



**MINISTRY OF EDUCATION**

*Te Tāhuhu o te Mātauranga*

# Annual Monitoring of Reading Recovery: the Data for 2001

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December 2002

Research Division

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Wāhanga Mahi Rangahau

**Ministry of Education**  
**Wellington**  
**NEW ZEALAND**

First Published in 2002 by the:

Research Division

Ministry of Education

PO Box 1666

Wellington

New Zealand

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ISSN – 1176-1059

*Opinions expressed in this report are those of the authors and do not necessarily coincide with those of the Ministry of Education*

## **Acknowledgements**

The Ministry of Education Research Division would like to thank all the Reading Recovery tutors and teachers who completed their 2001 annual returns, and provided us with excellent feedback on the data collection process. We greatly appreciate the time and effort that went into providing the information that has made this report possible. We would also like to thank the National Reading Recovery Centre for their assistance, and valuable feedback on the report.

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*This report presents the latest available data on the number of schools and students who participate in Reading Recovery over the course of a year, and reports on the broad outcomes for students. In general, present results repeat the trends evident in previous annual Reading Recovery monitoring exercises.*

*The overall pattern of progress for students who entered Reading Recovery in 2001 remained the same as that recorded in earlier monitoring exercises, with approximately 60% of student successfully completing their programme within the year and a further 25% of the remaining students judged to be responding well and expected to complete their programme in the 2002 school year.*

*The slight decline in the absolute number of children in Reading Recovery continued from previous years, although the proportion of six year olds entering the programme has held steady at 17%. The number of schools operating a Reading Recovery programme has held steady from 2000.*

*Individual data suggests that the programme was more widely available in high decile schools than low decile schools. When available, the programme was more heavily utilised in low decile schools. Students entering the programme in high decile schools had slightly higher literacy achievement scores than those in low decile schools, but the difference was small in comparison with their overall gains in the programme, which were similar across all school, decile, ethnic and gender groups.*

## **Introduction**

Reading Recovery is a programme designed by Dame Marie Clay, previously Professor of Education at the University of Auckland. It is an early intervention programme which aims to eliminate reading failure by providing intensive, individual help to any child who is falling behind<sup>1</sup> in reading and writing after one year at school.

In 2001, as in previous years, Reading Recovery was available to state (including state-integrated) primary and composite schools. In addition, in 2001, 12 private schools and one health camp also implemented a Reading Recovery programme. Given that the programme is primarily used in state primary schools, the article presents information on participating six-year-olds from regular state and state integrated schools only. Reading Recovery data have been monitored and reported on annually since 1984, this report is a continuation of that annual series.

## **Schools and Students Involved in Reading Recovery Nationally and Regionally**

The 2001 Reading Recovery programme involved 1,592 individual teachers, in 1,470 state and state-integrated primary schools, for a total of almost 480,000 hours of teaching, delivered to 11,893 students, approximately 40 hours of teaching time per student. Seventeen percent of six year olds *entered* a Reading Recovery programme in 2001, the same proportion as in 2000. Reading Recovery was implemented in 69% of all state and state-

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<sup>1</sup> *In some schools, children regarded as 'falling behind' are those who, at the age of six, come into the bottom five, 10, or 15 percent of readers and writers in their peer group. In other schools, however, children seen to be 'falling behind' and therefore eligible for Reading Recovery may be those from the bottom 20–25 percent of readers and writers. (Sometimes, there may be as many as 30 percent of six-year-olds in a particular school enrolled in Reading Recovery, although this is rare.)*

integrated primary schools, (same as 2000) but these schools accounted for 80% of all six year olds in New Zealand, down slightly from 82% in 2000.

Regionally, there is no consistent pattern to Reading Recovery implementation, which ranges from 83% of schools in Canterbury, to 45% in Central East. While the overall percentage of schools with Reading Recovery remained constant from 2000, access increased slightly in some districts and decreased slightly in others. Increases were experienced in Marlborough/Nelson/Westland (from 72% in 2000 to 75% in 2001) and Canterbury (80%, 83%). Decreases occurred in the North and South Auckland districts<sup>2</sup>, (from 73% of schools in 2000, to 70 and 67% respectively) and in Southland (72% to 67%).

