

FIFTEEN-YEAR-OLD STUDENTS WHO PERFORM AT THE LOWEST LEVELS OF PROFICIENCY IN MATHEMATICS (2003)

This indicator focuses on those students who performed at the lowest levels of proficiency on the OECD Programme for International Student Assessment (PISA) 2003 mathematics literacy scale. It shows the percentages of students performing at these levels on average and across individual countries, and examines the influence of students' background on the likelihood of them being among the lowest performers in mathematics. It looks at the reading proficiency of the lowest mathematics performers to explore whether their low performance in mathematics reflects overall difficulty in school or only in mathematics.

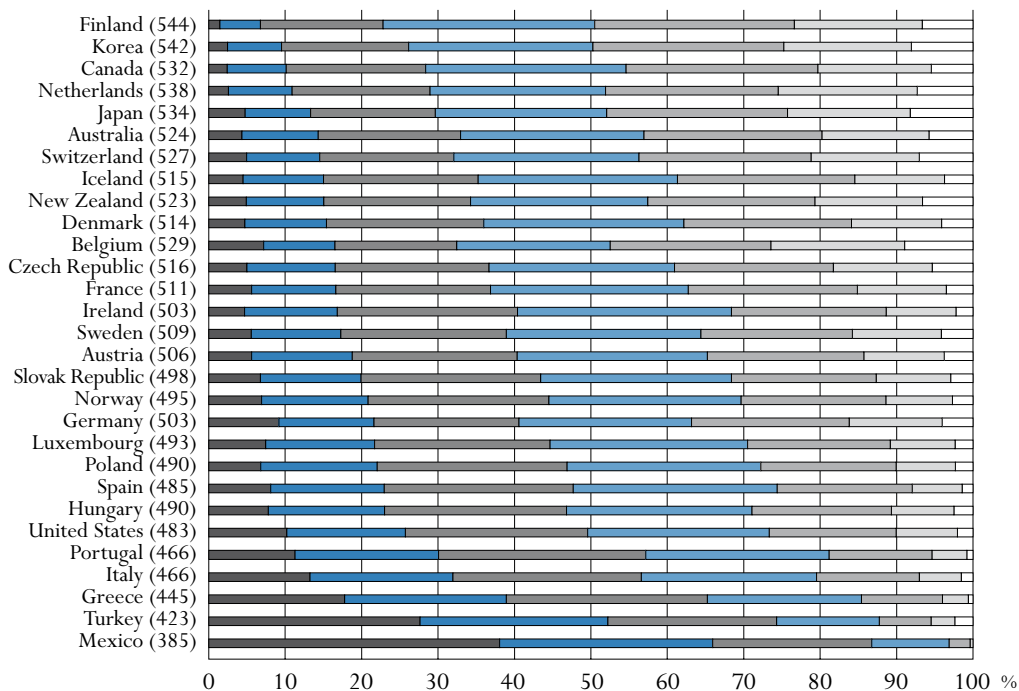
Key results

Chart A6.1. Percentage of students at low proficiency levels on the OECD PISA mathematics scale (2003)

Level 2 represents a baseline proficiency at which students begin to demonstrate skills that enable them to actively use mathematics. At Level 2, they can use direct inference to recognise the mathematical elements of a situation, are able to use a single representation to help explore and understand a situation, can use basic algorithms, formulae and procedures, and can make literal interpretations and apply direct reasoning.

■ Below Level 1 ■ Level 1 ■ Level 2 ■ Level 3 ■ Level 4 ■ Level 5 □ Level 6

A quarter or more of students fail to reach Level 2 in Greece, Italy, Mexico, Portugal, Turkey and the United States. In Finland, less than 7% of students perform below this threshold.



Countries are sorted in ascending order of the percentage of students at Level 1 and below.

Source: OECD PISA 2003 database. Table A4.1.

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Other highlights of this indicator

- Across OECD countries, students from the least socio-economically advantaged backgrounds are on average 3.5 times more likely to be low mathematics performers, *i.e.* at or below Level 1, than those from the most socio-economically advantaged backgrounds.
- Countries vary in the percentage of students who perform both the least well in mathematics and reading, and in the mean reading scores for these lowest mathematics performers. In six countries, students who perform the least well in mathematics have reading scores below the average for all the lowest mathematics performers across all countries *and* there are higher-than-average percentages of low mathematics students who are also among the lowest performing readers. In six other countries, the situation is reversed: the lowest performers in mathematics have above-average reading scores compared to their peers, as well as lower-than-average representation among the lowest performing readers.

Policy context

Knowledge and skills in mathematics are important outcomes of education; therefore, countries are increasingly focusing on enhancing students' mathematical achievements. Findings from PISA 2003, however, indicate that over 20% of students in OECD countries display a limited level of mathematical literacy *i.e.* they are able to perform only the most routine mathematical functions in the most familiar contexts. Low-achieving students are the focus of this indicator because of their sizeable numbers and the potentially serious effect their lack of mathematical understanding may have on social and economic well-being. Achieving a better understanding of countries' lowest achievers may provide information for the development of policies that are more successful at providing all students with the necessary skills in mathematics to lead productive lives.

Evidence and explanations

This indicator focuses on those students who performed at the lowest levels of proficiency on the PISA 2003 mathematics literacy assessment. It begins with an overview of the percentages of students performing at these levels on average and across individual countries, to set the context for later analyses. The indicator then extends earlier research using PISA's composite measure of economic, social, and cultural status (ESCS) to examine the influence of students' backgrounds on the likelihood of them being among the lowest performers in mathematics. Finally, the indicator looks at the reading proficiency of the lowest mathematics performers to explore whether these students demonstrate difficulty in mathematics only or whether their difficulty in mathematics could reflect overall difficulty in school.

