scale allows scores for Year 4 and Year 8 students to be reported on the same metric. The scale has been standardised so that 100 scale score units represents the combined average score for Year 4 and Year 8, and 20 scale score units is equal to the average standard deviation for a year level. Refer to Chapter 2 of *English: Reading 2014 – Overview* for more information.

A curriculum alignment exercise was undertaken to link achievement ranges on the KARE scale to the levels of the curriculum. Creating this link allowed scale scores to be reported in terms of curriculum levels.

In the NZC, each of the first four curriculum levels was designed to represent about 2 years of learning at school. In general, the expectations are that students in Year 4 will, on balance, achieve level 2 objectives by the end of the year, and that students in Year 8 will, on balance, achieve level 4 objectives by the end of the year.

¹ Students were able to identify with up to three ethnicities. This report includes all students who identified as Pasifika.

² The focus for assessment of reading in 2014 was specifically on reading within the English learning area of the curriculum. This report is one of several reports that have been, or will be released in the first cycle of NMSSA related to the English learning area in the NZC. English: writing was assessed in 2012. English: viewing and English: listening will be assessed in 2015. NMSSA is also collecting information about the use of literacy across the curriculum and plans to report on this in 2017.

³ Six reports have been written to present the findings for English: reading, and a parallel set of six reports have been written to present the findings for social studies. A list of the reports for each learning area is provided in Appendix 1.

The alignment exercise focused on defining the minimum score (cut-score) on the KARE scale associated with achieving curriculum level 2, 3 and 4 objectives. The exercise is described in Appendix 7 of *Technical Information 2014 – Social Studies, English: Reading*.

Contextual data

A range of contextual data were collected through questionnaires for students, teachers and principals and a student interview. This report draws on sections of the student questionnaire related to attitudes to reading, learning opportunities and experiences in reading, and the amount of time spent reading outside of school. Additional reporting on contextual data can be found in *English: Reading 2014 – Contextual Report*.

Pasifika students participating in the study

Table 1 shows the number of Pasifika students in the national sample at each year level, by gender and school decile band. Pasifika students represented about 13 percent of each national sample. There was a greater number of girls than boys at Year 4. About 70 percent of Pasifika students in the Year 4 sample attended low decile schools and about 54 percent at Year 8.

Table 1 Number of Pasifika students in the national samples for the 2014 NMSSA English: reading study

	Number of students	
	Year 4	Year 8
Year		
All Pasifika	271	291
Gender		
Girls	151	146
Boys	120	145
School decile band		
Low	193	156
Mid	44	91
High	34	44

How the findings are presented

Box plots, line graphs and tables of summary statistics have been used throughout the report to present findings from the study. In tables and in the text, average scores (e.g., on the KARE assessment) have been rounded to whole numbers. Any differences between average scores that are reported have been calculated using the non-rounded averages.

Full tables of the results presented in this report can be found in Appendix 2. Refer to Chapter 2 of *English: Reading 2014 – Overview* for more details about the use of graphs and statistical information.

3. Pasifika student achievement in English: reading

Achievement against the curriculum

Figures 1 and 2 use line graphs to show the score distribution for Year 4 and Year 8 Pasifika students, respectively, against the agreed alignment of curriculum levels 2, 3 and 4 with the KARE scale. The horizontal lines represent the cut-scores (minimum achievement scores) associated with the curriculum levels. The score distributions for all students in the national samples are also provided as a reference.

Thirty-nine percent of Pasifika students at Year 4 scored above the minimum score associated with achieving curriculum level 2 objectives. Thirty-seven percent of Pasifika students at Year 8 scored above the minimum score associated with achieving level 4 objectives. The corresponding percentages for all students in the national samples were 58 percent at Year 4 and 59 percent at Year 8. In the NZC, the expectations are that students in Year 4 will, on balance, achieve level 2 objectives by the end of the year, and that students in Year 8 will, on balance, achieve Level 4 objectives by the end of the year.

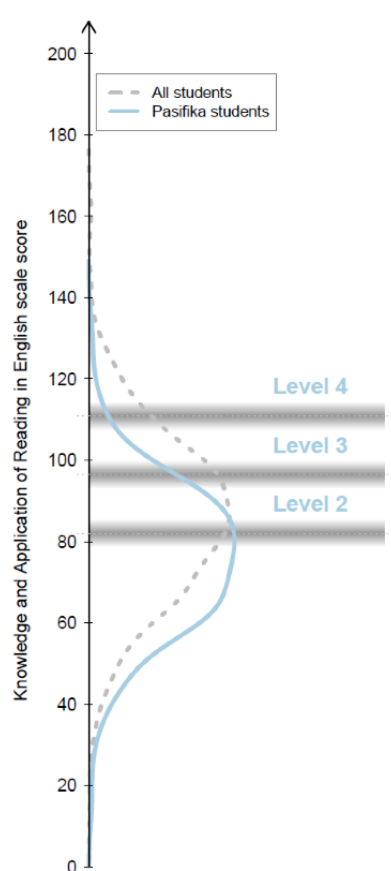


Figure 1 Distribution of Year 4 Pasifika students' achievement on the Knowledge and Application of Reading in English scale against the NZC levels for English

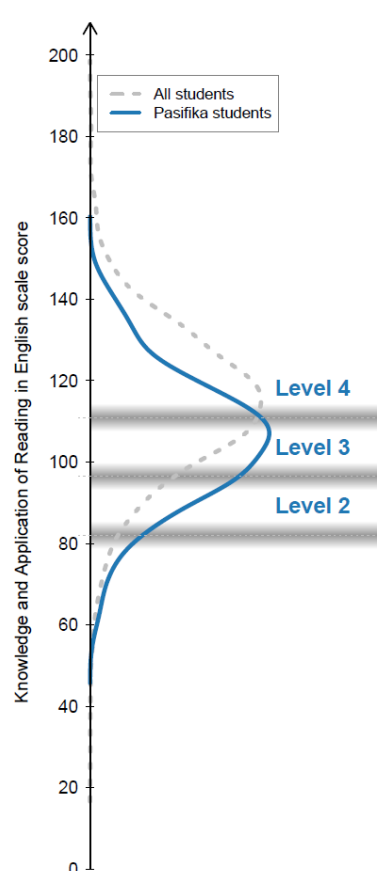


Figure 2 Distribution of Year 8 Pasifika students' achievement on the Knowledge and Application of Reading in English scale against the NZC levels for English

Achievement by gender, school decile band and school type

Figures 3 and 4 use box plots to compare the distributions of scores for Pasifika students, by gender, school decile band and type of school on the KARE assessment in Years 4 and 8, respectively.

At both year levels, girls performed higher than boys by 8 scale score units. The average achievement on the KARE for Pasifika girls was 8 scale score units higher than the average achievement for boys. This difference was statistically significant and consistent with gender-based comparisons for all students in the national samples.

Year 4 Pasifika students from high decile schools scored 10 scale score units higher on average on the KARE assessment than those in low decile schools. This difference was also statistically significant. At Year 8, the average score for Pasifika students in high decile schools was 6 scale score units higher than those in low decile schools; however, this difference was not statistically significant. These decile-based differences were smaller than those recorded for all students in the national samples. The average scores for students in high decile schools were 16 and 13 scale score units higher than those of students in low decile schools, at Year 4 and Year 8, respectively.

Average achievement at Year 8 was slightly lower for Pasifika students in mid decile schools than for Pasifika students in low decile schools. However, this difference was not statistically significant.

There were no statistically significant differences in achievement for Pasifika students by school type.

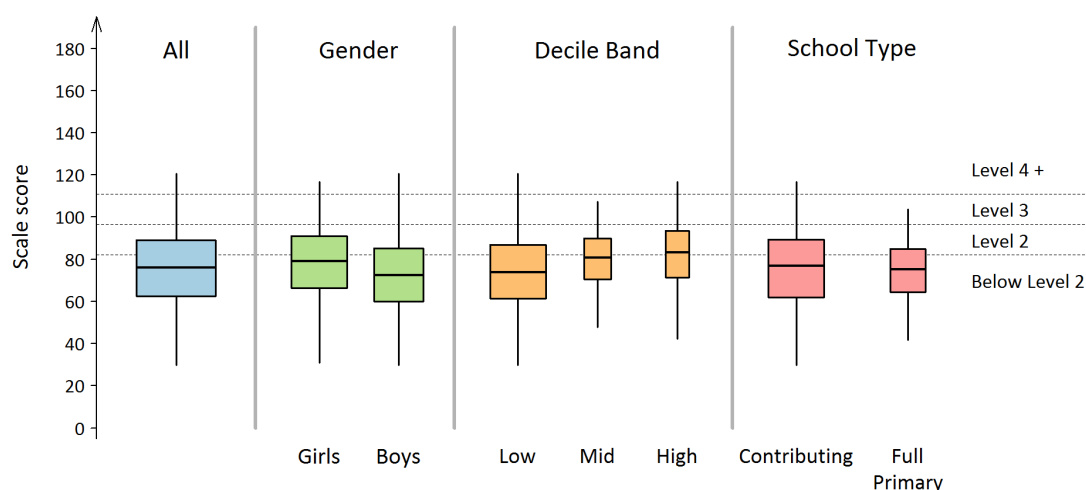


Figure 3 Distribution of Year 4 Pasifika students' scores on the Knowledge and Application of Reading in English scale, by gender, school decile band and school type

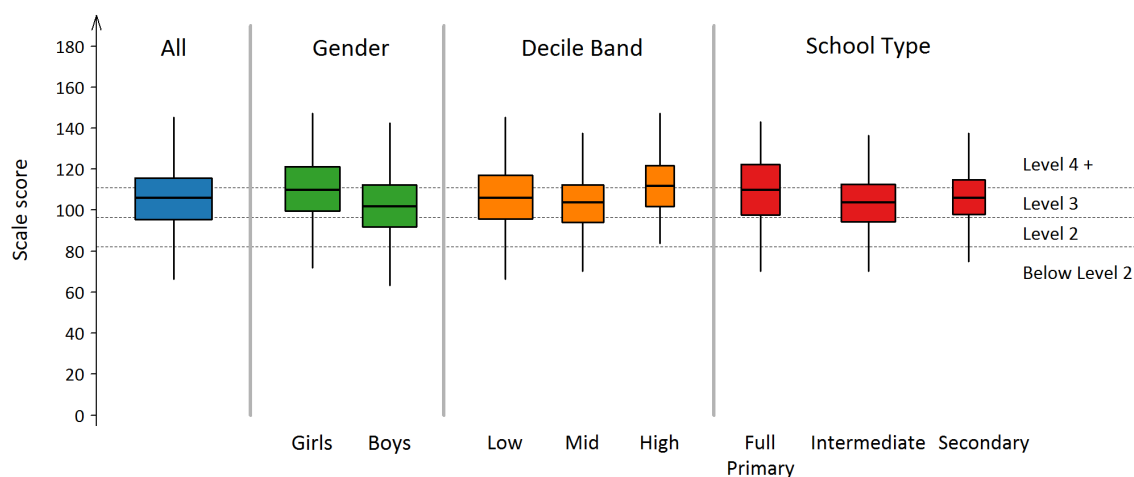


Figure 4 Distribution of Year 8 Pasifika students' scores on the Knowledge and Application of Reading in English scale, by gender, school decile band and school type

Difference in achievement between Year 4 and Year 8

Figure 5 uses box plots to show the distributions of scores on the KARE assessment for Year 4 and Year 8 Pasifika students. As can be seen, there was a degree of overlap between the distributions – some Year 4 students achieved at a similar level to some of the students who were in Year 8 and vice versa. At both year levels, achievement ranged over four curriculum levels.

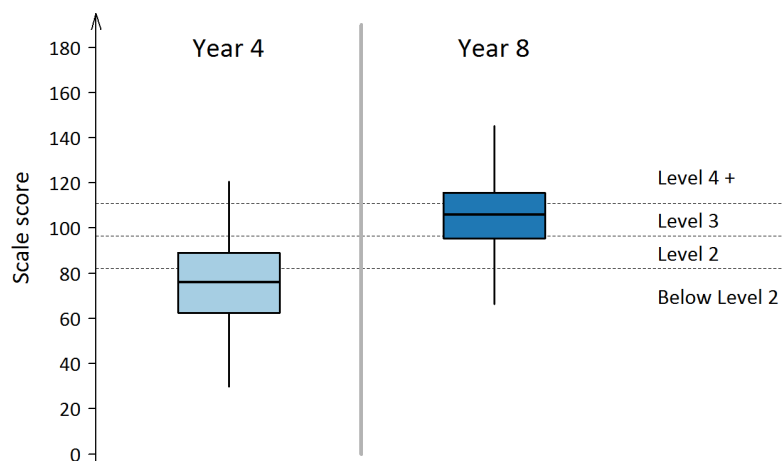


Figure 5 Distribution of Year 4 and Year 8 Pasifika students' scores on the Knowledge and Application of Reading in English scale

On average, Pasifika students in Year 8 scored higher on the KARE scale than Year 4 Pasifika students by an average of 30 scale score units (an annualised difference of just over 7 scale score units). This was similar to the average score difference between Year 4 and Year 8 for all students in the national samples.

