

PIRLS

Chapter 7



Chapter 7

School Contexts

While the home environment provides enrichment opportunities and support for literacy, the school environment is the primary setting for formal learning and educational activities. School characteristics vary with regard to demographic factors such as school location and composition of the student body. These factors contribute to the general school environment and influence school policies and practices.

What Are the Schools' Demographic Characteristics?

Percentages of students in schools characterized by principals as urban, suburban, or rural are shown in Exhibit 7.1. On average, internationally, nearly half (46%) the students attended urban schools, with at least 70 percent of students in Argentina, Colombia, Italy, Lithuania, and Singapore enrolled in such schools. One-quarter of students internationally attended suburban schools, and 29 percent attended rural schools. Two-thirds or more of the students in Kuwait and Sweden were enrolled in suburban schools, and about half or more of the students in Belize, Germany, Moldova, The Netherlands, Norway, and Romania were in rural schools. In most countries, reading achievement is highest for those students in urban schools, lower in suburban schools, and even lower in rural schools. However, some countries exhibit different patterns in achievement. Average reading achievement in Argentina, Morocco, New Zealand, and Romania was higher for students in urban or rural schools than for those in suburban schools, whereas achievement in Canada (O,Q), Israel, Norway, the Russian Federation, and the United States was highest for students in suburban schools versus those in urban or rural schools.

Exhibit 7.2 presents principals' reports about the economic composition of their schools' student populations. Internationally, one-third of the students, on average, attended schools where less than 10 percent of the student body came from economically disadvantaged homes; more than half attended schools where less than 25 percent of students were from disadvantaged homes. In only four countries – Argentina, Colombia, Morocco, and Turkey – were more than half the students enrolled in schools where more than 50 percent of students came from disadvantaged homes.

On average, internationally, average achievement for students in schools with few students from economically disadvantaged homes was 40 scale-score points greater than that for students attending schools with more than half their student populations from disadvantaged homes (518 vs. 478). The range of this achievement difference varies greatly within countries. For example, differences in average achievement scores between students in schools with the fewest economically disadvantaged students and students in those schools with the majority range from less than 10 points in Kuwait, Moldova, Romania,

the Russian Federation, and Singapore to greater than 70 points in Colombia, Israel, New Zealand, and the United States.

In most countries, the language of the test was the same language that students first learned to speak when they were younger. Exhibit 7.3 details the language background of the schools' student populations in the primary grades. On average, internationally, more than three-quarters of students attended schools in which less than 10 percent of the student populations in primary grades did not speak the language of the test as their first language. In Belize, Hong Kong, Morocco, and Singapore, nearly half or more of the students attended schools where more than 50 percent of the student populations did not speak the language of the test as their first language. Although the language of instruction in Belize and Singapore was English, many of the students in these countries first learned to speak a language other than English and often continued to use their first language at home. In Morocco, the language of the test was Arabic, although there was a large French-speaking population.

Exhibit 7.1: Principals' Reports on Their Schools' Locations

ISC
4th Grade
PIRLS 2001

Countries	Urban		Suburban		Rural	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Argentina	75 (4.5)	427 (6.5)	19 (4.0)	395 (15.2)	5 (2.0)	412 (15.8)
Belize	38 (6.3)	361 (9.4)	15 (6.5)	318 (28.0)	48 (6.2)	296 (7.3)
Bulgaria	64 (2.8)	566 (4.2)	12 (2.6)	542 (17.1)	24 (2.3)	516 (9.1)
Canada (O,Q)	40 (3.7)	540 (3.7)	39 (3.5)	552 (3.4)	21 (2.9)	536 (4.3)
Colombia	70 (3.0)	435 (4.8)	2 (1.1)	~ ~	29 (3.0)	388 (7.3)
Cyprus ^r	44 (3.1)	502 (5.3)	25 (3.2)	497 (7.5)	30 (2.7)	482 (4.9)
Czech Republic	55 (3.4)	540 (3.0)	17 (3.3)	537 (4.8)	28 (3.2)	529 (6.0)
England	48 (5.0)	542 (4.2)	32 (4.6)	557 (6.9)	21 (3.7)	574 (5.3)
France	36 (4.1)	525 (5.4)	29 (4.2)	523 (4.6)	35 (3.6)	527 (3.3)
Germany	33 (2.8)	523 (3.2)	22 (2.9)	546 (4.3)	45 (3.8)	547 (2.0)
Greece	--	--	--	--	--	--
Hong Kong, SAR	52 (3.0)	533 (3.8)	46 (2.7)	526 (5.2)	2 (1.1)	~ ~
Hungary	28 (2.5)	566 (4.3)	36 (2.3)	546 (4.9)	36 (1.7)	526 (2.8)
Iceland ^r	36 (0.4)	519 (2.3)	43 (0.4)	511 (2.0)	21 (0.3)	499 (3.5)
Iran, Islamic Rep. of	48 (3.7)	444 (6.3)	9 (2.4)	413 (14.5)	43 (3.1)	375 (4.5)
Israel	52 (3.8)	525 (5.6)	22 (3.2)	531 (7.6)	27 (3.3)	461 (11.4)
Italy	76 (3.2)	543 (2.5)	14 (2.5)	537 (6.4)	10 (2.2)	529 (7.6)
Kuwait	18 (2.7)	399 (10.2)	79 (2.7)	399 (5.5)	3 (0.5)	426 (20.0)
Latvia	44 (3.8)	559 (3.8)	18 (3.9)	551 (4.6)	37 (3.0)	523 (3.2)
Lithuania	71 (2.8)	552 (3.2)	6 (2.1)	542 (11.8)	23 (2.4)	515 (4.9)
Macedonia, Rep. of	57 (3.3)	472 (5.3)	15 (2.8)	462 (15.3)	28 (3.1)	387 (9.6)
Moldova, Rep. of	28 (3.3)	515 (6.8)	14 (3.8)	494 (12.2)	59 (3.7)	480 (5.0)
Morocco	41 (4.4)	354 (9.1)	21 (4.4)	323 (10.8)	39 (4.1)	352 (24.9)
Netherlands	31 (3.9)	541 (6.6)	22 (3.7)	562 (3.9)	47 (3.8)	558 (3.2)
New Zealand	38 (4.0)	533 (6.1)	40 (3.6)	522 (6.4)	23 (2.9)	540 (8.9)
Norway	19 (3.5)	505 (7.7)	26 (3.9)	511 (6.2)	56 (3.5)	492 (3.5)
Romania	50 (2.5)	526 (5.1)	4 (2.0)	473 (15.9)	45 (2.8)	499 (8.2)
Russian Federation	55 (2.5)	539 (4.8)	3 (1.9)	553 (6.8)	43 (2.4)	512 (5.8)
Scotland	35 (4.3)	517 (6.3)	39 (5.3)	538 (6.6)	26 (4.5)	534 (6.9)
Singapore	100 (0.0)	528 (5.2)	0 (0.0)	~ ~	0 (0.0)	~ ~
Slovak Republic	50 (3.7)	531 (3.6)	10 (2.5)	522 (7.8)	40 (3.1)	501 (4.5)
Slovenia	39 (3.3)	509 (3.3)	27 (3.7)	499 (4.2)	34 (3.0)	495 (3.6)
Sweden	15 (3.0)	567 (5.4)	66 (3.8)	560 (2.8)	18 (3.5)	560 (5.4)
Turkey	36 (4.2)	464 (6.0)	39 (4.1)	455 (6.1)	25 (3.5)	423 (8.2)
United States	32 (3.5)	519 (6.6)	35 (4.6)	572 (4.6)	33 (3.2)	537 (7.3)
International Avg.	46 (0.6)	507 (0.9)	25 (0.6)	502 (1.8)	29 (0.5)	485 (1.5)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by schools.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

Exhibit 7.2: Principals' Reports on Their Primary-Grade Students Coming from Economically Disadvantaged Homes
ISC 4th Grade
PIRLS 2001

Countries	0-10% Economically Disadvantaged		11-25% Economically Disadvantaged		26-50% Economically Disadvantaged		More than 50% Economically Disadvantaged	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Argentina	8 (2.9)	418 (32.3)	8 (2.3)	476 (6.4)	18 (3.5)	437 (10.7)	66 (4.6)	403 (6.9)
Belize	8 (2.7)	355 (22.6)	24 (6.1)	339 (16.6)	30 (7.0)	333 (17.1)	39 (4.3)	301 (8.5)
Bulgaria	18 (2.4)	582 (6.2)	23 (2.9)	571 (6.1)	29 (3.5)	552 (6.6)	31 (3.5)	516 (8.0)
Canada (O,Q)	48 (3.9)	556 (3.1)	28 (3.4)	541 (3.6)	13 (1.9)	530 (4.6)	11 (2.6)	515 (7.1)
Colombia	10 (2.6)	480 (19.2)	5 (1.4)	440 (17.1)	14 (3.8)	449 (8.6)	71 (4.1)	407 (5.2)
Cyprus	47 (5.2)	503 (4.5)	29 (5.4)	496 (6.1)	16 (4.0)	478 (6.1)	9 (2.8)	480 (8.9)
Czech Republic	30 (4.2)	548 (5.1)	25 (4.3)	534 (4.1)	28 (4.6)	531 (5.5)	16 (3.6)	532 (6.2)
England	34 (4.2)	578 (5.2)	34 (4.5)	557 (5.6)	18 (3.5)	532 (7.3)	13 (2.9)	511 (5.1)
France	54 (3.9)	537 (3.4)	23 (3.8)	532 (3.9)	13 (3.3)	505 (5.1)	10 (2.3)	476 (10.8)
Germany	46 (4.0)	547 (2.1)	37 (4.0)	543 (3.3)	13 (2.9)	515 (8.1)	4 (1.8)	504 (11.5)
Greece	23 (3.7)	549 (6.6)	14 (3.4)	521 (8.6)	20 (3.8)	514 (8.2)	42 (4.7)	517 (4.2)
Hong Kong, SAR	27 (3.6)	536 (4.5)	20 (3.5)	528 (6.3)	28 (4.7)	533 (6.2)	25 (4.0)	518 (7.6)
Hungary	23 (3.5)	566 (5.4)	41 (3.9)	550 (3.8)	29 (3.4)	527 (4.4)	7 (1.6)	522 (9.0)
Iceland	89 (0.2)	514 (1.5)	9 (0.2)	499 (5.5)	2 (0.0)	~ ~	0 (0.0)	~ ~
Iran, Islamic Rep. of	25 (4.1)	457 (9.5)	10 (2.8)	439 (8.2)	22 (3.5)	411 (10.7)	43 (4.3)	385 (5.0)
Israel	22 (3.6)	561 (4.7)	29 (4.0)	508 (9.2)	32 (3.6)	486 (8.6)	17 (3.3)	472 (12.6)
Italy	56 (3.5)	547 (3.0)	30 (3.2)	536 (4.7)	12 (2.3)	523 (6.5)	3 (1.0)	529 (30.5)
Kuwait	67 (4.1)	400 (6.6)	22 (3.6)	399 (11.6)	5 (1.8)	386 (30.9)	7 (0.2)	403 (10.1)
Latvia	12 (2.4)	562 (8.0)	50 (3.6)	548 (3.1)	23 (3.5)	534 (5.4)	16 (2.7)	525 (5.8)
Lithuania	16 (3.1)	574 (3.9)	36 (4.2)	547 (4.7)	32 (3.8)	535 (4.7)	16 (2.1)	523 (5.8)
Macedonia, Rep. of	13 (2.7)	476 (12.6)	18 (3.3)	456 (18.3)	31 (4.2)	438 (10.0)	37 (4.5)	424 (9.4)
Moldova, Rep. of	17 (2.8)	500 (11.0)	26 (4.1)	490 (10.3)	26 (3.7)	480 (8.6)	31 (4.0)	494 (6.9)
Morocco	9 (2.9)	345 (10.8)	7 (2.0)	329 (18.7)	23 (4.3)	320 (11.3)	61 (4.6)	357 (15.8)
Netherlands	59 (4.6)	560 (3.3)	25 (4.1)	554 (3.9)	8 (2.7)	547 (7.1)	8 (2.5)	517 (12.3)
New Zealand	46 (3.4)	552 (5.3)	24 (3.8)	540 (8.0)	12 (2.4)	507 (9.5)	18 (2.5)	478 (6.6)
Norway	85 (3.9)	500 (3.8)	12 (3.5)	496 (9.0)	3 (1.7)	495 (24.7)	0 (0.0)	~ ~
Romania	6 (1.7)	501 (23.6)	17 (3.4)	529 (11.0)	35 (4.0)	518 (8.7)	42 (4.8)	502 (6.7)
Russian Federation	22 (2.9)	533 (8.9)	28 (3.7)	524 (7.0)	30 (3.8)	530 (7.7)	20 (3.4)	525 (6.2)
Scotland	38 (4.0)	557 (5.4)	25 (4.6)	524 (8.1)	16 (2.9)	509 (9.7)	21 (4.3)	494 (5.1)
Singapore	66 (3.7)	541 (6.3)	20 (3.0)	487 (11.6)	10 (2.1)	523 (16.1)	3 (1.1)	495 (19.7)
Slovak Republic	18 (3.2)	531 (5.4)	29 (3.8)	521 (5.1)	31 (4.1)	518 (5.9)	22 (3.7)	503 (7.5)
Slovenia	34 (4.3)	504 (3.6)	50 (4.5)	501 (3.2)	15 (3.2)	497 (6.0)	1 (0.8)	~ ~
Sweden	46 (4.4)	567 (2.5)	32 (4.2)	562 (4.3)	13 (2.9)	558 (6.1)	9 (2.7)	527 (7.9)
Turkey	5 (1.1)	508 (17.0)	14 (3.0)	495 (8.7)	21 (3.5)	448 (7.0)	60 (4.2)	434 (3.7)
United States	25 (3.8)	578 (6.4)	20 (4.7)	565 (4.9)	19 (4.1)	548 (6.3)	36 (3.9)	505 (4.3)
International Avg.	33 (0.6)	518 (1.8)	24 (0.6)	505 (1.5)	20 (0.6)	493 (1.8)	23 (0.6)	478 (2.4)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by schools.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (-) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

Exhibit 7.3: Principals' Reports on Their Primary-Grade Students Not Speaking the Language of the Test as Their First Language
ISC 4th Grade
PIRLS 2001