Overall performance on the PISA 2003 mathematics literacy assessment

The PISA 2003 mathematics literacy assessment measures the extent to which 15-year-old students are able to analyse, reason and communicate effectively as they pose, solve and interpret mathematical problems in a variety of situations involving quantitative, spatial, probabilistic or other mathematical concepts. One of the key features of PISA is that students' performance can be reported according to proficiency levels. The use of proficiency levels, as a supplement to summary statistics such as mean scores, provides policy makers with a descriptive picture of students' skills and abilities as well as examples of the types of tasks they are likely to be able to perform.

The PISA mathematics assessment identifies six levels of proficiency, representing tasks of increasing difficulty. At the highest level of proficiency, students are able to apply advanced mathematical thinking and reasoning, conceptualise and work with complex mathematical models, as well as reflect upon and apply the outcomes of models to other situations. At the lowest level of proficiency, Level 1, students are able to follow direct and explicit instructions and take obvious actions applying simple models to simple problems as long as they are presented within familiar contexts. Students performing below Level 1 are unable to routinely apply the most basic forms of mathematical knowledge and skills that the PISA assessment measures. A complete description of the PISA mathematics proficiency levels and examples of mathematics items are given in OECD's *Learning for Tomorrow's World – First Results from PISA 2003* (OECD 2004).

Chart A6.1 (and Table A6.3 available on the Web at <http://dx.doi.org/10.1787/133160111888>) displays an overall profile of 15-year-olds' proficiency on the combined mathematics literacy assessment with the length of the coloured bars showing the percentages of students who are competent at each of the six levels of proficiency. This indicator focuses on those students

represented by the darkest coloured bars, *i.e.* those at Level 1 and below. These are the students who, as described above, can apply only the most basic mathematics skills.

Across OECD countries, more than one-fifth (21.4% of 15-year-old students) performed at Level 1 and below. This is also true for 13 of the 29 OECD countries individually. For all countries except one (Finland), there are at least 10% of students at Level 1 and below in mathematics. This is a sizeable percentage of a country's human capital.

There is also considerable variation across countries with respect to the percentages of students who perform at these levels. The percentages of students displaying minimal or less-than-minimal functioning in mathematics ranges from a low of 6.8% in Finland to a high of 66.0% in Mexico. Limiting the analysis to those countries which perform above the OECD average (500 points), the variation remains marked, from 6.8% in Finland to 21.6% in Germany. Additionally, some countries that perform similarly in terms of mean score have different percentages of students performing at Level 1 and below. For example, while there is no statistically significant difference in the mean scores of students in the top-performing countries of Canada and Belgium, Canada has a statistically significantly lower rate of low achievers than the Belgium by 6.4 percentage points. Similar examples can be found among countries at other levels of overall performance, such as in Germany and Ireland – both perform around the OECD average – where the percentages of low-achievers are 21.6% versus 16.8%, respectively. These findings show how mean scores can mask varying degrees of dispersion in countries, and that some countries do demonstrate both high scores and low variation.

Socio-economic background and low mathematics performance

Universally, students' home backgrounds exert a powerful influence on their academic performance. Consistently, students from disadvantaged socio-economic backgrounds have been found to perform less well in mathematics (and other subjects) than students from more advantaged backgrounds. Although this is not true in all cases: many students from disadvantaged backgrounds excel in school, while many students from advantaged backgrounds perform badly. Earlier research using PISA found strong relationships between students' mathematics performance and a variety of measures of students' backgrounds. For example, one finding was that across OECD countries, students in the highest quarter of an index of parents' occupational status scored 93 points more in mathematics than their peers in the lowest quarter of this index.

Another major component of initial reporting from PISA 2003 was the use of a composite index, ESCS, to provide an overall measure of students' socio-economic status. This indicator extends this earlier research on the relationship between students' socio-economic backgrounds and their mathematics performance, by employing "odds ratios" to examine the probability of students performing at the lowest proficiency levels in mathematics. Specifically, odds ratios indicate, in this case, the greater (or lesser) chances for a student of performing at Level 1 or below that is associated with belonging to the lowest quarter of students on the PISA composite socio-economic index.

For example, an odds ratio of 1 means that students from the lowest and highest quarters have an equal chance of performing at or below Level 1 and thus that the education system is achieving equitable results for students of varied socio-economic backgrounds. However, odds ratios greater than 1 mean that students from the lowest quarter have a greater chance than students

A6

from the highest quarter of performing at or below Level 1; and odds ratios of less than 1 mean that students from the highest socio-economic quarter have a greater chance than students from the lowest socio-economic quarter of performing at or below Level 1. Odds ratios differing from one indicate that socio-economic status plays an influential role in mathematics performance and that there are potential inequities in the system.

Box A6.1 provides more detailed information and examples of how odds ratios were computed for this indicator. For convenience, the results are reported in this indicator using the expression “more likely,” although as described in Box A6.1, the meaning of an odds ratio is slightly more complicated.

