

A new feature in National Monitoring since 1999 has been the commitment to look directly at the achievement of Pacific students in New Zealand primary and intermediate schools. These students were among the samples in NEMP assessments between 1995 and 1998, but not in sufficient numbers to allow their results to be reported separately. At the request of the Ministry of Education, NEMP now selects special additional samples of 120 year 4 students and 120 year 8 students to allow the achievement of Pacific students to be assessed and reported. The augmented samples are too small, however, to allow separate reporting on students from different Pacific nations (such as Samoa, Tonga, and Fiji).

All schools in the main NEMP year 8 sample that had 15 percent or more Pacific students (as classified in school records) were selected. All other schools nationally with at least 12 year 8 students and at least 20 percent Pacific students in their total roll were identified, and an additional random sample of 10 schools drawn from this list. A similar procedure was followed at year 4 level, except that schools already chosen at year 8 level were excluded from the sampling list. From each specially sampled school, 12 students (in 3 groups of 4) were sampled, confirmed and assessed using exactly the same procedures as in the main sample. The students' performances were also scored in the same manner as the performances of students in the main sample.

The results for Pacific, Māori, and other students in the schools with more than 15 percent Pacific students were then compared. Because all of the schools chosen for these analyses have at least 15 percent Pacific students, the results only apply to students at schools like these.

Differences among the three ethnic groups of students were checked for statistical significance using one way analysis of variance on the overall scores for each task attempted by individual students. Each analysis compared the performance of about 35 Pacific students, 25 Māori students and 30 other students. The critical level for statistical significance was set at $p = .05$ (so that differences this large or larger among the subgroups would not be expected by chance in more than five percent of cases). Where statistical significance occurred, Tukey tests were used to identify which groups differed significantly.

The mean scores for each group on each task are presented in the tables overleaf, together with the standard deviations for all students in this sample. Statistically significant differences are clearly indicated.

Average (mean) marks for students, attending schools enrolling at least fifteen percent Pacific students, who are classified as Pacific students, Māori students or other students

Statistically significant ($p < .05$) differences among the means are shown thus: significantly **lower** or **higher**.

YEAR 4	Pacific Mean	Māori Mean	Other Mean	Overall Std.Dev.	YEAR 8	Pacific Mean	Māori Mean	Other Mean	Overall Std.Dev.
Reading Record Fiction	3.0	3.1	3.4	1.5	Reading Record Fiction	3.6	3.8	4.5	1.0
Reading Record Non-Fiction	3.1	2.1	3.0	1.6	Reading Record Non-Fiction	4.2	3.4	4.4	1.1
Reading Record Non-Book	2.0	2.3	2.6	1.5	Reading Record Non-Book	4.0	4.1	4.3	1.1
Stories in Māori	0.1	0.1	0.1	0.3	Stories in Māori	0.6	0.5	0.3	0.7
Word Power	29.0	30.2	32.0	12.5	Word Power	109.4	97.1	108.1	30.3
Link Task 1	36.0	40.0	36.0	11.9	Link Task 1	49.8	46.0	44.4	11.8
Signs Around Town	8.8	9.8	9.9	4.9	Signs Around Town	17.7	19.4	20.7	4.1
Cats' Eyes	3.4	2.6	4.0	1.7	Cats' Eyes	4.5	4.6	5.2	1.4
An Elephant Story	7.5	8.2	12.0	5.8	An Elephant Story	18.2	18.0	20.9	4.8
Treasure	2.0	1.4	2.7	1.8	Treasure	3.8	4.3	3.7	1.4
Garage sale	6.4	4.2	6.1	4.7	Garage sale	13.1	11.7	13.9	3.4
Syllables	11.4	11.8	12.6	5.8	Syllables	16.8	16.3	17.1	4.3
Link Task 2	2.9	3.9	6.4	3.7	Journey of a Letter	5.9	5.4	8.3	3.5
Link Task 3	2.3	2.0	2.8	2.4	Link Task 2	10.1	10.8	12.3	3.9
Link Task 4	1.4	1.5	1.5	0.9	Link Task 3	3.2	5.1	5.7	3.2
Favourite Book	3.2	3.6	3.6	1.2	Link Task 4	2.0	2.1	2.0	0.7
Language of Poetry	0.9	0.9	1.3	0.9	Link Task 5	1.5	2.1	3.0	1.5
Bike Puncture	9.2	9.4	11.0	3.3	Favourite Book	4.0	4.0	4.4	1.5
Link Task 8	8.8	9.8	9.9	3.4	Language of Poetry	1.9	2.6	3.1	1.8
Link Task 9	5.8	7.3	7.5	3.6	Bike Puncture	13.1	12.6	13.1	2.5
The Sandwich	5.3	4.3	6.9	2.8	News	7.8	10.8	10.6	3.4
Wishing Ring	1.9	1.7	4.1	2.4	Link Task 8	11.4	11.9	11.9	3.4
Link Task 10	5.3	4.3	6.9	3.3	Link Task 9	8.3	10.5	11.4	3.7
					The Sandwich	6.3	6.3	7.4	2.3
					Wishing Ring	4.9	4.4	5.8	2.5
					Link Task 10	7.8	6.5	8.1	3.6

For year 4 students, there were statistically significant differences in performance among the three groups on 8 of the 23 tasks. The Pacific students scored significantly higher than the Māori students on *Reading Record Non-Fiction*, but significantly lower than the “other” students on five tasks (*An Elephant Story*, *Link Task 2*, *The Sandwich*, *Wishing Ring*, and *Link Task 10*). The Māori students scored significantly lower than the “other” students on the same five tasks, and also on *Cats' Eyes* and *Treasure*. It is particularly noteworthy that both Pacific and Māori students scored significantly lower than the “other” students on all three tasks from Chapter 7 (*Oral Presentations*).

On the *Year 4 Reading Survey*, there were statistically significant differences on 6 of the 17 rating items. The Pacific students gave the most positive ratings on all 6 items, significantly higher than Māori students on 3 items (items 7, 9 and 17) and than “other” students on 5 items (items 1, 6, 7, 15, and 17).

For year 8 students, there were statistically significant differences in performance among the three groups on 7 of the 26 tasks. Both Pacific and Māori students scored significantly lower than the “other” students on *Reading Record Fiction* and *Journey of a Letter*. The Pacific students also scored significantly lower than the “other” students on *Signs Around Town*, *Link Task 3*, *Link Task 5*, *News*, and *Link Task 9*, and than the Māori students on *News*.

On the *Year 8 Reading Survey*, there were statistically significant differences on 4 of the 17 rating items. The Pacific students gave the most positive ratings on all 4 items, significantly higher than Māori students on 2 items (items 11 and 13) and than “other” students on 2 items (items 5 and 7).

Summary

Year 4 Pacific students performed much less well than “other” students on oral presentation tasks (as did their Māori classmates). On the other tasks, however, the Year 4 Pacific students performed almost as well as “other” students and at least as well as Māori students, while showing more positive attitudes to reading. Year 8 Pacific students performed almost as well as Māori students, but markedly less well than “other” students.