**TABLE 1: Schools with Reading Recovery in 2001, by education district<sup>a</sup>**

Ministry of Education District	Schools with Reading Recovery		Total schools with six-year-olds		Access to Reading Recovery	
	N	6 year olds on roll <sup>b</sup>	N	6 year olds on roll	Schools %	Six year olds %
Northland	82	1,867	129	2,414	63.6	77.3
Auckland North	162	8,514	230	11,003	70.4	77.4
Auckland South	99	4,749	148	7,110	66.9	66.8
Waikato	175	4,207	238	4,958	73.5	84.9
Bay of Plenty	90	3,402	150	4,530	60.0	75.1
Central West	152	3,567	248	4,495	61.3	79.4
Central East	73	2,306	163	3,169	44.8	72.8
Central South	192	5,846	234	6,371	82.1	91.8
Marlborough/Nelson/Westland	87	1,969	116	2,150	75.0	91.6
Canterbury	205	5,720	248	6,194	82.7	92.3
Otago	93	1,819	141	2,239	66.0	81.2
Southland	60	1,045	89	1,330	67.4	78.6
<b>Total</b>	<b>1,470</b>	<b>45,011</b>	<b>2,134</b>	<b>55,963</b>	<b>68.9</b>	<b>80.4</b>

<sup>a</sup> Excludes the Correspondence School, private schools, health camps, special schools.

<sup>b</sup> Source: Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2001. (To estimate the number of students who turned six during the year, five- and six-year-old totals were added together and then divided by two.)

**TABLE 2: Students who entered Reading Recovery in 2001, by education district<sup>a</sup>**

Ministry of Education District	Six year olds who entered Reading Recovery in 2001 <sup>b</sup>		Total six year old school population
	N	% of total	N
Northland	462	19.1	2,414
Auckland North	1,555	14.0	11,003
Auckland South	814	11.3	7,110
Waikato	802	16.2	4,958
Bay of Plenty	577	12.3	4,530
Central West	711	15.8	4,495
Central East	527	16.6	3,169
Central South	1,335	21.0	6,371
Marlborough/Nelson/Westland	399	18.6	2,150
Canterbury	1,065	17.2	6,194
Otago	489	21.8	2,239
Southland	279	21.0	1,330
<b>Total</b>	<b>9,015</b>	<b>16.6</b>	<b>53,963</b>

<sup>a</sup> Excludes the Correspondence School, private schools, health camps, special schools.

<sup>b</sup> This table is the same format used for presenting the 1994 to 2000 Reading Recovery data but differs from the equivalent table included in reports prior to 1994, in that it now only gives the numbers of students who entered Reading Recovery in the relevant year (in this case, 2001), rather than the total number involved in the programme. (The change has been made because it became evident that the previous format was confusing and led to misinterpretation of the data)

<sup>2</sup> In previous years data was reported in one district, Auckland, which is this year split into North and South Auckland.

*and double counting.) However, if the number of students carried over from 2000 and the number of students who transferred from other schools were also included, the total number of students involved in Reading Recovery in 2001 would be 11,893 students (21 percent of the total six-year-old state school population in New Zealand).*

<sup>c</sup> *Source: Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2001. (To estimate the number of students who turned six during the year, five- and six-year-old totals were added together and then divided by two.)*

Table 2 shows that overall 17% of all New Zealand six year olds entered a Reading Recovery Programme in 2001. This proportion has held steady from 2000, although the absolute number entering the programme has dropped very slightly (from 9,138 in 2000) in line with the decline in the population of 6 year olds.

When examining Reading Recovery data in terms of school decile rating, some interesting trends emerge. High decile schools are more likely to have a Reading Recovery programme, but implement it for proportionally fewer students and fewer hours per student. Fewer students enter the Reading Recovery programme in high decile school, and those who do remain in the programme for less time than students in low decile schools.