Box A6.1. An explanation of odds ratios and an example

An odds ratio compares the likelihood (or probability) that an event will happen between two groups. For this indicator, the odds ratio is employed to look at the likelihood that a student with low socio-economic background status will be a low achiever in mathematics relative to the likelihood that a student with high socio-economic background status will be a low achiever in mathematics. (Socio-economic status was defined using the PISA composite socio-economic index [ESCS], with low indicating students at or below the 25th percentile on the index and high indicating students at or above the 75th percentile. As stated in the indicator, low mathematics performance is defined as performance at or below proficiency Level 1.)

The table below provides the data that are used to compute the odds ratio for one country – in this case, France. Reading across the rows, 32% of students with low socio-economic status perform at or below Level 1, and 68% perform above Level 1. Among students with high socio-economic status, 10% perform at or below Level 1, compared with 90% who perform above it.

Socio-economic status	Performance on the PISA mathematics literacy assessment	
	Percentage of students at or below Level 1 (P_1)	Percentage of students above Level 1 (P_2)
Percentage of students at or below the 25 th percentile on the socio-economic index (P_1)	32 (or P_{11})	68 (P_{12})
Percentage of students above the 75 th percentile on the socio-economic index (P_2)	10 (P_{21})	90 (P_{22})

Using the formula for the odds ratio:

$$(P_{11}/P_{21})/(P_{12}/P_{22}),$$

the following is computed: $[(0.32/0.10)/(0.68/0.90) = 3.2/0.75 = 4.3]$. Thus, for France, the likelihood of a low socio-economic student being a low mathematics achiever is 4.3 times greater than the likelihood of a high socio-economic student being a low mathematics achiever.

Table A6.1 reports the odds ratios for individual countries and overall. As the table shows, across all countries, students who come from the lowest economically, culturally and socially well-off families are more likely to perform at or below Level 1 than students who come from the highest economically, culturally and socially well-off families. Although odds ratios vary across countries, all OECD countries have ratios greater than 1, indicating inequitable outcomes for students of different socio-economic backgrounds, albeit to differing degrees. Across all OECD countries, students from the lowest quarter on the socio-economic index are 3.5 times more likely, on average, to perform at or below Level 1 on the mathematics literacy assessment than students from the highest quarter.

In four countries, Belgium, Germany, Hungary, and the Slovak Republic, the likelihood of the lowest socio-economic status students relative to the highest socio-economic status students to perform at or below Level 1 was higher than the OECD average. In other words, in these countries, students' minimal competence in mathematics is more strongly associated with their backgrounds, with the likelihood of students from the lowest quarter on the socio-economic index to perform at or below Level 1 in mathematics at least 4.6 times higher than it is for students from the highest quarter of the index.

The likelihood of the most disadvantaged students relative to the most advantaged students to perform at or below Level 1 was lower than the OECD average in eight countries (Canada, Greece, Iceland, Japan, Norway, Spain, Sweden and Turkey), indicating a weaker association in these countries between 15-year-olds' mathematical competence and family backgrounds. In these countries, students from the lowest quarter on the socio-economic index were 2.1 to 2.9 times more likely on the economic index to perform at Level 1 or below in mathematics.

While the previous analysis compared countries' odds ratios to the OECD average as one way of looking at relative influence of socio-economic status on low mathematics performance across countries, this subsequent analysis compares countries' odds ratios to one another. If countries show consistently high or low odds ratios in these one-on-one comparisons, then stronger statements may be made about their systems' ability to foster equitable outcomes for students with different socio-economic backgrounds than can be made simply by comparing their odds ratios to the overall mean.