The difference between the average scale scores for Year 4 and Year 8 Pasifika students was smaller for students from mid decile schools, than for those from low or high decile schools (23 scale score units compared with 32 and 29 scale score units, respectively). The relatively small number of Pasifika students within the sample at mid and high decile schools, however, means the confidence intervals associated with each difference in average scores are wide and overlapping.

4. Pasifika students' attitudes to reading and their opportunities to learn in reading

The student questionnaire, which was administered to all students in the study, included sections related to attitudes to reading, learning opportunities and experiences in reading at school, and the amount of time spent reading outside of school. This part of the report describes how Pasifika students responded to these sections and compares the responses to patterns in achievement.

Attitudes to English: reading

Figure 6 shows how Pasifika students in Year 4 and Year 8 responded to a series of statements about their attitudes to reading. Overall, students were positive about reading, although Year 8 students were less positive than students in Year 4.

The statement with the greatest level of disagreement was 'Reading is my favourite subject at school', with 16 percent of Year 4 students and 29 percent of Year 8 students responding 'do not agree at all'.

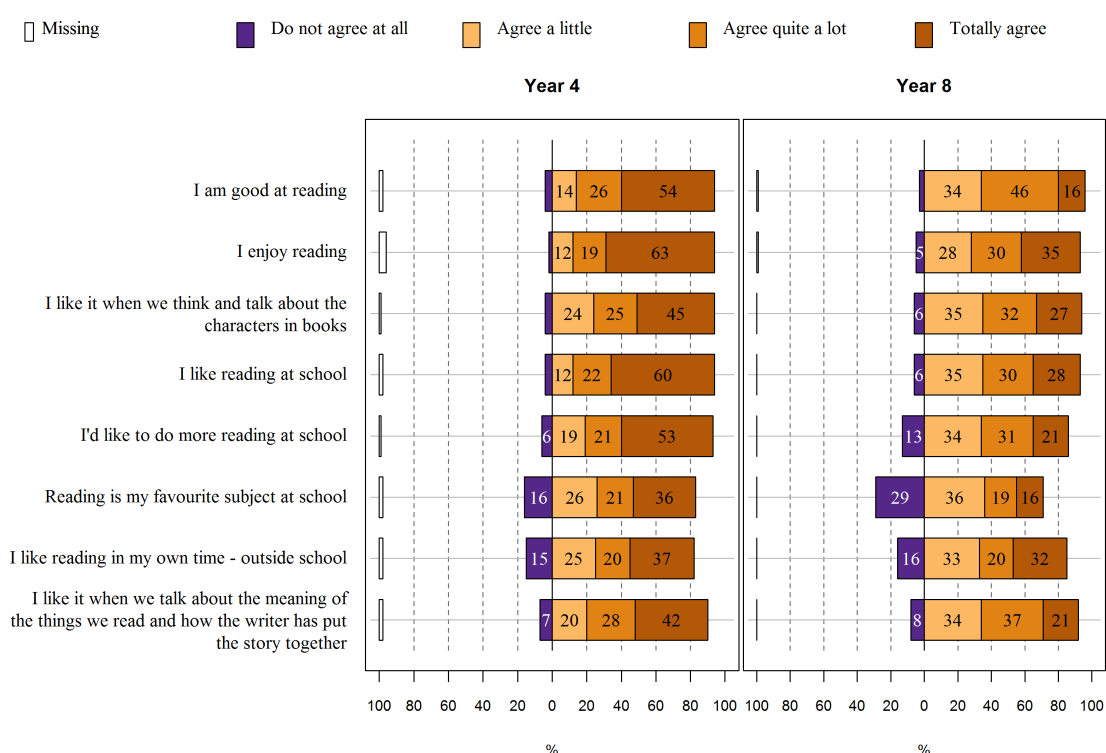


Figure 6 Percentage frequency of Year 4 and Year 8 Pasifika students' responses to the individual attitude statements

Attitude to Reading scale

To provide an overall ‘attitude to reading’ measure, each of the responses to the attitude statements was scored from 1 to 4, where a ‘1’ represented ‘do not agree at all’ and a ‘4’ represented a ‘totally agree’ response. IRT⁴ was used to convert each student’s combined response scores to an overall Attitude to Reading scale score. High scores on the scale indicate a very positive response overall to the attitude statements and low scores indicate a generally negative response to the statements.

Figure 7 shows the distribution of Attitude to Reading scale scores for Pasifika students in Year 4 and Year 8. The scale has been divided into regions associated with the likelihood of different response levels to the attitude statements in the questionnaire. Students with attitude scores in the ‘very positive’ region, for example, typically used ‘totally agree’ to respond to each of the individual statements about attitudes.

On average, Year 4 Pasifika students were located higher on the Attitude to Reading scale than Year 8 Pasifika students. Overall, most students were categorised as positive or very positive (approximately 96 percent of Year 4, and 87 percent of Year 8). Pasifika girls had a higher average Attitude to Reading scale score than Pasifika boys at both Year 4 and Year 8. The difference was statistically significant at Year 8, where girls scored, on average, 9 scale score units higher than boys. At Year 4 the difference was 2 scale score units.

The pattern of Attitude to Reading scores by gender for Pasifika students was slightly different from the gender pattern for all students in the national samples, where girls scored 7 scale score units higher, on average, at both year levels. Overall, the average score for Pasifika students on the Attitude to Reading scale was higher at both year levels compared with the average score for all students in the national samples.

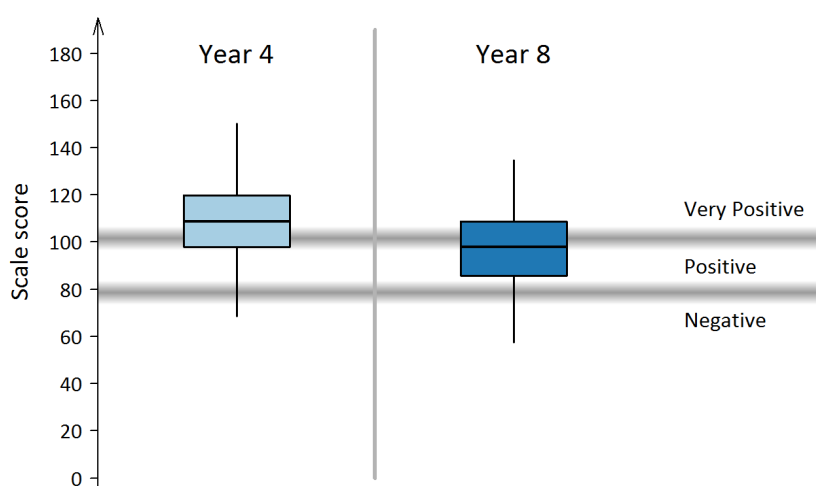


Figure 7 Distribution of Year 4 and Year 8 Pasifika students' scores on the Attitude to Reading scale

⁴ See Chapter 2 of *NMSSA English: Reading 2014 – Overview* for more information about the Attitude to Reading scale.

