

Table A7.1. Institutional differentiation, variance in mathematics performance, and economic, social and cultural status (ESCS), (2003)

	Performance on the PISA 2003 mathematics assessment		Differentiation practices			Variance expressed as a percentage of the total variance in ESCS in a country	Variance expressed as a percentage of total variance in mathematics scores in a country			
	(1) Mean	(2) SD	(3) Number of school types or distinct programmes available to 15-year-olds	(4) Age at first selection	(5) Percentage of 15-year-olds who have repeated at least once ¹	(6) Total variance in ESCS attributable to differences between schools	(7) Total variance attributable to differences between schools	(8) Total variance attributable to differences between grades	(9) Total variance attributable to differences between programmes	(10) Total variance attributable to differences in ESCS
Iceland	515	90	1	16	0,0	17,4	3,8	0,0	a	6,5
Canada	532	87	1	16	9,7	17,8	17,3	10,2	a	10,5
Finland	544	84	1	16	2,8	11,4	4,8	5,4	a	10,9
Australia	524	95	1	16	9,0	26,1	21,1	6,7	a	13,7
Spain	485	88	1	16	28,6	24,8	19,7	25,3	a	14,0
Norway	495	92	1	16	0,0	11,6	6,6	0,5	a	14,1
Sweden	509	95	1	16	3,4	11,7	10,5	4,6	a	15,3
Poland	490	90	1	16	3,6	23,3	12,6	8,2	a	16,7
New Zealand	523	98	1	16	4,5	17,0	18,1	4,9	a	16,8
Denmark	514	91	1	16	3,4	19,2	13,4	5,7	a	17,6
United States	483	95	1	16	11,3	22,7	25,7	7,0	a	19,0
Japan	534	101	2	15	0,0	27,3	53,0	0,0	4,8	11,6
Greece	445	94	2	15	7,0	28,7	36,3	6,3	23,5	15,9
Italy	466	96	3	14	15,0	29,6	52,2	10,6	19,3	13,6
Korea	542	92	3	14	0,5	29,7	42,0	0,0	22,2	14,2
Mexico	385	85	3	12	28,4	34,2	39,4	19,7	22,1	17,1
Portugal	466	88	3	15	29,5	24,3	33,6	42,6	38,8	17,5
Turkey	423	105	3	11	17,3	36,9	54,9	5,9	40,1	22,3
Hungary	490	94	3	11	9,5	44,4	58,3	10,3	37,7	27,0
Austria	506	93	4	10	9,6	32,2	52,9	8,0	39,7	16,0
Ireland	503	85	4	15	13,8	21,0	15,9	9,1	8,2	16,3
Switzerland	527	98	4	12	21,6	18,7	34,2	16,2	10,3	16,8
Luxembourg	493	92	4	13	37,9	23,9	31,6	20,3	34,4	17,1
Netherlands	538	93	4	12	28,4	22,9	58,0	19,4	64,4	18,6
Germany	503	103	4	10	20,3	30,3	51,7	22,2	50,2	22,8
Belgium	529	110	4	12	29,5	31,8	46,0	32,0	59,1	24,1
Czech Republic	516	96	5	11	2,6	29,9	47,8	7,8	35,1	19,5
Slovak Republic	498	93	5	11	2,5	32,3	41,7	6,2	28,7	22,3
France	511	92	m	15	38,3	32,3	m	36,8	41,5	19,6
OECD average	500	100	-	-	13,4	25,3	32,3	12,1	32,2	16,8
United Kingdom ^c	m	m	1	16	2,1	18,4	22,3	0,9	a	19,7

Note: Countries are presented in ascending order, first, of the number of distinct programmes and, second, of the total variance in mathematics performance explained by differences in economic, social and cultural status (ESCS).

1. Data on grade retention come from student self-reports on whether or not they have ever repeated a grade; therefore they only approximate the grade retention policy and practices of any given country.

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

Source: OECD PISA 2003 database.

Please refer to the Reader's Guide for information concerning the symbols replacing missing data.