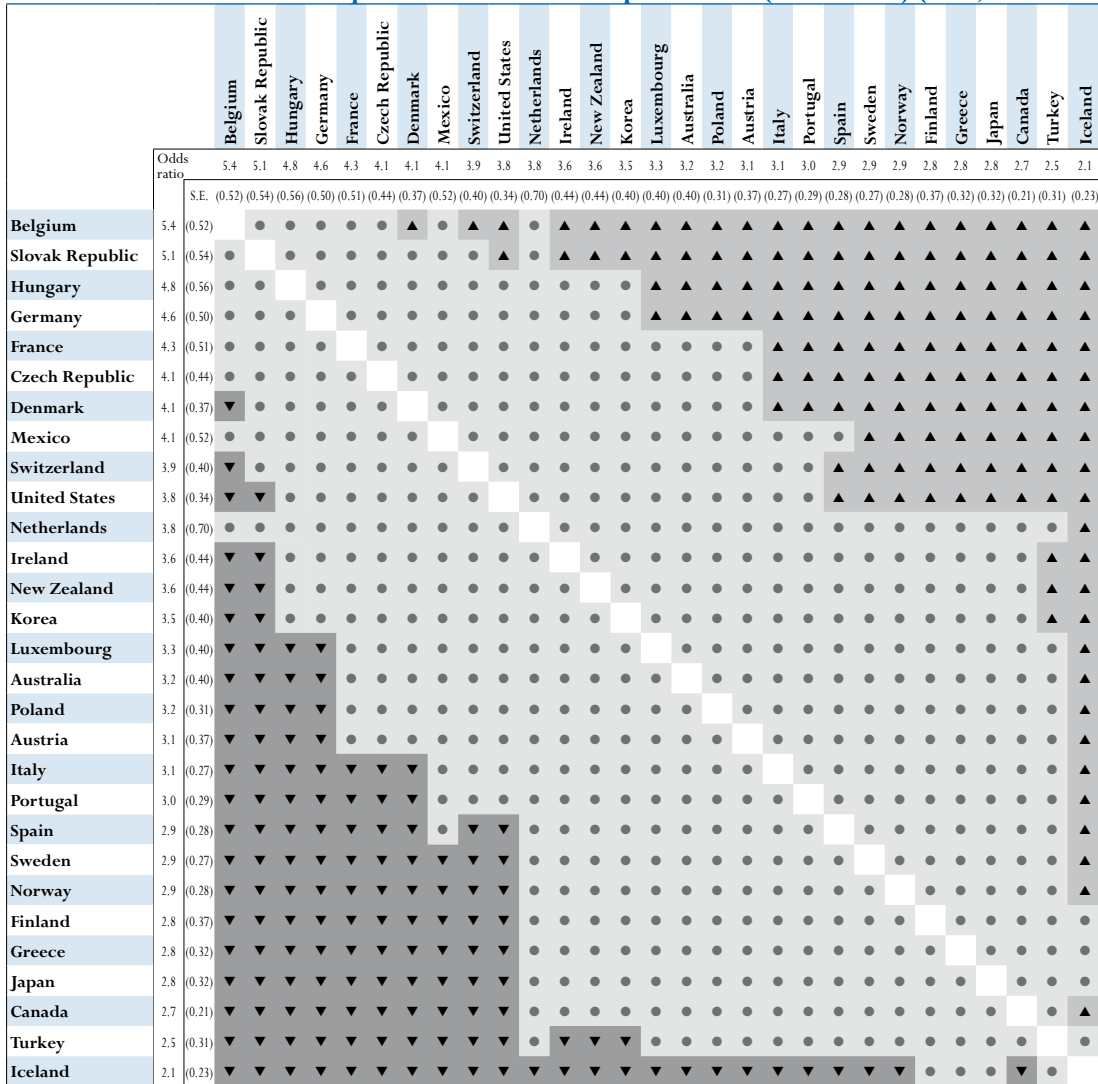
Chart A6.2 compares odds ratios among pairs of countries, identifying whether or not the odds ratio is significantly higher or lower than that of the comparison country. Two distinct groupings of countries are evident in this chart: those with consistently higher odds ratios than other countries and those with consistently lower odds ratios than other countries. Ten countries – Belgium, the Czech Republic, Denmark, France, Germany, Hungary, Mexico, the Slovak Republic, Switzerland, and the United States – have higher odds ratios than at least eight other countries; this represents one-third of the OECD countries participating in PISA. Eight countries – Canada, Finland, Greece, Iceland, Japan, Norway, Sweden, and Turkey – have lower odds ratios than at least ten other countries.

Reading proficiency of low mathematics performers

Another useful analysis is to examine how those students performing at or below Level 1 in mathematics are performing in reading. This may shed light on the extent to which these students

Chart A6.2.

Multiple comparisons of the likelihood of the quarter of students with the lowest socio-economic status to be in the lowest quarter of mathematics performers relative to the likelihood of the quarter of students with highest socio-economic status to be in the lowest quarter of mathematics performers (odds ratios) (2003)



Source: OECD PISA 2003 database. See Annex 3 for notes (www.oecd.org/edu/eag2006).

Instructions: Read across the row for a country to compare performance with the countries listed along the top of the figure. The symbols indicate whether the odds ratio of the country is lower, higher or not statistically different from the comparison country's odds ratio.

- ▲ Odds ratio significantly higher than the odds ratio of the comparison country.
- Odds ratio not statistically different than the odds ratio of the comparison country.
- ▼ Odds ratio significantly lower than the odds ratio of the comparison country.

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are having difficulty with mathematics specifically or struggling in school more generally. With an understanding of the source of students' difficulty in mathematics (whether specific to mathematics or perhaps more broad), it is possible to target interventions that will address students' particular learning challenges.

Table A6.2 presents the average reading scores for the lowest mathematics performers as well as the percentages of those who also are at or below the lowest proficiency level in reading. In six countries – Belgium, Germany, Japan, Luxembourg, Mexico, and the Slovak Republic – the lowest mathematics performers have reading scores below the average for the lowest mathematics performers across countries *and* there are higher-than-average percentages of low mathematics students who also are among the lowest readers. This suggests that, in these countries, students who are struggling in mathematics are also struggling in reading.

Spain also has a higher-than-average percentage of low-performing students in mathematics who are among the lowest performing readers, although the average reading score for this group is not significantly different from the OECD average. In Iceland, however, the percentage of low-performing students in mathematics who also are the lowest performing readers is similar to the OECD average, although the reading scores of these students are below the average for the lowest mathematics students across countries.

In six other countries – Finland, Greece, Ireland, Korea, Poland, and Sweden – the situation is reversed: the lowest mathematics performers have above-average reading scores compared to their peers, as well as lower-than-average representation among the lowest performing readers. This suggests that in these countries, students' difficulty with mathematics may represent a specialised learning effect – these students are not necessarily doing poorly in mathematics because of poor reading or an overall difficulty with school, but perhaps a specific deficiency in mathematics.

Of course, the picture is very complex and to get a deeper understanding of whether students have generalised or specialised learning problems, one must also look at how the lowest reading performers perform in mathematics. These results are presented in Table A6.3. Looking at this and the previous table together, two countries show consistent patterns. In Mexico, there are high percentages of students at the lowest levels in reading who also are at the lowest levels in mathematics, and vice versa, suggesting that Mexican students who are at the lowest levels on the PISA scale are struggling in school generally. In Finland, there are low percentages of students at the lowest levels in reading who also are at the lowest levels in mathematics, and vice versa, suggesting that students in Finland who do poorly in PISA are struggling with one subject area more than the other.