Relationship between achievement and attitudes to reading

Figures 8 and 9 show the relationship between Pasifika students' Attitude to Reading scale scores and achievement on the KARE assessment by using the 'very positive', 'positive' and 'negative' regions of the Attitude to Reading scale to form three groups of students based on attitudes. At Year 4 and Year 8, the difference in average achievement between Pasifika students who scored in the 'negative' and 'very positive' groups was 11 and 10 scale score units, respectively. This was slightly lower than the corresponding comparison for all students in the national samples and was not statistically significant at either year level. It should be noted that, the number of students categorised as 'negative' was very small at Year 4.

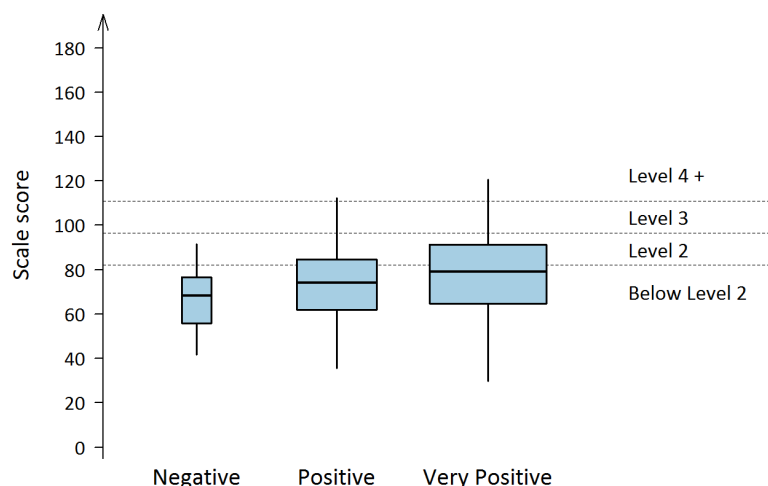


Figure 8 Distribution of Year 4 Pasifika students' scores on the Knowledge and Application of Reading in English scale, by category of Attitude to Reading

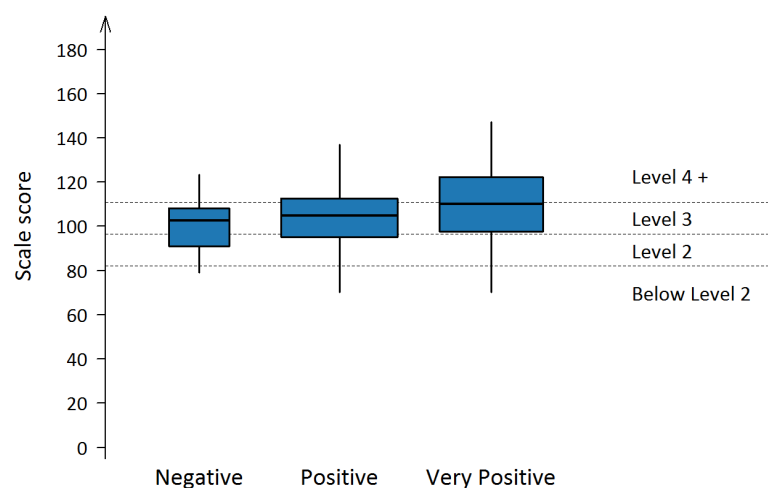


Figure 9 Distribution of Year 8 Pasifika students' scores on the Knowledge and Application of Reading in English scale, by category of Attitude to Reading

Learning opportunities and experiences in reading at school

Figure 10 shows how Pasifika students at each year level responded to a series of statements about their learning opportunities and experiences in reading. Overall, Year 8 Pasifika students reported slightly less frequent involvement than Year 4 Pasifika students in most of the opportunities and experiences. At Year 4, the statement to which the greatest proportion of students responded ‘never’ was ‘The things we read in class are about people like me and my family/whānau’ (19 percent). At Year 8, this statement, together with ‘My teacher reads aloud to our class’, were the statements most frequently responded to using ‘never’ (15 percent in both cases).

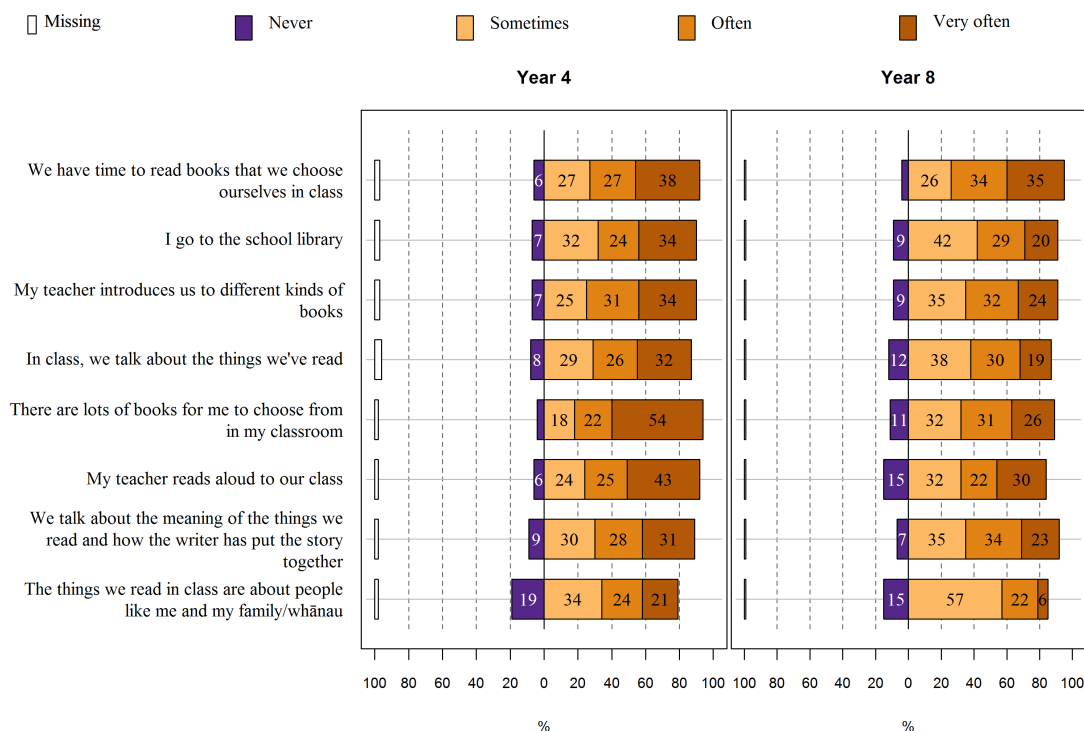


Figure 10 Percentage frequency of Year 4 and Year 8 Pasifika students' responses to the learning opportunities and experiences statements

Reading in your own time

The student questionnaire asked students in Year 8 how much reading they did in their own time (when not at school). Figure 9 shows how Pasifika students responded to this question by gender.

