



# Progressive Achievement Tests (PAT) Report 2024

**An analysis of the data gathered from our Year 4-6 cohort**

## **Overview of PAT**

A series of standardised multi-choice online tests created for New Zealand schools. In Term One, Mairangi Bay School students in Year 4-6 completed the Maths, Reading Comprehension and Vocabulary assessments. Our Year 3 students completed the Maths assessment.

We use this data to gain a snapshot understanding of how our students are achieving compared to other students sitting the same assessments, across New Zealand.

## **Data Tables**

The numbers in brackets represent the percentage of students achieving in this stanine across New Zealand. The numbers outside of the brackets represent the results from the cohort at Mairangi Bay School.

### **2024 - Year 6 Mathematics**

95 students participated in this assessment.

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	1% (4%)	7% (19%)		47% (54%)			30% (19%)		14% (4%)
Number of students	1	2	5	9	17	20	18	11	14

### **2023 - Year 5 Mathematics**

78 students participated in this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	1% (4%)	4% (19%)		49% (54%)			33% (19%)		13% (4%)
Number of students	1	1	2	2	12	24	11	15	10

## **Mathematics comparisons between 2023 and 2024 for this cohort**

The percentage data across the two years remains consistent, with a slight increase of students in the stanine 2-3 section of the bell curve. This is a difference of five students. We can observe four more students who have achieved stanine 9 in mathematics, which is positive to see that we are extending our learners.

There is a significant difference in the number of students who are being assessed between 2023 and 2024. A next step is to ensure that all students are consistently represented in the data so we can create an accurate analysis and observe the impact of our teaching and development on the students. We will continue to monitor this trend and respond to the needs of our students to ensure that we maintain progress across the cohort.

### **2024 - Year 6 Reading Comprehension**

91 students participated in this assessment.

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	22% (19%)		46% (54%)			25% (19%)		8% (4%)
Number of students	0	4	16	15	11	16	11	12	7

### **2023 - Year 5 Reading Comprehension**

67 students participated in this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	3% (4%)	11% (19%)		61% (54%)			18% (19%)		7% (4%)
Number of students	2	3	5	14	14	15	10	3	5

### **Reading Comprehension comparisons between 2023 and 2024 for this cohort**

Similar increases can be seen in the stanine 2-3 section. This leads us to believe that the students who were not tested in 2023 were possibly ESOL students who would find these assessments challenging due to being second language learners. It was positive to observe that we have an increase of five students achieving stanine 9.

### **Summary of 2024 Data**

It is pleasing to see that our number of Year 6 students achieving stanine 7-9 in reading and mathematics is significantly higher than the national average, especially in reading where we have a large number of ESOL students. The large representation of ESOL may also be the reason that we have 22% achieving stanine 2-3. We are supporting these students with extra ESOL lessons and all students are participating in a structured literacy approach on a regular basis.

### **2024 - Year 5 Mathematics**

78 students participated in this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	6% (19%)		51% (54%)			34% (19%)		9% (4%)
Number of students	0	2	3	8	15	17	16	11	7

### **2023 - Year 4 Mathematics**

70 students participated in this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	15% (19%)		57% (54%)			25% (19%)		3% (4%)
Number of students	0	1	10	7	18	18	10	9	2

### **Mathematics comparisons between 2023 and 2024 for this cohort**

Our students have made admirable progress between Year 4 and 5, particularly in the movement from stanine 4-6 up to stanine 7-8. The data also shows a 6% decrease in the students achieving in the lower 2-3 stanine and we continue to see no one achieving stanine 1. It should be noted that in 2023, the students completed an adaptive assessment, while in 2024 they completed Test 3 - the standard test for Year 5 students. There is a possibility that this has altered our results.

### **2024 - Year 5 Reading Comprehension**

75 students participated in this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	4% (4%)	17% (19%)		52% (54%)			22% (19%)		5% (4%)
Number of students	3	4	9	12	12	16	12	5	4

### **2023 - Year 4 Reading Comprehension**

57 students participated in this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	14% (19%)		53% (54%)			31% (19%)		2% (4%)
Number of students	0	4	4	12	11	8	10	8	1

### **Reading Comprehension comparisons between 2023 and 2024 for this cohort**

The data shows that in 2024 we have 4% of our Year 5 students achieving a stanine 1. We have included all students in these assessments, including our international and domestic learners with very limited English language proficiency. It is challenging to compare the data when the participation numbers are significantly different. While it shows that we have a 9% decrease of students achieving in stanine 7-8, this is only one student.

