

TECHNICAL NOTES

Annex A1: Technical Background

Annex A2: Summary descriptions of the five levels of reading proficiency.



This section explains the indices derived from the student and school context questionnaires that are used in this report.

Several of PISA's measures reflect indices that summarise responses from students or school representatives (typically principals) to a series of related questions. The questions were selected from larger constructs on the basis of theoretical considerations and previous research. Structural equation modelling was used to confirm the theoretically expected behaviour of the indices and to validate their comparability across countries. For this purpose, a model was estimated separately for each country and collectively for all OECD countries.

For a detailed description of other PISA indices and details on the methods see the PISA 2000 Technical Report (OECD, 2002) or the PISA 2003 Technical Report (OECD 2005b).

Unless otherwise indicated, where an index involves multiple questions and student responses, the index was scaled using a weighted maximum likelihood estimate (WLE) (see Warm, 1985), using a one-parameter item response model, which in the case of items with more than two categories was the Partial Credit Model. The scaling was done in three stages:

- The item parameters were estimated from equal-sized sub-samples of students from each OECD country.
- The estimates were computed for all students and all schools by anchoring the item parameters obtained in the preceding step.
- The indices were then standardised so that the mean of the index value for the OECD student population was zero and the standard deviation was one (countries being given equal weight in the standardisation process).

To illustrate the meaning of the international scores on the index, item maps were constructed that relate the index value to typical student responses to the questions asked. These item maps can be found on the website www.pisa.oecd. org. The vertical lines on the maps indicate for each of the index scores at the top of the figure which response a student is most likely to give, with zero representing the average student response across OECD countries.

It is important to note that negative values for an index do not necessarily imply that students responded negatively to the underlying questions. A negative value merely indicates that a group of students (or all students, collectively, in a single country) or principals responded less positively than all students or principals did on average across OECD countries. Likewise, a positive value on an index indicates that a group of students or principals responded more favourably, or more positively, than students or principals did, on average, in OECD countries.

Terms enclosed in brackets < > in the following descriptions were replaced in the national versions of the student and school questionnaires by the appropriate national equivalent. For example, the term <qualification at ISCED level 5A> was translated in the United States into "Bachelor's degree, post-graduate certificate program, Master's degree program or first professional degree program". Similarly the term <classes in the language of assessment> in Luxembourg was translated into "German classes" or "French classes" depending on whether students received the German or French version of the assessment instruments.

For additional information on how these indices were constructed, see the PISA 2000 Technical Report (OECD, 2002) or the PISA 2003 Technical Report (OECD, 2005b).



Student background

Family structure

Students were asked to report who usually lived at home with them. The response categories were then grouped into four categories: *i)* single-parent family (students who reported living with one of the following: mother, father, female guardian or male guardian); *ii)* nuclear family (students who reported living with a mother and a father); *iii)* mixed family (students who reported living with a mother and a guardian, or two guardians); and *iv)* other response combinations. Non responses are maintained as missing.

Parental occupations

Students were asked to report their mothers' and fathers' occupations, and to state whether each parent was in full-time paid work; part-time paid work; not working but looking for a paid job; or "other". The open-ended responses for occupations were then coded in accordance with the International Standard Classification of Occupations (ISCO 1988).

The PISA international socio-economic index of occupational status (ISEI) was derived from students' responses on parental occupation. The index captured the attributes of occupations that convert parents' education into income. The index was derived by the optimal scaling of occupation groups to maximise the indirect effect of education on income through occupation and to minimise the direct effect of education on income, net of occupation (both effects being net of age). For more information on the methodology, see Ganzeboom et al. (1992). The highest international socio-economic index of occupational status (HISEI) corresponds to the highest ISEI of either the father or the mother.

Index of economic, social and cultural status

The index of economic, social and cultural status was created to capture wider aspects of a student's family and home background in addition to occupational status and is a variation of the index used in PISA 2000. It was derived from the following variables: i) the highest international socio-economic index of occupational status of the father or mother; ii) the highest level of education of the father or mother converted into years of schooling (for the conversion of levels of education into years of schooling see Table A1.1); and iii) the number of books at home as well as access to home educational and cultural resources, obtained by asking students whether they had at their home: a desk to study at, a room of their own, a quiet place to study, a computer they can use for school work, educational software, a link to the Internet, their own calculator, classic literature, books of poetry, works of art (e.g. paintings), books to help with their school work, and a dictionary. The rationale for the choice of these variables was that socio-economic status is usually seen as being determined by occupational status, education and wealth. As no direct measure on parental wealth was available from PISA, access to relevant household items was used as a proxy. The student scores on the index are factor scores derived from a Principal Component Analysis which are standardised to have an OECD mean of zero and a standard deviation of one.

The Principal Component Analysis was also performed for each participating country to determine to what extent the components of the index operate in similar ways across countries. The analysis revealed that patterns of factor loadings were very similar across countries, with all three components contributing to a similar extent to the index. For the occupational component, the average factor loading was 0.81, ranging from 0.72 to 0.86 across countries. For the educational component, the average factor loading was 0.80, ranging from 0.70 to 0.87 across countries. For the wealth component, the average factor loading was 0.76, ranging from 0.65 to 0.80 across countries. The reliability of the index ranged from 0.56 to 0.77. These results support the cross-national validity of the index of economic, social and cultural status.

The correlation between the average value on the index and the Gross Domestic Product of countries is 0.62 (increasing to 0.69 when Luxembourg is removed).

The index used in PISA 2000 (OECD, 2001b) was similar to the one used for PISA 2003. However, some adjustments were made. First of all, only 11 questions on home educational resources were common to both surveys. Second, for the question on parental levels of education no distinction had been made in PISA 2000 between university-level and non-university tertiary education. Where comparisons between 2000 and 2003 data are made, the index for PISA 2000 was recomputed on the basis of a common methodology used for both assessments. Results may therefore differ slightly

from those reported in PISA 2000. This being said, the correlation between the PISA 2000 and PISA 2003 indices is very high (R of 0.96). This shows that different methods of computation of the indices did not have a major impact on the results. For more information on this index see the PISA 2003 Technical Report (OECD, 2005b).

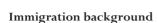
Table A1.1 Levels of parental education converted into years of schooling

		Did not go to school	Completed ISCED Level 1 (primary education)	Completed ISCED Level 2 (lower secondary education)	Completed ISCED Levels 3B or 3C (upper secondary education providing direct access to the labour market or to ISCED 5B programmes)	education	Completed ISCED Level 5A (university level tertirary education)	Completed ISCED Level 5B (non- university tertiary education)
ries	Australia	0.0	6.5	10.0	11.0	12.0	15.0	14.0
unt	Austria	0.0	4.0	8.0	9.0	13.0	17.0	15.0
DECD countries	Belgium	0.0	6.0	8.0	12.0	12.0	16.0	15.0
	Canada	0.0	6.0	9.0	12.0	12.0	17.0	15.0
	Denmark	0.0	6.0	9.0	12.0	12.0	15.0	14.0
	France	0.0	5.0	9.0	11.0	12.0	14.0	14.0
	Germany	0.0	4.0	10.0	11.0	12.0	17.0	15.0
	Luxembourg	0.0	6.0	9.0	12.0	13.0	17.0	17.0
	Netherlands	0.0	6.0	8.0	12.0	13.0	15.0	13.0
	New Zealand	0.0	6.0	10.0	12.0	13.0	16.0	16.0
	Norway	0.0	7.0	10.0	13.0	13.0	16.0	14.0
S	Sweden	0.0	6.0	9.0	12.0	12.0	15.0	13.5
ntri	Switzerland	0.0	6.0	9.0	11.0	12.0	15.0	14.0
поэ	United States	0.0	6.0	9.0	a	12.0	15.0	14.0
Partner countries	Hong Kong-China	0.0	6.0	9.0	11.0	13.0	17.0	16.0
Par	Russian Federation	0.0	4.0	9.0	11.0	11.0	15.0	13.0

Educational level of parents

Parental education is a family background variable that is often used in the analysis of educational outcomes. Indices were constructed using information on the *educational level of the father*, the *educational level of the mother*, and the highest level of education between the two parents, referred to as the *highest educational level of parents*. Students were asked to identify the highest level of education of their mother and father on the basis of national qualifications, which were then coded in accordance with the International Standard Classification of Education (ISCED 1997, see OECD, 1999) in order to obtain internationally comparable categories of educational attainment. The resulting categories were: (0) for no education; (1) for the completion of <ISCED Level 1> (primary education); (2) for completion of <ISCED Level 2> (lower secondary education); (3) for the completion of <ISCED Level 3B or 3C> (vocational/pre-vocational upper secondary education, aimed in most countries at providing direct entry into the labour market); (4) for completion of <ISCED Level 3A> (upper secondary education, aimed in most countries at gaining entry into tertiary-type A (university level) education) and/or <ISCED Level 4> (non-tertiary post-secondary); (5) for qualifications in <ISCED 5B> (vocational tertiary); and (6) for completion of <ISCED Level 5A, 6> (tertiary-type A and advanced research programmes).

As noted above, the highest level of educational attainment of the parents was also converted into *years of schooling* using the conversion coefficients shown in **Table A1.1**.



The index on *immigrant background* was derived from students' responses to questions about whether or not their mother and their father were born in the country of assessment or in another country. The response categories were then grouped into three categories: *i*) "native" students (those students born in the country of assessment or who had at least one parent born in that country); *ii*) "second-generation" students (those born in the country of assessment but whose parents were born in another country); and *iii*) "first-generation" students (those born outside the country of assessment and whose parents were also born in another country). For some comparisons, first-generation and second-generation students were grouped together.

Language used at home

Students were asked if the language spoken at home most of the time or always was the language of assessment, another official national language, other national dialect or language, or another language. The index on *language spoken at home* distinguishes between students who report using the language of assessment, another official national language, a national dialect or another national language always or most of the time at home and those who report using another language always or most of the time at home.

In most countries, the languages were individually identified and were coded internationally to allow for further research and analysis in this area.

School climate (students' views)

Attitudes towards school

The PISA index of *attitudes towards school* was derived from students' reported agreement with the following statements: *i)* school has done little to prepare me for adult life when I leave school; *ii)* school has been a waste of time; *iii)* school helped give me confidence to make decisions; and *iv)* school has taught me things which could be useful in a job. A four-point scale with the response categories "strongly agree" (=1), "agree" (=2), "disagree" (=3) and "strongly disagree" (=4) was used. As items *iii)* and *iv)* were inverted for scaling, positive values on this index indicate positive attitudes towards school. Scale construction was done using IRT scaling.

Sense of belonging at school

The PISA index of *sense of belonging at school* was derived from students' reported agreement that school is a place where: *i)* I feel like an outsider (or left out of things); *ii)* I make friends easily; *iii)* I feel like I belong; *iv)* I feel awkward and out of place; *v)* other students seem to like me; and *vi)* I feel lonely. A four-point scale with the response categories "strongly agree", "agree", "disagree" and "strongly disagree" was used. Items *ii)*, *iii)*, and *v)* are inverted for scaling and positive values indicate positive feelings about the students' school. This index was constructed using IRT scaling.

Self-related cognitions in mathematics

Interest in and enjoyment of mathematics

The PISA index of *interest in and enjoyment of mathematics* was derived from students' reported agreement with the following statements: *i)* I enjoy reading about mathematics; *ii)* I look forward to my mathematics lessons; *iii)* I do mathematics because I enjoy it; and *iv)* I am interested in the things I learn in mathematics. A four-point scale with the response categories "strongly agree", "agree", "disagree" and "strongly disagree" was used. All items were inverted for IRT scaling and positive values on this index indicate higher levels of interest in and enjoyment of mathematics. This index was constructed using IRT scaling.

Instrumental motivation in mathematics

The PISA index of *instrumental motivation in mathematics* was derived from students' reported agreement with the following statements: *i)* making an effort in mathematics is worth it because it will help me in the work that I want to do later on; *ii)* learning mathematics is important because it will help me with the subjects that I want to study further on in school; *iii)* mathematics is an important subject for me because I need it for what I want to study later on; and *iv)* I will learn many things in mathematics that will help me get a job. A four-point scale with the response categories "strongly agree", "agree", "disagree" and "strongly disagree" was used. All items were inverted for scaling and positive values on this index indicate higher levels of instrumental motivation to learn mathematics. This index was constructed using IRT scaling.

Self-efficacy in mathematics

The PISA index of *self-efficacy in mathematics* was derived from students' reported level of confidence with the following calculations: i) using a <train timetable>, how long it would take to get from Zedville to Zedtown; ii) calculating how much cheaper a TV would be after a 30 per cent discount; iii) calculating how many square metres of tiles you need to cover a floor; iv) understanding graphs presented in newspapers; solving an equation like 3x + 5 = 17; v) finding the actual distance between two places on a map with a 1:10,000 scale; vi) solving an equation like 2(x+3) = (x+3)(x-3); and vii) calculating the petrol consumption rate of a car. A four-point scale with the response categories "very confident", "not very confident", "not at all confident" was used. All items were inverted for scaling and positive values on this index indicate higher levels of self-efficacy in mathematics. This index was constructed using IRT scaling.

Anxiety in mathematics

The PISA index of *anxiety in mathematics* was derived from students' reported agreement with the following statements: *i)* I often worry that it will be difficult for me in mathematics classes; *ii)* I get very tense when I have to do mathematics homework; *iii)* I get very nervous doing mathematics problems; *iv)* I feel helpless when doing a mathematics problem; and *v)* I worry that I will get poor <marks> in mathematics. A four-point scale with the response categories "strongly agree", "agree", "disagree" and "strongly disagree" was used. All items were inverted for scaling and positive values on this index indicate higher levels of mathematics anxiety. This index was constructed using IRT scaling.

Self-concept in mathematics

The PISA index of self-concept in mathematics was derived from students' level of agreement with the following statements: *i)* I am just not good at mathematics; *ii)* I get good <marks> in mathematics; *iii)* I learn mathematics quickly; *iv)* I have always believed that mathematics is one of my best subjects; and *v)* in my mathematics class, I understand even the most difficult work. A four-point scale with the response categories "strongly agree", "agree", "disagree" and "strongly disagree" was used. Items *ii)*, *iii)*, *iv)*, and *v)* were inverted for scaling and positive values on this index indicate a positive self-concept in mathematics. This index was constructed using IRT scaling.

Expected educational level

In PISA 2003 students were asked about their educational aspirations. Educational levels were classified according to International Standard Classification of Education (OECD, 1999).

An index on the *expected educational level* was developed with the following categories: *i)* did not go to school; *ii)* completed ISCED Level 1 (primary education); *iii)* completed ISCED Level 2 (lower secondary education); *iv)* completed ISCED Levels 3B or 3C (upper secondary education providing direct access to the labour market or to ISCED 5B programmes); *v)* completed ISCED Level 3A (upper secondary education providing access to ISCED 5A and 5B programmes); *vi)* completed ISCED Level 5A (university level tertiary education); and *vii)* completed ISCED Level 5B (non-university level education).

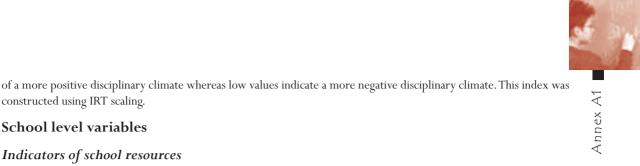
Classroom climate

Teacher support

The PISA index of *teacher support* was derived from students' reports on the frequency with which: *i)* the teacher shows an interest in every student's learning; *ii)* the teacher gives extra help when students need it; *iii)* the teacher helps students with their learning; *iv)* the teacher continues teaching until the students understand; and *v)* the teacher gives students an opportunity to express opinions. A four-point scale with the response categories "every lesson", "most lessons", "some lessons' and "never or hardly ever" was used. All items were inverted for scaling and positive values on this PISA 2003 index indicate perceptions of higher levels of teacher support. This index was constructed using IRT scaling.

Disciplinary climate

The PISA index of *disciplinary climate* was derived from students' reports on the frequency with which, in their mathematics lessons: *i*) students don't listen to what the teacher says; *ii*) there is noise and disorder; *iii*) the teacher has to wait a long time for students to <quieten down>; *iv*) students cannot work well; and *v*) students don't start working for a long time after the lesson begins. A four-point scale with the response categories "every lesson", "most lessons", "some lessons", and "never or hardly ever" was used. Positive values on this PISA 2000/2003 index indicate perceptions



School level variables

Indicators of school resources

Quantity of teaching staff at school

School principals reported the number of full-time and part-time teachers in total, of full-time and part-time teachers fully certified by <the appropriate authority>, of full-time and part-time teachers with an <ISCED 5A> qualification number of teachers. The number of part-time teachers contributes 0.5 and the number of full-time teachers contributes 1.0 to the total number of teachers.

School resources

Quality of the school's physical infrastructure

The PISA index of the quality of the school's physical infrastructure was derived from three items measuring the school principals' perceptions of potential factors hindering instruction at school: i) school buildings and grounds; ii) heating/cooling and lighting systems; and iii) instructional space (e.g. classrooms). A four-point scale with the response categories "not at all", "very little", "to some extent", and "a lot" was used. All items were inverted for scaling and positive values indicate positive evaluations of this aspect. This index was constructed using IRT scaling.

Quality of the school's educational resources

The PISA index of the quality of the school's educational resources was derived from seven items measuring the school principals' perceptions of potential factors hindering instruction at school: i) instructional materials (e.g. textbooks); ii) computers for instruction; iii) computer software for instruction; iv) calculators for instruction; v) library materials; vi) audio-visual resources; and vii) science laboratory equipment and materials. A four-point scale with the response categories "not at all", "very little", "to some extent", and "a lot" was used. All items were inverted for scaling and positive values indicate positive evaluations of this aspect. This index was constructed using IRT scaling.

Teacher shortage

The PISA index on teacher shortage was derived from items measuring the school principal's perceptions of potential factors hindering instruction at school. These factors are a shortage or inadequacy of: i) qualified mathematics teachers; ii) qualified science teachers; iii) qualified <test language> teachers; iv) qualified foreign language teachers; and v) experienced teachers. For PISA 2003 these items were administered together with the items on the quality of physical environment and educational resources. A four-point scale with the response categories "not at all", "very little", "to some extent" and "a lot" is used. The items were not inverted for scaling and positive values indicate school principal's reports of teacher shortage at a school. This index was constructed using IRT scaling.

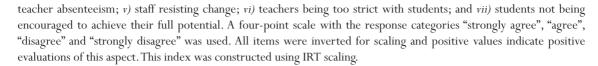
School climate (school principals' views)

School principals' perceptions of teacher morale and commitment

The PISA index of teacher morale and commitment was derived from items measuring the school principals' perceptions of teachers with the following statements: i) the morale of teachers in this school is high; ii) teachers work with enthusiasm; iii) teachers take pride in this school; and iv) teachers value academic achievement. A four-point scale with the response categories "strongly agree", "agree", "disagree" and "strongly disagree" was used. All items were inverted for scaling and the categories "disagree" and "strongly disagree" were combined into one category. Positive values indicate principals' reports of higher levels of teacher morale and commitment. This index was constructed using IRT scaling.

School principals' perceptions of teacher-related factors affecting school climate

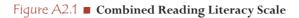
The index of teacher-related factors affecting school climate was derived from items measuring the school principals' reports of potential factors hindering the learning of students at school with the following statements: i) teachers' low expectations of students; ii) poor student-teacher relations; iii) teachers not meeting individual students' needs; iv)



School principals' perceptions of student-related factors affecting school climate

The index of *student-related factors affecting school climate* was derived from items measuring the school principals' perceptions of potential factors hindering the learning of students at school with the following statements: *i)* student absenteeism; *ii)* disruption of classes by students; *iii)* students skipping classes; *iv)* students lacking respect for teachers; *v)* students' use of alcohol or illegal drugs; and *vi)* students intimidating or bullying other students. A fourpoint scale with the response categories "strongly agree", "agree", "disagree" and "strongly disagree" was used. All items were inverted for Iscaling and positive values indicate positive evaluations of this aspect. This index was constructed using IRT scaling.

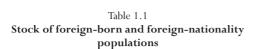




	Level	Distinguishing features of tasks at each level:
	Level 5	The reader must: sequence or combine several pieces of deeply embedded information,
		possibly drawing on information from outside the main body of the text; construe the
		meaning of linguistic nuances in a section of text; or make evaluative judgements or
		hypotheses, drawing on specialised knowledge. The reader is generally required to
		demonstrate a full, detailed understanding of a dense, complex or unfamiliar text, in
		content or form, or one that involves concepts that are contrary to expectations. The reader $% \left(1\right) =\left(1\right) \left(1\right) \left($
		will often have to make inferences to determine which information in the text is relevant,
625.6		and to deal with prominent or extensive competing information.
	Level 4	The reader must: locate, sequence or combine several pieces of embedded information;
		infer the meaning of a section of text by considering the text as a whole; understand and
		apply categories in an unfamiliar context; or hypothesise about or critically evaluate a text, $% \left(1\right) =\left(1\right) \left(1\right) $
		using formal or public knowledge. The reader must draw on an accurate understanding of $% \left\{ 1,2,,n\right\}$
550.0		long or complex texts in which competing information may take the form of ideas that are $% \left(1\right) =\left(1\right) \left(1\right)$
552.9	Level 3	ambiguous, contrary to expectation, or negatively worded. The reader must: recognise the links between pieces of information that have to meet
	Levers	multiple criteria; integrate several parts of a text to identify a main idea, understand
		a relationship or construe the meaning of a word or phrase; make connections and
		comparisons; or explain or evaluate a textual feature. The reader must take into account
		many features when comparing, contrasting or categorising. Often the required information
480.2	Level 2	is not prominent but implicit in the text or obscured by similar information. The reader must: locate one or more pieces of information that may be needed to meet
		multiple criteria; identify the main idea, understand relationships or construe meaning
		within a limited part of the text by making low-level inferences; form or apply simple
		categories to explain something in a text by drawing on personal experience and attitudes;
		or make connections or comparisons between the text and everyday outside knowledge.
407.5	Level 1	The reader must often deal with competing information. The reader must: locate one or more independent pieces of explicitly stated information
		according to a single criterion; identify the main theme or author's purpose in a text about a
		familiar topic; or make a simple connection between information in the text and common,
		everyday knowledge. Typically, the requisite information is prominent and there is little, if
		any, competing information. The reader is explicitly directed to consider relevant factors
		in the task and in the text.
334.8	Below	There is insufficient information to describe features of tasks at this level.
	Level 1	



DATA TABLES FOR CHAPTERS 1,2,3 AND 4



	Percentage of tot	al population that:
	Is foreign-born	Has foreign nationality
Australia	23.0	7.4
Austria	12.5	8.8
Belgium	10.7	8.2
Canada	19.3	5.3
Denmark	6.8	5.0
France	10.0	5.6
Germany	12.5	8.9
Luxembourg	32.6	36.9
Netherlands	10.1	4.2
New Zealand	19.5	m
Norway	7.3	4.3
Sweden	12.0	5.3
Switzerland	22.4	20.5
United States	12.3	6.6

Source: Census data except for foreign nationality data for Germany (register of foreigners, 2002) and the United Kingdom (Labour force survey).

Table 1.2

Distribution of permanent or long-term immigration flows into selected OECD countries in 2002, by main immigration categories¹

Percentage of permanent or long-term

69.1

12.9

	immigration	flows in immigrat	ion category:
		Family	
	Workers	reunification	Refugees
Australia ²	54.5	35.3	10.2
Canada	25.8	63.1	11.1
Denmark	23.0	57.5	19.4
France ³	16.2	75.1	8.7
Norway ⁴	8.2	68.4	23.3
Sweden ⁵	1.3	57.7	41.0
Switzerland	45.4	52.4	2.2

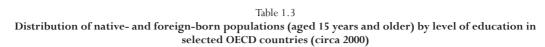
1. For Australia, Canada, Norway, Sweden and the United States, data concern acceptances for settlement. For Denmark, France and Switzerland, entries correspond to residence permits usually delivered for longer than one year. For Australia, category "Workers" includes accompanying dependents who are included in the category "Family reunification" for all other countries.

18.0

- 2. Data refer to fiscal year (July 2001 to June 2002). Category "Workers" includes accompanying dependents. Citizens from New Zealand do not need a visa to enter the country. They are therefore excluded.
- 3. Entries of EU family members are estimated. Visitors are excluded. Among those who benefited from the regularisation programme, only those who received a permit under the family reunification procedure are counted. The "Family" category also includes spouses of French citizens and scientists, parents of French children and those with family relationships who received the permit "vie privée et familiale".
- 4. Category "Workers" includes specialists and other permits that constitute grounds for permanent residence in Norway. Non-renewable permits are not included. Category "Refugees" includes refugees and individuals granted residence permits on humanitarian grounds on a permanent basis.
- 5. Excluding Nordic and EEA citizens.

United States⁶

6. Data refer to fiscal year (October 2001 to September 2002). Immigrants who obtained a permanent residence permit following the 1986 Immigration Reform and Control Act (IRCA) are excluded. Sources: National Statistical Offices, OECD calculations.



		ondary education 0/1/2)	Upper secondary and post-secondary non-tertiary education (ISCED 3/4)		Tertiary education (ISCED 5A/5B/6)	
_	Native-born	Foreign-born	Native-born	Foreign-born	Native-born	Foreign-born
_	population	population	population	population	population	population
Australia	45,8	38,3	15,7	18,8	38,6	42,9
Austria	33,4	49,4	55,7	39,3	10,9	11,3
Belgium	46,8	54,2	30,3	24,2	22,9	21,6
Canada	31,6	30,1	36,9	31,9	31,5	38,0
Denmark	41,0	48,6	40,2	31,9	18,8	19,5
France	45,8	54,8	37,4	27,2	16,9	18,1
Germany	23,6	43,4	57,0	41,0	19,4	15,7
Luxembourg	28,7	36,7	58,6	41,6	12,8	21,7
Netherlands	40,7	53,0	39,8	29,4	19,5	17,6
New Zealand	30,1	18,7	42,7	50,4	27,2	31,0
Norway	21,2	18,3	55,6	50,6	23,2	31,1
Sweden	25,0	29,6	52,2	46,2	22,8	24,2
Switzerland	25,6	41,6	56,3	34,7	18,1	23,7
United States	21,9	39,8	51,2	34,3	26,9	25,9

Note: Data are from the 2000 round of censuses.

Source: OECD (2005), Trends in International Migration (SOPEMI 2004), OECD, Paris.

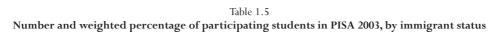
Table 1.4

Unemployment rates among national and foreign-nationality or native-born and foreign-born individuals in selected OECD countries¹

	Unemployment rate (%) by immigrant background															
		Nati	onal		F	oreign-r	ationalit	y		Native-born			Foreign-born			
	1993	1995	2000	2003	1993	1995	2000	2003	1993	1995	2000	2003	1993	1995	2000	2003
Australia	a	a	a	a	a	a	a	a	10.4	8.1	6.2	6.0	12.9	10.2	6.7	6.5
Austria	m	4.1	4.3	4.4	m	6.8	8.8	8.3	m	4.1	4.3	4.2	m	6.9	8.0	8.3
Belgium	7.1	8.2	5.8	6.9	19.4	23.5	15.6	18.2	7.3	8.4	5.6	6.4	16.0	19.5	15.8	17.8
Canada	a	a	a	a	a	a	a	a	9.2	8.4	5.6	6.0	8.9	10.6	6.8	8.0
Denmark	10.9	7.5	4.0	4.1	30.9	24.2	10.6	9.2	m	7.3	3.9	4.0	m	20.6	9.5	8.7
France	10.8	11.3	9.6	8.5	20.7	21.7	20.9	18.8	10.8	11.2	9.4	8.2	16.4	17.6	16.7	15.8
Germany	7.2	7.5	7.5	9.2	12.5	15.1	12.9	16.7	m	m	7.4	9.1	m	m	12.6	15.7
Luxembourg	2.0	2.5	1.6	2.4	2.9	3.6	3.4	5.2	2.0	2.6	2.0	2.9	2.9	3.4	2.9	4.8
Netherlands	5.8	6.5	2.6	3.4	19.7	23.6	7.2	9.5	5.5	6.0	2.3	2.9	16.2	19.6	6.3	8.9
Norway	m	m	3.4	4.1	m	m	m	10.1	m	m	3.3	3.9	m	m	6.1	9.0
Sweden	m	7.7	5.1	5.3	m	19.7	14.6	13.2	m	7.3	4.7	4.8	m	21.7	11.6	11.1
Switzerland	m	m	1.9	2.9	m	m	5.6	8.8	m	m	m	2.9	m	m	m	8.0
United States	a	a	a	a	a	a	a	a	m	5.8	4.4	6.4	m	8.0	4.9	7.5

^{1.} The categories national and foreign-nationality are defined on the basis of nationality; the categories native-born and foreign-born are defined on the basis of country of birth.

Source: OECD (2005), Trends in International Migration (SOPEMI 2004), OECD, Paris.



								Students w values on imr	0
		Native students		Second-generation students				variable	
		N 1 C	Percentage		Percentage	N 1 6	Percentage	N 1 C	Percentage
		Number of	of all	Number of	of all	Number of	of all	Number of	of all
		students	participating students	students	participating students	students	students	participating students	participating students
8	Australia	9 682	75.5	1 342	11.5	1 258	10.8	269	2.2
OECD countries				_					
no	Austria	3 966	85.7	174	4.1	403	9.1	54	1.2
5	Belgium	7 584	85.8	486	6.2	497	5.3	229	2.7
OEC	Canada	23 481	70.8	1 365	8.2	1 411	9.6	1696	11.4
_	Denmark	3 891	92.0	137	3.4	126	3.0	64	1.6
	France	3 639	84.0	442	10.6	133	3.4	86	2.1
	Germany	3 685	77.3	281	6.3	349	7.8	345	8.7
	Luxembourg	2 554	64.9	600	15.4	658	16.9	111	2.8
	Netherlands	3 434	85.0	265	6.8	147	3.7	146	4.6
	New Zealand	3 534	78.5	284	6.4	602	13.0	91	2.1
	Norway	3 773	92.9	95	2.2	133	3.3	63	1.6
	Sweden	4 048	87.2	241	5.6	271	5.8	64	1.5
GS	Switzerland	6 477	78.9	787	8.8	1 034	10.9	122	1.4
ntri	United States	4 523	82.9	442	8.1	319	5.9	172	3.2
Partner countries	Hong Kong-China	2 507	55.6	1 038	22.5	848	20.0	85	2.0
her	Macao-China	300	23.5	700	57.1	231	17.9	19	1.5
Par	Russian Federation	5 093	85.2	367	6.3	417	6.9	97	1.5
	Belgium (Flemish Community)	4 572	90.4	185	3.7	141	2.8	161	3.0
	Belgium (French Community)	2 377	79.8	282	9.5	239	8.4	60	2.3

Source: OECD PISA 2003 database.

 $\begin{tabular}{l} Table 1.6 \\ Average age of first-generation students in PISA 2003 \\ at the time of immigration \end{tabular}$

		Average age at immigration
DECP countries	Australia	6.8
	Austria	5.1
8	Belgium	7.9
Ĭ	Canada	7.2
J	Denmark	6.0
	France	6.3
	Germany	5.7
	Luxembourg	5.2
	Netherlands	6.1
	New Zealand	9.1
	Norway	6.1
	Sweden	5.2
	Switzerland	5.3
GS	United States	6.0
ıntı	OECD average	6.1
00	Hong Kong-China	8.5
Partner countries	Macao-China	8.2
Z.	Russian Federation	5.8
	Belgium (Flemish Community)	8.1
	Belgium (French Community)	7.8

Source: OECD PISA 2003 database.

Table 1.7 Comparison of percentage of immigrant students in PISA 2003 with data on total immigrant populations

		Immigrant stude	ents in PISA 2003	Total immigr	ant populations ¹
		Number of immigrant students	Percentage of immigrant students	Percentage foreign- born	Percentage foreign nationalilty
.e.	Australia	2 600	22.2	23.0	7.4
ıntı	Austria	577	13.1	12.5	8.8
ECD countries	Belgium	983	11.5	10.7	8.2
	Canada	2 776	17.8	19.3	5.3
0	Denmark	263	6.4	6.8	5.0
	France	575	14.0	10.0	5.6
	Germany	630	14.1	12.5	8.9^{2}
	Luxembourg	1 258	32.3	32.6	36.9
	Netherlands	412	10.5	10.1	4.2
	New Zealand	886	19.4	19.5	m
	Norway	228	5.5	7.3	4.3
	Sweden	512	11.4	12.0	5.3
S	Switzerland	1 821	19.7	22.4	20.5
Partner countries	United States	761	14.0	12.3	6.6
00	Hong Kong-China	1 886	42.4	m	m
tner	Macao-China	931	75.0	m	m
Par	Russian Federation	784	13.2	m	m
	Belgium (Flemish Community)	326	6.6	m	m
	Belgium (French Community)	521	17.9	m	m

^{1.} Source: OECD (2005), Trends in International Migration (SOPEMI 2004), OECD, Paris.

 $^{2.\} Data$ for Germany from 2002.