The most popular response category for Pasifika students was ‘up to an hour a week’. The most popular response category for all students in the national sample was evenly split between ‘1–2 hours a week’ and ‘2–5 hours a week’.

Overall, Pasifika boys reported spending less of their own time reading than Pasifika girls. The differences between boys’ and girls’ responses were particularly marked at either end of the scale, with a greater proportion of boys reporting that they did little or no reading in their own time, and a greater proportion of girls indicating they spent more than 5 hours a week reading in their own time.

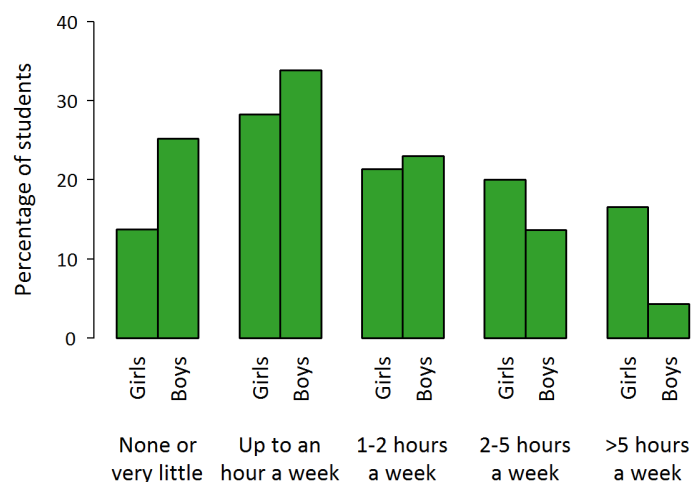


Figure 11 Percentage of Year 8 Pasifika students reporting reading in their own time, by gender and amount of time

Relationship between achievement and reading in your own time

Figure 12 shows the distribution of Year 8 Pasifika students’ scores on the KARE scale associated with each of the response categories for the question about reading in your own time. Average scale scores increased with the amount of time students reported spending reading in their own time. Year 8 Pasifika students who indicated that they read for more than 5 hours a week, on average, scored 21 scale score units higher on the KARE scale than Pasifika students who reported that they did no or very little reading in their own time. This difference in average scale scores was statistically significant and equivalent to about 3 years of average ‘progress’, based on the annualised difference in scale score averages between Year 4 and Year 8.

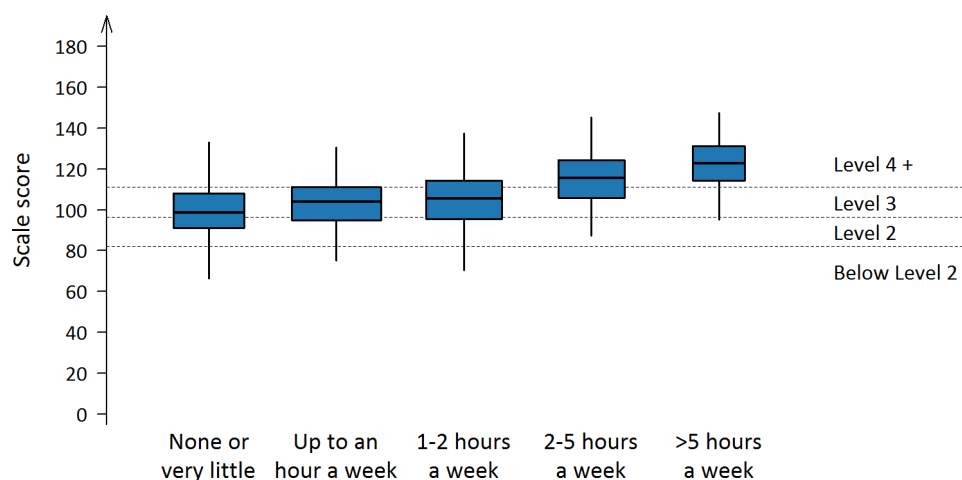


Figure 12 Distribution of Year 8 Pasifika students’ scores on the Knowledge and Application of Reading in English scale, by amount of own time spent reading

5. Benchmarking Pasifika success

This section examines the profiles of Year 4 and Year 8 Pasifika students who scored above the national average for all students in their respective year level (the benchmark) on the KARE assessment. These groups are defined as the ‘highest achieving’⁵. For comparison purposes, a ‘lowest achieving’ group has also been defined at each year level. This group is equal in size to the ‘highest achieving’ group and is made up of students with the lowest scores.

Thirty-one percent of Pasifika students at Year 4 and 29 percent at Year 8 scored above their respective benchmarks. This compared with 51 percent of all students in the national sample at both year levels. Table 2 shows that the average scores for Pasifika students in the highest achieving groups were lower than the corresponding averages for all students in the national samples.

Table 2 Average spread of scores on the Knowledge and Application of Reading in English assessment at Year 4 and Year 8 for Pasifika students, and for all students in the national sample, scoring above the benchmarks

	Knowledge and Application of Reading in English			
	Year 4 students scoring above the benchmark		Year 8 students scoring above the benchmark	
	Pasifika students	All Year 4 students	Pasifika students	All Year 8 students
Average scale score	96	102	125	128
Standard deviation	10	13	9	11

⁵ In this first cycle of NMSSA we have used the national average score at Year 4 and Year 8 as benchmark scores for each learning area. The benchmarks established in this cycle, including those for English: reading, may be used to compare results across future cycles of NMSSA.

Characteristics of highest and lowest achieving students

Figures 13 to 16 show the percentage of students, by gender and school decile band in the highest and lowest achieving Pasifika student groups. The corresponding percentages for all Pasifika students in the national sample are given for reference in each figure.

Achievement at Year 4

Figure 13 shows that the highest achieving group in Year 4 included a greater proportion of girls than boys. This difference was greater than the difference in the proportion of boys compared with girls for all Year 4 Pasifika students. Conversely, a greater proportion of boys than girls was included in the lowest achieving group.

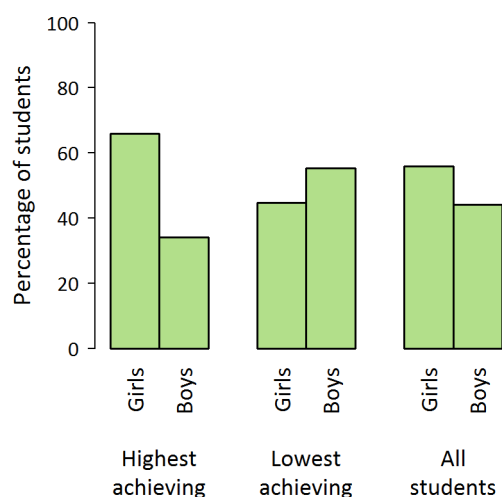


Figure 13 Percentage of Year 4 Pasifika students in the highest achieving, lowest achieving and all students groups, by gender

Figure 14 shows that Pasifika students from low decile schools were slightly under-represented and students from mid and high decile schools were slightly over-represented in the highest achieving group at Year 4 when compared with the relative proportions of students from the different decile bands for all Year 4 Pasifika students. The converse was true for the lowest achieving Year 4 Pasifika students.