Countries	0-10% First Language Not Language of Test		11-25% First Language Not Language of Test		26-50% First Language Not Language of Test		More than 50% First Language Not Language of Test		
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Argentina	r	97 (1.7)	428 (6.4)	2 (1.5)	~ ~	1 (0.0)	~ ~	0 (0.0)	~ ~
Belize		23 (5.5)	341 (16.1)	13 (6.0)	318 (11.5)	7 (3.2)	300 (17.0)	58 (8.2)	323 (11.1)
Bulgaria		61 (3.9)	569 (3.9)	9 (2.4)	543 (9.3)	7 (2.2)	529 (13.1)	23 (3.2)	509 (12.2)
Canada (O,Q)		80 (2.8)	548 (2.6)	9 (1.9)	529 (6.7)	6 (1.7)	525 (9.2)	4 (1.3)	514 (10.3)
Colombia	r	93 (2.6)	425 (5.2)	0 (0.3)	~ ~	1 (0.0)	~ ~	6 (2.5)	444 (56.7)
Cyprus	r	96 (1.0)	495 (3.3)	3 (0.9)	483 (19.4)	0 (0.0)	~ ~	0 (0.4)	~ ~
Czech Republic		95 (1.9)	538 (2.5)	2 (1.4)	~ ~	1 (0.6)	~ ~	2 (1.3)	~ ~
England		88 (2.7)	558 (3.8)	3 (1.4)	546 (15.6)	4 (1.8)	549 (9.7)	6 (1.8)	499 (9.3)
France		89 (2.8)	529 (2.8)	9 (2.7)	493 (7.2)	0 (0.2)	~ ~	2 (1.2)	~ ~
Germany		68 (3.6)	545 (2.4)	18 (3.2)	536 (5.0)	10 (2.6)	522 (6.9)	4 (1.6)	491 (7.6)
Greece		83 (3.2)	524 (4.2)	15 (2.7)	534 (7.7)	2 (1.7)	~ ~	0 (0.0)	~ ~
Hong Kong, SAR		12 (2.9)	538 (6.3)	0 (0.0)	~ ~	0 (0.0)	~ ~	88 (2.9)	527 (3.3)
Hungary		94 (1.9)	544 (2.5)	1 (0.4)	~ ~	0 (0.0)	~ ~	5 (1.9)	559 (12.3)
Iceland	r	98 (0.1)	512 (1.3)	0 (0.0)	~ ~	0 (0.0)	~ ~	2 (0.0)	~ ~
Iran, Islamic Rep. of		54 (5.0)	426 (7.4)	9 (3.3)	390 (12.6)	8 (2.3)	410 (10.5)	29 (4.4)	393 (9.5)
Israel		59 (4.1)	530 (4.8)	18 (3.2)	496 (12.7)	8 (2.5)	507 (15.4)	15 (2.4)	431 (10.6)
Italy		95 (1.7)	542 (2.4)	3 (1.3)	558 (9.3)	1 (0.8)	~ ~	1 (0.8)	~ ~
Kuwait	r	91 (2.7)	402 (5.8)	2 (1.1)	~ ~	0 (0.0)	~ ~	7 (2.4)	400 (27.2)
Latvia		87 (2.5)	544 (2.4)	8 (2.2)	547 (7.0)	4 (0.8)	530 (12.1)	1 (1.3)	~ ~
Lithuania		92 (2.5)	543 (2.8)	4 (1.9)	557 (10.8)	0 (0.0)	~ ~	4 (1.6)	525 (12.4)
Macedonia, Rep. of	r	54 (3.5)	467 (8.4)	11 (2.9)	455 (14.7)	8 (3.0)	396 (15.8)	27 (3.5)	394 (10.9)
Moldova, Rep. of	r	82 (3.4)	486 (4.4)	7 (2.4)	516 (12.9)	3 (1.4)	453 (25.7)	8 (2.4)	522 (18.8)
Morocco	r	39 (5.0)	334 (12.2)	7 (2.8)	439 (32.2)	9 (3.2)	363 (14.3)	44 (4.8)	319 (13.4)
Netherlands		84 (3.3)	560 (2.3)	6 (2.0)	537 (11.4)	4 (1.6)	529 (9.6)	7 (2.3)	521 (16.4)
New Zealand		78 (3.2)	537 (4.1)	14 (2.7)	517 (11.0)	5 (1.9)	496 (18.3)	2 (1.2)	~ ~
Norway		89 (2.9)	500 (3.0)	8 (2.8)	501 (11.4)	3 (1.6)	475 (11.1)	0 (0.0)	~ ~
Romania		83 (3.7)	513 (4.4)	10 (3.2)	524 (20.8)	2 (1.3)	~ ~	5 (2.1)	530 (25.9)
Russian Federation		77 (4.2)	534 (4.0)	7 (1.7)	493 (22.2)	4 (1.4)	542 (20.8)	13 (2.4)	505 (14.0)
Scotland		96 (2.1)	528 (3.9)	3 (1.9)	522 (26.7)	1 (0.9)	~ ~	0 (0.0)	~ ~
Singapore		21 (3.0)	534 (13.3)	13 (2.8)	551 (16.3)	19 (3.6)	548 (10.4)	47 (4.1)	511 (8.0)
Slovak Republic		82 (2.6)	521 (3.1)	5 (1.9)	497 (8.6)	4 (1.8)	480 (40.8)	9 (1.5)	523 (13.3)
Slovenia		84 (3.4)	502 (2.2)	8 (2.4)	495 (6.2)	6 (2.2)	510 (10.3)	2 (1.1)	~ ~
Sweden		76 (3.8)	567 (2.2)	11 (2.7)	555 (4.8)	4 (1.7)	532 (9.8)	8 (2.6)	527 (8.8)
Turkey		74 (3.5)	454 (4.3)	4 (1.7)	445 (21.9)	3 (1.1)	417 (6.7)	19 (3.1)	450 (10.1)
United States		79 (3.0)	549 (4.1)	12 (2.4)	540 (12.1)	5 (1.7)	514 (15.0)	5 (1.5)	484 (7.6)
International Avg.		76 (0.5)	505 (1.0)	7 (0.4)	504 (2.5)	4 (0.3)	482 (3.2)	13 (0.4)	474 (3.1)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by schools.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

What Is the Role of the School Principal?

PIRLS asked school principals to describe the percentage of time they spent on various school-related activities on a typical day. The response categories included curriculum and pedagogy development, staff management and development, administrative duties, parent and community relations, teaching, and other responsibilities. Exhibit 7.4 summarizes the principals' reports of the amount of time spent on these activities. On average, internationally, principals' responsibilities were divided rather evenly across the categories, with the least amount of time spent in the miscellaneous "other" category (9%). Almost one-quarter of time reported internationally was spent on administrative duties. Principals in France and Germany reported spending more than 40 percent of their time teaching, the most of any of the PIRLS countries. In Bulgaria, principals spent more than one-third of their time developing curriculum and pedagogy for their schools.

Exhibit 7.4: Principals' Time Spent on Various School-Related Activities

ISC
4th Grade
PIRLS 2001

Countries	Percentage of Time					
	Developing Curriculum and Pedagogy for Your School	Managing Staff/ Staff Development	Administrative Duties	Parent and Community Relations	Teaching	Other
Argentina	21 (1.2)	23 (1.0)	20 (1.5)	17 (0.8)	15 (1.1)	4 (0.5)
Belize	r 20 (2.2)	r 19 (1.3)	r 20 (1.2)	r 11 (0.7)	r 25 (2.5)	r 5 (0.7)
Bulgaria	34 (1.0)	10 (0.4)	23 (1.0)	15 (0.6)	12 (0.7)	7 (0.5)
Canada (O,Q)	12 (0.6)	19 (0.6)	33 (1.1)	20 (0.8)	4 (0.6)	12 (1.2)
Colombia	r 23 (1.4)	r 19 (1.0)	r 16 (1.2)	r 18 (1.0)	r 18 (2.3)	r 6 (0.7)
Cyprus	15 (0.8)	19 (0.9)	17 (0.8)	13 (0.5)	28 (0.8)	9 (1.0)
Czech Republic	14 (0.6)	22 (0.9)	28 (1.1)	10 (0.6)	18 (0.9)	8 (0.5)
England	18 (1.1)	15 (0.7)	34 (1.6)	11 (0.5)	15 (1.3)	7 (0.8)
France	7 (0.7)	5 (0.5)	23 (1.4)	15 (0.9)	47 (2.0)	4 (0.8)
Germany	r 8 (0.4)	r 11 (0.4)	r 22 (0.9)	r 12 (0.5)	r 43 (1.3)	r 5 (0.5)
Greece	17 (0.9)	21 (1.0)	17 (0.9)	17 (0.7)	24 (1.3)	4 (0.5)
Hong Kong, SAR	21 (1.0)	22 (0.7)	29 (1.8)	15 (0.6)	5 (0.5)	8 (0.6)
Hungary	21 (0.9)	15 (0.6)	21 (0.8)	15 (0.5)	15 (0.7)	13 (0.9)
Iceland	r 12 (0.1)	r 32 (0.1)	r 19 (0.1)	r 15 (0.1)	r 9 (0.1)	r 12 (0.1)
Iran, Islamic Rep. of	21 (1.0)	22 (1.1)	10 (0.8)	24 (1.2)	12 (1.1)	11 (0.7)
Israel	25 (1.0)	22 (0.8)	16 (0.8)	18 (0.8)	14 (0.6)	6 (0.9)
Italy	19 (0.8)	25 (0.8)	27 (1.1)	21 (0.6)	3 (0.6)	5 (0.5)
Kuwait	x x	x x	x x	x x	x x	x x
Latvia	13 (0.8)	22 (0.8)	22 (1.1)	12 (0.5)	20 (1.1)	12 (0.7)
Lithuania	25 (1.1)	20 (0.8)	19 (1.0)	14 (0.6)	16 (1.1)	8 (0.7)
Macedonia, Rep. of	25 (1.3)	17 (0.7)	15 (0.8)	12 (0.5)	24 (1.3)	7 (0.8)
Moldova, Rep. of	17 (0.7)	33 (1.2)	13 (0.9)	13 (0.6)	17 (0.8)	8 (0.8)
Morocco	s 17 (1.5)	s 32 (2.1)	s 15 (1.8)	s 17 (1.0)	s 6 (0.7)	s 12 (1.8)
Netherlands	r 13 (0.7)	r 15 (0.6)	r 31 (1.6)	r 11 (0.6)	r 15 (1.6)	r 15 (1.3)
New Zealand	17 (0.8)	18 (0.8)	34 (1.3)	14 (0.8)	10 (1.2)	6 (0.8)
Norway	15 (0.8)	19 (1.0)	36 (1.8)	12 (0.7)	10 (1.3)	9 (0.8)
Romania	19 (0.9)	18 (0.8)	15 (0.8)	11 (0.6)	31 (1.8)	6 (0.4)
Russian Federation	18 (0.8)	21 (0.6)	18 (0.8)	14 (0.5)	17 (1.1)	12 (0.8)
Scotland	18 (1.0)	13 (0.6)	34 (1.8)	15 (0.9)	13 (1.6)	8 (1.3)
Singapore	17 (0.7)	29 (0.8)	24 (1.0)	16 (0.6)	5 (0.4)	9 (0.5)
Slovak Republic	15 (0.6)	26 (0.8)	19 (0.9)	13 (0.5)	18 (0.7)	8 (0.5)
Slovenia	18 (0.7)	23 (1.0)	31 (1.2)	14 (0.6)	6 (0.5)	8 (0.7)
^a Sweden	10 (0.6)	18 (1.0)	21 (0.9)	10 (0.5)	4 (0.9)	37 (1.1)
Turkey	12 (0.8)	17 (0.9)	18 (1.0)	18 (0.6)	28 (1.1)	7 (0.6)
United States	15 (0.9)	23 (1.2)	28 (1.3)	19 (1.0)	5 (0.7)	10 (1.5)
International Avg.	17 (0.2)	20 (0.2)	23 (0.2)	15 (0.1)	16 (0.2)	9 (0.1)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by schools.

a For Sweden, "Other" is a combination of three categories – meetings and conferences, student contacts, and other activities.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

How Often Do Teachers Collaborate or Participate in Workshops or Seminars?

The percentages of students in schools with an official policy to promote teacher collaboration are presented in Exhibit 7.5. In almost half the countries, 75 percent or more of the students attended schools with an official policy. Exhibit 7.6 shows teachers' reports of how often they met with one another to discuss instruction. Regardless of whether their schools have official policies, most students had teachers who met at least once a month to discuss instruction. It is interesting to note that in Cyprus, Israel, Kuwait, and Norway, where more than 85 percent of students attended schools with official teacher collaboration policies, an overwhelming majority (90% or more) of students had teachers that met once a week or more to discuss instruction. However, in England and New Zealand, more than 85 percent of students had teachers that met once a week or more, but less than half the students attended schools with official teacher collaboration policies. Internationally, on average, most students (60%) had teachers who met once a week or once a month to discuss instruction.

As shown in Exhibit 7.7, most students had teachers who met to plan reading curriculum or teaching approaches more than once or twice a year. In Bulgaria, Kuwait, Macedonia, and Norway, teachers of more than 60 percent of students reported meeting at least once a week to plan curriculum or instruction. More than 95 percent of students in the Eastern European countries of Bulgaria, the Czech Republic, Hungary, Latvia, Lithuania, Macedonia, Moldova, Romania, the Russian Federation, and the Slovak Republic had teachers who collaborated once or twice a year or more.

Teachers' reports of participation in workshops or seminars are shown in Exhibit 7.8. On average, internationally, about three-quarters of students had teachers who spent 15 hours or fewer in workshops or seminars during the past two years. Half or more of the students in Bulgaria, France, Iran, and Kuwait had teachers who spent no time in workshops or seminars.

Exhibit 7.5: Schools' Policies on Teacher Collaboration

ISC
4th Grade
PIRLS 2001

Countries	School Has Official Policy to Promote Teacher Collaboration			
	Yes		No	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Argentina	52 (4.7)	429 (9.0)	48 (4.7)	407 (8.0)
Belize	65 (6.8)	325 (6.0)	35 (6.8)	328 (10.3)
Bulgaria	68 (3.5)	556 (4.5)	32 (3.5)	540 (6.2)
Canada (O,Q)	42 (3.7)	542 (3.6)	58 (3.7)	546 (3.2)
Colombia	80 (3.8)	422 (4.4)	20 (3.8)	423 (15.3)
Cyprus	94 (2.3)	495 (3.3)	6 (2.3)	502 (19.1)
Czech Republic	60 (3.6)	540 (2.8)	40 (3.6)	532 (4.2)
England	36 (4.7)	561 (5.7)	64 (4.7)	550 (4.8)
France	65 (4.9)	522 (3.3)	35 (4.9)	529 (4.5)
Germany	53 (4.0)	536 (3.0)	47 (4.0)	542 (2.7)
Greece	86 (3.4)	526 (3.7)	14 (3.4)	518 (11.4)
Hong Kong, SAR	73 (3.8)	528 (3.9)	27 (3.8)	530 (4.7)
Hungary	81 (3.1)	546 (2.4)	19 (3.1)	538 (5.2)
Iceland	86 (0.3)	512 (1.4)	14 (0.3)	514 (3.5)
Iran, Islamic Rep. of	61 (3.9)	410 (5.6)	39 (3.9)	416 (8.5)
Israel	99 (1.3)	507 (3.0)	1 (1.3)	~ ~
Italy	98 (1.1)	541 (2.4)	2 (1.1)	~ ~
Kuwait	85 (2.9)	402 (4.2)	15 (2.9)	378 (13.9)
Latvia	83 (2.9)	545 (2.8)	17 (2.9)	542 (5.6)
Lithuania	77 (3.0)	547 (3.2)	23 (3.0)	531 (6.1)
Macedonia, Rep. of	92 (2.5)	437 (5.0)	8 (2.5)	477 (17.5)
Moldova, Rep. of	91 (2.9)	491 (4.1)	9 (2.9)	495 (14.5)
Morocco	71 (4.5)	346 (8.8)	29 (4.5)	345 (26.1)
Netherlands	60 (5.0)	554 (3.7)	40 (5.0)	554 (4.0)
New Zealand	41 (4.4)	534 (6.2)	59 (4.4)	526 (4.9)
Norway	86 (3.8)	499 (3.2)	14 (3.8)	503 (9.5)
Romania	85 (2.5)	515 (5.0)	15 (2.5)	496 (13.1)
Russian Federation	98 (0.9)	528 (4.4)	2 (0.9)	~ ~
Scotland	31 (4.2)	533 (8.5)	69 (4.2)	525 (3.8)
Singapore	79 (3.3)	521 (5.9)	21 (3.3)	554 (9.2)
Slovak Republic	63 (4.0)	521 (3.9)	37 (4.0)	513 (5.5)
Slovenia	97 (1.5)	501 (2.1)	3 (1.5)	516 (5.3)
Sweden	71 (4.1)	561 (2.7)	29 (4.1)	563 (4.2)
Turkey	74 (3.8)	453 (4.0)	26 (3.8)	440 (6.3)
United States	51 (3.8)	535 (6.0)	49 (3.8)	552 (4.6)
International Avg.	72 (0.6)	501 (0.8)	28 (0.6)	498 (1.7)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by schools.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