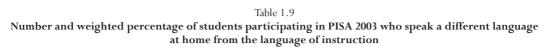
Table 1.8

Comparison of the three most frequent countries of origin for immigrant students in PISA 2003 and for total immigrant populations

	-	111 15/1 2003	and for total mining	rant popula	tions		
						Stock of fo	reign-born
							country of birth
				Immigrant	students in	1 1 ,	004 (reference
		There are not for an ent					
		Three most frequent		FISA	2003	year: 2	2002) 1
		countries of origin	Three most frequent				Percentage of
		(mother's country of	countries of origin for	Number of	Percentage of	Number of	total
		birth) for immigrant	total foreign-born	immigrant	immigrant	immigrants	immigrant
		students in PISA 2003	population (SOPEMI)	students	students	(thousands)	population 2
S	Australia	1. England and Scotland 2	1. United Kingdom	419	13.9	1 123.9	24.6
OECD countries	rascrana	2. New Zealand	2. New Zealand	189	7.0	413.7	9.1
пD		3. China	2. Frew Zealand	130	5.0	164.9	3.6
9			3. Italy	68	2.8	235.2	5.2
\Box	Austria	1. Former Yugoslavia 2,3	1. Former Yugoslavia 2,4	276	47.2	330.4	35.7
Ξ		2. Turkey	2. Turkey	141	25.9	127.3	13.7
O		3. Romania	,	19	3.6	39.9	4.3
			3. Germany	m	m	120.9	13.1
	Belgium	1. France	2. France	184	16.3	113.0	13.3
	_	2. Turkey		140	14.8	42.6	5.0
		3. Netherlands	3. Netherlands	54	5.8	96.6	11.4
	a 1		1. Italy	m	m	187.0	22.0
	Canada		1. United Kingdom	m	m	606.0	11.1
		m	2. China	m	m	332.8	6.1
	D 1	1 T 1	3. Italy	m	m	315.5	5.8
	Denmark	1.Turkey 2. Pakistan	1. Turkey	53 31	32.1	30.9 10.7	9.1 3.2
		3. Former Yugoslavia	2 Formor Vugaslavia 2,5	23	11.6 9.4	30.5	9.0
		3. Por mer rugosiavia	2. Former Yugoslavia ^{2,5} 3. Germany	m	9. 4 m	22.5	6.7
	France		1. Portugal	m	m	553.7	17.0
	Tance	m	2. Morocco	m	m	504.1	15.4
		111	3. Algeria	m	m	477.5	14.6
	Germany	1. Turkey	1. Turkey	197	32.1	1 912.2	26.1
	G 0	2. Former Soviet					
		Republic		180	28.3	m	m
		3. Poland		100	16.1	317.6	4.3
		Former Yugoslavia 2,6	2. Former Yugoslavia 2,7	45	7.0	986.3	13.4
			3. Italy	27	4.1	609.8	8.3
	Luxembourg	1. Portugal	1. Portugal	595	47.3	41.7	28.8
	8	2. Italy	3. Italy	99	7.9	12.3	8.5
		3. Former Yugoslavia		92	7.3	m	m
		<u> </u>	2. France	m	m	18.8	13.0
	Netherlands		1. Turkey	m	m	190.5	11.1
		m	2. Suriname	m	m	189.0	11.0
			3. Morocco	m	m	163.4	9.5
	New Zealand	1. Samoa	2. Samoa	124	14.6	47.1	6.7
		2. United Kingdom	1. United Kingdom	103	11.2	218.4	31.3
		3. China	2 Assetuslis	76	8.4 2.1	38.9	5.6
	Norway		3. Australia 1. Sweden	18 m	2.1 m	56.3 33.0	8.1 9.9
	NOI Way	m	2. Denmark	m	m	22.3	6.7
		111	3. Pakistan	m	m	14.6	4.4
	Sweden		1. Finland	m	m	189.3	17.6
		m	2. Former Yugoslavia ^{2,8}	m	m	139.0	12.9
			3. Iraq	m	m	67.6	6.3
	Switzerland	1. Former Yugoslavia	1. Former Yugoslavia ^{2,9}	408	23.0	347.3	24.0
		2. Albania/Kosovo		257	16.2	m	m
		3. Italy	2. Italy	245	11.7	308.3	21.3
rje.		•	3. Portugal	200	8.1	141.1	9.7
14	United States		1. Mexico	m	m	10 237.2	29.6
no		m	2. Philippines	m	m	1 457.5	4.2
2	II V CI:		3. India	m	m	1 183.6	3.4
the	Hong Kong-China	m	m	m	m	m	m
Partner countries	Macao-China	m	m	m	m	m	m
	Russian Federation Rolgium (Florish Community)	m 1.Turkey	m	87	27.6	m m	m m
	Belgium (Flemish Community)	2. Netherlands		54	18.0	m	m
	Belgium (French Community)	1. France		113	23.6	m	m
	- 8 (2. Turkey		49	8.7	m	m
		J					

Note: Data for the stock of foreign-born population are by: country of birth in Canada, Luxembourg and New Zealand (2001) and in Australia, Austria, the Netherlands and Norway (2002); place of birth in the United States (2003); and nationality in Belgium (2002), France (1999), Germany (2002) and Switzerland (2003).

- 1. Source: OECD (2005), Trends in International Migration (SOPEMI 2004), OECD, Paris.
- 2. Authors' calculation.
- 3. Yugoslavia and Slovenia.
- ${\tt 4.\ Bosnia-Herzegovina,\ Slovenia,\ Croatia\ and\ the\ former\ Yugoslavia\ (other).}$
- 5. Refers to persons who immigrated before the dissolution of the former Yugoslavia and persons from Bosnia-Herzegovina.
- 6. Montenegro, Serbia, Bosnia-Herzegovina, Croatia and Macedonia.
- 7. Serbia/Montenegro, Bosnia-Herzegovina and Croatia.
- 8. Serbia/Montenegro and Bosnia-Herzegovina.
- 9. Serbia/Montenegro, the former Yugoslav Republic of Macedonia, Bosnia-Herzegovina and Croatia.



	_	Students who speak a di from the langua	fferent language at home ge of instruction	Students with mis "language spoken	sing values on the at home" variable
		Number of students	Percentage of students	Number of students	Percentage of students
OECD countries	Australia	968	8.7	299	2.3
	Austria	376	8.7	156	3.3
9	Belgium	399	4.2	1009	11.5
E	Canada	1 688	10.0	1693	11.2
0	Denmark	156	3.8	138	3.4
	France	228	5.9	160	3.9
	Germany	296	6.7	544	13.0
	Luxembourg	920	23.7	212	5.4
	Netherlands	166	4.2	275	7.7
	New Zealand	405	8.9	54	1.2
	Norway	178	4.4	134	3.4
	Sweden	288	6.5	285	6.0
S	Switzerland	873	8.8	607	7.6
Partner countries	United States	480	8.6	207	4.1
700	Hong Kong-China	183	4.3	150	3.5
ther	Macao-China	54	4.5	35	2.2
<u>p</u>	Russian Federation	289	5.4	77	1.2
	Belgium (Flemish Community)	159	3.1	558	11.0
	Belgium (French Community)	168	5.6	337	12.0

Source: OECD PISA 2003 database.

 ${\it Table 1.10}$ Number and weighted percentage of students who speak a different language at home from the language of instruction in PISA 2003, by immigrant status

	Native s		Second-ge	eneration				1
	Native s			circiacion			and second	l-generation
		tudents	stud	ents	First-generat	ion students	com	bined)
	Number of	Percentage	Number of	Percentage	Number of	Percentage	Number of	Percentage
	students	of students	students	of students	students	of students	students	of students
ustralia	70	0.7	333	27.5	539	45.1	872	36.1
ustria	30	0.8	92	63.0	248	74.7	340	71.0
elgium	129	1.4	146	40.1	117	32.2	263	36.3
anada	318	1.2	414	30.4	892	66.9	1 306	50.2
enmark	53	1.4	43	39.6	57	51.0	100	45.0
rance	25	0.8	140	35.7	58	52.7	198	39.6
ermany	14	0.5	94	44.8	151	49.0	245	47.2
ıxembourg	38	1.6	352	64.3	511	83.0	863	74.1
etherlands	14	0.4	76	31.3	68	56.4	144	40.0
ew Zealand	9	0.2	77	27.6	77	52.8	385	44.4
orway	32	0.9	40	50.7	40	83.8	142	71.5
veden	23	0.7	85	42.3	176	77.1	261	59.9
vitzerland	47	0.5	196	33.8	615	64.0	811	50.9
nited States	53	1.1	195	46.9	210	71.0	405	57.2
ong Kong-China	103	4.3	30	3.0	43	5.9	73	4.4
acao-China	16	6.4	21	3.9	16	4.9	37	4.2
ussian Federation	219	4.9	17	5.5	43	10.6	60	8.1
elgium (Flemish Community)	28	0.7	76	61.6	52	46.9	128	54.2
elgium (French Community)	47	2.2	68	30.7	49	25.7	117	28.4
	astria algium anada enmark ance ermany exembourg etherlands ew Zealand orway weden vitzerland nited States ong Kong-China acao-China assian Federation algium (Flemish Community)	30 129	10 10 10 10 10 10 10 10	astralia 70 0.7 333 astria 30 0.8 92 degium 129 1.4 146 anada 318 1.2 414 anada 318 1.2 414 anace 25 0.8 140 ermany 14 0.5 94 exembourg 38 1.6 352 etherlands 14 0.4 76 ew Zealand 9 0.2 77 orway 32 0.9 40 ordeden 23 0.7 85 vitzerland 47 0.5 196 nited States 53 1.1 195 ong Kong-China 103 4.3 30 acao-China 16 6.4 21 assian Federation 219 4.9 17 dejuim (Flemish Community) 28 0.7 76	astralia 70 0.7 333 27.5 astria 30 0.8 92 63.0 elgium 129 1.4 146 40.1 anada 318 1.2 414 30.4 anada 53 1.4 43 39.6 ance 25 0.8 140 35.7 ermany 14 0.5 94 44.8 exembourg 38 1.6 352 64.3 etherlands 14 0.4 76 31.3 ew Zealand 9 0.2 77 27.6 orway 32 0.9 40 50.7 orden 23 0.7 85 42.3 vitzerland 47 0.5 196 33.8 nited States 53 1.1 195 46.9 ong Kong-China 103 4.3 30 3.0 acao-China 16 6.4 21 3.9	astralia 70 0.7 333 27.5 539 astria 30 0.8 92 63.0 248 elgium 129 1.4 146 40.1 117 anada 318 1.2 414 30.4 892 emark 53 1.4 43 39.6 57 ance 25 0.8 140 35.7 58 ermany 14 0.5 94 44.8 151 exembourg 38 1.6 352 64.3 511 etherlands 14 0.4 76 31.3 68 ew Zealand 9 0.2 77 27.6 77 orway 32 0.9 40 50.7 40 ordeden 23 0.7 85 42.3 176 oritzerland 47 0.5 196 33.8 615 nited States 53 1.1 195 46.9	astralia 70 0.7 333 27.5 539 45.1 astria 30 0.8 92 63.0 248 74.7 algium 129 1.4 146 40.1 117 32.2 anada 318 1.2 414 30.4 892 66.9 anace 25 0.8 140 35.7 58 52.7 ermany 14 0.5 94 44.8 151 49.0 exembourg 38 1.6 352 64.3 511 83.0 etherlands 14 0.4 76 31.3 68 56.4	astralia 70 0.7 333 27.5 539 45.1 872 astria 30 0.8 92 63.0 248 74.7 340 algium 129 1.4 146 40.1 117 32.2 263 anada 318 1.2 414 30.4 892 66.9 1 306 emark 53 1.4 43 39.6 57 51.0 100 ance 25 0.8 140 35.7 58 52.7 198 ermany 14 0.5 94 44.8 151 49.0 245 exembourg 38 1.6 352 64.3 511 83.0 863 etherlands 14 0.4 76 31.3 68 56.4 144 ew Zealand 9 0.2 77 27.6 77 52.8 385 orway 32 0.9 40 50.7 40 </td

Source: OECD PISA 2003 database.

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OECD countries

 ${\it Table~1.11}$ Number and weighted percentage of most common languages spoken at home, as reported by immigrant students in PISA 2003

-				1					0.			
	Test language	or other	national			Language	es other tha	n the lan I most co		struction		
	0 0	guage	пастопат	First most	commo	n language	Second	language		Third mos	t commo	n language
		Number		THU INOS	Number	lunguage		Number		111111111100	Number	i iunguug
		of	Percentage		of	Percentage		of	Percentage		of	Percentag
	Language ¹	students		Language ¹	students	of students		students	of students	0 0	students	of student
Australia	English Indigenous Australian language	11258 26	89.0 0.1	Cantonese	87	0.8	Arabic	78	0.8	Vietnamese	71	0.7
Austria	German	4065	88.0	Serbo-	166	3.7	Turkish	104	2.5	Albanian	20	0.4
	Dutch	3468	40.0	Croat Turkish	98	1.2	Wallon	76	0.3	Arabic	58	0.7
Belgium	French German Flemish dialect	2625 482 813	35.9 0.6 8.7		70	1.2	wanon	70	0.3	Al abic	36	0.7
Canada	English French	20951 3621	60.0 18.9	Other languages	1688	10.0						
Denmark	Danish	3924	92.8	Arabic	26	0.6	Turkish	19	0.5	Serbo- Croatian	12	0.3
France	French	3886	89.7	Other languages	228	5.9				Croacian		
	Other national dialects or languages	26	0.6									
Germany	German	3820	80.3	Russian	81	1.8	Turkish	71	1.7	Polish	26	0.6
Luxembourg	Luxembourgian French	260	62.4	Portuguese	518	13.3	Italian	89	2.3	Yugoslavian and others	71	2.0
Netherlands	German Dutch	71 3173	78.9	Foreign	166	4.2						
	Dutch regional languages or dialects	378	9.2	languages								
New Zealand	English Te Reo Maori	4043	89.6 0.2	Samoan	58	1.4	Cantonese	58	1.2	Mandarin	42	0.8
Norway	Norwegian	3726	91.7	Other languages	162	4	Swedish	10	0.3	Danish	6	0.1
	Sami	26	0.6	_								
Sweden	Swedish Finnish, Yiddish, Romanian and	4022	86.9 0.7	Foreign languages	288	6.8						
Switzerland	others Swiss German French Italian Swiss Italian German	3995 2014 672 170 72	60.3 17.9 3.5 0.6 0.9	Albanian	237	2.4	Portuguese	125	1.1	Turkish	66	0.8
United States	Romance English	17 4769	0.3 87.3	Spanish	327	5.9						
Hong Kong-China	_	3961	87.9	Other languages	183	3.8						
	English Oth. nat. dial. or lang.	25 159	0.5 3.8									
Macao-China	Cantonese Portuguese Other national dialects	1090 1 68	87.4 0.0 5.8	Other languages	53	4.5						
Russian Federation		5608	93.5	Other languages	289	5.3						
Belgium (Flemish Community)	Dutch French German Flemish dialect	3431 95 3 813	38.8 1.0 0.0 8.7	Turkish	70	0.8	Arabic	22	0.2	English	13	0.1
Belgium (French Community)	French Dutch German	2506 30 15	34.9 0.2 0.2	Arabic	35	0.5	Turkish	28	0.4	Wallon	25	0.3

^{1.} Language categories in questionnaire were chosen by participating countries. *Source*: OECD PISA 2003 database.

Partner countries

Table 2.1a Differences in mathematics performance by immigrant status

			Performa	ance on the	e mathema	atics scale			Differen	ice in the i	mathemat	ics score	
	-												neration
								Second-g		First-gei		student	
				Second-g		First-ge		student			s minus	second-g	
	_	Native s	tudents	stud	ents		ents	native s	tudents	native s	tudents	stud	ents
		Mean		Mean		Mean							
	-	score	S.E.	score	S.E.	score	S.E.	Difference	S.E.	Difference		Difference	S.E.
countries	Australia	527	(2.1)	522	(4.7)	525	(4.9)	-5	(4.7)	-2	(4.9)	3	(4.8)
unt	Austria	515	(3.3)	459	(8.8)	452	(6.0)	-56	(9.3)	-63	(6.0)	-7	(9.5)
8	Belgium	546	(2.5)	454	(7.5)	437	(10.8)	-92	(7.6)	-109	(10.9)	-17	(12.4)
ECD	Canada	537	(1.6)	543	(4.3)	530	(4.7)	6	(4.4)	-7	(4.8)	-13	(5.1)
Ö	Denmark	520	(2.5)	449	(11.2)	455	(10.1)	-70	(11.1)	-65	(9.8)	5	(13.5)
	France	520	(2.4)	472	(6.1)	448	(15.0)	-48	(6.6)	-72	(15.0)	-25	(15.5)
	Germany	525	(3.5)	432	(9.1)	454	(7.5)	-93	(9.6)	-71	(7.9)	22	(11.2)
	Luxembourg	507	(1.3)	476	(3.3)	462	(3.7)	-31	(3.7)	-45	(4.1)	-14	(5.6)
	Netherlands	551	(3.0)	492	(10.3)	472	(8.4)	-59	(11.1)	-79	(8.8)	-19	(10.8)
	New Zealand	528	(2.6)	496	(8.4)	523	(4.9)	-32	(9.1)	-5	(5.6)	27	(8.0)
	Norway	499	(2.3)	460	(11.7)	438	(9.3)	-39	(11.3)	-61	(9.4)	-22	(13.8)
	Sweden	517	(2.2)	483	(9.8)	425	(9.6)	-34	(9.1)	-92	(9.7)	-58	(10.9)
	Switzerland	543	(3.3)	484	(5.0)	453	(6.1)	-59	(4.9)	-89	(6.0)	-31	(6.4)
Ġ.	United States	490	(2.8)	468	(7.6)	453	(7.5)	-22	(7.2)	-36	(7.5)	-14	(7.4)
Partner countries	OECD average	523	(0.7)	483	(2.1)	475	(1.9)	-40	(2.0)	-48	(2.1)	-8	(2.4)
9	Hong Kong-China	557	(4.5)	570	(4.6)	516	(5.3)	13	(4.3)	-41	(4.5)	-54	(5.2)
ner	Macao-China	528	(5.9)	532	(4.1)	517	(9.2)	4	(7.9)	-11	(10.4)	-15	(10.4)
Part	Russian Federation	472	(4.4)	457	(7.2)	452	(5.9)	-14	(7.2)	-20	(5.4)	-6	(8.3)
	Belgium (Flemish Community)	567	(2.9)	445	(10.7)	472	(10.0)	-122	(11.3)	-95	(9.9)	27	(13.5)
	Belgium (French Community)	514	(4.3)	458	(9.6)	419	(14.4)	-56	(9.3)	-94	(14.4)	-39	(15.2)

Table 2.1b Differences in reading performance by immigrant status

			Perform	ance on t	he readi	ng scale			Diffe	rence in the	reading	score	
		Native st	udonts	Secon genera	ntion	First-gen		Second-gen students r	ninus	First-gene students r	ninus	First-gene students r second-gene studen	ninus eration
		Mean	udents	Mean	11163	Mean	.1163	native stu	dents	native stu	dents	studen	
		score	S.E.	score	S.E.	score	S.E.	Difference	S.E.	Difference	S.E.	Difference	S.E.
<u>.</u>	Australia	529	(2.2)	525	(4.6)	517	(5.0)	-4	(4.7)	-12	(4.9)	-8	(5.6)
countries	Austria	501	(3.8)	428	(13.5)	425	(8.0)	-73	(13.8)	-77	(8.5)	-3	(12.9)
	Belgium	523	(2.7)	439	(7.5)	407	(11.9)	-84	(7.2)	-117	(11.9)	-33	(12.8)
ECD	Canada	534	(1.6)	543	(4.2)	515	(4.7)	10	(4.2)	-19	(4.8)	-28	(4.8)
Ö	Denmark	497	(2.7)	440	(13.8)	454	(9.5)	-57	(13.8)	-42	(9.6)	15	(15.5)
	France	505	(2.6)	458	(6.9)	426	(15.3)	-48	(7.4)	-79	(15.5)	-32	(15.2)
	Germany	517	(3.5)	420	(9.9)	431	(8.9)	-96	(10.5)	-86	(9.0)	10	(12.8)
	Luxembourg	500	(1.8)	454	(4.0)	431	(4.4)	-47	(4.3)	-69	(4.9)	-22	(6.3)
	Netherlands	524	(2.9)	475	(8.2)	463	(8.1)	-50	(8.7)	-61	(8.8)	-11	(9.8)
	New Zealand	528	(2.9)	506	(8.3)	503	(5.3)	-22	(9.0)	-25	(6.1)	-3	(8.0)
	Norway	505	(2.7)	446	(11.1)	436	(11.5)	-59	(11.0)	-68	(11.3)	-10	(14.8)
	Sweden	522	(2.2)	502	(8.7)	433	(11.3)	-20	(8.2)	-89	(11.6)	-69	(12.2)
	Switzerland	515	(3.2)	462	(5.2)	422	(6.3)	-53	(5.1)	-93	(6.0)	-40	(6.7)
Partner countries	United States	503	(3.1)	481	(8.7)	453	(8.3)	-22	(8.3)	-50	(8.4)	-28	(8.5)
unc	OECD average	514	(0.8)	475	(2.1)	456	(2.1)	-39	(2.1)	-58	(2.3)	-19	(2.7)
5	Hong Kong-China	513	(3.7)	522	(3.8)	494	(4.9)	9	(3.5)	-19	(4.1)	-28	(4.8)
£	Macao-China	499	(5.1)	497	(2.9)	499	(7.1)	-2	(5.7)	0	(9.2)	2	(8.4)
5	Russian Federation	446	(4.0)	426	(6.9)	413	(7.6)	-20	(6.6)	-34	(6.8)	-13	(9.7)
	$Belgium\ (Flemish\ Community)$	543	(3.0)	440	(10.2)	450	(10.6)	-103	(11.0)	-93	(10.8)	10	(14.1)
	Belgium (French Community)	494	(4.8)	439	(10.4)	385	(15.8)	-55	(9.4)	-109	(15.6)	-54	(16.6)

 $\it Note:$ Differences that are statistically significant are indicated in bold.



 $\label{eq:Table 2.1c} \mbox{Table 2.1c}$ Differences in science performance by immigrant status

		P	erform	ance on	the scie	nce scale			Diffe	erence in the	science s	core	
				Seco	ation		neration		minus	First-gene	minus	First-gene students i second-gen	ninus eration
		Native st	udents	stude	ents	stud	ents	native st	udents	native stu	ıdents	studer	its
		Mean		Mean		Mean		00					0.70
S		score	S.E.	score	S.E.	score	S.E.	Difference	S.E.	Difference	S.E.	Difference	S.E.
trie	Australia	529	(2.1)	520	(4.7)	515	(5.5)	-10	(4.8)	-15	(5.4)	-5	(5.7)
un	Austria	502	(3.4)	434	(9.6)	422	(6.4)	-68	(10.1)	-80	(6.4)	-13	(11.0)
00	Belgium	524	(2.6)	435	(7.7)	416	(10.5)	-89	(7.5)	-108	(10.4)	-18	(11.7)
ECD countries	Canada	527	(1.9)	519	(5.0)	501	(5.1)	-8	(5.2)	-26	(5.4)	-18	(5.6)
ō	Denmark	481	(2.8)	396	(13.7)	422	(11.0)	-86	(13.8)	-59	(10.9)	27	(16.4)
	France	521	(3.0)	465	(7.0)	433	(17.1)	-56	(8.0)	-88	(17.3)	-32	(16.7)
	Germany	529	(3.7)	412	(9.6)	444	(8.8)	-117	(10.0)	-85	(8.9)	32	(12.4)
	Luxembourg	500	(1.7)	464	(3.9)	441	(4.4)	-35	(4.3)	-59	(4.5)	-23	(6.0)
	Netherlands	538	(3.2)	465	(10.3)	457	(10.6)	-72	(10.8)	-80	(11.1)	-8	(13.0)
	New Zealand	528	(2.7)	485	(8.8)	511	(5.3)	-44	(9.3)	-17	(5.9)	27	(8.5)
	Norway	490	(2.7)	427	(13.3)	399	(11.9)	-63	(12.9)	-91	(11.9)	-28	(17.7)
	Sweden	516	(2.6)	466	(9.7)	409	(10.9)	-50	(9.4)	-107	(11.3)	-57	(12.0)
	Switzerland	531	(3.5)	462	(6.0)	429	(6.8)	-69	(5.8)	-102	(6.6)	-33	(7.0)
ries	United States	499	(2.9)	466	(8.9)	462	(8.3)	-33	(8.7)	-37	(8.1)	-4	(9.1)
Partner countries	OECD average	515	(0.9)	467	(2.2)	456	(2.2)	-48	(2.0)	-59	(2.3)	-11	(2.5)
8	Hong Kong-China	545	(4.3)	557	(4.3)	511	(5.4)	12	(4.1)	-34	(4.5)	-47	(5.3)
the	Macao-China	526	(6.9)	524	(4.3)	529	(8.3)	-2	(9.0)	3	(9.9)	5	(9.8)
Par	Russian Federation	493	(4.2)	463	(7.6)	478	(6.9)	-30	(7.3)	-15	(6.4)	14	(10.0)
	Belgium (Flemish Community)	540	(2.8)	425	(11.2)	448	(10.0)	-115	(11.9)	-92	(9.8)	23	(13.8)
	Belgium (French Community)	500	(4.5)	440	(9.8)	401	(14.2)	-60	(9.0)	-99	(14.1)	-39	(15.9)

 ${\it Table~2.1d}$ Differences in problem-solving performance by immigrant status

		Perfor	mance	on the p	roblem-	solving	scale		Difference	e in the prol	olem-solv	ing score	
				Seco	ation	gene	rst- ration	Second-ge	minus	First-gene students	minus	First-gene students r second-gen	ninus eration
		Native stu	idents	stude	ents		lents	native st	udents	native stu	ıdents	studen	its
		Mean	0.5	Mean	0.5	Mean	0.5	D.00	0.5	D.00	0.5	D.00	0.15
		score	S.E.	score	S.E.	score	S.E.	Difference	S.E.	Difference	S.E.	Difference	S.E.
rjes	Australia	534	(2.1)	521	(4.0)	523	(4.8)	-14	(4.3)	-12	(4.7)	2	(5.1)
countries	Austria	515	(3.2)	465	(9.9)	453	(5.9)	-50	(10.2)	-62	(5.8)	-12	(9.7)
	Belgium	540	(2.5)	445	(7.5)	447	(8.5)	-95	(7.5)	-93	(8.8)	2	(10.1)
ECD	Canada	535	(1.6)	532	(4.0)	533	(4.7)	-3	(4.2)	-2	(4.7)	1	(4.9)
OE	Denmark	522	(2.4)	443	(10.5)	464	(8.8)	-79	(10.5)	-58	(8.7)	21	(13.0)
	France	529	(2.5)	482	(6.2)	445	(14.8)	-47	(6.5)	-84	(14.9)	-37	(14.3)
	Germany	534	(3.4)	443	(9.3)	461	(7.4)	-90	(9.6)	-73	(7.8)	18	(11.6)
	Luxembourg	507	(1.8)	475	(3.7)	463	(3.9)	-33	(4.2)	-44	(4.4)	-11	(5.6)
	Netherlands	532	(3.1)	463	(9.7)	462	(8.8)	-69	(10.4)	-70	(9.5)	-1	(10.5)
	New Zealand	537	(2.5)	500	(7.5)	534	(4.6)	-38	(8.1)	-3	(5.3)	35	(7.7)
	Norway	494	(2.6)	452	(11.7)	417	(10.3)	-43	(11.5)	-78	(10.7)	-35	(14.9)
	Sweden	516	(2.2)	483	(8.9)	434	(10.1)	-33	(8.3)	-82	(10.4)	-49	(11.5)
	Switzerland	538	(3.0)	480	(4.8)	447	(5.8)	-58	(4.7)	-91	(5.9)	-33	(6.2)
ies	United States	483	(2.9)	464	(8.5)	446	(8.3)	-19	(8.1)	-37	(8.1)	-18	(8.4)
ıntı	OECD average	522	(0.8)	480	(2.0)	476	(1.9)	-42	(2.0)	-46	(2.1)	-4	(2.3)
000	Hong Kong-China	556	(4.1)	572	(4.0)	505	(5.0)	17	(3.8)	-51	(4.4)	-68	(5.0)
ner	Macao-China	536	(5.1)	533	(3.3)	531	(8.9)	-4	(6.5)	-6	(10.0)	-2	(9.6)
Partner countries	Russian Federation	482	(4.7)	473	(6.7)	451	(7.4)	-9	(6.9)	-31	(6.2)	-22	(9.4)
_	Belgium (Flemish Community)	559	(2.8)	436	(10.8)	475	(10.4)	-123	(11.4)	-84	(10.5)	39	(14.4)
	Belgium (French Community)	512	(4.1)	449	(9.7)	433	(11.3)	-63	(9.3)	-79	(11.5)	-16	(12.4)

Note: Differences that are statistically significant are indicated in bold.



Table 2.2 Correlations between mathematics, reading, science and problem-solving performance, by immigrant status

							Native s	tudents					
					C	orrelation	n between	the perfe	rmance i	n:			
		Mathem	atics and	Mathem	atics and	Mathem	atics and	Readi	ng and	Readii	ng and	Scien	ce and
		rea	ding	scie	nce	problem	-solving		ence		-solving	problem	n-solving
		Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
<u>;</u>	Australia	0.77	(0.01)	0.84	(0.01)	0.89	(0.00)	0.84	(0.00)	0.82	(0.01)	0.83	(0.01)
countries	Austria	0.78	(0.01)	0.87	(0.01)	0.90	(0.01)	0.85	(0.01)	0.81	(0.01)	0.84	(0.01)
nc	Belgium	0.79	(0.01)	0.84	(0.01)	0.90	(0.00)	0.84	(0.01)	0.83	(0.01)	0.82	(0.01)
	Canada	0.77	(0.01)	0.83	(0.01)	0.88	(0.00)	0.85	(0.00)	0.85	(0.00)	0.82	(0.00)
9	Denmark	0.71	(0.01)	0.79	(0.01)	0.89	(0.00)	0.78	(0.01)	0.77	(0.01)	0.78	(0.01)
ŌĒ	France	0.74	(0.01)	0.80	(0.01)	0.86	(0.01)	0.84	(0.01)	0.84	(0.01)	0.77	(0.01)
	Germany	0.76	(0.01)	0.86	(0.01)	0.90	(0.01)	0.83	(0.01)	0.83	(0.01)	0.84	(0.01)
	Luxembourg	0.76	(0.01)	0.84	(0.01)	0.88	(0.01)	0.85	(0.01)	0.82	(0.01)	0.83	(0.01)
	Netherlands	0.86	(0.01)	0.89	(0.01)	0.93	(0.00)	0.88	(0.01)	0.87	(0.01)	0.87	(0.01)
	New Zealand	0.82	(0.01)	0.88	(0.01)	0.90	(0.00)	0.85	(0.01)	0.86	(0.01)	0.83	(0.01)
	Norway	0.74	(0.01)	0.81	(0.01)	0.88	(0.01)	0.79	(0.01)	0.83	(0.01)	0.74	(0.01)
<u>ië</u> .	Sweden	0.73	(0.01)	0.78	(0.01)	0.84	(0.01)	0.84	(0.01)	0.79	(0.01)	0.73	(0.01)
countries	Switzerland	0.73	(0.01)	0.82	(0.01)	0.87	(0.01)	0.79	(0.01)	0.79	(0.01)	0.79	(0.01)
Z	United States	0.84	(0.01)	0.86	(0.01)	0.92	(0.00)	0.87	(0.01)	0.86	(0.01)	0.84	(0.01)
Ä	OECD average	0.77	(0.00)	0.83	(0.00)	0.89	(0.00)	0.83	(0.00)	0.82	(0.00)	0.80	(0.00)
Partner	Hong Kong-China	0.81	(0.01)	0.86	(0.01)	0.91	(0.01)	0.83	(0.01)	0.85	(0.01)	0.84	(0.01)
포	Macao-China	0.58	(0.05)	0.71	(0.04)	0.82	(0.02)	0.73	(0.04)	0.66	(0.05)	0.69	(0.05)
70	Russian Federation	0.61	(0.02)	0.69	(0.01)	0.79	(0.01)	0.74	(0.01)	0.74	(0.01)	0.62	(0.02)
	Belgium (Flemish community)	0.76	(0.02)	0.82	(0.01)	0.94	(0.01)	0.86	(0.02)	0.91	(0.02)	0.89	(0.02)
	Belgium (French community)	0.79	(0.02)	0.84	(0.01)	0.92	(0.01)	0.8	(0.02)	0.81	(0.02)	0.82	(0.02)

						Seco	ond-gener	ation stuc	lents				
					C	orrelation	n between	the perfe	rmance i	n:			
		Mathem	atics and	Mathem	atics and	Mathem	atics and	Readi	ng and	Readi	ng and	Scienc	ce and
		rea	ding	scie	ence	problem	-solving		ence	problem	n-solving	problem	-solving
		Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
ies	Australia	0.79	(0.02)	0.85	(0.01)	0.90	(0.01)	0.86	(0.01)	0.83	(0.01)	0.84	(0.01)
7	Austria	0.75	(0.04)	0.83	(0.03)	0.87	(0.02)	0.76	(0.06)	0.82	(0.04)	0.81	(0.04)
countrie	Belgium	0.80	(0.02)	0.85	(0.02)	0.90	(0.01)	0.85	(0.02)	0.84	(0.02)	0.84	(0.02)
	Canada	0.76	(0.02)	0.82	(0.01)	0.87	(0.01)	0.85	(0.01)	0.84	(0.02)	0.82	(0.01)
0	Denmark	0.70	(0.05)	0.78	(0.04)	0.85	(0.03)	0.80	(0.04)	0.78	(0.04)	0.76	(0.04)
ÖE	France	0.73	(0.04)	0.78	(0.03)	0.83	(0.02)	0.83	(0.02)	0.82	(0.02)	0.74	(0.03)
0	Germany	0.79	(0.03)	0.88	(0.02)	0.91	(0.02)	0.84	(0.02)	0.85	(0.02)	0.86	(0.03)
	Luxembourg	0.78	(0.02)	0.85	(0.02)	0.88	(0.01)	0.87	(0.01)	0.85	(0.02)	0.84	(0.02)
	Netherlands	0.83	(0.02)	0.86	(0.03)	0.92	(0.01)	0.88	(0.02)	0.85	(0.02)	0.85	(0.03)
	New Zealand	0.84	(0.03)	0.89	(0.01)	0.92	(0.01)	0.87	(0.02)	0.87	(0.02)	0.85	(0.02)
	Norway	0.77	(0.05)	0.83	(0.04)	0.90	(0.02)	0.83	(0.03)	0.85	(0.03)	0.78	(0.04)
S	Sweden	0.73	(0.05)	0.79	(0.04)	0.84	(0.03)	0.82	(0.03)	0.78	(0.03)	0.72	(0.06)
Ŧ	Switzerland	0.77	(0.02)	0.84	(0.02)	0.88	(0.02)	0.81	(0.02)	0.81	(0.02)	0.81	(0.02)
countries	United States	0.85	(0.02)	0.87	(0.02)	0.92	(0.01)	0.87	(0.02)	0.86	(0.02)	0.85	(0.02)
8	OECD average	0.79	(0.01)	0.85	(0.01)	0.89	(0.00)	0.85	(0.01)	0.84	(0.01)	0.83	(0.01)
Partner	Hong Kong-China	0.82	(0.02)	0.86	(0.01)	0.90	(0.01)	0.83	(0.02)	0.86	(0.01)	0.83	(0.01)
Æ	Macao-China	0.61	(0.04)	0.71	(0.04)	0.81	(0.02)	0.75	(0.02)	0.67	(0.03)	0.67	(0.03)
\$	Russian Federation	0.55	(0.05)	0.58	(0.06)	0.75	(0.03)	0.72	(0.03)	0.72	(0.04)	0.52	(0.05)
	Belgium (Flemish community)	0.73	(0.05)	0.82	(0.06)	0.90	(0.05)	0.91	(0.05)	0.95	(0.06)	0.87	(0.06)
	Belgium (French community)	0.82	(0.06)	0.86	(0.05)	0.91	(0.05)	0.82	(0.07)	0.83	(0.06)	0.86	(0.07)