### **Summary of Mathematics and Reading Comprehension**

Our Year 5 mathematics results are very impressive, with 66/78 students achieving stanine 5 or higher. A particular area to celebrate is the 34% achieving stanine 7-8.

Our reading comprehension results almost mirror the national averages across all stanines. This confirms that we are needing to focus on raising achievement in literacy through a structured approach. The ethnic diversity in our school will most likely be contributing to these results and we will continue to support our ESOL learners.

### **2024 - Year 4 Mathematics**

65 students participated in this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	8% (19%)		38% (54%)			38% (19%)		17% (4%)
Number of students	0	0	5	6	7	12	13	12	11

### **2024 - Year 4 Reading Comprehension**

62 students participated in this assessment

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	12% (19%)		58% (54%)			26% (19%)		3% (4%)
Number of students	0	1	7	11	12	15	10	7	2

### **Summary**

Our mathematics data in Year 4 shows that we have 55% of students working in stanine 7-9. In particular, we can be proud that 17% of students have achieved stanine 9. Our next step is to raise the achievement of the 8% who achieve stanine 3. Our goal is to use deliberate instruction and engagement to move them into stanine 4-5.

Our results for reading comprehension largely align with the national average, but it is positive to see that we have fewer percent in stanine 2-3 and greater percent in stanine 7-8. Our next steps should be to focus on movement in stanine 2-3 and then continuing to progress the students sitting in the middle bracket of achievement.

### **Maori and Pasifika Achievement**

	Number of students	Reading Comprehension Stanine	Mathematics Stanine
Year 4	4	4,6,7,8	3,6,7,7
Year 5	2	3, 5	4, 7
Year 6	2 and 3	3, 4	3, 6, 7

## **Gender Achievement**

### **Year 4: Mathematics**

#### **Male - 35 students**

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	3% (19%)		36% (54%)			39% (19%)		22% (4%)
Number of students	0	0	1	3	3	7	7	7	8

#### **Female - 30 students**

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	13% (19%)		40% (54%)			37% (19%)		10% (4%)
Number of students	0	0	4	3	4	5	6	5	3

### **Year 4: Reading Comprehension**

#### **Male - 32 students**

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	14% (19%)		63% (54%)			20% (19%)		3% (4%)
Number of students	0	1	4	4	8	10	4	3	1

#### **Female - 30 students**

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	10% (19%)		53% (54%)			33% (19%)		3% (4%)
Number of students	0	0	3	7	4	5	6	4	1

### **Year 5: Mathematics**

#### **Male - 48 students**

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	4% (19%)		45% (54%)			39% (19%)		12% (4%)
Number of students	0	0	2	4	9	9	10	9	6

#### **Female - 30 students**

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	10% (19%)		60% (54%)			27% (19%)		3% (4%)
Number of students	0	2	1	4	6	8	6	2	1

**Year 5: Reading Comprehension****Male - 47 students**

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	4% (4%)	20% (19%)		61% (54%)			14% (19%)		0% (4%)
Number of students	2	2	8	8	9	13	6	1	0

**Female - 28 students**

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	4% (4%)	11% (19%)		36% (54%)			36% (19%)		14% (4%)
Number of students	1	2	1	4	3	3	6	4	4

**Year 6: Mathematics****Male - 52 students**

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	2% (4%)	7% (19%)		44% (54%)			30% (19%)		17% (4%)
Number of students	1	1	3	4	9	11	12	4	9

**Female - 43 students**

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	7% (19%)		51% (54%)			30% (19%)		12% (4%)
Number of students	0	1	2	5	8	9	6	7	5

**Year 6: Reading Comprehension****Male - 49 students**

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	26% (19%)		44% (54%)			28% (19%)		2% (4%)
Number of students	0	1	12	5	8	9	6	8	1

**Female - 42 students**

Stanine	1	2	3	4	5	6	7	8	9
Percentage **	0% (4%)	17% (19%)		48% (54%)			21% (19%)		14% (4%)
Number of students	0	3	4	10	3	7	5	4	6

### **Summary of gender data - Mathematics**

Across Year 4 and 5, the data shows that males are achieving higher than females. However, this disparity seems to even out in the Year 6 assessments. It would be interesting to speak with the Year 5 teachers to see what strategies they are using in their programmes that are excelling the females. It could also be a reflection of the cohort's ability, rather than the change in year level. Year 4 males are achieving significantly better than the national average.

### **Summary of gender data - Reading Comprehension**

The data shows that females are achieving higher in reading comprehension than males across Year 4-6. It is concerning that 26% of our Year 6 males and 17% of our Year 6 females are achieving stanine 2-3. This highlights the importance of our literacy focus for 2024.