Exhibit 7.6: Teachers Meet to Discuss Instruction

ISC
4th Grade
PIRLS 2001

Countries	Percentage of Students Whose Teachers Meet to Discuss Instruction							
	More than Once a Week		Once a Week		Once a Month		Less than Once a Month	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Argentina	30 (3.6)	441 (9.4)	28 (4.6)	410 (11.9)	24 (4.4)	422 (14.5)	18 (3.8)	393 (12.4)
Belize	6 (4.3)	389 (25.1)	38 (6.3)	323 (11.0)	35 (6.8)	330 (15.3)	22 (4.1)	308 (11.4)
Bulgaria	16 (2.8)	546 (15.6)	13 (2.9)	551 (12.8)	45 (3.7)	554 (5.1)	26 (3.8)	548 (5.8)
Canada (O,Q)	9 (2.1)	545 (7.5)	19 (2.7)	542 (5.0)	50 (3.3)	546 (3.5)	22 (2.4)	542 (4.2)
Colombia	13 (2.5)	406 (15.9)	18 (3.6)	444 (7.9)	45 (4.9)	419 (6.3)	24 (4.8)	420 (13.7)
Cyprus	23 (4.7)	494 (5.2)	67 (4.9)	497 (4.3)	4 (1.8)	499 (29.5)	7 (2.0)	475 (10.6)
Czech Republic	39 (4.2)	535 (4.6)	17 (3.4)	534 (3.4)	30 (4.0)	542 (4.5)	14 (2.8)	537 (4.2)
England	31 (3.6)	551 (6.5)	52 (4.4)	555 (5.5)	10 (2.7)	560 (7.5)	6 (2.3)	541 (10.7)
France	46 (4.6)	527 (3.5)	9 (2.4)	533 (9.0)	38 (4.5)	520 (4.8)	7 (2.5)	526 (9.3)
Germany	10 (2.8)	546 (7.5)	19 (3.4)	547 (3.7)	27 (3.3)	533 (4.2)	44 (3.9)	538 (3.0)
Greece	13 (2.8)	511 (13.5)	26 (3.6)	529 (6.7)	38 (4.5)	520 (4.4)	23 (3.9)	531 (7.1)
Hong Kong, SAR	3 (1.5)	533 (13.1)	16 (3.0)	527 (7.7)	33 (4.1)	524 (6.2)	48 (4.1)	532 (3.5)
Hungary	4 (1.6)	539 (6.5)	4 (1.4)	556 (14.7)	48 (4.2)	546 (4.0)	45 (4.3)	541 (3.7)
Iceland	29 (0.3)	514 (2.5)	51 (0.4)	509 (1.9)	14 (0.3)	519 (4.0)	7 (0.2)	506 (4.7)
Iran, Islamic Rep. of	21 (3.6)	413 (12.0)	19 (3.7)	421 (10.4)	53 (4.2)	413 (7.0)	7 (2.2)	404 (24.5)
Israel	34 (4.1)	473 (9.2)	62 (4.0)	527 (4.4)	2 (1.3)	~ ~	1 (1.0)	~ ~
Italy	9 (2.2)	537 (10.6)	76 (3.2)	541 (2.9)	10 (2.0)	542 (6.4)	6 (2.0)	538 (9.7)
Kuwait	20 (4.3)	383 (14.5)	74 (4.8)	405 (4.7)	4 (1.3)	382 (19.0)	2 (1.8)	~ ~
Latvia	16 (3.3)	542 (6.8)	26 (3.7)	550 (5.5)	32 (4.4)	538 (4.7)	26 (4.0)	549 (5.2)
Lithuania	12 (2.9)	548 (7.3)	23 (3.2)	539 (5.4)	48 (4.1)	546 (3.9)	17 (3.4)	538 (8.0)
Macedonia, Rep. of	34 (4.0)	449 (10.5)	35 (4.0)	445 (8.6)	25 (3.8)	427 (12.9)	6 (1.9)	409 (18.4)
Moldova, Rep. of	5 (1.8)	484 (14.4)	31 (4.3)	491 (8.6)	52 (4.4)	495 (6.0)	12 (3.4)	476 (11.6)
Morocco	2 (1.2)	~ ~	4 (1.9)	355 (19.7)	46 (5.6)	344 (12.3)	47 (5.5)	353 (15.7)
Netherlands	33 (4.7)	559 (4.3)	45 (4.6)	554 (3.9)	17 (3.7)	543 (6.7)	4 (1.9)	561 (6.8)
New Zealand	49 (4.7)	523 (5.3)	46 (4.7)	536 (6.5)	3 (1.6)	553 (4.2)	2 (0.9)	~ ~
Norway	73 (3.9)	500 (3.5)	23 (4.1)	496 (6.7)	3 (1.8)	495 (14.8)	1 (0.9)	~ ~
Romania	40 (4.7)	522 (8.8)	22 (3.6)	522 (7.7)	32 (4.1)	494 (6.7)	7 (1.8)	509 (25.1)
Russian Federation	11 (2.4)	544 (11.9)	21 (2.6)	525 (8.4)	46 (3.2)	531 (6.5)	22 (2.9)	517 (6.1)
Scotland	4 (2.1)	524 (16.5)	20 (4.0)	526 (10.2)	34 (5.2)	535 (6.6)	41 (5.4)	523 (5.2)
Singapore	4 (1.4)	478 (19.4)	36 (3.7)	514 (9.4)	41 (4.0)	544 (7.6)	19 (3.2)	529 (13.1)
Slovak Republic	38 (4.1)	509 (4.1)	20 (3.5)	521 (7.9)	22 (3.4)	519 (5.2)	20 (3.3)	529 (7.5)
Slovenia	15 (2.5)	503 (4.5)	42 (3.5)	501 (3.9)	33 (3.0)	500 (3.8)	10 (2.7)	506 (4.9)
Sweden	58 (4.2)	560 (2.9)	35 (3.8)	562 (4.1)	4 (2.0)	557 (4.6)	3 (1.9)	578 (6.1)
Turkey	1 (0.9)	~ ~	5 (1.5)	474 (15.2)	40 (4.6)	445 (5.1)	54 (4.4)	450 (5.3)
United States	40 (4.7)	542 (4.9)	28 (4.0)	543 (7.3)	24 (4.3)	550 (7.9)	7 (2.1)	537 (10.1)
International Avg.	23 (0.6)	505 (2.2)	31 (0.6)	503 (1.4)	29 (0.6)	500 (2.6)	18 (0.5)	498 (2.8)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by schools.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (-) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

Exhibit 7.7: Teachers Meet to Plan Reading Curriculum or Teaching Approaches

ISC
4th Grade
PIRLS 2001

Countries	Percentage of Students Whose Teachers Reported Meeting to Plan Reading Curriculum or Teaching Approaches							
	At Least Once a Week		Once a Month or Every Other Month		Once or Twice a Year		Never	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Argentina	28 (4.3)	392 (13.3)	37 (5.1)	437 (8.8)	23 (4.5)	433 (12.5)	12 (2.4)	397 (13.7)
Belize	28 (3.8)	335 (8.8)	24 (3.3)	295 (12.5)	24 (3.7)	325 (11.1)	24 (4.2)	336 (17.1)
Bulgaria	63 (3.6)	548 (5.2)	19 (3.1)	550 (7.4)	16 (2.6)	562 (8.1)	3 (1.3)	540 (20.3)
Canada (O,Q)	18 (2.6)	549 (5.1)	35 (3.1)	546 (3.8)	31 (3.2)	545 (4.7)	15 (2.5)	537 (4.5)
Colombia	18 (3.1)	418 (12.6)	40 (4.6)	421 (7.7)	22 (4.0)	424 (8.0)	20 (4.2)	427 (15.3)
Cyprus	39 (4.5)	491 (4.3)	21 (3.8)	502 (5.8)	25 (4.4)	497 (6.9)	15 (3.4)	485 (6.1)
Czech Republic	49 (4.4)	537 (3.1)	36 (4.6)	535 (4.7)	11 (2.7)	539 (7.0)	4 (1.6)	536 (18.3)
England	26 (3.6)	536 (7.0)	32 (4.2)	564 (6.6)	33 (4.2)	563 (6.2)	9 (2.3)	540 (8.3)
France	12 (2.1)	529 (7.3)	33 (3.9)	520 (5.2)	33 (4.1)	530 (4.3)	22 (3.9)	524 (5.6)
Germany	26 (3.1)	538 (3.4)	32 (3.3)	542 (3.4)	31 (3.3)	543 (3.1)	11 (2.2)	528 (6.7)
Greece	25 (3.4)	539 (6.5)	41 (4.6)	518 (6.9)	18 (3.0)	523 (6.7)	16 (3.3)	527 (6.4)
Hong Kong, SAR	15 (3.4)	513 (9.0)	40 (4.3)	531 (5.5)	35 (4.6)	532 (5.1)	10 (2.3)	532 (5.9)
Hungary	51 (4.2)	539 (3.5)	29 (4.1)	552 (4.6)	17 (3.3)	542 (6.8)	2 (1.3)	~ ~
Iceland	21 (0.3)	512 (2.3)	28 (0.3)	512 (1.9)	40 (0.3)	515 (2.1)	11 (0.2)	515 (4.5)
Iran, Islamic Rep. of	18 (2.8)	421 (9.5)	61 (3.6)	415 (5.8)	12 (2.1)	402 (12.9)	8 (2.3)	413 (20.5)
Israel	53 (4.1)	513 (5.8)	29 (3.6)	483 (8.6)	15 (3.2)	543 (10.4)	3 (1.5)	477 (37.8)
Italy	46 (3.5)	535 (4.0)	32 (3.6)	548 (3.8)	10 (2.1)	543 (7.5)	12 (2.7)	543 (7.0)
Kuwait	64 (3.3)	403 (5.9)	19 (2.8)	393 (6.9)	8 (2.1)	408 (18.1)	9 (2.1)	385 (12.6)
Latvia	20 (3.4)	548 (6.6)	50 (4.4)	542 (3.6)	29 (3.9)	548 (4.7)	1 (0.9)	~ ~
Lithuania	29 (4.0)	539 (4.9)	47 (4.4)	547 (4.2)	24 (3.5)	540 (6.0)	0 (0.0)	~ ~
Macedonia, Rep. of	68 (4.2)	442 (5.9)	29 (4.0)	441 (11.0)	2 (0.9)	~ ~	2 (1.1)	~ ~
Moldova, Rep. of	55 (4.8)	488 (6.2)	35 (4.6)	499 (7.1)	9 (2.4)	490 (9.3)	0 (0.5)	~ ~
Morocco	19 (3.8)	339 (18.7)	37 (4.6)	337 (16.3)	34 (5.0)	362 (10.9)	10 (3.1)	313 (20.2)
Netherlands	12 (2.9)	550 (9.3)	27 (4.2)	546 (4.3)	55 (4.5)	559 (2.9)	6 (2.1)	547 (9.7)
New Zealand	26 (3.7)	516 (7.2)	36 (4.3)	530 (6.8)	31 (3.6)	540 (6.9)	7 (2.4)	515 (17.3)
Norway	61 (4.1)	501 (4.4)	19 (3.9)	495 (4.5)	11 (2.5)	496 (9.5)	9 (2.9)	497 (5.1)
Romania	45 (4.3)	507 (7.1)	49 (4.3)	519 (7.2)	6 (2.0)	487 (17.8)	0 (0.4)	~ ~
Russian Federation	25 (3.1)	525 (9.0)	59 (4.1)	531 (3.7)	15 (3.3)	520 (8.9)	0 (0.0)	~ ~
Scotland	7 (2.5)	529 (15.5)	30 (4.2)	532 (8.8)	44 (5.1)	527 (5.2)	18 (3.8)	523 (8.1)
Singapore	14 (2.7)	512 (14.0)	38 (3.7)	517 (7.2)	37 (3.7)	546 (7.7)	11 (2.5)	525 (18.1)
Slovak Republic	45 (4.2)	518 (3.7)	42 (4.2)	520 (5.7)	11 (2.7)	515 (8.0)	3 (1.3)	492 (20.5)
Slovenia	48 (4.5)	500 (2.7)	26 (3.9)	497 (4.9)	18 (3.3)	511 (4.6)	8 (2.4)	505 (5.6)
Sweden	28 (2.8)	556 (4.5)	21 (2.7)	562 (3.8)	37 (3.2)	563 (3.2)	14 (1.9)	568 (4.2)
Turkey	37 (3.9)	456 (6.9)	40 (4.2)	448 (6.4)	18 (2.8)	443 (9.2)	4 (1.8)	431 (8.6)
United States	35 (4.7)	539 (7.3)	35 (4.6)	541 (7.1)	26 (3.4)	554 (6.4)	4 (1.6)	512 (20.9)
International Avg.	34 (0.6)	498 (1.4)	35 (0.7)	499 (1.2)	23 (0.6)	505 (2.1)	9 (0.4)	488 (3.4)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by teachers.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (-) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

Exhibit 7.8: Teachers' Recent Participation in Workshops or Seminars

ISC
4th Grade
PIRLS 2001

Countries	Percentage of Students Whose Teachers Participated in Workshops or Seminars During the Past Two Years									
	More than 35 Hours		16-35 Hours		6-15 Hours		Less than 6 Hours		No Time	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Argentina	28 (4.5)	408 (14.0)	21 (4.0)	417 (8.6)	22 (3.9)	423 (8.7)	23 (4.1)	425 (17.4)	7 (2.4)	434 (15.1)
Belize	15 (4.1)	338 (18.0)	8 (2.9)	315 (16.2)	29 (5.7)	308 (9.4)	20 (4.4)	336 (16.8)	28 (5.7)	328 (14.8)
Bulgaria	6 (1.9)	574 (15.2)	8 (2.3)	550 (17.0)	16 (2.8)	554 (8.1)	20 (3.5)	559 (8.0)	50 (4.2)	543 (6.3)
Canada (O,Q)	8 (1.9)	538 (10.5)	11 (1.6)	554 (6.3)	24 (2.8)	543 (4.7)	34 (3.2)	540 (3.5)	23 (2.8)	551 (4.2)
Colombia	17 (3.5)	415 (10.9)	19 (3.5)	432 (9.1)	28 (4.1)	426 (8.1)	6 (2.0)	410 (15.3)	30 (4.9)	419 (11.1)
Cyprus	1 (0.9)	~ ~	8 (2.6)	493 (5.7)	23 (3.9)	495 (5.8)	37 (5.4)	502 (5.3)	30 (5.4)	485 (5.0)
Czech Republic	6 (2.3)	531 (10.2)	8 (2.3)	532 (5.3)	23 (3.5)	540 (4.9)	28 (3.3)	540 (4.1)	35 (3.1)	535 (4.8)
England	8 (2.8)	577 (8.5)	17 (3.3)	534 (11.8)	29 (4.7)	557 (6.8)	36 (4.8)	554 (5.5)	11 (2.8)	562 (9.7)
France	4 (1.4)	512 (11.2)	4 (1.5)	527 (17.0)	7 (1.8)	522 (5.5)	22 (3.2)	523 (4.7)	64 (3.5)	527 (3.1)
Germany	1 (0.7)	~ ~	5 (1.2)	537 (7.7)	22 (2.1)	538 (3.6)	31 (2.4)	543 (2.7)	41 (3.3)	536 (3.3)
Greece	8 (2.2)	520 (16.1)	15 (3.7)	537 (10.4)	24 (4.7)	517 (9.4)	20 (3.5)	516 (7.0)	33 (3.9)	533 (5.1)
Hong Kong, SAR	11 (2.8)	537 (10.7)	14 (3.5)	524 (9.5)	17 (3.4)	518 (6.5)	36 (4.6)	529 (5.5)	22 (3.7)	533 (6.2)
Hungary	18 (3.0)	553 (5.8)	11 (2.6)	531 (4.9)	21 (2.9)	548 (5.3)	19 (2.9)	546 (4.2)	31 (3.9)	541 (5.1)
Iceland	11 (0.2)	511 (3.3)	12 (0.3)	513 (3.9)	22 (0.3)	513 (2.9)	18 (0.3)	515 (2.9)	36 (0.4)	513 (2.1)
Iran, Islamic Rep. of	18 (3.1)	405 (9.0)	12 (2.0)	428 (10.6)	6 (1.6)	446 (11.3)	6 (1.7)	424 (20.8)	58 (3.8)	408 (6.4)
Israel	46 (4.1)	511 (6.4)	9 (2.5)	533 (11.5)	20 (3.9)	497 (12.8)	13 (3.1)	495 (17.8)	12 (2.3)	499 (12.9)
Italy	17 (2.6)	536 (5.9)	21 (3.1)	548 (5.1)	21 (3.2)	544 (5.4)	9 (2.3)	525 (10.8)	32 (3.9)	541 (4.8)
Kuwait	7 (1.4)	391 (16.2)	9 (2.0)	411 (15.3)	18 (2.8)	403 (7.6)	16 (2.9)	407 (13.7)	50 (3.4)	395 (6.4)
Latvia	29 (3.6)	555 (4.2)	17 (3.3)	549 (6.7)	33 (4.2)	543 (4.1)	14 (3.2)	529 (6.0)	7 (2.2)	536 (11.6)
Lithuania	9 (2.4)	542 (7.8)	15 (2.9)	535 (7.1)	35 (4.0)	539 (4.8)	26 (3.5)	552 (5.6)	15 (3.3)	547 (6.6)
Macedonia, Rep. of	14 (3.1)	456 (11.6)	4 (1.9)	448 (20.1)	30 (4.2)	445 (10.2)	21 (3.8)	441 (13.5)	31 (4.3)	436 (11.8)
Moldova, Rep. of	11 (2.8)	491 (11.6)	13 (3.0)	503 (11.5)	29 (3.9)	494 (7.8)	39 (4.2)	488 (7.7)	8 (2.4)	483 (16.0)
Morocco	5 (2.2)	346 (32.6)	11 (3.0)	341 (12.5)	23 (4.3)	347 (16.7)	27 (4.7)	328 (19.8)	35 (4.8)	356 (14.0)
Netherlands	9 (2.7)	549 (8.9)	4 (1.9)	557 (19.6)	24 (4.0)	549 (4.9)	36 (4.4)	554 (3.5)	27 (3.9)	560 (4.8)
New Zealand	11 (2.6)	531 (11.0)	14 (3.0)	531 (10.8)	35 (4.3)	523 (8.9)	28 (4.0)	530 (6.3)	12 (2.8)	537 (13.7)
Norway	7 (1.8)	480 (13.1)	8 (2.7)	516 (12.4)	18 (3.1)	495 (5.9)	24 (3.8)	498 (5.2)	44 (4.6)	502 (4.2)
Romania	21 (3.9)	510 (11.6)	18 (2.5)	534 (11.8)	24 (3.6)	521 (10.0)	11 (2.7)	511 (10.7)	25 (3.4)	491 (10.8)
Russian Federation	18 (3.3)	542 (7.2)	22 (3.0)	536 (7.1)	32 (3.6)	521 (8.3)	16 (2.7)	531 (8.7)	11 (2.6)	506 (10.4)
Scotland	5 (2.1)	511 (21.0)	4 (2.0)	509 (27.0)	25 (5.0)	508 (6.7)	30 (4.9)	540 (5.8)	35 (4.8)	537 (6.1)
Singapore	22 (3.4)	510 (12.8)	12 (2.7)	532 (16.8)	19 (2.9)	547 (13.8)	31 (3.4)	542 (7.2)	16 (2.7)	500 (8.4)
Slovak Republic	5 (1.8)	513 (10.8)	7 (2.1)	505 (10.5)	22 (3.4)	525 (6.2)	43 (4.3)	521 (3.8)	23 (3.4)	510 (6.2)
Slovenia	12 (2.9)	500 (6.2)	25 (3.4)	505 (4.6)	34 (4.2)	503 (3.3)	13 (2.3)	492 (6.7)	15 (3.1)	502 (7.2)
Sweden	11 (2.5)	554 (6.1)	7 (1.6)	557 (8.7)	20 (2.6)	562 (4.8)	26 (3.1)	568 (3.8)	36 (3.2)	560 (3.0)
Turkey	12 (2.6)	435 (11.5)	16 (3.8)	446 (7.8)	20 (3.4)	445 (6.4)	13 (2.9)	472 (10.9)	39 (4.0)	450 (7.7)
United States	15 (2.9)	541 (9.3)	25 (3.7)	525 (7.2)	31 (4.4)	553 (5.4)	23 (4.2)	550 (6.6)	6 (2.3)	531 (15.3)
International Avg.	13 (0.5)	498 (2.1)	12 (0.5)	501 (2.0)	24 (0.6)	500 (1.3)	23 (0.6)	501 (1.7)	28 (0.6)	498 (1.5)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by teachers.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (-) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

What Is the Level of Home-School Involvement?

Parental involvement provides a means for monitoring academic progress and reinforcing behaviors believed to contribute to students' academic success. There are several ways in which schools keep parents apprised of their child's progress in school. Schools may send information about the school home to the parents, parents may participate in school-related events, or teachers may send home examples of classroom work.

To measure the extent to which communication was emphasized between schools and parents in each of the participating countries, PIRLS created an Index of Home-School Involvement. As described in Exhibit 7.9, the index was based on schools' average response to six questions about the opportunities for parental involvement provided by the school and about parental attendance at school-sponsored meetings or other events. Students were placed in the high category if schools held teacher-parent conferences and other events at school to which parents were invited, and more than half attended, four or more times a year; schools sent home letters, calendars and newsletters with information about the school 7 or more times a year; and they sent written reports, or report cards, of children's performance four or more times a year. The low level indicates that schools never held teacher-parent conferences, or if conferences were held less than one quarter of the parents attended; schools sent home letters, calendars or newsletters about the school no more than 3 times a year; and they sent home written reports of children's performance once a year, if ever. The medium level indicates all other combinations of parental involvement opportunities and participation.

On average, internationally, 41 percent of students were in the high category, 28 were in the medium, and 31 in the low category. At least half the students in the United States, Canada (O,Q), The Netherlands, Kuwait, New Zealand, Israel, Singapore, France, Hong Kong, Iran, and Iceland were in schools at the high level. Only in Morocco, Bulgaria, Turkey, Macedonia, and Moldova were two-thirds or more of students in schools at the low level of home-school involvement.

Exhibits 7.10 through 7.12 present results of more informal home-school interaction. As shown in Exhibit 7.10, the teachers of 62 percent of students, internationally, on average, sent home examples of the students' classroom work in language arts at least monthly. Interestingly, in most English-speaking countries, for the majority of students, teachers sent home examples of classroom work only six times a year or less, with the exception of the United States, where the majority of students (65%) had teachers who sent examples home at least weekly. Exhibit 7.11 shows how often schools asked the parents to review their child's language progress by sending home examples of classroom work, sending home information about the child's performance in the language, and asking parents to monitor the completion of assignments. Internationally, on average, nearly half (48%) the students had parents who were asked to review their child's language progress. Parents' reports of how often they discussed classroom reading work with their child are presented in Exhibit 7.12. Three-quarters of students, internationally, on average, had parents who reported talking to their child at least once or twice a week about their reading work.

Exhibit 7.9: Index of Home-School Involvement (HSI)

ISC 4th Grade
PIRLS 2001

Countries	High HSI		Medium HSI		Low HSI		Percentage of Students at High Level of HSI
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
United States	97 (1.4)	543 (3.8)	3 (1.4)	540 (20.8)	0 (0.0)	~ ~	○
Canada (O,Q)	96 (1.3)	544 (2.4)	4 (1.3)	546 (8.8)	0 (0.1)	~ ~	○
Netherlands	92 (2.4)	554 (2.8)	7 (2.3)	546 (9.3)	1 (0.7)	~ ~	○
Kuwait	69 (3.2)	405 (5.7)	23 (2.8)	397 (6.3)	8 (1.9)	394 (8.2)	○
New Zealand	66 (4.1)	531 (5.1)	31 (3.9)	527 (7.4)	3 (1.4)	544 (14.5)	○
Israel	66 (4.0)	523 (4.3)	25 (3.8)	481 (12.1)	9 (2.0)	473 (18.3)	○
Singapore	63 (4.4)	531 (6.9)	27 (4.0)	521 (10.8)	10 (2.3)	524 (10.3)	○
France	56 (4.9)	528 (3.4)	24 (4.7)	526 (5.8)	20 (4.4)	517 (7.1)	○
Hong Kong, SAR	53 (4.7)	528 (3.9)	23 (3.9)	529 (6.9)	24 (3.5)	531 (5.5)	○
Iran, Islamic Rep. of	52 (4.7)	428 (7.1)	25 (3.8)	406 (9.3)	23 (3.4)	392 (10.6)	○
Iceland	51 (0.4)	508 (1.6)	27 (0.3)	512 (2.7)	22 (0.3)	522 (3.2)	○
Argentina	49 (4.9)	423 (10.3)	21 (3.5)	426 (8.9)	30 (4.1)	406 (11.8)	○
Italy	41 (3.5)	546 (3.8)	30 (3.3)	536 (4.5)	29 (3.3)	537 (5.1)	○
Russian Federation	40 (4.6)	530 (9.1)	43 (4.7)	529 (3.4)	17 (2.5)	524 (8.9)	○
Greece	40 (4.6)	535 (6.6)	17 (3.3)	510 (8.3)	43 (4.9)	519 (5.1)	○
Colombia	39 (4.6)	451 (4.7)	26 (4.4)	422 (12.1)	35 (4.9)	391 (7.0)	○
Germany	38 (3.6)	534 (3.7)	30 (3.5)	543 (3.5)	32 (3.2)	541 (3.8)	○
Scotland	35 (4.2)	530 (5.9)	54 (4.0)	530 (5.4)	12 (3.3)	513 (7.3)	○
Belize	35 (7.6)	345 (16.8)	23 (6.9)	297 (12.0)	42 (6.3)	315 (10.0)	○
Sweden	33 (3.9)	564 (3.8)	48 (4.5)	559 (3.5)	19 (3.8)	561 (4.7)	○
Hungary	31 (3.6)	549 (4.2)	40 (3.8)	545 (4.2)	29 (3.8)	539 (4.1)	○
Slovenia	31 (3.7)	511 (3.6)	29 (3.8)	499 (4.5)	40 (3.8)	496 (3.2)	○
Latvia	28 (4.2)	542 (5.0)	31 (4.6)	547 (4.5)	41 (4.4)	544 (3.9)	○
Romania	28 (4.0)	532 (9.2)	41 (4.8)	508 (5.9)	31 (4.4)	499 (10.2)	○
Czech Republic	27 (3.9)	537 (3.7)	31 (3.7)	541 (4.3)	42 (4.6)	534 (3.8)	○
Lithuania	26 (3.8)	542 (4.5)	54 (4.1)	540 (3.7)	20 (3.3)	555 (6.1)	○
Cyprus	25 (4.6)	486 (5.7)	42 (6.1)	503 (4.8)	33 (5.9)	490 (5.7)	○
Norway	24 (4.7)	498 (6.6)	35 (5.0)	507 (4.0)	41 (5.2)	493 (4.9)	○
Slovak Republic	24 (3.6)	526 (6.0)	35 (4.1)	520 (5.4)	41 (3.8)	512 (5.2)	○
England	15 (3.2)	577 (6.7)	71 (4.1)	551 (4.3)	14 (3.2)	544 (6.0)	○
Moldova, Rep. of	15 (3.1)	500 (11.0)	19 (3.3)	499 (7.5)	66 (4.0)	487 (5.5)	○
Macedonia, Rep. of	10 (2.9)	457 (17.5)	17 (3.4)	466 (14.1)	74 (4.3)	434 (6.2)	○
Turkey	8 (2.4)	446 (6.0)	11 (3.3)	444 (8.5)	81 (3.8)	451 (4.1)	○
Bulgaria	8 (2.1)	578 (16.4)	10 (2.2)	549 (8.7)	82 (2.8)	547 (4.8)	○
Morocco	7 (2.7)	428 (25.2)	9 (3.0)	346 (15.0)	84 (3.9)	341 (11.0)	○
International Avg.	41 (0.7)	508 (1.4)	28 (0.7)	499 (1.4)	31 (0.6)	490 (1.4)	○

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Index of Home-School Involvement (HSI)

Based on principals' responses to how often and what percentage of students' parents participate in the following provided by the school: teacher-parent conferences; letters, calendars, newsletters, etc., sent home to provide information about school; written reports (report cards) of child's performance sent home; and events at school to which parents are invited. High level indicates that 4 or more times a year schools hold teacher-parent conferences and events at school attended by more than half of the parents; send home letters, calendars, newsletters, etc., with information about the

school 7 or more times a year; and send written reports (report cards) of child's performance 4 or more times a year. Low level indicates schools never hold teacher-parent conferences, or if they do, only 0-25% of parents attend; schools never hold events, or do so only yearly, attended by 0-25% of parents; send home letters, calendars, newsletters, etc., no more than 3 times a year; and send home written reports of children's performance never or only once a year. Medium level indicates all other combinations.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

A dash (-) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

Exhibit 7.10: Teachers Send Home Examples of Students' Classroom Work in LanguageISC
4th Grade
PIRLS 2001

Countries	Weekly		Monthly		6 Times a Year or Less	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Argentina	32 (4.4)	425 (8.4)	31 (5.0)	406 (14.9)	37 (4.6)	425 (9.4)
Belize	30 (4.3)	342 (11.3)	38 (5.0)	321 (10.3)	32 (5.4)	311 (11.4)
Bulgaria	55 (4.3)	552 (6.5)	38 (4.3)	553 (5.7)	8 (2.0)	527 (14.5)
Canada (O,Q)	24 (2.9)	549 (3.8)	44 (3.6)	546 (3.1)	33 (3.3)	540 (4.8)
Colombia	35 (5.0)	420 (9.0)	35 (4.8)	427 (6.8)	30 (4.6)	426 (9.5)
Cyprus	50 (5.1)	496 (4.5)	39 (4.6)	494 (4.9)	11 (2.8)	486 (6.9)
Czech Republic	55 (4.5)	540 (3.4)	29 (3.9)	535 (4.1)	17 (3.2)	529 (6.9)
England	7 (2.7)	583 (9.9)	6 (2.3)	546 (13.3)	86 (3.5)	552 (3.6)
France	30 (4.3)	530 (4.5)	41 (4.3)	525 (3.8)	29 (3.7)	519 (5.2)
Germany	12 (2.1)	535 (3.8)	34 (3.2)	540 (3.4)	53 (3.2)	539 (3.2)
Greece	56 (4.7)	521 (4.6)	29 (4.0)	533 (8.3)	16 (2.9)	526 (9.6)
Hong Kong, SAR	22 (3.8)	532 (7.5)	13 (3.1)	535 (6.2)	65 (4.7)	526 (3.8)
Hungary	14 (2.8)	557 (9.2)	59 (4.1)	544 (3.5)	28 (3.6)	538 (4.7)
Iceland	34 (0.4)	517 (1.9)	10 (0.2)	506 (3.9)	56 (0.4)	512 (1.6)
Iran, Islamic Rep. of	21 (3.0)	421 (11.3)	47 (4.1)	414 (5.9)	32 (4.1)	410 (8.5)
Israel	14 (3.2)	496 (15.1)	36 (4.2)	496 (7.2)	50 (4.6)	512 (7.3)
Italy	59 (3.5)	544 (3.5)	24 (3.0)	538 (4.2)	16 (2.8)	540 (7.3)
Kuwait	29 (3.3)	398 (8.7)	56 (3.5)	401 (5.0)	15 (2.5)	395 (12.2)
Latvia	44 (3.9)	548 (4.2)	28 (3.8)	544 (4.7)	29 (3.8)	539 (4.0)
Lithuania	15 (3.1)	547 (7.2)	38 (4.4)	540 (4.6)	47 (4.5)	545 (3.9)
Macedonia, Rep. of	28 (3.7)	455 (10.4)	47 (4.7)	443 (9.0)	24 (3.9)	432 (12.3)
Moldova, Rep. of	34 (4.4)	502 (7.1)	38 (4.4)	484 (7.1)	28 (4.5)	488 (9.2)
Morocco	5 (2.1)	341 (38.2)	45 (4.8)	340 (12.4)	50 (5.2)	349 (11.1)
Netherlands	9 (2.4)	549 (10.8)	9 (2.6)	543 (7.1)	82 (3.3)	555 (2.7)
New Zealand	3 (1.5)	586 (32.6)	6 (2.4)	514 (16.1)	91 (2.8)	528 (3.9)
Norway	17 (3.4)	497 (6.9)	19 (3.3)	508 (6.4)	64 (4.4)	496 (3.7)
Romania	65 (3.9)	519 (6.5)	27 (3.7)	505 (7.6)	8 (2.5)	483 (11.8)
Russian Federation	82 (2.8)	532 (4.0)	11 (2.2)	499 (15.1)	8 (1.6)	528 (9.4)
Scotland	6 (2.6)	540 (10.4)	4 (2.0)	528 (25.2)	89 (3.3)	527 (4.2)
Singapore	27 (3.5)	520 (10.0)	41 (3.8)	536 (8.2)	32 (3.5)	528 (9.8)
Slovak Republic	38 (4.0)	524 (5.1)	31 (4.0)	518 (4.3)	30 (3.4)	511 (5.1)
Slovenia	49 (4.0)	502 (2.7)	38 (4.0)	500 (3.6)	13 (2.6)	506 (7.3)
Sweden	13 (2.6)	561 (6.1)	17 (2.4)	568 (3.7)	70 (2.9)	560 (2.6)
Turkey	11 (2.8)	478 (14.9)	55 (4.3)	458 (4.7)	34 (4.0)	427 (5.8)
United States	65 (4.9)	545 (5.0)	27 (4.9)	546 (5.2)	8 (1.9)	501 (11.5)
International Avg.	31 (0.6)	506 (1.9)	31 (0.6)	498 (1.5)	38 (0.6)	495 (1.3)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by teachers.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

Exhibit 7.11: Schools Ask Parents to Review Child's Language Progress*

ISC
4th Grade
PIRLS 2001

Countries		Often		Sometimes		Never or Almost Never	
		Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Argentina	s	51 (1.8)	434 (5.8)	26 (1.2)	423 (7.4)	23 (1.4)	425 (8.4)
Belize	s	58 (2.1)	332 (5.6)	23 (1.7)	317 (8.6)	20 (1.3)	341 (8.8)
Bulgaria		78 (1.2)	555 (3.8)	13 (0.8)	545 (5.6)	9 (0.8)	552 (6.8)
Canada (O,Q)	r	54 (1.2)	550 (2.4)	21 (0.7)	550 (3.9)	25 (1.1)	549 (3.0)
Colombia		71 (1.3)	421 (4.3)	15 (0.9)	424 (7.6)	14 (0.9)	446 (7.4)
Cyprus	s	53 (1.7)	492 (4.4)	15 (0.8)	488 (7.0)	32 (1.4)	495 (4.0)
Czech Republic		44 (1.6)	537 (3.3)	22 (1.2)	541 (3.5)	34 (1.5)	544 (3.1)
England	s	36 (1.3)	572 (5.4)	21 (1.2)	575 (5.0)	44 (1.5)	569 (4.0)
France		44 (1.1)	534 (3.2)	19 (0.8)	524 (4.9)	37 (1.3)	523 (2.9)
Germany		13 (0.7)	509 (4.4)	11 (0.6)	534 (3.1)	76 (1.0)	550 (1.9)
Greece		33 (1.4)	519 (3.9)	17 (1.0)	520 (5.4)	50 (1.4)	533 (4.5)
Hong Kong, SAR		62 (1.1)	531 (3.0)	15 (0.6)	522 (4.2)	23 (0.9)	531 (3.7)
Hungary		69 (1.2)	542 (2.3)	16 (0.7)	551 (3.6)	15 (0.8)	557 (3.6)
Iceland	r	39 (0.9)	519 (2.3)	23 (0.7)	514 (3.2)	39 (0.9)	516 (2.2)
Iran, Islamic Rep. of		53 (1.8)	412 (4.3)	19 (0.9)	408 (5.9)	28 (1.4)	423 (6.9)
Israel		x x	x x	x x	x x	x x	x x
Italy		49 (1.1)	542 (2.8)	16 (0.6)	538 (4.3)	35 (1.1)	549 (2.8)
Kuwait	r	33 (0.7)	397 (4.9)	17 (0.6)	394 (5.8)	50 (0.8)	406 (4.9)
Latvia		50 (1.5)	541 (2.9)	22 (1.2)	544 (3.5)	29 (1.2)	559 (3.5)
Lithuania		24 (1.1)	520 (4.0)	35 (1.0)	541 (3.1)	41 (1.4)	561 (3.2)
Macedonia, Rep. of	r	65 (1.0)	447 (5.2)	18 (0.8)	439 (7.8)	18 (0.8)	469 (6.9)
Moldova, Rep. of		59 (1.8)	492 (4.3)	17 (1.0)	486 (6.7)	24 (1.5)	497 (4.9)
Morocco		--	--	--	--	--	--
Netherlands	s	24 (1.2)	557 (4.0)	19 (0.9)	559 (3.5)	56 (1.5)	567 (2.5)
New Zealand	r	42 (1.3)	533 (5.1)	23 (1.1)	539 (4.7)	34 (1.4)	541 (4.6)
Norway		22 (1.1)	497 (4.9)	20 (0.9)	505 (4.0)	58 (1.6)	504 (3.7)
Romania		60 (1.8)	508 (6.3)	15 (0.8)	510 (5.3)	26 (1.5)	527 (4.8)
Russian Federation		64 (1.7)	522 (5.0)	13 (0.9)	533 (5.4)	23 (1.3)	543 (4.8)
Scotland	s	52 (1.7)	539 (5.1)	18 (1.1)	543 (5.8)	30 (1.7)	547 (4.9)
Singapore		43 (0.8)	526 (5.0)	25 (0.5)	523 (5.7)	33 (0.8)	542 (5.3)
Slovak Republic		49 (1.3)	514 (3.1)	23 (0.8)	524 (4.8)	27 (1.1)	528 (3.6)
Slovenia		54 (1.4)	499 (2.2)	21 (0.9)	497 (3.9)	25 (1.1)	518 (3.6)
Sweden		47 (1.2)	561 (2.7)	25 (0.7)	565 (2.9)	27 (0.9)	567 (2.6)
Turkey		56 (1.7)	460 (4.1)	21 (1.1)	439 (4.1)	23 (1.4)	439 (5.8)
United States		--	--	--	--	--	--
International Avg.		48 (0.2)	504 (0.7)	20 (0.2)	504 (0.9)	32 (0.2)	513 (0.8)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

*Based on parents' responses to how often their child's school has: asked to make sure child does his/her language assignments; given or sent home examples of child's classroom work in language; and given or sent home information about child's performance in language. Average is computed on a 3-point

scale: Never or almost never = 1, Sometimes = 2, and Often = 3. Often indicates an average of greater than 2.33 through 3. Sometimes indicates an average of 1.67 through 2.33. Never or almost never indicates an average of 1 to less than 1.67.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

A dash (–) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

Exhibit 7.12: Parents Discuss Child's Classroom Reading Work with Him or Her

ISC
4th Grade
PIRLS 2001

Countries		Every Day or Almost Every Day		Once or Twice a Week		Once or Twice a Month		Never or Almost Never	
		Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Argentina	s	59 (1.5)	426 (6.2)	22 (1.0)	428 (8.9)	7 (0.8)	437 (11.3)	13 (0.9)	440 (8.0)
Belize	s	42 (1.6)	344 (6.5)	31 (1.2)	332 (6.5)	15 (1.0)	308 (7.9)	12 (1.2)	305 (10.1)
Bulgaria		63 (1.5)	557 (3.4)	23 (0.8)	555 (4.6)	9 (0.8)	551 (9.2)	6 (0.9)	505 (14.9)
Canada (O,Q)	r	36 (0.8)	546 (2.8)	39 (0.9)	550 (2.9)	18 (0.7)	555 (3.3)	7 (0.4)	557 (5.0)
Colombia		51 (1.6)	421 (4.9)	27 (1.3)	426 (5.6)	12 (0.9)	436 (6.3)	10 (0.7)	434 (8.2)
Cyprus	s	57 (1.4)	487 (3.6)	25 (1.0)	501 (4.3)	12 (0.8)	495 (7.2)	6 (0.6)	505 (8.8)
Czech Republic		9 (0.7)	523 (5.5)	28 (1.2)	535 (3.7)	36 (1.1)	543 (3.0)	27 (1.1)	549 (3.9)
England	s	32 (1.4)	562 (4.6)	43 (1.5)	573 (4.5)	20 (1.2)	580 (6.6)	5 (0.7)	585 (9.9)
France		36 (1.2)	520 (2.7)	39 (1.0)	527 (3.3)	17 (0.8)	541 (3.9)	8 (0.7)	535 (5.7)
Germany		30 (0.8)	536 (2.3)	40 (0.8)	547 (2.2)	20 (0.6)	550 (2.8)	9 (0.5)	538 (3.7)
Greece		79 (1.2)	530 (3.7)	15 (1.0)	514 (6.5)	4 (0.5)	516 (7.8)	2 (0.4)	~ ~
Hong Kong, SAR		22 (0.8)	533 (3.3)	33 (0.7)	530 (3.4)	26 (0.9)	527 (3.6)	18 (0.8)	531 (4.0)
Hungary		41 (1.0)	539 (2.7)	39 (0.8)	543 (2.7)	16 (0.6)	565 (3.8)	4 (0.4)	565 (9.7)
Iceland	r	24 (0.9)	504 (2.9)	38 (0.9)	515 (2.3)	24 (0.7)	525 (3.2)	14 (0.7)	531 (3.8)
Iran, Islamic Rep. of		49 (1.4)	430 (4.4)	25 (1.0)	417 (4.8)	13 (0.9)	392 (7.2)	12 (1.1)	375 (6.8)
Israel		x x	x x	x x	x x	x x	x x	x x	x x
Italy		65 (1.0)	539 (2.5)	24 (0.9)	550 (3.5)	6 (0.4)	556 (5.9)	5 (0.4)	554 (6.8)
Kuwait	r	67 (0.7)	403 (4.7)	21 (0.6)	403 (5.9)	8 (0.5)	389 (6.9)	4 (0.3)	377 (10.8)
Latvia		40 (1.0)	542 (3.2)	37 (1.3)	550 (2.7)	15 (0.8)	550 (4.1)	9 (0.8)	553 (6.3)
Lithuania		29 (1.1)	531 (3.8)	34 (1.0)	541 (3.4)	24 (0.9)	555 (3.3)	13 (0.7)	557 (4.9)
Macedonia, Rep. of	r	79 (1.3)	453 (5.1)	16 (0.8)	444 (8.6)	4 (0.5)	425 (16.9)	2 (0.7)	~ ~
Moldova, Rep. of		44 (1.3)	498 (4.2)	35 (1.0)	496 (4.7)	14 (0.8)	484 (5.4)	7 (0.5)	466 (7.0)
Morocco		--	--	--	--	--	--	--	--
Netherlands	s	23 (0.9)	555 (4.3)	41 (1.1)	560 (2.9)	28 (1.0)	572 (3.4)	8 (0.7)	575 (4.2)
New Zealand	r	28 (1.2)	524 (5.5)	42 (1.2)	542 (3.5)	22 (1.1)	548 (5.9)	8 (0.7)	536 (7.1)
Norway		23 (0.9)	494 (4.6)	42 (1.1)	503 (3.3)	25 (1.1)	509 (4.1)	9 (0.8)	505 (7.3)
Romania		41 (1.4)	517 (5.7)	34 (1.1)	513 (5.0)	15 (0.9)	518 (9.0)	9 (1.2)	488 (13.5)
Russian Federation		57 (1.3)	525 (4.4)	25 (0.8)	534 (5.5)	11 (0.7)	532 (5.2)	7 (0.6)	529 (6.9)
Scotland	s	44 (1.7)	529 (5.3)	41 (1.6)	552 (4.1)	12 (1.0)	558 (8.3)	3 (0.3)	536 (13.5)
Singapore		29 (0.7)	532 (5.3)	33 (0.7)	529 (5.2)	22 (0.5)	531 (5.6)	16 (0.5)	529 (6.3)
Slovak Republic		39 (1.1)	509 (3.2)	37 (0.8)	525 (3.4)	16 (0.7)	531 (3.8)	8 (0.5)	530 (5.5)
Slovenia		47 (0.9)	498 (2.5)	36 (0.9)	504 (2.7)	14 (0.6)	517 (3.6)	3 (0.3)	520 (7.9)
Sweden		23 (1.1)	551 (3.3)	40 (1.0)	563 (2.6)	29 (0.8)	573 (2.5)	8 (0.5)	568 (4.0)
Turkey		52 (1.7)	464 (4.0)	27 (1.0)	442 (4.5)	12 (0.7)	435 (6.0)	9 (0.9)	422 (7.9)
United States		--	--	--	--	--	--	--	--
International Avg.		43 (0.2)	504 (0.7)	32 (0.2)	508 (0.8)	16 (0.1)	510 (1.1)	9 (0.1)	507 (1.5)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by parents.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

How Serious Is Absenteeism in Schools?

Principals' reports on the seriousness of absenteeism in their schools are detailed in Exhibit 7.13. Absenteeism did not appear to be prevalent among fourth graders. On average, internationally, almost four-fifths of students attended schools where absenteeism was reported to be either a minor problem or not a problem. In only Kuwait and Morocco were one-third or more of the students in schools reporting absenteeism as a serious problem.

What Are the Perceptions of School Climate?

The school environment establishes the climate for learning. To measure the extent to which schools offer a positive school climate, PIRLS created an Index of Principals' Perceptions of School Climate, shown in Exhibit 7.14. On a scale from very high to very low, the index was based on principals' characterizations of the following: teachers' job satisfaction, teachers' expectations for student achievement, parental support for student achievement, students' regard for school property, and students' desire to do well in school. Principals of students at the high category had an average response of "high" or "very high". Students' principals characterized school climate as "medium" at the medium level, and "low" or "very low" at the low level.

Internationally, on average, about one-third of the students (36%) were in the high category and the majority (62%) were in the medium category – only 2 percent internationally were at the low level. Students in schools that reported having a high level of principals' perceptions of school climate generally had higher average reading achievement than those in schools where the perception of school climate was less positive. In Iceland, Norway, Cyprus, New Zealand, Scotland, and the United States, more than 60 percent of students attended schools perceived by the principals to have high morale, high academic expectations, regard for school property, and a high level of parental support.

Exhibit 7.13: Seriousness of Absenteeism in Schools

ISC
4th Grade
PIRLS 2001

Countries	Not a Problem		Minor Problem		Moderate Problem		Serious Problem	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Argentina	31 (4.5)	442 (9.1)	35 (4.5)	423 (11.9)	23 (4.1)	398 (9.8)	11 (2.9)	372 (16.9)
Belize	4 (1.3)	311 (18.8)	49 (7.8)	337 (11.9)	35 (7.0)	318 (15.9)	12 (3.6)	309 (14.9)
Bulgaria	21 (3.1)	547 (8.7)	35 (3.8)	558 (5.7)	32 (4.0)	552 (5.8)	12 (2.7)	527 (18.0)
Canada (O,Q)	45 (3.4)	551 (2.9)	46 (3.2)	544 (2.9)	8 (2.0)	504 (5.6)	1 (0.5)	~ ~
Colombia	10 (2.5)	459 (10.4)	42 (5.0)	430 (8.2)	30 (4.9)	427 (7.6)	18 (3.0)	382 (12.8)
Cyprus	r 69 (4.7)	496 (3.8)	25 (4.9)	483 (6.4)	2 (0.9)	~ ~	4 (2.1)	521 (8.2)
Czech Republic	29 (3.3)	538 (4.6)	62 (3.9)	538 (3.0)	8 (2.2)	527 (5.8)	0 (0.0)	~ ~
England	--	--	--	--	--	--	--	--
France	50 (5.3)	530 (4.0)	40 (5.3)	525 (4.6)	10 (2.6)	505 (5.8)	1 (0.9)	~ ~
Germany	45 (4.5)	546 (3.3)	45 (4.9)	538 (2.9)	9 (2.5)	517 (6.9)	1 (0.6)	~ ~
Greece	r 48 (4.9)	532 (5.5)	43 (5.2)	526 (7.0)	2 (1.2)	~ ~	6 (2.6)	520 (12.0)
Hong Kong, SAR	78 (4.1)	530 (3.2)	20 (4.0)	526 (8.0)	1 (1.0)	~ ~	0 (0.0)	~ ~
Hungary	15 (2.7)	549 (5.6)	77 (3.4)	546 (2.8)	7 (2.2)	524 (12.3)	1 (0.9)	~ ~
Iceland	r 39 (0.4)	516 (2.1)	52 (0.4)	509 (2.0)	9 (0.3)	511 (4.6)	0 (0.0)	~ ~
Iran, Islamic Rep. of	36 (3.9)	433 (9.6)	36 (4.2)	408 (7.3)	15 (3.8)	394 (13.3)	13 (3.3)	400 (13.0)
Israel	36 (4.1)	510 (6.3)	48 (4.6)	516 (6.7)	11 (2.6)	494 (15.3)	5 (1.4)	444 (36.1)
Italy	42 (3.6)	546 (3.4)	32 (3.7)	540 (4.7)	14 (2.9)	530 (6.2)	12 (2.2)	537 (8.2)
Kuwait	6 (1.7)	394 (5.1)	30 (4.3)	398 (7.2)	22 (3.5)	409 (5.6)	42 (4.7)	398 (9.4)
Latvia	19 (3.4)	545 (6.0)	64 (3.9)	545 (3.1)	15 (3.5)	541 (7.8)	2 (1.3)	~ ~
Lithuania	23 (3.5)	543 (6.9)	47 (4.1)	547 (3.5)	22 (3.7)	539 (5.0)	7 (2.3)	538 (11.0)
Macedonia, Rep. of	12 (2.8)	421 (11.8)	59 (4.0)	451 (6.3)	22 (3.8)	448 (14.2)	7 (2.2)	361 (15.1)
Moldova, Rep. of	10 (2.7)	512 (12.2)	39 (4.3)	493 (7.3)	43 (4.4)	486 (6.8)	8 (2.8)	498 (14.1)
Morocco	17 (2.9)	334 (13.4)	20 (3.6)	335 (18.7)	26 (4.7)	359 (27.9)	38 (4.7)	354 (15.3)
Netherlands	67 (4.6)	556 (2.6)	29 (4.2)	548 (6.2)	4 (1.8)	552 (12.5)	0 (0.0)	~ ~
New Zealand	40 (4.0)	557 (5.7)	51 (4.2)	518 (5.3)	8 (2.1)	477 (8.5)	1 (0.9)	~ ~
Norway	63 (4.9)	505 (3.4)	33 (4.8)	488 (4.9)	3 (1.7)	504 (19.8)	0 (0.0)	~ ~
Romania	31 (3.9)	520 (8.1)	41 (4.7)	515 (8.8)	23 (3.7)	504 (7.6)	5 (1.8)	478 (22.4)
Russian Federation	41 (3.8)	539 (4.5)	56 (3.8)	522 (6.9)	2 (0.9)	~ ~	1 (0.6)	~ ~
Scotland	68 (4.7)	539 (4.3)	26 (5.0)	507 (6.9)	6 (2.6)	488 (7.9)	0 (0.0)	~ ~
Singapore	55 (3.7)	538 (7.8)	43 (3.9)	517 (7.9)	3 (1.3)	495 (37.3)	0 (0.0)	~ ~
Slovak Republic	28 (3.4)	528 (4.7)	43 (4.0)	519 (4.1)	22 (3.3)	512 (6.4)	8 (2.2)	494 (18.9)
Slovenia	19 (3.6)	499 (5.4)	76 (3.9)	502 (2.3)	4 (1.7)	496 (11.3)	0 (0.0)	~ ~
Sweden	61 (4.6)	563 (2.8)	30 (4.5)	560 (4.2)	7 (2.2)	550 (10.2)	1 (1.0)	~ ~
Turkey	20 (3.1)	482 (9.2)	38 (4.1)	454 (4.9)	23 (3.6)	429 (9.3)	19 (3.2)	430 (6.0)
United States	25 (3.3)	567 (5.7)	60 (4.7)	546 (5.0)	14 (3.0)	500 (7.5)	1 (0.7)	~ ~
International Avg.	35 (0.6)	505 (1.3)	43 (0.8)	497 (1.2)	14 (0.5)	483 (3.2)	7 (0.4)	445 (3.4)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by schools.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (-) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

Exhibit 7.14: Index of Principals' Perceptions of School Climate (PPSC)

ISC 4th Grade PIRLS 2001

Countries	High PPSC		Medium PPSC		Low PPSC		Percentage of Students at High Level of PPSC
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Iceland	77 (0.3)	514 (1.4)	23 (0.3)	504 (2.7)	0 (0.0)	~ ~	~ 80
Norway	72 (3.6)	505 (3.4)	28 (3.6)	486 (4.5)	0 (0.0)	~ ~	~ 75
Cyprus	66 (4.0)	499 (3.7)	34 (4.0)	487 (6.7)	0 (0.0)	~ ~	~ 65
New Zealand	63 (4.1)	541 (5.3)	36 (4.0)	511 (6.1)	0 (0.0)	~ ~	~ 60
Scotland	63 (4.8)	537 (5.0)	37 (4.8)	509 (5.4)	0 (0.0)	~ ~	~ 55
United States	62 (4.9)	557 (4.4)	37 (4.9)	523 (5.9)	1 (0.7)	~ ~	~ 50
Singapore	59 (3.8)	536 (7.3)	41 (3.8)	517 (7.8)	0 (0.0)	~ ~	~ 45
Greece	57 (4.8)	535 (4.3)	42 (4.8)	509 (4.5)	1 (0.7)	~ ~	~ 40
Canada (O,Q)	57 (3.7)	552 (3.1)	42 (3.6)	534 (2.8)	1 (0.5)	~ ~	~ 35
Sweden	56 (5.2)	566 (3.1)	44 (5.2)	554 (3.5)	0 (0.0)	~ ~	~ 30
Argentina	51 (4.9)	439 (9.5)	49 (4.9)	396 (7.4)	0 (0.0)	~ ~	~ 25
Hong Kong, SAR	47 (4.6)	532 (3.5)	53 (4.6)	526 (4.8)	0 (0.0)	~ ~	~ 20
Iran, Islamic Rep. of	45 (4.6)	433 (7.6)	52 (4.8)	399 (4.4)	3 (1.4)	370 (15.5)	~ 15
France	41 (4.8)	536 (4.1)	58 (4.9)	519 (3.5)	1 (1.2)	~ ~	~ 10
Romania	33 (4.3)	533 (7.3)	67 (4.3)	502 (5.9)	0 (0.0)	~ ~	~ 5
Kuwait	33 (4.3)	405 (7.8)	63 (4.8)	404 (4.9)	4 (2.3)	305 (4.4)	~ 0
Macedonia, Rep. of	27 (3.7)	462 (10.9)	71 (3.8)	433 (6.0)	1 (0.9)	~ ~	~ 0
Colombia	27 (4.5)	437 (9.0)	69 (4.8)	420 (6.0)	4 (1.9)	362 (34.2)	~ 0
Moldova, Rep. of	27 (3.5)	505 (7.1)	73 (3.5)	486 (5.2)	0 (0.0)	~ ~	~ 0
Slovenia	24 (3.7)	506 (3.9)	76 (3.7)	500 (2.6)	0 (0.0)	~ ~	~ 0
Germany	24 (3.8)	555 (4.4)	76 (3.8)	534 (2.0)	0 (0.0)	~ ~	~ 0
Netherlands	21 (4.3)	566 (4.3)	79 (4.3)	550 (3.1)	0 (0.0)	~ ~	~ 0
Belize	21 (6.1)	347 (24.9)	74 (6.5)	320 (8.6)	5 (2.5)	325 (18.1)	~ 0
Russian Federation	20 (2.9)	539 (9.0)	80 (2.9)	525 (4.6)	0 (0.0)	~ ~	~ 0
Italy	19 (2.7)	544 (6.1)	80 (2.8)	540 (2.8)	1 (0.0)	~ ~	~ 0
Hungary	19 (3.3)	560 (4.9)	80 (3.3)	542 (2.7)	1 (0.6)	~ ~	~ 0
Turkey	18 (3.0)	477 (8.0)	68 (3.5)	447 (4.4)	13 (2.9)	425 (7.3)	~ 0
Bulgaria	15 (2.9)	580 (7.7)	73 (3.6)	551 (4.7)	12 (2.7)	505 (18.2)	~ 0
Morocco	13 (2.3)	382 (22.7)	78 (3.8)	346 (12.6)	9 (3.0)	329 (20.0)	~ 0
Lithuania	12 (2.9)	553 (10.2)	88 (2.9)	542 (2.5)	0 (0.0)	~ ~	~ 0
Slovak Republic	10 (2.7)	528 (7.4)	87 (3.0)	518 (3.1)	3 (1.3)	484 (11.9)	~ 0
Latvia	8 (2.2)	569 (5.1)	90 (2.4)	542 (2.4)	1 (0.9)	~ ~	~ 0
Czech Republic	6 (2.4)	536 (8.2)	89 (3.0)	538 (2.4)	5 (1.7)	532 (5.0)	~ 0
England	--	--	--	--	--	--	~ 0
Israel	--	--	--	--	--	--	~ 0
International Avg.	36 (0.7)	511 (1.5)	62 (0.7)	491 (0.9)	2 (0.2)	~ ~	~ 30

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Index of Principal's Perceptions of School Climate

Based on principals' characterization in their school: teachers' job satisfaction; teachers' expectations for student achievement; parental support for student achievement; students' regard for school property; and students' desire to do well in school. Average is computed on a 5-point scale: Very high = 1,

High = 2, Medium = 3, Low = 4, and Very low = 5. High level indicates an average of 1 to less than 2.33. Medium level indicates an average of 2.33 through 3.67. Low level indicates an average of greater than 3.67 through 5.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.
 An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (-) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

How Safe Are Schools?

Safety is key for fostering a positive learning environment in schools. PIRLS asked both students and principals to characterize their perceptions of safety in their schools. Students' reports of feeling safe at school are presented in Exhibit 7.15. When asked how much they agreed with the statement "I feel safe when I'm in school", an average of 89 percent of students internationally agreed either a little or a lot. In Germany, Hong Kong, Iceland, Moldova, and The Netherlands, 15 percent or more of students disagreed or disagreed a lot with the statement.

Exhibit 7.16 presents results of students' affirmative responses to incidents of stealing, bullying, and hitting or hurting at school during the month prior to testing. On average, internationally, the same proportions of students reported incidents of stealing, bullying and hitting, with more students reporting something happening to someone in their class rather than to them as individuals. About 60 percent or more of students in Argentina, Belize, Israel, and New Zealand reported that incidents of stealing, bullying, and hitting or hurting had occurred against their classmates within the past month. The relatively high percentage of students reporting incidents in their classes seems to be in contradiction with students' overall feeling of safety. Students may have different interpretations of the types of behaviors that warranted a "yes" response. Furthermore, classroom teachers or school principals may have addressed events in the classroom in a manner that made the students feel safe.

PIRLS developed an Index of Principals' Perceptions of School Safety based on principals' responses to the severity of seven behavioral problems within school. These problems include classroom disturbances, cheating, profanity, vandalism, theft, intimidation or verbal abuse of other students, and physical conflict among students. Details of the index are shown in Exhibit 7.17. Students in the high category attended schools where principals rated all behaviors as not a problem. A low level indicates that all behaviors were reported to be serious problems, and the medium level indicates all other combinations of severity among the problems. Several countries had more than half the students at the high level. On average, internationally, only 6 percent

of students were in schools where principals' characterizations of school safety were at the low level. Morocco and Kuwait were the only countries with more than one-third of the students at the low level, where behavioral problems were perceived as being serious problems.

Exhibit 7.15: How Much Students Agree with Feeling Safe at School

ISC
4th Grade
PIRLS 2001

Countries	Agree a Lot		Agree a Little		Disagree a Little		Disagree a Lot	
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement
Argentina	73 (1.3)	431 (5.1)	21 (1.2)	442 (8.4)	2 (0.3)	~ ~	3 (0.4)	409 (14.1)
Belize	68 (1.6)	342 (4.9)	19 (1.2)	311 (8.6)	5 (0.7)	272 (10.5)	7 (0.6)	304 (9.5)
Bulgaria	71 (1.5)	549 (4.1)	22 (1.1)	570 (4.8)	4 (0.4)	548 (7.5)	3 (0.4)	535 (8.3)
Canada (O,Q)	60 (0.9)	545 (2.7)	27 (0.7)	551 (2.5)	8 (0.5)	545 (4.2)	5 (0.5)	513 (5.8)
Colombia	91 (0.9)	424 (4.5)	7 (0.6)	419 (6.7)	2 (0.3)	~ ~	1 (0.2)	~ ~
Cyprus	66 (1.2)	492 (3.2)	23 (1.0)	513 (5.5)	6 (0.5)	505 (6.1)	5 (0.5)	468 (9.3)
Czech Republic	48 (1.8)	526 (3.0)	38 (1.4)	554 (2.7)	9 (0.6)	545 (4.7)	5 (0.4)	509 (7.0)
England	--	--	--	--	--	--	--	--
France	43 (1.0)	516 (3.4)	42 (0.9)	537 (2.6)	10 (0.6)	532 (4.4)	4 (0.5)	510 (5.5)
Germany	43 (1.0)	537 (2.6)	39 (0.7)	549 (2.0)	11 (0.5)	544 (3.2)	7 (0.5)	516 (4.5)
Greece	79 (1.0)	523 (3.9)	16 (0.9)	535 (4.5)	3 (0.4)	532 (9.2)	2 (0.4)	~ ~
Hong Kong, SAR	56 (1.2)	529 (3.2)	29 (0.8)	532 (3.4)	9 (0.5)	531 (4.5)	6 (0.5)	508 (5.8)
Hungary	66 (1.6)	542 (2.4)	23 (1.1)	551 (3.0)	6 (0.5)	552 (6.5)	5 (0.5)	533 (5.4)
Iceland	44 (0.9)	509 (1.9)	39 (0.8)	525 (1.9)	11 (0.4)	515 (4.4)	6 (0.4)	483 (6.7)
Iran, Islamic Rep. of	74 (1.3)	424 (4.1)	18 (1.1)	395 (6.2)	4 (0.3)	382 (9.1)	4 (0.7)	366 (9.2)
Israel	68 (1.1)	505 (3.1)	22 (0.8)	528 (4.7)	5 (0.4)	518 (8.0)	5 (0.4)	484 (7.6)
Italy	50 (1.0)	537 (2.7)	36 (1.0)	551 (3.0)	11 (0.6)	538 (3.9)	3 (0.3)	507 (9.2)
Kuwait	80 (0.9)	403 (4.2)	13 (0.8)	395 (6.9)	3 (0.2)	371 (10.9)	3 (0.4)	396 (9.6)
Latvia	59 (1.3)	544 (2.8)	30 (1.0)	546 (3.7)	8 (0.6)	552 (4.6)	3 (0.4)	533 (7.4)
Lithuania	48 (1.6)	535 (3.4)	38 (1.2)	557 (2.9)	9 (0.8)	547 (6.4)	5 (0.5)	520 (6.7)
Macedonia, Rep. of	87 (0.8)	449 (4.4)	9 (0.7)	432 (9.0)	2 (0.3)	~ ~	2 (0.3)	~ ~
Moldova, Rep. of	62 (2.2)	498 (4.9)	18 (1.4)	485 (6.8)	6 (0.6)	470 (8.2)	14 (1.5)	487 (5.5)
Morocco	79 (1.4)	358 (9.6)	15 (1.2)	336 (13.5)	3 (0.4)	315 (18.3)	3 (0.4)	311 (23.7)
Netherlands	47 (1.3)	552 (2.9)	38 (1.0)	561 (2.8)	10 (0.7)	553 (4.4)	6 (0.6)	534 (5.3)
New Zealand	62 (1.5)	526 (4.1)	29 (1.1)	545 (4.7)	7 (0.7)	531 (9.0)	3 (0.4)	493 (12.4)
Norway	72 (1.3)	503 (3.0)	21 (0.9)	502 (4.7)	5 (0.5)	479 (8.4)	2 (0.3)	~ ~
Romania	82 (1.7)	512 (5.0)	13 (1.0)	518 (6.7)	3 (0.9)	534 (9.3)	2 (0.3)	~ ~
Russian Federation	69 (1.5)	526 (4.4)	21 (1.0)	538 (6.6)	6 (0.6)	528 (7.8)	4 (0.4)	510 (8.6)
Scotland	66 (1.7)	526 (3.5)	25 (1.2)	548 (4.4)	5 (0.5)	534 (7.7)	4 (0.6)	462 (14.2)
Singapore	61 (0.8)	528 (5.3)	28 (0.7)	536 (5.9)	7 (0.4)	524 (6.6)	4 (0.3)	502 (9.2)
Slovak Republic	48 (1.5)	505 (3.4)	39 (1.2)	535 (3.6)	8 (0.7)	535 (4.4)	5 (0.6)	497 (5.3)
Slovenia	62 (1.3)	495 (2.2)	29 (1.1)	518 (3.1)	4 (0.5)	525 (6.2)	5 (0.4)	478 (8.9)
Sweden	63 (1.3)	563 (2.3)	30 (1.0)	565 (2.7)	5 (0.4)	545 (5.1)	2 (0.3)	~ ~
Turkey	77 (1.1)	456 (3.7)	19 (1.0)	434 (5.1)	2 (0.3)	~ ~	2 (0.2)	~ ~
United States	64 (1.4)	545 (4.0)	23 (1.1)	553 (4.4)	7 (0.5)	540 (8.0)	6 (0.6)	479 (8.2)
International Avg.	64 (0.2)	499 (0.7)	25 (0.2)	505 (0.9)	6 (0.1)	505 (1.6)	4 (0.1)	476 (1.7)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by students.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (-) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

Exhibit 7.16: Students Answering “Yes” to Incidents of Stealing, Bullying, and Hitting at School During the Last MonthISC
4th Grade
PIRLS 2001

Countries	Something Was Stolen from Me			Something Was Stolen from Someone in My Class			I Was Bullied by Another Student		
	Percent of Students “Yes”	Average Achievement “Yes”	Average Achievement “No”	Percent of Students “Yes”	Average Achievement “Yes”	Average Achievement “No”	Percent of Students “Yes”	Average Achievement “Yes”	Average Achievement “No”
Argentina	47 (1.9)	417 (6.8)	443 (5.6)	r 63 (2.1)	431 (5.6)	434 (7.3)	r 63 (1.5)	437 (6.3)	422 (5.9)
Belize	57 (1.8)	328 (4.9)	331 (7.1)	77 (1.5)	334 (4.7)	313 (8.0)	46 (2.0)	314 (5.3)	341 (6.0)
Bulgaria	14 (1.0)	518 (5.7)	558 (3.7)	29 (1.7)	533 (5.2)	561 (4.0)	13 (0.9)	517 (5.6)	558 (3.6)
Canada (O,Q)	36 (1.2)	530 (3.1)	553 (2.4)	55 (1.5)	537 (2.6)	556 (2.8)	31 (0.8)	535 (2.7)	550 (2.5)
Colombia	42 (1.9)	419 (4.8)	427 (5.6)	62 (2.1)	425 (4.2)	422 (8.1)	24 (1.5)	408 (5.6)	429 (4.8)
Cyprus	38 (1.7)	490 (3.5)	500 (3.2)	60 (1.6)	501 (3.5)	489 (3.6)	26 (1.1)	486 (3.8)	499 (3.1)
Czech Republic	24 (1.2)	522 (3.9)	542 (2.2)	49 (2.2)	529 (2.9)	546 (3.0)	15 (1.1)	522 (4.5)	541 (2.3)
England	--	--	--	--	--	--	--	--	--
France	28 (1.3)	512 (2.8)	532 (2.9)	47 (1.8)	515 (2.7)	536 (2.8)	28 (1.4)	519 (3.1)	530 (2.6)
Germany	22 (0.9)	525 (2.9)	545 (2.0)	44 (1.6)	533 (2.6)	547 (2.3)	--	--	--
Greece	21 (1.4)	519 (3.3)	527 (4.1)	42 (2.3)	516 (3.7)	533 (4.2)	26 (1.4)	520 (4.0)	528 (3.9)
Hong Kong, SAR	32 (1.6)	515 (4.0)	536 (2.8)	50 (2.1)	523 (3.4)	535 (3.4)	33 (1.0)	519 (4.1)	534 (2.9)
Hungary	30 (1.3)	526 (2.5)	551 (2.7)	57 (1.9)	538 (2.3)	552 (3.5)	50 (1.4)	539 (2.2)	549 (2.8)
Iceland	20 (0.7)	491 (2.9)	520 (1.5)	29 (0.7)	503 (2.5)	520 (1.6)	35 (0.8)	512 (2.4)	516 (1.6)
Iran, Islamic Rep. of	32 (1.3)	406 (5.4)	419 (4.5)	49 (1.5)	419 (4.9)	410 (4.5)	27 (1.2)	402 (5.4)	419 (4.4)
Israel	41 (1.3)	492 (3.9)	525 (3.0)	59 (1.5)	508 (3.0)	517 (4.0)	66 (1.0)	513 (3.1)	509 (4.0)
Italy	35 (1.3)	529 (3.0)	548 (2.6)	46 (1.5)	535 (2.9)	546 (2.8)	31 (1.1)	535 (3.3)	544 (2.4)
Kuwait	r 37 (1.1)	403 (5.0)	400 (4.6)	r 48 (1.5)	405 (4.6)	397 (4.7)	r 53 (1.2)	401 (4.6)	401 (4.9)
Latvia	18 (0.9)	524 (4.3)	550 (2.3)	37 (1.9)	539 (3.2)	549 (2.7)	23 (1.1)	533 (4.7)	549 (2.3)
Lithuania	10 (0.8)	518 (5.2)	547 (2.5)	29 (1.7)	530 (3.6)	550 (2.8)	40 (1.4)	536 (3.3)	550 (2.8)
Macedonia, Rep. of	21 (1.3)	415 (6.4)	455 (4.2)	33 (1.6)	446 (5.2)	448 (4.9)	22 (1.2)	406 (7.5)	459 (4.1)
Moldova, Rep. of	25 (1.6)	476 (4.9)	498 (4.2)	47 (3.1)	491 (5.1)	493 (5.3)	18 (1.6)	477 (6.1)	495 (4.3)
Morocco	48 (2.0)	353 (12.7)	350 (9.1)	58 (2.1)	355 (11.6)	347 (11.0)	41 (2.3)	338 (9.9)	362 (11.0)
Netherlands	15 (1.1)	538 (3.5)	557 (2.5)	34 (2.1)	546 (3.3)	559 (2.6)	36 (1.2)	543 (3.3)	561 (2.4)
New Zealand	42 (1.7)	519 (4.8)	539 (3.9)	64 (1.9)	524 (3.4)	542 (5.5)	38 (1.6)	514 (4.9)	540 (3.6)
Norway	13 (1.0)	483 (4.8)	503 (3.1)	24 (1.9)	493 (4.2)	502 (3.2)	23 (1.3)	479 (4.5)	507 (3.0)
Romania	16 (1.2)	491 (7.0)	516 (4.8)	38 (2.4)	501 (4.9)	519 (5.6)	14 (1.5)	481 (10.7)	517 (4.4)
Russian Federation	15 (1.0)	515 (9.8)	531 (3.9)	34 (1.8)	524 (5.7)	531 (4.5)	36 (1.4)	522 (5.8)	532 (4.2)
Scotland	23 (1.2)	504 (5.9)	536 (3.3)	47 (2.5)	517 (4.1)	539 (4.4)	27 (1.4)	511 (5.1)	536 (3.8)
Singapore	35 (1.0)	516 (5.7)	536 (5.0)	55 (1.5)	524 (4.9)	536 (5.9)	37 (1.1)	512 (5.5)	539 (5.1)
Slovak Republic	25 (1.4)	501 (4.9)	524 (3.1)	50 (2.0)	515 (3.7)	522 (3.9)	46 (2.0)	511 (3.7)	525 (3.3)
Slovenia	18 (1.2)	487 (3.4)	506 (2.1)	39 (2.0)	494 (2.9)	507 (2.5)	27 (1.5)	491 (3.5)	507 (2.3)
Sweden	14 (0.8)	542 (4.3)	564 (2.2)	26 (1.3)	546 (3.0)	566 (2.1)	12 (0.7)	535 (4.2)	564 (2.1)
Turkey	32 (1.6)	432 (4.1)	458 (3.8)	57 (2.3)	448 (4.1)	452 (4.3)	57 (1.5)	453 (4.0)	445 (4.3)
United States	35 (1.5)	520 (5.2)	555 (3.9)	55 (1.9)	531 (4.9)	557 (3.5)	25 (1.1)	530 (5.6)	547 (3.7)
International Avg.	28 (0.2)	485 (0.9)	505 (0.7)	47 (0.3)	494 (0.7)	504 (0.8)	33 (0.2)	487 (0.9)	503 (0.7)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by students.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An “r” indicates data are available for 70-84% of the students. An “s” indicates data are available for 50-69% of the students. An “x” indicates data are available for less than 50% of the students.

A dash (–) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

Exhibit 7.16: Students Answering “Yes” to Incidents of Stealing, Bullying, and Hitting at School During the Last Month (Continued)**ISC** 4th Grade
PIRLS 2001

Countries	Someone in My Class Was Bullied by Another Student			I Was Hit or Hurt by Another Student			Someone in My Class Was Hit or Hurt by Another Student		
	Percent of Students “Yes”	Average Achievement “Yes”	Average Achievement “No”	Percent of Students “Yes”	Average Achievement “Yes”	Average Achievement “No”	Percent of Students “Yes”	Average Achievement “Yes”	Average Achievement “No”
Argentina	r 75 (1.2)	441 (5.9)	405 (6.4)	r 36 (1.6)	420 (7.5)	439 (5.1)	r 63 (1.7)	433 (6.3)	430 (5.4)
Belize	65 (2.0)	333 (5.3)	322 (6.7)	55 (1.6)	329 (5.4)	330 (6.6)	70 (2.0)	337 (5.3)	312 (5.6)
Bulgaria	21 (1.2)	531 (5.5)	559 (3.9)	22 (1.2)	540 (4.5)	557 (3.8)	35 (1.5)	553 (4.4)	553 (3.9)
Canada (O,Q)	49 (1.1)	541 (2.6)	550 (2.7)	41 (0.9)	534 (2.7)	553 (2.6)	60 (1.0)	542 (2.5)	551 (3.0)
Colombia	35 (1.9)	420 (5.4)	425 (5.5)	42 (1.7)	422 (5.1)	425 (5.3)	52 (2.3)	428 (5.3)	419 (5.5)
Cyprus	49 (1.2)	500 (3.5)	493 (3.4)	40 (1.2)	490 (3.5)	500 (3.2)	66 (1.2)	499 (3.4)	489 (3.6)
Czech Republic	31 (2.1)	530 (3.3)	541 (2.5)	20 (1.1)	525 (4.2)	541 (2.3)	41 (2.0)	532 (3.0)	542 (2.7)
England	--	--	--	--	--	--	--	--	--
France	47 (1.6)	526 (2.9)	527 (2.9)	30 (1.2)	516 (3.2)	531 (2.5)	47 (1.5)	519 (3.5)	533 (2.2)
Germany	--	--	--	29 (0.9)	530 (2.6)	545 (2.1)	52 (1.0)	537 (2.1)	545 (2.6)
Greece	36 (1.5)	526 (3.8)	526 (4.1)	29 (1.5)	524 (4.2)	527 (3.6)	40 (1.4)	529 (3.4)	524 (4.3)
Hong Kong, SAR	62 (1.4)	527 (3.5)	532 (3.3)	18 (0.9)	511 (4.8)	533 (2.9)	39 (1.5)	523 (3.8)	533 (3.1)
Hungary	67 (1.4)	542 (2.3)	547 (3.5)	26 (1.0)	536 (2.9)	547 (2.4)	45 (1.5)	543 (2.4)	544 (3.0)
Iceland	47 (0.8)	519 (2.0)	511 (2.1)	26 (0.7)	504 (2.9)	518 (1.5)	41 (0.8)	512 (2.1)	517 (1.9)
Iran, Islamic Rep. of	53 (1.5)	416 (4.9)	413 (4.8)	26 (1.1)	393 (5.4)	423 (4.2)	47 (1.5)	413 (4.8)	416 (5.1)
Israel	79 (0.9)	518 (2.8)	488 (5.7)	45 (1.0)	501 (3.2)	521 (3.2)	70 (1.1)	513 (2.9)	507 (4.5)
Italy	51 (1.3)	539 (2.4)	543 (2.8)	25 (0.9)	536 (3.2)	543 (2.5)	45 (1.4)	541 (2.6)	541 (2.8)
Kuwait	r 64 (1.4)	402 (4.5)	399 (5.3)	r 36 (1.1)	391 (4.5)	406 (4.8)	r 56 (1.5)	400 (4.9)	402 (4.6)
Latvia	40 (1.5)	541 (3.8)	548 (2.4)	34 (1.2)	530 (3.2)	553 (2.4)	58 (1.7)	544 (2.5)	547 (3.1)
Lithuania	50 (1.4)	540 (2.9)	549 (2.8)	23 (1.1)	532 (4.4)	548 (2.5)	32 (1.3)	542 (3.5)	545 (2.6)
Macedonia, Rep. of	36 (1.3)	439 (6.2)	452 (4.4)	25 (1.1)	422 (6.0)	456 (4.3)	39 (1.5)	448 (5.4)	448 (4.6)
Moldova, Rep. of	45 (2.6)	494 (5.4)	491 (4.7)	48 (2.2)	497 (5.4)	488 (4.3)	60 (2.6)	492 (4.8)	493 (5.2)
Morocco	57 (2.1)	359 (10.7)	342 (10.8)	29 (1.5)	338 (11.8)	358 (9.8)	47 (1.9)	346 (10.0)	358 (11.1)
Netherlands	69 (1.4)	552 (2.9)	559 (2.9)	27 (1.1)	544 (3.6)	558 (2.3)	53 (2.0)	551 (3.2)	558 (2.5)
New Zealand	62 (1.6)	527 (4.1)	537 (4.6)	42 (1.2)	521 (4.7)	538 (4.0)	63 (1.7)	525 (4.4)	540 (4.8)
Norway	38 (1.6)	493 (3.7)	505 (3.3)	16 (1.0)	485 (5.4)	503 (3.0)	28 (1.4)	495 (4.3)	502 (3.0)
Romania	27 (1.8)	495 (6.5)	519 (4.9)	28 (1.7)	498 (5.1)	519 (5.2)	43 (2.3)	509 (4.4)	515 (6.0)
Russian Federation	58 (1.8)	531 (4.3)	526 (5.5)	30 (1.1)	522 (4.9)	531 (4.5)	48 (1.8)	528 (4.0)	528 (5.4)
Scotland	48 (2.0)	522 (4.7)	535 (4.4)	42 (1.5)	523 (4.1)	533 (4.3)	63 (1.7)	527 (4.2)	531 (3.9)
Singapore	54 (1.4)	520 (4.7)	540 (6.2)	36 (1.0)	515 (5.8)	537 (5.0)	50 (1.3)	521 (4.7)	537 (6.0)
Slovak Republic	62 (2.0)	519 (3.0)	519 (4.0)	21 (1.3)	491 (5.1)	526 (2.8)	50 (1.9)	514 (3.7)	524 (3.6)
Slovenia	42 (1.8)	501 (2.8)	503 (2.5)	38 (1.5)	494 (3.0)	507 (2.4)	48 (1.6)	502 (2.7)	503 (2.6)
Sweden	26 (1.3)	547 (3.5)	566 (2.1)	25 (1.2)	545 (3.6)	566 (2.0)	39 (1.4)	553 (3.1)	566 (2.1)
Turkey	62 (1.5)	456 (3.9)	439 (4.4)	36 (1.2)	443 (4.4)	453 (3.8)	49 (1.7)	455 (4.2)	445 (4.1)
United States	46 (1.4)	532 (4.8)	552 (4.0)	28 (1.2)	525 (5.2)	550 (3.8)	50 (1.7)	530 (4.2)	555 (4.4)
International Avg.	50 (0.3)	496 (0.8)	499 (0.8)	32 (0.2)	489 (0.8)	505 (0.7)	50 (0.3)	498 (0.7)	502 (0.8)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Exhibit 7.17: Index of Principals' Perceptions of School Safety (PPSS)

ISC 4th Grade PIRLS 2001

Countries	High PPSS		Medium PPSS		Low PPSS		Percentage of Students at High Level of PPSS
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Russian Federation	92 (2.0)	528 (4.6)	7 (1.8)	531 (11.4)	1 (0.6)	~ ~○
Hong Kong, SAR	89 (3.3)	530 (3.3)	11 (3.3)	525 (11.8)	0 (0.0)	~ ~○
Romania	87 (2.7)	511 (5.3)	11 (2.6)	520 (8.2)	2 (1.0)	~ ~○
Singapore	83 (3.3)	534 (5.7)	17 (3.3)	496 (15.1)	0 (0.0)	~ ~○
Moldova, Rep. of	76 (3.6)	493 (4.7)	22 (3.4)	486 (8.5)	3 (1.2)	487 (14.8)○
Iran, Islamic Rep. of	75 (3.9)	416 (5.4)	19 (3.7)	398 (10.2)	6 (1.8)	432 (14.9)○
Greece	74 (4.7)	533 (5.0)	24 (4.7)	519 (7.8)	2 (1.4)	~ ~○
Scotland	74 (4.4)	535 (4.4)	26 (4.4)	509 (7.8)	0 (0.0)	~ ~○
France	73 (3.9)	529 (2.8)	25 (4.0)	516 (7.0)	1 (1.2)	~ ~○
United States	71 (4.0)	556 (3.9)	29 (4.0)	515 (6.9)	0 (0.0)	~ ~○
Cyprus	70 (4.9)	494 (3.8)	23 (4.2)	497 (6.7)	7 (2.6)	498 (13.3)○
Latvia	67 (4.2)	547 (3.2)	29 (4.3)	539 (4.5)	3 (1.6)	536 (8.1)○
Macedonia, Rep. of	66 (3.8)	448 (5.9)	31 (3.9)	423 (10.4)	3 (1.5)	473 (31.5)○
New Zealand	65 (3.8)	542 (4.6)	34 (3.8)	509 (6.9)	1 (0.0)	~ ~○
Lithuania	64 (4.1)	542 (3.5)	36 (4.1)	546 (4.1)	1 (0.0)	~ ~○
Italy	63 (3.8)	542 (2.8)	24 (3.4)	542 (6.0)	12 (2.1)	534 (8.9)○
Turkey	61 (4.4)	457 (5.0)	29 (3.9)	436 (7.5)	11 (2.6)	443 (8.4)○
Bulgaria	60 (3.7)	555 (4.1)	36 (3.7)	545 (8.5)	4 (1.7)	528 (28.2)○
Norway	60 (4.9)	502 (3.2)	39 (4.8)	496 (5.7)	1 (0.7)	~ ~○
Sweden	57 (4.5)	568 (3.1)	42 (4.6)	551 (3.5)	1 (0.8)	~ ~○
Canada (O,Q)	55 (3.6)	552 (3.0)	43 (3.6)	536 (3.5)	2 (0.9)	~ ~○
Iceland	52 (0.4)	511 (1.6)	47 (0.4)	513 (1.9)	1 (0.0)	~ ~○
Slovenia	49 (3.6)	503 (2.8)	51 (3.6)	500 (3.0)	0 (0.0)	~ ~○
Colombia	46 (4.6)	434 (7.3)	44 (4.9)	414 (7.3)	10 (2.7)	404 (11.1)○
Israel	43 (4.8)	505 (7.3)	47 (5.0)	517 (6.8)	10 (2.5)	480 (23.7)○
Belize	41 (6.0)	311 (8.7)	56 (6.1)	337 (7.1)	3 (1.6)	319 (15.4)○
Germany	39 (3.7)	543 (3.6)	58 (3.6)	537 (2.8)	3 (1.2)	520 (12.4)○
Hungary	38 (3.6)	549 (3.8)	60 (3.7)	543 (3.4)	2 (0.9)	~ ~○
Czech Republic	37 (4.6)	538 (3.9)	58 (4.7)	536 (3.0)	5 (1.5)	538 (6.5)○
Argentina	37 (4.4)	456 (9.2)	46 (4.5)	407 (8.3)	17 (3.2)	370 (13.6)○
Kuwait	33 (3.9)	414 (7.7)	33 (3.8)	405 (6.9)	34 (4.2)	382 (9.7)○
Morocco	30 (4.9)	350 (11.9)	28 (5.1)	345 (26.3)	42 (5.3)	350 (11.5)○
Slovak Republic	27 (3.6)	524 (5.5)	66 (3.8)	515 (3.4)	7 (2.4)	518 (9.4)○
Netherlands	24 (4.1)	565 (3.6)	75 (4.1)	551 (3.2)	2 (1.2)	~ ~○
England	--	--	--	--	--	--○
International Avg.	58 (0.7)	503 (0.9)	36 (0.7)	493 (1.5)	6 (0.3)	460 (2.8)○

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Index of Principal's Perceptions of School Safety (PPSS)

Based on principals' responses about the degree each was a school problem: classroom disturbances; cheating; profanity; vandalism; theft; intimidation or verbal abuse of other students; and physical conflicts among students. Average is computed on a 4-point scale: Not a problem = 1, Minor problem = 2,

Moderate problem = 3, and Serious problem = 4. High level indicates an average of 1 to less than 2. Medium level indicates an average of 2 through 3. Low level indicates an average of greater than 3 through 4.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.
 An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (–) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

What School Resources Are Available to Support Reading?

Availability of school resources contributes to the overall school climate as well as to the academic rigor in the school. PIRLS created an Index of Availability of School Resources, presented in Exhibit 7.18, which is based on the extent to which schools' capacities to provide instruction were affected by a shortage or inadequacy of staff, basic classroom supplies, instructional materials, or the schools' buildings and grounds. A high index level indicates the capacity to provide reading instruction is not affected at all, while the medium level indicates some effect. Students in the low category attended schools affected "a lot" by a shortage or inadequacy of resources.

On average, internationally, 43 percent of students attended schools reporting adequate availability of resources, and only 18 percent were in schools heavily affected by the lack of availability. Students in schools reporting no shortage or inadequacy of resources generally had higher reading achievement than those affected "a lot" by shortages. However, schools in some countries appear better able than others to compensate for a lack of resources. More than three-quarters of students in New Zealand, The Netherlands, Iceland, the United States, Scotland, and Sweden attended schools that were not affected by a lack of resources.

While research has found that the availability of technology in classrooms has been increasing over the years, students' access to computers for instruction and specifically to the Internet varies greatly across countries. Exhibit 7.19 provides the results of schools' reports of the ratio of fourth-grade students to computers. Internationally, 33 percent of students attended schools without any computers. The majority of these students were in Iran, Macedonia, and the Russian Federation, where more than 90 percent of students attended schools without any computers available. In Canada (O,Q) and Iceland, more than three-quarters of students attended schools that had, on average, one computer for every five students or fewer. England, Hong Kong, Israel, The Netherlands, New Zealand, Norway, Singapore, Slovenia, and the United States had one computer for up to 10 students available to more than three-quarters of the student population.

Schools' access to the Internet is presented in Exhibit 7.20, along with the average number of computers available in the schools. Students in few countries had access to the Internet on all of their computers. Hong Kong and Iceland were the only two countries with all computers accessible to the Internet for at least three-quarters of their students. On average, internationally, 42 percent of students were in schools that reported having no access to the Internet on available computers. Almost all students in Iran, Kuwait, and Moldova were without access to the Internet in their schools.

Exhibit 7.18: Index of Availability of School Resources (ASR)

ISC 4th Grade
PIRLS 2001

Countries	High ASR		Medium ASR		Low ASR		Percentage of Students at High Level of ASR
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
New Zealand	85 (3.2)	535 (4.1)	15 (3.2)	501 (11.1)	0 (0.0)	~ ~○
Netherlands	82 (3.9)	555 (2.6)	17 (3.8)	546 (8.3)	1 (0.0)	~ ~○
Iceland	81 (0.3)	513 (1.5)	18 (0.3)	505 (3.1)	2 (0.0)	~ ~○
United States	77 (3.6)	550 (4.8)	22 (3.5)	524 (5.7)	1 (0.4)	~ ~○
Scotland	77 (4.2)	523 (4.3)	23 (4.2)	542 (7.8)	0 (0.0)	~ ~○
Sweden	77 (3.7)	560 (2.9)	18 (3.3)	565 (3.6)	6 (2.1)	564 (9.4)○
Singapore	72 (3.4)	527 (6.3)	18 (2.9)	531 (11.1)	10 (2.7)	515 (26.7)○
France	72 (4.8)	527 (3.3)	27 (4.9)	526 (5.6)	1 (0.0)	~ ~○
Canada (O,Q)	69 (3.4)	546 (2.9)	28 (3.3)	539 (3.5)	3 (1.4)	571 (15.5)○
Germany	68 (3.2)	540 (2.6)	32 (3.2)	538 (3.5)	0 (0.0)	~ ~○
Czech Republic	67 (3.8)	540 (3.4)	30 (3.8)	533 (3.5)	3 (1.5)	520 (16.8)○
Norway	67 (4.8)	501 (3.0)	29 (4.7)	499 (7.9)	4 (1.4)	478 (11.3)○
Slovenia	64 (4.7)	501 (3.2)	36 (4.6)	504 (3.2)	1 (0.0)	~ ~○
Hungary	63 (3.7)	547 (2.7)	28 (3.1)	539 (5.2)	9 (2.4)	542 (13.1)○
Morocco	61 (5.1)	337 (9.9)	25 (5.3)	332 (22.2)	14 (4.5)	439 (41.3)○
Latvia	51 (4.0)	545 (3.7)	41 (4.4)	545 (3.4)	8 (2.2)	540 (8.5)○
Macedonia, Rep. of	41 (4.4)	428 (7.1)	49 (4.4)	446 (9.8)	10 (2.5)	464 (18.2)○
Italy	36 (3.5)	542 (5.6)	57 (3.8)	543 (2.8)	7 (1.9)	513 (12.6)○
Argentina	36 (4.6)	448 (7.7)	49 (4.8)	405 (8.9)	16 (3.2)	372 (13.8)○
Slovak Republic	31 (3.7)	527 (4.1)	66 (3.6)	512 (3.6)	4 (1.5)	552 (16.7)○
Romania	28 (4.2)	517 (10.1)	56 (4.4)	508 (6.4)	16 (3.3)	519 (13.5)○
Bulgaria	27 (3.7)	555 (6.9)	49 (4.0)	548 (6.2)	24 (3.1)	551 (8.1)○
Colombia	23 (3.8)	456 (11.8)	48 (5.2)	422 (6.6)	29 (4.9)	395 (6.5)○
Russian Federation	22 (2.1)	539 (4.9)	41 (3.8)	526 (5.9)	37 (3.7)	523 (8.9)○
Lithuania	21 (3.4)	544 (5.3)	65 (3.8)	542 (3.3)	14 (2.9)	551 (7.6)○
Greece	17 (3.5)	537 (10.0)	52 (4.7)	523 (5.2)	31 (4.7)	519 (6.3)○
Belize	12 (3.5)	298 (19.1)	52 (6.1)	331 (7.7)	36 (5.4)	329 (7.5)○
Israel	11 (3.1)	495 (17.4)	50 (4.7)	505 (6.8)	39 (4.1)	507 (7.8)○
Iran, Islamic Rep. of	6 (1.4)	414 (22.4)	43 (4.8)	408 (7.6)	51 (4.8)	420 (6.4)○
Moldova, Rep. of	6 (2.8)	527 (14.7)	50 (4.9)	494 (6.6)	44 (5.0)	482 (5.7)○
Cyprus	6 (2.4)	488 (7.4)	58 (4.9)	496 (4.7)	36 (5.1)	493 (5.2)○
Turkey	4 (1.5)	477 (24.6)	32 (4.1)	459 (6.3)	65 (4.1)	444 (4.5)○
Hong Kong, SAR	2 (1.3)	~ ~	69 (4.0)	529 (3.8)	29 (4.2)	533 (6.7)○
Kuwait	1 (0.6)	~ ~	23 (3.6)	405 (8.7)	76 (3.6)	400 (5.6)○
England	--	--	--	--	--	--○
International Avg.	43 (0.6)	504 (1.8)	39 (0.7)	496 (1.3)	18 (0.5)	490 (3.6)○

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Index of Availability of School Resources (ASR)

Based on principals' responses to how much the school's capacity to provide instruction is affected by a shortage or inadequacy of the following: instructional staff; teachers qualified to teach reading; instructional materials; supplies (e.g., paper, pencils); school buildings and grounds; heating/cooling and lighting systems; instructional space (e.g., classrooms); special equipment for physically disabled students; computers

for instructional purposes; computer software for instructional purposes; computer support staff; library books; and audio-visual resources. Average is computed on a 4-point scale: Not at all = 1, A little = 2, Some = 3, and A lot = 4. High level indicates an average of 1 to less than 2. Medium level indicates an average of 2 through 3. Low level indicates an average of greater than 3 through 4.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.
An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (-) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

Exhibit 7.19: Availability of Computers for Instructional Purposes

ISC
4th Grade
PIRLS 2001

Countries	Schools' Reports of Number of Fourth-Grade* Students per Computer										
	Fewer than 5 Students		5-10 Students		11-20 Students		More than 20 Students		Students in School Without Any Computers		
	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	Percent of Students	Average Achievement	
Argentina	r	17 (4.0)	460 (16.8)	22 (4.8)	448 (11.8)	7 (2.3)	417 (29.0)	17 (3.2)	413 (16.3)	37 (4.9)	391 (11.8)
Belize	s	4 (2.1)	387 (12.7)	1 (0.6)	~ ~	13 (6.6)	399 (29.4)	4 (2.3)	295 (19.4)	79 (6.9)	317 (9.5)
Bulgaria	r	6 (2.0)	549 (12.5)	11 (3.0)	562 (9.2)	13 (2.9)	578 (7.4)	10 (2.8)	564 (11.2)	61 (4.7)	536 (7.4)
Canada (O,Q)	r	76 (3.2)	544 (3.2)	15 (2.4)	549 (5.1)	7 (2.1)	548 (6.5)	2 (1.2)	~ ~	0 (0.3)	~ ~
Colombia	s	22 (4.5)	464 (14.8)	20 (4.8)	445 (10.4)	9 (3.7)	469 (9.2)	5 (2.2)	428 (11.9)	45 (5.3)	403 (6.1)
Cyprus	s	5 (2.5)	520 (11.6)	27 (6.2)	493 (7.3)	10 (3.6)	506 (5.5)	8 (3.4)	501 (14.7)	50 (5.8)	493 (4.2)
Czech Republic		33 (3.9)	529 (4.4)	38 (4.2)	543 (3.4)	6 (2.4)	532 (17.4)	3 (1.6)	542 (5.1)	20 (3.4)	542 (6.9)
England		59 (4.7)	559 (5.1)	24 (3.8)	553 (5.0)	13 (3.6)	551 (9.7)	5 (2.0)	541 (11.1)	0 (0.0)	~ ~
France		30 (4.2)	520 (5.7)	30 (4.5)	531 (4.7)	12 (3.8)	544 (7.5)	14 (3.6)	518 (6.5)	14 (3.5)	537 (5.5)
Germany		12 (2.8)	544 (7.0)	23 (3.6)	542 (2.9)	17 (3.5)	540 (6.5)	29 (3.4)	537 (4.6)	19 (3.2)	538 (5.1)
Greece	s	17 (4.6)	544 (15.4)	6 (1.7)	567 (14.6)	3	504 (16.2)	6 (2.5)	535 (10.6)	68 (5.3)	513 (4.3)
Hong Kong, SAR		55 (4.6)	534 (4.1)	31 (4.0)	525 (5.0)	2 (1.2)	~ ~	4 (1.6)	508 (8.0)	9 (2.6)	517 (11.7)
Hungary		32 (3.7)	543 (4.1)	23 (3.4)	548 (5.4)	2 (1.1)	~ ~	3 (1.4)	564 (16.4)	41 (3.9)	541 (4.5)
Iceland	r	77 (0.3)	512 (1.6)	9 (0.2)	518 (3.9)	5 (0.1)	498 (6.0)	4 (0.1)	512 (6.9)	5 (0.2)	519 (4.7)
Iran, Islamic Rep. of		0 (0.0)	~ ~	0 (0.1)	~ ~	0 (0.0)	~ ~	2 (1.2)	~ ~	98 (1.2)	412 (4.3)
Israel	r	59 (5.1)	522 (6.5)	27 (4.4)	503 (9.5)	7 (2.8)	499 (28.9)	0 (0.0)	~ ~	7 (2.6)	506 (23.6)
Italy		13 (2.2)	556 (6.2)	31 (3.4)	541 (4.2)	28 (3.2)	541 (5.0)	20 (2.8)	539 (5.2)	8 (1.5)	517 (8.2)
Kuwait		x x	x x	x x	x x	x x	x x	x x	x x	x x	x x
Latvia	r	19 (3.0)	548 (6.9)	20 (4.1)	547 (5.1)	7 (2.6)	538 (15.0)	3 (1.5)	558 (15.3)	51 (4.1)	543 (3.3)
Lithuania	r	24 (4.0)	538 (6.8)	29 (4.2)	539 (4.3)	13 (3.3)	555 (8.7)	6 (2.3)	540 (5.3)	27 (4.4)	543 (6.8)
Macedonia, Rep. of	s	0 (0.0)	~ ~	2 (1.5)	~ ~	0 (0.0)	~ ~	5 (2.3)	446 (31.7)	92 (2.7)	443 (6.9)
Moldova, Rep. of	s	3 (1.9)	506 (10.5)	15 (4.3)	499 (12.0)	6 (2.5)	480 (17.1)	1 (0.1)	~ ~	75 (5.2)	490 (6.9)
Morocco		x x	x x	x x	x x	x x	x x	x x	x x	x x	x x
Netherlands	r	39 (4.9)	555 (3.3)	38 (5.4)	553 (5.7)	20 (4.2)	550 (5.4)	3 (2.0)	572 (15.3)	0 (0.0)	~ ~
New Zealand	r	40 (4.6)	526 (6.4)	38 (4.3)	528 (7.5)	20 (3.8)	548 (7.7)	1 (1.0)	~ ~	0 (0.0)	~ ~
Norway		58 (5.2)	498 (3.9)	20 (4.3)	501 (6.3)	14 (3.6)	513 (9.0)	4 (2.1)	491 (15.1)	3 (1.7)	489 (7.9)
Romania	r	5 (2.2)	535 (33.6)	14 (3.9)	523 (14.1)	16 (3.4)	507 (9.7)	15 (3.5)	523 (10.2)	50 (4.5)	509 (7.5)
Russian Federation		4 (2.3)	558 (9.5)	5 (1.5)	534 (6.5)	1 (0.8)	~ ~	0 (0.0)	~ ~	91 (2.6)	525 (5.1)
Scotland	r	42 (5.1)	530 (6.7)	19 (4.0)	537 (9.6)	25 (4.6)	518 (8.9)	14 (3.1)	520 (6.0)	0 (0.0)	~ ~
Singapore		68 (4.6)	530 (6.1)	25 (4.1)	528 (12.1)	5 (2.1)	544 (26.9)	2 (1.2)	~ ~	0 (0.0)	~ ~
Slovak Republic	r	2 (1.1)	~ ~	17 (3.7)	522 (8.1)	11 (3.1)	525 (7.7)	4 (1.6)	494 (20.0)	66 (4.3)	516 (4.1)
Slovenia		42 (3.7)	493 (3.5)	38 (4.1)	509 (3.9)	2 (1.1)	~ ~	4 (1.6)	493 (7.4)	14 (2.9)	508 (4.2)
Sweden		31 (4.3)	563 (4.7)	35 (4.7)	562 (4.8)	29 (4.6)	559 (3.7)	5 (2.2)	567 (6.1)	0 (0.0)	~ ~
Turkey	s	9 (2.9)	484 (12.1)	21 (4.5)	467 (12.0)	5 (2.5)	499 (36.4)	6 (2.6)	450 (16.4)	58 (5.0)	439 (5.4)
United States		64 (3.7)	554 (4.8)	21 (3.0)	519 (6.2)	11 (2.6)	535 (8.7)	4 (1.5)	523 (19.1)	0 (0.0)	~ ~
International Avg.		29 (0.6)	523 (1.8)	21 (0.7)	525 (2.5)	10 (0.5)	518 (2.7)	6 (0.4)	507 (2.6)	33 (0.6)	491 (1.6)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by schools.

* Fourth-grade in most countries.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (-) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.

Exhibit 7.20: Schools' Reports on Number of Computers and How Many Have Access to the InternetISC
4th Grade
PIRLS 2001

Countries	Average Number of Computers Available	Percentage of Students by How Many Computers Have Internet Access			
		All	Most	Some	None
Argentina	r 6 (0.7)	r 8 (3.3)	r 0 (0.0)	r 20 (5.1)	r 72 (4.9)
Belize	s 2 (0.8)	x x	x x	x x	x x
Bulgaria	r 3 (0.5)	s 20 (5.4)	s 7 (3.6)	s 1 (1.0)	s 72 (6.0)
Canada (O,Q)	22 (0.9)	67 (3.0)	21 (2.7)	10 (2.2)	3 (1.0)
Colombia	s 8 (0.9)	s 14 (4.9)	s 4 (2.5)	s 21 (5.4)	s 60 (6.7)
Cyprus	s 3 (0.8)	s 36 (8.8)	s 13 (6.8)	s 24 (7.2)	s 26 (5.9)
Czech Republic	9 (0.5)	39 (4.9)	8 (2.7)	17 (4.4)	36 (4.8)
England	14 (0.8)	40 (4.5)	33 (4.5)	14 (3.6)	12 (2.8)
France	6 (0.5)	23 (3.7)	3 (0.4)	29 (4.9)	45 (5.4)
Germany	6 (0.5)	16 (3.1)	5 (1.9)	27 (3.7)	52 (4.4)
Greece	s 3 (0.4)	x x	x x	x x	x x
Hong Kong, SAR	33 (2.4)	91 (2.6)	3 (1.4)	3 (1.5)	3 (2.6)
Hungary	9 (0.7)	25 (4.9)	16 (3.7)	21 (4.4)	38 (5.6)
Iceland	r 16 (0.1)	r 80 (0.4)	r 18 (0.4)	r 1 (0.1)	r 1 (0.1)
Iran, Islamic Rep. of	0 (0.0)	r 0 (0.0)	r 0 (0.0)	r 4 (3.8)	r 96 (3.8)
Israel	r 21 (1.5)	r 33 (4.6)	r 11 (3.1)	r 19 (3.8)	r 36 (5.1)
Italy	11 (0.7)	18 (3.1)	12 (2.6)	41 (3.9)	29 (3.7)
Kuwait	x x	r 0 (0.0)	r 2 (0.1)	r 4 (2.8)	r 94 (2.8)
Latvia	r 6 (0.6)	r 36 (6.9)	r 5 (2.6)	r 20 (5.2)	r 39 (6.2)
Lithuania	8 (0.7)	r 17 (4.0)	r 8 (2.9)	r 51 (4.9)	r 23 (4.4)
Macedonia, Rep. of	s 0 (0.2)	r 3 (2.5)	r 2 (0.4)	r 9 (5.1)	r 86 (6.0)
Moldova, Rep. of	s 3 (0.6)	s 0 (0.0)	s 0 (0.0)	s 2 (0.3)	s 98 (2.0)
Morocco	x x	x x	x x	x x	x x
Netherlands	9 (0.8)	17 (4.0)	7 (2.4)	25 (4.4)	51 (5.0)
New Zealand	11 (0.7)	59 (4.6)	15 (3.2)	18 (3.4)	8 (2.3)
Norway	10 (0.6)	36 (5.3)	28 (4.6)	20 (4.1)	16 (4.0)
Romania	r 4 (0.5)	r 11 (4.3)	r 5 (2.6)	r 11 (5.4)	r 73 (6.2)
Russian Federation	1 (0.4)	8 (4.0)	0 (0.0)	17 (6.5)	75 (8.4)
Scotland	r 9 (0.7)	24 (4.2)	18 (3.8)	16 (3.1)	42 (4.9)
Singapore	83 (3.1)	59 (3.4)	20 (2.8)	15 (2.9)	6 (1.8)
Slovak Republic	r 2 (0.3)	s 1 (0.1)	s 2 (1.8)	s 17 (6.1)	s 80 (6.3)
Slovenia	10 (0.4)	75 (4.0)	8 (2.6)	11 (2.8)	7 (2.4)
Sweden	9 (0.7)	53 (4.6)	25 (4.3)	17 (3.3)	4 (1.8)
Turkey	s 9 (1.4)	s 47 (9.1)	s 2 (2.0)	s 11 (4.5)	s 40 (8.0)
United States	27 (1.5)	56 (4.3)	22 (3.8)	16 (2.9)	6 (1.6)
International Avg.	11 (0.2)	32 (0.8)	10 (0.5)	17 (0.7)	42 (0.8)

SOURCE: IEA Progress in International Reading Literacy Study (PIRLS) 2001.

Background data provided by schools.

() Standard errors appear in parentheses. Because results are rounded to the nearest whole number, some totals may appear inconsistent.

An "r" indicates data are available for 70-84% of the students. An "s" indicates data are available for 50-69% of the students. An "x" indicates data are available for less than 50% of the students.

A dash (-) indicates data are not available. A tilde (~) indicates insufficient data to report achievement.