



Overview of Achievement of All Students at St Anthony's Catholic School 2003-2008

<u>Traditional Prayer</u>	<u>Spelling</u>	<u>School Roll</u>	<u>Reading-STAR Y3-8</u>																																																																																																											
<p>Feb 2004 2%</p> <p>Nov 2004 58%</p> <p>Feb 2005 20%</p> <p>Nov 2005 49%</p> <p>Feb 2006 12%</p> <p>Nov 2006 74%</p> <p>Feb 2007 41%</p> <p>Nov 2007 83%</p> <p>Feb 2008 35%</p> <p>In November 2007, 83% of all children achieved at their chronological age for Traditional Prayers. The target of 90% of children knowing all of their Traditional Prayers was not met.</p>	<p>Feb 2004 58%</p> <p>Nov 2004 62%</p> <p>Feb 2005 55%</p> <p>Nov 2005 62%</p> <p>Feb 2006 53%</p> <p>Nov 2006 68%</p> <p>Feb 2007 49%</p> <p>Nov 2007 76%</p> <p>Feb 2008 64%</p> <p>In November 2007 76% of all children achieved at or above their chronological age in Spelling, which was a pleasing shift from the February testing. Looking at our specific results, it is evident that the Year 5 children did not achieve as well as other age group levels, so this is an area which will require a closer look.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>R1</th> <th>R2</th> <th>R3</th> <th>R4</th> <th>Tot</th> </tr> </thead> <tbody> <tr> <td>Feb 2003</td> <td>10</td> <td>24</td> <td>25</td> <td>19</td> <td>78</td> </tr> <tr> <td>Dec 2003</td> <td>13</td> <td>15</td> <td>19</td> <td>17</td> <td>80</td> </tr> <tr> <td>Feb 2004</td> <td>5</td> <td>22</td> <td>14</td> <td>27</td> <td>68</td> </tr> <tr> <td>Dec 2004</td> <td>19</td> <td>25</td> <td>15</td> <td>28</td> <td>87</td> </tr> <tr> <td>Feb 2005</td> <td>17</td> <td>16</td> <td>26</td> <td>23</td> <td>82</td> </tr> <tr> <td>Dec 2005</td> <td>26</td> <td>19</td> <td>22</td> <td>24</td> <td>91</td> </tr> <tr> <td>Feb 2006</td> <td>10</td> <td>24</td> <td>24</td> <td>27</td> <td>85</td> </tr> <tr> <td>Dec 2006</td> <td>20</td> <td>18</td> <td>24</td> <td>28</td> <td>90</td> </tr> <tr> <td>Feb 2007</td> <td>9</td> <td>28</td> <td>23</td> <td>15</td> <td>75</td> </tr> <tr> <td>Dec 2007</td> <td>14</td> <td>27</td> <td>23</td> <td>13</td> <td>77</td> </tr> <tr> <td>Feb 2008</td> <td>11</td> <td>25</td> <td>31</td> <td>18</td> <td>85</td> </tr> </tbody> </table> <p>2003-there were five classes one had 15 the other 16</p>		R1	R2	R3	R4	Tot	Feb 2003	10	24	25	19	78	Dec 2003	13	15	19	17	80	Feb 2004	5	22	14	27	68	Dec 2004	19	25	15	28	87	Feb 2005	17	16	26	23	82	Dec 2005	26	19	22	24	91	Feb 2006	10	24	24	27	85	Dec 2006	20	18	24	28	90	Feb 2007	9	28	23	15	75	Dec 2007	14	27	23	13	77	Feb 2008	11	25	31	18	85	<p style="text-align: center;">8</p> <p><i>At or above Stanine 5-9</i></p> <p>Feb 2004 66%</p> <p>June 2004 75%</p> <p>Nov 2004 70%</p> <p>Feb 2005 64%</p> <p>June 2005 67%</p> <p>Nov 2005 81%</p> <p>Feb 2006 67%</p> <p>Nov 2006 64%</p> <p>Feb 2007 69%</p> <p>Nov 2007 82%</p> <p>Feb 2008 70%</p> <p>Nov 2008</p> <p>Average in stanine</p> <p>Feb 2003 4.39</p> <p>Aug 2003 5.44</p> <p>Feb 2004 4.71</p> <p>June 2004 5.47</p> <p>Feb 2005 5.32</p> <p>June 2005 5.57</p> <p>Nov 2005 6.48</p> <p>Feb 2006 5.01</p> <p>Nov 2006 5.3/5.58no ORRS</p> <p>Feb 2007 5.29/5.46noORRS</p> <p>Nov 2007 5.94</p> <p>Feb 2008 5.20</p> <p>In November 2007, 82% of all children in Years 3-8 achieved at or above stanine 5 in S.T.A.R. testing. Therefore our target of 80% of all children achieving at or above stanine 5 was not only met, but surpassed by 2%. This is a wonderful achievement, especially as all classes had at least two different teachers in 2007.</p>																																			