Definitions and methodologies

The achievement scores are based on assessments administered in 2003 as part of the Programme for International Student Assessment (PISA) undertaken by the OECD.

The target population studied for this indicator was 15-year-old students. Operationally, this referred to students who were from 15 years and 3 (completed) months to 16 years and 2 (completed) months at the beginning of the testing period and who were enrolled in an educational institution, irrespective of the grade levels or type of institutions in which they were enrolled, and irrespective of whether they participated in school full-time or part-time. Subsets of the target population were examined in Chart A6.2 and Tables A6.2 and A6.3. Fifteen-year-olds who were the lowest performers on the PISA mathematics literacy assessment – defined as performing at or below proficiency Level 1 – who were also in the highest or lowest quarters of the economic, social and cultural status (ESCS) index were examined in Chart A6.2. Fifteen-year-olds who were the lowest

A6

performers on the PISA mathematics literacy assessment who were also the lowest performers on the PISA reading literacy assessment – defined as performing at or below proficiency Level 1 – were examined in Table A6.2. Fifteen-year-olds who were the lowest performers on the PISA reading literacy assessment who were also the lowest performers on the PISA mathematics literacy assessment were examined in Table A6.3.

To test the robustness of the odds ratios findings, analysts compared these results with OECD's earlier results for "relative risk" and socio-economic status (SES) gradients. There was a strong correlation with relative risk and a relatively strong correlation with the SES gradients. Further exploration of the few cases in which there were differences with the latter measure would be an interesting area for further analysis.

Analyses were performed for 29 of 30 countries participating in PISA 2003. The United Kingdom failed to reach PISA's unit response rate standard, which precluded the country from being included in OECD averages, although estimates for the United Kingdom are still reported in charts and tables dealing with subsets of the population for the purposes of comparison within the country. When estimates for the United Kingdom are reported, they are reported at the end of charts and tables separate from the estimates of other countries as a cautionary reminder that the estimate may not be as reliable as the estimates of countries that met PISA's unit response rate standard.

It should be noted that across OECD countries, mathematics and reading performance are highly correlated and that, because of the PISA design, some students' reading scores were imputed on the basis of their mathematics scores, both of which may have an influence on the results reported in this section. Additionally, it should be noted that the proficiency levels for mathematics and reading are not equivalent.

Further references

For further information about PISA 2003, see *Learning for Tomorrow's World – First Results from PISA 2003* (OECD, 2004a), and the *PISA 2003 Technical Report* (OECD, 2005c). PISA data are also available on the PISA Web site: www.pisa.oecd.org. See also *Education at a Glance: OECD Indicators – 2005 Edition* (OECD 2005d).

Table A6.1.

Odds ratios of the likelihood of students with the lowest socio-economic status to be lowest mathematics performers relative to the likelihood of students with the highest socio-economic status to be lowest mathematics performers (2003)

▲ Country odds ratio is significantly higher than the OECD average odds ratio.
▼ Country odds ratio is significantly lower than the OECD average odds ratio.

	Odds Ratio	S.E.	
Australia	3.2	(0.40)	
Austria	3.1	(0.37)	
Belgium	5.4	(0.52)	▲
Canada	2.7	(0.21)	▼
Czech Republic	4.1	(0.44)	
Denmark	4.1	(0.37)	
Finland	2.8	(0.37)	
France	4.3	(0.51)	
Germany	4.6	(0.50)	▲
Greece	2.8	(0.32)	▼
Hungary	4.8	(0.56)	▲
Iceland	2.1	(0.23)	▼
Ireland	3.6	(0.44)	
Italy	3.1	(0.27)	
Japan	2.8	(0.32)	▼
Korea	3.5	(0.40)	
Luxembourg	3.3	(0.40)	
Mexico	4.1	(0.52)	
Netherlands	3.8	(0.70)	
New Zealand	3.6	(0.44)	
Norway	2.9	(0.28)	▼
Poland	3.2	(0.31)	
Portugal	3.0	(0.29)	
Slovak Republic	5.1	(0.54)	▲
Spain	2.9	(0.28)	▼
Sweden	2.9	(0.27)	▼
Switzerland	3.9	(0.40)	
Turkey	2.5	(0.31)	▼
United States	3.8	(0.34)	
OECD average	3.5	(0.08)	
United Kingdom ¹	3.3	(0.32)	

1. Response rate too low to ensure comparability. See Annex 3 for notes (www.oecd.org/edu/eag2006).

Source: OECD PISA 2003 database.

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Table A6.2.
Reading performance of lowest mathematics performers (2003)

▲ Mean/percentage is significantly higher than the OECD average mean/percentage.
▼ Mean/percentage is significantly lower than the OECD average mean/percentage.