**TABLE 3:** *Reading Recovery by Decile*

Decile	Schools in decile with Reading Recovery %	Students who entered Reading Recovery <sup>a</sup> %	Time per Student (hours) <sup>b</sup>
1	58.2	23.6	44.6
2	64.0	25.2	41.2
3	66.7	20.5	40.9
4	67.6	23.2	41.0
5	72.1	22.2	41.0
6	67.0	22.3	39.0
7	67.6	20.9	40.9
8	72.9	20.5	40.8
9	72.5	19.0	38.6
10	77.4	16.3	35.2

<sup>a</sup> The percentage of six year olds in schools with Reading Recovery programmes who entered those programmes in 2001.

<sup>b</sup> The total amount of Reading Recovery time reported by the school divided by the total number of children in a Reading Recovery programme in the school.

### Gender of Students Enrolled in Reading Recovery

As in previous years, when data on participants in Reading Recovery were analysed according to gender, it was found that two-thirds of the students in 2001 were boys. In the 2001 cohort, 26% of six-year-old boys and 14% of six-year-old girls were in a Reading Recovery programme.

### Ethnicity of Students Enrolled in Reading Recovery

Table 4 shows the primary ethnicity of students enrolled in Reading Recovery in 2001 (see footnote to table 4). The trend of the data from the previous year is continued, with NZ Maori more likely than NZ Europeans to be in a Reading Recovery programme. 'Other European' students are much more likely than NZ European students to be in Reading Recovery. Pacific Islands students, (e.g. Samoan, Fijian, Tongan) are much more likely to be in a Reading Recovery programme than Asian (e.g. Indian, Chinese) students. The relatively low number of 'Niuean' and 'Other Pacific Islands' students in Reading Recovery programmes, compared to their other Pacific colleagues was noted in the 2000 report, but thought perhaps to be a statistical anomaly. Such an anomaly is unlikely to recur two years running. The Niuean and 'Other Pacific Islander' children do not appear to be unusually clustered, they do not all attend one school or live in one area, which might have explained the anomaly. The Niueans mostly attend lower decile schools in the Auckland area, in common with other students from the Pacific Islands.

**TABLE 4:** *Ethnicity and Gender of Students Enrolled in Reading Recovery in 2001* <sup>a,b</sup>

Ethnicity	Boys			Girls		
	Total six year olds in population <sup>c</sup>	In Reading Recovery		Total six year olds in population <sup>c</sup>	In Reading Recovery	
	N	N	%	N	N	%
NZ Maori	6,698	2,151	32.1	6,202	1,216	19.6
Tokelauan	53	31	58.5	64	22	34.4
Fijian	79	47	59.5	66	17	25.8
Niuean	160	35	21.9	138	15	10.9
Tongan	501	213	42.5	509	152	29.9
Cook Island Maori	421	157	37.3	389	71	18.3
Samoan	1,225	414	33.8	1,153	199	17.3
Other Pacific Islands	111	19	17.1	86	10	11.6
South East Asian	257	31	12.1	229	23	10.0
Indian	503	86	17.1	477	57	11.9
Chinese	488	54	11.1	481	25	5.2
Other Asian	295	48	16.3	307	27	8.8
NZ European	17,326	4,279	24.7	16,230	1,983	12.2
Other European	426	167	39.2	374	76	20.3
Other	322	89	27.6	294	52	17.7
Ethnicity not Specified	48	78		52	49	
<b>Total</b>	<b>28,913</b>	<b>7,899</b>	<b>27.3</b>	<b>27,051</b>	<b>3,994</b>	<b>14.8</b>

<sup>a</sup> Excludes students enrolled in the Correspondence School, private schools, health camps, and special schools.

<sup>b</sup> Schools' enrolment forms usually allow for students to self identify or be identified by their parents/guardians as belonging to more than one ethnic group. However, for the purposes of the Reading Recovery return students are reported in one ethnic group only. The Reading Recovery return follows the same system of priority recording as used by Statistics New Zealand in the 1996 census. For example, a child who has identified with the groups 'NZ Māori' and 'Tongan' will be reported in the group 'NZ Māori'.

<sup>c</sup> Source: Ministry of Education, E4/2: Annual Return of Primary Pupils as at 1 July 2001. (To estimate the number of boys and girls who turned six during the year, five- and six-year-old totals were added together and then divided by two.)

## Students' Progress in Reading Recovery

During the year 2001, an estimated 11,893 students took part in Reading Recovery in state and state integrated schools (down very slightly in absolute terms from 12,061 in 2000). Most of these (76%) entered Reading Recovery for the first time in 2001, the rest being carried over from previous years or from other schools. These figures show very little change from 2000. The new entrants represent 17% of the six year olds in state and state integrated New Zealand schools.

**TABLE 5:** *How students in Reading Recovery in 2001 entered the programme*<sup>a</sup>

Students in the programme...	Students in Reading Recovery	
	N	%
... were carried over from 2000	2,511	21.1
... transferred from another school <sup>b</sup>	367	3.1
... entered Reading Recovery for the first time this year	9,015	75.8
<b>Total</b>	<b>11,893</b>	<b>100.0</b>

<sup>a</sup> Excludes students enrolled in the Correspondence School, private schools, health camps, and special schools.

<sup>b</sup> Some double-counting will have occurred here, as most of these students would also be grouped with those in Reading Recovery in their previous school, either as being carried over from 2000 or as entering the programme during 2001.

**TABLE 6: Students' progress in Reading Recovery in 2001<sup>a</sup>**

Type of outcome	Students in Reading Recovery	
	N	%
Child successfully completed the programme ('discontinued')	7,069	59.4
Child responding and to be carried over into 2002	2,944	24.8
Child referred for specialist help or long-term reading support	980	8.2
Child responding but not able to be continued	237	2.0
Child left the school before completing the programme <sup>b</sup>	663	5.6
<b>Total</b>	<b>11,893</b>	<b>100.0</b>

<sup>a</sup> Excludes students enrolled in the Correspondence School, private schools, health camps, and special schools.

<sup>b</sup> Some double-counting is likely here, as some of these students may have completed the programme at their new school.

Table 6 shows the progress of students. The data shows a similar pattern to 2000. Of the children in the programme, 60% completed within a year, and 25% were carried over to next year (2002), with the expectation of successfully completing the programme. An estimate of the number of students who, upon entering Reading Recovery, successfully completed their programme (either within the year they entered or the following year, and in the same school or in another school) can also be obtained. While the nature of the statistics collected requires an estimation<sup>3</sup>, the resulting estimate indicates that 85% of the children who left the programme in 2001 did so after completing it successfully.

It is worth noting that while 2,551 children were carried over from the year 2000, the year 2000 returns specified that 2,881 children were expected to be carried over into 2001- a discrepancy of 330 children. Similarly, 367 students transferred into the programme from another school, while 663 left Reading Recovery due to transferring into another school, a discrepancy of 296 students. These discrepancies are similar to those in previous year's returns, and suggest some issues with tracking students from year to year and/or across different schools.

**TABLE 7: Students leaving Reading Recovery in 2001<sup>a</sup>**

Type of outcome	Carried over from 2000		Transferred from another school		Entered in 2001	
	N	%	N	%	N	%
Child successfully completed the programme	1,960	78.2	244	77.7	4,865	79.4
Child referred for specialist help or long-term reading support	397	15.8	35	11.1	548	8.9
Child responding but not able to be continued	24	1.0	12	3.8	201	3.2
Child left the school before completing the programme <sup>b</sup>	122	4.8	29	9.0	512	8.3
<b>Total</b>	<b>2,503</b>		<b>320</b>		<b>6,126</b>	

<sup>a</sup> Excludes students enrolled in the Correspondence School, private schools, health camps, and special schools.

