The 2009 National Assessments
E-appendix

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Page numbers listed with e-tables refer to the associated page in *The 2009 National Assessments of Mathematics and English Reading.* A fuller reference is given in the footnote to each e-table.

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Overview

This document contains additional statistical detail for all data presented in Chapters 3-6 of Eivers et al.'s *The 2009 National Assessments of Mathematics and English Reading*[1]. Tables are presented in the order in which they appear in the text. Where a table in the main report presents data on multiple variables, each variable is presented separately here, with a bracketed note to indicate its relationship to the summary table.

The latter part of each section contains e-tables. These are tabular presentations of data that are referred to in the main report in text form only. Each e-table has a tablenote indicating the page and the text in the report to which the table relates.

How to interpret correlations

A correlation between two variables can range from −1.0 to +1.0. A positive value, such as +.24, means that as one variable increases in size, so too does the other (e.g., amount of rainfall and volume of umbrella sales tend to be positively correlated). A negative value (e.g. r= −.24) means that as one variable increases, the other tends to decrease. The closer the value for r is to ±1, the stronger the relationship. Values close to 0 suggest little or no linear relationship. For example, if the correlation between height and Leaving Certificate points total is −.08, we can say the two variables are largely unrelated.

To help you judge the strength of the correlations reported, we use these descriptive labels:

- weak   < |.1|
- weak to moderate |.1| to |.24|
- moderate |.25| to |.39|
- moderate to strong |.4| to |.55|
- strong   > |.56|

How to interpret comparisons of groups of pupils

The tables contained in this e-appendix provide more information than the equivalent tables in the National Assessments 2009 main report. Where we compare the mean (average) test scores of various groups of pupils, you will see four columns for each subject at each class level. The first (**%T**) shows the total percentage of pupils who fall into a particular category, including those whose data were missing. The "Available" column (**%A**) shows the total percentage of pupils for whom we have data for the variable under consideration. The column for **Mean** shows the mean reading /

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[1] Eivers, E., Close, S., Shiel, G., Millar, D., Clerkin, A., Gilleece., L. & Kiniry, J. (2010). *The 2009 National Assessments of Mathematics and English Reading.* Dublin: Stationery Office.

mathematics score for pupils in that category, and **SE** provides the standard error of that mean.

In the example below, just under 29% of Second class pupils' parents for whom data were available reported being *fairly* confident helping their child with mathematics homework. Pupils in this category averaged scores of 236.8 for reading and 238.5 for mathematics. For Sixth class pupils, slightly more than 42% of parents (for whom data were available) reported being fairly confident helping with their child's mathematics homework. Sixth class pupils in this category scored 242.8 for reading, and 247.5 for mathematics.

EXAMPLE TABLE:
Parental confidence in helping with maths homework and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Very confident	63.8	65.3	260.3	1.49	64.1	65.5	258.7	1.63
	Fairly confident	26.7	28.7	236.8	2.84	26.5	28.8	238.5	2.26
	Not confident	4.2	6.0	239.6	4.65	4.1	5.7	233.6	3.95
	Missing	5.3	0.0	224.1	4.23	5.3	0.0	220.2	4.23
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Very confident – fairly confident	23.7	2.82	**19.0**	**29.4**	20.2	2.09	**6.3**	**27.1**
	Very confident – not confident	20.7	4.01	-1.2	39.3	25.1	3.61	**3.6**	**49.1**
Sixth	Very confident	37.7	38.8	259.3	1.68	36.0	38.1	263.7	1.70
	Fairly confident	40.5	42.3	242.8	1.57	40.6	42.5	247.5	1.47
	Not confident	17.7	18.9	234.0	2.94	18.6	19.4	239.4	2.05
	Missing	4.1	0.0	219.1	4.01	4.8	0.0	215.9	5.11
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Very confident – fairly confident	16.5	1.66	**9.7**	**23.1**	16.2	1.89	**8.3**	**25.6**
	Very confident – not confident	25.3	2.17	**13.6**	**36.4**	24.3	2.38	**11.0**	**37.1**

The lower section of the table – **Comparisons** – provides comparisons between one group of pupils, the Reference Group, against all others. In this table, the reference group is *Very confident*. The column labelled **Diff** shows the difference between the mean scores of the compared groups, and **SED** shows the standard error of the difference. The **95% BCI** is the 95% Bonferroni Confidence Interval – the range of scores within which we can be 95% certain the "true" difference between the groups lies.

Where the mean score of another group is statistically significantly different from that of pupils in the reference group, the score for the other group is flagged using bold font. The table shows that, at Second class, pupils in the *Very* group have significantly higher mean scores than pupils in all but one other category. On the reading test, the mean score of 239.6 obtained by pupils in the *Not confident* group does not differ

significantly from the mean score of 260.3 obtained by pupils in the *Very confident* group. All other comparisons at Second class are statistically significant, and all comparisons at Sixth class in this example are statistically significant.

The size of the difference between two scores is important, but we also consider the number of other comparisons being made, and the "error" associated with the estimated scores and their differences. This is why, for example, a 10-point difference between two groups may be statistically significant in one case and not in another. It must be noted that even if a small difference attains statistical significance, it may not necessarily be of substantive significance.

Chapter 3: Tables

Figures 3.1 and 3.2 (tabulation): Mean percent correct and scale scores for reading content areas and process skills, by gender, Second class

	N	All pupils				Boys				Girls				Boys – Girls		
		% correct		Scale Score		% correct		Scale Score		% correct		Scale Score				
		M	SE	M	SE	M	SE	M	SE	M	SE	M	SE	SED	95% BCI	
Content Area																
Comprehension	3839	62.8	0.80	250.0	1.70	59.2	1.13	242.6	2.39	66.5	0.97	257.7	2.16	3.12	**-22.2**	**-7.9**
Vocabulary	3839	63.1	0.78	250.0	1.72	61.2	0.94	245.8	2.13	65.0	0.99	254.4	2.21	2.64	**-14.6**	**-2.5**
Comprehension process skill																
Interpret & Integrate	3839	61.5	0.89	250.0	1.61	57.4	1.16	243.5	2.07	65.8	1.09	256.8	1.77	2.23	**-18.7**	**-7.8**
Infer	3839	59.2	0.87	250.0	1.71	56.3	1.15	244.6	2.29	62.2	1.07	255.7	2.04	2.70	**-17.7**	**-4.4**
Retrieve	3839	65.0	0.80	250.0	1.63	61.3	1.19	242.8	2.45	68.8	0.96	257.6	2.12	3.31	**-22.9**	**-6.7**
Overall	3839	62.9	0.77	250.0	1.77	60.0	1.02	243.4	2.31	65.9	0.95	256.9	2.29	2.98	**-19.4**	**-7.5**

N (boys) = 1994, N (girls) = 1845.

The comparison *Boys – Girls* refers to Scale Scores, not to % correct. Significant differences in bold. Alpha levels adjusted for multiple comparisons.

Figures 3.3 and 3.4 (tabulation): Mean percent correct and scale scores for reading content areas and process skills, by gender, Sixth class

	N	All pupils				Boys				Girls				Boys – Girls		
		% correct		Scale Score		% correct		Scale Score		% correct		Scale Score				
	N	M	SE	M	SE	M	SE	M	SE	M	SE	M	SE	SED	95% BCI	
Content Area																
Comprehension	3803	65.5	0.70	250.0	1.75	64.3	0.97	247.0	2.44	66.9	0.85	253.2	2.18	3.00	-13.0	0.7
Vocabulary	3803	63.8	0.82	250.0	1.85	63.3	1.08	249.0	2.41	64.4	1.03	251.1	2.35	2.99	-8.9	4.8
Comprehension process skill																
Examine & Evaluate	2857	62.6	1.01	249.9	1.60	60.8	1.39	246.9	2.21	64.5	1.78	253.3	2.42	3.31	-14.9	2.1
Interpret & Integrate	3803	54.3	0.78	250.0	1.60	54.2	1.14	249.6	2.29	54.5	0.91	250.5	1.95	2.81	-8.2	6.3
Infer	3803	65.1	0.72	250.0	1.75	63.9	0.99	247.9	2.39	66.3	0.90	252.2	2.13	2.87	-11.7	3.1
Retrieve	3803	69.6	0.69	250.0	1.68	68.4	0.96	247.1	2.35	70.9	0.82	253.2	2.01	2.79	-13.2	1.0
Overall	3803	65.0	0.71	250.0	1.82	64.0	0.98	247.8	2.46	66.1	0.88	252.4	2.32	3.08	-10.7	1.6

N (boys) = 1979 except Evaluate (1508); N (girls) = 1824 except Evaluate (1349).

The comparison *Boys – Girls* refers to Scale Scores, not to % correct. Significant differences in bold. Alpha levels adjusted for multiple comparisons.

Table 3.1 (Second): Correlations between reading process scales

		Retrieve	Infer	Interpret & integrate
Retrieve	N	3839	3839	3839
	r_{xy}	–	**0.780**	**0.695**
	t		86.667	43.438
	p		<.001	<.001
	$r_{x'y'}$		>.990	0.987
Infer	N		3839	3839
	r_{xy}		–	**0.678**
	t			48.429
	p			<.001
	$r_{x'y'}$			>.990
Interpret & Integrate	N			3839
	r_{xy}			–
	t			
	p			
	$r_{x'y'}$			

$r_{x'y'}$ **gives the correlation disattenuated of measurement error.**

Table 3.1 (Sixth): Correlations between reading process scales

		Retrieve	Infer	Interpret & integrate	Examine & evaluate
Retrieve	N	3803	3803	3803	2857
	r_{xy}	–	**0.791**	**0.692**	**0.470**
	t		98.875	57.667	24.737
	p		<.001	<.001	<.001
	$r_{x'y'}$		>.990	0.952	0.764
Infer	N		3803	3803	2857
	r_{xy}		–	**0.701**	**0.442**
	t			58.417	18.417
	p			<.001	<.001
	$r_{x'y'}$			0.994	0.740
Interpret & Integrate	N			3803	2857
	r_{xy}			–	**0.418**
	t				17.417
	p				<.001
	$r_{x'y'}$				0.761
Examine & evaluate	N				2857
	r_{xy}				–
	t				
	p				
	$r_{x'y'}$				

$r_{x'y'}$ **gives the correlation disattenuated of measurement error.**

Figures 3.5 and 3.6 (tabulation, Second): Mean percent correct and scale scores for mathematics content areas and process skills, by gender

		All pupils				Boys				Girls				Boys - Girls		
		% correct		Scale Score		% correct		Scale Score		% correct		Scale Score				
	N	M	SE	M	SE	M	SE	M	SE	M	SE	M	SE	SED	95% BCI	
Content Area																
Number & Algebra	3905	58.7	1.10	250.0	2.42	59.1	1.25	251.1	2.73	58.4	1.27	248.8	2.80	2.69	-4.6	9.2
Shape & Space	3905	72.7	0.69	250.0	1.84	72.6	0.97	249.4	2.61	72.8	0.86	250.6	2.28	3.26	-9.5	7.2
Measures	3905	49.0	1.19	250.0	2.51	49.6	1.33	252.0	2.93	48.3	1.43	247.8	2.82	2.83	-3.0	11.5
Data	2995	56.1	2.12	250.0	2.26	55.7	2.23	250.8	2.39	56.4	2.55	249.1	2.75	2.47	-4.6	8.1
Process Skill																
Recall	3905	73.5	0.91	250.0	2.02	73.2	1.17	249.7	2.42	73.9	1.13	250.4	2.60	2.98	-8.7	7.1
Implement	3905	58.2	1.29	250.0	2.54	57.2	1.44	248.2	2.83	59.3	1.53	251.9	2.99	2.81	-11.1	3.8
Integrate & Connect	3905	64.4	1.14	250.0	2.20	64.7	1.25	251.3	2.40	64.0	1.36	248.6	2.65	2.49	-3.8	9.4
Reason	3905	56.6	0.96	250.0	2.40	57.0	1.14	251.2	2.80	56.2	1.13	248.6	2.70	2.71	-4.6	9.8
Apply & Problem-Solve	3905	48.6	1.27	250.0	2.39	49.9	1.42	252.9	2.84	47.2	1.27	246.9	2.68	2.83	-1.5	13.5
Overall	3905	57.6	1.04	250.0	2.48	58.0	1.16	251.5	2.83	57.3	1.23	248.4	2.81	2.74	-2.3	8.6

N (boys) = 2027 except Data (1570); N (girls) = 1878 except Data (1425).

The comparison *Boys – Girls* refers to Scale Scores, not to % correct. Significant differences in bold. Alpha levels adjusted for multiple comparisons.

Figures 3.5 and 3.6 (tabulation, Sixth): Mean percent correct and scale scores for mathematics content areas and process skills, by gender

	N	All pupils				Boys				Girls				Boys - Girls		
		% correct		Scale Score		% correct		Scale Score		% correct		Scale Score				
	N	M	SE	M	SE	M	SE	M	SE	M	SE	M	SE	SED	95% BCI	
Content Area																
Number & Algebra	3832	57.6	1.05	250.0	2.34	58.6	1.12	252.6	2.56	56.5	1.50	247.2	3.28	3.61	-3.9	14.6
Shape & Space	3832	58.8	0.98	250.0	2.28	59.2	1.01	250.8	2.39	58.4	1.33	249.1	3.10	3.12	-6.3	9.7
Measures	3832	38.2	0.97	250.0	2.16	40.3	1.16	254.2	2.46	36.0	1.22	245.5	2.78	3.12	**0.8**	**16.8**
Data	3832	63.5	0.99	250.0	1.99	64.0	1.13	251.3	2.22	63.1	1.58	248.6	3.18	3.74	-6.9	12.3
Process Skill																
Recall	3832	54.2	1.21	250.0	2.44	54.9	1.23	251.5	2.52	53.5	1.60	248.5	2.18	3.05	-5.1	11.1
Implement	3832	58.6	1.04	250.0	2.31	59.1	1.21	251.1	2.71	58.1	1.39	248.9	3.11	3.56	-7.2	11.6
Integrate & Connect	3199	58.5	1.18	250.0	1.93	59.7	1.24	252.3	1.86	57.1	1.87	247.6	2.99	3.17	-3.8	13.0
Reason	3832	62.8	0.87	250.0	2.07	63.3	0.96	251.6	2.23	62.4	1.29	248.2	3.10	3.44	-5.7	12.5
Apply & Problem-Solve	3832	44.2	1.06	250.0	2.35	46.4	1.18	254.3	2.55	42.0	1.45	245.4	3.27	3.63	-0.7	18.5
Overall	3832	54.6	0.98	250.0	2.35	55.7	1.05	252.8	2.55	53.5	1.37	247.0	3.27	3.56	-1.3	12.9

N (boys) = 1982 except Integrate & Connect (1647); N (girls) = 1850 except Integrate & Connect (1553).

The comparison *Boys – Girls* refers to Scale Scores, not to % correct. Significant differences in bold. Alpha levels adjusted for multiple comparisons.

Table 3.2 (Second): Correlations between maths content scales

		Data	Measures	Number & algebra	Shape & space
Data	N	2995	2995	2995	2995
	r_{xy}	–	**0.602**	**0.609**	**0.490**
	t		31.684	26.478	20.417
	p		<.001	<.001	<.001
	$r_{x'y'}$		0.826	0.829	0.791
Measures	N		3905	3905	3905
	r_{xy}		–	**0.833**	**0.660**
	t			92.556	50.769
	p			<.001	<.001
	$r_{x'y'}$			0.962	0.902
Number & algebra	N			3905	3905
	r_{xy}			–	**0.636**
	t				39.750
	p				<.001
	$r_{x'y'}$				0.863
Shape & space	N				3905
	r_{xy}				–
	t				
	p				
	$r_{x'y'}$				

$r_{x'y'}$ **gives the correlation disattenuated of measurement error.**

Ns differ across subscales as a result of rotated booklet design.

Table 3.2 (Sixth): Correlations between maths content scales

		Data	Measures	Number & algebra	Shape & space
Data	N	3832	3832	3832	3832
	r_{xy}	–	**0.677**	**0.722**	**0.647**
	t		67.700	65.636	40.438
	p		<.001	<.001	<.001
	$r_{x'y'}$		0.899	0.908	0.868
Measures	N		3832	3832	3832
	r_{xy}		–	**0.822**	**0.713**
	t			137.000	64.818
	p			<.001	<.001
	$r_{x'y'}$			0.966	0.895
Number & algebra	N			3832	3832
	r_{xy}			–	**0.760**
	t				76.000
	p				0.000
	$r_{x'y'}$				0.902
Shape & space	N				3832
	r_{xy}				–
	t				
	p				
	$r_{x'y'}$				

$r_{x'y'}$ **gives the correlation disattenuated of measurement error.**

Table 3.3 (Second): Correlations between maths process scales

		Reason	Implement	Understand & recall	Integrate & connect	Apply & problem-solve
Reason	N	3905	3905	3905	3905	3905
	r_{xy}	–	**0.674**	**0.651**	**0.693**	**0.765**
	t		48.143	54.250	46.200	69.545
	p		<.001	<.001	<.001	<.001
	$r_{x'y'}$		0.885	0.956	0.935	0.933
Implement	N		3905	3905	3905	3905
	r_{xy}		–	**0.637**	**0.657**	**0.747**
	t			45.500	34.579	49.800
	p			<.001	<.001	<.001
	$r_{x'y'}$			0.978	0.926	0.951
Understand & recall	N			3905	3905	3905
	r_{xy}			–	**0.615**	**0.680**
	t				34.167	48.571
	p				<.001	<.001
	$r_{x'y'}$				0.970	0.969
Connect	N				3905	3905
	r_{xy}				–	**0.722**
	t					48.133
	p					<.001
	$r_{x'y'}$					0.945
Apply & problem-solve	N					3905
	r_{xy}					–
	t					
	p					
	$r_{x'y'}$					

$r_{x'y'}$ **gives the correlation disattenuated of measurement error.**

Table 3.3 (Sixth): Correlations between maths process scales

		Reason	Implement	Understand & recall	Integrate & connect	Apply & problem-solve
Reason	N	3832	3832	3832	3199	3832
	r_{xy}	–	**0.790**	**0.745**	**0.604**	**0.835**
	t		98.750	67.727	50.333	119.286
	p		<.001	<.001	<.001	<.001
	$r_{x'y'}$		0.990	0.981	>.990	0.978
Implement	N		3832	3832	3199	3832
	r_{xy}		–	**0.720**	**0.565**	**0.793**
	t			65.455	37.667	99.125
	p			<.001	<.001	<.001
	$r_{x'y'}$			0.984	0.987	0.965
Understand & recall	N			3832	3199	3832
	r_{xy}			–	**0.551**	**0.736**
	t				29.000	61.333
	p				<.001	<.001
	$r_{x'y'}$				>.990	0.940
Connect	N				3199	3199
	r_{xy}				–	**0.614**
	t					47.231
	p					<.001
	$r_{x'y'}$					>.990
Apply & problem-solve	N					3832
	r_{xy}					–
	t					
	p					
	$r_{x'y'}$					

$r_{x'y'}$ **gives the correlation disattenuated of measurement error.**
Ns differ across subscales as a result of rotated booklet design.

Tables 3.4 and 3.6: Proficiency level distributions, Second class

		Reading			Mathematics		
		%	Mean Scale Score	SE	%	Mean Scale Score	SE
PL 4	Boys	7.7	341.1	1.59	11.7	336.9	1.37
	Girls	12.3	344.4	2.64	8.2	335.9	1.80
	Total	10.0	343.1	1.82	10.0	336.5	0.96
PL 3	Boys	22.5	291.1	0.73	24.9	291.4	0.76
	Girls	27.7	289.8	1.15	25.1	289.0	0.63
	Total	25.0	290.4	0.66	25.0	290.2	0.50
PL 2	Boys	29.5	246.0	0.55	28.4	251.1	0.66
	Girls	30.5	247.1	0.55	31.7	250.1	0.57
	Total	30.0	246.5	0.41	30.0	250.6	0.45
PL 1	Boys	27.6	206.6	0.88	24.7	209.4	1.15
	Girls	22.3	208.2	0.74	25.3	209.3	1.15
	Total	25.0	207.3	0.60	25.0	209.4	1.02
Below PL 1	Boys	12.7	173.4	1.25	10.3	160.8	1.62
	Girls	**7.2**	172.9	1.30	**9.6**	**165.2**	**1.20**
	Total	10.0	173.2	0.88	10.0	162.8	1.10

Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
PL 4 – below PL 1	169.9	2.17	**164.3**	**169.9**	173.7	1.50	**169.8**	**177.5**
PL 4 – PL1	135.8	2.13	**130.3**	**135.8**	127.1	1.41	**123.5**	**130.7**
PL 4 – PL2	96.6	1.76	**92.0**	**96.6**	85.9	0.98	**83.4**	**88.4**
PL 4 – PL3	52.7	2.16	**47.2**	**52.7**	46.2	1.13	**43.3**	**49.2**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Tables 3.5 and 3.7: Proficiency level distributions, Sixth class

		Reading			Mathematics		
		%	Mean Scale Score	SE	%	Mean Scale Score	SE
PL 4	Boys	10.1	335.9	1.40	11.1	337.5	1.45
	Girls	9.9	338.4	1.50	8.8	334.7	1.44
	Total	10.0	337.1	1.02	10.0	336.3	1.13
PL 3	Boys	24.5	290.6	0.72	26.9	292.5	0.77
	Girls	25.4	290.4	1.01	23.0	290.3	0.89
	Total	25.0	290.5	0.64	25.0	291.5	0.54
PL 2	Boys	28.1	250.3	0.73	29.3	248.9	0.61
	Girls	32.2	250.7	0.67	30.6	250.2	0.68
	Total	30.0	250.5	0.53	30.0	249.6	0.46
PL 1	Boys	25.2	207.5	0.70	23.2	207.2	0.58
	Girls	24.8	208.6	0.84	26.9	209.1	0.96
	Total	25.0	208.0	0.52	25.0	208.2	0.53
Below PL 1	Boys	12.2	166.2	1.83	9.4	164.0	1.28
	Girls	**7.7**	163.9	1.96	**10.7**	**167.7**	**2.55**
	Total	10.0	165.3	1.50	10.0	165.9	1.55

Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
PL 4 – below PL 1	171.8	1.88	**166.9**	**176.6**	170.4	1.76	**165.9**	**174.9**
PL 4 – PL1	129.1	1.19	**126.0**	**132.1**	128.1	1.24	**124.9**	**131.3**
PL 4 – PL2	86.6	1.07	**83.8**	**89.3**	86.7	1.22	**83.6**	**89.9**
PL 4 – PL3	46.6	1.14	**43.7**	**49.5**	44.8	1.14	**41.9**	**47.7**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 3.8 and 3.9: Percentages of parents, pupils and teachers assigning positive, neutral or negative ratings to pupils' reading and maths skills, Sixth class

		Reading		Maths	
		%	SE	%	SE
Parent	Very good	57.1	0.94	41.3	0.96
	Good	31.7	1.03	40.9	1.00
	A bit weak	9.0	0.63	14.3	0.76
	Very weak	2.0	0.29	3.4	0.46
	Don't know	0.2	0.08	0.1	0.06
Pupil					
'I am a good reader'	Strongly agree	22.5	1.07		
	Agree	39.9	1.05		
	Not sure	29.3	1.17		
	Disagree	5.7	0.64		
	Strongly disagree	2.6	0.33		
'I am not very good at maths'	Strongly agree			7.5	0.60
	Agree			14.1	0.73
	Not sure			23.1	1.20
	Disagree			32.1	1.11
	Strongly disagree			23.3	0.92
Teacher	Below current class level	35.0	2.08	33.7	2.20
	At current class level	46.6	2.18	53.1	2.23
	Above current class level	18.4	1.27	13.1	1.23

Figure 3.11 (tabulation, Second): Reading and maths achievement by teachers' ratings of pupils' abilities

	Reading				Maths			
Teacher Ratings	%T	%A	Mean	SE	%T	%A	Mean	SE
Below current class level	15.4	16.3	194.3	1.90	14.8	15.8	198.2	3.42
At current class level	57.7	61.2	247.5	2.01	63.4	67.6	250.1	2.51
Above current class level	21.2	22.5	293.6	2.89	15.6	16.6	295.9	3.21
Missing	5.7	0.0	263.0	13.67	6.2	0.0	257.5	12.36
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Above current class level – at current class level	46.0	3.62	**37.7**	**54.3**	45.8	3.34	**38.1**	**53.4**
Above current class level – below current class level	99.3	3.47	**91.3**	**107.2**	97.7	3.86	**88.8**	**106.5**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Figure 3.11 (tabulation, Sixth): Reading and maths achievement by teachers' ratings of pupils' abilities

Teacher Ratings	Reading				Maths			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Below current class level	32.1	35.0	206.0	1.64	31.3	33.7	206.0	2.01
At current class level	42.8	46.6	261.0	1.93	49.2	53.1	262.5	2.16
Above current class level	16.9	18.4	300.5	2.72	12.2	13.1	305.6	2.97
Missing	8.1	0.0	260.9	5.25	7.3	0.0	261.2	7.08
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Above current class level – at current class level	39.5	3.07	**32.5**	**46.5**	43.0	3.36	**35.3**	**50.7**
Above current class level – below current class level	94.5	3.02	**87.5**	**101.4**	99.6	3.17	**92.3**	**106.8**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Figure 3.12 (tabulation, Second): Reading and maths achievement by parents' ratings of pupils' abilities

Parent Ratings	Reading				Maths			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Very good	52.5	56.3	274.7	2.06	39.9	42.9	277.4	2.81
Good	28.7	30.8	232.6	1.85	38.0	40.9	242.1	2.47
A bit weak	9.8	10.5	203.2	2.21	12.9	13.9	213.7	3.66
Very weak	2.1	2.3	191.2	4.58	2.0	2.2	180.0	4.68
Don't know	0.1	0.1	183.6	22.73	0.1	0.1	209.2	48.39
Missing	6.8	0.0	219.2	3.03	7.0	0.0	224.5	4.10
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Very good – good	42.2	2.00	**37.0**	**47.3**	35.3	2.86	**28.0**	**42.6**
Very good – bit weak	71.6	2.68	**64.7**	**78.5**	63.8	3.57	**54.6**	**72.9**
Very good – very weak	83.5	4.77	**71.3**	**95.8**	97.4	4.93	**84.8**	**110.0**
Very good – don't know	91.2	22.40	**33.7**	**148.6**	68.2	48.47	-56.1	192.5

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Figure 3.12 (tabulation, Sixth): Reading and maths achievement by parents' ratings of pupils' abilities

Parent Ratings	Reading				Maths			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Very good	53.7	57.1	272.2	1.98	38.6	41.3	282.1	2.81
Good	59.8	31.7	230.2	2.40	38.2	40.9	239.3	2.38
A bit weak	8.4	9.0	213.1	3.25	13.3	14.3	214.5	2.35
Very weak	1.9	2.0	184.7	4.21	3.2	3.4	194.0	3.14
Don't know	0.2	0.2	191.9	12.16	0.1	0.1	199.2	5.98
Missing	6.1	0.0	223.7	4.16	6.5	0.0	223.4	5.44
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Very good – good	42.0	2.28	**37.4**	**46.5**	42.8	1.91	**39.0**	**46.6**
Very good – bit weak	59.1	2.93	**53.2**	**64.9**	67.6	2.47	**62.6**	**72.5**
Very good – very weak	87.5	4.32	**78.9**	**96.1**	88.1	3.55	**81.1**	**95.2**
Very good – don't know	80.4	12.64	**55.2**	**105.6**	83.0	6.49	**70.0**	**95.9**

Significant differences in bold.

For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Figure 3.13 (tabulation): Reading and maths achievement by types of additional support, Sixth class

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
LS/RT English	Yes	10.7	10.7	194.1	2.51	10.9	11.0	198.9	2.57
	No	89.0	89.3	256.8	2.10	88.7	89.0	256.5	2.65
LS/RT maths	Yes	10.0	10.0	197.6	4.15	10.4	10.4	190.1	2.71
	No	89.7	90.0	256.0	1.95	89.3	89.6	257.2	2.14
Language support	Yes	4.1	4.1	190.8	3.12	4.3	4.3	220.5	3.65
	No	95.5	95.9	252.7	1.93	95.4	95.7	251.5	2.47
RT English	Yes	2.4	2.4	192.3	5.68	2.4	2.4	198.8	6.72
	No	97.3	97.6	251.5	1.82	97.3	97.6	251.4	2.36
RT maths	Yes	1.2	1.2	192.9	6.55	1.2	1.2	185.0	6.84
	No	98.4	98.8	250.8	1.79	98.4	98.8	251.0	2.31
	Missing	0.3	0.0	219.6	9.27	0.3	0.0	197.6	8.56
Comparisons		Diff	SED	95% BCI		Diff	SED	95% BCI	
No LS/RT English – LS/RT English		62.8	3.27	**56.3**	**69.3**	57.6	3.19	**51.2**	**64.0**
No LS/RT maths – LS/RT maths		58.4	4.91	**48.6**	**68.2**	67.1	2.71	**61.6**	**72.5**
No lang. support – lang. support		61.9	3.80	**54.3**	**69.5**	31.0	4.64	**21.7**	**40.2**
No RT English – RT English		59.3	5.78	**47.7**	**70.8**	52.6	6.72	**39.2**	**66.0**
No RT maths – RT maths		57.9	6.73	**44.5**	**71.3**	65.9	7.04	**51.9**	**80.0**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

E-Tables

e-table 3.1: Overall reading achievement at specified percentile points, by gender, Second class

	Percentile rank									
	10th		25th		50th		75th		90th	
	SS	SE	SS	SE	SS	SE	SS	SE	SS	SE
Boys	182.5	1.55	204.4	3.23	238.6	3.13	277.0	3.68	310.0	3.36
Girls	193.5	2.78	216.8	2.60	253.3	2.67	287.7	3.49	325.3	3.88
Total	186.4	1.82	211.4	1.97	246.6	2.01	282.4	2.32	318.8	2.42

p. 27: "Information on performance at key benchmarks… in the e-appendix".

e-table 3.2: Overall reading achievement at specified percentile points, by gender, Sixth class

	Percentile rank									
	10th		25th		50th		75th		90th	
	SS	SE	SS	SE	SS	SE	SS	SE	SS	SE
Boys	178.0	2.22	207.3	3.06	247.8	3.71	284.5	2.86	315.8	2.62
Girls	190.4	2.75	216.6	3.24	252.1	2.62	285.4	2.63	315.7	3.50
Total	182.9	2.55	211.7	2.46	249.8	2.35	284.9	2.04	315.7	2.16

p. 27: "Information on performance at key benchmarks… in the e-appendix".

e-table 3.3: Reading achievement for content areas at specified percentile points, by gender, Second class

		Percentile rank									
		10th		25th		50th		75th		90th	
		SS	SE	SS	SE	SS	SE	SS	SE	SS	SE
Vocabulary	Boys	182.0	2.01	203.8	2.38	243.6	3.02	280.0	3.19	313.9	3.35
	Girls	191.0	1.91	214.8	3.46	251.1	2.92	290.1	2.90	324.3	3.36
	Total	186.6	1.68	208.9	1.98	247.3	2.47	284.7	2.54	319.1	2.13
Comprehension	Boys	180.7	1.86	203.7	2.12	239.6	3.19	277.8	3.73	311.3	2.96
	Girls	194.2	2.95	220.5	2.90	256.6	2.71	293.3	3.29	322.8	3.78
	Total	185.0	1.71	210.6	2.05	247.2	2.11	285.9	2.55	317.1	2.05

p. 27: "Information on performance at key benchmarks… in the e-appendix".

e-table 3.4: Reading achievement for content areas at specified percentile points, by gender, Sixth class

		Percentile rank									
		10th		25th		50th		75th		90th	
		SS	SE	SS	SE	SS	SE	SS	SE	SS	SE
Vocabulary	Boys	177.4	2.46	208.8	2.97	249.9	3.32	285.9	3.08	316.0	3.33
	Girls	187.0	3.70	214.3	3.55	249.4	2.66	284.8	2.81	316.0	3.77
	Total	182.0	2.76	211.8	2.43	249.7	2.02	285.3	2.16	316.0	2.89
Comprehension	Boys	177.0	2.99	209.0	3.25	247.5	4.09	284.7	3.10	314.1	2.44
	Girls	189.0	3.23	219.2	2.88	252.8	2.75	286.6	2.48	315.5	3.17
	Total	183.0	2.49	214.5	2.03	250.0	2.62	285.5	2.05	314.8	2.00

p. 27: "Information on performance at key benchmarks… in the e-appendix".

e-table 3.5: Reading achievement for process skills at specified percentile points, by gender, Second class

		Percentile rank								
		10th		25th		50th		75th		90th	
		SS	SE	SS	SE	SS	SE	SS	SE	SS	SE
Retrieve	Boys	177.7	1.63	202.9	2.26	237.7	3.38	279.4	4.24	314.5	3.66
	Girls	191.5	3.26	221.0	2.88	257.8	2.77	294.2	2.84	324.2	3.70
	Total	182.8	1.65	209.8	2.42	248.0	2.22	288.7	2.06	321.2	2.81
Infer	Boys	176.5	2.52	204.8	2.89	244.4	2.80	283.1	2.45	312.8	3.81
	Girls	187.2	2.82	219.8	2.95	257.1	2.86	294.2	2.94	322.1	2.10
	Total	180.2	1.46	212.3	2.14	250.0	2.15	288.5	2.67	319.6	2.04
Interpret / Integrate	Boys	170.2	1.94	199.7	1.79	247.1	3.65	288.8	3.27	308.3	2.77
	Girls	189.4	4.79	218.1	1.85	261.4	3.23	297.3	0.69	314.5	0.50
	Total	174.8	2.80	207.5	2.58	251.7	2.20	295.3	1.39	313.5	1.11

p. 27: "Information on performance at key benchmarks… in the e-appendix".

e-table 3.6: Reading achievement for process skills at specified percentile points, by gender, Sixth class

| | | Percentile rank | | | | | | | | |
| | | 10th | | 25th | | 50th | | 75th | | 90th | |
		SS	SE	SS	SE	SS	SE	SS	SE	SS	SE
Retrieve	Boys	171.9	3.27	208.1	3.03	249.0	3.67	287.4	3.07	313.0	1.85
	Girls	191.0	2.95	221.4	2.12	254.0	2.73	287.4	2.44	316.3	1.69
	Total	180.8	3.11	214.1	2.29	251.4	2.18	287.4	1.96	313.8	1.33
Infer	Boys	179.4	2.68	207.5	2.92	249.0	3.63	288.8	2.96	313.9	2.37
	Girls	186.7	2.94	215.9	3.08	251.6	2.88	289.6	2.65	317.2	1.98
	Total	183.2	1.86	211.3	2.33	250.1	2.35	289.2	2.28	315.5	1.55
Interpret / Integrate	Boys	182.4	3.43	212.7	2.63	248.8	3.59	286.4	2.94	316.7	2.49
	Girls	179.2	4.43	217.0	2.84	253.3	2.58	285.4	1.57	314.0	2.25
	Total	180.5	2.40	215.7	1.93	250.6	2.58	285.8	1.25	314.9	1.54
Evaluate	Boys	157.4	2.56	205.1	5.48	259.8	1.31	285.2	0.96	291.8	0.72
	Girls	161.1	1.47	215.1	5.77	267.2	3.26	288.6	0.55	296.2	1.86
	Total	159.2	1.54	210.9	5.38	262.0	1.60	287.0	0.61	292.7	1.02

p. 27: "Information on performance at key benchmarks… in the e-appendix".

e-table 3.7: Reading content subscale intercorrelations, Second class

		Comprehension	Vocabulary
Comprehension	N	3839	3839
	r_{xy}	–	**0.788**
	t		78.800
	p		<.001
	$r_{x'y'}$		0.915
Vocabulary	N		3839
	r_{xy}		–
	t		
	p		
	$r_{x'y'}$		

p. 27: "Scores on Comprehension ... strongly correlated (r=.79)."

$r_{x'y'}$ gives the correlation disattenuated of measurement error.

e-table 3.8: Reading content subscale intercorrelations, Sixth class

		Comprehension	Vocabulary
Comprehension	N	3803	3803
	r_{xy}	–	**0.801**
	t		100.125
	p		<.001
	$r_{x'y'}$		0.927
Vocabulary	N		3803
	r_{xy}		–
	t		
	p		
	$r_{x'y'}$		

p. 28: "The overall mean … strongly correlated (r=.80)."

$r_{x'y'}$ gives the correlation disattenuated of measurement error.

e-table 3.9: Overall mathematics achievement at specified percentile points, by gender, Second class

	Percentile rank									
	10th		25th		50th		75th		90th	
	SS	SE	SS	SE	SS	SE	SS	SE	SS	SE
Boys	183.0	4.45	213.8	3.17	253.3	2.22	289.6	3.30	320.5	3.87
Girls	184.9	3.38	215.8	4.15	247.9	2.34	282.1	2.79	308.3	3.58
Total	184.0	3.43	214.7	2.76	250.2	2.08	285.8	2.57	313.3	3.76

p. 29: "Information on performance at key benchmarks… is reported in the e-appendix."

e-table 3.10: Overall mathematics achievement at specified percentile points, by gender, Sixth class

	Percentile rank									
	10th		25th		50th		75th		90th	
	SS	SE	SS	SE	SS	SE	SS	SE	SS	SE
Boys	184.4	3.03	216.7	3.41	251.6	3.08	290.2	3.34	317.6	2.95
Girls	182.7	2.29	211.8	4.21	245.9	4.34	279.7	3.39	311.8	3.76
Total	183.4	1.94	213.8	2.93	248.7	2.71	285.6	2.35	314.5	2.31

p. 29: "Information on performance at key benchmarks… is reported in the e-appendix."

e-table 3.11: Mathematics achievement for content areas at specified percentile points, by gender, Second class

| | | Percentile rank | | | | | | | | |
| | | 10th | | 25th | | 50th | | 75th | | 90th | |
		SS	SE	SS	SE	SS	SE	SS	SE	SS	SE
Number & Algebra	Boys	180.7	4.13	214.1	3.61	252.0	3.05	289.7	3.97	320.0	3.51
	Girls	185.6	3.54	215.6	3.91	249.2	3.07	282.3	2.92	311.6	3.89
	Total	184.0	3.63	215.0	3.30	250.1	2.49	284.9	3.00	316.0	2.95
Shape & Space	Boys	179.9	3.58	210.6	4.07	254.5	3.20	284.0	1.91	315.9	0.66
	Girls	181.9	3.37	212.9	3.64	254.9	2.46	286.7	1.42	316.0	0.80
	Total	180.6	2.19	211.7	3.33	254.6	2.10	285.7	1.08	316.0	0.28
Measures	Boys	183	3.46	213.1	4.26	253.0	3.09	288.7	3.59	321.1	3.28
	Girls	182.1	3.55	212.9	3.64	246.8	2.65	280.8	2.66	311.9	4.39
	Total	182.6	2.99	213.0	3.19	249.4	2.56	285.5	2.89	316.4	3.14
Data	Boys	189.3	2.99	202.8	4.39	240.6	7.47	285.1	0.86	324.9	6.17
	Girls	191.8	3.35	204.6	5.56	243.3	6.00	285.6	0.20	305.5	8.13
	Total	191.9	3.24	204.0	4.75	243.4	4.56	285.7	0.25	320.6	5.89

p. 29: "Information on performance at key benchmarks… is reported in the e-appendix."

e-table 3.12: Mathematics achievement for content areas at specified percentile points, by gender, Sixth class

| | | Percentile rank | | | | | | | | |
| | | 10th | | 25th | | 50th | | 75th | | 90th | |
		SS	SE	SS	SE	SS	SE	SS	SE	SS	SE
Number & Algebra	Boys	187.0	2.99	214.4	3.08	250.9	3.48	290.3	2.90	319.4	3.14
	Girls	183.3	2.82	211.7	3.93	244.9	4.38	280.8	3.55	310.9	3.22
	Total	184.9	2.10	212.8	2.66	247.7	2.91	286.8	2.59	315.2	2.31
Shape & Space	Boys	184.1	3.25	212.9	3.30	252.0	3.02	287.5	3.37	316.1	3.17
	Girls	182.7	3.81	210.9	4.10	248.3	4.64	288.8	3.01	314.7	2.54
	Total	183.6	2.96	211.9	3.27	250.3	3.35	288.0	2.71	315.6	2.54
Measures	Boys	185.4	2.11	212.4	2.33	251.2	3.55	294.1	3.41	324.3	3.25
	Girls	184.3	1.88	208.9	2.86	241.2	3.60	277.0	3.46	311.3	4.06
	Total	184.8	1.25	210.4	2.05	245.9	2.89	286.3	2.97	319.6	2.63
Data	Boys	176.3	4.02	215.4	3.52	254.4	2.63	292.0	2.39	311.9	2.72
	Girls	187.3	3.63	212.5	6.32	248.6	4.33	287.5	4.05	311.2	3.04
	Total	180.7	3.57	212.9	3.04	251.7	2.82	290.0	2.51	311.6	2.22

p. 29: "Information on performance at key benchmarks… is reported in the e-appendix."

e-table 3.13: Mathematics achievement for process skills at specified percentile points, by gender, Second class

| | | Percentile rank | | | | | | | | | |
| | | 10th | | 25th | | 50th | | 75th | | 90th | |
		SS	SE	SS	SE	SS	SE	SS	SE	SS	SE
Recall	Boys	175.4	3.87	213.0	4.31	257.3	2.48	296.9	3.17	305.8	1.66
	Girls	176.1	4.66	219.3	4.77	257.3	2.70	297.7	3.37	306.8	1.96
	Total	175.9	3.70	216.8	3.74	257.3	1.54	297.3	3.06	306.0	1.70
Implement	Boys	178.4	4.46	212.3	4.30	250.0	3.10	284.4	2.78	311.6	2.18
	Girls	183.6	5.11	218.3	3.95	253.7	3.67	288.1	3.45	312.7	4.44
	Total	180.5	4.23	215.2	3.60	251.8	2.93	286.6	2.36	312.2	1.69
Integrate / Connect	Boys	182.0	1.66	210.8	3.28	251.5	3.95	296.1	4.08	317.2	3.38
	Girls	181.6	7.13	219.5	3.47	248.3	3.98	277.4	5.55	308.0	2.60
	Total	181.8	2.92	217.0	3.13	250.6	3.84	285.8	5.16	316.3	3.11
Reason	Boys	186.1	3.13	212.9	2.78	249.8	3.54	287.3	4.62	323.2	3.32
	Girls	183.7	3.00	213.6	3.43	246.0	3.33	281.0	4.19	315.1	3.17
	Total	184.8	2.27	213.1	2.54	248.3	2.82	284.7	3.86	319.2	3.08
Apply & Problem-solve	Boys	181.2	5.28	212.5	3.90	254.2	3.55	290.7	3.63	324.6	3.79
	Girls	183.9	3.14	209.3	3.37	246.5	2.96	281.1	3.03	309.6	4.15
	Total	182.4	3.12	211.0	3.18	249.5	2.78	284.8	2.90	317.5	3.86

p. 29: "Information on performance at key benchmarks… is reported in the e-appendix."

e-table 3.14: Mathematics achievement for process skills at specified percentile points, by gender, Sixth class

		Percentile rank									
		10th		25th		50th		75th		90th	
		SS	SE	SS	SE	SS	SE	SS	SE	SS	SE
Recall	Boys	180.0	2.79	213.2	3.81	250.8	3.29	288.0	2.94	322.0	2.02
	Girls	180.3	2.42	208.5	3.47	250.1	4.24	286.2	3.21	316.8	3.36
	Total	180.1	2.22	209.7	3.73	250.4	3.14	287.0	2.49	317.9	2.00
Implement	Boys	182.8	2.78	213.9	3.50	252.9	3.46	290.7	2.83	314.0	3.30
	Girls	186.3	2.91	210.2	3.83	246.9	4.35	286.9	3.53	313.5	2.18
	Total	184.0	2.23	212.3	2.90	250.0	2.93	289.6	2.63	313.8	2.03
Integrate / Connect	Boys	194.1	5.53	216.7	0.25	251.9	2.28	290.9	1.00	307.9	1.05
	Girls	181.6	7.32	216.1	1.96	250.2	4.73	290.3	2.12	308.4	1.17
	Total	186.0	6.68	216.4	1.65	251.4	2.30	290.6	0.94	308.2	0.82
Reason	Boys	181.1	3.78	217.2	3.18	251.9	3.43	289.1	2.88	317.0	2.80
	Girls	182.7	2.64	212.9	4.86	247.2	3.56	283.5	3.34	313.8	2.78
	Total	182.4	2.31	215.1	2.85	249.4	2.98	286.7	2.33	315.0	2.16
Apply & Problem-solve	Boys	183.6	2.08	216.1	2.70	253.0	3.52	292.6	3.26	323.2	3.18
	Girls	182.8	5.16	210.0	4.04	242.4	4.21	279.3	3.23	310.0	3.80
	Total	183.2	2.68	212.5	2.90	247.9	3.11	285.9	2.71	317.1	2.45

p. 29: "Information on performance at key benchmarks… is reported in the e-appendix."

e-table 3.15: Percentages of parents, pupils and teachers assigning positive, neutral or negative ratings to pupils' reading and maths skills, Second class

		Reading		Maths	
		%	SE	%	SE
Parent	Very good	56.3	1.15	42.9	1.25
	Good	30.8	0.84	40.9	1.15
	A bit weak	10.5	0.65	13.9	0.76
	Very weak	2.3	0.42	2.2	0.43
	Don't know	0.1	0.05	0.1	0.08
Pupil 'I am a good reader'	Yes, very good	58.6	1.39		
	Yes, ok	35.3	1.56		
	No, not so good	6.1	0.75		
'I am not very good at maths'	Yes			27.6	1.33
	No			72.4	1.33
Teacher	Below current class level	16.3	1.06	15.8	0.90
	At current class level	61.2	1.76	67.6	1.69
	Above current class level	22.5	1.69	16.6	1.44

p. 44: "Similar patterns emerged for ratings of… standards by teachers."

e-table 3.16: Reading achievement by pupils' ratings of their own abilities, Second class

Do you think you are good at English reading?	Reading			
	%T	%A	Mean	SE
Yes, very good	56.9	58.6	260.1	2.23
Yes, ok	34.3	35.3	242.2	2.20
No, not so good	5.9	6.1	213.2	2.70
Missing	3.0	0.0	219.4	6.63
Comparisons	Diff	SED	95% BCI	
Very good – ok	17.9	2.63	**11.8**	**23.9**
Very good – no	46.9	3.09	**39.8**	**54.0**

p. 45: "Ratings were significantly associated… obtained mean scores above 250."
Significant differences in bold. For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

e-table 3.17: Maths achievement by pupils' ratings of their own abilities, Second class

'I am not very good at maths'	Maths			
	%T	%A	Mean	SE
Yes	26.5	27.6	233.1	2.89
No	69.6	72.4	257.5	2.62
Missing	3.9	0.0	230.4	6.17
Comparisons	Diff	SED	95% BCI	
No – Yes	24.4	2.61	**19.2**	**29.6**

p. 45: "Ratings were significantly associated… obtained mean scores above 250."
Significant differences in bold. For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

**e-table 3.18: Reading and maths achievement by pupils'
ratings of their own abilities, Sixth class**

	'I am a good reader'				'I am not very good at maths'			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Strongly agree	21.8	22.5	273.2	2.81	7.3	7.5	211.0	3.32
Agree	38.7	39.9	257.4	2.22	13.7	14.1	223.3	2.86
Not sure	28.5	29.3	233.0	2.13	22.4	23.1	236.2	3.41
Disagree	5.5	5.7	221.1	3.82	31.1	32.1	265.1	2.26
Strongly disagree	2.5	2.6	210.2	5.84	22.5	23.3	274.3	3.91
Missing	3.0	0.0	234.3	6.46	3.1	0.0	229.7	6.17
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Strongly agree – Agree	15.8	2.54	**9.3**	**22.3**	-12.3	3.83	**-22.1**	**-2.5**
Strongly agree – Not sure	40.1	3.00	**32.4**	**47.8**	-25.1	4.62	**-37.0**	**-13.3**
Strongly agree – disagree	52.0	4.53	**40.4**	**63.6**	-54.0	3.50	**-63.0**	**-45.1**
Strongly agree – strongly disagree	63.0	6.64	**45.9**	**80.0**	-63.3	5.03	**-76.2**	**-50.4**

p. 45: "Ratings were significantly associated… obtained mean scores above 250."
Significant differences in bold. For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

e-table 3.19: Percentages of pupils rated as "good" by their parents on reading or maths, by proficiency level

	Proficiency level	Reading %	Reading SE	Maths %	Maths SE
Second	4	2.9	0.6	3.0	0.6
	3	15.0	1.6	22.0	2.1
	2	36.4	2.0	36.8	1.9
	1	33.5	2.5	29.6	1.8
	Below 1	12.2	1.6	8.7	1.4
Sixth	4	2.7	0.59	3.1	0.60
	3	15.6	1.81	19.5	1.80
	2	30.8	2.26	36.9	2.01
	1	36.4	2.16	31.3	2.39
	Below 1	14.5	1.88	9.3	1.22

p. 45: "Expressed in terms… only the most basic skills."

e-table 3.20: Reading and maths achievement by types of additional support, Second class

		Reading %T	Reading %A	Reading Mean	Reading SE	Maths %T	Maths %A	Maths Mean	Maths SE
LS/RT English	Yes	16.0	16.4	200.6	1.93	16.2	16.6	214.7	4.34
	No	81.7	83.6	259.4	1.77	81.5	83.4	256.9	2.48
LS/RT maths	Yes	11.1	11.4	208.4	1.87	11.0	11.3	200.9	3.02
	No	86.6	88.6	255.1	1.82	86.7	88.7	256.1	2.54
Language support	Yes	5.8	5.9	208.9	3.42	6.0	6.2	229.8	9.06
	No	92.0	94.1	252.3	1.72	91.7	93.8	251.2	2.44
RT English	Yes	2.2	2.2	204.2	5.91	2.1	2.2	200.3	6.03
	No	95.6	97.8	250.8	1.73	95.6	97.8	251.0	2.50
RT maths	Yes	1.3	1.3	214.3	6.91	1.3	1.4	200.8	7.14
	No	96.5	98.8	250.2	1.74	96.4	98.6	250.6	2.53
	Missing	2.3	0.0	260.6	46.47	2.3	0.0	255.1	44.99
Comparisons		Diff	SED	95% BCI		Diff	SED	95% BCI	
No LS/RT English – LS/RT English		58.8	2.04	**54.8**	**62.9**	42.1	3.67	**34.8**	**49.5**
No LS/RT maths – LS/RT maths		46.7	2.04	**42.7**	**50.8**	55.2	2.79	**49.7**	**60.8**
No lang. support – lang. support		43.4	3.31	**36.8**	**50.0**	21.4	8.52	**4.4**	**38.4**
No RT English – RT English		46.6	5.92	**34.8**	**58.4**	50.6	5.90	**38.9**	**62.4**
No RT maths – RT maths		36.0	6.97	**22.1**	**49.9**	49.7	7.01	**35.8**	**63.7**

p. 46: "However, as the performance gap… Second class is reported in the e-appendix)."
Significant differences in bold.

Table 4.1 (Employment): Parental employment status and pupil achievement

| | | Reading | | | | Maths | | | |
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	At least one parent in employment	79.6	86.4	256.9	1.70	79.4	86.2	256.9	2.42
	Neither parent in employment	12.5	13.6	223.7	2.82	12.7	13.8	222.3	3.78
	Missing	7.9	0.0	221.9	3.68	7.9	0.0	225.7	4.00
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Employment – no employment	33.2	2.97	**27.3**	**39.1**	34.6	3.98	**26.6**	**42.5**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	At least one parent in employment	81.1	87.3	256.3	2.08	80.6	86.9	256.6	2.66
	Neither parent in employment	11.8	12.7	224.0	3.27	12.2	13.1	222.9	3.77
	Missing	7.2	0.0	221.3	4.23	7.2	0.0	221.8	5.63
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Employment – no employment	32.3	3.50	**23.3**	**39.3**	33.6	4.04	**25.6**	**41.7**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.1 (Lone parent): Family type and pupil achievement

| | | Reading | | | | Maths | | | |
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Single-parent family	19.2	20.7	236.4	4.12	18.9	20.4	232.0	3.50
	Two-parent family	73.5	79.3	256.4	1.73	73.8	79.6	257.1	2.31
	Missing	7.3	0.0	220.9	3.12	7.3	0.0	225.1	4.25
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Two-parent – single-parent	20.0	4.28	**11.4**	**28.5**	25.1	3.04	**19.0**	**31.2**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	Single-parent family	18.8	20.0	236.4	2.60	18.8	20.1	233.2	3.34
	Two-parent family	74.9	80.0	255.7	2.25	74.8	79.9	256.5	2.56
	Missing	6.3	0.0	233.2	4.02	6.4	0.0	222.8	5.53
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Two-parent – single-parent	19.3	3.32	**12.6**	**25.9**	23.3	3.03	**17.3**	**29.4**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.1 (SES): Family socioeconomic status and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Low	30.3	36.2	239.6	2.73	30.5	36.5	241.7	2.90
	Medium	27.1	32.4	257.9	2.22	26.8	32.1	256.9	2.74
	High	26.2	31.4	271.7	2.51	26.2	31.4	269.1	2.58
	Uncodable response	10.1	0.0	222.8	2.56	10.2	0.0	223.4	6.06
	Parent questionnaire not returned	6.4	0.0	219.5	3.26	6.4	0.0	224.5	4.35
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Low – not returned	20.2	4.46	**9.2**	**31.1**	17.2	4.22	**6.8**	**27.5**
	Low – medium	-18.2	3.28	**-26.3**	**-10.2**	-15.2	3.22	**-21.1**	**-7.3**
	Low – high	-32.1	3.87	**-41.6**	**-22.6**	-27.4	3.04	**-34.9**	**-20.0**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	Low	27.4	32.4	234.0	2.20	27.3	32.3	236.2	2.97
	Medium	32.3	38.2	256.4	2.82	32.2	38.2	254.4	3.51
	High	24.9	29.5	276.8	2.07	25.0	29.6	277.2	2.18
	Uncodable response	9.6	0.0	219.9	4.00	9.8	0.0	220.0	4.33
	Parent questionnaire not returned	5.8	0.0	224.4	4.30	5.8	0.0	223.5	5.93
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Low – not returned	9.6	4.69	-1.9	21.1	12.6	5.93	-1.9	27.2
	Low – medium	-22.4	3.12	**-30.1**	**-14.8**	-18.3	3.21	**-26.1**	**-10.4**
	Low – high	-42.8	2.74	**-49.5**	**-36.1**	-41.0	3.29	**-49.1**	**-33.0**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.1 (Siblings): Number of siblings and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	3 siblings or fewer	84.1	90.6	253.5	1.84	84.0	90.4	253.0	2.41
	4 siblings or more	8.8	9.4	239.3	3.49	8.9	9.6	240.6	5.75
	Missing	7.1	0.0	221.5	3.28	7.2	0.0	226.2	4.15
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	3 or fewer – 4 or more	14.2	3.52	**7.2**	**21.2**	12.4	5.25	**1.9**	**22.8**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	3 siblings or fewer	80.4	86.0	254.8	1.74	80.4	86.1	254.4	2.27
	4 siblings or more	13.1	14.0	231.5	4.99	13.0	13.9	234.3	4.69
	Missing	6.5	0.0	227.6	4.02	6.6	0.0	227.0	5.68
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	3 or fewer – 4 or more	23.4	4.64	**14.1**	**32.6**	20.1	3.87	**12.4**	**27.8**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.1 (Born in Ireland): Place of birth and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Born in Ireland	83.9	86.1	251.7	1.74	83.5	85.8	251.7	2.37
	Born elsewhere	13.5	13.9	242.8	4.40	13.8	14.2	244.0	4.61
	Missing	2.6	0.0	230.8	6.57	2.7	0.0	229.7	7.88
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Born in Ireland – born elsewhere	8.9	4.36	**0.2**	**17.6**	7.6	3.87	-0.1	15.3
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	Born in Ireland	83.0	85.1	252.6	2.24	82.5	85.0	251.1	2.69
	Born elsewhere	14.5	14.9	237.3	3.61	14.5	15.0	247.9	3.82
	Missing	2.5	0.0	238.4	6.03	3.0	0.0	228.2	8.54
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Born in Ireland – born elsewhere	15.2	4.55	**6.2**	**24.3**	3.2	4.53	-5.8	12.3

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Figure 4.1 (tabulation): Language spoken most frequently at home and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	English	86.4	90.1	254.0	1.69	86.0	89.9	253.0	2.38
	Irish	1.3	1.3	a	a	1.3	1.4	a	a
	Language other than English or Irish	8.3	8.6	222.8	2.35	8.3	8.7	230.9	6.46
	Missing	4.1	0.0	226.2	4.59	4.4	0.0	230.6	5.18
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	English – Language other than English or Irish	31.2	2.53	**26.2**	**36.3**	22.1	6.40	**9.4**	**34.9**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	English	92.0	94.0	252.9	2.07	91.5	93.9	251.6	2.55
	Irish	0.6	0.6	a	a	0.7	0.7	a	a
	Language other than English or Irish	5.2	5.4	211.1	3.06	5.2	5.4	240.5	5.10
	Missing	2.2	0.0	227.6	7.26	2.6	0.0	221.1	7.96
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	English – Language other than English or Irish	41.7	4.19	**33.3**	**50.0**	11.1	6.11	-1.1	23.3

[a]**Percentages of pupils speaking Irish at home were too low to allow reliable analysis.**
Significant differences in bold. For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.2: Percentages (SE) of parents reporting types of help with English homework provided to pupils

		% (SE)
Second	None: doesn't need help	7.8 (0.75)
	Learning spellings	74.0 (1.11)
	Reading aloud	58.3 (1.11)
	Writing stories/essays/poems	50.4 (2.06)
Sixth	None: doesn't need help	30.5 (1.23)
	Learning spellings	38.9 (1.12)
	Reading aloud	17.5 (0.84)
	Writing stories/essays/poems	40.7 (1.07)

Table 4.3: Percentages (SE) of parents reporting types of help with maths homework provided to pupils

		% (SE)
Second	None: doesn't need help	10.3 (0.77)
	Practicing addition / subtraction tables	65.7 (1.37)
	Sums / calculations	54.2 (1.18)
	Word problems	47.3 (1.10)
	Practical activities	45.1 (1.34)
Sixth	None: doesn't need help	22.9 (1.07)
	Addition / subtraction	10.3 (0.73)
	Multiplication / division	22.4 (0.99)
	Solving problems	61.6 (1.05)

Table 4.4 (English homework): Parental confidence in helping with English homework and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Very confident	67.2	72.4	259.3	1.79	67.1	72.3	257.1	2.50
	Fairly confident	22.6	24.3	235.1	3.14	22.4	24.2	240.1	4.24
	Not confident	3.1	3.3	210.1	4.11	3.3	3.5	220.7	6.92
	Missing	7.2	0.0	227.3	6.12	7.3	0.0	228.3	5.10
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Very confident – fairly confident	24.2	3.12	**17.0**	**31.3**	16.9	4.09	**7.6**	**26.3**
	Very confident – not confident	49.2	4.01	**40.0**	**58.4**	36.3	6.49	**21.5**	**51.2**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	Very confident	54.4	58.0	261.4	2.27	53.8	57.4	258.8	2.62
	Fairly confident	34.3	36.6	241.1	2.00	34.8	37.1	243.3	2.61
	Not confident	5.1	5.4	218.7	6.13	5.1	5.4	234.0	6.76
	Missing	6.2	0.0	225.3	4.03	6.3	0.0	224.3	5.52
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Very confident – fairly confident	20.3	2.15	**15.4**	**25.3**	15.5	1.76	**11.5**	**19.6**
	Very confident – not confident	42.7	6.41	**28.0**	**57.4**	24.8	6.89	**9.0**	**40.6**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.4 (Maths homework): Parental confidence in helping with Maths homework and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Very confident	60.2	65.2	260.2	1.79	60.4	65.4	259.5	2.51
	Fairly confident	26.7	28.9	237.0	1.95	26.4	28.6	238.1	2.74
	Not confident	5.5	6.0	240.9	9.76	5.6	6.0	233.9	9.63
	Missing	7.6	0.0	221.3	3.56	7.6	0.0	227.9	4.77
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Very confident – fairly confident	23.2	2.07	**18.5**	**27.9**	21.4	2.44	**15.8**	**27.0**
	Very confident – not confident	19.3	9.43	-2.3	40.9	25.6	9.44	**4.0**	**47.2**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	Very confident	36.6	39.5	262.0	2.45	35.9	38.8	264.0	3.16
	Fairly confident	38.3	41.3	246.7	2.58	38.7	41.8	246.8	2.95
	Not confident	17.8	19.2	242.5	2.74	17.9	19.4	239.2	3.17
	Missing	7.3	0.0	226.0	4.12	7.5	0.0	224.9	5.25
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Very confident – fairly confident	15.3	2.73	**9.1**	**21.5**	17.2	2.59	**11.3**	**23.2**
	Very confident – not confident	19.4	3.02	**12.5**	**26.3**	24.9	3.86	**16.1**	**33.7**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Figure 4.2 (tabulation): Number of books at home and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	0 to 10	8.5	9.2	215.8	2.00	8.5	9.2	213.8	3.53
	11 to 50	22.6	24.4	232.5	2.11	22.6	24.4	235.5	2.41
	51 to 100	22.8	24.6	249.1	2.22	23.1	25.0	251.7	2.80
	101 to 500	31.4	33.9	270.0	2.43	31.0	33.6	268.1	3.69
	Over 500	7.3	7.9	288.2	3.66	7.1	7.7	276.3	2.59
	Missing	7.5	0.0	223.2	3.11	7.6	0.0	229.9	5.30
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	0 to 10 – 11 to 50	-16.7	2.67	**-23.6**	**-9.8**	-21.7	3.38	**-30.4**	**-13.1**
	0 to 10 – 51 to 100	-33.4	3.32	**-41.9**	**-24.9**	-37.9	4.01	**-48.1**	**-27.6**
	0 to 10 – 101 to 500	-54.3	2.75	**-61.3**	**-47.2**	-54.3	4.65	**-66.2**	**-42.4**
	0 to 10 – over 500	-72.4	4.09	**-82.9**	**-61.9**	-62.5	4.03	**-72.8**	**-52.1**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	0 to 10	9.8	10.6	207.6	3.12	10.0	10.7	211.9	3.56
	11 to 50	22.9	24.6	232.9	2.19	22.8	24.5	237.7	2.43
	51 to 100	19.6	21.1	249.2	2.69	19.8	21.3	250.3	3.47
	101 to 500	31.1	33.4	269.9	2.97	30.9	33.1	266.5	3.91
	Over 500	9.7	10.4	288.4	2.84	9.7	10.4	282.7	2.62
	Missing	6.8	0.0	225.4	3.84	6.9	0.0	224.7	5.20
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	0 to 10 – 11 to 50	-25.3	3.91	**-35.3**	**-15.3**	-25.7	3.75	**-35.3**	**-16.1**
	0 to 10 – 51 to 100	-41.6	4.21	**-52.4**	**-30.8**	-38.4	4.77	**-50.6**	**-26.2**
	0 to 10 – 101 to 500	-62.3	4.88	**-74.8**	**-49.8**	-54.6	5.66	**-69.1**	**-40.1**
	0 to 10 – over 500	-80.8	4.43	**-92.2**	**-69.5**	-70.7	4.61	**-82.6**	**-58.9**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.5 (Library): Library member in household and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Library member	69.1	75.4	257.6	1.93	68.5	74.7	255.0	2.39
	No library member	22.6	24.6	237.3	2.85	23.2	25.3	244.1	3.59
	Missing	8.3	0.0	220.8	3.12	8.3	0.0	225.3	4.14
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Member – no member	20.3	3.09	**14.1**	**26.4**	10.8	2.86	**5.1**	**16.5**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	Library member	73.1	78.7	256.6	2.02	73.2	78.8	255.6	2.34
	No library member	19.8	21.3	234.7	2.88	19.7	21.2	238.7	4.04
	Missing	7.1	0.0	224.9	3.76	7.2	0.0	224.0	5.26
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Member – no member	22.0	2.87	**16.2**	**27.7**	16.8	3.36	**10.1**	**23.5**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.5 (Quiet place): Quiet place to do homework and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Has quiet place	86.5	93.5	253.4	1.74	86.4	93.4	253.2	2.44
	No quiet place	6.0	6.5	238.8	4.41	6.1	6.6	235.5	4.33
	Missing	7.4	0.0	219.8	3.22	7.5	0.0	224.8	4.37
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Quiet place – no quiet place	14.6	4.23	**6.1**	**23.0**	17.7	4.20	**9.4**	**26.1**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	Has quiet place	87.5	93.5	253.7	2.06	87.6	93.8	253.6	2.42
	No quiet place	6.0	6.5	222.9	5.94	5.8	6.2	225.9	7.13
	Missing	6.5	0.0	225.3	4.04	6.6	0.0	222.8	5.44
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Quiet place – no quiet place	30.8	6.65	**17.6**	**44.1**	27.8	6.86	**14.1**	**41.4**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.5 (Ed. Resources): Educational Resources and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Both reference books and educational games	59.9	64.7	260.7	1.98	59.6	64.5	259.6	2.52
	Either reference books or educational games	24.5	26.5	241.7	2.56	24.5	26.5	243.6	2.97
	No educational resources	8.2	8.8	224.2	3.21	8.3	8.9	223.0	3.93
	Missing	7.4	0.0	220.1	3.22	7.6	0.0	224.8	4.36
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Both – none	36.5	3.54	**28.4**	**44.6**	36.6	3.99	**27.4**	**45.7**
	Both – one	19.0	3.07	**11.9**	**26.0**	16.0	2.79	**9.6**	**22.4**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	Both reference books and educational games	61.5	65.8	260.3	2.21	61.3	65.6	259.2	2.81
	Either reference books or educational games	25.1	26.8	240.9	2.13	25.3	27.0	244.0	2.73
	No educational resources	6.9	7.4	214.9	2.85	6.9	7.4	215.5	2.71
	Missing	6.5	0.0	225.3	4.06	6.6	0.0	222.8	5.46
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Both – none	45.4	3.43	**37.5**	**53.2**	43.7	3.85	**34.9**	**52.6**
	Both – one	19.3	2.17	**14.4**	**24.3**	15.2	2.26	**10.0**	**20.4**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.5 (Computers): Time spent using the internet and computer games and pupil achievement, Sixth class

	Reading				Maths			
	%T	%A	Mean	SE	%T	%A	Mean	SE
None	8.2	8.5	249.1	4.69	8.4	8.7	248.8	4.56
Moderate	68.7	71.0	254.7	2.37	67.9	70.4	255.6	2.87
High	19.8	20.5	237.2	3.00	20.1	20.9	237.2	2.67
Missing	3.3	0.0	230.8	6.06	3.6	0.0	219.6	6.35
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Moderate – High	17.5	3.80	**8.8**	**26.2**	18.4	2.94	**11.6**	**25.1**
Moderate – None	5.7	5.46	-6.8	18.2	6.7	5.56	-6.0	19.5

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Figure 4.3 (tabulation: achievement): TV in bedroom and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Has TV in bedroom	51.8	53.2	234.7	1.83	52.2	53.7	236.5	2.58
	Does not have TV	45.5	46.8	268.6	1.79	45.0	46.3	266.7	2.56
	Missing	2.7	0.0	229.6	6.34	2.8	0.0	232.2	7.19
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Does not have TV – has TV	33.9	2.19	**29.5**	**38.2**	30.2	2.42	**25.3**	**35.0**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	Has TV in bedroom	59.0	61.7	239.3	1.88	58.8	61.7	239.6	2.32
	Does not have TV	36.6	38.3	267.2	2.67	36.5	38.3	268.4	3.03
	Missing	4.4	0.0	250.9	6.25	4.8	0.0	237.3	5.70
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Does not have TV – has TV	27.9	3.23	**21.4**	**34.3**	28.8	3.14	**22.5**	**35.0**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Figure 4.3 (tabulation: SES): Percentages (SE) of boys and girls reporting a TV in their bedrooms, by socioeconomic status

		Boys	Girls
Second	Low	71.2 (2.94)	57.2 (4.09)
	Medium	51.4 (3.31)	45.6 (4.02)
	High	36.2 (3.25)	23.9 (2.50)
Sixth	Low	81.4 (2.47)	69.3 (3.43)
	Medium	72.9 (2.65)	49.3 (3.14)
	High	47.1 (3.04)	29.7 (3.20)

Figure 4.3 (tabulation: low SES boys): Association between the reading achievement of low socioeconomic group boys and having a TV in the bedroom

	Comparisons	Reading				Maths			
		Diff	SED	95% BCI		Diff	SED	95% BCI	
Second	Boys with TV – boys without TV in bedroom	-13.5	5.19	**-23.9**	**-3.1**	-17.8	5.17	**-28.1**	**-7.5**
Sixth	Boys with TV – boys without TV in bedroom	-16.6	9.53	-35.6	2.4	-18.3	7.33	**-32.9**	**-3.6**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.6: Pupils' educational expectations and pupil achievement, Sixth class

	Reading				Maths			
	%T	%A	Mean	SE	%T	%A	Mean	SE
No more than Junior Certificate	1.8	1.9	193.4	5.92	1.8	1.9	193.4	5.85
Leaving Certificate	15.3	15.7	227.2	3.66	15.1	15.5	228.5	3.59
College/university	67.1	68.6	260.6	1.71	67.1	68.9	260.2	2.20
Don't know	13.5	13.8	233.0	3.17	13.3	13.7	234.9	3.63
Missing	2.2	0.0	239.0	7.75	2.6	0.0	228.0	8.45
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Leaving Certificate – Junior Certificate	33.8	7.38	**15.7**	**51.9**	35.1	7.16	**17.6**	**52.7**
Leaving Certificate – college/university	-33.4	3.60	**-42.2**	**-24.6**	-31.7	3.23	**-39.6**	**-23.8**
Leaving Certificate – Don't know	-5.8	4.80	-17.6	6.0	-6.4	4.19	-16.7	3.9

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.7: Pupils' reported liking of school and pupil achievement, Second class

	Reading				Maths			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Yes, like school	48.1	49.3	249.4	2.17	48.6	49.9	246.2	3.11
Not sure	29.1	29.9	259.2	2.41	29.0	29.8	261.3	2.87
Don't like school	20.3	20.8	241.2	3.04	19.8	20.4	245.9	3.34
Missing	2.4	0.0	225.5	7.75	2.5	0.0	225.0	9.23
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Like – not sure	-9.8	2.48	**-15.5**	**-4.1**	-15.1	2.87	**-21.7**	**-8.5**
Like – dislike	8.1	3.60	-0.1	16.4	0.4	3.79	-8.3	9.0

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 4.8: Correlations between pupils' reading activities, parents' frequency of reading and reading achievement, