

Wānangatia te Putanga Tauira National Monitoring Study of Student Achievement

Pasifika Student Achievement in Social Studies

Key findings 2014



Wānangatia te Putanga Tauira
**National Monitoring Study
of Student Achievement**

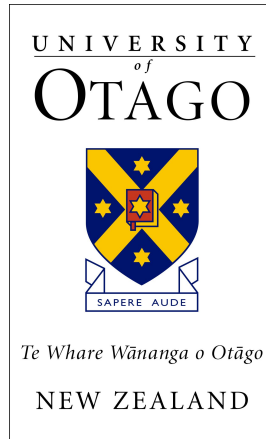
Pasifika Student Achievement in Social Studies

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 6.3:
Pasifika Student Achievement in Social Studies – Key Findings 2014**

published by Educational Assessment Research Unit, University of Otago, and New Zealand Council for Educational Research
under contract to the Ministry of Education, New Zealand

ISSN: 2350-3238 (Online only)
ISSN: 978-1-927286-15-9 (Online only)

For the Social Studies 2014 – Overview report, see <http://nmssa.otago.ac.nz>
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Acknowledgements

The NMSSA project team wishes to acknowledge the very important and valuable support and contributions of many people to this project, including:

- members of the reference groups: Technical, Māori, Pasifika and Special Education
- members of the curriculum advisory panels in social studies and English: reading
- principals and students of the schools where the tasks were piloted and trials were conducted
- principals, teachers and Board of Trustees members of the schools that participated in the 2014 main study including the linking study
- the students who participated in the assessments and their parents, whānau and caregivers
- the teachers who administered the assessments to the students
- the teachers, senior initial teacher education students and others who undertook the marking
- the Ministry of Education Research Team and Steering Committee.

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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 social studies.

Pasifika students made up about 12 percent of the NMSSA samples at Year 4 and Year 8. Seventy-eight percent of Pasifika students in the Year 4 sample attended low decile schools and, at Year 8, the figure was 52 percent.

At Year 4, 37 percent of Pasifika students achieved above the minimum score on the Nature of Social Studies (NSS) assessment associated with achieving curriculum level 2 objectives and 21 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 respective national samples.

The difference in average scale scores between Pasifika students in Year 4 and Year 8 was 41 scale units. This difference was equivalent to an annualised average ‘progress’ score of about 10 scale score units. This was greater than the corresponding annualised ‘progress’ score for all students in the national sample.

There was relatively consistent ‘progress’ from Year 4 to Year 8 for boys and girls.

Overall, Year 4 Pasifika students had more positive attitudes to social studies than Year 8 Pasifika students and this pattern was similar to the pattern for all students in the national samples. The association between achievement and Attitude to Social Studies scale scores for Pasifika students was not statistically significant at either year level.

Pasifika students reported on how often they experienced a range of activities that related to learning social studies at school. The majority of students at both year levels reported experiencing each of the activities at least ‘sometimes’. There were some statistically significant, although weak, positive correlations between students’ reports of how often each of the learning opportunities and experiences happened and their achievement on the NSS assessment. At Year 4, responses to the statement ‘My teacher tells me how well I’m doing in social studies’ was negatively correlated with achievement.

Twenty-nine percent of Year 4 Pasifika students scored above the national average for all students in Year 4 and 36 percent of Year 8 Pasifika students scored above the national average for all students in Year 8.

1. Introduction

This report provides an overview of findings for Pasifika¹ students who were involved in the 2014 social studies 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 social studies used in the study and how they responded to questions in the student questionnaire related to social studies. 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 social studies. A parallel series of reports present the findings from the NMSSA English: reading assessment programme².

2. The 2014 social studies 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 social studies was assessed

A programme of individual performance tasks and one-to-one interviews administered by specially trained teachers was used to assess the Nature of Social Studies (NSS).

The NSS focused on three aspects of social studies:

- conceptual understanding
- active participation in society
- values and perspectives.

The NSS covered the four strands of the social sciences learning area in the NZC (i.e., identity, culture and organisation; place and environment; continuity and change; and economic world) and covered a wide range of contexts using New Zealand and global settings.

Reporting achievement

An Item Response Theory (IRT) approach (specifically the Rasch model) was used to construct a reporting scale for the NSS assessment. The scale allows scores for Year 4 and Year 8 students to be reported on the same metric. The scale was constructed 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 *Social Studies 2014 – Overview* for more information.

A curriculum alignment exercise was carried out to link scores on the NSS 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.

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

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

² Six reports have been written to present the findings for social studies, and a parallel set of six reports have been written to present the findings for English: reading. A list of the reports for each learning area is provided in Appendix 1.

Contextual data

A range of contextual data were collected through questionnaires for students, teachers and principals. This report draws on sections of the student questionnaire related to attitudes to social studies and opportunities to learn in social studies. Additional reporting on contextual data can be found in *Social Studies 2014 – Contextual Report*.

Pasifika students participating in the study³

Table 1 provides the number of Pasifika students in the national sample at each year level, by gender and school decile band⁴. Pasifika students represented about 12 percent of each national sample. There was a greater number of girls than boys in the samples at Year 4 and roughly equal numbers of girls and boys at Year 8. Over 70 percent of Pasifika students in the Year 4 samples attended low decile schools and about 52 percent at Year 8.

Table 1 Number of Pasifika students in the national samples for the 2014 NMSSA Social Studies study

	Nature of Social Studies		Student questionnaire	
	Year 4	Year 8	Year 4	Year 8
Group				
All Pasifika	86	96	270	291
Gender				
Girls	48	49	150	146
Boys	38	47	120	145
School decile band				
Low	67	50	192	156
Mid	12	29	44	91
High	7	17	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 NSS 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 Up to 25 students in each school responded to the questionnaire. A subset of 8 students in each school participated in the NSS assessment.

⁴ The *low* band comprised students in decile 1–3 schools, the *mid* band comprised students in decile 4–7 schools and the *high* band comprised students in decile 8–10 schools.

3. Pasifika student achievement in social studies

Achievement against the curriculum

Figures 1 and 2 use line graphs to show the score distribution for Year 4 and Year 8 Pasifika students on the NSS assessment, respectively, against the agreed alignment of curriculum levels with the NSS 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 Year 4 Pasifika students scored above the minimum score associated with achieving curriculum level 2 objectives. Twenty-one percent of Year 8 Pasifika students scored above the minimum score associated with achieving curriculum level 4 objectives. The corresponding percentages for all students in the national samples were 61 percent at Year 4 and 38 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.

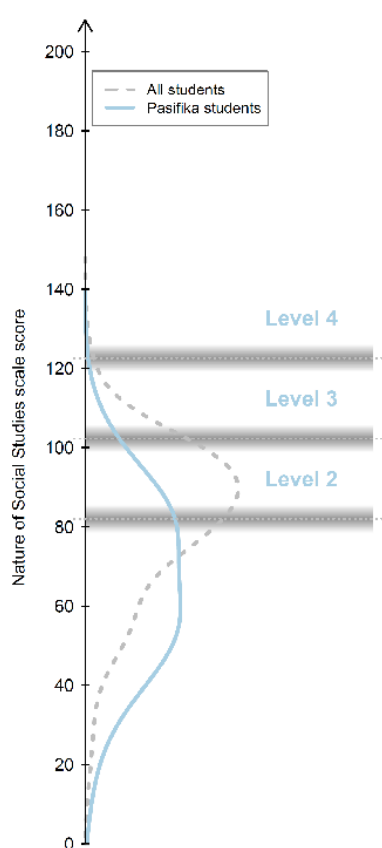


Figure 1 Distribution of Year 4 Pasifika students' achievement on the Nature of Social Studies against the NZC levels for social sciences

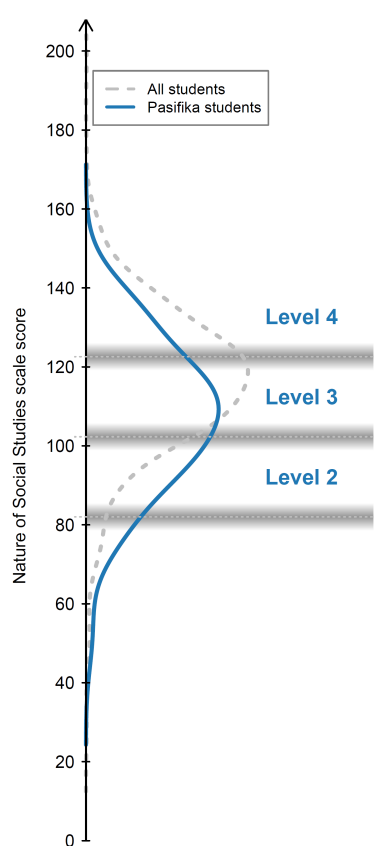


Figure 2 Distribution of Year 8 Pasifika students' achievement on the Nature of Social Studies against the NZC levels for social sciences

Achievement by gender

Figures 3 and 4 display the distributions of scores for Pasifika students, by gender, on the NSS assessment in Year 4 and Year 8, respectively. There was no statistically significant difference between the average scale scores for Pasifika girls and boys at either year level⁵.

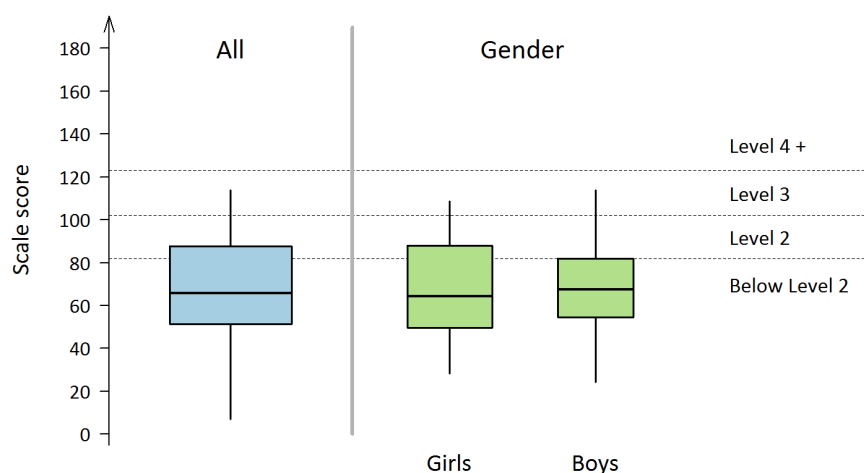


Figure 3 Distribution of Year 4 Pasifika students' scores on the Nature of Social Studies assessment, by gender

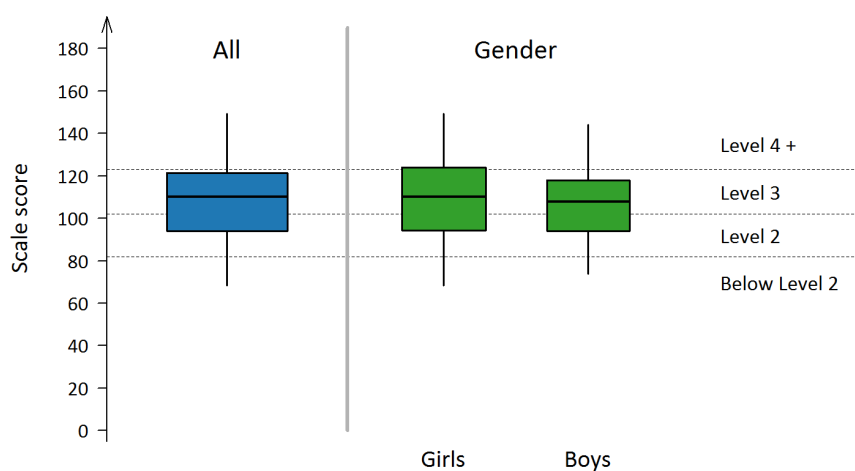


Figure 4 Distribution of Year 8 Pasifika students' scores on the Nature of Social Studies assessment, by gender

⁵ The numbers of Pasifika students at each year level were too small for meaningful comparisons to be made by school decile band or school type.

Difference in achievement between Year 4 and Year 8

Figure 5 shows the distributions of scores on the NSS 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 students who were in Year 8 and vice versa. At both year levels, achievement ranged over four curriculum levels.

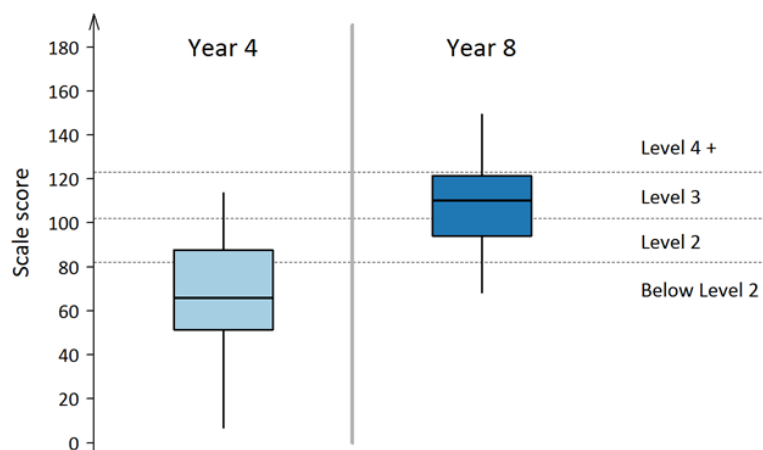


Figure 5 Distribution of Year 4 and Year 8 Pasifika students' scores on the Nature of Social Studies assessment

On average, Pasifika students in Year 8 scored higher on the NSS scale than Year 4 Pasifika students by 41 scale score units (an annualised difference of just over 9 scale score units per year). This was greater than the average score difference between Year 4 and Year 8 for all students in the national samples.

4. Pasifika students' attitudes to social studies and their opportunities to learn

The student questionnaire, which was administered to all students in the study, included sections related to attitudes to social studies, and learning opportunities and experiences in social studies. This part of the report describes how Pasifika students responded to these sections and compares the patterns of responses to achievement.

Attitudes to social studies

Figure 6 shows how Pasifika students responded to a series of statements about their attitudes to social studies. Overall, students were positive in their attitudes to social studies, although Year 4 students tended to use stronger agreement categories than Year 8 students. This pattern of response was similar to the pattern observed for all students in the national samples.

The statement with the greatest level of disagreement was 'Social studies is my favourite subject at school', with 13 percent of Year 4 students and 39 percent of Year 8 students responding 'do not agree at all'.

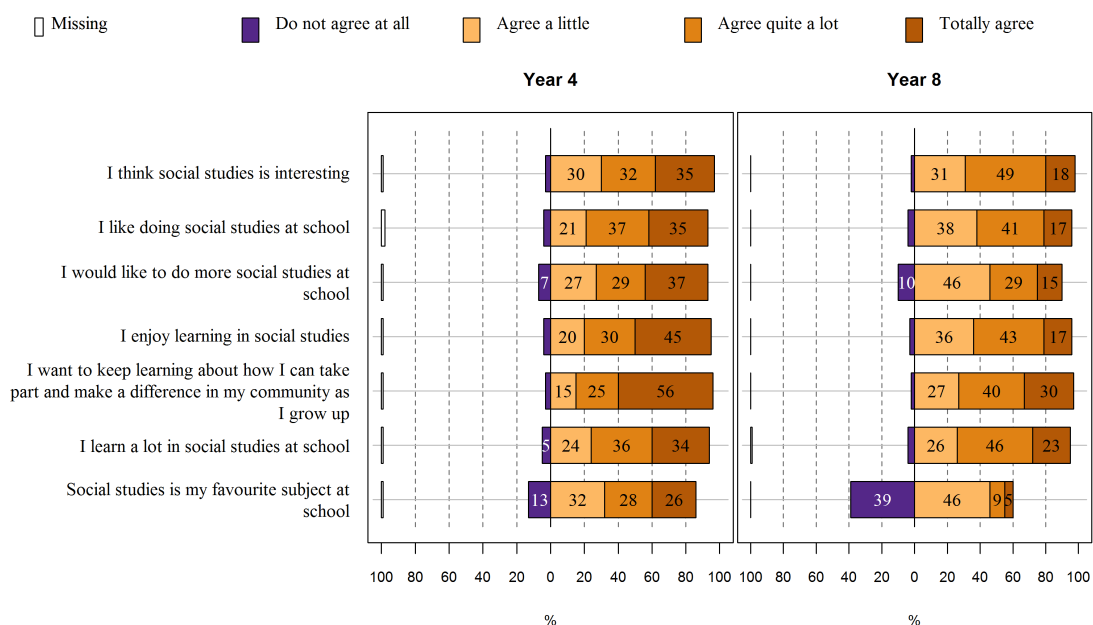


Figure 6 Percentage frequency of Year 4 and Year 8 Pasifika students' responses to the individual attitude statements

Attitude to Social Studies scale

To provide an overall ‘attitude to social studies’ 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. IRT⁶ was then used to convert each student’s total score to an overall Attitude to Social Studies 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 6 shows the distribution of Attitude to Social Studies scale scores for Pasifika students by year level. The spread of scores on the NSS assessment scale was similar at both year levels. 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 the category ‘totally agree’ to respond to the individual statements about attitudes.

On average, Year 4 Pasifika students were located higher on the Attitude to Social Studies scale than Year 8 Pasifika students. Most Year 8 Pasifika students, however, were still categorised as positive or very positive. The responses for Pasifika students reflected the pattern for all students in the national samples.

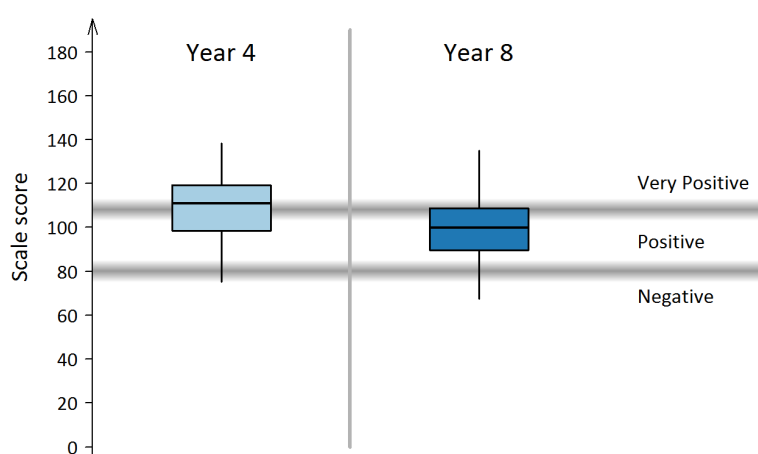


Figure 7 Distribution of Year 4 and Year 8 Pasifika students’ scores on the Attitude to Social Studies scale

⁶ See Chapter 2 of *NMSSA Report 6.1: Social Studies 2014 – Overview* for more information about the Attitude to Social Studies scale.

Relationship between achievement and attitudes to social studies

Figures 8 and 9 show the relationship between achievement on the NSS assessment and Attitude to Social Studies scale scores for Pasifika students by using the ‘very positive’, ‘positive’ and ‘negative’ regions of the Attitude to Social Studies scale to form three groups based on attitudes. In the figures, the distribution of NSS scale scores has been plotted for each attitude grouping for Year 4 and Year 8, respectively. There were relatively few Year 4 students who were in the ‘negative’ category.

Pasifika students achieved at reasonably similar levels on the NSS scale irrespective of their attitudes to social studies. As was found for the national sample, there was no statistically significant correlation between achievement and attitude scores for Pasifika students at Year 4 or Year 8.

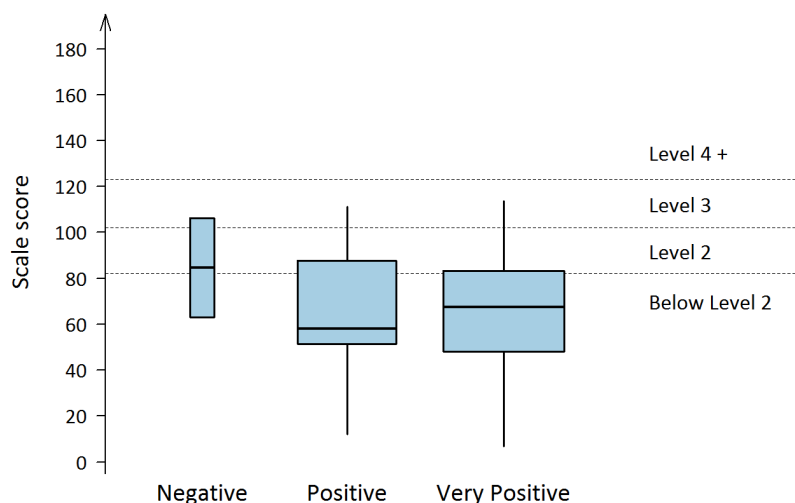


Figure 8 Distribution of Year 4 Pasifika students' scores on the Nature of Social Studies scale, by category of Attitude to Social Studies

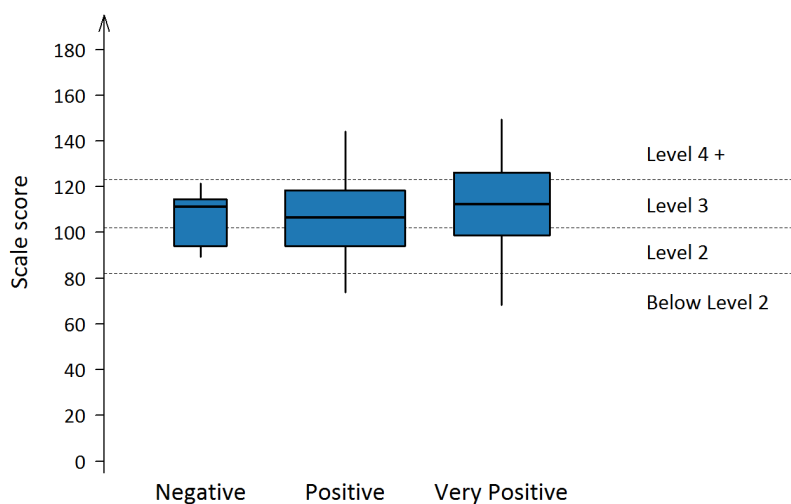


Figure 9 Distribution of Year 8 Pasifika students' scores on the Nature of Social Studies scale, by category of Attitude to Social Studies

Learning opportunities and experiences in social studies at school

Figure 10 shows how Year 4 and Year 8 Pasifika students responded to a series of statements about their learning experiences and opportunities at school. Overall, students' responses were very similar at both year levels, with at least 88 percent of students reporting that each of the opportunities and experiences happened either 'sometimes', 'often' or 'very often'. This finding was slightly higher than the finding for all students in the national samples (85 percent).

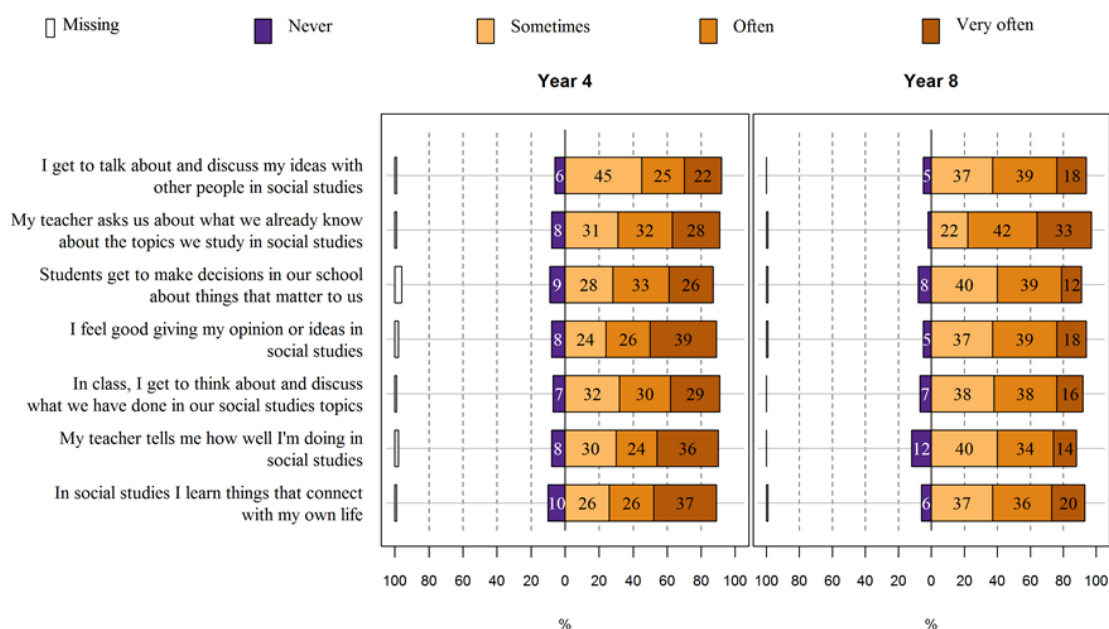


Figure 10 Percentage frequency of Year 4 and Year 8 Pasifika students' responses to the learning opportunities and experiences statements

Relationship between achievement and opportunities to learn

The relationship between Pasifika students' responses to the learning opportunities and experiences statements and their achievement in social studies was examined by correlating the level of response to each of the statements with achievement on the NSS measure. The statistically significant correlations⁷ are presented in Table 2. There were statistically significant but relatively weak correlations for four statements at Year 8 and for two statements at Year 4. Overall, the correlations were positive, with one exception. At Year 4, the statement 'My teacher tells me how well I'm doing in social studies' was negatively correlated with achievement. This means that students in Year 4 whose responses indicated their teachers frequently told them how well they were doing tended to score lower on the NSS measure than students whose responses indicated their teachers did this less frequently.

Table 2 Statistically significant correlations between Pasifika students' scores on the Nature of Social Studies assessment and learning opportunities and experiences statements at Year 4 and Year 8

Statement	Year 4	Year 8
I get to talk about and discuss my ideas with other people in social studies	<i>ns</i>	0.26
My teacher asks us about what we already know about the topics we study in social studies	<i>ns</i>	0.29
I feel good giving my opinion or ideas in social studies	0.28	0.24
In class I get to think about and discuss what we have done in our social studies topics	<i>ns</i>	0.22
My teacher tells me how well I'm doing in social studies	-0.24	<i>ns</i>

Note: *ns* = not statistically significant

⁷ Pearson Product Moment Correlation Coefficient ($p < .05$).

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 NSS assessment. These groups are defined as the ‘highest achieving’⁸. 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.

Twenty-nine percent of Year 4 Pasifika students and 36 percent at Year 8 scored above their respective benchmarks. This compared with 58 percent of all students in the Year 4 national sample and 54 percent of all students in the Year 8 national sample. Table 3 shows that the average scale scores on the NSS assessment for Pasifika students in the highest achieving groups were slightly lower than the averages of all students in the national samples achieving above the respective benchmark.

Table 3 Average and spread of scores on the Nature of Social Studies assessment at Year 4 and Year 8 for Pasifika students and for all students in the national sample scoring above the benchmarks

	Nature of Social Studies			
	Year 4 students scoring above the Year 4 benchmark		Year 8 students scoring above the Year 8 benchmark	
	Pasifika students	All students	Pasifika students	All students
Average scale score	94	98	128	131
Standard deviation	9	10	9	12

Characteristics of highest and lowest achieving students

Figures 11 and 12 show the percentage of Pasifika students by gender in the highest and lowest achieving groups. The corresponding percentages of all Pasifika students in the national samples are given for reference in each figure.

Achievement at Year 4

Figure 11 shows that the highest and lowest achieving groups of Pasifika students in Year 4 included a greater proportion of girls than boys. The proportion of girls in the highest achieving group over-represented the proportion of girls in the national sample of all Year 4 Pasifika students.

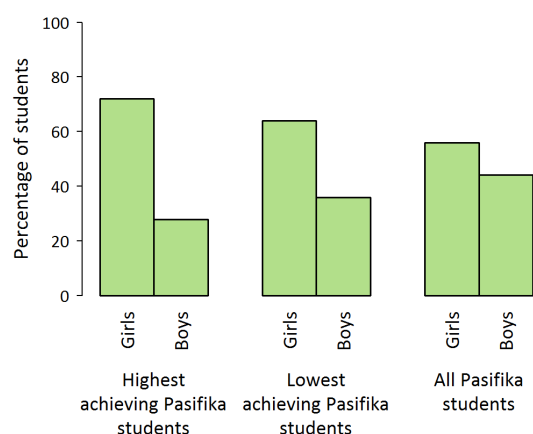


Figure 11 Percentage of Year 4 Pasifika students in the highest achieving, lowest achieving and all students groups, by gender

⁸ 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 social studies, may be used to compare results across future cycles of NMSSA.

Achievement at Year 8

Figure 12 shows that there was a higher percentage of girls compared with boys in the highest achieving group at Year 8. In the lowest achieving group of Pasifika students, there was a slightly higher percentage of boys compared with girls. In the highest achieving group, girls were over-represented when compared with the relative proportions of boys and girls for all Year 8 Pasifika students.

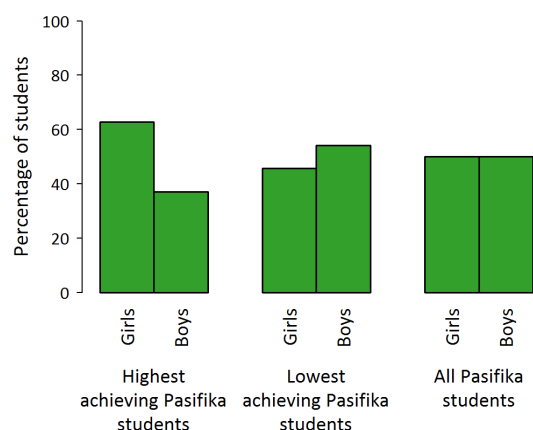


Figure 12 Percentage of Year 8 Pasifika students in the highest achieving, lowest achieving and all students groups, by gender

Attitudes to Social Studies

There was no difference between the average score on the Attitude to Social Studies scale for the highest and lowest achieving groups of Pasifika students at both year levels.

Learning opportunities and experiences in social studies at school

Table 4 shows the percentage of highest and lowest achieving Year 4 and Year 8 Pasifika students who responded 'often' or 'very often' to the learning opportunities and experiences in social studies statements. Only statements where the difference was 20 percent or more are listed. The highest achieving groups at both year levels reported more frequently to the statement 'I feel good giving my opinion or ideas in social studies'. At Year 8, the highest achieving groups also reported more frequently to the statements 'I get to talk about and discuss my ideas with other people in social studies', 'My teacher asks us about what we already know about the topics we study in social studies' and 'In class I get to think about and discuss what we have done in our social studies topics'.

Table 4 Percentage of Year 4 and Year 8 highest and lowest achieving Pasifika students responding with 'often' or 'very often' to the learning opportunities and experiences statements

Statement	Year 4		Year 8	
	Highest achieving %	Lowest achieving %	Highest achieving %	Lowest achieving %
I get to talk about and discuss my ideas with other people in social studies	-	-	74	46
My teacher asks us about what we already know about the topics we study in social studies	-	-	94	71
I feel good giving my opinion or ideas in social studies	67	44	77	43
In class I get to think about and discuss what we have done in our social studies topics	-	-	63	43

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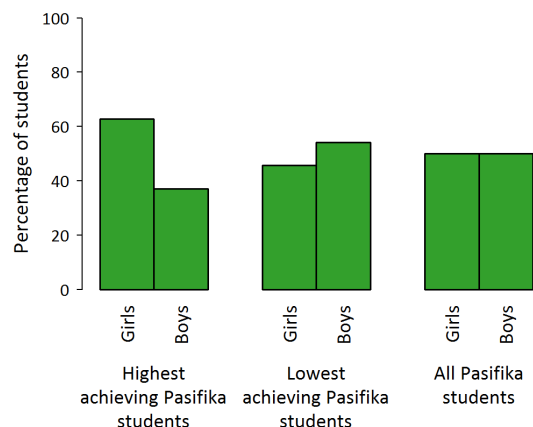


Figure 12 Percentage of Year 8 Pasifika students in the highest achieving, lowest achieving and all students groups, by gender

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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>.

Appendix 2

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

Group	Actual sample size	Effective sample size	Mean	Confidence interval for the mean	Standard deviation
All	86	58	67	(60.5, 73.0)	24
Gender					
Girls	48	32	68	(60.5, 76.5)	23
Boys	38	25	65	(55.5, 74.0)	24
Decile band					
Low decile	67	45	64	(57.0, 71.0)	24
Mid decile	12	8	74	(62.5, 86.0)	17
High decile	7	5	82	(66.0, 98.5)	18
School type					
Composite school (Years 1–15)	1	1	*	*	*
Contributing school	62	42	67	(59.5, 73.5)	23
Full primary school	23	15	68	(55.5, 81.0)	26

* In order to maintain the confidential nature of individual students' results, composite school statistics are not reported.

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

Group	Actual sample size	Effective sample size	Mean	Confidence interval for the mean	Standard deviation
All	96	64	108	(103.0, 113.0)	20
Gender					
Girls	49	33	109	(102.0, 116.5)	22
Boys	47	31	107	(100.0, 113.0)	19
Decile band					
Low decile	50	34	108	(100.5, 114.5)	21
Mid decile	29	19	103	(94.0, 113.0)	21
High decile	17	11	117	(109.0, 125.5)	14
School type					
Composite school (Years 1–15 & 7–10)	2	1	*	*	*
Full primary school	29	19	110	(99.5, 119.5)	22
Intermediate school	48	32	105	(98.0, 112.0)	21
Secondary school (Years 7–15)	17	11	111	(102.5, 118.5)	14

* In order to maintain the confidential nature of individual students' results, composite school statistics are not reported.

Table A2.3 Achievement on the NSS: 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	32	Boys	25	4	(-8.5, 16.0)	0.16
Decile band						
High decile	5	Mid decile	8	8	(-12.0, 28.0)	0.46
High decile	5	Low decile	45	18	(0.5, 36.0)	0.76
Mid decile	8	Low decile	45	10	(-3.5, 24.0)	0.44
School type						
Composite school (Years 1–15)	1	Contributing school	42	*	-	-
Composite school (Years 1–15)	1	Full primary school	15	*	-	-
Contributing school	42	Full primary school	15	-2	(-16.0, 13.0)	-0.07

* In order to maintain the confidential nature of individual students' results, composite school statistics are not reported.

** The differences between means in bold are statistically significant ($p < 0.05$).

Table A2.4 Achievement on the NSS: 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	33	Boys	31	3	(-7.5, 12.5)	0.13
Decile band						
High decile	11	Mid decile	19	14	(1.5, 26.5)	0.74
High decile	11	Low decile	34	10	(-1.0, 20.5)	0.51
Mid decile	19	Low decile	34	-4	(-16.0, 7.5)	-0.20
School type						
Composite school (Years 1–15 & 7–10)	1	Full primary school	19	*	-	-
Composite school (Years 1–15 & 7–10)	1	Intermediate school	32	*	-	-
Composite school (Years 1–15 & 7–10)	1	Secondary school (Years 7–15)	11	*	-	-
Full primary school	19	Intermediate school	32	5	(-7.5, 16.5)	0.21
Full primary school	19	Secondary school (Years 7–15)	11	-1	(-13.5, 11.5)	-0.05
Intermediate school	32	Secondary school (Years 7–15)	11	-6	(-16.0, 5.0)	-0.29

* In order to maintain the confidential nature of individual students' results, composite school statistics are not reported.

** The differences between means in bold are statistically significant ($p < 0.05$).

Table A2.5 Achievement on the NSS: Differences between means for Year 4 and Year 8 Pasifika students, 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	64	58	41	(33.5, 49.0)	1.89
Gender					
Girls	33	32	41	(30.5, 53.5)	1.81
Boys	31	25	42	(30.0, 52.0)	1.98
Decile band					
Low decile	34	45	44	(33.5, 53.5)	1.91
Mid decile	19	8	29	(14.0, 44.0)	1.45
High decile	11	5	35	(17.0, 53.5)	2.32

* The differences between means in bold are statistically significant ($p < 0.05$)

Table A2.6 Social studies 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	86	58	63%	(50.5%, 75.5%)	31%	(19.5%, 43.5%)	6%	(0.0%, 12.0%)	-	-
Gender										
Girls	48	32	56%	(39.0%, 73.5%)	38%	(21.0%, 54.0%)	6%	(0.0%, 14.5%)	-	-
Boys	38	25	71%	(53.5%, 88.5%)	24%	(7.0%, 40.0%)	5%	(0.0%, 14.0%)	-	-
Decile band										
Low decile	67	45	67%	(53.5%, 81.0%)	27%	(14.0%, 40.0%)	6%	(0.0%, 13.0%)	-	-
Mid decile	12	8	58%	(24.5%, 92.5%)	42%	(7.5%, 75.5%)			-	-
High decile	7	5	29%	(0.0%, 69.5%)	57%	(12.5%, 100.0%)	14%	0.0%, 46.0%)	-	-
School type										
Composite school (Years 1–15)	1	1	*	*	*	*	*	*	*	*
Contributing school	62	42	61%	(46.5%, 76.0%)	35%	(21.0%, 50.0%)	3%	(0.0%, 8.5%)	-	-
Full primary school	23	15	65%	(41.5%, 89.0%)	22%	(1.0%, 42.5%)	13%	(0.0%, 30.0%)	-	-

* In order to maintain the confidential nature of individual students' results, composite school percentages are not reported.

Table A2.7 Social studies curriculum levels: Year 8 Pasifika students

	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
	96	64	11%	(3.5%, 19.0%)	25%	(14.5%, 35.5%)	43%	(30.5%, 55.0%)	21%	(11.0%, 31.0%)
Girls	49	33	14%	(2.5%, 26.5%)	18%	(5.0%, 31.5%)	41%	(24.0%, 57.5%)	27%	(11.5%, 41.5%)
	47	31	9%	(0.0%, 18.5%)	32%	(15.5%, 48.0%)	45%	(27.5%, 62.0%)	15%	(2.5%, 27.5%)
	50	34	12%	(1.0%, 23.0%)	22%	(8.0%, 36.0%)	46%	(29.0%, 63.0%)	20%	(6.5%, 33.5%)
	29	19	17%	(0.5%, 34.0%)	34%	(13.5%, 55.5%)	34%	(13.5%, 55.5%)	14%	(0.0%, 29.0%)
	17	11	-	-	18%	(0.0%, 40.0%)	47%	(18.0%, 76.0%)	35%	(7.5%, 63.0%)
	2	1	*	*	*	*	*	*	*	*
	29	19	10%	(0.0%, 24.0%)	28%	(7.5%, 47.5%)	31%	(10.5%, 51.5%)	31%	(10.5%, 51.5%)
	48	32	17%	(4.0%, 29.5%)	27%	(11.5%, 42.5%)	42%	(24.5%, 58.5%)	15%	(2.5%, 27.0%)
	17	11	-	-	18%	(0.0%, 40.0%)	71%	(44.0%, 97.0%)	12%	(0.0%, 30.5%)

* In order to maintain the confidential nature of individual students' results, composite school percentages are not reported.

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

Group	Actual sample size	Effective sample size	Mean	Confidence interval for the mean	Standard deviation
All	480	322	107	(105.5, 109.5)	18
Gender					
Girls	260	174	111	(108.5, 113.5)	18
Boys	220	147	103	(100.5, 106.0)	18
Decile band					
Low decile	238	159	109	(106.5, 112.0)	18
Mid decile	150	100	106	(103.0, 109.5)	17
High decile	92	62	105	(100.0, 110.5)	21
School type					
Composite school (Years 1–15)	14	9	120	(106.0, 134.0)	22
Contributing school	331	222	108	(105.5, 110.0)	18
Full primary school	135	90	105	(101.5, 109.5)	19

* In order to maintain the confidential nature of individual students' results, composite school statistics are not reported.

Table A2.9 Attitude to social studies: 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	101	(97.5, 103.5)	20
Gender					
Girls	146	98	104	(100.0, 108.0)	20
Boys	145	97	97	(93.5, 101.0)	20
Decile band					
Low decile	156	105	104	(100.5, 108.0)	19
Mid decile	91	61	98	(93.0, 103.0)	20
High decile	44	29	92	(84.5, 99.5)	21
School type					
Composite school (Years 1–15 & 7–10)	3	2	*	*	*
Full primary school	79	53	108	(103.0, 114.0)	21
Intermediate school	154	103	97	(93.5, 100.5)	19
Secondary school (Years 7–15)	55	37	99	(92.0, 106.0)	22

* In order to maintain the confidential nature of individual students' results, composite school statistics are not reported.

Table A2.10 NSS scale score, by Attitude to Social Studies category – Pasifika students

Group	Attitude to Social Studies category					
	Negative		Positive		Very positive	
	Actual sample size	Mean NSS scale score	Actual sample size	Mean NSS scale score	Actual sample size	Mean NSS scale score
Year 4						
All	2	84	33	66	50	67
Girls	1	106	17	64	29	69
Boys	1	63	16	68	21	63
Year 8						
All	10	107	52	105	33	112
Girls	5	108	23	107	21	113
Boys	5	106	29	105	12	111