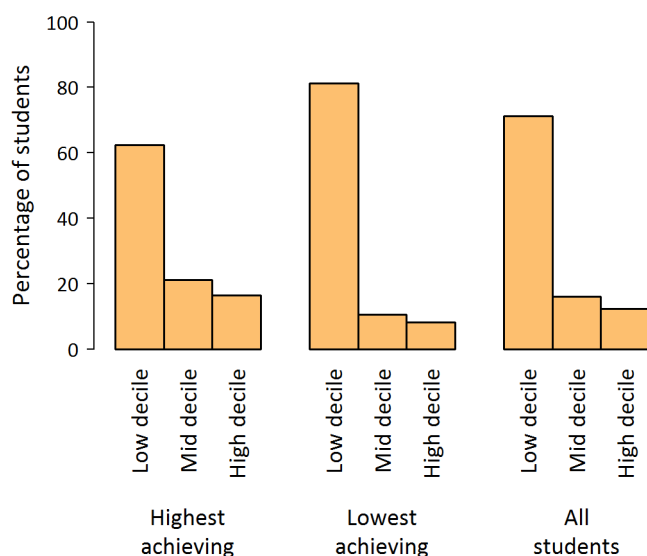


Figure 14 Percentage of Year 4 Pasifika students in the highest achieving, lowest achieving and all students groups, by school decile band

Achievement at Year 8

Figure 15 shows that the highest achieving Pasifika group at Year 8 included a greater proportion of girls than boys, while the lowest achieving group included a greater proportion of boys than girls. The imbalance in favour of girls was greater at Year 8 than Year 4, when compared with the overall proportion of girls and boys for all Pasifika students at each year level.

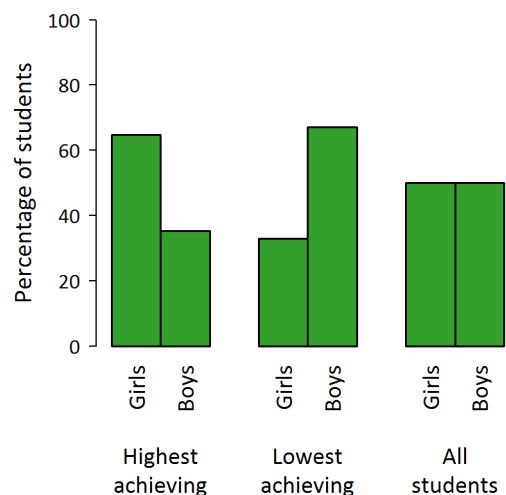


Figure 15 Percentage of Year 8 Pasifika students in the highest achieving, lowest achieving and all students groups, by gender

Figure 16 shows that Year 8 students from high decile schools were slightly over-represented among the highest achievers and slightly under-represented among the lowest achievers when compared with the relative proportions of students from the different decile bands for all Year 8 Pasifika students. Year 8 Pasifika students from mid decile schools were slightly under-represented among the highest achievers and slightly over-represented among the lowest achievers.

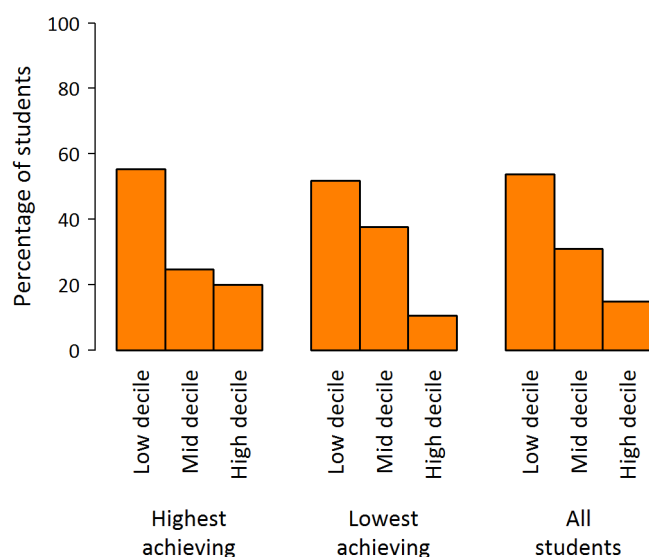


Figure 16 Percentage of Year 8 Pasifika students in the highest achieving, lowest achieving and all students groups, by school decile band

Attitudes to Reading

At Year 4, the average score on the Attitude to Reading scale was 5 scale score points higher for the highest achieving Pasifika students, than for the lowest. At Year 8, this difference was 12 scale score units. The difference was statistically significant at Year 8, but not Year 4.

Learning opportunities and experiences in reading at school

The percentage of highest and lowest achieving Year 4 and Year 8 Pasifika students responding to the learning opportunities and experiences in reading statements with either 'often' or 'very often' were examined. Only one statement showed a difference of 20 percentage points or more. This was the statement 'I go to the school library', where 73 percent of the highest achieving students compared with 43 percent of the lowest achieving students at Year 4 responded with 'often' or 'very often'.

Reading in your own time

At Year 8, 59 percent of Pasifika students in the highest achieving group reported reading in their own time for 2 or more hours a week (see Figure 17). In contrast, 62 percent of Pasifika students in the lowest achieving group reporting reading in their own time for less than an hour a week.

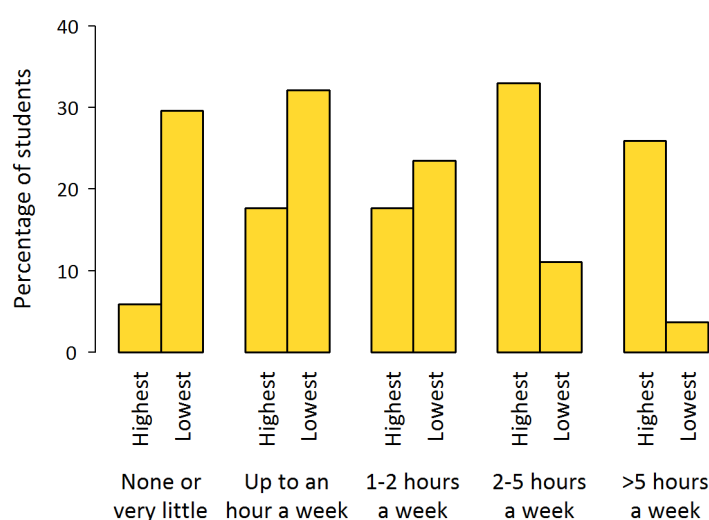


Figure 17 Percentage of Year 8 Pasifika students reporting reading in their own time, by highest and lowest achieving groups and amount of time

Appendix 1

Reports of findings for English: reading

- 5.1 NMSSA English: Reading 2014 – Overview
- 5.2 NMSSA Māori Student Achievement in English: Reading – Key findings 2014
- 5.3 NMSSA Pasifika Student Achievement in English: Reading – Key findings 2014
- 5.4 NMSSA Achievement of Students with Special Education Needs in English: Reading – Key findings 2014
- 5.5 NMSSA English: Reading 2014 – Contextual Report
- 7 NMSSA Technical Information 2014 – Social Studies, English: Reading

Reports of findings for social studies

- 6.1 NMSSA Social Studies 2014 – Overview
- 6.2 NMSSA Māori Student Achievement in Social Studies – Key findings 2014
- 6.3 NMSSA Pasifika Student Achievement in Social Studies – Key findings 2014
- 6.4 NMSSA Achievement of Students with Special Education Needs in Social Studies – Key findings 2014
- 6.5 NMSSA Social Studies 2014 – Contextual Report
- 7 NMSSA Technical Information 2014 – Social Studies, English: Reading

All reports are available on line at <http://nmssa.otago.ac.nz/reports/index.htm>.

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Table A2.12	Achievement on the KARE, by response category for reading in own time for Pasifika students	30

Table A2.1 Achievement on the KARE: Summary statistics for Year 4 Pasifika students

Group	Actual sample size	Effective sample size	Mean	Confidence interval for the mean	Standard deviation
All	271	182	76	(73.0, 78.5)	19
Gender					
Girls	151	101	79	(75.5, 82.5)	18
Boys	120	80	72	(67.5, 75.5)	18
Decile band					
Low decile	193	129	73	(70.0, 76.5)	19
Mid decile	44	29	80	(75.0, 85.0)	14
High decile	34	23	83	(75.0, 91.0)	20
School type					
Composite school (Years 1–15)	3	2	89	(55.5, 122.5)	24
Contributing school	191	128	76	(72.5, 79.5)	20
Full primary school	77	52	75	(70.5, 79.0)	16

Table A2.2 Achievement on the KARE: Summary statistics for Year 8 Pasifika students

Group	Actual sample size	Effective sample size	Mean	Confidence interval for the mean	Standard deviation
All	291	195	106	(103.5, 108.0)	17
Gender					
Girls	146	98	110	(107.0, 113.0)	16
Boys	145	97	102	(98.5, 105.0)	17
Decile band					
Low decile	156	105	106	(102.5, 108.5)	16
Mid decile	91	61	103	(99.0, 107.5)	17
High decile	44	29	112	(105.5, 118.0)	17
School type					
Composite school (Years 1–15 & 7–10)	3	2	135	(119.0, 151.0)	12
Full primary school	79	53	109	(104.0, 114.0)	18
Intermediate school	154	103	104	(100.5, 106.5)	15
Secondary school (Years 7–15)	55	37	106	(100.5, 111.5)	17

Table A2.3 Achievement on the KARE: Differences between subgroup means for Year 4 Pasifika students

Subgroup 1	Subgroup 1 effective sample size	Subgroup 2	Subgroup 2 effective sample size	Difference in means	Confidence interval for difference in means	Effect size
Gender						
Girls	101	Boys	80	8	(2.0, 13.0)	0.41
Decile band						
High decile	23	Mid decile	29	3	(-6.5, 12.5)	0.18
High decile	23	Low decile	129	10	(1.0, 18.5)	0.51
Mid decile	29	Low decile	129	7	(0.5, 12.5)	0.36
School type						
Composite school (Years 1–15)	2	Contributing school	128	13	(-20.5, 46.5)	0.66
Composite school (Years 1–15)	2	Full primary school	52	14	(-19.5, 48.0)	0.89
Contributing school	128	Full primary school	52	1	(-4.0, 7.0)	0.07

Table A2.4 Achievement on the KARE: Differences between subgroup means for Year 8 Pasifika students

Subgroup 1	Subgroup 1 effective sample size	Subgroup 2	Subgroup 2 effective sample size	Difference in means	Confidence interval for difference in means	Effect size
Gender						
Girls	98	Boys	97	8	(3.5, 13.0)	0.51
Decile band						
High decile	29	Mid decile	61	9	(1.0, 16.5)	0.52
High decile	29	Low decile	105	6	(-0.5, 13.5)	0.38
Mid decile	61	Low decile	105	-2	(-7.5, 2.5)	-0.15
School type						
Composite school (Years 1–15 & 7–10)	2	Full primary school	53	26	(9.5, 42.5)	1.45
Composite school (Years 1–15 & 7–10)	2	Intermediate school	103	32	(15.5, 47.5)	2.06
Composite school (Years 1–15 & 7–10)	2	Secondary school (Years 7–15)	37	29	(12.5, 46.0)	1.76
Full primary school	53	Intermediate school	103	6	(-0.0, 11.0)	0.34
Full primary school	53	Secondary school (Years 7–15)	37	3	(-4.0, 10.5)	0.18
Intermediate school	103	Secondary school (Years 7–15)	37	-2	(-8.5, 4.0)	-0.15

Table A2.5 Achievement on the KARE: Differences between means for Year 4 Pasifika and Year 8 Pasifika, by subgroup

Group	Year 8 effective sample size	Year 4 effective sample size	Difference in means	Confidence interval for difference in means	Effect size
All	195	182	30	(26.5, 33.5)	1.71
Gender					
Girls	98	101	31	(26.0, 35.5)	1.81
Boys	97	80	30	(25.0, 35.5)	1.74
Decile band					
Low decile	105	129	32	(27.5, 36.5)	1.82
Mid decile	61	29	23	(16.5, 30.0)	1.46
High decile	29	23	29	(18.5, 39.0)	1.57