<sup>b</sup> Some double-counting is likely here, as some of these students may have completed the programme at their new school.

Table 7 shows the outcomes of students according to how they entered the Reading Recovery. The data follows the same overall pattern as previous years, with students carried over from the previous year being the most likely to be referred on for specialist help.

<sup>3</sup> To obtain this estimate, the number of students who left the school before completing the programme, and the number for whom an outcome was missing was — based on the assumption that the outcomes for these students would be the same as for other students on the programme — proportionally split into the other possible outcomes. The number of students who were reported to be responding positively to the programme and were to be carried over into 2002 was then subtracted from the total number of students participating in Reading Recovery during 2001. Finally, the proportions of students falling into each outcome category were calculated.

When the outcomes of student categories by decile are examined some trends are evident. The percentage of students successfully completing the programme ('discontinued') in 2001, increases steadily by decile, from a low of 53% in decile 1 to a high of 66% in decile 10. Note that this percentage does not include children carried over to 2002, but making satisfactory progress. The increasing percentage of 'discontinued' students by decile is matched by a steady decline in the percentage of students having other outcomes. A child in a decile 1 school is almost twice as likely to be referred on to a specialist programme than a child in a decile 10 school (10.1% vs. 5.7% respectively) and almost four times as likely to be unable to continue Reading Recovery due to changing schools or other reasons (2.6% vs. 0.7%, respectively).

There is no consistent pattern of regional variation in the outcomes of students. The proportion of students who successfully completed the programme ('discontinued') in 2001 ranges from 65% in Central South, to 53% in Auckland South and Otago.

**TABLE 8:** *Students learning gain during Reading Recovery by Decile*

Decile	Reading Recovery Instructional Text Level		Raw Score on Burt Word Reading test		Raw Score on Writing Vocabulary (Clay)	
	In	Out	In	Out	In	Out
1	3.0	15.6	6.7	23.5	14.8	48.0
2	3.2	15.7	6.5	23.1	13.9	47.1
3	3.7	15.9	7.6	23.8	15.9	49.5
4	3.6	15.9	7.3	23.1	16.1	47.8
5	3.6	16.5	8.6	24.6	18.2	50.9
6	3.7	16.1	8.0	23.3	16.6	47.3
7	3.8	16.8	7.9	24.4	16.6	47.0
8	4.1	16.7	8.7	24.8	18.8	49.8
9	4.2	16.9	8.7	24.8	18.1	50.3
10	4.4	17.3	9.7	25.4	19.0	51.4

Table 8 shows the mean assessment scores of students who successfully completed ('discontinued') from Reading Recovery according to decile at their points of entry and exit from the programme. The children were assessed by three measures, the Reading Recovery Instructional Text Level, The Burt Word Reading Test and the Writing Vocabulary (Clay). There is a clear trend according to decile, with higher decile schools having slightly mean higher reading levels. However, the gain in assessment scores between entering and leaving the Reading Recovery is, for all deciles, much greater than any decile correlated variations. In all measures and deciles, the gain in score is similar, which is as one would expect, as had a student not shown sufficient recovery in reading levels to reach the average band, they would not have been 'discontinued' from the programme. Considered in light of Table 3 this data suggests that, on average, the same gain took more time to achieve in lower decile schools.

Tables 9 and 10 show the children's outcomes from Reading Recovery by gender and ethnicity, respectively. Table 9 shows that girls are more likely than the boys to have successfully completed the programme in 2001, and less likely to be carried over to another year or referred on. The likelihood of the child moving schools is not affected by their gender. Note that there is very little difference by gender in the total success rate, (the percentage of children who successfully completed the programme plus the children who are responding and carried over with every expectation of a successful outcome) at 83.4% (boys) and 85.6% (girls).

**TABLE 9: Child outcome by gender**

Outcomes	Boys %	Girls %
Child successfully completed the programme	57.7	63.0
Child responding and continuing next year	25.7	22.6
Child referred for specialist help or long-term reading support	9.2	6.4
Child responding but not able to be continued	1.9	2.3
Child left the school before completing the programme <sup>a</sup>	5.5	5.7

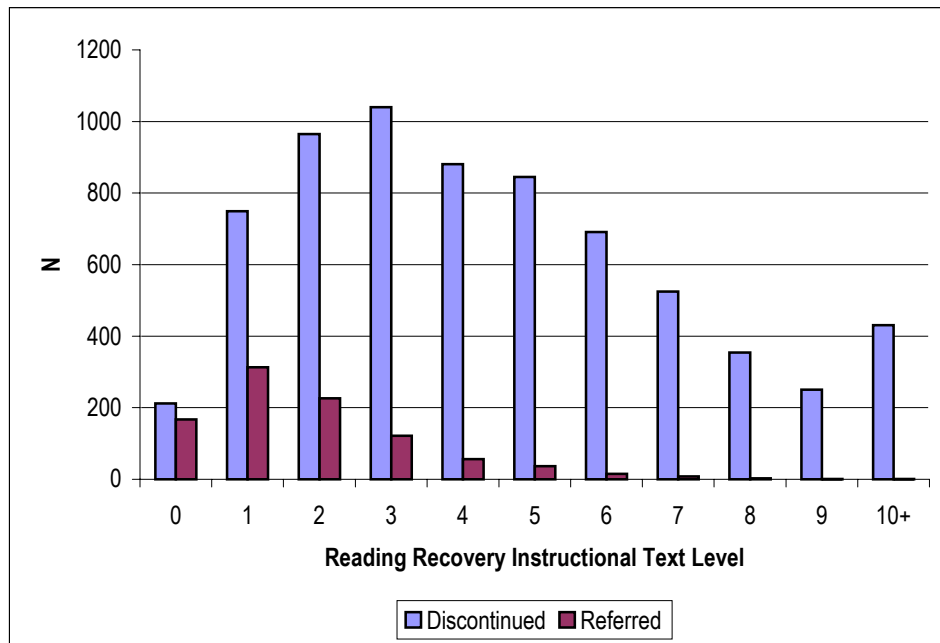
<sup>a</sup> See Table 6 note b.

Table 10 shows the child’s outcome according to their ethnicity. The 14 ethnic groups identified in the returns have been grouped for clarity into five groupings (NZ Maori, Pacific, Asian, NZ European and ‘Other’). NZ Maori are more likely than other children to leave the school before completing the programme, or not complete the programme for other reasons. Asian and NZ European children are more likely than others to have successfully completed Reading Recovery in 2001. Total success rate, including those responding and continuing next year, range from 80% (NZ Maori) to 90% (Asian).

**TABLE 10: Child outcome by ethnicity**

Outcomes	NZ Maori %	Pacific %	Asian %	NZ European %	Other %
Child successfully completed the programme	53.7	57.6	63.3	62.8	61.7
Child responding and continuing next year	26.0	24.8	27.2	23.7	24.2
Child referred for specialist help or long-term reading support	9.0	10.3	5.2	7.8	5.2
Child responding but not able to be continued	2.8	1.8	1.3	1.5	2.4
Child left the school before completing the programme <sup>a</sup>	8.4	5.5	3.0	4.1	6.5

Figure 1 also demonstrates that the child’s initial reading level is suggestive, but not predictive, of the likelihood of the student requiring referral. The results of the Burt Word Reading Test and the Writing Vocabulary test (Clay) show a similar pattern. The average literacy scores for the students who eventually required referrals were typically half the scores of students who successfully completed (‘discontinued’) the programme. This suggests that many of the more serious reading problems students may have, which require referral, are affecting scores from the beginning. Students who are eventually referred spend on average 87 sessions in the programme, 10 sessions more than their ‘discontinued’ classmates, while gaining typically only 60% of the gain that the average ‘discontinued’ student gains. However, the initial low literacy score, while suggestive of a potential referral requirement, is not predictive. The majority of children with low initial scores are still discontinued successfully. Data on reading levels were only captured for students who were discontinued or referred, not students who were carried over to the next year or who did not complete the programme.



**FIGURE 1:** *Distribution of initial Instructional Text Level for ‘Discontinued’ and Referred Students*

In total, 237 students were responding but not able to be continued in the programme. Various reasons were given for their non-continuation, including resource issues of one kind or another (teachers retiring, insufficient time, or programme ending), moving overseas, and a very small number of students leaving due to accident or serious illness.

Students who completed the programme successfully (‘discontinued’) had an average of 80 sessions. There were no significant variations according to gender and ethnicity. The mean number of sessions ranged from 88 sessions (Niuen boys) to 71 sessions (Asian girls) but in these cases the absolute numbers of children is small. Most children get close to 80 sessions.

In terms of gender, on most measures, the girls do very marginally better than the boys. On the Reading Recovery Instructional Text Level, students who successfully completed the programme (‘discontinued’) gained an average of 12.61, with boys only slightly behind the girls. In the Burt Word Reading test, the average gain is 16.13, the largest variation being between Maori girls and NZ European girls (16.96 and 15.29 respectively). The Writing Vocabulary (Clay) shows similar results, with Maori girls gaining, on average, 35.2, and NZ European girls gaining 32.33. The average gain in the Clay assessment for all those who successfully completed the programme (‘discontinued’) is 32.26. This is as one might expect, given that the student must show a certain level of improvement to recover to the average reading band and be ‘discontinued’ from the programme.

## Conclusion

Reading Recovery in 2001 has followed the trends established in previous years. Up until 1995, data on Reading Recovery has consistently exhibited an increase in the number of students each year. The data for the period 1996—2000, however, suggest a slight decline, with 14,016 students (24% of all six-year-olds) enrolled in 1996, 13,416 (22%) enrolled in 1997, 13,036 (22%) enrolled in 1998, 12,628 (22%) enrolled in 1999 and 12,061 (21%)

students enrolled in 2000.<sup>4</sup> The 2001 figure, 11,893 (21%) plateaus this trend. In terms of schools, the proportion of schools implementing reading recovery has held steady. The proportion of the six year old population in those schools which have Reading Recovery programmes is down slightly to 80% (from 82% in 2000). Reading Recovery is more widely available in high decile schools, but where present, Reading Recovery programmes in low decile schools have more students and more hours per student than the mean for all schools.

Findings from the individual data follow the general patterns of literacy in New Zealand with gender, ethnicity and school decile being important factors. There are proportionally more boys, Pacific and Maori students in the programme, and fewer girls, Asians and NZ Europeans. Students in low decile schools are less likely to have successful outcomes than those in high decile schools, and considerably more likely to be referred on, be unable to complete the programme, or leave the school before completing. They also spend longer in the Reading Recovery programme, but make similar gains to those of students in high decile schools.

Data presented in this report also indicate that the overall pattern of students' progress in the programme remained fairly consistent with that of previous years, with approximately 60% of students completing the programme successfully during 2001 and a further 25% of the rest considered to be responding well and carried over into 2001 with the expectation of a successful completion of their programme.

For further information about the Reading Recovery programme, contact the National Reading Recovery Centre, 52 Epsom Ave, Epsom, Auckland, New Zealand.

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<sup>4</sup> *Data supplied by the Ministry of Education's Data Management and Analysis Division indicate that there was almost no change in the total six-year-old population in New Zealand between 1995 and 1996 (from 57,491 in 1995 to 57,416 in 1996). However, between 1996 and 1997 there was an overall increase of four percent in the six-year-old population (bringing the total to 59,739, an increase of 2,323 children). Between 1997 and 1998 there was an overall decrease of two percent in the six-year-old population (a decrease of 1,317 children), between 1998 and 1999 there was an overall decrease of three percent in the six-year-old population (a decrease of 1,505 children) and between 1999 and 2000 there was an overall decrease of one percent in the six-year-old population (a decrease of 547 children).*