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<p style="text-align: center;">Mass Attendance</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th></th> <th>T1</th> <th>T2</th> <th>T3</th> <th>T4</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>Present</td> <td>68%</td> <td>84%</td> <td>65%</td> <td>71%</td> </tr> <tr> <td>2005</td> <td>Present</td> <td>45%</td> <td>52%</td> <td>83%</td> <td>60%</td> </tr> <tr> <td></td> <td>Explain</td> <td>12%</td> <td>9%</td> <td>13%</td> <td>17%</td> </tr> <tr> <td></td> <td>Unexpl</td> <td>43%</td> <td>39%</td> <td>4%</td> <td>23%</td> </tr> <tr> <td>2006</td> <td>Present</td> <td>74%</td> <td>72%</td> <td>70%</td> <td>71%</td> </tr> <tr> <td></td> <td>Explain</td> <td>14%</td> <td>16%</td> <td>18%</td> <td>6%</td> </tr> <tr> <td></td> <td>Unexpl</td> <td>12%</td> <td>12%</td> <td>12%</td> <td>23%</td> </tr> </tbody> </table> <p>N.B. T2, 2004 was the school Jubilee. We started offering incentives in T3, 2005. From Term 4, 2006 we stopped offering incentives and monitoring attendance. Attendance was not recorded in Term 3 and 4 in 2007.</p>			T1	T2	T3	T4	2004	Present	68%	84%	65%	71%	2005	Present	45%	52%	83%	60%		Explain	12%	9%	13%	17%		Unexpl	43%	39%	4%	23%	2006	Present	74%	72%	70%	71%		Explain	14%	16%	18%	6%		Unexpl	12%	12%	12%	23%	<p style="text-align: center;">Basic Facts</p> <p>At or above chronological age.</p> <p>Y3-8 – Addition and Subtraction.</p> <p>Y4-8 – Multiplication and Division.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Feb 04</th> <th>June 04</th> <th>Nov 04</th> <th>Feb 05</th> <th>Nov 05</th> <th>Feb 06</th> <th>Nov 06</th> </tr> </thead> <tbody> <tr> <td>+</td> <td>33%</td> <td>54%</td> <td>67%</td> <td>46%</td> <td>68%</td> <td>48%</td> <td>76%</td> </tr> <tr> <td>-</td> <td>19%</td> <td>36%</td> <td>54%</td> <td>37%</td> <td>57%</td> <td>30%</td> <td>60%</td> </tr> <tr> <td>x</td> <td>39%</td> <td>72%</td> <td>78%</td> <td>46%</td> <td>69%</td> <td>30%</td> <td>55%</td> </tr> <tr> <td>÷</td> <td>35%</td> <td>63%</td> <td>54%</td> <td>35%</td> <td>65%</td> <td>34%</td> <td>61%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>Feb 07</th> <th>Nov 07</th> <th>Feb 08</th> </tr> </thead> <tbody> <tr> <td>+</td> <td>33%</td> <td>90%</td> <td>53%</td> </tr> <tr> <td>-</td> <td>22%</td> <td>82%</td> <td>26%</td> </tr> <tr> <td>x</td> <td>35%</td> <td>65%</td> <td>28%</td> </tr> <tr> <td>÷</td> <td>29%</td> <td>38%</td> <td>14%</td> </tr> </tbody> </table> <p>N.B. Please refer to accompanying Newsletter for comment on these results.</p>		Feb 04	June 04	Nov 04	Feb 05	Nov 05	Feb 06	Nov 06	+	33%	54%	67%	46%	68%	48%	76%	-	19%	36%	54%	37%	57%	30%	60%	x	39%	72%	78%	46%	69%	30%	55%	÷	35%	63%	54%	35%	65%	34%	61%		Feb 07	Nov 07	Feb 08	+	33%	90%	53%	-	22%	82%	26%	x	35%	65%	28%	÷	29%	38%	14%	<p style="text-align: center;">Reading-Running Records</p> <p style="text-align: center;"><u>Year 1-3 children at/above chronological age</u></p> <p>Feb 2004 57%</p> <p>Nov 2004 82%</p> <p>Feb 2006 37%</p> <p>Nov 2006 71%</p> <p>Feb 2007 46%</p> <p>Nov 2007 80%</p> <p>Feb 2008 31%</p> <p>In November 2007, 80% of all children in Years 1-3 were reading at or above their chronological age, which was a pleasing achievement, considering the staff turnover. This achievement reinforces the impact of high quality guided reading techniques based on P.E.N. that is taught throughout the school and in particular, the Junior areas of the school.</p>
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