	Mean score in reading for students at Level 1 or below in mathematics ¹	S.E.		Percent of students at Level 1 or below in mathematics who also are at Level 1 or below in reading ¹	S.E.	
Australia	395	(4.6)		53.4	(2.4)	▼
Austria	376	(5.2)		66.9	(4.1)	
Belgium	366	(6.7)	▼	67.7	(3.3)	▲
Canada	395	(3.0)	▲	55.9	(3.1)	
Czech Republic	388	(4.8)		60.4	(3.8)	
Denmark	399	(5.9)	▲	51.5	(3.8)	
Finland	408	(7.2)	▲	47.5	(4.8)	▼
France	374	(7.8)		62.1	(3.9)	
Germany	371	(6.2)	▼	68.4	(3.0)	▲
Greece	404	(4.6)	▲	48.2	(2.4)	▼
Hungary	394	(5.3)		54.7	(3.0)	
Iceland	370	(5.4)	▼	63.5	(3.5)	
Ireland	409	(5.2)	▲	45.9	(3.4)	▼
Italy	394	(5.5)		53.2	(2.5)	▼
Japan	358	(7.1)	▼	71.1	(4.2)	▲
Korea	411	(5.3)	▲	45.1	(5.1)	▼
Luxembourg	364	(5.2)	▼	67.8	(2.9)	▲
Mexico	359	(3.6)	▼	70.1	(1.8)	▲
Netherlands	391	(5.8)		60.2	(5.7)	
New Zealand	378	(4.6)		64.7	(3.9)	
Norway	388	(5.9)		56.9	(3.2)	
Poland	400	(4.9)	▲	49.5	(2.8)	▼
Portugal	390	(4.9)		56.6	(2.7)	
Slovak Republic	370	(6.1)	▼	68.4	(4.2)	▲
Spain	386	(5.1)		65.1	(2.8)	▲
Sweden	404	(6.0)	▲	48.3	(3.3)	▼
Switzerland	375	(5.4)		65.3	(3.7)	
Turkey	385	(4.5)		60.2	(2.7)	
United States	380	(4.1)		61.9	(2.7)	
OECD average	386	(1.0)		58.7	(0.65)	
United Kingdom ²	m	m		m	m	

1. Note that proficiency levels were established separately for the mathematics scale and for the reading scale and are not equivalent.

2. Response rate too low to ensure comparability. See Annex 3 for notes (www.oecd.org/edu/eag2006).

Source: OECD PISA 2003 database.

Please refer to the Reader's Guide (www.oecd.org/eag2006) for information concerning the symbols replacing missing data.

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Table A6.3.
Mathematics performance of lowest reading performers (2003)

▲ Mean/percentage is significantly higher than the OECD average mean/percentage.
▼ Mean/percentage is significantly lower than the OECD average mean/percentage.

	Mean score in mathematics for students at Level 1 or below in reading ¹	S.E.		Percent of students at Level 1 or below in reading who are also at Level 1 and below in mathematics ¹	S.E.	
Australia	393	(4.1)		67.1	(3.2)	
Austria	402	(4.5)	▲	64.1	(3.2)	
Belgium	397	(3.8)		64.9	(2.6)	
Canada	403	(3.2)	▲	64.1	(2.5)	
Czech Republic	418	(4.2)	▲	53.4	(4.2)	▼
Denmark	402	(5.6)		61.3	(4.7)	
Finland	418	(5.7)	▲	52.5	(4.6)	▼
France	398	(5.3)		64.0	(3.8)	
Germany	390	(4.5)		70.4	(3.0)	
Greece	371	(4.8)	▼	71.6	(2.6)	
Hungary	400	(5.9)		64.7	(4.0)	
Iceland	411	(4.6)	▲	57.1	(4.2)	▼
Ireland	383	(5.6)		77.9	(4.6)	▲
Italy	372	(5.0)	▼	74.9	(2.5)	▲
Japan	403	(5.9)	▲	61.3	(3.2)	▼
Korea	394	(5.0)		67.8	(5.3)	
Luxembourg	393	(3.0)		67.5	(2.5)	
Mexico	333	(3.4)	▼	89.5	(1.3)	▲
Netherlands	416	(5.6)	▲	56.6	(5.5)	▼
New Zealand	387	(4.6)		71.6	(3.3)	
Norway	390	(4.1)		67.5	(3.2)	
Poland	388	(4.7)		70.4	(2.9)	
Portugal	380	(4.5)	▼	74.4	(2.7)	▲
Slovak Republic	404	(4.6)	▲	61.0	(3.0)	▼
Spain	398	(3.9)		65.1	(2.7)	
Sweden	387	(5.5)		67.9	(3.5)	
Switzerland	397	(4.0)		67.7	(2.9)	
Turkey	348	(4.4)	▼	85.5	(1.8)	▲
United States	369	(4.2)	▼	82.3	(2.2)	▲
OECD average	391	(0.9)		67.7	(0.6)	
United Kingdom²	m	m		m	m	

1. Note that proficiency levels were established separately for the mathematics scale and for the reading scale and are not equivalent.

2. Response rate too low to ensure comparability. See Annex 3 for notes (www.oecd.org/edu/eag2006).

Source: OECD PISA 2003 database.

Please refer to the Reader's Guide (www.oecd.org/eag2006) for information concerning the symbols replacing missing data.

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Table A6.2	Reading performance of lowest mathematics performers (2003)	92	
Table A6.3	Mathematics performance of lowest reading performers (2003)	93	
Indicator A7	Institutional differentiation, socio-economic status and 15-year-old students' mathematics performance (2003)	94	
Table A7.1	Institutional differentiation, variance in mathematics performance, and economic, social and cultural status (ESCS), (2003)	102	
Indicator A8	Labour force participation by level of educational attainment	104	A8
Table A8.1a	Employment rates and educational attainment, by gender (2004)	112	
Table A8.2a	Unemployment rates and educational attainment, by gender (2004)	114	
Table A8.3a	Trends in employment rates, by educational attainment (1991-2004)	116	
Table A8.4a	Trends in unemployment rates, by educational attainment (1991-2004)	118	
Indicator A9	The returns to education: education and earnings	120	A9
Table A9.1a	Relative earnings of the population with income from employment (2004 or latest available year)	135	
Table A9.1b	Differences in earnings between females and males (2004 or latest available year)	137	
Table A9.2a	Trends in relative earnings: adult population (1997-2004)	138	
Table A9.3	Trends in differences in earnings between females and males (1997-2004)	139	
Table A9.4a	Distribution of the 25-to-64-year-old population, by level of earnings and educational attainment (2004 or latest available year)	141	
Table A9.4b	Distribution of the 25-to-64-year-old males by level of earnings and educational attainment (2004 or latest available year)	144	
Table A9.4c	Distribution of the 25-to-64-year-old females by level of earnings and educational attainment (2004 or latest available year)	147	
Table A9.5	Private internal rates of return for an individual obtaining an upper secondary or post-secondary non-tertiary education, ISCED 3/4 (2003)	150	
Table A9.6	Private internal rates of return for an individual obtaining a university-level degree, ISCED 5/6 (2003)	150	
Table A9.7	Public internal rates of return for an individual obtaining an upper secondary or post-secondary non-tertiary education, ISCED 3/4 (2003)	151	
Table A9.8	Public internal rates of return for an individual obtaining a university-level degree, ISCED 5/6 (2003)	151	

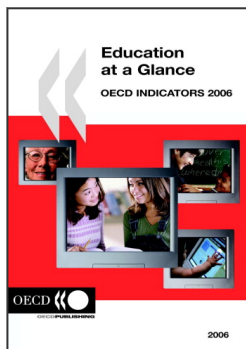
		Name of the indicator in the 2005 edition
Indicator A10	The returns to education: links between education, economic growth and social outcomes	152
		A10
Indicator A11	Impact of demographic trends on education provision	160
Table A11.1	Demographic trends between 2005 and 2015 and indicative impact on educational expenditure, student enrolments and graduate numbers	166
CHAPTER B	FINANCIAL AND HUMAN RESOURCES INVESTED IN EDUCATION	167
Indicator B1	Educational expenditure per student	170
		B1
Table B1.1a	Annual expenditure on educational institutions per student for all services (2003).....	186
Table B1.1b	Annual expenditure on educational institutions per student for all services, by type of programme (2003).....	187
Table B1.1c	Annual expenditure per student on core services, ancillary services and R&D (2003)	188
Table B1.2	Distribution of expenditure (as a percentage) on educational institutions compared to number of students enrolled at each level of education (2003)	189
Table B1.3a	Cumulative expenditure on educational institutions per student over the theoretical duration of primary and secondary studies (2003)	190
Table B1.3b	Cumulative expenditure on educational institutions per student over the average duration of tertiary studies (2003)	191
Table B1.4	Annual expenditure on educational institutions per student for all services relative to GDP per capita (2003)	192
Table B1.5	Change in expenditure on educational institutions for all services per student relative to different factors, by level of education (1995, 2003)	193
Indicator B2	Expenditure on educational institutions relative to Gross Domestic Product	194
		B2
Table B2.1a	Expenditure on educational institutions as a percentage of GDP, for all levels of education (1995, 2000, 2003)	205
Table B2.1b	Expenditure on educational institutions as a percentage of GDP, by level of education (1995, 2000, 2003).....	206
Table B2.1c	Expenditure on educational institutions as a percentage of GDP, by level of education (2003).....	207
Table B2.2	Change in expenditure on educational institutions (1995, 2003).....	208
Table B2.3	Change in expenditure on educational institutions (1995, 2000, 2001, 2002, 2003).....	209
Indicator B3	Public and private investment in educational institutions	210
		B3
Table B3.1	Relative proportions of public and private expenditure on educational institutions for all levels of education (1995, 2003).....	218

Table B3.2a	Relative proportions of public and private expenditure on educational institutions, as a percentage, by level of education (1995, 2003).....	219	
Table B3.2b	Relative proportions of public and private expenditure on educational institutions, as a percentage, for tertiary education (1995, 2003).....	220	
Table B3.3	Trends in relative proportions of public expenditure on educational institutions, for tertiary education (1995, 2000, 2001, 2002, 2003).....	221	
Indicator B4	Total public expenditure on education	222	B4
Table B4.1	Total public expenditure on education (1995, 2003).....	228	
Table B4.2	Distribution of total public expenditure on education (2003).....	229	
Indicator B5	Tuition fees charged by tertiary institutions and support for students and households through public subsidies	230	B5
Table B5.1	Estimated annual average tuition fees charged by tertiary-type A educational institutions (school year 2003-2004).....	240	
Table B5.2	Public subsidies for households and other private entities as a percentage of total public expenditure on education and GDP, for tertiary education (2003).....	242	
Indicator B6	Expenditure in institutions by service category and by resource category	244	B6
Table B6.1	Expenditure on institutions by service category as a percentage of GDP (2003).....	252	
Table B6.2	Expenditure on educational institutions by resource category and level of education (2003).....	253	
CHAPTER C	ACCESS TO EDUCATION, PARTICIPATION AND PROGRESSION	255	
Indicator C1	Enrolment in education from primary education to adult life	256	C1
Table C1.1	Education expectancy (2004).....	265	
Table C1.2	Enrolment rates, by age (2004).....	266	
Table C1.3	Transition characteristics from age 15 to 20, by level of education (2004).....	267	
Indicator C2	Participation in secondary and tertiary education	268	C2
Table C2.1	Entry rates into tertiary education and age distribution of new entrants (2004).....	277	
Table C2.2	Expected years in tertiary education and changes in tertiary enrolment (2004).....	278	
Table C2.3	Students in tertiary education by type of institution or mode of study (2004).....	279	
Table C2.4	Students in primary and secondary education by type of institution or mode of study (2004).....	280	
Table C2.5	Upper secondary enrolment patterns (2004).....	281	