						Fir	st-generat	on stude	ents				
					C	orrelation	n between	the perfe	ormance i	n:			
		Mathem	atics and	Mathem	atics and	Mathem	atics and	Readi	ng and	Readi	ng and	Scienc	ce and
		rea	ding	scie	ence	problem	-solving		ence		-solving	problem	n-solving
		Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
8	Australia	0.81	(0.02)	0.86	(0.02)	0.91	(0.01)	0.87	(0.01)	0.84	(0.02)	0.85	(0.02)
Ŧ.	Austria	0.79	(0.02)	0.86	(0.01)	0.88	(0.01)	0.83	(0.02)	0.80	(0.02)	0.82	(0.02)
countries	Belgium	0.84	(0.03)	0.88	(0.02)	0.89	(0.01)	0.88	(0.02)	0.85	(0.02)	0.84	(0.02)
	Canada	0.79	(0.02)	0.83	(0.02)	0.89	(0.01)	0.87	(0.01)	0.85	(0.02)	0.83	(0.02)
C	Denmark	0.74	(0.05)	0.80	(0.05)	0.89	(0.03)	0.80	(0.04)	0.79	(0.04)	0.76	(0.06)
OE	France	0.81	(0.04)	0.83	(0.03)	0.89	(0.02)	0.86	(0.03)	0.86	(0.03)	0.80	(0.03)
0	Germany	0.81	(0.02)	0.88	(0.01)	0.92	(0.01)	0.86	(0.02)	0.86	(0.02)	0.86	(0.02)
	Luxembourg	0.82	(0.02)	0.87	(0.01)	0.91	(0.01)	0.88	(0.01)	0.86	(0.01)	0.86	(0.01)
	Netherlands	0.82	(0.04)	0.85	(0.03)	0.93	(0.01)	0.88	(0.02)	0.83	(0.04)	0.84	(0.04)
	New Zealand	0.80	(0.02)	0.87	(0.01)	0.91	(0.01)	0.87	(0.01)	0.85	(0.02)	0.84	(0.02)
	Norway	0.77	(0.04)	0.82	(0.05)	0.86	(0.03)	0.80	(0.03)	0.82	(0.04)	0.74	(0.06)
GS	Sweden	0.78	(0.04)	0.79	(0.03)	0.85	(0.03)	0.88	(0.02)	0.81	(0.03)	0.76	(0.04)
untries	Switzerland	0.81	(0.03)	0.85	(0.02)	0.90	(0.01)	0.83	(0.02)	0.83	(0.02)	0.83	(0.02)
금	United States	0.85	(0.02)	0.87	(0.02)	0.93	(0.01)	0.88	(0.02)	0.86	(0.02)	0.86	(0.02)
8	OECD average	0.82	(0.01)	0.87	(0.00)	0.91	(0.00)	0.87	(0.00)	0.85	(0.00)	0.85	(0.01)
ē	Hong Kong-China	0.80	(0.02)	0.85	(0.02)	0.90	(0.01)	0.82	(0.02)	0.84	(0.02)	0.83	(0.02)
rtner	Macao-China	0.63	(0.06)	0.70	(0.05)	0.82	(0.03)	0.75	(0.03)	0.72	(0.05)	0.69	(0.05)
2	Russian Federation	0.60	(0.04)	0.68	(0.04)	0.81	(0.03)	0.75	(0.03)	0.75	(0.04)	0.62	(0.04)
	Belgium (Flemish community)	0.79	(0.04)	0.89	(0.04)	0.97	(0.06)	0.95	(0.06)	1.00	(0.06)	0.92	(0.07)
	Belgium (French community)	0.72	(0.05)	0.79	(0.06)	0.87	(0.04)	0.89	(0.06)	0.92	(0.07)	0.87	(0.09)

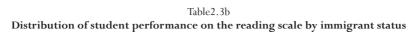


 ${\it Table 2.3a}$ Distribution of student performance on the mathematics scale by immigrant status

						Native s	tudents				
	•				Perce	entiles of the	e mathemat	ics perform	ance distrib	ution	
		Mean	score	5	th	2.5	5 th	7.	5 th	9!	5 th
	•	Mean	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.
S	Australia	527	(2.1)	371	(3.3)	463	(2.5)	592	(2.3)	675	(2.5)
countries	Austria	515	(3.3)	366	(4.2)	451	(4.1)	579	(3.7)	664	(4.4)
ŭ	Belgium	546	(2.5)	369	(5.3)	477	(3.4)	620	(2.4)	698	(2.1)
	Canada	537	(1.6)	390	(2.7)	478	(1.9)	598	(2.0)	676	(2.5)
0	Denmark	520	(2.5)	369	(4.2)	460	(3.0)	582	(3.0)	665	(3.8)
Ö	France	520	(2.4)	369	(5.1)	460	(3.4)	582	(2.8)	660	(3.6)
\circ	Germany	525	(3.5)	371	(4.9)	462	(4.5)	590	(3.5)	669	(3.6)
	Luxembourg	507	(1.3)	361	(3.2)	449	(2.0)	566	(1.9)	644	(2.8)
	Netherlands	551	(3.0)	408	(4.5)	487	(4.7)	617	(3.2)	688	(3.4)
	New Zealand	528	(2.6)	367	(4.6)	461	(3.3)	596	(2.6)	684	(2.9)
	Norway	499	(2.3)	348	(3.5)	437	(2.5)	563	(3.1)	647	(3.2)
G.	Sweden	517	(2.2)	368	(3.3)	455	(2.6)	581	(2.8)	666	(4.3)
countries	Switzerland	543	(3.3)	388	(4.2)	482	(3.4)	605	(4.4)	690	(6.3)
ă	United States	490	(2.8)	333	(4.0)	427	(3.3)	555	(3.1)	642	(4.0)
	OECD average	523	(0.7)	368	(1.3)	459	(1.0)	589	(0.8)	672	(0.9)
Partner	Hong Kong-Čhina Macao-China	557	(4.5)	384	(10.8)	494	(6.6)	627	(3.8)	702	(4.9)
主	Macao-China	528	(5.9)	393	(12.7)	468	(9.8)	584	(8.0)	664	(7.5)
2	Russian Federation	472	(4.4)	321	(5.2)	408	(5.2)	534	(4.5)	626	(6.0)
	Belgium (Flemish Community)	567	(2.9)	399	(7.8)	503	(4.0)	637	(2.5)	709	(2.2)
	Belgium (French Community)	514	(4.3)	339	(7.6)	448	(5.3)	586	(4.7)	672	(6.2)

					Se	cond-gener	ation stude	nts			
					Perce	entiles of the	e mathemat	ics perform	ance distrib	ution	
		Mean	score	5	th	2.	5 th	7.	5 th	9	5 th
		Mean	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.
G.	Australia	522	(4.7)	360	(8.1)	455	(5.0)	590	(5.7)	676	(9.7)
countries	Austria	459	(8.8)	317	(21.9)	397	(12.1)	521	(12.0)	593	(12.1)
mc	Belgium	454	(7.5)	286	(12.1)	383	(7.7)	525	(9.8)	630	(11.1)
	Canada	543	(4.3)	404	(7.6)	484	(4.2)	601	(5.7)	684	(6.8)
0	Denmark	449	(11.2)	С	C	388	(13.7)	500	(11.2)	С	C
OE	France	472	(6.1)	322	(9.8)	412	(7.5)	531	(6.2)	612	(9.6)
0	Germany	432	(9.1)	280	(19.1)	361	(11.4)	497	(11.0)	603	(11.9)
	Luxembourg	476	(3.3)	324	(6.7)	415	(3.8)	534	(4.3)	633	(7.3)
	Netherlands	492	(10.3)	361	(11.0)	431	(12.0)	552	(11.5)	634	(14.3)
	New Zealand	496	(8.4)	335	(13.9)	423	(10.0)	567	(10.6)	664	(13.1)
	Norway	460	(11.7)	281	(18.8)	386	(13.0)	535	(18.6)	С	C
ies.	Sweden	483	(9.8)	321	(17.7)	421	(10.3)	547	(14.6)	645	(17.9)
countries	Switzerland	484	(5.0)	328	(7.7)	417	(5.5)	549	(6.6)	648	(8.1)
mc	United States	468	(7.6)	318	(11.1)	398	(9.1)	535	(9.6)	623	(14.1)
S	OECD average	483	(2.1)	324	(3.4)	416	(2.2)	549	(2.8)	645	(3.1)
hei	Hong Kong-China	570	(4.6)	388	(10.4)	514	(7.8)	636	(4.2)	706	(5.3)
Partner	Macao-China	532	(4.1)	384	(7.4)	473	(5.1)	591	(5.4)	669	(10.9)
ک	Russian Federation	457	(7.2)	318	(13.3)	403	(7.5)	509	(9.6)	594	(12.6)
	Belgium (Flemish Community)	445	(10.7)	276	(23.1)	374	(12.5)	511	(15.6)	637	(22.3)
	Belgium (French Community)	458	(9.6)	289	(16.6)	387	(10.8)	532	(11.5)	626	(12.0)

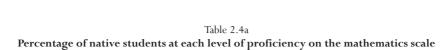
					ŀ	irst-genera	tion student	ES			
					Perce	entiles of the	e mathemat	ics perform	ance distrib	ution	
		Mean	score	5	th	2	5 th	7.	5 th	9	5 th
		Mean	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.
countries	Australia	525	(4.9)	357	(9.3)	455	(6.8)	596	(5.8)	687	(10.1)
ntı	Austria	452	(6.0)	321	(7.7)	391	(7.2)	506	(8.8)	608	(13.4)
nc	Belgium	437	(10.8)	245	(19.9)	357	(19.7)	513	(8.7)	625	(10.4)
	Canada	530	(4.7)	377	(7.8)	468	(6.2)	596	(6.1)	674	(7.5)
0	Denmark	455	(10.1)	296	(33.6)	396	(12.9)	516	(12.6)	С	C
OE	France	448	(15.0)	283	(21.6)	367	(16.7)	526	(23.6)	621	(18.1)
	Germany	454	(7.5)	297	(9.8)	379	(8.5)	528	(9.1)	609	(9.5)
	Luxembourg	462	(3.7)	302	(6.3)	391	(5.0)	532	(5.6)	632	(8.0)
	Netherlands	472	(8.4)	344	(16.6)	415	(9.1)	526	(11.6)	611	(24.4)
	New Zealand	523	(4.9)	351	(11.5)	455	(7.4)	595	(5.5)	677	(6.9)
	Norway	438	(9.3)	292	(25.2)	370	(9.2)	499	(10.2)	599	(19.7)
<u>.</u>	Sweden	425	(9.6)	253	(19.6)	361	(12.6)	492	(9.5)	587	(15.5)
countries	Switzerland	453	(6.1)	297	(8.7)	380	(6.9)	514	(6.4)	634	(13.5)
nc	United States	453	(7.5)	287	(12.4)	374	(11.5)	527	(7.8)	619	(9.9)
ن	OECD average	475	(1.9)	306	(3.4)	401	(2.5)	547	(2.6)	647	(2.8)
Partner	Hong Kong-China	516	(5.3)	355	(10.9)	457	(6.1)	583	(4.9)	662	(7.1)
at t	Macao-China	517	(9.2)	367	(13.5)	452	(11.1)	575	(12.6)	672	(14.5)
Δ.	Russian Federation	452	(5.9)	302	(11.2)	394	(7.1)	507	(7.8)	606	(12.0)
	Belgium (Flemish Community)	472	(10.0)	С	С	406	(16.8)	537	(9.4)	630	(20.7)
	Belgium (French Community)	419	(14.4)	233	(20.5)	332	(25.0)	496	(11.6)	622	(12.6)



		Native students												
					Pe	rcentiles of	the reading	performano	ce distributi	on				
		Mean	score	5	th	25	5 th	75	5 th	95	5 th			
		Mean	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.			
S	Australia	529	(2.2)	358	(4.1)	469	(3.0)	595	(2.0)	673	(2.5)			
Ė	Austria	501	(3.8)	331	(6.0)	437	(4.8)	572	(3.7)	651	(4.1)			
countrie	Belgium	523	(2.7)	341	(7.8)	462	(3.8)	595	(1.9)	666	(2.1)			
8	Canada	534	(1.6)	380	(3.0)	479	(2.0)	595	(1.6)	666	(2.1)			
\Box	Denmark	497	(2.7)	347	(5.7)	443	(3.1)	556	(2.7)	628	(3.0)			
Ē	France	505	(2.6)	339	(7.5)	446	(3.3)	572	(2.5)	644	(3.2)			
Ö	Germany	517	(3.5)	353	(5.9)	455	(4.8)	584	(3.3)	659	(3.1)			
	Luxembourg	500	(1.8)	340	(3.9)	444	(2.2)	564	(2.1)	635	(2.9)			
	Netherlands	524	(2.9)	390	(5.0)	468	(4.2)	583	(2.7)	649	(2.9)			
	New Zealand	528	(2.9)	350	(6.4)	462	(3.9)	600	(2.6)	683	(2.8)			
	Norway	505	(2.7)	330	(4.4)	441	(3.3)	574	(3.0)	658	(3.7)			
S	Sweden	522	(2.2)	365	(4.4)	462	(2.6)	586	(2.4)	663	(3.4)			
untries	Switzerland	515	(3.2)	366	(5.9)	460	(3.6)	574	(3.1)	649	(4.6)			
금	United States	503	(3.1)	336	(5.3)	438	(3.4)	573	(2.9)	655	(3.4)			
8	OECD average	514	(0.8)	350	(1.7)	454	(1.0)	580	(0.7)	657	(0.8)			
Ġ	Hong Kong-China	513	(3.7)	363	(10.3)	463	(5.3)	572	(3.0)	634	(3.3)			
rther	Macao-China	499	(5.1)	383	(8.8)	456	(6.9)	543	(5.3)	601	(6.8)			
Pa	Russian Federation	446	(4.0)	287	(5.4)	386	(5.1)	510	(3.9)	591	(3.9)			
	Belgium (Flemish Community)	543	(3.0)	381	(7.7)	485	(4.2)	608	(2.2)	676	(2.1)			
	Belgium (French Community)	494	(4.8)	300	(11.0)	430	(6.8)	570	(4.1)	644	(4.5)			

							ation stude				
	-		,		Pe	rcentiles of	the reading	performan	ce distributi	ion	
		Mean	score	5	th		5 th		5 th		5 th
	-	Mean	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.
S	Australia	525	(4.6)	351	(10.1)	462	(5.9)	596	(5.2)	673	(7.5)
countries	Austria	428	(13.5)	С	C	355	(16.1)	512	(12.6)	591	(14.1)
Tu-	Belgium	439	(7.5)	253	(14.1)	365	(12.4)	519	(7.3)	606	(10.1)
9	Canada	543	(4.2)	403	(8.0)	488	(5.0)	600	(4.3)	679	(7.8)
Δ	Denmark	440	(13.8)	С	c	383	(20.8)	506	(15.5)	589	(21.2)
Ξ	France	458	(6.9)	287	(15.6)	400	(9.5)	523	(7.2)	599	(8.7)
0	Germany	420	(9.9)	254	(20.8)	349	(16.2)	486	(12.2)	596	(12.3)
O	Luxembourg	454	(4.0)	281	(8.1)	388	(6.0)	524	(4.9)	607	(6.1)
	Netherlands	475	(8.2)	353	(9.9)	418	(11.5)	527	(8.4)	598	(15.9)
	New Zealand	506	(8.3)	326	(14.9)	430	(11.0)	580	(9.8)	687	(13.6)
	Norway	446	(11.1)	260	(26.3)	375	(15.3)	517	(12.8)	С	C
S	Sweden	502	(8.7)	333	(19.4)	439	(10.8)	566	(11.0)	649	(13.2)
countries	Switzerland	462	(5.2)	303	(11.6)	398	(6.5)	529	(5.7)	617	(7.1)
ınt	United States	481	(8.7)	308	(14.7)	410	(10.6)	550	(9.5)	641	(11.7)
õ	OECD average	475	(2.1)	295	(4.3)	407	(2.6)	546	(2.4)	637	(2.6)
÷	Hong Kong-Čhina	522	(3.8)	364	(10.7)	479	(5.1)	577	(3.2)	632	(4.7)
ã	Macao-China	497	(2.9)	380	(5.7)	455	(4.4)	543	(4.2)	599	(4.2)
Partner	Russian Federation	426	(6.9)	265	(15.6)	368	(8.7)	491	(8.2)	569	(7.3)
	Belgium (Flemish Community)	440	(10.2)	268	(17.3)	363	(11.8)	513	(13.1)	608	(19.0)
	Belgium (French Community)	439	(10.4)	246	(22.6)	365	(18.9)	521	(9.2)	604	(12.4)

					I	irst-genera	tion student	S			
	_				Pe	rcentiles of	the reading	performan	ce distributi	on	
		Mean	score	5	th	2.	5 th	7.	5 th	9	5 th
	_	Mean	S.E.	Score	S.E.	Score	S.E.	Score	S.E.	Score	S.E.
countries	Australia	517	(5.0)	331	(11.2)	452	(7.7)	590	(5.9)	675	(7.2)
ηţ	Austria	425	(8.0)	254	(15.9)	354	(9.8)	497	(8.0)	597	(12.7)
nc	Belgium	407	(11.9)	193	(24.0)	321	(21.2)	492	(10.1)	610	(13.9)
	Canada	515	(4.7)	353	(8.3)	457	(6.1)	579	(4.1)	654	(6.3)
9	Denmark	454	(9.5)	291	(25.0)	389	(13.1)	526	(11.1)	С	c
Ğ	France	426	(15.3)	223	(18.5)	339	(25.5)	508	(14.4)	593	(18.1)
O	Germany	431	(8.9)	248	(14.7)	351	(10.5)	514	(9.1)	599	(12.3)
	Luxembourg	431	(4.4)	253	(9.0)	355	(5.6)	511	(6.0)	600	(7.2)
	Netherlands	463	(8.1)	349	(16.6)	409	(8.2)	514	(11.0)	602	(17.5)
	New Zealand	503	(5.3)	310	(10.2)	430	(7.4)	580	(5.6)	675	(6.4)
	Norway	436	(11.5)	250	(31.3)	363	(15.0)	512	(12.8)	609	(21.2)
<u>:</u>	Sweden	433	(11.3)	232	(29.3)	362	(17.1)	516	(10.6)	602	(11.9)
7	Switzerland	422	(6.3)	255	(8.5)	349	(9.0)	492	(7.6)	594	(14.6)
200	United States	453	(8.3)	267	(11.5)	369	(12.1)	538	(9.4)	629	(10.6)
ŭ	OECD average	456	(2.1)	265	(4.0)	379	(2.9)	538	(2.1)	634	(2.5)
hei	Hong Kong-China	494	(4.8)	349	(11.8)	442	(5.5)	550	(3.9)	611	(5.2)
Partner countries	Macao-China	499	(7.1)	382	(18.7)	451	(6.5)	548	(7.3)	609	(10.1)
2	Russian Federation	413	(7.5)	251	(13.7)	346	(9.3)	479	(6.3)	561	(9.9)
	Belgium (Flemish Community)	450	(10.6)	253	(25.3)	379	(16.3)	527	(13.8)	633	(19.8)
	Belgium (French Community)	385	(15.8)	180	(19.8)	291	(28.7)	472	(12.0)	586	(20.8)



		Native students - Proficiency levels											
	-	Below	Level 1	Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Levels	and 6
		(below 3	58 score	(from 35	8 to 420	(from 42	1 to 482	(from 48	3 to 544	(from 54	-5 to 606	(above 6	06 score
	_	poir	/	score I	/	score I	ooints)	score I	/	score I		poii	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
ries	Australia	3.7	(0.4)	9.5	(0.5)	18.5	(0.7)	24.4	(0.7)	23.9	(0.6)	20.0	(0.7)
DECD countries	Austria	4.0	(0.7)	11.6	(0.9)	20.6	(1.0)	25.9	(1.3)	21.9	(0.9)	16.0	(1.1)
2	Belgium	4.0	(0.4)	7.4	(0.5)	15.2	(0.7)	20.8	(0.8)	22.9	(0.7)	29.7	(1.0)
)EC	Canada	2.1	(0.3)	7.1	(0.4)	17.3	(0.6)	26.0	(0.8)	25.8	(0.6)	21.7	(0.7)
0	Denmark	3.8	(0.5)	9.8	(0.7)	20.0	(0.9)	26.6	(0.9)	22.8	(0.9)	17.0	(1.0)
	France	3.8	(0.6)	9.7	(0.9)	19.5	(1.0)	26.5	(1.1)	23.7	(1.2)	16.8	(1.0)
	Germany	3.6	(0.6)	9.4	(0.8)	18.9	(1.3)	24.8	(1.0)	23.9	(1.1)	19.4	(1.1)
	Luxembourg	4.5	(0.5)	11.8	(1.0)	21.6	(1.4)	28.2	(1.0)	21.7	(1.1)	12.2	(0.8)
	Netherlands	0.9	(0.3)	6.0	(0.7)	16.3	(1.2)	23.4	(1.2)	24.3	(1.4)	29.0	(1.5)
	New Zealand	4.0	(0.5)	9.4	(0.7)	19.0	(0.7)	23.4	(0.9)	22.7	(0.9)	21.5	(0.9)
	Norway	6.1	(0.5)	13.2	(0.8)	23.5	(1.1)	25.7	(1.1)	19.6	(1.1)	11.8	(0.7)
	Sweden	3.8	(0.4)	10.5	(0.6)	21.2	(0.9)	26.2	(0.9)	21.1	(0.9)	17.2	(0.8)
S	Switzerland	2.6	(0.4)	6.7	(0.6)	15.8	(0.8)	25.3	(1.1)	25.3	(0.8)	24.2	(1.6)
countries	United States	8.4	(0.7)	14.5	(0.9)	24.0	(0.8)	24.8	(0.9)	17.5	(0.8)	10.9	(0.8)
9	Hong Kong-China	3.5	(0.8)	5.8	(0.8)	12.8	(1.0)	19.6	(1.4)	25.0	(1.4)	33.2	(1.8)
Partner	Macao-China	1.5	(0.9)	7.8	(3.2)	21.1	(4.1)	27.3	(3.6)	23.8	(3.6)	18.5	(2.6)
Par	Russian Federation	10.9	(1.1)	18.2	(1.2)	25.9	(1.1)	23.6	(1.0)	13.9	(1.0)	7.5	(0.8)
	$Belgium\ (Flemish\ Community)$	2.1	(0.4)	5.2	(0.5)	12.3	(0.6)	19.1	(0.7)	24.1	(0.7)	37.3	(1.1)
	$Belgium\ (French\ Community)$	6.9	(0.9)	10.6	(0.9)	19.4	(1.0)	23.3	(1.1)	21.2	(1.1)	18.6	(1.4)

 ${\it Table~2.4b} \\ {\it Percentage~of~second-generation~students~at~each~level~of~proficiency~on~the~mathematics~scale} \\$

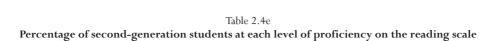
		Second-generation students - Proficiency levels											
		Below		Lev			el 2	Lev		Lev		Levels	
		(below 3	58 score	(from 35	8 to 420	(from 42	11 to 482	(from 48	3 to 544	(from 54	·5 to 606	(above 6	06 score
		poir	nts)	score]	ooints)	score	points)	score	points)	score [ooints)	poir	nts)
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
ries	Australia	4.7	(1.0)	10.4	(1.0)	19.7	(1.6)	23.1	(2.0)	22.4	(2.3)	19.7	(2.0)
OECD countries	Austria	13.2	(3.4)	20.6	(3.6)	27.0	(3.9)	20.6	(3.5)	15.7	(3.6)	2.9	(1.5)
Ö.	Belgium	17.4	(2.5)	20.7	(2.0)	23.1	(2.4)	19.0	(3.1)	11.9	(2.4)	7.8	(2.0)
96	Canada	1.4	(0.6)	5.9	(1.0)	16.3	(1.7)	28.0	(2.3)	25.5	(2.3)	22.9	(9.0)
_	Denmark	15.7	(3.9)	20.4	(4.6)	28.0	(6.9)	23.5	(6.7)	8.2	(3.6)	4.2	(2.6)
	France	10.9	(2.3)	17.1	(2.3)	24.8	(3.5)	26.7	(2.8)	14.5	(2.6)	5.9	(2.3)
	Germany	23.5	(4.2)	23.3	(3.3)	23.8	(3.4)	16.3	(2.7)	8.4	(2.3)	4.8	(1.4)
	Luxembourg	9.3	(1.3)	17.4	(2.1)	27.3	(2.3)	24.5	(2.0)	13.1	(1.7)	8.5	(1.1)
	Netherlands	4.2	(1.5)	16.4	(4.2)	27.9	(4.3)	23.9	(4.2)	18.6	(3.2)	9.0	(2.6)
	New Zealand	8.7	(3.3)	15.6	(3.1)	21.8	(3.4)	22.2	(3.1)	17.4	(2.7)	14.4	(2.7)
	Norway	15.2	(4.9)	19.5	(4.8)	25.0	(7.9)	17.7	(5.8)	13.6	(4.2)	9.0	(3.6)
	Sweden	9.6	(2.4)	14.8	(3.4)	26.5	(3.2)	23.5	(4.9)	14.4	(3.7)	11.2	(3.3)
<u>es</u>	Switzerland	8.8	(1.6)	17.6	(2.3)	25.6	(2.7)	21.3	(2.4)	15.3	(1.7)	11.4	(2.3)
ıntı	United States	12.5	(2.5)	21.0	(3.0)	23.3	(2.3)	21.0	(2.4)	14.2	(2.2)	8.0	(2.0)
Partner countries	Hong Kong-China	2.9	(0.8)	4.9	(0.9)	10.2	(1.4)	16.3	(1.5)	27.8	(1.9)	37.9	(2.2)
the	Macao-China	2.4	(0.7)	7.9	(1.2)	18.2	(1.8)	26.9	(2.4)	24.6	(2.2)	20.0	(2.1)
Pa	Russian Federation	10.0	(2.4)	21.9	(3.1)	31.0	(4.1)	22.8	(3.7)	10.3	(2.5)	4.0	(2.0)
	Belgium (Flemish Community)	21.3	(3.4)	21.0	(3.1)	25.0	(2.9)	15.6	(2.9)	9.1	(2.3)	8.1	(2.3)
	$Belgium\ (French\ Community)$	15.4	(2.9)	20.6	(2.4)	22.1	(2.5)	20.8	(2.7)	13.4	(2.5)	7.6	(1.7)

Table 2.4c Percentage of first-generation students at each level of proficiency on the mathematics scale

		First-generation students - Proficiency levels											
		Below	Level 1	Lev	el 1	Lev	el 2	Lev	el 3	Lev	el 4	Levels	5 and 6
		(below 3	58 score	(from 35	8 to 420	(from 42	1 to 482	(from 48	3 to 544	(from 54	5 to 606	(above 6	06 score
		poi	nts)	score I	ooints)	score I	ooints)	score	ooints)	score]	ooints)	poi	nts)
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
Ţ.	Australia	5.1	(1.0)	10.5	(1.5)	17.9	(1.5)	22.7	(1.9)	22.4	(2.0)	21.5	(2.0)
unt	Austria	14.1	(2.4)	23.6	(3.9)	28.4	(3.2)	18.7	(2.2)	10.2	(1.8)	5.1	(1.4)
ECD countries	Belgium	25.0	(4.6)	18.6	(2.7)	21.2	(3.0)	17.9	(2.7)	10.0	(2.1)	7.3	(1.6)
ЭEC	Canada	3.3	(0.7)	8.3	(1.4)	18.0	(2.4)	25.7	(2.2)	22.8	(2.0)	22.0	(2.1)
0	Denmark	14.4	(4.3)	19.4	(4.7)	28.2	(4.5)	20.5	(4.4)	13.6	(3.8)	3.8	(2.3)
	France	22.0	(5.3)	20.6	(4.1)	21.7	(4.2)	15.3	(3.7)	12.8	(3.9)	7.5	(2.7)
	Germany	17.5	(2.8)	21.3	(3.4)	20.7	(2.9)	20.5	(2.4)	14.4	(2.7)	5.6	(2.0)
	Luxembourg	15.0	(1.7)	20.4	(2.1)	24.4	(2.0)	18.9	(1.7)	12.9	(1.6)	8.5	(1.4)
	Netherlands	6.3	(2.1)	21.4	(4.8)	32.2	(5.6)	21.3	(5.0)	12.9	(4.2)	5.8	(2.3)
	New Zealand	5.5	(1.3)	10.0	(1.9)	18.2	(3.1)	24.1	(2.8)	20.7	(2.1)	21.6	(1.9)
	Norway	18.9	(4.3)	26.8	(5.1)	23.5	(4.2)	17.3	(4.5)	8.9	(4.3)	4.6	(2.2)
	Sweden	24.0	(4.2)	23.1	(3.9)	24.7	(4.2)	16.5	(2.7)	8.4	(2.4)	3.3	(1.5)
S	Switzerland	17.2	(2.1)	21.9	(2.4)	23.7	(2.7)	20.0	(2.0)	8.8	(1.3)	8.4	(1.7)
ıntri	United States	19.5	(3.4)	18.3	(2.4)	22.4	(4.0)	20.6	(3.3)	12.7	(2.5)	6.5	(1.6)
99	Hong Kong-China	5.2	(1.3)	9.6	(1.3)	20.5	(2.3)	25.4	(2.5)	23.0	(2.2)	16.3	(1.6)
Partner countries	Macao-China	3.2	(1.8)	12.1	(4.0)	21.2	(4.0)	25.5	(4.2)	21.9	(3.8)	16.1	(3.7)
Par	Russian Federation	14.1	(2.5)	21.9	(3.2)	30.1	(3.0)	19.3	(2.1)	9.5	(1.8)	5.2	(1.5)
	$Belgium\ (Flemish\ Community)$	13.4	(4.0)	15.8	(3.1)	22.8	(3.3)	25.8	(5.0)	14.3	(2.6)	7.9	(2.4)
	Belgium (French Community)	30.6	(6.1)	19.9	(2.8)	20.5	(3.4)	14.2	(2.5)	7.8	(1.8)	6.9	(1.8)

Table 2.4d Percentage of native students at each level of proficiency on the reading scale

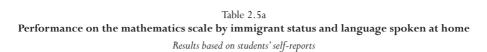
						Native s	tudents -	Proficienc	y levels				
	•	Below l		Lev		Lev		Lev		Lev	-	Leve	
		(below 3		(from 33		(from 40		(from 48		(from 55		(above 62	
		poir		_	points)	score I		score I		score I		poir	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
trie	Australia	3.1	(0.4)	7.7	(0.5)	17.9	(0.7)	28.6	(0.8)	27.8	(0.8)	14.9	(0.7)
oun	Austria	5.4	(0.8)	11.7	(1.0)	22.1	(1.0)	28.6	(1.2)	22.9	(1.1)	9.3	(0.9)
DECD countries	Belgium	4.5	(0.6)	8.2	(0.6)	17.6	(0.7)	27.3	(0.8)	28.2	(0.9)	14.1	(0.6)
) <u>E</u> (Canada	1.8	(0.2)	6.6	(0.4)	17.1	(0.6)	30.7	(0.8)	29.9	(0.6)	13.9	(0.6)
_	Denmark	3.9	(0.6)	11.2	(0.7)	24.4	(1.2)	34.3	(1.2)	20.8	(1.0)	5.5	(0.5)
	France	4.6	(0.7)	10.1	(0.6)	22.0	(0.9)	30.4	(1.0)	24.6	(0.9)	8.3	(0.7)
	Germany	3.3	(0.5)	10.3	(1.0)	19.5	(1.1)	29.3	(0.9)	25.9	(1.2)	11.6	(0.8)
	Luxembourg	4.5	(0.4)	10.4	(0.7)	23.8	(0.9)	31.9	(1.3)	22.9	(1.4)	6.6	(0.5)
	Netherlands	1.0	(0.3)	6.9	(0.8)	21.8	(1.2)	31.7	(1.4)	28.7	(1.3)	10.0	(0.8)
	New Zealand	3.9	(0.5)	8.6	(0.7)	18.1	(1.0)	26.7	(1.1)	25.2	(1.1)	17.5	(0.8)
	Norway	5.5	(0.5)	11.0	(0.8)	21.1	(1.3)	29.5	(1.1)	22.4	(0.9)	10.4	(0.8)
	Sweden	2.6	(0.4)	8.3	(0.7)	20.2	(1.0)	30.5	(1.6)	26.1	(1.3)	12.3	(0.7)
<u>ie</u>	Switzerland	2.5	(0.3)	8.5	(0.8)	21.5	(1.1)	33.4	(1.5)	25.1	(1.1)	9.1	(0.9)
Partner countries	United States	4.8	(0.6)	11.8	(0.9)	22.7	(1.1)	28.6	(1.1)	22.2	(0.9)	9.9	(0.7)
9	Hong Kong-China	3.1	(0.7)	8.2	(1.0)	20.1	(1.6)	34.5	(1.6)	27.7	(1.5)	6.5	(0.7)
rthe	Macao-China	0.8	(0.9)	9.5	(2.9)	25.9	(4.1)	43.6	(3.8)	18.3	(2.7)	2.0	(0.9)
<u>E</u>	Russian Federation	11.7	(1.0)	20.7	(1.0)	30.5	(1.0)	25.4	(1.1)	9.8	(0.9)	2.0	(0.3)
	Belgium (Flemish Community)	2.1	(0.5)	6.2	(0.5)	15.3	(0.7)	26.7	(0.8)	31.8	(0.9)	17.9	(0.7)
	Belgium (French Community)	8.2	(1.1)	11.2	(1.0)	21.1	(1.0)	28.2	(1.2)	23.0	(1.1)	8.4	(0.9)



		Second-generation students - Proficiency levels											
		Below	Level 1	Lev	el 1	Lev	el 2	Lev		Lev	el 4	Lev	el 5
		(below 3	35 score	(from 33		`	8 to 480	,	1 to 552	(from 55	3 to 626	(above 6	26 score
		poi	nts)	score	ooints)	score I	ooints)	score [ooints)	score I	ooints)	poi	nts)
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
ries	Australia	3.7	(0.9)	8.7	(1.1)	17.7	(1.4)	28.9	(1.8)	26.0	(1.9)	15.0	(1.9)
unc	Austria	18.7	(4.5)	20.6	(3.6)	25.0	(5.0)	23.7	(3.9)	10.3	(2.8)	1.7	(1.1)
DECD countries	Belgium	18.6	(2.5)	17.9	(2.2)	24.5	(3.0)	24.3	(2.6)	11.4	(2.1)	3.2	(1.2)
OEC	Canada	1.0	(0.3)	4.5	(0.9)	16.5	(1.7)	31.6	(2.2)	31.1	(2.2)	15.4	(2.1)
	Denmark	15.3	(4.9)	17.2	(4.1)	34.1	(6.4)	22.3	(5.4)	9.4	(4.1)	1.7	(1.7)
	France	10.6	(2.2)	16.8	(2.4)	29.6	(3.2)	27.6	(4.6)	12.8	(2.3)	2.6	(0.9)
	Germany	21.6	(4.4)	22.5	(3.8)	28.9	(4.0)	15.9	(2.7)	8.7	(2.1)	2.5	(1.2)
	Luxembourg	12.8	(1.4)	18.5	(1.9)	27.1	(2.2)	25.5	(1.9)	12.9	(1.7)	3.1	(0.7)
	Netherlands	3.0	(1.4)	17.4	(4.0)	31.1	(3.8)	33.3	(4.2)	12.2	(2.6)	3.0	(1.3)
	New Zealand	5.7	(1.7)	13.0	(3.0)	21.0	(3.2)	25.2	(3.2)	22.6	(4.5)	12.5	(2.6)
	Norway	14.3	(4.8)	20.7	(5.5)	26.4	(6.2)	23.4	(5.6)	10.7	(3.4)	4.5	(2.4)
	Sweden	4.9	(1.8)	10.6	(3.0)	22.7	(3.7)	31.7	(4.0)	20.7	(3.9)	9.4	(2.8)
ies	Switzerland	9.6	(2.0)	19.5	(2.6)	28.6	(2.7)	24.7	(3.4)	13.6	(1.7)	4.0	(1.4)
untr	United States	8.0	(2.1)	16.3	(2.6)	24.6	(3.3)	26.4	(2.8)	16.6	(3.0)	8.0	(2.1)
9	Hong Kong-China	3.0	(0.8)	6.0	(1.1)	16.3	(1.5)	35.7	(1.9)	32.6	(2.0)	6.4	(0.9)
Partner countries	Macao-China	1.1	(0.5)	8.8	(1.3)	27.0	(2.4)	42.0	(2.3)	19.6	(2.3)	1.4	(0.6)
Pa	Russian Federation	15.4	(2.7)	25.1	(3.3)	30.5	(4.1)	20.5	(3.2)	8.1	(2.1)	0.4	С
	Belgium (Flemish Community)	16.4	(3.2)	22.2	(3.2)	25.3	(3.1)	22.1	(3.4)	10.3	(2.3)	3.7	(1.5)
	$Belgium\ (French\ Community)$	19.7	(3.4)	15.7	(2.6)	24.1	(3.2)	25.4	(3.0)	12.0	(2.2)	3.0	(1.2)

 ${\it Table~2.4f}$ Percentage of first-generation students at each level of proficiency on the reading scale

		First-generation students - Proficiency levels											
		Below		Lev		Lev		Lev		Leve	-	Leve	
		(below 3	35 score	(from 33	35 to 407	(from 40	8 to 480	(from 48	1 to 552	(from 55	3 to 626	(above 6	26 score
		poir			points)	score I		score I	ooints)	score p		poir	
		%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.	%	S.E.
ries	Australia	5.3	(0.9)	9.5	(1.1)	19.3	(1.6)	26.8	(2.5)	24.5	(2.2)	14.7	(1.8)
nut	Austria	18.9	(3.2)	24.7	(3.2)	25.9	(2.6)	19.6	(2.3)	8.6	(1.5)	2.3	(1.0)
2	Belgium	27.5	(4.6)	21.3	(2.5)	22.9	(3.6)	16.9	(2.2)	7.7	(1.8)	3.8	(1.1)
OECD countries	Canada	3.4	(0.8)	9.3	(1.7)	20.3	(2.0)	31.1	(2.3)	25.5	(2.1)	10.5	(1.4)
	Denmark	11.5	(3.0)	19.9	(4.9)	27.5	(5.6)	24.9	(5.6)	13.8	(5.1)	2.5	(1.6)
	France	23.3	(6.0)	17.8	(5.2)	22.9	(4.5)	23.3	(4.9)	10.0	(2.9)	2.7	(1.8)
	Germany	20.1	(3.6)	21.8	(4.2)	21.4	(3.6)	22.8	(2.6)	11.4	(2.6)	2.5	(1.3)
	Luxembourg	18.7	(1.6)	22.9	(1.8)	23.8	(2.3)	20.3	(2.2)	11.8	(1.7)	2.5	(0.7)
	Netherlands	2.8	(2.0)	21.5	(4.5)	36.8	(5.5)	26.4	(5.3)	9.7	(3.0)	2.8	(1.6)
	New Zealand	7.4	(1.4)	12.2	(1.5)	19.8	(2.3)	25.6	(2.0)	21.7	(2.5)	13.2	(1.9)
	Norway	17.7	(4.4)	21.8	(4.5)	25.3	(4.2)	20.7	(4.4)	10.9	(3.9)	3.6	(2.2)
	Sweden	19.6	(4.4)	19.1	(2.9)	24.6	(4.2)	21.3	(3.2)	12.9	(3.2)	2.5	(1.4)
S	Switzerland	21.7	(3.0)	22.8	(2.4)	26.2	(3.1)	18.7	(3.0)	7.7	(1.9)	2.8	(1.0)
Partner countries	United States	16.5	(3.0)	18.8	(2.7)	20.1	(2.7)	24.5	(3.1)	14.5	(2.7)	5.5	(1.5)
00	Hong Kong-China	3.5	(1.1)	11.7	(1.5)	24.1	(2.2)	37.1	(2.2)	20.5	(1.9)	3.2	(0.7)
tner	Macao-China	1.0	(1.2)	7.7	(2.4)	32.1	(5.9)	36.1	(6.5)	20.8	(5.5)	2.2	(1.7)
Pa	Russian Federation	21.2	(3.6)	24.0	(2.4)	30.2	(3.0)	18.6	(2.2)	5.4	(1.2)	0.6	(0.5)
	Belgium (Flemish Community)	14.7	(3.4)	19.4	(3.2)	26.4	(4.9)	22.9	(3.0)	10.2	(2.7)	6.4	(2.0)
	Belgium (French Community)	33.7	(6.2)	22.3	(3.1)	21.3	(3.1)	13.8	(2.4)	6.3	(1.7)	2.5	(1.0)



					Perform	ance on the	e mathemati	ics scale			
					of the time I			Language sp DIFFE	ooken at hor ERENT fron		
		language o	f assessmen	t, other offic	cial language ects	es or anothe	er national		, from othe om other nat		
		Native s	tudents	Second-ge stud		First-gei stud		Second-ge stude		First-ger stude	
		Mean		Mean		Mean		Mean		Mean	
		score	S.E.	score	S.E.	score	S.E.	score	S.E.	score	S.E.
, FG	Australia	528	(2.1)	528	(4.5)	527	(5.4)	514	(7.5)	523	(7.5)
countries	Austria	515	(3.3)	471	(13.9)	468	(9.8)	460	(11.2)	453	(7.8)
	Belgium	551	(2.4)	473	(11.4)	443	(16.4)	454	(11.7)	425	(11.4)
ECD	Canada	538	(1.6)	551	(5.0)	530	(6.0)	531	(6.2)	533	(5.4)
OE	Denmark	520	(2.6)	455	(15.3)	446	(15.5)	438	(17.4)	458	(14.3)
	France	521	(2.4)	488	(5.9)	461	(19.6)	455	(9.8)	441	(21.6)
	Germany	528	(3.5)	458	(9.8)	480	(10.5)	427	(15.5)	435	(9.0)
	Luxembourg	509	(1.5)	482	(6.6)	513	(11.1)	480	(5.2)	455	(3.8)
	Netherlands	553	(3.1)	508	(11.4)	486	(14.1)	470	(13.1)	462	(10.4)
	New Zealand	528	(2.6)	502	(9.4)	528	(6.2)	478	(13.4)	523	(6.8)
	Norway	501	(2.3)	445	(19.8)	418	(24.3)	483	(15.2)	442	(10.8)
	Sweden	519	(2.2)	499	(9.4)	445	(19.3)	484	(16.2)	427	(10.1)
	Switzerland	545	(3.5)	495	(7.3)	480	(10.2)	487	(8.6)	447	(7.8)
-F:	United States	492	(2.8)	493	(8.4)	481	(11.3)	447	(9.7)	449	(8.0)
Partner countries	OECD average	525	(0.7)	500	(2.4)	495	(3.4)	474	(3.2)	470	(2.5)
S	Hong Kong-China	561	(4.4)	573	(4.7)	521	(5.3)	508	(23.3)	442	(14.5)
the	Macao-China	531	(6.1)	534	(4.2)	522	(9.6)	491	(21.8)	468	(20.2)
2	Russian Federation	474	(4.2)	460	(7.4)	460	(5.5)	419	(21.1)	400	(15.9)
	Belgium (Flemish Community)	571	(2.8)	501	(18.1)	499	(9.6)	431	(15.0)	441	(18.4)
	Belgium (French Community)	519	(4.1)	466	(13.2)	422	(20.0)	475	(14.4)	410	(15.5)

Difference	in	tho	mathematics	ccoro

		Second	1-generation n	ninus native stu	idents	First-	-generation mi	nus native stud	ents
		Both sub-gr	oups speak	Second-genera	ation students	Both sub-gr	oups speak	First-generat	ion students
		language of a	ssessment at	speak a differ	ent language	language of a	ssessment at	speak a differ	ent language
		hor	ne	at ho	ome	hor	ne	at ho	ome
		Difference.	S.E.	Difference.	S.E.	Difference.	S.E.	Difference.	S.E.
S	Australia	-1	(4.6)	-14	(7.4)	-1	(5.1)	-6	(7.6)
countries		-	` ′		` ′	-	` /	- 1	` ′
иn	Austria	-44	(14.3)	-55	(11.5)	-48	(9.1)	-62	(7.9)
	Belgium	-77	(11.7)	-96	(11.4)	-107	(16.5)	-126	(11.3)
ECD	Canada	13	(5.0)	-8	(6.6)	-8	(6.2)	-5	(5.5)
Ō	Denmark	-65	(15.1)	-81	(17.7)	-74	(15.3)	-61	(14.3)
	France	-33	(6.3)	-66	(10.1)	-60	(19.4)	-80	(21.9)
	Germany	-71	(10.2)	-102	(15.7)	-48	(11.0)	-93	(8.9)
	Luxembourg	-27	(7.0)	-30	(5.4)	4	(11.2)	-54	(4.3)
	Netherlands	-45	(12.2)	-83	(13.8)	-67	(14.5)	-92	(10.8)
	New Zealand	-27	(9.9)	-50	(13.8)	-1	(6.4)	-5	(7.4)
	Norway	-55	(19.7)	-17	(14.9)	-83	(24.2)	-58	(10.9)
	Sweden	-20	(9.4)	-36	(15.7)	-75	(18.9)	-92	(10.5)
	Switzerland	-50	(6.9)	-58	(8.6)	-65	(9.3)	-98	(7.6)
trie	United States	2	(8.1)	-45	(9.8)	-11	(10.9)	-43	(8.4)
Partner countries	OECD average	-25	(2.3)	-51	(3.2)	-29	(3.4)	-54	(2.7)
7:	Hong Kong-China	12	(4.5)	-53	(22.9)	-39	(4.5)	-119	(13.8)
rthe	Macao-China	3	(7.9)	-40	(22.8)	-9	(11.1)	-63	(21.4)
2	Russian Federation	-14	(7.4)	-55	(21.5)	-14	(5.4)	-74	(15.2)
	Belgium (Flemish Community)	-70	(18.4)	-140	(15.7)	-72	(9.5)	-130	(18.2)
	Belgium (French Community)	-53	(13.3)	-44	(13.1)	-98	(20.2)	-110	(15.4)



 ${\it Table~2.5b}$ Performance on the reading scale by immigrant status and language spoken at home

Results based on students' self-reports

Performance on the reading scale Language spoken at home most of the time IS Language spoken at home most of the time ISTHE SAME as the DIFFERENT from the language of assessment, from other official languages or language of assessment, other official languages or another national dialects from other national dialects Second-generation Second-generation First-generation First-generation Native students students students students students Mean Mean Mean Mean Mean S.E. S.E. S.E. S.E. S.E. score score score score score Australia 530 (2.2)531 (5.1)524 (5.6)516 (7.0)508 (7.5)**DECD** countries Austria 502 (3.9)461 (16.5)460 (12.7)413 (21.5)421 (9.4)Belgium 529 462 412 436 403 (15.1)(2.6)(12.0)(18.6)(12.8)Canada 535 553 527 527 512 (1.6)(4.3)(6.1)(7.0)(5.7)497 (2.8)443 (18.5)452 (14.6)443 458 (13.8)Denmark (22.8)(2.7)507 477 450 (21.8)435 412 (19.4)France (6.3)(12.0)Germany 520 (3.5)457 (9.5)463 (11.4)404 (17.0)404 (11.8)Luxembourg 503 (1.8)466 (6.9)487 (10.7)452 (5.8)422 (4.7)Netherlands 527 489 (9.1)477 (13.4)458 (11.7)459 (10.0)(3.0)New Zealand 529 (2.9)522 (10.0)535 (6.9)465 (12.8)481 (6.8)Norway 506 (2.6)440 (22.0)429 (27.3)457 (17.1)435 (12.6)512 524 507 431 Sweden (2.1)(9.9)466 (21.5)(16.3)(12.4)Switzerland 517 473 (7.9)455 464 412 (8.3)(3.3)(10.6)(8.1)United States 505 507 (8.6)494 462 443 (3.0)(11.7)(11.8)(8.8)OECD average 496 (2.4)488 460 446 516 (0.8)(3.7)(2.6)(3.4)Hong Kong-China 516 (3.4)525 (3.9)498 (4.9)460 (21.5)436 (13.2)Macao-China 502 498 (3.0)502 (7.7)470 470 (20.9)(5.3)(13.5)Russian Federation 449 430 (7.1)420 (7.6)377 (24.5)367 (13.8)(3.6)Belgium (Flemish Community) 547 (2.9)493 (17.5)479 (15.5)423 (14.7)427 (22.2)

(14.8)

(22.6)

447

(19.1)

382

(20.9)

387

		Secon	d-generation r	ninus native stu	ıdents	First-generation minus native students				
		Both sub-gr	oups speak		ation students	Both sub-gr	oups speak	First-generat		
		language of a	ssessment at	speak a differ	ent language	language of a	ssessment at	speak a differ	ent language	
		hor	me	at h	ome	hoi	me	at h	ome	
		Difference		Difference	S.E.	Difference	S.E.	Difference	S.E.	
ies	Australia	1	(5.2)	-14	(7.2)	-6	(5.4)	-22	(7.6)	
countries	Austria	-41	(17.0)	-90	(21.4)	-42	(12.5)	-81	(10.0)	
noo	Belgium	-67	(11.9)	-93	(12.3)	-117	(18.6)	-125	(15.1)	
ECD	Canada	18	(4.2)	-8	(7.2)	-8	(6.3)	-23	(5.7)	
OE	Denmark	-54	(18.4)	-53	(23.2)	-45	(14.8)	-39	(14.1)	
	France	-31	(7.0)	-72	(12.1)	-57	(21.8)	-95	(19.6)	
	Germany	-63	(9.9)	-115	(17.3)	-57	(11.9)	-116	(11.5)	
	Luxembourg	-36	(7.2)	-51	(6.1)	-16	(11.1)	-81	(5.0)	
	Netherlands	-38	(9.6)	-69	(12.1)	-49	(13.8)	-68	(10.5)	
	New Zealand	-7	(10.7)	-64	(12.9)	6	(7.3)	-48	(7.5)	
	Norway	-67	(22.0)	-49	(17.0)	-78	(26.9)	-71	(12.4)	
	Sweden	-11	(9.8)	-17	(16.1)	-58	(21.3)	-93	(12.8)	
S	Switzerland	-45	(7.2)	-53	(8.1)	-63	(9.3)	-105	(8.0)	
trie	United States	2	(8.3)	-43	(11.8)	-12	(11.7)	-62	(9.1)	
unc	OECD average	-20	(2.4)	-56	(3.4)	-28	(3.7)	-70	(2.8)	
Partner countries	Hong Kong-China	8	(3.6)	-57	(21.2)	-18	(4.2)	-80	(13.4)	
£	Macao-China	-4	(5.6)	-33	(14.9)	0	(10.1)	-32	(20.7)	
\$	Russian Federation	-20	(6.8)	-72	(24.5)	-29	(7.0)	-82	(13.2)	
	Belgium (Flemish Community)	-54	(18.0)	-124	(15.5)	-69	(15.7)	-120	(22.3)	
	Belgium (French Community)	-47	(14.4)	-53	(17.6)	-114	(22.5)	-119	(20.6)	

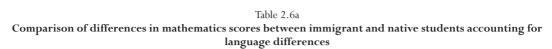
Note: Differences that are statistically significant are indicated in bold.

Belgium (French Community)

501

(4.5)

454



		Difference in the mathematics score										
		WITHOU	IT accounting	for language d	ifferences	WITH accounting for language difference						
		0	ation students	0		0	ation students	First-generat				
		minus nati	ve students	minus nati	ve students	minus nati	ve students	minus nativ	ve students			
		Difference	S.E.	Difference	S.E.	Difference	S.E.	Difference	S.E.			
S	Australia	-5	(4.4)	0	(5.0)	-3	(4.2)	4	(4.5)			
)tri	Austria	-43	(10.1)	-56	(6.9)	-33	(11.1)	-44	(8.5)			
countries	Belgium	-76	(8.4)	-104	(11.0)	-62	(9.1)	-90	(12.5)			
ð	Canada	7	(4.5)	-1	(4.6)	13	(4.5)	11	(5.5)			
)E(Denmark	-70	(13.2)	-61	(10.9)	-71	(13.0)	-63	(11.6)			
_	France	-42	(5.9)	-64	(17.6)	-34	(6.6)	-50	(18.1)			
	Germany	-86	(11.4)	-58	(8.9)	-68	(10.8)	-40	(9.3)			
	Luxembourg	-28	(4.2)	-44	(4.0)	-13	(6.3)	-25	(7.5)			
	Netherlands	-56	(11.7)	-77	(10.5)	-45	(11.4)	-57	(12.5)			
	New Zealand	-36	(10.4)	-7	(6.4)	-30	(10.6)	4	(7.7)			
	Norway	-32	(13.2)	-54	(10.6)	-33	(16.5)	-55	(18.2)			
	Sweden	-25	(9.6)	-79	(9.2)	-18	(8.0)	-67	(11.8)			
	Switzerland	-50	(5.9)	-80	(6.0)	-42	(6.3)	-65	(7.8)			
tries	United States	-16	(7.4)	-32	(7.6)	2	(7.5)	-4	(8.0)			
Partner countries	OECD average	-33	(2.2)	-42	(2.1)	-22	(2.2)	-25	(2.4)			
S	Hong Kong-China	14	(4.6)	-40	(4.7)	13	(4.6)	-39	(4.5)			
the	Macao-China	5	(8.0)	-9	(10.8)	4	(8.0)	-10	(10.7)			
B	Russian Federation	-14	(7.2)	-20	(5.6)	-14	(7.2)	-17	(5.4)			
	Belgium (Flemish Community)	-98	(14.8)	-90	(11.3)	-70	(16.1)	-66	(12.9)			
	Belgium (French Community)	-45	(9.5)	-93	(14.8)	-36	(9.7)	-84	(15.6)			

 ${\it Table~2.6b}$ Comparison of differences in reading scores between immigrant and native students accounting for language differences

		Difference in the reading score											
		WITHOU	IT accounting	for language d	ifferences	WITH accounting for language differences							
		0	ation students		tion students		ation students	0					
		minus nati	ve students	minus nati	ve students	minus nati	ve students	minus nativ	e students				
		Difference	S.E.	Difference	S.E.	Difference	S.E.	Difference	S.E.				
es	Australia	-3	(4.7)	-13	(4.9)	1	(4.8)	-7	(4.7)				
countries	Austria	-71	(14.8)	-71	(9.1)	-45	(12.0)	-40	(11.3)				
noc	Belgium	-76	(8.6)	-118	(14.1)	-61	(10.0)	-106	(16.4)				
0	Canada	11	(4.2)	-17	(4.7)	19	(4.2)	1	(5.4)				
OECD	Denmark	-54	(15.4)	-42	(10.9)	-57	(15.0)	-46	(12.1)				
	France	-45	(7.3)	-76	(17.6)	-28	(7.3)	-51	(17.0)				
	Germany	-86	(11.5)	-86	(9.3)	-60	(11.7)	-57	(9.8)				
	Luxembourg	-45	(4.8)	-69	(4.8)	-20	(6.3)	-37	(7.5)				
	Netherlands	-47	(8.7)	-59	(9.2)	-38	(8.7)	-42	(10.7)				
	New Zealand	-22	(9.0)	-22	(5.8)	-7	(9.3)	8	(7.2)				
	Norway	-57	(12.5)	-72	(11.9)	-51	(15.8)	-62	(21.3)				
	Sweden	-13	(8.7)	-85	(11.5)	-7	(7.8)	-73	(15.7)				
10	Switzerland	-47	(5.7)	-90	(5.9)	-37	(6.8)	-70	(7.8)				
trie	United States	-19	(7.6)	-47	(8.3)	5	(7.6)	-11	(9.0)				
unc	OECD average	-34	(2.2)	-54	(2.2)	-18	(2.3)	-29	(3.0)				
Partner countries	Hong Kong-China	9	(3.5)	-20	(4.2)	8	(3.5)	-19	(4.2)				
th	Macao-China	-2	(5.6)	2	(9.4)	-3	(5.6)	1	(9.4)				
Pa	Russian Federation	-20	(6.6)	-32	(6.8)	-20	(6.7)	-29	(6.6)				
	Belgium (Flemish Community)	-96	(13.0)	-92	(13.1)	-59	(14.8)	-64	(13.8)				
	Belgium (French Community)	-47	(11.0)	-113	(18.2)	-38	(11.7)	-106	(20.2)				

 $\it Note: Differences that are statistically significant are indicated in bold.$



 ${\it Table~2.7}$ Mean score and gender differences in student performance on the mathematics and reading scales, by immigrant status

		Per	rforman	ce on the	e mather	matics sc	ale	Performance on the reading scale						
	-			Native s	students			Native students						
	-	Ma	les	Females		Difference (F - M)		Males		Fem	nales	Difference	e (F - M)	
	-	Mean		Mean		Score		Mean		Mean		Score		
		score	S.E.	score	S.E.	dif.	S.E.	score	S.E.	score	S.E.	dif.	S.E.	
G.	Australia	529	(2.9)	525	(2.5)	4	(3.3)	509	(2.8)	550	(2.2)	-41	(3.2)	
countries	Austria	520	(4.2)	510	(4.0)	10	(4.8)	479	(4.8)	523	(4.3)	-44	(5.9)	
mc	Belgium	550	(3.8)	540	(2.8)	10	(4.6)	507	(4.0)	541	(2.9)	-34	(4.7)	
	Canada	543	(2.0)	531	(1.9)	12	(2.3)	518	(2.1)	549	(1.9)	-31	(2.3)	
ECD	Denmark	528	(3.2)	512	(2.8)	17	(3.2)	484	(3.2)	509	(3.0)	-25	(3.1)	
Ö	France	525	(3.5)	515	(2.8)	10	(4.2)	486	(3.6)	524	(3.0)	-38	(4.2)	
	Germany	532	(4.1)	520	(4.0)	12	(4.0)	497	(4.3)	537	(3.8)	-39	(4.2)	
	Luxembourg	518	(2.4)	497	(2.0)	22	(3.7)	486	(2.9)	514	(2.3)	-28	(3.8)	
	Netherlands	553	(4.0)	549	(3.4)	4	(4.2)	513	(3.8)	536	(3.1)	-22	(3.9)	
	New Zealand	536	(3.2)	521	(3.4)	15	(4.0)	514	(3.8)	543	(3.5)	-29	(4.6)	
	Norway	503	(2.8)	495	(2.8)	7	(3.1)	480	(3.2)	529	(3.2)	-50	(3.4)	
S	Sweden	520	(2.8)	515	(2.9)	5	(3.4)	503	(2.6)	541	(2.7)	-39	(3.3)	
Ę	Switzerland	552	(4.7)	533	(3.8)	18	(5.2)	498	(4.5)	533	(3.0)	-34	(5.0)	
countries	United States	494	(3.2)	486	(3.2)	8	(3.0)	488	(3.6)	518	(3.5)	-30	(3.5)	
8	OECD average	529	(1.0)	517	(0.8)	11	(1.0)	497	(1.0)	531	(0.8)	-34	(1.0)	
Partner	Hong Kong-China	558	(6.5)	556	(4.9)	2	(7.0)	496	(5.3)	529	(3.7)	-33	(5.8)	
至	Macao-China	548	(8.1)	512	(7.6)	37	(10.9)	493	(6.9)	503	(6.5)	-10	(8.8)	
70	Russian Federation	478	(5.5)	465	(4.4)	13	(4.4)	433	(4.7)	459	(4.0)	-27	(4.1)	
	Belgium (Flemish Community)	574	(4.6)	559	(3.2)	-15	(5.4)	529	(4.5)	557	(3.3)	28	(5.4)	
	Belgium (French Community)	516	(6.6)	512	(4.7)	-4	(7.8)	475	(7.0)	515	(5.3)	40	(8.8)	

		Second-generation students					Second-generation students						
	-	Ma	les	Fem	ales	Difference	e (F - M)	Ma	ales	Fem	ales	Difference	e (F - M)
	-	Mean		Mean		Score		Mean		Mean		Score	
		score	S.E.	score	S.E.	dif.	S.E.	score	S.E.	score	S.E.	dif.	S.E.
ies	Australia	526	(7.3)	518	(6.3)	8	(9.9)	505	(7.3)	544	(6.4)	-38	(9.9)
#	Austria	470	(10.9)	444	(13.2)	26	(16.5)	410	(11.7)	452	(22.6)	-42	(22.1)
countries	Belgium	458	(9.5)	450	(8.4)	8	(10.1)	419	(10.0)	460	(9.4)	-41	(12.2)
	Canada	553	(5.9)	534	(4.7)	19	(6.2)	532	(5.4)	554	(4.7)	-22	(5.7)
5	Denmark	470	(16.3)	432	(12.5)	38	(17.8)	425	(17.6)	452	(15.6)	-28	(18.7)
OECD	France	470	(10.0)	474	(7.1)	-5	(11.8)	433	(10.2)	476	(7.4)	-43	(12.4)
	Germany	441	(11.2)	429	(10.4)	12	(11.9)	396	(11.9)	446	(10.2)	-50	(12.3)
	Luxembourg	481	(5.2)	472	(4.2)	10	(6.7)	433	(5.9)	474	(4.9)	-41	(7.3)
	Netherlands	510	(12.7)	476	(10.8)	34	(12.5)	478	(11.4)	472	(8.8)	5	(12.0)
	New Zealand	490	(10.7)	502	(10.3)	-12	(12.6)	481	(11.0)	532	(10.3)	-51	(14.7)
	Norway	476	(15.3)	443	(17.6)	33	(23.6)	446	(15.8)	446	(17.5)	1	(24.6)
es	Sweden	495	(12.1)	472	(11.8)	23	(14.4)	491	(11.9)	511	(10.0)	-20	(13.0)
untries	Switzerland	491	(7.1)	475	(6.8)	16	(9.5)	447	(7.2)	479	(6.8)	-32	(9.8)
ŭ	United States	474	(9.7)	461	(8.8)	13	(10.7)	471	(9.8)	493	(10.9)	-22	(11.6)
8	OECD average	489	(2.6)	477	(2.5)	12	(2.8)	458	(2.8)	491	(2.6)	-33	(3.2)
rtner	Hong Kong-China	572	(7.1)	568	(5.6)	3	(9.0)	507	(6.0)	538	(4.7)	-31	(7.7)
至	Macao-China	540	(6.3)	524	(5.0)	16	(7.9)	491	(4.6)	503	(3.9)	-12	(6.2)
\$	Russian Federation	455	(8.3)	461	(9.9)	-5	(11.1)	414	(8.7)	445	(7.1)	-31	(10.0)
	Belgium (Flemish Community)	455	(15.9)	436	(11.2)	-18	(17.7)	423	(16.9)	454	(11.8)	31	(19.5)
	Belgium (French Community)	459	(11.5)	458	(12.0)	-2	(13.4)	417	(12.6)	463	(13.7)	47	(16.5)

		First-generation students						First-generation stud						
		Ma	les	Fem	ales	Difference	e (F - M)	Ma	ales	Fen	nales	Difference	ce (F - M)	
	-	Mean		Mean		Score		Mean		Mean		Score		
		score	S.E.	score	S.E.	dif.	S.E.	score	S.E.	score	S.E.	dif.	S.E.	
<u>.e</u>	Australia	531	(7.6)	519	(8.1)	12	(12.3)	504	(7.9)	531	(7.5)	-27	(11.5)	
countries	Austria	451	(8.6)	452	(7.1)	-1	(10.6)	400	(10.0)	455	(9.5)	-55	(12.6)	
inc	Belgium	437	(14.0)	436	(12.6)	0	(16.5)	387	(14.7)	437	(14.2)	-50	(17.0)	
	Canada	533	(6.5)	528	(5.3)	5	(7.2)	498	(6.5)	532	(6.0)	-34	(8.5)	
ECD	Denmark	450	(12.5)	459	(13.5)	-9	(16.6)	437	(13.7)	472	(12.9)	-35	(19.1)	
Ö	France	449	(16.8)	446	(18.3)	3	(18.4)	403	(18.0)	449	(19.3)	-46	(20.9)	
	Germany	466	(9.3)	446	(9.0)	21	(10.5)	420	(11.3)	443	(10.6)	-23	(12.9)	
	Luxembourg	472	(5.7)	451	(4.8)	22	(7.6)	418	(6.7)	446	(5.4)	-27	(8.6)	
	Netherlands	482	(10.9)	463	(11.4)	19	(14.7)	458	(10.8)	469	(10.1)	-11	(13.2)	
	New Zealand	537	(5.9)	510	(7.3)	26	(9.2)	498	(7.6)	508	(7.9)	-10	(11.3)	
	Norway	431	(12.5)	446	(12.3)	-15	(16.5)	406	(14.6)	468	(14.1)	-62	(17.9)	
S	Sweden	427	(14.0)	424	(9.4)	3	(14.1)	416	(15.4)	449	(10.9)	-33	(14.0)	
Ξ	Switzerland	459	(8.1)	447	(7.3)	12	(9.6)	405	(7.9)	441	(7.9)	-37	(9.9)	
countries	United States	460	(8.6)	445	(10.8)	15	(12.2)	440	(9.3)	469	(12.7)	-29	(14.6)	
	OECD average	479	(2.8)	470	(2.3)	10	(3.4)	440	(3.0)	474	(2.8)	-34	(4.0)	
Partner	Hong Kong-China	520	(9.4)	512	(4.9)	8	(10.2)	480	(8.2)	507	(4.3)	-27	(9.0)	
至	Macao-China	523	(14.5)	510	(8.2)	13	(15.1)	487	(11.5)	512	(7.3)	-26	(13.1)	
70	Russian Federation	454	(8.2)	449	(8.3)	6	(11.5)	401	(9.6)	429	(9.6)	-28	(12.4)	
	Belgium (Flemish Community)	483	(11.4)	459	(14.6)	-25	(18.0)	437	(13.2)	464	(15.3)	27	(18.7)	
	Belgium (French Community)	418	(17.2)	421	(17.5)	3	(20.2)	368	(18.1)	418	(20.5)	50	(21.6)	

Table 2.8 Three most common countries of origin for immigrant students in each case country

				Perfor	mance on th	e mathematic	s scale	Difference in mathematics score Immigrant students		
	Most common	Participati	ing students	Immigran	t students	Native s	tudents	minus nati		
	immigrant groups ¹	Number	Weighted %	Mean score	S.E.	Mean score	S.E.	Difference	S.E.	
Australia Austria	England	357	11.8	540	(7.3)			13	(7.5)	
	New Zealand	189	7.0	516	(7.6)	527	(2.1)	-11	(7.5)	
	China	130	5.0	576	(16.7)			49	(16.7)	
Austria	Former Yugoslavia ²	276	47.2	456	(6.7)			-59	(7.6)	
	Turkey	141	25.9	423	(8.9)	515	(3.3)	-92	(9.1)	
	Romania	19	С	С	c			C	c	
Belgium	France	184	16.3	413	(25.3)			-133	(25.2)	
O .	Turkey	140	14.8	421	(13.1)	546	(2.5)	-125	(12.8)	
	Netherlands	54	5.8	521	(13.9)		. ,	-24	(14.1)	
Canada	a	a	a	a	a	a	a	a	a	
Denmark	Turkey	53	32.1	424	(12.4)			-95	(12.3)	
	Pakistan	31	11.6	449	(14.3)	520	(2.5)	-71	(14.1)	
	Former Yugoslavia	23	С	С	c		. ,	С	c	
France	a	a	a	a	a	a	a	a	a	
Germany	Turkey	197	32.1	405	(10.8)			-120	(11.6)	
•	Former Soviet	180	28.3	466	(8.3)	525	(3.5)	-59	(9.3)	
	Republic Poland	100	16.1	486	(11.5)		()	-39	(11.2)	
Luxembourg	Portugal	595	47.3	446	(3.2)			-61	(3.6)	
	Italy	99	7.9	466	(9.0)	507	(1.3)	-41	(9.0)	
	Former Yugoslavia	92	7.3	421	(10.2)			-86	(10.2)	
Netherlands	a	a	a	a	a	a	a	a	a	
New Zealand	Samoa	124	14.6	447	(10.3)			-81	(10.5)	
	United Kingdom	103	11.2	546	(8.5)	528	(2.6)	18	(9.0)	
	China	76	8.4	541	(17.7)			13	(18.1)	
Norway	a	a	a	a	a	a	a	a	a	
Portugal	a	a	a	a	a	a	a	a	a	
Sweden	a	a	a	a	a	a	a	a	a	
Switzerland	Former Yugoslavia	408	23.0	460	(7.3)			-82	(8.0)	
	Albania/Kosovo	257	16.2	404	(6.8)	543	(3.3)	-139	(7.5)	
	Italy	245	11.7	467	(8.3)			-75	(8.1)	
United Kingdom	a	a	a	a	a	a	a	a	a	
United States	Spanish speaking immigrants	270	35.0	423	(7.3)	490	(2.8)	-66	(7.5)	
Hong Kong-China	a	a	a	a	a	a	a	a	a	
Macao-China	a	a	a	a	a	a	a	a	a	
United States Hong Kong-China Macao-China Russian Federation	a	a	a	a	a	a	a	a	a	

Note: Differences that are statistically significant are indicated in bold. 1. These categories are chosen by countries.

^{2.} Authors' calculations.

 ${\it Table~2.9}$ Comparison of performance levels for immigrant students whose families came from Turkey and the former Yugoslavia

			In	nmigran	t stude	nts							Differen	ce in
		Turl	key			FormerY	ugoslavia				Differen	ce in	mathem	atics
											mathem	atics	perform	ance
										performance		between	native	
	Performance of										between native		students	and
						Performance on					students	and	immigrant s	students
	Part	ticipating	the math	ematics	ics Participating the mathematic			ematics			Turkish imi	nigrant	from the f	ormer
	St	udents	sca	le	St	udents	sca	le	Native students		studer	nts	Yugosla	avia
•		Weighted	Mean			Weighted	Mean		Mean					
	N	%	score	S.E.	N	%	score	S.E.	score	S.E.	Difference	S.E.	Difference	S.E.
Austria	141	25.9	423	(8.9)	276	47.2	456	(6.7)	515	(3.3)	-92	(9.1)	-59	(7.6)
Belgium	140	14.8	421	(13.1)	С	С	С	С	546	(2.5)	-125	(12.8)	С	С
Denmark	53	32.1	424	(12.4)	С	С	С	С	520	(2.5)	-95	(12.3)	С	С
Germany	197	32.1	405	(10.8)	45	7.0	448	(17.0)	525	(3.5)	-120	(11.6)	-78	(17.0)
Luxembourg	С	С	С	С	92	92 7.3		(10.2)	507	(1.3)	С	С	-86	(10.2)
Switzerland				408	23.0	460	(7.3)	543	(3.3)	-106	(10.3)	-82	(8.0)	

Table 3.1 Highest level of parental education (in years of schooling) by immigrant status

	_		Highest le	evel of parental edu	ication in years of s	chooling ¹	
		Native s	students	Second-genera	ation students	First-generat	ion students
		Mean	S.E.	Mean	S.E.	Mean	S.E.
ies	Australia	13.1	(0.04)	12.6	(0.13)	13.5	(0.15)
DECD countries	Austria	13.2	(0.06)	11.1	(0.31)	12.3	(0.24)
000	Belgium	13.8	(0.05)	10.7	(0.33)	12.1	(0.30)
ECI	Canada	14.5	(0.04)	14.4	(0.13)	15.2	(0.14)
O	Denmark	14.6	(0.07)	11.8	(0.64)	13.3	(0.50)
	France	12.4	(0.05)	9.3	(0.29)	9.7	(0.54)
	Germany	13.9	(0.06)	9.0	(0.47)	8.7	(0.43)
	Luxembourg	14.5	(0.06)	11.4	(0.26)	11.2	(0.25)
	Netherlands	13.1	(0.06)	10.0	(0.39)	11.6	(0.46)
	New Zealand	13.5	(0.07)	12.1	(0.33)	13.8	(0.18)
	Norway	14.6	(0.04)	13.7	(0.43)	13.7	(0.39)
	Sweden	13.6	(0.05)	12.2	(0.37)	12.3	(0.36)
	Switzerland	12.6	(0.06)	10.7	(0.17)	10.9	(0.19)
S	United States	13.8	(0.05)	11.9	(0.32)	12.1	(0.27)
countries	OECD average	13.7	(0.02)	11.4	(0.09)	12.3	(0.08)
9	Hong Kong-China	10.3	(0.12)	9.2	(0.11)	8.7	(0.12)
Partner	Macao-China	10.0	(0.31)	9.3	(0.16)	9.3	(0.31)
Par	Russian Federation	13.3	(0.04)	13.2	(0.10)	13.3	(0.09)
	Belgium (Flemish Community)	13.7	(0.06)	10.2	(0.41)	12.0	(0.58)
	Belgium (French Community)	14.0	(0.08)	11.0	(0.48)	12.2	(0.37)

Note: Statistically significant differences from native students' scores are indicated in bold.