Table A2.6 English: reading curriculum levels: Year 4 Pasifika students

Group	Actual sample size	Effective sample size	Percentage of students at <L2	Confidence interval for <L2 percentage	Percentage of students at L2	Confidence interval for L2 percentage	Percentage of students at L3	Confidence interval for L3 percentage	Percentage of students at L4+	Confidence interval for L4+ percentage
All	271	182	61%	(54.0%, 68.0%)	28%	(21.5%, 34.5%)	8%	(4.0%, 11.5%)	3%	(0.5%, 6.0%)
Gender										
Girls	151	101	54%	(44.0%, 63.5%)	32%	(23.5%, 41.5%)	9%	(3.5%, 15.0%)	5%	(0.5%, 8.5%)
Boys	120	80	70%	(60.0%, 80.0%)	22%	(13.5%, 31.5%)	6%	(0.5%, 11.0%)	2%	(0.0%, 4.5%)
Decile band										
Low decile	193	129	67%	(58.5%, 75.0%)	24%	(17.0%, 32.0%)	6%	(2.0%, 10.5%)	3%	(0.0%, 5.5%)
Mid decile	44	29	50%	(32.0%, 68.0%)	36%	(19.0%, 53.5%)	14%	(1.0%, 26.0%)	-	-
High decile	34	23	41%	(21.0%, 61.5%)	38%	(18.5%, 58.0%)	9%	(0.0%, 20.5%)	12%	(0.0%, 25.0%)
School type										
Composite school (Years 1–15)	3	2	67%	(1.5%, 100.0%)	-	-	-	-	33%	(0.0%, 98.5%)
Contributing school	191	128	59%	(50.0%, 67.0%)	29%	(21.0%, 36.5%)	9%	(4.0%, 14.0%)	4%	(0.5%, 7.0%)
Full primary school	77	52	66%	(53.5%, 79.0%)	27%	(15.0%, 39.5%)	5%	(0.0%, 11.5%)	1%	(0.0%, 4.5%)

Table A2.7 English: reading curriculum levels: Year 8 Pasifika students

Group	Actual sample size	Effective sample size	Percentage of students at <L2	Confidence interval for <L2 percentage	Percentage of students at L2	Confidence interval for L2 percentage	Percentage of students at L3	Confidence interval for L3 percentage	Percentage of students at L4+	Confidence interval for L4+ percentage
All	291	195	7%	(3.5%, 11.0%)	22%	(16.0%, 27.5%)	34%	(27.5%, 41.0%)	37%	(30.0%, 43.5%)
Gender										
Girls	146	98	3%	(0.0%, 7.0%)	15%	(8.0%, 22.0%)	36%	(27.0%, 46.0%)	45%	(35.5%, 55.0%)
Boys	145	97	11%	(5.0%, 17.5%)	28%	(19.5%, 37.0%)	32%	(23.0%, 41.5%)	28%	(19.5%, 37.0%)
Decile band										
Low decile	156	105	8%	(3.0%, 13.5%)	19%	(11.5%, 27.0%)	35%	(25.5%, 43.5%)	38%	(28.5%, 47.0%)
Mid decile	91	61	8%	(1.0%, 14.5%)	27%	(16.5%, 38.5%)	37%	(25.0%, 49.5%)	27%	(16.5%, 38.5%)
High decile	44	29	2%	(0.0%, 7.5%)	18%	(4.5%, 32.0%)	27%	(11.0%, 43.5%)	52%	(34.0%, 70.5%)
School type										
Composite school (Years 1–15 & 7–10)	3	2	-	-	-	-	-	-	100%	-
Full primary school	79	53	9%	(1.0%, 16.5%)	13%	(3.5%, 21.5%)	32%	(19.0%, 44.0%)	47%	(33.5%, 60.5%)
Intermediate school	154	103	6%	(1.5%, 10.5%)	29%	(20.5%, 38.0%)	36%	(26.5%, 45.0%)	29%	(20.5%, 38.0%)
Secondary school (Years 7–15)	55	37	9%	(0.0%, 18.5%)	15%	(3.0%, 26.0%)	36%	(21.0%, 52.0%)	40%	(24.0%, 56.0%)

Table A2.8 Attitude to reading: Summary statistics for Year 4 Pasifika students

Group	Actual sample size	Effective sample size	Mean	Confidence interval for the mean	Standard deviation
All	268	180	110	(107.5, 113.0)	19
Gender					
Girls	149	100	111	(107.0, 114.5)	19
Boys	119	80	109	(105.0, 113.5)	20
Decile band					
Low decile	190	127	110	(107.0, 113.5)	19
Mid decile	44	29	113	(104.5, 121.0)	23
High decile	34	23	105	(98.0, 111.5)	16
School type					
Composite school (Years 1–15)	3	2	120	(95.5, 144.5)	18
Contributing school	188	126	111	(107.0, 114.0)	20
Full primary school	77	52	108	(103.5, 113.5)	18

Table A2.9 Attitude to reading: Summary statistics for Year 8 Pasifika students

Group	Actual sample size	Effective sample size	Mean	Confidence interval for the mean	Standard deviation
All	291	195	97	(94.5, 99.5)	18
Gender					
Girls	146	98	101	(97.5, 105.0)	19
Boys	145	97	92	(89.0, 95.5)	17
Decile band					
Low decile	156	105	100	(97.0, 103.5)	18
Mid decile	91	61	95	(91.0, 99.5)	17
High decile	44	29	88	(81.0, 95.5)	20
School type					
Composite school (Years 1–15 & 7–10)	3	2	107	(104.5, 109.0)	2
Full primary school	79	53	101	(96.5, 106.5)	18
Intermediate school	154	103	95	(92.0, 98.5)	17
Secondary school (Years 7–15)	55	37	94	(87.5, 101.0)	21

Table A2.10 Achievement on the KARE, by Attitude to Reading category for Pasifika students

Group	Attitude to Reading category					
	Negative		Positive		Very positive	
	Actual sample size	Mean KARE scale score	Actual sample size	Mean KARE scale score	Actual sample size	Mean KARE scale score
Year 4						
All	11	67	82	72	175	78
Girls	5	62	41	78	103	81
Boys	6	71	41	67	72	74
Year 8						
All	38	100	142	104	111	110
Girls	14	107	61	106	71	114
Boys	24	96	81	102	40	104

Table A2.11 Student Questionnaire – Question 5: Reading in own time for Pasifika students

Group	Actual sample size	Effective sample size	Question 5: Reading in own time				
			None or very little	Up to an hour a week	1–2 hours a week	2–5 hours a week	>5 hours a week
All	284	190	19%	31%	22%	17%	11%
Gender							
Girls	145	97	14%	28%	21%	20%	17%
Boys	139	93	25%	34%	23%	14%	4%
Benchmark groups							
Highest achievers	85	57	6%	18%	18%	33%	26%
Lowest achievers	81	54	30%	32%	23%	11%	4%

Table A2.12 Achievement on the KARE, by response category for reading in own time for Pasifika students

Group	Response category for reading in own time									
	None or very little		Up to an hour a week		1–2 hours a week		2–5 hours a week		>5 hours a week	
	n	mean	n	mean	n	mean	n	mean	n	mean
All	55	99	88	102	63	105	48	114	30	120
Boys	35	99	47	99	32	102	19	112	6	116
Girls	20	100	41	106	31	108	29	115	24	121