		Name of the indicator in the 2005 edition
Indicator C3	Student mobility and foreign students in tertiary education	282
	Table C3.1 Student mobility and foreign students in tertiary education (2000, 2004)	303
	Table C3.2 Distribution of international and foreign students in tertiary education, by country of origin (2004)	304
	Table C3.3 Citizens studying abroad in tertiary education, by country of destination (2004)	308
	Table C3.4 Distribution of international and foreign students in tertiary education, by level and type of tertiary education (2004)	310
	Table C3.5 Distribution of international and foreign students in tertiary education, by field of education (2004)	311
	Table C3.6 Trends in the number of foreign students enrolled outside their country of origin (2000 to 2004)	312
	Table C3.7 Percentage of tertiary qualifications awarded to international and foreign students, by type of tertiary education (2004)	313
Indicator C4	Education and work status of the youth population	314
	Table C4.1a Expected years in education and not in education for 15-to-29-year-olds (2004)	323
	Table C4.2a Percentage of the youth population in education and not in education (2004)	325
	Table C4.3 Percentage of the cohort population not in education and unemployed (2004)	327
	Table C4.4a Trends in the percentage of the youth population in education and not in education (1995-2004)	329
Indicator C5	Participation in adult learning	334
	Table C5.1a Participation rate and expected number of hours in non-formal job-related education and training, by level of educational attainment (2003)	341
	Table C5.1b Expected number of hours in non-formal job-related education and training, by age group and labour force status (2003)	343
	Table C5.1c Expected number of hours in non-formal job-related education and training, by level of educational attainment (2003)	345
CHAPTER D	THE LEARNING ENVIRONMENT AND ORGANISATION OF SCHOOLS	347
Indicator D1	Total intended instruction time for students in primary and secondary education	348
	Table D1.1 Compulsory and intended instruction time in public institutions (2004)	356
	Table D1.2a Instruction time per subject as a percentage of total compulsory instruction time for 9-to-11-year-olds (2004)	357
	Table D1.2b Instruction time per subject as a percentage of total compulsory instruction time for 12-to-14-year-olds (2004)	358

Indicator D2	Class size and ratio of students to teaching staff	360	D2
Table D2.1	Average class size, by type of institution and level of education (2004).....	370	
Table D2.2	Ratio of students to teaching staff in educational institutions (2004).....	371	
Table D2.3	Ratio of students to teaching staff by type of institution (2004).....	372	
Indicator D3	Teachers' salaries	374	D3
Table D3.1	Teachers' salaries (2004).....	384	
Table D3.2a	Adjustments to base salary for teachers in public institutions (2004).....	386	
Table D3.2b	Adjustments to base salary for teachers in public institutions made by school principal (2004).....	388	
Table D3.2c	Adjustments to base salary for teachers in public institutions made by local or regional authority (2004).....	390	
Table D3.2d	Adjustments to base salary for teachers in public institutions made by the national authority (2004).....	392	
Table D3.3	Change in teachers' salaries (1996 and 2004).....	394	
Indicator D4	Teaching time and teachers' working time	396	D4
Table D4.1	Organisation of teachers' working time (2004).....	405	
Indicator D5	Access to and use of ICT	406	
Table D5.1	Various ICT resources in secondary schools and percentage of various types of computers in schools (2003).....	414	
Table D5.2	Percentage of students in secondary schools whose principals report that instruction is hindered by a shortage of ICT resources (2003).....	415	
Table D5.3	Percentage of 15-year-old students using computers at home, school or other places, by frequency of use (2003).....	417	
ANNEX 1	Characteristics of Educational Systems	419	
Table X1.1a	Typical graduation ages in upper secondary education.....	420	
Table X1.1b	Typical graduation ages in post-secondary non-tertiary education.....	421	
Table X1.1c	Typical graduation ages in tertiary education.....	422	
Table X1.2a	School year and financial year used for the calculation of indicators.....	423	
Table X1.2b	School year and financial year used for the calculation of indicators.....	424	
Table X1.3	Summary of completion requirements for upper secondary (ISCED 3) programmes.....	425	
ANNEX 2	Reference Statistics	429	
Table X2.1	Overview of the economic context using basic variables (reference period: calendar year 2003, 2003 current prices).....	430	
Table X2.2	Basic reference statistics (reference period: calendar year 2003, 2003 current prices).....	431	

	Name of the indicator in the 2005 edition
Table X2.3 Basic reference statistics (reference period: calendar year 1995, 1995 current prices).....	432
Table X2.4 Annual expenditure on educational institutions per student for all services (2003).....	433
Table X2.5 Annual expenditure on educational institutions per student for all services (2003).....	434
Table X2.6a Reference statistics used in the calculation of teachers' salaries, by level of education (1996, 2004).....	435
Table X2.6b Reference statistics used in the calculation of teachers' salaries (1996, 2003).....	437
Table X2.6c Teachers' salaries (2004).....	438
ANNEX 3 (Sources, Methods and Technical Notes).....	441
References.....	443
Contributors to this Publication.....	445
Related OECD Publications.....	449



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