^{1.} Table A1.1 in Annex A1 shows conversions used for years of schooling.

OECD countries

Table 3.2

Distribution of the index of economic, social and cultural status (ESCS) by immigrant status (scores standardised within each country sample)

(scores standardised within each country sample) Distribution of the index of economic, social and cultural status (ESCS)											
	Percentiles										
		ESCS	mean		th	2	5 th		5 th	9	5 th
		Index	S.E.	Index	S.E.	Index	S.E.	Index	S.E.	Index	S.E.
Australia	Native	0.03	(0.02)	-1.55	(0.03)	-0.62	(0.03)	0.73	(0.02)	1.64	(0.00)
	Second-generation	-0.20	(0.05)	-1.85	(0.09)	-0.88	(0.06)	0.54	(0.05)	1.57	(0.09)
	First-generation	0.04	(0.07)	-1.72	(0.30)	-0.68	(0.07)	0.84	(0.05)	1.63	(0.02
Austria	Native	0.10	(0.03)	-1.30	(0.03)	-0.60	(0.03)	0.74	(0.04)	1.73	(0.03)
	Second-generation	-0.66	(0.11)	-2.56	(0.24)	-1.47	(0.14)	-0.05	(0.16)	1.67	(0.29
	First-generation	-0.60	(0.07)	-2.17	(0.14)	-1.34	(0.09)	0.01	(0.08)	1.33	(0.16)
Belgium	Native	0.10	(0.02)	-1.42	(0.04)	-0.57	(0.03)	0.80	(0.02)	1.61	(0.03
	Second-generation	-0.80	(0.08)	-2.82	(0.10)	-1.63	(0.10)	-0.04	(0.11)	1.19	(0.13
	First-generation	-0.59	(0.07)	-2.55	(0.13)	-1.32	(0.11)	0.19	(0.08)	1.17	(0.15
Canada	Native	0.00	(0.02)	-1.60	(0.03)	-0.70	(0.02)	0.73	(0.03)	1.66	(0.01
	Second-generation	-0.07	(0.05)	-1.67	(0.07)	-0.83	(0.06)	0.70	(0.07)	1.65	(0.04
D 1	First-generation	0.15	(0.05)	-1.57	(0.09)	-0.54	(0.08)	0.89	(0.06)	1.67	(0.03
Denmark	Native	0.06	(0.03)	-1.47	(0.04)	-0.61	(0.03)	0.72 - 0.08	(0.04)	1.64	(0.04
	Second-generation	-0.81 -0.58	(0.15) (0.11)	-3.10	(0.40)	-1.52 -1.20	(0.16) (0.08)	0.10	(0.20)	1.14	(0.23
France	First-generation Native	0.12	(0.11)	-1.29	(0.40)	-0.54	(0.04)	0.77	(0.11)	1.66	(0.23)
Tance	Second-generation	-0.76	(0.03)	-2.82	(0.11)	-1.44	(0.10)	0.01	(0.01)	1.07	(0.14
	First-generation	-0.66	(0.15)	-2.95	(0.11)	-1.46	(0.24)	0.29	(0.26)	C	(0.11
Germany	Native	0.18	(0.03)	-1.08	(0.03)	-0.43	(0.02)	0.77	(0.04)	1.69	(0.01
,	Second-generation	-0.91	(0.09)	-2.57	(0.08)	-1.89	(0.16)	-0.30	(0.13)	1.10	(0.17
	First-generation	-0.90	(0.08)	-2.58	(0.07)	-1.89	(0.12)	-0.05	(0.12)	1.27	(0.19
Luxembourg	Native	0.23	(0.01)	-1.26	(0.04)	-0.27	(0.02)	0.79	(0.02)	1.52	(0.01
8	Second-generation	-0.36	(0.05)	-2.12	(0.06)	-1.33	(0.06)	0.49	(0.05)	1.42	(0.05
	First-generation	-0.54	(0.05)	-2.28	(0.06)	-1.52	(0.05)	0.46	(0.08)	1.50	(0.02
Netherlands	Native	0.10	(0.03)	-1.36	(0.04)	-0.58	(0.04)	0.81	(0.03)	1.69	(0.05)
	Second-generation	-0.81	(0.12)	-3.01	(0.16)	-1.55	(0.12)	0.02	(0.15)	1.15	(0.33
	First-generation	-0.58	(0.12)	-3.25	(0.40)	-1.30	(0.16)	0.17	(0.20)	1.15	(0.21
New Zealand	Native	0.02	(0.02)	-1.56	(0.06)	-0.60	(0.02)	0.70	(0.03)	1.57	(0.03)
	Second-generation	-0.39	(0.08)	-2.54	(0.17)	-1.19	(0.12)	0.40	(0.11)	1.45	(0.12)
	First-generation	0.10	(0.04)	-2.17	(0.24)	-0.43	(0.05)	0.85	(0.05)	1.55	(0.05
Norway	Native	0.03	(0.03)	-1.50	(0.04)	-0.65	(0.03)	0.73	(0.03)	1.61	(0.01
	Second-generation	-0.39	(0.16)	-2.79	(0.36)	-1.37	(0.21)	0.51	(0.26)	c	(0.43
2 1	First-generation	-0.57	(0.13)	-3.19	(0.69)	-1.37	(0.15)	0.35	(0.16)	1.50	(0.13
Sweden	Native	0.08 - 0.49	(0.03)	-1.45	(0.04)	-0.57	(0.02)	0.79 0.35	(0.04)	1.60 1.07	(0.02)
	Second-generation	-0.49	(0.09)	-2.77 -3.03	(0.30) (0.26)	-1.17 -1.37	(0.12)	0.30	(0.13)	1.29	(0.13)
Switzerland	First-generation Native	0.15	(0.10)	-1.32	(0.25)	-0.45	(0.03)	0.75	(0.10)	1.64	(0.03)
Witzeriand	Second-generation	-0.52	(0.04)	-2.50	(0.18)	-1.33	(0.06)	0.14	(0.08)	1.46	(0.08)
	First-generation	-0.68	(0.06)	-2.66	(0.12)	-1.44	(0.05)	0.00	(0.09)	1.33	(0.14
United States	Native	0.10	(0.03)	-1.36	(0.03)	-0.55	(0.02)	0.79	(0.04)	1.56	(0.01
	Second-generation	-0.46	(0.11)	-2.77	(0.21)	-1.27	(0.15)	0.36	(0.09)	1.47	(0.10
	First-generation	-0.55	(0.08)	-2.58	(0.33)	-1.48	(0.09)	0.54	(0.13)	1.37	(0.17
Hong Kong-China	Native	0.23	(0.04)	-1.38	(0.06)	-0.46	(0.04)	0.90	(0.06)	1.97	(0.10
3 0	Second-generation	-0.16	(0.03)	-1.65	(0.06)	-0.68	(0.03)	0.36	(0.05)	1.34	(0.09)
	First-generation	-0.45	(0.03)	-1.87	(0.11)	-1.06	(0.04)	0.05	(0.04)	1.12	(0.15)
Macao-China	Native	0.28	(0.08)	-1.80	(0.17)	-0.41	(0.14)	1.02	(0.09)	2.00	(0.11)
	Second-generation	-0.05	(0.04)	-1.79	(0.12)	-0.64	(0.05)	0.58	(0.04)	1.33	(0.06)
	First-generation	-0.15	(0.07)	-1.75	(0.17)	-0.78	(0.06)	0.46	(0.09)	1.33	(0.13)
Russian Federation	Native	0.01	(0.03)	-1.42	(0.03)	-0.78	(0.03)	0.80	(0.06)	1.70	(0.04
	Second-generation	-0.03	(0.07)	-1.58	(0.10)	-0.79	(0.09)	0.75	(0.10)	1.63	(0.11
21: (51 :1.5	First-generation	-0.03	(0.07)	-1.61	(0.12)	-0.81	(0.09)	0.79	(0.08)	1.64	(0.17
Belgium (Flemish Community)	Native	0.06	(0.03)	-1.43	(0.07)	-0.62	(0.04)	0.79	(0.02)	1.62	(0.03)
	Second-generation	-1.03	(0.10)	-2.78	(0.13)	-1.90	(0.14)	-0.33	(0.15)	0.76	(0.26
D.1: (F. 1.C)	First-generation	-0.55	(0.14)	-2.90	(0.32)	-1.38	(0.26)	0.35	(0.13)	1 FO	(0.04
Belgium (French Community)	Native	0.14	(0.04)	-1.40	(0.07)	-0.52	(0.05)	0.82	(0.04)	1.59	(0.04
	Second-generation	-0.64	(0.10)	-2.77	(0.13)	-1.39	(0.17)	0.10	(0.12)	1.33	(0.11
	First-generation	-0.57	(0.08)	-2.35	(0.20)	-1.26	(0.15)	0.16	(0.12)	1.18	(0.17)

 ${\it Note:} \ Statistically \ significant \ differences \ from \ native \ students' \ scores \ are \ indicated \ in \ bold.$

Partner countries

Table 3.3

Differences between native and immigrant students in mathematics performance and highest level of parental education (in years of schooling)

								t parental educati	on		
		Diffe	rence in ma	nthematics score		in years of schooling ¹					
		Second-generation	n students	First-generation	students	Second-generation	n students	First-generation	students		
		minus native s	tudents	minus native s	tudents	minus native s	tudents	minus native s	tudents		
		Difference	S.E.	Difference	S.E.	Difference	S.E.	Difference	S.E.		
ries	Australia	-5	(4.7)	-2	(4.9)	-0.44	(0.13)	0.44	(0.14)		
countries	Austria	-56	(9.3)	-63	(6.0)	-2.18	(0.31)	-0.98	(0.24)		
	Belgium	-92	(7.6)	-109	(10.9)	-3.13	(0.33)	-1.70	(0.30)		
ECD	Canada	6	(4.4)	-7	(4.8)	-0.06	(0.13)	0.71	(0.14)		
Ö	Denmark	-70	(11.1)	-65	(9.8)	-2.83	(0.62)	-1.40	(0.50)		
	France	-48	(6.6)	-72	(15.0)	-3.04	(0.29)	-2.64	(0.54)		
	Germany	-93	(9.6)	-71	(7.9)	-4.85	(0.48)	-5.20	(0.43)		
	Luxembourg	-31	(3.7)	-45	(4.1)	-3.10	(0.27)	-3.33	(0.25)		
	Netherlands	-59	(11.1)	-79	(8.8)	-3.04	(0.39)	-1.43	(0.47)		
	New Zealand	-32	(9.1)	-5	(5.6)	-1.49	(0.34)	0.26	(0.20)		
	Norway	-39	(11.3)	-61	(9.4)	-0.97	(0.42)	-0.99	(0.39)		
	Sweden	-34	(9.1)	-92	(9.7)	-1.38	(0.36)	-1.36	(0.36)		
	Switzerland	-59	(4.9)	-89	(6.0)	-1.90	(0.18)	-1.78	(0.20)		
ë.	United States	-22	(7.2)	-36	(7.5)	-1.86	(0.32)	-1.71	(0.27)		
du	OECD average	-40	(2.0)	-48	(2.1)	-2.24	(0.09)	-1.41	(0.08)		
8	Hong Kong-China	13	(4.3)	-41	(4.5)	-1.07	(0.14)	-1.58	(0.17)		
Partner countries	Macao-China	4	(7.9)	-11	(10.4)	-0.67	(0.37)	-0.67	(0.43)		
Par	Russian Federation	-14	(7.2)	-20	(5.4)	-0.10	(0.10)	0.00	(0.10)		
	Belgium (Flemish Community)	-122	(11.3)	-95	(9.9)	-3.57	(0.40)	-1.76	(0.58)		
	Belgium (French Community)	-56	(9.3)	-94	(14.4)	-3.02	(0.50)	-1.83	(0.37)		

Note: Statistically significant differences are indicated in bold.

1. Table A1.1 in Annex A1 shows conversions used for years of schooling.

Table 3.4

Differences between native and immigrant students in mathematics performance and parents' economic, social and cultural status (ESCS)

						Difference in the index of economic, social and						
				athematics score		cultural status (ESCS)						
		Second-generatio		First-generation	students	Second-generation	n students	First-generation students				
		minus native s	tudents	minus native s	tudents	minus native s	tudents	minus native students				
		Difference	S.E.	.E. Difference		Difference	S.E.	Difference	S.E.			
Partner countries OECD countries	Australia	-5	(4.7)	-2	(4.9)	-0.20	(0.04)	0.00	(0.05)			
	Austria	-56	(9.3)	-63	(6.0)	-0.64	(0.09)	-0.59	(0.05)			
	Belgium	-92	(7.6)	-109	(10.9)	-0.85	(0.07)	-0.65	(0.07)			
	Canada	6	(4.4)	-7	(4.8)	-0.06	(0.04)	0.13	(0.04)			
	Denmark	-70	(11.1)	-65	(9.8)	-0.75	(0.12)	-0.55	(0.10)			
	France	-48	(6.6)	-72	(15.0)	-0.83	(0.07)	-0.74	(0.13)			
	Germany	-93	(9.6)	-71	(7.9)	-1.08	(0.09)	-1.07	(0.08)			
	Luxembourg	-31	(3.7)	-45	(4.1)	-0.64	(0.06)	-0.84	(0.05)			
	Netherlands	-59	(11.1)	-79	(8.8)	-0.78	(0.10)	-0.58	(0.11)			
	New Zealand	-32	(9.1)	-5	(5.6)	-0.37	(0.08)	0.08	(0.05)			
	Norway	-39	(11.3)	-61	(9.4)	-0.33	(0.12)	-0.47	(0.10)			
	Sweden	-34	(9.1)	-92	(9.7)	-0.50	(0.07)	-0.61	(0.08)			
	Switzerland	-59	(4.9)	-89	(6.0)	-0.57	(0.05)	-0.70	(0.05)			
	United States	-22	(7.2)	-36	(7.5)	-0.52	(0.10)	-0.59	(0.08)			
	OECD average	-40	(2.0)	-48	(2.1)	-0.58	(0.02)	-0.47	(0.02)			
2	Hong Kong-China	13	(4.3)	-41	(4.5)	-0.31	(0.03)	-0.55	(0.04)			
Partne	Macao-China	4	(7.9)	-11	(10.4)	-0.28	(0.07)	-0.37	(0.09)			
	Russian Federation	-14	(7.2)	-20	(5.4)	-0.03	(0.05)	-0.03	(0.05)			
	Belgium (Flemish Community)	-122	(11.3)	-95	(9.9)	-0.99	(0.09)	-0.55	(0.13)			
	Belgium (French Community)	-56	(9.3)	-94	(14.4)	-0.77	(0.10)	-0.70	(0.08)			

Note: Statistically significant differences are indicated in bold.



 ${\it Table 3.5}$ Regression estimates of mathematics performance on immigrant status, parental education (in years of schooling), parents' occupational status (HISEI), language spoken at home and age at immigration

	07-1		`	<i>,</i> .	0 0	_							
						Regression						Explained	Missing
												variance	(un-
			Model 1		Model 2		Model 3		Model 4		del 5	(unique)	weighted)
		В	S.E.	В	S.E.	В	S.E.	В	S.E.	В	S.E.	Percentage	Percentage
Australia	Second-generation	-5.2	(4.43)	-1.9	(4.12)	1.8	(4.01)	1.9	(3.80)	1.6	(3.73)	0.0	
	First-generation	0.1	(5.01)	-5.4	(4.86)	-4.7	(4.84)	-4.4	(4.43)	2.6	(6.42)	0.0	
	Parental education in years of schooling			8.5	(0.62)	4.1	(0.57)	4.1	(0.57)	4.1	(0.58)	0.8	
	Parents' occupational status					1.6	(0.07)	1.6	(0.07)	1.6	(0.07)	6.1	
	Foreign language spoken at home							-0.6	(5.05)	0.8	(5.18)	0.0	
	Age at immigration									-1.5	(0.63)	0.1	
	R-squared		0.00		0.04		0.10		0.10		0.11		9.8
Austria	Second-generation	-42.6	(10.11)	-27.6	(9.80)	-25.3	(10.00)	-23.5	(10.74)	-23.9	(10.74)	0.2	
	First-generation	-55.6	(6.90)	-48.1	(6.82)	-38.4	(6.83)	-36.3	(7.72)	-29.2	(9.99)	0.2	
	Parental education in years of schooling			7.1	(0.85)	3.3	(0.80)	3.3	(0.80)	3.4	(0.80)	0.8	
	Parents' occupational status					1.4	(0.13)	1.4	(0.13)	1.4	(0.13)	5.2	
	Foreign language spoken at home							-2.9	(7.97)	-2.3	(8.01)	0.0	
	Age at immigration									-1.3	(1.56)	0.2	
	R-squared		0.03		0.07		0.12		0.12		0.13		8.5
Belgium	Second-generation	-75. 8	` ′	-55.0	` ′		(7.51)	1 1	(7.92)	1 1	(8.05)	0.6	
	First-generation	-103.6	(10.99)	-89.0	(10.38)		(9.54)	-73.7	(10.55)		(9.98)	0.1	
	Parental education in years of schooling			7.9	(0.51)	3.0	(0.49)	2.9	(0.49)	2.9	(0.48)	0.6	
	Parents' occupational status					1.8	(0.11)	1.8	(0.11)	1.8	(0.11)	7.2	
	Foreign language spoken at home							-30.6	(9.07)	1 1	(9.14)	0.3	
	Age at immigration									-5.2	(1.05)	0.8	
	R-squared		0.06		0.11		0.18		0.19		0.19		19.1
Canada	Second-generation	7.4	. /	8.0	. /		(4.09)	14.1	(4.23)	13.9	(4.25)	0.2	
	First-generation	-1.1	(4.65)	-6.4	' '		(4.53)	1.9	(5.43)		(7.38)	0.0	
	Parental education in years of schooling			6.8	(0.45)		(0.43)	3.3	(0.43)	1	(0.43)	0.7	
	Parents' occupational status					1.2	(0.07)	1.2	(0.08)	1.2	(0.08)	4.1	
	Foreign language spoken at home							-11.9	(5.18)		(5.18)	0.1	
	Age at immigration									-0.7	(0.77)	0.1	
	R-squared		0.00		0.04		0.08		0.08		0.08		10.8
Denmark	Second-generation			1	(13.98)		, ,	1 1	(12.89)	i i	(12.77)	0.7	
	First-generation	-60.9	(10.89)	1	(12.21)		(12.04)	i i	(12.77)	1 1	(13.53)	0.0	
	Parental education in years of schooling			8.2	(0.74)	5.1	(0.70)	5.1	(0.70)	5.2	(0.69)	1.9	
	Parents' occupational status					1.3	(0.11)	1.3	(0.11)	1.3	(0.11)	4.5	
	Foreign language spoken at home							5.6	(10.06)	7.2	(9.72)	0.0	
	Age at immigration						0.40		0.40	-6.5	(1.53)	0.5	
	R-squared	12.2	0.03	20.0	0.08		0.13	4= 6	0.13	450	0.13	0.2	9.0
France	Second-generation	-42.3	_ ` /	-20.8	, ,	-18.4			(6.31)	1 1	(6.33)	0.2	
	First-generation	-64.4	(17.56)				(14.35)		(15.21)		(14.65)	0.1	
	Parental education in years of schooling			7.6	(0.68)		(0.67)	3.1	(0.69)	3.1	(0.69)	0.7	
	Parents' occupational status					1.5	(0.13)		(0.13)	1.5	(0.13)	6.2	
	Foreign language spoken at home							-9.6	(9.52)		(9.22)	0.1	
	Age at immigration		0.02		0.00		0.44		0.44	-4.3		0.3	42.0
0	R-squared	06.0	0.03		0.08		0.14	25.0	0.14	1	0.15	0.7	12.0
Germany	Second-generation			1	(10.31)		(9.26)	-35.9	(9.89)		(9.20)	0.7	
	First-generation	-58.0	(8.88)	-24.9	` ′		(8.98)	1 1	(9.05)	i i	(11.51)	0.1	
	Parental education in years of schooling			6.6	(0.63)		(0.61)	1	\ /		(0.60)	1.1	
	Parents' occupational status					1.8	(0.11)		(0.11)	1 1	(0.11)		
	Foreign language spoken at home							-35.6	(9.20)	-25.3	(9.80)		
	Age at immigration		0.05		0.12		0.10		0.20	-5.7	, ,		20.0
Luvamb	R-squared	20.2	0.07		0.12		0.19		0.20		0.20		20.8
Luxembourg	Second-generation	-28.3	. /				(4.36)		(5.95)		(6.05)		
	First-generation	-44.3	(4.03)		, ,		(4.19)	-20.7	(7.28)		(8.30)		
	Parental education in years of schooling			4.7	(0.32)		(0.38)		(0.39)		(0.39)		
	Parents' occupational status					1.7	(0.13)		(0.13)		(0.13)		
	Foreign language spoken at home							-0.3	(7.42)		(7.58)		
	Age at immigration		0.04		0.00		0.16		0.16	-1.9			21.1
	R-squared		0.04		0.09		0.16		0.16		0.16		21.1

Note: Statistically significant coefficients are indicated in bold. For the variable Age at immigration the number of missing values is particularly high, therefore mean substitution is used and a dummy variable indicating whether or not the age at immigration is missing was included in the regression model. Table A1.1 in Annex A1 shows the conversions used for the variable Parental education in years of schooling.

Table 3.5 (continued) Regression estimates of mathematics performance on immigrant status, parental education (in years of schooling), parents' occupational status (HISEI), language spoken at home and age at immigration

OECD countries

	<u> </u>		•	,									
						Regr	ession					Explained	Missing
												variance	(un-
			del 1		del 2		del 3		del 4		del 5	(unique)	weighted)
		В	S.E.	В	S.E.	В	S.E.	В	S.E.	В	S.E.	Percentage	Percentage
Netherlands	Second-generation	-55.6	(11.69)	-40.3	'	-38.1	(9.85)	-32.1	(9.84)		(9.88)	0.7	
	First-generation	-77.3	(10.48)	-69.7	'	-66.3	(9.95)	-54.6	(11.83)		(13.99)	0.2	
	Parental education in years of schooling			7.1	(0.71)	2.5	(0.77)	2.4	(0.77)	2.4	(0.76)	0.4	
	Parents' occupational status					1.6	(0.13)	1.6	(0.13)	1	(0.13)	6.6	
	Foreign language spoken at home							-21.4	(10.92)	-19.0	'	0.1	
	Age at immigration		0.04		0.00		0.15		0.15	1	(1.60)	0.2	15.0
N 7 1 1	R-squared	25.0	0.04	25.0	0.08	22.0	0.15	-20.0	0.15		0.15	0.2	15.0
New Zealand	Second-generation	- 35.9 -7.5	(10.39)	- 25. 8	(10.47)	-22.8 -14.9	(9.44) (6.13)	-8.9	(9.51) (7.07)	- 20.4 2.4	(9.46) (10.66)	0.3	
	First-generation Parental education in years of schooling	-7.3	(0.73)	6.8	(0.58)	4.4	(0.13) (0.58)	4.3	(0.59)	4.4	(0.59)	2.0	
	Parents' occupational status			0.0	(0.30)	1.5	(0.36)	1.5	(0.37)	1.5	(0.37)	5.7	
	Foreign language spoken at home					1.5	(0.11)	-12.0	(8.63)		(8.72)	0.1	
	Age at immigration							-12.0	(0.03)	-1.3	'	0.1	
	R-squared		0.01		0.06		0.12		0.12		0.12	0.1	26.3
Norway	Second-generation	-32.1	(13.23)	-22.5	(11.88)	-25.6	(11.17)	-28.2	(15.07)		(15.16)	0.1	20.3
	First-generation		(10.61)	-47.1	` ′	-40.3	(9.97)		(16.61)	1	(17.04)	0.1	
	Parental education in years of schooling		(20102)	8.2	(0.74)	3.2	(0.77)	3.2	(0.77)	3.3	(0.77)	0.4	
	Parents' occupational status				(, ,	1.5	(0.11)	1.5	(0.11)	1	(0.11)	5.4	
	Foreign language spoken at home						()		(15.75)	1	(15.99)	0.0	
	Age at immigration									-2.6	(1.45)	0.1	
	R-squared		0.01		0.04		0.10		0.10		0.10		8.6
Sweden	Second-generation	-25.2	(9.59)	-20.1	(9.27)	-12.5	(9.70)	-4.8	(8.36)	-5.3	(8.63)	0.0	
	First-generation	-78.8	(9.15)	-74.7	(9.06)	-69.3	(8.37)	-56.2	(11.54)	-48.8	(11.74)	0.5	
	Parental education in years of schooling			5.3	(0.61)	2.2	(0.58)	2.2	(0.59)	2.2	(0.60)	0.4	
	Parents' occupational status					1.5	(0.12)	1.5	(0.12)	1.5	(0.12)	5.9	
	Foreign language spoken at home							-17.7	(10.36)	-16.1	(10.59)	0.1	
	Age at immigration									-1.6	. /	0.2	
	R-squared		0.04		0.06		0.12	***	0.12		0.12	0.6	12.4
Switzerland	Second-generation	-49.9	(5.92)	-35.9	(6.00)	-31.0	(5.84)	1	(6.06)		(6.04)	0.6	
	First-generation	-79.9	(6.00)	-65.3	(5.58)	-56.7	(5.50)	-52.2	(6.67)		(10.64)	0.4	
	Parental education in years of schooling			8.9	(0.77)	6.3	(0.71)	6.3	(0.71)	1	(0.71)	2.6	
	Parents' occupational status					1.1	(0.10)	1.1 -7.3	(0.10)	-4.5	(0.10)	0.0	
	Foreign language spoken at home Age at immigration							-7.3	(7.48)	-3.7	(7.48) (1.21)		
	R-squared		0.07		0.13		0.16		0.16	-5.7	0.16	0.7	12.3
United States	Second-generation	-16.1	(7.43)	-3.0		-0.4	(6.06)	8.8	(6.21)	8.3	(6.17)	0.0	12.5
cliffed States	First-generation	-32.1	(7.58)	-19.8	(7.36)	-14.7	(6.58)	0.1	(7.32)	13.5	(10.16)	0.0	
	Parental education in years of schooling	32.1	(7.50)	8.2	(0.60)	4.4	(0.59)	4.2	(0.58)	4.3	(0.59)	1.1	
	Parents' occupational status			0.2	(0.00)	1.5	(0.10)	1.5	(0.10)		(0.10)	5.9	
	Foreign language spoken at home						()	-22.2	(7.13)		(7.27)	0.2	
	Age at immigration								,	-2.2	(1.38)	0.1	
	R-squared		0.01		0.06		0.12		0.12		0.12		11.2
OECD average	Second-generation	-32.9	(2.16)	-20.4	(2.19)	-17.3	(2.11)	-11.5	(2.10)	-11.8	(2.09)	0.1	
Ü	First-generation	-42.1	(2.08)	-34.0	(2.10)	-30.4	(1.94)	-21.1	(2.13)	-14.1	(2.83)	0.1	
	Parental education in years of schooling			6.3	(0.14)	2.9	(0.15)	2.8	(0.15)	2.9	(0.15)	0.7	
	Parents' occupational status					1.5	(0.03)	1.5	(0.03)	1.5	(0.03)	5.6	
	Foreign language spoken at home							-15.3	(2.01)	-14.5	(2.02)	0.1	
	Age at immigration									-1.3	(0.36)	0.1	
	R-squared		0.02		0.06		0.12		0.12		0.12		14.1

Note: Statistically significant coefficients are indicated in bold. For the variable Age at immigration the number of missing values is particularly high, therefore mean substitution is used and a dummy variable indicating whether or not the age at immigration is missing was included in the regression model. Table A1.1 in Annex A1 shows the conversions used for the variable Parental education in years of schooling.

Partner countries



Table 3.5 (continued)

Regression estimates of mathematics performance on immigrant status, parental education (in years of schooling), parents' occupational status (HISEI), language spoken at home and age at immigration

		Regression Explained Missing											
		Мо	del 1	Мо	del 2		del 3	Мо	del 4		del 5	variance (unique)	(un- weighted)
		В	S.E.	В	S.E.	В	S.E.	В	S.E.	В	S.E.	Percentage	Percentage
Hong Kong-China	Second-generation	13.6	(4.62)	17.1	(4.61)	21.0	(4.65)	20.1	(4.63)	17.4	(4.55)	0.5	
	First-generation	-39.6	(4.71)		(4.77)	-27.3	(4.91)	-26.9			(6.20)	0.0	
	Parental education in years of schooling			3.3	(0.76)	1.3	(0.69)	1.4	(0.68)		(0.67)	0.2	
	Parents' occupational status					1.1	(0.16)		(0.15)		(0.15)	1.2	
	Foreign language spoken at home							-58.7	(9.61)		(9.31)	1.3	
	Age at immigration									-4.9		2.5	
	R-squared		0.04		0.05		0.06		0.08		0.10		9.3
Macao-China	Second-generation	5.3	()	6.6	(8.02)	9.1	(8.21)	7.7	(8.21)	7.1	(8.23)	0.1	
	First-generation	-9.5	(10.84)	-8.1	· /		(11.08)		(10.98)	1	(15.62)	0.1	
	Parental education in years of schooling			1.9	(0.76)	1.3	(0.86)	1.2	(0.86)		V /		
	Parents' occupational status					0.5	(0.29)	0.5	(0.29)		V /	0.3	
	Foreign language spoken at home							-41.9	(15.38)		(15.91)	0.8	
	Age at immigration									-2.6	(1.78)	2.0	
	R-squared		0.00		0.01		0.02		0.03		0.05		6.8
Russian Federation	Second-generation	-14.0	\ /		(6.98)	-13.4	(7.02)	-13.0	(7.02)		(7.05)	0.2	
	First-generation	-19.6	(5.62)	-19.5	(5.22)	-20.5	(5.38)	-18.6	(5.32)		(7.97)	0.1	
	Parental education in years of schooling			12.9	(1.08)		(1.27)	6.9	(1.26)		(1.26)	1.0	
	Parents' occupational status					1.0	(0.13)		\ /		(0.13)	2.1	
	Foreign language spoken at home							-32.9	(12.98)		(13.11)	0.6	
	Age at immigration									-1.3		0.1	
	R-squared		0.00		0.05		0.07		0.08		0.08		4.9
Belgium	Second-generation		(14.85)		(13.74)		. ,				(14.79)	0.3	
(Flemish Community)	0	-90.1	(11.31)		(10.30)		'		(11.79)		(18.76)		
	Parental education in years of schooling			9.4	(0.69)	4.1	(0.66)	1.8	(0.13)	1	\ /		
	Parents' occupational status					1.8	(0.13)	4.0	(0.66)	1	. ,	7.2	
	Foreign language spoken at home							-41.0	(13.10)		(13.32)	0.3	
	Age at immigration									1	(1.57)	0.3	
	R-squared		0.04		0.11		0.19		0.19		0.19		16.4
Belgium	Second-generation	-45.1	\ /			-22.0				-17.1		0.2	
(French Community)	O	-92.5	(14.76)		(14.42)		(13.39)		(13.97)		(14.55)	0.3	
	Parental education in years of schooling			7.1	(0.84)		(0.74)	1.8	'		(0.69)		
	Parents' occupational status					1.8	(0.19)	3.0	(0.74)		(0.19)	7.4	
	Foreign language spoken at home							-23.5	(10.63)		(10.48)	0.3	
	Age at immigration									-3.5		0.7	
	R-squared		0.06		0.11		0.18		0.18		0.19		21.4

Note: Statistically significant coefficients are indicated in bold. For the variable Age at immigration the number of missing values is particularly high, therefore mean substitution is used and a dummy variable indicating whether or not the age at immigration is missing was included in the regression model. Table A1.1 in Annex A1 shows the conversions used for the variable Parental education in years of schooling.

Table 3.6 Between- and within-school variance in student performance in mathematics

		Percentage of th within the co			Variance expla	ined by students' immigrar	nt status
		Between schools	Within schools	Between-school variance explained	Within-school variance explained	Between-school variance explained expressed as a percentage of the total variance	Within-school variance explained expressed as a percentage of the total variance
ies	Australia	20.9	79.1	0.09	0.05	0.02	0.04
DECD countries	Austria	55.2	44.8	6.53	3.36	3.61	1.51
000	Belgium	53.0	47.0	9.93	2.92	5.26	1.37
ECI	Canada ¹	17.0	83.0	a	a	a	a
O	Denmark	13.7	86.3	11.29	2.23	1.54	1.92
	France	46.1	53.9	4.44	2.20	2.04	1.18
	Germany	51.8	48.2	10.68	3.24	5.53	1.56
	Luxembourg	31.3	68.7	6.17	2.66	1.93	1.83
	Netherlands	57.9	42.1	6.70	3.34	3.88	1.41
	New Zealand	17.9	82.1	1.52	0.30	0.27	0.24
	Norway	6.7	93.3	5.31	1.55	0.36	1.45
	Sweden	10.9	89.1	28.33	3.25	3.09	2.90
S	Switzerland	34.0	66.0	16.82	7.20	5.72	4.75
otrie	United States	25.3	74.7	2.46	0.25	0.62	0.18
cour	Hong Kong-China	46.5	53.5	2.83	2.22	1.32	1.19
Partner countries	Macao-China	18.3	81.7	0.24	0.27	0.04	0.22
Part	Russian Federation	29.8	70.2	0.44	0.38	0.13	0.27

Note: The variance components were estimated for all students with data on immigrant status.

1. Accounting for immigrant student status slightly increases the school-level variance in Canada, thus resulting in a negative estimate for explained between-school variance.

Table 3.7a Percentage of second-generation students attending schools with different sized immigrant student populations (first- and second-generation students combined)

							Propo	ortion of	immigr	ant stud	ents wit	hin the s	chool					
				10%		20%		30%		40%		50%		60%		70%		
		0% to		to		to		to		to		to		to		or		
		<10%		<20%	S.E.	<30%	S.E.	<40%	S.E.	<50%	S.E.	<60%	S.E.	<70%	S.E.	higher	S.E.	Total
ie.	Australia	7.6	(1.07)	14.0	(2.23)	17.3	(3.04)	15.1	(3.06)	10.2	(3.49)	9.4	(3.06)	6.5	(2.84)	19.8	(5.01)	100.0
countries	Austria	12.6	(3.11)	14.3	(3.96)	16.9	(6.08)	11.6	(5.17)	3.6	(3.50)	15.9	(6.13)	9.8	(6.96)	15.3	(5.56)	100.0
	Belgium	17.6	(2.76)	21.3	(3.91)	19.9	(4.81)	10.7	(3.18)	5.5	(3.43)	7.1	(4.38)	2.1	(1.30)	15.8	(7.24)	100.0
	Canada	9.5	(1.20)	8.9	(1.47)	13.2	(2.05)	12.1	(3.02)	9.6	(2.25)	14.9	(3.52)	6.9	(2.72)	24.9	(4.38)	100.0
0	Denmark	25.1	(5.35)	25.7	(6.81)	7.6	(4.48)	7.2	(4.11)	5.3	(3.60)	3.7	(3.67)	4.9	(4.87)	20.6	(11.64)	100.0
	France	10.4	(2.22)	21.9	(4.52)	13.6	(3.56)	14.8	(3.87)	20.9	(5.93)	4.5	(3.13)	6.5	(4.43)	7.5	(4.22)	100.0
	Germany	7.9	(1.85)	11.1	(3.06)	18.3	(4.31)	12.9	(3.77)	13.4	(4.97)	13.3	(5.46)	10.5	(5.22)	12.7	(6.96)	100.0
	Luxembourg	0.6	(0.32)	15.1	(1.29)	23.2	(1.39)	9.7	(1.02)	26.1	(1.72)	6.5	(0.89)	6.1	(0.82)	12.7	(1.05)	100.0
	Netherlands	15.6	(3.68)	25.9	(6.07)	11.8	(4.76)	0.0	С	3.9	(3.92)	16.4	(7.83)	5.0	(4.91)	21.3	(8.90)	100.0
	New Zealand	9.3	(2.11)	12.7	(2.50)	8.4	(2.50)	17.5	(4.87)	14.4	(4.13)	9.9	(2.95)	2.7	(2.64)	25.3	(7.98)	100.0
	Norway	26.3	(6.63)	23.9	(7.42)	12.4	(6.80)	6.4	(4.48)	24.4	(12.01)	6.7	(6.39)	0.0	С	0.0	С	100.0
	Sweden	14.4	(2.58)	22.4	(4.76)	23.4	(5.88)	12.1	(5.31)	11.3	(5.24)	0.6	(0.58)	9.2	(5.80)	6.6	(2.38)	100.0
	Switzerland	5.0	(1.14)	25.3	(3.59)	25.0	(3.67)	10.7	(2.80)	6.1	(1.57)	17.0	(3.73)	4.4	(1.40)	6.5	(2.87)	100.0
ies	United States	7.6	(1.62)	12.1	(2.55)	11.5	(3.38)	13.5	(3.48)	19.5	(4.64)	6.7	(2.84)	9.6	(4.22)	19.5	(6.39)	100.0
rtner countries	OECD average	9.6	(0.48)	17.5	(0.99)	16.5	(1.13)	12.1	(0.94)	14.1	(1.21)	8.7	(0.97)	6.2	(1.03)	15.2	(1.54)	100.0
00 7	Hong Kong-China	0.0	С	2.5	(0.93)	7.4	(1.91)	23.7	(3.65)	29.4	(4.12)	20.6	(3.79)	11.2	(3.24)	5.1	(2.33)	100.0
rtne	Macao-China	0.0	С	0.0	С	0.6	(0.17)	0.0	C	2.0	(0.48)	9.6	(0.90)	17.8	(0.95)	70.1	(1.11)	100.0
Pa	Russian Federation	20.1	(3.43)	33.5	(4.97)	32.1	(5.47)	10.6	(4.31)	0.0	С	3.6	(2.73)	0.0	C	0.0	С	100.0
	Belgium (Flemish Community)	30.7	(5.64)	14.9	(4.25)	21.2	(5.64)	17.1	(6.42)	7.2	(6.88)	2.6	(2.35)	0.5	(0.54)	5.6	(5.41)	100.0
	Belgium (French Community)	10.9	(2.64)	24.7	(5.63)	19.0	(6.62)	7.3	(3.52)	4.6	(3.89)	9.4	(6.48)	2.9	(1.98)	21.1	(10.30)	100.0

Table 3.7b Percentage of first-generation students attending schools with different sized immigrant student populations (first- and second-generation students combined)

							Propo	ortion of	immigr	ant stud	ents wit	hin the s	school					
				10%		20%		30%		40%		50%		60%		70%		
		0% to		to		to		to		to		to		to		or		
		<10%	S.E.	<20%	S.E.	<30%	S.E.	<40%	S.E.	<50%	S.E.	<60%	S.E.	<70%	S.E.	higher	S.E.	Total
<u>.</u>	Australia	5.4	(0.86)	14.2	(2.14)	19.3	(3.06)	15.6	(3.24)	9.4	(3.70)	11.0	(2.84)	5.0	(2.19)	20.1	(4.20)	100.0
countries	Austria	19.2	(2.77)	26.5	(4.49)	15.0	(4.34)	10.6	(3.76)	2.2	(2.11)	10.3	(4.35)	4.6	(3.24)	11.7	(3.53)	100.0
000	Belgium	15.4	(2.57)	15.5	(2.84)	20.8	(4.72)	9.9	(3.04)	4.3	(3.43)	3.6	(2.31)	18.8	(7.11)	11.6	(5.16)	100.0
ECD	Canada	6.6	(1.02)	7.0	(1.26)	10.3	(2.03)	7.7	(1.94)	8.5	(2.25)	15.8	(3.46)	9.4	(3.25)	34.7	(5.35)	100.0
O	Denmark	38.1	(5.76)	29.5	(7.61)	6.4	(3.86)	7.5	(4.41)	6.8	(6.42)	0.8	(0.83)	2.9	(2.94)	8.1	(5.11)	100.0
	France	11.6	(3.17)	17.8	(5.24)	14.9	(4.52)	17.2	(4.93)	17.3	(6.56)	0.0	С	3.5	(2.46)	17.7	(9.92)	100.0
	Germany	16.3	(2.95)	13.2	(3.13)	20.0	(3.90)	17.8	(4.64)	6.8	(3.05)	10.2	(6.78)	6.1	(3.35)	9.5	(3.89)	100.0
	Luxembourg	0.0	С	11.0	(1.02)	19.5	(1.31)	10.2	(0.99)	25.7	(1.62)	6.6	(0.87)	13.1	(0.88)	13.9	(1.02)	100.0
	Netherlands	31.1	(6.25)	25.9	(5.81)	11.6	(4.81)	0.0	С	0.6	(0.64)	12.2	(6.01)	1.7	(1.67)	17.0	(7.41)	100.0
	New Zealand	10.3	(1.55)	13.2	(2.20)	12.1	(2.43)	21.2	(3.20)	19.5	(2.84)	12.5	(2.29)	0.7	(0.66)	10.7	(2.91)	100.0
	Norway	41.0	(6.52)	31.7	(7.13)	3.4	(2.17)	11.6	(4.98)	6.5	(3.76)	5.8	(5.55)	0.0	С	0.0	С	100.0
	Sweden	13.7	(2.73)	23.1	(4.00)	13.3	(4.32)	15.6	(6.16)	3.1	(2.19)	1.1	(0.78)	6.1	(3.58)	24.0	(7.96)	100.0
	Switzerland	6.9	(1.70)	21.4	(3.64)	28.1	(4.20)	11.1	(2.01)	5.2	(1.14)	14.8	(3.64)	4.6	(1.44)	7.9	(2.94)	100.0
55	United States	8.2	(1.93)	21.1	(3.13)	10.4	(3.05)	19.6	(5.14)	13.8	(3.59)	9.2	(4.11)	7.2	(3.61)	10.5	(3.63)	100.0
ntri	OECD average	11.5	(0.64)	17.1	(0.99)	16.1	(0.99)	13.4	(0.86)	11.8	(0.93)	9.0	(0.87)	6.4	(0.79)	14.8	(1.25)	100.0
countries	Hong Kong-China	0.0	С	1.0	(0.55)	7.1	(2.03)	15.5	(2.89)	29.1	(5.05)	24.1	(4.31)	13.9	(5.02)	9.2	(4.21)	100.0
Partner	Macao-China	0.0	С	0.0	С	0.5	(0.33)	0.0	С	0.9	(0.64)	6.9	(1.67)	10.0	(2.12)	81.8	(2.58)	100.0
Part	Russian Federation	15.7	(2.88)	41.2	(4.96)	26.9	(4.16)	11.0	(3.95)	0.0	С	5.3	(3.91)	0.0	С	0.0	С	100.0
	Belgium (Flemish Community)	32.7	(7.19)	17.6	(5.04)	19.7	(4.69)	12.7	(4.88)	0.0	С	1.5	(1.39)	13.6	(12.02)	2.2	(2.21)	100.0
	Belgium (French Community)	8.0	(2.49)	14.1	(3.53)	20.6	(6.67)	8.3	(3.82)	6.4	(5.01)	4.7	(3.35)	21.8	(9.06)	16.2	(7.54)	100.0

Table 3.7c Percentage of native students attending schools with different sized immigrant student populations (first- and second-generation students combined)

							Propo	ortion of	immigr	ant stud	ents wit	hin the s	chool					
				10%		20%		30%		40%		50%		60%		70%		
		0% to		to		to		to		to		to		to		or		
		<10%	S.E.	<20%	S.E.	<30%	S.E.	<40%	S.E.	<50%	S.E.	<60%	S.E.	<70%	S.E.	higher	S.E.	Total
trie	Australia	42.8	(2.49)	24.0	(2.86)	16.1	(2.28)	8.5	(1.53)	3.6	(1.32)	2.6	(0.68)	1.0	(0.44)	1.3	(0.37)	100.0
.unc	Austria	66.3	(3.57)	20.1	(3.30)	7.5	(1.92)	3.4	(1.20)	0.5	(0.48)	1.4	(0.60)	0.4	(0.31)	0.5	(0.21)	100.0
00	Belgium	70.7	(2.77)	15.5	(2.12)	8.5	(1.67)	2.8	(0.83)	0.9	(0.49)	0.6	(0.38)	0.7	(0.30)	0.3	(0.15)	100.0
DECD countries	Canada	65.5	(1.99)	12.5	(1.59)	9.2	(1.30)	4.5	(1.01)	2.8	(0.60)	3.5	(0.75)	1.1	(0.31)	1.1	(0.25)	100.0
0	Denmark	84.9	(2.47)	11.3	(2.35)	1.7	(0.90)	1.1	(0.59)	0.5	(0.37)	0.1	(0.14)	0.2	(0.16)	0.1	(0.14)	100.0
	France	61.0	(3.79)	21.2	(3.56)	7.1	(1.81)	5.0	(1.25)	4.3	(1.37)	0.5	(0.38)	0.5	(0.34)	0.5	(0.29)	100.0
	Germany	63.5	(3.31)	14.1	(2.70)	11.5	(2.04)	5.4	(1.39)	2.3	(0.84)	2.0	(1.10)	0.8	(0.44)	0.5	(0.30)	100.0
	Luxembourg	1.7	(0.11)	35.0	(0.38)	32.5	(0.47)	8.5	(0.30)	16.6	(0.50)	2.3	(0.26)	2.4	(0.21)	0.9	(0.18)	100.0
	Netherlands	74.0	(3.94)	19.0	(3.52)	4.3	(1.66)	0.0	С	0.4	(0.40)	1.7	(0.90)	0.3	(0.29)	0.4	(0.19)	100.0
	New Zealand	54.8	(3.07)	18.9	(2.47)	7.6	(1.69)	9.5	(1.50)	5.8	(1.05)	2.3	(0.58)	0.2	(0.16)	1.0	(0.35)	100.0
	Norway	85.8	(2.56)	10.4	(2.31)	1.4	(0.82)	1.1	(0.58)	1.0	(0.59)	0.3	(0.30)	0.0	С	0.0	С	100.0
	Sweden	68.0	(3.12)	19.0	(2.89)	7.2	(1.78)	3.5	(1.44)	1.4	(0.66)	0.1	(0.08)	0.6	(0.35)	0.2	(0.13)	100.0
	Switzerland	34.7	(4.03)	33.1	(4.08)	20.7	(2.82)	5.3	(1.03)	1.8	(0.40)	3.4	(0.82)	0.6	(0.22)	0.5	(0.20)	100.0
<u>8</u> .	United States	67.2	(2.35)	15.2	(2.18)	6.2	(1.55)	5.1	(1.25)	3.8	(0.91)	1.1	(0.45)	0.9	(0.41)	0.6	(0.21)	100.0
Tr.	OECD average	61.7	(0.87)	18.9	(0.83)	9.4	(0.50)	4.5	(0.29)	3.0	(0.23)	1.4	(0.14)	0.6	(0.09)	0.5	(0.07)	
Partner countries	Hong Kong-China	0.0	С	6.5	(2.39)	17.5	(3.65)	27.7	(3.85)	26.9	(3.93)	14.3	(2.54)	5.3	(1.78)	1.7	(0.84)	100.0
the	Macao-China	0.0	C	0.0	С	4.5	(0.48)	0.0	С	6.1	(1.12)	23.9	(2.23)	26.6	(2.41)	38.9	(3.14)	100.0
Par	Russian Federation	46.6	(4.37)	34.9	(3.96)	14.8	(2.57)	3.1	(1.14)	0.0	С	0.6	(0.43)	0.0	С	0.0	С	100.0
	Belgium (Flemish Community)	84.9	(2.38)	7.6	(1.77)	4.5	(0.98)	2.1	(0.83)	0.3	(0.33)	0.2	(0.14)	0.3	(0.30)	0.1	(0.09)	100.0
	Belgium (French Community)	50.4	(5.87)	26.9	(4.61)	14.1	(3.92)	3.7	(1.70)	1.8	(1.14)	1.3	(0.93)	1.3	(0.61)	0.6	(0.36)	100.0

Table 3.8 Differences between native and immigrant students in mathematics performance and percentage of immigrant students within countries

		Difference in ma			
		(immigrant students n	ninus native students)	Percentage of immigrant	students in the country
		Difference	S.E.	Percentage	S.E.
<u>.</u> 6	Australia	-3	(4.1)	22.7	(1.13)
countries	Austria	-61	(5.7)	13.3	(0.99)
8	Belgium	-100	(7.0)	11.8	(0.91)
ECD	Canada	-1	(3.9)	20.1	(1.14)
0	Denmark	-68	(8.0)	6.5	(0.78)
	France	-54	(7.0)	14.3	(1.33)
	Germany	-81	(6.9)	15.4	(1.10)
	Luxembourg	-38	(2.8)	33.3	(0.61)
	Netherlands	-66	(9.0)	11.0	(1.39)
	New Zealand	-14	(6.0)	19.8	(1.14)
	Norway	-52	(7.6)	5.6	(0.73)
	Sweden	-64	(8.3)	11.5	(0.87)
	Switzerland	-76	(4.5)	20.0	(0.91)
	United States	-28	(6.3)	14.4	(0.95)
trie	OECD average	-44	(1.7)	15.7	(0.30)
oun	Hong Kong-China	-12	(3.6)	43.3	(1.41)
er c	Macao-China	1	(7.3)	76.1	(1.41)
Partner countries	Russian Federation	-17	(4.8)	13.5	(0.71)
	Belgium (Flemish Community)	-110	(8.8)	6.8	(0.72)
	Belgium (French Community)	-74	(9.4)	18.3	(1.87)

Note: Statistically significant differences are indicated in bold.

Austria

Belgium

Canada

France

Norway

Sweden

Table 3.9 Characteristics of schools attended by native and immigrant students (scores standardised within each country sample)

Characteristics of schools attended by native students and immigrant students Human resources Economic, social and Physical and educational resources cultural status of students Ouality of the school's Quality of the school's within the school (ESCS) Student/teacher ratio Teacher shortage physical infrastructure educational resources Native Immigrant Native Immigrant Native Immigrant Native Immigrant Native Immigrant students Mean S.E. S.E S.E. S.E. S.E. S.E. index 0.02 (0.04) -0.06 (0.08) 0.02 (0.08) -0.07 (0.09) 0.01 (0.05) -0.02 (0.08) -0.02 (0.06) 0.07 (0.11) -0.02 (0.06) Australia 0.08 (0.11) 0.05 (0.06) **-0.35** (0.09) 0.01 (0.06) -0.08 (0.06) -0.02 (0.08) 0.11 (0.11) 0.02 (0.09) -0.15 (0.10) 0.03(0.09)-0.17(0.11)0.09 (0.04) **-0.66** (0.12) 0.04 (0.05) **-0.29** (0.09) -0.04 (0.06) 0.30 (0.11) 0.01 (0.07) -0.05 (0.09) 0.01 (0.06) -0.08 (0.10) -0.05 (0.04) 0.22 (0.09) -0.02 (0.04) 0.04 (0.05) -0.17 (0.08) -0.12 (0.08) -0.02 (0.10) 0.09(0.09)0.03(0.04)0.01(0.05)Denmark 0.05 (0.06) **-0.70** (0.29) 0.00 (0.06) 0.04 (0.11) 0.01 (0.08) -0.17 (0.14) 0.01 (0.08) -0.21(0.23)0.01 (0.08) -0.16 (0.24) 0.08 (0.06) **-0.49** (0.12) -0.02 (0.12) -0.01 (0.08) 0.07 (0.13) 0.00 (0.08) -0.02 (0.14) 0.00 (0.07) 0.02 (0.14) Germany 0.12(0.04)**-0.67** (0.08) 0.00(0.07)0.06 (0.01) **-0.12** (0.02) -0.19(0.01)0.35 (0.02) 0.08 (0.01) **-0.17** (0.02) 0.04 (0.01) **-0.09** (0.02) -0.05(0.01)0.10 (0.02) Luxembourg -0.05 (0.08) 0.09 (0.18) Netherlands 0.08 (0.06) **-0.61** (0.17) 0.03 (0.08) -0.27(0.18)0.38(0.17)0.01(0.08)-0.09 (0.18) -0.01 (0.07) New Zealand 0.08 (0.07) -0.09 (0.07) -0.02 (0.05) -0.02 (0.05) 0.37 (0.10) 0.08(0.09)-0.01 (0.06) 0.05 (0.09) -0.05 (0.06) 0.22 (0.09) 0.01 (0.06) -0.11(0.18)0.01 (0.08) -0.13(0.15)0.00(0.08)0.03 (0.11) -0.01 (0.07) 0.12 (0.15) 0.01 (0.08) -0.16 (0.16) 0.05 (0.07) -0.38 (0.19) 0.03 (0.08) -0.23 (0.09) -0.01 (0.07) 0.06 (0.13) 0.02 (0.07) -0.16 (0.14) 0.02 (0.08) -0.18 (0.10) Switzerland -0.04 (0.08) 0.17 (0.10) -0.02 (0.08) 0.01 (0.08) 0.08(0.06)**-0.31** (0.06) 0.03 (0.09) -0.11(0.11)0.01 (0.07) -0.04 (0.09) United States 0.08 (0.05) **-0.46** (0.15) -0.05 (0.06) 0.35 (0.14) -0.02 (0.07 0.14 (0.11) 0.03 (0.07) -0.18(0.11)0.01 (0.08) -0.06 (0.12) OECD average 0.06 (0.01) **-0.30** (0.03) -0.01 (0.02) 0.06 (0.02) -0.02 (0.02) 0.10 (0.02) 0.00 (0.02) -0.03 (0.03) -0.01 0.04 (0.03) (0.02)Hong Kong-China 0.14 (0.09) **-0.18** (0.06) -0.02 (0.07) 0.02(0.08)0.01 (0.09) -0.02(0.08)-0.03 (0.09) 0.03 (0.09) -0.01 (0.10) 0.01(0.07)0.44 (0.06) Macao-China **-0.14** (0.02) 0.17 (0.05) **-0.06** (0.02) -0.02 (0.05) 0.01(0.02)-0.11 (0.05) 0.04 (0.02) -0.18(0.05)0.06 (0.02) Russian Federation 0.01 (0.07) -0.06 (0.09) -0.01 (0.11) 0.07 (0.12) -0.02 (0.09) 0.10(0.11)-0.01 (0.10) 0.03 (0.10) -0.02 (0.08) 0.10 (0.09) Belgium (Flemish 0.05 (0.06) **-0.54** (0.11) 0.03 (0.07) **-0.43** (0.07) -0.02 (0.08) 0.25 (0.14) 0.01 (0.09) -0.08 (0.14) 0.01 (0.09) -0.20 (0.15) Community) Belgium (French 0.00 (0.10) 0.00 (0.16) -0.03(0.11)0.12 (0.12) Community)

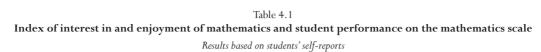
Characteristics of schools attended by native students and immigrant students

Principals' perceptions of school climate

)tucicii	w perc	cpuon.	or crass	100111	minace					1 I IIIC	Pais PC	тесрис	7115 OI 5C	11001 C	macc			
																		Tea	icher n	norale a	nd
		Te	eacher	support	t	Dis	sciplina	ry clima	ate	Stud	ent-rel	ated fac	tors	Teac	her-rel	ated fac	tors		comm	itment	
		Nati	ve	Immig	grant	Nat	ive	Immi	grant	Nat		Immi	grant	Nat	ive	Immi	grant	Nat	ive	Immi	grant
		stude	nts	stude	ents	stud	ents	stud	ents	stud	ents	stud	ents	stud	ents	stud	ents	stud	ents	stud	ents
		Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean		Mean	
		index	S.E.	index	S.E.	index	S.E.	index	S.E.	index	S.E.	index	S.E.	index	S.E.	index	S.E.	index	S.E.	index	S.E.
<u>G</u> .	Australia	-0.01 ((0.08)	0.03	(0.07)	0.00	(0.06)	0.01	(0.09)	-0.02	(0.05)	0.05	(0.07)	0.01	(0.05)	-0.04	(0.10)	0.03	(0.07)	-0.09	(0.09)
countries	Austria	-0.02 ((0.07)	0.13	(0.10)	0.07	(0.06)	-0.44	(0.08)	0.05	(0.08)	-0.31	(0.11)	0.03	(0.09)	-0.19	(0.09)	0.04	(0.08)	-0.23	(0.13)
	Belgium	-0.02 ((0.07)	0.15	(0.09)	0.05	(0.06)	-0.38	(0.10)	0.06	(0.06)	-0.46	(0.09)	0.04	(0.06)	-0.28	(0.10)	0.05	(0.06)	-0.39	(0.08)
OECD	Canada	0.00 (0.04)	0.01	(0.08)	-0.01	(0.04)	0.05	(0.07)	0.00	(0.05)	0.01	(0.09)	0.04	(0.05)	-0.14	(0.10)	0.02	(0.04)	-0.07	(0.08)
OE	Denmark	0.02 (0.06)	-0.33	(0.17)	0.01	(0.07)	-0.09	(0.14)	0.02	(0.07)	-0.36	(0.18)	0.03	(0.07)	-0.39	(0.15)	0.02	(0.08)	-0.28	(0.13)
	France	0.00 (0.06)	0.00	(0.10)	0.03	(0.07)	-0.15	(0.10)	w	W	w	w	W	w	W	w	w	w	w	w
	Germany	-0.04 (0.07)	0.22	(0.11)	0.07	(0.07)	-0.37	(0.11)	0.05	(0.07)	-0.27	(0.12)	-0.02	(0.08)	0.11	(0.15)	0.00	(0.07)	0.01	(0.12)
	Luxembourg	-0.14 (0.01)	0.29	(0.02)	0.06	(0.01)	-0.11	(0.02)	0.03	(0.01)	-0.05	(0.02)	0.02	(0.01)	-0.04	(0.02)	-0.06	(0.01)	0.12	(0.02)
	Netherlands	-0.01 (0.09)	0.04	(0.17)	0.03	(0.09)	-0.26	(0.13)	0.06	(0.09)	-0.44	(0.12)	0.03	(0.09)	-0.22	(0.15)	0.01	(0.08)	-0.09	(0.15)
	New Zealand	-0.01 ((80.0)	0.05	(0.08)	-0.02	(0.06)	0.09	(0.07)	-0.03	(0.06)	0.11	(0.06)	-0.02	(0.07)	0.08	(0.10)	-0.03	(0.08)	0.13	(0.08)
	Norway	0.02 (0.07)	-0.28	(0.14)	-0.01	(0.07)	0.14	(0.15)	0.00	(0.08)	-0.05	(0.12)	-0.01	(0.09)	0.21	(0.13)	0.00	(0.08)	0.05	(0.13)
	Sweden	0.02 (0.07)	-0.18	(0.14)	0.03	(0.08)	-0.22	(0.13)	0.05	(0.07)	-0.38	(0.11)	0.03	(0.08)	-0.26	(0.13)	0.00	(0.08)	-0.02	(0.14)
	Switzerland	-0.04 (0.06)	0.15	(0.07)	0.05	(0.08)	-0.21	(0.07)	0.05	(0.11)	-0.22	(0.08)	0.02	(0.07)	-0.09	(0.08)	0.04	(0.08)	-0.14	(0.08)
.Fr	United States	0.01 (0.07)	-0.04	(0.09)	0.02	(0.06)	-0.12	(0.09)	0.03	(0.08)	-0.19	(0.10)	0.01	(0.07)	-0.09	(0.10)	-0.01	(0.07)	0.08	(0.11)
Partner countries	OECD average	-0.01	(0.01)	0.06	(0.02)	0.03	(0.02)	-0.15	(0.02)	0.03	(0.02)	-0.19	(0.03)	0.02	(0.02)	-0.12	(0.03)	0.02	(0.02)	-0.09	(0.03)
Ž.	Hong Kong-China	0.03 ((0.08)	-0.03	(0.08)	0.02	(0.09)	-0.02	(0.09)	-0.01	(0.09)	0.01	(0.07)	-0.02	(0.08)	0.02	(0.07)	0.03	(0.08)	-0.04	(0.08)
the	Macao-China	-0.20 ((0.05)	0.06	(0.02)	-0.16	(0.05)	0.05	(0.02)	0.11	(0.05)	-0.03	(0.02)	0.25	(0.06)	-0.08	(0.02)	0.06	(0.05)	-0.02	(0.02)
Pa	Russian Federation	0.01 ((0.08)	-0.09	(0.08)	0.02	(0.08)	-0.14	(0.11)	-0.01	(0.08)	0.06	(0.11)	-0.01	(0.08)	0.05	(0.08)	0.01	(0.07)	-0.09	(0.11)
	Belgium (Flemish Community)	-0.01 (0.08)	0.04	(0.16)	0.03	(0.07)	-0.27	(0.12)	0.04	(0.07)	-0.50	(0.16)	0.01	(0.08)	-0.10	(0.13)	0.02	(0.07)	-0.21	(0.15)
	Belgium (French Community)	-0.06 (0.12)	0.30	(0.13)	0.07	(0.12)	-0.21	(0.13)	0.04	(0.11)	-0.19	(0.13)	0.02	(0.12)	-0.10	(0.16)	0.06	(0.11)	-0.29	(0.10)

Note: Statistically significant differences from native students' scores are indicated in bold

Students' perceptions of classroom climate



			Index	of interest in and e	njoyment of mathe	ematics	
		Native s	students	Second-gener	ation students	First-generat	ion students
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.
S	Australia	-0.06	(0.02)	0.22	(0.04)	0.30	(0.04)
countries	Austria	-0.32	(0.02)	-0.15	(0.08)	-0.09	(0.06)
ŭ	Belgium	-0.20	(0.02)	-0.01	(0.05)	0.16	(0.07)
	Canada	-0.09	(0.01)	0.13	(0.04)	0.49	(0.05)
0	Denmark	0.40	(0.02)	0.58	(0.09)	0.66	(0.10)
ÖĞ	France	0.04	(0.02)	0.07	(0.05)	0.32	(0.10)
0	Germany	0.00	(0.02)	0.24	(0.07)	0.27	(0.07)
	Luxembourg	-0.34	(0.02)	-0.21	(0.04)	0.04	(0.04)
	Netherlands	-0.25	(0.02)	0.19	(0.06)	0.23	(0.11)
	New Zealand	0.03	(0.02)	0.35	(0.07)	0.54	(0.04)
	Norway	-0.19	(0.02)	0.17	(0.11)	0.14	(0.08)
es	Sweden	0.05	(0.02)	0.20	(0.08)	0.45	(0.06)
#	Switzerland	0.08	(0.02)	0.16	(0.05)	0.38	(0.04)
countries	United States	0.00	(0.02)	0.23	(0.06)	0.40	(0.07)
8	OECD average	-0.05	(0.01)	0.12	(0.02)	0.29	(0.02)
rtner	Hong Kong-China	0.19	(0.03)	0.27	(0.03)	0.26	(0.02)
土	Macao-China	0.05	(0.05)	0.11	(0.05)	0.27	(0.06)
8	Russian Federation	0.25	(0.02)	0.21	(0.05)	0.23	(0.06)
	Belgium (Flemish Community)	-0.24	(0.02)	-0.04	(0.07)	0.04	(0.11)
	Belgium (French Community)	-0.12	(0.03)	0.00	(0.07)	0.24	(0.08)

		(Jhange i	in the mathematics sco	re per ι	ınit of tl	ne index of interest in	and enjo	oyment (of mathematics
				Explained variance			Explained variance			Explained variance
				in student	Seco	ond-	in student	Fir	st-	in student
		Na	tive	performance	gener	ation	performance	gener	ation	performance
		stuc	lents	(r-squared x 100)	0	ents	(r-squared x 100)	0	ents	(r-squared x 100)
		Effect		%	Effect	S.E.	%	Effect	S.E.	%
S	Australia	20.5	(1.5)	4.2	15.5	(3.8)	2.3	12.9	(2.9)	1.7
countries	Austria	13.0	(2.0)	2.2	5.0	(5.9)	0.4	-3.4	(5.0)	0.2
ď	Belgium	20.8	(1.5)	4.0	2.4	(6.4)	0.1	-11.0	(6.5)	1.1
	Canada	21.9	(1.0)	6.7	24.2	(2.9)	8.2	16.0	(3.2)	3.6
9	Denmark	30.8	(1.7)	11.1	2.0	(8.5)	0.1	8.6	(7.9)	1.0
Ö	France	21.7	(2.0)	5.6	17.4	(4.5)	3.9	26.4	(12.4)	6.1
	Germany	13.7	(1.8)	2.8	21.4	(5.4)	6.7	5.8	(4.6)	0.5
	Luxembourg	12.4	(1.7)	2.5	6.8	(4.0)	0.7	-2.3	(4.2)	0.1
	Netherlands	21.3	(1.7)	4.6	2.7	(7.0)	0.1	6.5	(6.7)	0.8
	New Zealand	15.1	(2.1)	2.1	2.6	(5.8)	0.1	8.3	(4.8)	0.7
	Norway	36.5	(1.4)	18.5	36.7	(9.5)	17.6	16.3	(7.2)	4.0
<u>iė</u>	Sweden	30.7	(1.8)	11.7	29.8	(7.9)	8.6	10.9	(5.9)	1.3
Ť	Switzerland	17.2	(1.7)	3.8	-1.9	(5.0)	0.1	-6.6	(5.3)	0.5
countrie	United States	9.9	(1.7)	1.2	12.7	(4.8)	2.1	0.9	(6.3)	0.1
ŭ	OECD average	19.8	(0.5)	4.8	12.1	(1.3)	1.7	7.4	(1.3)	0.6
Partner	Hong Kong-China	32.4	(2.3)	9.9	33.2	(3.5)	10.8	30.2	(4.3)	7.8
#	Macao-China	12.1	(6.7)	1.7	24.7	(5.0)	6.8	17.0	(9.2)	2.0
ک	Russian Federation	15.1	(2.2)	1.7	-2.5	(5.5)	0.1	9.2	(6.6)	0.7
	Belgium (Flemish Community)	30.0	(1.8)	8.9	0.8	(9.0)	0.1	-10.4	(8.5)	1.4
	Belgium (French Community)	11.7	(2.7)	1.3	2.9	(7.7)	0.2	-9.9	(9.2)	0.8

	_		Regression	n estimates of t	the index of int	erest in and e	njoyment of n	nathematics	
			Accountin	g for ESCS		Accou	nting for math	nematics perfo	rmance
	•	Second-g	generation	Ĭ		Second-g	eneration		
		stud	lents	First-genera	tion students	stuc	lents	First-genera	tion students
		Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
ies	Australia	0.29	(0.04)	0.36	(0.04)	0.29	(0.04)	0.36	(0.04)
countrie	Austria	0.17	(0.08)	0.21	(0.07)	0.26	(0.08)	0.32	(0.07)
nc	Belgium	0.26	(0.06)	0.39	(0.07)	0.35	(0.06)	0.52	(0.08)
	Canada	0.23	(0.04)	0.57	(0.05)	0.20	(0.04)	0.60	(0.05)
0	Denmark	0.30	(0.09)	0.33	(0.10)	0.43	(0.10)	0.49	(0.10)
ĕ	France	0.09	(0.06)	0.34	(0.11)	0.15	(0.06)	0.46	(0.10)
_	Germany	0.27	(0.08)	0.32	(0.08)	0.45	(0.08)	0.41	(0.09)
	Luxembourg	0.16	(0.05)	0.40	(0.05)	0.19	(0.05)	0.45	(0.05)
	Netherlands	0.47	(0.06)	0.52	(0.12)	0.55	(0.06)	0.65	(0.11)
	New Zealand	0.33	(0.07)	0.51	(0.05)	0.37	(0.07)	0.52	(0.05)
	Norway	0.46	(0.11)	0.46	(0.08)	0.55	(0.12)	0.63	(0.09)
<u>.e</u> .	Sweden	0.22	(0.09)	0.50	(0.07)	0.27	(0.08)	0.72	(0.07)
countrie	Switzerland	0.09	(0.06)	0.31	(0.06)	0.20	(0.06)	0.47	(0.06)
ă	United States	0.24	(0.07)	0.41	(0.08)	0.26	(0.06)	0.44	(0.08)
8	OECD average	0.21	(0.02)	0.37	(0.02)	0.27	(0.02)	0.45	(0.02)
Ğ	Hong Kong-Čhina	0.10	(0.03)	0.10	(0.04)	0.03	(0.03)	0.19	(0.04)
Partner	Macao-China	0.07	(0.08)	0.23	(0.07)	0.06	(0.07)	0.24	(0.07)
20	Russian Federation	-0.04	(0.05)	-0.02	(0.06)	-0.03	(0.05)	0.01	(0.06)
	Belgium (Flemish Community)	0.35	(0.08)	0.36	(0.11)	0.55	(0.08)	0.55	(0.12)
	Belgium (French Community)	0.14	(0.08)	0.34	(0.09)	0.18	(0.09)	0.42	(0.09)

Note: Values that are statistically significant are indicated in bold.



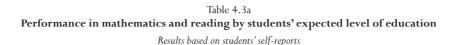
 $\label{thm:continuous} Table~4.2 \\ \textbf{Index of instrumental motivation in mathematics and student performance on the mathematics scale} \\ \textit{Results based on students' self-reports}$

		Index	of instrumental m	otivation in mathe	matics	
	Native s	tudents	Second-gener	ation students	First-generat	ion students
	Mean index	S.E.	Mean index	S.E.	Mean index	S.E.
∜ Australia	0.19	(0.02)	0.35	(0.04)	0.37	(0.03)
Austria Austria	-0.53	(0.03)	-0.32	(0.10)	-0.29	(0.07)
Australia Austria Belgium Canada	-0.35	(0.02)	-0.19	(0.07)	0.03	(0.06)
8 Canada	0.17	(0.01)	0.36	(0.05)	0.52	(0.04)
→ Denmark	0.37	(0.02)	0.39	(0.09)	0.37	(0.10)
France	-0.11	(0.02)	0.02	(0.05)	0.30	(0.10)
Germany	-0.08	(0.02)	0.09	(0.06)	0.17	(0.06)
Luxembourg	-0.52	(0.02)	-0.30	(0.05)	-0.04	(0.05)
Netherlands	-0.30	(0.02)	0.08	(0.07)	-0.03	(0.09)
New Zealand	0.25	(0.02)	0.45	(0.06)	0.47	(0.04)
Norway	0.15	(0.02)	0.33	(0.12)	0.24	(0.09)
	-0.01	(0.02)	0.21	(0.07)	0.28	(0.04)
Sweden Switzerland United States	-0.09	(0.02)	0.05	(0.04)	0.21	(0.05)
United States	0.16	(0.02)	0.26	(0.05)	0.33	(0.06)
OECD average	-0.04	(0.01)	0.10	(0.02)	0.20	(0.02)
Hong Kong-China Macao-China Macao-China Russian Federation	-0.16	(0.02)	-0.12	(0.03)	0.02	(0.03)
₹ Macao-China	-0.11	(0.05)	-0.02	(0.04)	0.02	(0.06)
Russian Federation	0.00	(0.02)	-0.01	(0.05)	0.01	(0.06)
Belgium (Flemish Community)	-0.45	(0.02)	-0.31	(0.08)	-0.23	(0.07)
Belgium (French Community)	-0.20	(0.02)	-0.13	(0.09)	0.18	(0.08)

			Change	in the mathematics sc	ore per 1	init of th	he index of instrumer	ital moti	ivation i	n mathematics
				Explained variance			Explained variance			Explained variance
				in student	Seco	nd-	in student	Fir	st-	in student
		Na	tive	performance	gener	ation	performance	gener	ation	performance
		stud	lents	(r-squared x 100)	stud		(r-squared x 100)	0	ents	(r-squared x 100)
		Effect		%	Effect	S.E.	%	Effect	S.E.	%
<u>.6</u> .	Australia	17.4	(1.2)	3.3	17.4	(3.3)	3.1	16.3	(2.8)	2.5
1	Austria	-0.6	(1.7)	0.0	-4.9	(7.1)	0.5	-7.1	(4.5)	0.8
countrie	Belgium	15.8	(1.6)	2.4	3.2	(6.3)	0.2	-4.0	(5.6)	0.2
	Canada	20.8	(1.1)	6.1	17.6	(3.2)	4.7	16.6	(3.4)	3.4
\Box	Denmark	22.2	(1.7)	5.0	15.1	(10.5)	2.7	5.9	(9.2)	0.5
OECD	France	15.5	(1.6)	3.2	11.4	(3.8)	1.9	14.4	(10.9)	2.1
0	Germany	4.4	(2.2)	0.2	4.6	(5.8)	0.3	0.7	(6.3)	0.0
	Luxembourg	6.6	(1.9)	0.8	-5.9	(3.5)	0.5	-7.2	(3.8)	0.6
	Netherlands	10.3	(1.9)	1.0	2.2	(8.5)	0.1	10.7	(7.6)	1.8
	New Zealand	18.3	(2.1)	3.1	-2.8	(6.9)	0.1	12.5	(5.1)	1.3
	Norway	28.8	(1.5)	10.5	30.5	(10.2)	12.1	30.9	(7.9)	12.1
S	Sweden	26.1	(1.8)	7.3	31.5	(8.8)	8.8	7.2	(7.6)	0.5
4	Switzerland	2.8	(1.8)	0.1	-7.6	(4.0)	0.6	-12.5	(4.2)	1.7
countrie	United States	13.8	(1.7)	2.2	18.2	(5.0)	3.4	15.7	(6.4)	2.2
8	OECD average	12.4	(0.5)	1.9	9.6	(1.2)	1.1	8.2	(1.6)	0.7
artner	Hong Kong-China	28.7	(2.3)	6.2	27.6	(4.0)	6.6	22.5	(5.2)	3.4
立	Macao-China	-9.1	(7.5)	0.8	10.7	(4.6)	1.2	-8.0	(10.8)	0.5
2	Russian Federation	14.4	(1.6)	2.1	13.4	(5.2)	2.2	6.8	(4.7)	0.6
	Belgium (Flemish Community)	25.9	(2.1)	6.3	5.1	(10.2)	0.3	-10.3	(8.8)	1.2
	Belgium (French Community)	11.3	(2.5)	1.4	1.9	(7.4)	0.1	2.0	(8.0)	0.0

			athematics						
	-		Accountin	g for ESCS		Accou	nting for math	ematics perfor	mance
	-	Second-g	eneration	Ĭ		Second-g	eneration		
	_	stud	ents	First-general	tion students	stud	ents	First-genera	tion students
		Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
8	Australia	0.18	(0.04)	0.19	(0.03)	0.17	(0.04)	0.19	(0.03)
countries	Austria	0.14	(0.10)	0.16	(0.07)	0.20	(0.10)	0.22	(0.08)
Σ	Belgium	0.24	(0.07)	0.43	(0.07)	0.29	(0.08)	0.51	(0.07)
	Canada	0.19	(0.05)	0.33	(0.04)	0.17	(0.05)	0.36	(0.04)
OECD	Denmark	0.12	(0.09)	0.06	(0.10)	0.18	(0.10)	0.14	(0.10)
E	France	0.19	(0.06)	0.48	(0.11)	0.23	(0.06)	0.55	(0.12)
0	Germany	0.16	(0.06)	0.24	(0.07)	0.22	(0.07)	0.29	(0.07)
	Luxembourg	0.21	(0.06)	0.48	(0.06)	0.24	(0.05)	0.51	(0.05)
	Netherlands	0.42	(0.07)	0.30	(0.09)	0.44	(0.07)	0.36	(0.09)
	New Zealand	0.24	(0.07)	0.20	(0.04)	0.25	(0.07)	0.22	(0.04)
	Norway	0.27	(0.12)	0.25	(0.07)	0.32	(0.11)	0.32	(0.08)
ies	Sweden	0.30	(0.08)	0.39	(0.05)	0.31	(0.07)	0.53	(0.05)
#	Switzerland	0.10	(0.05)	0.25	(0.05)	0.15	(0.05)	0.31	(0.05)
ä	United States	0.14	(0.05)	0.21	(0.06)	0.14	(0.05)	0.23	(0.06)
ö	OECD average	0.29	(0.02)	0.28	(0.04)	0.20	(0.02)	0.31	(0.02)
Partner countries	Hong Kong-China	0.07	(0.03)	0.22	(0.03)	0.00	(0.03)	0.26	(0.03)
卫	Macao-China	0.09	(0.07)	0.10	(0.08)	0.09	(0.06)	0.13	(0.08)
20	Russian Federation	-0.01	(0.06)	0.02	(0.06)	0.01	(0.06)	0.05	(0.06)
	Belgium (Flemish Community)	0.26	(0.09)	0.30	(0.08)	0.42	(0.09)	0.44	(0.08)
	Belgium (French Community)	0.11	(0.10)	0.38	(0.08)	0.14	(0.10)	0.47	(0.09)

 $\it Note: Values that are statistically significant are indicated in bold.$



Students expecting to complete upper Students expecting to complete upper Students expecting to complete lower secondary education, not providing access secondary education, providing access to secondary education to university-level programmes university-level programmes (ISCED Level 2) (ISCED Levels 3B and 3C) (ISCED Levels 3A and 4) Performance Performance Performance on the on the Performance Performance Performance on the Percentage of mathematics on the mathematics on the reading mathematics on the Percentage reading scale reading scale scale scale scale scale students students Mean Mear Mean Mean Mean Mear stud S.E SE SE SE SE SE SE SE SE score score score score score score Australia Native 3.0 (0.2)427 (5.8) 406 (5.6) 4.1 (0.3)456 (5.3) 446 (5.4) 25.1 (0.6)485 (3.1) 482 (3.1) Second-generation 1.2 (0.3)427 (20.1)402 (31.9)29 (0.7)462 (22.0)450 (22.6)14.2 (1.3)463 (9.2)457 (10.0)First-generation 1.5 (0.4)402 (23.3)378 (31.8)1.5 (0.4)429 (19.6)416 (15.0)13.9 (1.1)(8.3)458 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OECD countries



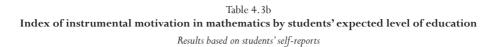
Table 4.3a (continued)

Performance in mathematics and reading by students' expected level of education

Results based on students' self-reports

		Students e			nnlete a		versity	Studente	expectin	o to con	nnlete a	univers	itv-level
		Students e	tertiar	·	orogram		versity	Students expecting to complete a university-level programme (ISCED Levels 5A and 6)					
		———	(15)	Perfor	mance the	Perfor	mance		(ISCE	Perfor	mance the		nance of
		Percentage of students		mathe	matics ale	on the	reading ale	Percentage of students		mathe	matics ale	the r	eading cale
			S.E.	Mean score	S.E.	Mean score	S.E.		S.E.	Mean score	S.E.	Mean score	S.E.
Australia	Native Second-generation First-generation	8.5 7.2 5.2	(0.3) (0.8) (0.6)	504 483 489	(4.1) (11.8) (12.8)	508 481 489	(4.7) (13.7) (15.9)	58.9 74.5 77.4	(0.8) (1.6) (1.5)	559 541 543	(2.1) (4.9) (5.4)	565 547 535	(2.1) (4.5) (5.2)
Austria	Native Second-generation	17.7 5.2	(0.9) (1.5)	487 450	(4.7) (26.3)	460 426	(5.3) (35.0)	24.7 25.4	(1.4) (3.4)	583 536	(3.8) (12.1)	572 516	(3.7) (14.9)
Belgium	First-generation Native Second-generation	10.4 23.2 19.4	(1.5) (0.7) (2.4)	562 486	(13.5) (2.7) (12.6)	406 545 481	(17.7) (2.5) (12.4)	18.7 36.4 25.5	(2.4) (1.0) (2.5)	520 609 522	(12.0) (2.4) (11.9)	507 582 508	(11.6) (2.2) (12.8)
Canada	First-generation Native	14.3 24.8	(1.8)	487 514 496	(14.9)	460 517 502	(16.3)	28.7 58.3 76.2	(2.7)	505 562 561	(13.1)	487 559 560	(13.7)
Denmark	Second-generation First-generation Native	15.6 13.1 18.3	(1.3) (1.3) (0.7)	474 538	(6.6) (10.3) (3.6)	472 518	(7.5) (10.4) (3.7)	81.9 24.5	(1.8) (1.5) (0.9)	544 574	(4.5) (5.0) (3.2)	527 547	(4.2) (4.6) (3.3)
France	Second-generation First-generation Native	9.1 12.2 16.7	(2.8) (3.2) (0.8)	472 462 517	(27.9) (24.4) (3.5)	467 468 501	(20.4) (26.7) (3.6)	36.4 41.9 34.3	(5.4) (5.0) (1.0)	474 473 575	(16.7) (13.8) (3.0)	473 482 562	(18.8) (12.9) (2.8)
Tance	Second-generation First-generation	19.4 15.1	(2.0) (3.6)	463 447	(10.3) (22.3)	444 419	(8.0) (25.2)	38.1 30.9	(3.0) (4.6)	520 536	(6.4) (15.7)	506 515	(7.5)
Germany	Native Second-generation First-generation	2.1 1.0 0.7	(0.2) (0.7) (0.4)	547 537 523	(12.1) (27.8) (18.8)	537 519 555	(10.5) (43.7) (31.1)	19.8 12.4 14.8	(1.0) (2.2) (2.1)	598 518 533	(3.1) (22.8) (14.6)	588 500 517	(3.0) (23.7) (14.2)
Luxembourg	Native Second-generation	15.2 10.0	(0.7) (1.3)	517 494	(4.4) (8.7)	521 481	(4.6) (9.2)	40.9 41.3	(0.8) (1.8)	554 527	(2.2) (6.0)	545 510	(2.8)
Netherlands	First-generation Native Second-generation	6.7 a a	(0.9) a a	484 a a	(14.0) a a	467 a a	(15.1) a a	41.2 40.6 44.2	(2.0) (1.5) (4.9)	524 610 529	(5.3) (2.8) (13.3)	576 507	(6.1) (2.6) (9.8)
New Zealand	First-generation Native	13.5	(0.6)	a 545 491	(4.1)	559 510	(4.0) (17.9)	39.9 35.3 48.8	(4.5)	512 576 526	(13.1)	504 579 534	(12.0)
Norway	Second-generation First-generation Native	13.0 12.3 29.9	(1.9) (1.5) (0.8)	502	(17.4) (10.5) (3.2)	492 528	(17.9) (13.0) (3.8)	56.3 25.3	(2.7) (2.2) (0.9)	556 546	(10.5) (6.4) (3.5)	540 559	(12.3) (6.7) (4.0)
Sweden	Second-generation First-generation	24.6 24.2 24.7	(3.8) (3.3)	449	(20.6)	430 438 546	(26.7) (18.3)	39.8 27.6	(4.2) (3.9)	485 497	(19.3) (15.0)	476 503	(15.9)
sweden	Native Second-generation First-generation	24.4 16.2	(0.7) (3.0) (2.5)	538 504 448	(2.6) (12.0) (14.6)	528 458	(2.8) (12.7) (17.2)	31.4 43.8 47.0	(1.1) (3.9) (4.0)	558 506 457	(3.2) (16.3) (9.2)	562 525 473	(2.8) (13.3) (10.4)
Switzerland	Native Second-generation First-generation	7.5 4.6 6.3	(0.5) (0.8) (1.8)	564 542 460	(5.9) (14.6) (12.6)	518 511 425	(6.0) (23.3) (17.5)	17.9 15.9 16.3	(1.5) (1.7) (2.1)	616 564 558	(5.1) (10.3) (14.1)	576 538 525	(4.5) (10.3) (12.9)
United States	Native Second-generation	12.6 8.2	(0.6) (1.3)	486 469	(4.5) (17.1)	497 485	(4.4) (16.1)	64.7 67.8	(0.9) (2.7)	510 492	(2.8) (7.9)	526 508	(3.0)
Hong Kong-China	First-generation Native Second-generation	9.5 12.1 9.3	(1.9) (0.6) (0.9)	465 553 560	(7.1) (7.8)	510 519	(6.3) (7.0)	58.4 53.8 55.2	(2.9) (1.8) (1.9)	597 608	(7.5) (3.8) (4.6)	546 553	(2.8)
Macao-China	First-generation Native Second-generation	10.4 16.7 18.2	(1.0) (2.4) (1.7)	526 517 535	(9.5) (12.9) (7.4)	499 500 500	(9.0) (11.9) (6.9)	46.3 48.9 49.2	(1.5) (2.9) (1.9)	558 556 557	(5.3) (7.4) (6.6)	531 522 522	(4.2) (5.9) (3.8)
Russian Federation	First-generation Native Second-generation	11.7 a a	(2.6) a a	544 a a	(23.8) a a	529 a a	(18.0) a a	48.1 64.4 59.8	(4.2) (2.0) (3.3)	547 499 479	(10.1) (3.9) (7.9)	523 475 455	(6.4 (3.6 (9.0
Belgium Flemish Community)	First-generation Native	26.6 23.5	(0.9) (3.5)	575 460	(3.1) (18.3)	556 466	(2.5) (16.1)	57.0 38.3 24.5	(3.5) (1.3) (3.7)	480 629 530	(7.2) (2.2) (19.2)	441 598 521	(7.2 (2.3 (17.2
Belgium	First-generation Native	18.2 18.0	(3.6) (1.0)	507 532	(16.2) (6.1)	494 520	(18.6) (6.2)	33.3 33.6	(4.2)	508 575	(5.0)	496 554	(4.5)
(French Community)	Second-generation First-generation	17.2 12.4	(3.3) (2.2)	505 472	(16.3) (23.3)	491 434	(18.3) (25.3)	26.0 26.3	(3.0) (3.8)	518 503	(14.5) (20.1)	502 479	(16.4) (22.5)

Partner countries



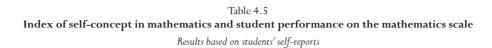
	Index of instrumental motivation in mathematics for students expecting to complete :												
				2.2 37 1110		econdary		econdary		1,222	- complete	· ·	
					educati	on, not	educ	ation,					
					1	access to	1.	access to					
			·	1		ity-level	I	ity-level	A non-u		A univer		
			Lower se	,		mmes	1	ammes	tertiar	•	progra		
			educ	Level 2)		Levels 3B 3C)	1 '	Levels 3A l 4)	progra (ISCED I		(ISCED I		
			Mean	Level 2)	Mean		Mean		Mean	zever 3B)	Mean	10)	
			index	S.E.	index	S.E.	index	S.E.	index	S.E.	index	S.E.	
<u>ie</u>	Australia	Native	-0.07	(0.08)	-0.03	(0.05)	-0.10	(0.03)	-0.07	(0.04)	0.38	(0.02)	
ıntr		Second-generation	-0.47	(0.25)	0.29	(0.38)	0.02	(0.09)	-0.12	(0.09)	0.47	(0.04)	
OECD countries		First-generation	-0.56	(0.30)	-0.12	(0.17)	-0.10	(0.08)	0.07	(0.09)	0.50	(0.04)	
0	Austria	Native	-0.41	(0.10)	-0.46	(0.04)	-0.71	(0.04)	-0.26	(0.05)	-0.60	(0.04)	
OE		Second-generation First-generation	-0.51 -0.18	(0.47)	-0.24	(0.18) (0.09)	-0.29 -0.28	(0.14) (0.10)	-0.33 -0.20	(0.37) (0.15)	-0.44 -0.75	(0.19) (0.16)	
	Belgium	Native	-0.39	(0.05)	-0.55	(0.06)	-0.48	(0.03)	-0.47	(0.13)	-0.14	(0.02)	
	8 "	Second-generation	-0.02	(0.14)	-0.48	(0.18)	-0.19	(0.10)	-0.47	(0.11)	0.09	(0.12)	
		First-generation	-0.10	(0.17)	0.10	(0.17)	0.20	(0.10)	-0.22	(0.10)	0.00	(0.13)	
	Canada	Native	-0.58	(0.15)	-0.35	(0.04)	-0.11	(0.04)	-0.04	(0.03)	0.38	(0.02)	
		Second-generation	-0.06	(0.28)	-0.14	(0.18)	0.03	(0.20)	-0.10	(0.08)	0.51	(0.05)	
	Denmark	First-generation Native	0.49	(0.40)	-0.18 0.28	(0.33)	0.10	(0.17)	0.17	(0.10) (0.04)	0.60	(0.04) (0.03)	
	Delilliark	Second-generation	0.51	(0.38)	0.28	(0.32)	0.32	(0.12)	0.33	(0.18)	0.70	(0.03)	
		First-generation	0.31	(0.27)	0.03	(0.23)	0.38	(0.14)	0.05	(0.26)	0.50	(0.15)	
	France	Native	0.00	(0.13)	-0.24	(0.04)	-0.20	(0.04)	-0.14	(0.05)	0.11	(0.04)	
		Second-generation	-0.15	(0.43)	-0.01	(0.12)	0.10	(0.14)	-0.19	(0.13)	0.14	(0.09)	
		First-generation	0.89	(0.00)	-0.08	(0.19)	0.03	(0.23)	0.30	(0.27)	0.73	(0.13)	
	Germany	Native	-0.09 0.09	(0.03)	-0.20	(0.08)	-0.12	(0.03)	-0.08	(0.12)	0.01	(0.05)	
		Second-generation First-generation	0.09	(0.07)	-0.79 0.07	(0.43)	0.03	(0.16)	-0.39 0.75	(0.68) (0.74)	0.30 0.37	(0.24) (0.17)	
	Luxembourg	Native Native	-0.75	(0.08)	-0.57	(0.06)	-0.48	(0.05)	-0.63	(0.05)	-0.43	(0.17)	
	0	Second-generation	-0.59	(0.29)	-0.02	(0.10)	-0.31	(0.10)	-0.44	(0.14)	-0.36	(0.07)	
		First-generation	-0.44	(0.37)	0.22	(0.08)	-0.16	(0.08)	-0.13	(0.20)	-0.07	(0.07)	
	Netherlands	Native	-0.31	(0.04)	a	a	-0.35	(0.03)	a	a	-0.26	(0.02)	
		Second-generation	0.06	(0.13)	a	a	-0.03	(0.13)	a	a	0.16	(0.12)	
	New Zealand	First-generation Native	0.06	(0.14)	-0.05	(0.04)	0.05	(0.18)	0.34	(0.04)	-0.15 0.46	(0.15)	
	New Zealand	Second-generation	0.10	(0.00)	0.19	(0.25)	0.23	(0.02)	0.41	(0.13)	0.63	(0.03) (0.08)	
		First-generation	0.13	(0.30)	0.25	(0.14)	0.16	(0.07)	0.37	(0.10)	0.65	(0.05)	
	Norway	Native	-0.45	(0.24)	-0.15	(0.04)	-0.05	(0.04)	0.20	(0.03)	0.54	(0.04)	
		Second-generation	0.10	(0.00)	-0.33	(0.25)	0.26	(0.26)	0.43	(0.19)	0.57	(0.30)	
	0 1	First-generation	-0.36	(0.44)	0.03	(0.20)	-0.01	(0.20)	0.24	(0.21)	0.70	(0.15)	
	Sweden	Native	-0.28	(0.08)	-0.23	(0.04)	-0.23	(0.03)	-0.03	(0.03)	0.32	(0.04)	
		Second-generation First-generation	-0.53 0.11	(0.39)	-0.11	(0.20)	-0.16 -0.05	(0.12)	0.18	(0.11) (0.14)	0.49	(0.08) (0.08)	
	Switzerland	Native	-0.17	(0.05)	-0.03	(0.03)	-0.25	(0.03)	0.26	(0.09)	-0.18	(0.06)	
		Second-generation	-0.10	(0.09)	0.22	(0.07)	-0.10	(0.12)	-0.18	(0.17)	-0.17	(0.08)	
		First-generation	-0.04	(0.17)	0.37	(0.07)	0.08	(0.12)	0.46	(0.14)	-0.10	(0.10)	
	United States	Native	0.04	(0.24)	a	a	-0.10	(0.04)	0.04	(0.05)	0.27	(0.02)	
		Second-generation	-0.99	(0.35)	a	a	-0.12	(0.06)	0.21	(0.20)	0.41	(0.06)	
	Hong Kong-China	Native	-0.01 -0.81	(0.57)	-0.49	(0.06)	-0.28	(0.14)	-0.23	(0.13)	0.50 -0.01	(0.08)	
	Tiong Rong-Cilina	Second-generation	-0.75	(0.14)	-0.47	(0.09)	-0.23	(0.03)	-0.29	(0.00)	0.03	(0.05)	
		First-generation	-0.44	(0.20)	-0.20	(0.06)	-0.08	(0.05)	0.01	(0.08)	0.17	(0.04)	
ries	Macao-China	Native	-0.21	(0.25)	-0.23	(0.39)	-0.14	(0.09)	-0.13	(0.12)	-0.08	(0.07)	
Partner countries		Second-generation	-0.32	(0.19)	-0.83	(0.40)	-0.18	(0.07)	0.02	(0.09)	0.11	(0.06)	
9	D	First-generation	0.01	(0.19)	0.13	(0.18)	0.00	(0.09)	-0.30	(0.20)	0.11	(0.09)	
tnei	Russian Federation	Native	-0.18	(0.10)	-0.36	(0.06)	-0.12	(0.02)	a	a	0.09	(0.03)	
Par		Second-generation First-generation	-0.34 -0.62	(0.21)	-0.21 0.18	(0.22) (0.20)	-0.04 -0.14	(0.11) (0.10)	a a	a a	0.03	(0.08) (0.07)	
	Belgium	Native	-0.58	(0.2)	-0.72	(0.1)	-0.64	(0.0)	-0.54	(0.0)	-0.21	(0.0)	
	(Flemish Community)		-0.38	(0.1)	-0.19	(0.1)	-0.26	(0.0)	-0.32	(0.1)	-0.01	(0.0)	
		First-generation	-0.36	(0.0)	-0.38	(0.2)	-0.33	(0.1)	-0.59	(0.2)	0.07	(0.1)	
	Belgium	Native	-0.01	(0.1)	-0.61	(0.4)	-0.13	(0.1)	-0.37	(0.2)	0.10	(0.2)	
	(French Community)	Second-generation	-1.16	(0.7)	-0.22	(0.1)	-0.18	(0.2)	-0.29	(0.1)	-0.14	(0.1)	
		First-generation	0.06	(0.2)	0.33	(0.3)	0.39	(0.1)	-0.16	(0.1)	0.11	(0.2)	

Table 4.4

Odds ratios of immigrant students expecting to complete a university-level programme (ISCED 5a, 6) compared to native students

		Meaning of one unit	Model 1	Model 2	Model 3
Australia	Second generation	increase	Odds 2.03	Odds 2.46	Odds 2.92
tusti ana	Second-generation First-generation		2.39	2.97	3.16
	Math. performance	1 SD		2.69	2.27
	ESCS	1 SD	1.04	2.10	2.10
Austria	Second-generation First-generation		1.04 0.70	2.18 1.58	3.49 2.39
	Math. performance	1 SD	0.70	3.71	2.94
	ESCS	1 SD			2.92
Belgium	Second-generation		0.60 0.70	1.60 2.05	2.41 2.56
	First-generation Math. performance	1 SD	0.70	3.32	2.64
	ESCS	1 SD		3.32	2.36
Canada	Second-generation		2.29	2.39	2.77
	First-generation	1 CD	3.22	4.06	3.90
	Math. performance ESCS	1 SD 1 SD		2.44	2.05 2.25
Denmark	Second-generation	102	1.77	3.78	6.23
	First-generation	4.00	2.23	4.81	6.96
	Math. performance	1 SD		2.53	2.05 2.18
France	ESCS Second-generation	1 SD	1.19	2.34	3.63
	First-generation		0.85	1.99	2.64
	Math. performance	1 SD		3.63	2.97
Cormany	ESCS Second generation	1 SD	0.58	1.68	1.97
Germany	Second-generation First-generation		0.38	1.58	3.16 3.03
	Math. performance	1 SD		3.78	2.86
	ESCS 1	1 SD	4.04	4.50	2.56
Luxembourg	Second-generation		1.02 1.01	1.58 1.90	2.34
	First-generation Math. performance	1 SD	1.01	3.78	3.35 3.06
	ESCS	1 SD		3.70	2.05
Netherlands	Second-generation		1.16	3.71	5.47
	First-generation	1 SD	0.97	4.35 5.70	5.21 4.85
	Math. performance ESCS	1 SD		3.70	1.86
New Zealand	Second-generation		1.75	2.56	3.19
	First-generation		2.36	2.83	2.77
	Math. performance ESCS	1 SD 1 SD		2.36	2.01 1.72
Norway	Second-generation	1 3D	1.95	2.86	3.86
,	First-generation		1.13	1.90	2.44
	Math. performance	1 SD		2.23	1.77
Sweden	ESCS Second-generation	1 SD	1.70	2.32	2.56 3.29
weden	First-generation		1.93	4.06	5.70
	Math. performance	1 SD		2.03	1.67
2 1 . 1	ESCS	1 SD	0.07	1.04	2.18
Switzerland	Second-generation First-generation		0.87 0.90	1.84 2.51	2.66 3.67
	Math. performance	1 SD	0.50	3.53	2.89
	ESCS	1 SD			3.13
Inited States	Second-generation		1.15	1.39	2.05
	First-generation Math. performance	1 SD	0.76	1.00 2.05	1.43 1.60
	ESCS	1 SD		2.03	2.18
Hong Kong-China	Second-generation		1.06	0.90	1.12
	First-generation	1.00	0.74	1.09	1.49
	Math. performance ESCS	1 SD 1 SD		2.94	2.75 1.88
Macao-China	Second-generation	100	1.01	1.01	1.11
	First-generation		0.97	1.07	1.20
	Math. performance	1 SD		2.12	2.03
Russian Federation	ESCS Second-generation	1 SD	0.83	0.90	1.38 0.90
COMMITT COCTACION	First-generation		0.73	0.86	0.83
	Math. performance	1 SD		2.77	2.39
Deleiser (Flensiel C	ESCS	1 SD	0.53	2.44	3.03
Belgium (Flemish Community)	Second-generation First-generation		0.52 0.80	2.44 2.92	4.66 3.39
	Math. performance	1 SD	0.00	4.22	3.35
	ESCS 1	1 SD			2.56
Belgium (French Community)	Second-generation		0.70	1.15	1.62
	First-generation	1 CD	0.70	1.46	1.93
	Math. performance	1 SD		2.83	2.20
	ESCS	1 SD			2.12

Note: Values that are statistically significant are indicated in bold.



				Index of self-conce	ept in mathematics	;	
		Native s	tudents	Second-gener	ation students	First-generat	ion students
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.
S	Australia	0.10	(0.02)	0.23	(0.03)	0.28	(0.03)
countries	Austria	0.07	(0.02)	0.10	(0.07)	0.09	(0.06)
ŭ	Belgium	-0.04	(0.02)	0.02	(0.04)	0.07	(0.05)
	Canada	0.16	(0.01)	0.20	(0.05)	0.42	(0.05)
0	Denmark	0.25	(0.02)	0.03	(0.09)	0.21	(0.10)
Ö	France	-0.17	(0.02)	-0.20	(0.06)	0.02	(0.10)
0	Germany	0.12	(0.02)	0.18	(0.07)	0.30	(0.05)
	Luxembourg	0.05	(0.02)	0.05	(0.04)	0.17	(0.04)
	Netherlands	-0.01	(0.03)	0.01	(0.07)	0.04	(0.10)
	New Zealand	0.12	(0.02)	0.11	(0.05)	0.38	(0.04)
	Norway	-0.18	(0.02)	0.06	(0.14)	-0.21	(0.08)
S	Sweden	0.12	(0.02)	0.12	(0.08)	0.22	(0.06)
至	Switzerland	0.13	(0.02)	0.09	(0.04)	0.26	(0.05)
countries	United States	0.26	(0.02)	0.27	(0.06)	0.33	(0.06)
	OECD average	0.07	(0.01)	0.09	(0.02)	0.23	(0.02)
Partner	Hong Kong-Čhina	-0.27	(0.03)	-0.24	(0.04)	-0.25	(0.03)
÷	Macao-China	-0.40	(0.06)	-0.16	(0.04)	-0.07	(0.07)
\$	Russian Federation	0.14	(0.02)	0.07	(0.04)	0.08	(0.05)
	Belgium (Flemish Community)	-0.07	(0.02)	-0.02	(0.06)	0.05	(0.08)
	Belgium (French Community)	0.01	(0.03)	0.04	(0.06)	0.08	(0.07)

		Change in the mathematics score per unit of the index of self-concept in mathematics										
				Explained variance			Explained variance			Explained variance		
				in student	Seco	ond-	in student	Fi	rst-	in student		
		Na	tive	performance	gener	ation	performance	gene	ration	performance		
		stuc	lents	(r-squared x 100)	stud	ents	(r-squared x 100)	stuc	lents	(r-squared x 100)		
		Effect	S.E.	%	Effect	S.E.	%	Effect	S.E.	%		
<u>e</u> S	Australia	43.0	(1.3)	18.1	41.5	(4.1)	14.5	37.7	(3.0)	11.5		
countries	Austria	28.1	(1.8)	11.2	20.5	(4.6)	6.5	11.4	(5.9)	1.9		
Σ	Belgium	25.4	(1.5)	6.2	7.4	(6.2)	0.5	16.0	(6.4)	2.3		
	Canada	35.9	(0.8)	20.5	39.7	(3.0)	24.2	33.9	(2.7)	16.0		
9	Denmark	46.7	(1.3)	29.1	29.9	(7.7)	10.2	36.8	(10.3)	15.1		
Ö	France	29.0	(1.8)	11.3	23.4	(4.1)	8.2	37.4	(10.5)	12.5		
0	Germany	23.2	(1.6)	8.6	35.1	(5.6)	15.9	26.2	(4.9)	9.3		
	Luxembourg	19.9	(1.5)	6.8	20.3	(3.7)	5.4	21.6	(4.1)	5.2		
	Netherlands	23.5	(1.7)	7.2	12.8	(7.3)	2.0	20.4	(6.4)	7.3		
	New Zealand	45.1	(1.8)	17.8	45.6	(6.4)	15.5	44.8	(5.4)	15.9		
	Norway	47.4	(1.2)	33.6	47.0	(5.6)	33.9	35.2	(7.5)	16.5		
es	Sweden	47.9	(1.6)	27.9	54.7	(7.0)	27.9	35.2	(7.2)	11.2		
至	Switzerland	26.3	(1.7)	9.7	12.6	(3.8)	1.8	21.6	(4.9)	4.7		
countries	United States	34.5	(1.6)	15.0	42.4	(4.9)	20.1	33.9	(6.9)	10.7		
8	OECD average	33.3	(0.5)	14.1	30.2	(1.3)	9.8	30.6	(1.6)	9.1		
Partner	Hong Kong-China	39.6	(2.3)	14.0	39.6	(3.8)	14.5	29.8	(4.1)	6.3		
4	Macao-China	29.2	(5.5)	9.9	34.4	(4.6)	13.8	32.7	(9.5)	10.2		
5	Russian Federation	40.9	(1.9)	11.6	17.9	(6.3)	2.9	29.7	(7.3)	5.6		
	Belgium (Flemish Community)	32.3	(2.0)	10.0	1.5	(10.3)	0.1	7.0	(10.4)	0.5		
	Belgium (French Community)	19.4	(2.4)	4.3	9.7	(7.6)	0.9	19.6	(8.8)	3.7		

			tics						
			Accountin	g for ESCS		Accour	nting for math	ematics perfor	mance
	-	Second-g	eneration			Second-g	eneration		
		stud	ents	First-generat	ion students	stud		First-genera	tion students
	-	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
es	Australia	0.16	(0.04)	0.18	(0.03)	0.15	(0.03)	0.19	(0.03)
Ŧ	Austria	0.09	(0.07)	0.08	(0.07)	0.24	(0.07)	0.26	(0.07)
countries	Belgium	0.09	(0.04)	0.13	(0.06)	0.27	(0.05)	0.32	(0.06)
8	Canada	0.05	(0.05)	0.24	(0.05)	0.00	(0.04)	0.30	(0.05)
0	Denmark	-0.01	(0.10)	0.11	(0.10)	0.21	(0.11)	0.35	(0.10)
OE	France	0.06	(0.07)	0.29	(0.10)	0.14	(0.07)	0.46	(0.09)
0	Germany	0.14	(0.08)	0.28	(0.06)	0.41	(0.07)	0.43	(0.06)
	Luxembourg	0.04	(0.05)	0.18	(0.05)	0.10	(0.05)	0.26	(0.04)
	Netherlands	0.05	(0.08)	0.07	(0.10)	0.18	(0.07)	0.29	(0.10)
	New Zealand	0.06	(0.06)	0.24	(0.04)	0.12	(0.06)	0.27	(0.04)
	Norway	0.38	(0.12)	0.17	(0.09)	0.52	(0.12)	0.40	(0.09)
S	Sweden	0.12	(0.07)	0.25	(0.06)	0.19	(0.06)	0.60	(0.06)
untries	Switzerland	-0.02	(0.04)	0.16	(0.06)	0.16	(0.04)	0.44	(0.06)
금	United States	0.10	(0.06)	0.18	(0.06)	0.10	(0.06)	0.22	(0.06)
8	OECD average	0.10	(0.02)	0.23	(0.02)	0.18	(0.02)	0.35	(0.02)
rther	Hong Kong-China	0.05	(0.03)	0.07	(0.04)	-0.02	(0.03)	0.15	(0.04)
Æ	Macao-China	0.23	(0.08)	0.33	(0.09)	0.22	(0.07)	0.36	(0.08)
2	Russian Federation	-0.06	(0.05)	-0.05	(0.05)	-0.03	(0.04)	0.00	(0.05)
	Belgium (Flemish Community)	0.13	(0.06)	0.18	(0.08)	0.41	(0.07)	0.40	(0.09)
	Belgium (French Community)	0.02	(0.07)	0.05	(0.08)	0.14	(0.07)	0.22	(0.08)

Note: Values that are statistically significant are indicated in bold.



 ${\it Table 4.6}$ Index of self-efficacy in mathematics and student performance on the mathematics scale

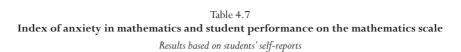
Results based on students' self-reports

				Index of self-effica	cy in mathematics		
		Native s	tudents	Second-gener	ation students	First-generat	ion students
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.
S	Australia	0.08	(0.02)	0.21	(0.04)	0.24	(0.04)
countries	Austria	0.20	(0.02)	-0.17	(0.09)	-0.10	(0.05)
'n	Belgium	-0.04	(0.02)	-0.03	(0.06)	-0.19	(0.06)
	Canada	0.24	(0.02)	0.23	(0.04)	0.40	(0.04)
9	Denmark	-0.06	(0.02)	-0.23	(0.07)	-0.10	(0.07)
OÉ	France	0.01	(0.03)	-0.13	(0.05)	-0.09	(0.11)
0	Germany	0.19	(0.02)	-0.09	(0.07)	0.01	(0.06)
	Luxembourg	0.19	(0.02)	-0.05	(0.04)	-0.07	(0.04)
	Netherlands	-0.08	(0.02)	-0.15	(0.06)	-0.17	(0.08)
	New Zealand	-0.02	(0.02)	-0.07	(0.05)	0.23	(0.04)
	Norway	-0.04	(0.03)	0.13	(0.13)	-0.18	(0.08)
S	Sweden	0.03	(0.03)	0.16	(0.08)	-0.04	(0.07)
Ŧ	Switzerland	0.38	(0.03)	0.13	(0.04)	0.13	(0.04)
countries	United States	0.29	(0.02)	0.22	(0.07)	0.24	(0.07)
	OECD average	0.09	(0.01)	0.02	(0.02)	0.07	(0.02)
rther	Hong Kong-Čhina	0.15	(0.03)	0.18	(0.03)	-0.05	(0.03)
Ŧ	Macao-China	0.00	(0.06)	0.09	(0.05)	0.17	(0.07)
8	Russian Federation	-0.07	(0.02)	-0.14	(0.05)	-0.13	(0.05)
	Belgium (Flemish Community)	-0.15	(0.02)	-0.25	(0.06)	-0.36	(0.07)
	Belgium (French Community)	0.13	(0.03)	0.08	(0.08)	-0.11	(0.09)

			C	nange in the mathema	tics scor	e per ur	nt of the index of self-	-еппсасу	y in mati	nematics
				Explained variance			Explained variance			Explained variance
				in student	Seco	nd-	in student	Fii	rst-	in student
		Nat	ive	performance	gener	ation	performance	gene	ration	performance
		stud	ents	(r-squared x 100)	stud	ents	(r-squared x 100)	stuc	lents	(r-squared x 100)
		Effect	S.E.	%	Effect	S.E.	%	Effect	S.E.	%
S	Australia	49.5	(1.2)	27.4	47.6	(3.3)	24.2	52.2	(3.7)	29.2
countries	Austria	45.7	(1.8)	26.6	38.9	(6.8)	18.8	29.4	(5.9)	9.3
7	Belgium	45.9	(1.3)	19.5	39.2	(4.6)	15.9	34.8	(5.9)	12.9
	Canada	42.8	(0.9)	28.4	47.5	(2.6)	33.9	48.1	(2.8)	30.3
0	Denmark	50.7	(1.9)	28.6	43.5	(9.8)	15.3	41.8	(10.9)	14.8
OE(France	46.1	(1.6)	25.8	44.2	(5.1)	22.7	62.8	(9.0)	31.0
0	Germany	48.2	(1.8)	26.5	42.8	(6.2)	23.8	51.5	(6.1)	26.1
	Luxembourg	37.0	(1.6)	20.6	40.8	(3.8)	20.4	49.0	(3.4)	25.3
	Netherlands	44.4	(2.2)	22.4	36.2	(6.2)	11.7	45.4	(9.9)	21.1
	New Zealand	52.8	(1.6)	28.4	57.4	(6.6)	28.7	46.4	(4.6)	22.9
	Norway	46.8	(1.6)	30.9	49.0	(5.3)	36.7	41.1	(6.7)	20.8
es	Sweden	53.7	(1.7)	35.0	52.1	(6.0)	29.6	41.3	(6.1)	22.0
Ŧ	Switzerland	50.7	(2.2)	31.5	46.0	(5.9)	21.8	53.9	(5.2)	24.3
countries	United States	45.9	(1.4)	27.2	53.1	(4.5)	37.7	43.4	(5.2)	22.6
9	OECD average	45.9	(0.5)	25.1	47.2	(1.4)	24.0	49.8	(1.5)	24.1
Partner	Hong Kong-China	53.7	(2.5)	31.5	51.5	(2.8)	31.3	52.6	(4.2)	25.3
Ŧ	Macao-China	40.1	(6.3)	16.9	43.4	(3.8)	19.3	45.8	(7.2)	22.8
20	Russian Federation	49.1	(2.0)	20.5	28.5	(5.6)	8.1	39.3	(5.9)	13.3
	Belgium (Flemish Community)	54.1	(1.8)	23.8	44.2	(11.7)	11.8	35.2	(11.2)	11.0
	Belgium (French Community)	47.3	(2.3)	26.4	37.8	(5.0)	17.8	36.6	(7.4)	15.6

		Regression estimate of the index of self-efficacy in mathematics											
	_		Accountin	g for ESCS		Accour	nting for math	ematics perfor	mance				
	_	Second-g	eneration			Second-g	eneration						
		stud	lents	First-genera	tion students	stud	ents	First-generat	tion students				
	_	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.				
ies	Australia	0.20	(0.04)	0.17	(0.04)	0.16	(0.03)	0.17	(0.03)				
OECD countries	Austria	-0.17	(0.09)	-0.12	(0.05)	-0.07	(0.08)	0.05	(0.06)				
ä	Belgium	0.28	(0.05)	0.04	(0.06)	0.39	(0.05)	0.23	(0.06)				
8	Canada	0.01	(0.04)	0.13	(0.04)	-0.05	(0.03)	0.20	(0.03)				
0	Denmark	0.08	(0.07)	0.15	(0.07)	0.22	(0.07)	0.31	(0.07)				
$\tilde{\Xi}$	France	0.13	(0.06)	0.16	(0.09)	0.12	(0.05)	0.29	(0.07)				
0	Germany	0.06	(0.08)	0.18	(0.06)	0.24	(0.06)	0.20	(0.05)				
	Luxembourg	-0.11	(0.05)	-0.06	(0.05)	-0.08	(0.04)	-0.02	(0.04)				
	Netherlands	0.12	(0.06)	0.05	(0.08)	0.22	(0.06)	0.30	(0.08)				
	New Zealand	0.08	(0.05)	0.23	(0.04)	0.12	(0.05)	0.27	(0.04)				
	Norway	0.32	(0.11)	0.08	(0.08)	0.43	(0.09)	0.27	(0.08)				
S	Sweden	0.33	(0.07)	0.17	(0.07)	0.34	(0.05)	0.51	(0.07)				
至	Switzerland	-0.06	(0.05)	-0.01	(0.04)	0.11	(0.05)	0.28	(0.04)				
Ä	United States	0.13	(0.06)	0.18	(0.06)	0.06	(0.05)	0.15	(0.07)				
Partner countries	OECD average	0.12	(0.02)	0.13	(0.02)	0.15	(0.01)	0.23	(0.01)				
Ġ	Hong Kong-China	0.12	(0.03)	-0.04	(0.04)	-0.04	(0.04)	0.04	(0.03)				
吏	Macao-China	0.12	(0.08)	0.20	(0.08)	0.07	(0.07)	0.21	(0.08)				
8	Russian Federation	-0.06	(0.05)	-0.05	(0.05)	-0.01	(0.05)	0.03	(0.04)				
	Belgium (Flemish Community)	0.17	(0.06)	-0.05	(0.08)	0.41	(0.05)	0.20	(0.08)				
	Belgium (French Community)	0.24	(0.06)	0.00	(0.09)	0.26	(0.07)	0.16	(0.08)				

 $\it Note: Values that are statistically significant are indicated in bold.$



Index of anxiety in mathematics Native students Second-generation students First-generation students Mean index SE Mean index SE Mean index S.E Australia -0.05 (0.01)-0.09 (0.03)-0.07 (0.03)Austria -0.29 (0.03)-0.21 (0.09)-0.08 (0.06)Belgium 0.06 (0.02)0.31 (0.05)0.20 (0.05)Canada -0.05 (0.01)0.01 (0.05)-0.12 (0.04)-0.02 (0.08)-0.21 (0.09)Denmark -0.48(0.02)(0.05)0.31 0.42 France Germany (0.02)0.50 (0.11)(0.02)-0.06 (0.08)(0.06)Luxembourg (0.02)0.20 (0.05)0.09 (0.04)-0.08 Netherlands -0.42 (0.02)-0.13 (0.06)-0.13 (0.10)New Zealand -0.11 (0.02)0.11 (0.07)-0.17 (0.04)Norway -0.06 (0.02)-0.13 (0.13)0.26 (0.09)-0.25 (0.07)Sweden -0.53(0.02)(0.08)-0.25Switzerland United States -0.35 -0.12 (0.06)(0.07)(0.03)-0.04(0.05)-0.12(0.02)(0.06)-0.09 0.00 OECD average
Hong Kong-China
Macao-China -0.18 (0.01)0.05 (0.02)-0.05 (0.02)0.24 (0.02)(0.04)(0.03)0.48 (0.05)0.20 (0.05)0.02 (0.08)Russian Federation
Belgium (Flemish Community)
Belgium (French Community) (0.02)0.10 0.22 (0.04)0.01 (0.08)(0.06)0.15 (0.03)0.31 (0.06)0.31 (0.06)

Change in the mathematics

				Change in the mather	nematics score per unit of the index of anxiety in mathematics					
				Explained variance			Explained variance			Explained variance
				in student	Seco	nd-	in student	First-		in student
		Native		performance	gener	ation	performance	generation		performance
		stud	ents	(r-squared x 100)	students		(r-squared x 100)	stude	ents	(r-squared x 100)
		Effect	S.E.	%	Effect	S.E.	%	Effect	S.E.	%
ies	Australia	-38.0	(1.5)	12.9	-33.0	(3.7)	9.6	-36.9	(3.7)	10.6
7	Austria	-24.5	(1.8)	10.0	-23.8	(4.6)	10.5	-17.8	(5.1)	4.8
OECD countries	Belgium	-24.0	(1.5)	5.2	-16.6	(5.6)	2.6	-30.7	(4.1)	7.5
	Canada	-32.1	(0.8)	15.8	-32.8	(3.1)	17.2	-34.7	(2.8)	16.8
	Denmark	-43.8	(1.5)	26.6	-33.8	(8.9)	11.7	-43.5	(8.4)	22.4
	France	-23.1	(1.7)	5.8	-22.1	(6.1)	5.0	-41.2	(8.3)	14.9
	Germany	-25.0	(1.3)	10.7	-33.7	(5.4)	15.1	-38.9	(4.8)	19.9
	Luxembourg	-23.1	(1.5)	10.0	-26.7	(3.9)	9.0	-28.4	(4.3)	9.1
	Netherlands	-20.9	(2.3)	4.3	-16.5	(7.4)	2.6	-21.4	(6.2)	7.8
	New Zealand	-46.6	(1.7)	18.1	-53.7	(5.7)	22.1	-48.7	(4.9)	21.9
	Norway	-42.6	(1.3)	25.3	-31.1	(7.4)	16.5	-43.1	(7.2)	26.8
<u>.e</u>	Sweden	-41.2	(1.6)	19.6	-42.4	(7.4)	18.8	-46.4	(6.0)	24.1
#	Switzerland	-25.6	(2.0)	9.3	-20.7	(4.7)	4.6	-34.8	(4.3)	13.8
inc	United States	-32.4	(1.6)	14.7	-42.9	(4.6)	20.5	-40.3	(6.2)	17.7
Partner countries	OECD average	-30.5	(0.5)	12.0	-30.1	(1.4)	9.7	-35.6	(1.4)	12.9
Jel	Hong Kong-China	-30.4	(2.9)	7.8	-36.4	(3.8)	11.1	-27.2	(4.3)	5.9
포	Macao-China	-28.4	(5.2)	9.0	-30.1	(4.5)	12.7	-21.3	(10.2)	4.8
70	Russian Federation	-46.2	(1.8)	15.7	-20.7	(6.6)	4.3	-33.5	(7.3)	7.8
	Belgium (Flemish Community)	-22.2	(1.9)	4.5	-22.5	(10.3)	4.2	-17.5	(8.7)	2.4
	Belgium (French Community)	-22.5	(2.8)	5.1	-13.9	(7.0)	2.0	-34.8	(6.3)	9.3

			F	Regression esti	mate of the ind	ndex of anxiety in mathematics					
			Accountin	g for ESCS		Accounting for mathematics performance					
	-	Second-g	eneration			Second-g	eneration				
		stud		First-general	First-generation students		students		tion students		
	-	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.		
G.	Australia	-0.07	(0.03)	-0.02	(0.03)	-0.06	(0.03)	-0.02	(0.03)		
OECD countries	Austria	0.02	(0.09)	0.16	(0.06)	-0.12	(0.09)	-0.03	(0.07)		
	Belgium	0.23	(0.04)	0.12	(0.05)	0.06	(0.05)	-0.05	(0.04)		
	Canada	0.05	(0.05)	-0.07	(0.04)	0.09	(0.05)	-0.11	(0.04)		
	Denmark	0.23	(0.09)	0.10	(0.09)	0.04	(0.09)	-0.13	(0.09)		
	France	0.14	(0.05)	0.05	(0.12)	0.07	(0.05)	-0.06	(0.10)		
0	Germany	0.08	(0.08)	-0.06	(0.07)	-0.18	(0.07)	-0.21	(0.06)		
	Luxembourg	0.23	(0.05)	0.07	(0.05)	0.16	(0.04)	-0.01	(0.04)		
	Netherlands	0.28	(0.06)	0.28	(0.10)	0.17	(0.05)	0.11	(0.09)		
	New Zealand	0.16	(0.07)	-0.06	(0.04)	0.09	(0.07)	-0.08	(0.04)		
	Norway	-0.16	(0.13)	0.15	(0.08)	-0.30	(0.12)	-0.05	(0.07)		
es	Sweden	0.19	(0.07)	0.15	(0.07)	0.12	(0.06)	-0.16	(0.05)		
countries	Switzerland	0.29	(0.06)	0.21	(0.07)	0.11	(0.06)	-0.10	(0.08)		
ă	United States	-0.06	(0.07)	0.00	(0.07)	-0.06	(0.06)	-0.03	(0.07)		
S	OECD average	0.16	(0.02)	0.06	(0.02)	0.08	(0.02)	-0.05	(0.02)		
je	Hong Kong-China	-0.04	(0.04)	-0.05	(0.04)	0.01	(0.04)	-0.12	(0.04)		
Partner	Macao-China	-0.28	(0.07)	-0.44	(0.09)	-0.26	(0.07)	-0.49	(0.10)		
\$	Russian Federation	-0.04	(0.05)	0.08	(0.05)	-0.08	(0.04)	0.02	(0.05)		
	Belgium (Flemish Community)	0.26	(0.08)	-0.05	(0.06)	0.06	(0.08)	-0.20	(0.06)		
	Belgium (French Community)	0.16	(0.05)	0.15	(0.06)	0.04	(0.06)	0.01	(0.06)		

Note: Values that are statistically significant are indicated in bold.

core per unit of the index of anxiety in mathematic



 $\label{thm:table 4.8} {\it Table 4.8}$ Index of attitudes towards school and student performance on the mathematics scale

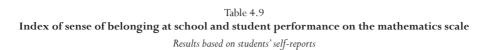
Results based on students' self-reports

		Index of attitudes towards school								
		Native s	tudents	Second-gener	ation students	First-generation students				
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.			
OECD countries	Australia	0.24	(0.02)	0.33	(0.03)	0.29	(0.04)			
	Austria	0.09	(0.02)	0.20	(0.09)	0.31	(0.06)			
	Belgium	-0.21	(0.02)	-0.01	(0.05)	0.03	(0.08)			
	Canada	0.02	(0.01)	0.14	(0.04)	0.25	(0.04)			
	Denmark	-0.04	(0.02)	0.09	(0.09)	0.05	(0.10)			
	France	0.12	(0.02)	0.26	(0.06)	0.35	(0.08)			
	Germany	-0.12	(0.02)	0.08	(0.08)	0.13	(0.07)			
	Luxembourg	-0.33	(0.02)	-0.09	(0.04)	0.05	(0.04)			
	Netherlands	-0.22	(0.02)	-0.02	(0.06)	0.19	(0.08)			
	New Zealand	0.05	(0.02)	0.39	(0.06)	0.20	(0.04)			
	Norway	-0.22	(0.02)	-0.15	(0.16)	0.04	(0.09)			
S	Sweden	0.00	(0.02)	0.17	(0.08)	0.27	(0.06)			
Ŧ	Switzerland	0.00	(0.02)	0.13	(0.06)	0.21	(0.04)			
countries	United States	0.09	(0.02)	0.16	(0.05)	0.17	(0.08)			
	OECD average	-0.04	(0.00)	0.13	(0.02)	0.18	(0.02)			
rtner	Hong Kong-Čhina	-0.52	(0.02)	-0.54	(0.02)	-0.50	(0.02)			
Ŧ	Macao-China	-0.35	(0.04)	-0.37	(0.05)	-0.41	(0.07)			
\$	Russian Federation	0.20	(0.03)	0.09	(0.05)	0.18	(0.05)			
	Belgium (Flemish Community)	-0.27	(0.02)	-0.03	(0.07)	-0.13	(0.10)			
	Belgium (French Community)	-0.11	(0.03)	0.00	(0.07)	0.11	(0.11)			

		Change in the mathematics score per unit of the index of attitudes towards school									
				Explained variance			Explained variance			Explained variance	
				in student	Seco	ond-	in student	Fir	st-	in student	
		Nat	ive	performance	gener	ation	performance	gener	ation	performance	
		students		(r-squared x 100)	stud	ents	(r-squared x 100)	stud	ents	(r-squared x 100)	
		Effect	S.E.	%	Effect	S.E.	%	Effect	S.E.	%	
G.	Australia	15.4	(1.2)	3.1	5.0	(2.2)	0.3	11.0	(3.5)	1.4	
+	Austria	0.6	(1.6)	0.0	-15.6	(6.9)	4.8	-10.4	(5.1)	1.7	
OECD countries	Belgium	-1.3	(2.0)	0.0	-6.4	(5.5)	0.4	-0.6	(6.8)	0.0	
	Canada	8.2	(0.9)	1.0	11.1	(3.7)	1.8	-2.7	(3.3)	0.1	
	Denmark	8.6	(1.9)	0.8	10.1	(12.4)	1.4	-12.1	(8.0)	2.4	
	France	9.7	(1.9)	1.2	1.2	(4.8)	0.0	-13.9	(6.6)	2.4	
	Germany	-4.6	(1.8)	0.3	-7.8	(7.0)	0.7	-18.1	(5.8)	4.1	
	Luxembourg	-4.9	(1.9)	0.3	-9.2	(4.1)	1.1	-11.7	(3.6)	1.6	
	Netherlands	9.0	(2.6)	0.6	-4.2	(8.9)	0.2	-8.8	(7.4)	1.1	
	New Zealand	16.8	(1.8)	3.1	3.7	(5.8)	0.2	13.3	(5.2)	1.9	
	Norway	17.0	(1.9)	3.2	12.1	(10.5)	2.3	17.0	(7.8)	4.1	
es	Sweden	17.1	(1.5)	3.3	4.1	(9.4)	0.2	16.4	(7.1)	3.4	
至	Switzerland	5.7	(1.9)	0.4	-10.3	(4.5)	1.3	-4.1	(6.1)	0.2	
countries	United States	5.7	(1.4)	0.4	-1.0	(5.4)	0.0	15.8	(7.2)	2.8	
	OECD average	7.2	(0.4)	0.6	0.1	(1.4)	0.0	0.1	(1.6)	0.0	
ĕ	Hong Kong-China	11.4	(3.3)	0.8	20.7	(5.1)	2.6	13.3	(4.4)	1.0	
Partner	Macao-China	4.6	(7.2)	0.2	2.1	(7.0)	0.0	-2.5	(14.2)	0.3	
8	Russian Federation	5.4	(1.8)	0.3	-0.5	(5.6)	0.1	3.1	(5.4)	0.1	
	Belgium (Flemish Community)	0.7	(3.0)	0.0	-8.3	(8.6)	0.6	-23.7	(10.0)	5.4	
	Belgium (French Community)	1.4	(2.5)	0.0	-5.7	(6.8)	0.3	11.4	(9.0)	1.2	

			R	egression estir	nate of the ind	lex of attitudes towards school					
	_		Accountin	g for ESCS		Accounting for mathematics performance					
	=	Second-g	eneration			Second-g	eneration				
		students		First-general	First-generation students		students		First-generation students		
	_	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.		
countries	Australia	0.13	(0.03)	0.05	(0.04)	0.09	(0.03)	0.05	(0.04)		
	Austria	0.11	(0.09)	0.21	(0.07)	0.11	(0.09)	0.21	(0.07)		
	Belgium	0.27	(0.06)	0.30	(0.07)	0.19	(0.06)	0.23	(0.07)		
	Canada	0.13	(0.04)	0.22	(0.04)	0.11	(0.04)	0.24	(0.04)		
0	Denmark	0.24	(0.10)	0.16	(0.10)	0.20	(0.09)	0.15	(0.10)		
OE	France	0.20	(0.07)	0.30	(0.09)	0.20	(0.07)	0.31	(0.10)		
0	Germany	0.22	(0.08)	0.26	(0.07)	0.15	(0.08)	0.21	(0.07)		
	Luxembourg	0.21	(0.05)	0.34	(0.05)	0.22	(0.05)	0.34	(0.05)		
	Netherlands	0.24	(0.06)	0.44	(0.09)	0.23	(0.06)	0.46	(0.08)		
	New Zealand	0.40	(0.07)	0.13	(0.05)	0.39	(0.07)	0.15	(0.05)		
	Norway	0.13	(0.17)	0.37	(0.08)	0.14	(0.17)	0.37	(0.09)		
S	Sweden	0.28	(0.09)	0.40	(0.06)	0.23	(0.09)	0.44	(0.05)		
countries	Switzerland	0.19	(0.07)	0.27	(0.05)	0.16	(0.07)	0.26	(0.06)		
7	United States	0.15	(0.06)	0.16	(0.09)	0.09	(0.05)	0.11	(0.08)		
	OECD average	0.22	(0.02)	0.26	(0.02)	0.20	(0.02)	0.26	(0.02)		
ē	Hong Kong-China	0.01	(0.03)	0.07	(0.03)	-0.03	(0.03)	0.05	(0.03)		
Partner	Macao-China	-0.01	(0.06)	-0.04	(0.09)	-0.01	(0.06)	-0.05	(0.08)		
Ра	Russian Federation	-0.11	(0.06)	-0.02	(0.05)	-0.10	(0.06)	-0.01	(0.05)		
	Belgium (Flemish Community)	0.29	(0.08)	0.16	(0.10)	0.25	(0.08)	0.14	(0.10)		
	Belgium (French Community)	0.20	(0.07)	0.32	(0.10)	0.12	(0.07)	0.25	(0.10)		

 $\it Note: Values that are statistically significant are indicated in bold.$



		Index of sense of belonging at school									
		Native s	students	Second-gener	ation students	First-generat	ion students				
		Mean index	S.E.	Mean index	S.E.	Mean index	S.E.				
ies	Australia	0.04	(0.02)	0.20	(0.04)	-0.04	(0.03)				
countries	Austria	0.46	(0.02)	0.29	(0.11)	0.36	(0.06)				
m	Belgium	-0.28	(0.01)	-0.22	(0.04)	-0.42	(0.08)				
OECD cc	Canada	0.02	(0.01)	0.05	(0.04)	-0.06	(0.04)				
	Denmark	0.02	(0.02)	0.03	(0.08)	-0.11	(0.09)				
	France	-0.19	(0.02)	-0.10	(0.05)	-0.13	(0.08)				
	Germany	0.24	(0.02)	0.38	(0.09)	0.12	(0.05)				
	Luxembourg	0.36	(0.02)	-0.01	(0.04)	-0.04	(0.04)				
	Netherlands	-0.05	(0.02)	-0.07	(0.07)	-0.11	(0.08)				
	New Zealand	0.01	(0.02)	0.21	(0.06)	-0.21	(0.04)				
	Norway	0.25	(0.02)	0.02	(0.12)	0.04	(0.11)				
S.	Sweden	0.24	(0.02)	0.22	(0.08)	0.30	(0.07)				
#	Switzerland	0.22	(0.03)	0.14	(0.05)	0.09	(0.04)				
countries	United States	m	m	m	m	m	m				
8	OECD average	0.10	(0.01)	0.07	(0.02)	-0.01	(0.02)				
Partner	Hong Kong-China	-0.57	(0.02)	-0.59	(0.02)	-0.70	(0.02)				
玉	Macao-China	-0.64	(0.06)	-0.57	(0.03)	-0.71	(0.06)				
50	Russian Federation	-0.29	(0.02)	-0.31	(0.04)	-0.22	(0.05)				
	Belgium (Flemish Community)	-0.27	(0.01)	-0.30	(0.08)	-0.35	(0.09)				
	Belgium (French Community)	-0.31	(0.03)	-0.18	(0.04)	-0.46	(0.11)				

		Change in the mathematics score per unit of the index of sense of belonging at school									
				Explained variance			Explained variance			Explained variance	
				in student	Seco	nd-	in student	First-		in student	
		Nat	ive	performance	generation		performance	gener	ation	performance	
		stud	ents	(r-squared x 100)	stud	ents	(r-squared x 100)	students		(r-squared x 100)	
		Effect	S.E.	%	Effect	S.E.	%	Effect	S.E.	%	
je.	Australia	3.7	(1.6)	0.2	-5.9	(3.1)	0.4	3.8	(3.6)	0.2	
T.	Austria	1.7	(1.5)	0.0	2.1	(6.7)	0.2	2.5	(5.3)	0.1	
countrie	Belgium	5.3	(1.7)	0.2	6.0	(4.8)	0.3	10.0	(8.8)	0.8	
OECD cc	Canada	-0.6	(1.0)	0.0	-2.2	(2.6)	0.1	-7.8	(2.9)	0.8	
	Denmark	3.1	(1.9)	0.1	2.9	(11.1)	0.1	5.0	(8.6)	0.6	
	France	3.3	(1.4)	0.1	-5.1	(5.3)	0.4	-5.9	(9.3)	0.4	
	Germany	-0.7	(1.9)	0.0	-2.7	(6.1)	0.1	-3.6	(7.0)	0.2	
	Luxembourg	3.3	(1.7)	0.2	3.8	(3.7)	0.2	3.3	(4.3)	0.1	
	Netherlands	7.9	(2.6)	0.6	-5.2	(5.7)	0.3	3.8	(7.4)	0.2	
	New Zealand	2.6	(1.6)	0.1	-6.4	(5.7)	0.5	12.9	(4.9)	1.5	
	Norway	-0.6	(1.6)	0.0	-8.4	(9.0)	1.1	2.3	(6.2)	0.1	
S	Sweden	-0.3	(1.5)	0.0	-2.3	(9.2)	0.1	15.1	(6.3)	3.2	
#	Switzerland	6.7	(1.9)	0.6	-0.3	(5.2)	0.0	14.5	(5.0)	2.3	
countries	United States	m	m	m	m	m	m	m	m	m	
8	OECD average	0.7	(0.5)	0.0	-1.4	(1.5)	0.0	2.1	(1.7)	0.0	
Partner	Hong Kong-China	12.4	(2.8)	0.8	14.6	(4.4)	1.2	19.3	(5.3)	1.7	
主	Macao-China	12.4	(9.1)	1.2	8.4	(6.9)	0.6		(10.9)	0.6	
5	Russian Federation	11.5	(1.5)	1.2	5.0	(6.4)	0.3	8.8	(5.4)	0.9	
	Belgium (Flemish Community)	2.8	(1.9)	0.1	8.4	(7.7)	0.6	6.7	(8.6)	0.4	
	Belgium (French Community)	7.1	(2.8)	0.4	4.1	(5.4)	0.2		(11.0)	0.7	

			Reg	elonging at sci	chool					
			Accountin	g for ESCS		Accounting for mathematics performance				
		Second-g	eneration			Second-g	eneration			
		stud	ents	First-generat	First-generation students		students		First-generation students	
	-	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	
<u>e</u> S	Australia	0.18	(0.04)	-0.07	(0.04)	0.16	(0.01)	-0.07	(0.01)	
4	Austria	-0.11	(0.11)	-0.06	(0.07)	-0.16	(0.02)	-0.09	(0.01)	
countries	Belgium	0.13	(0.04)	-0.09	(0.09)	0.10	(0.01)	-0.09	(0.02)	
	Canada	0.03	(0.04)	-0.09	(0.04)	0.03	(0.01)	-0.08	(0.01)	
0	Denmark	0.11	(0.08)	-0.06	(0.10)	0.04	(0.02)	-0.10	(0.02)	
OE	France	0.16	(0.05)	0.14	(0.09)	0.10	(0.01)	0.09	(0.02)	
0	Germany	0.22	(0.09)	-0.05	(0.06)	0.13	(0.02)	-0.13	(0.01)	
	Luxembourg	-0.32	(0.04)	-0.33	(0.05)	-0.35	(0.01)	-0.37	(0.01)	
	Netherlands	0.05	(0.08)	0.00	(0.09)	0.02	(0.02)	0.00	(0.02)	
	New Zealand	0.26	(0.06)	-0.21	(0.04)	0.21	(0.01)	-0.21	(0.01)	
	Norway	-0.20	(0.14)	-0.15	(0.11)	-0.24	(0.03)	-0.22	(0.03)	
es	Sweden	0.03	(0.08)	0.13	(0.07)	-0.02	(0.02)	0.07	(0.02)	
countries	Switzerland	0.03	(0.08)	-0.06	(0.05)	-0.03	(0.01)	-0.04	(0.01)	
ž	United States	m	m	m	m	m	m	m	m	
	OECD average	0.04	(0.02)	-0.05	(0.02)	-0.02	(0.02)	-0.10	(0.02)	
Partner	Hong Kong-China	0.02	(0.03)	-0.07	(0.03)	-0.02	(0.01)	-0.10	(0.01)	
Ŧ	Macao-China	0.09	(0.07)	-0.06	(0.08)	0.07	(0.02)	-0.07	(0.02)	
\$	Russian Federation	-0.02	(0.05)	0.06	(0.05)	-0.01	(0.01)	0.08	(0.01)	
	Belgium (Flemish Community)	0.05	(0.09)	-0.03	(0.09)	0.00	(0.08)	-0.06	(0.09)	
	Belgium (French Community)	0.19	(0.06)	-0.11	(0.12)	0.16	(0.05)	-0.10	(0.11)	

Note: Values that are statistically significant are indicated in bold.



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READER'S GUIDE

Data underlying the figures

The data referred to in Chapters 1, 2, 3, and 4 of this report are presented in Annex B. In these tables, as well as in data tables included in Chapter 5, the following symbols are used to denote missing data:

- a The category does not apply in the country concerned. Data are therefore missing.
- c There are too few observations to provide reliable estimates (*i.e.* there are fewer than 3% of students for this cell or too few schools for valid inferences). However, these statistics were included in the calculation of cross-country averages.
- m Data are not available. These data were collected but subsequently removed from the publication for technical reasons.
- *n* Data are negligible *i.e.* they do not occur in any significant numbers.
- w Data have been withdrawn at the request of the country concerned.

Calculation of the OECD average

An OECD average was calculated for most indicators presented in this report. The OECD average takes the OECD countries as a single entity, to which each country contributes with equal weight. The OECD average corresponds to the arithmetic mean of the respective country statistics and for this report only applies to the selection of OECD *case countries* (see definition below).

Rounding of figures

Because of rounding, some figures in tables may not exactly add up to the totals. Totals, differences and averages are always calculated on the basis of exact numbers and are rounded only after calculation. When standard errors in this publication have been rounded to one or two decimal places and the value 0.0 or 0.00 is shown, this does not imply that the standard error is zero, but that it is smaller than 0.05 or 0.005 respectively.

Reporting of student data

The report uses "15-year-olds" as shorthand for the PISA target population. In practice, this refers to students who were aged between 15 years and 3 (complete) months and 16 years and 2 (complete) months at the beginning of the assessment period and who were enrolled in an educational institution, regardless of the grade level or type of institution, and of whether they were attending full-time or part-time.

Abbreviations used in this report

The following abbreviations are used in this report:

ESCS Index of economic, social and cultural status (see Annex A1 for definition)

HISEI Highest international socio-economic index of occupational status (corresponds to the highest occupational status of either the mother or father)

ISCED International Standard Classification of Education (the ISCED levels are explained in Annex A1)

SE Standard error

SD Standard deviation

SOPEMI Système d'Observation Permanente des Migrations (Continuous Reporting System on Migration). This was established in 1973 by the OECD to provide its European member states a mechanism for sharing of information on international migration.

Terminology used in this report

Native students or non-immigrant students: Students with at least one parent born in the country of assessment. Students born in the country who have one foreign-born parent (children of "combined" families) are included in the native category, as previous research indicates that these students perform similarly to native students.

Immigrant students: This group includes both *first-generation students* and *second-generation students* (see definitions below).

First-generation students: Students born outside of the country of assessment whose parents are also foreign-born.

Second-generation students: Students born in the country of assessment with foreign-born parents.

Case countries: This includes the 17 countries covered in this report. Fourteen OECD countries: Australia, Austria, Belgium, Canada, Denmark, France, Germany, Luxembourg, the Netherlands, New Zealand, Norway, Sweden, Switzerland and the United States; as well as three partner countries: Hong Kong-China, Macao-China and the Russian Federation.

Further documentation

For further information on the PISA assessment instruments and the methods used in PISA, see the PISA 2003 Technical Report (OECD, 2005) and the PISA Web site (www.pisa.oecd.org).

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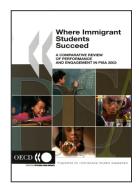
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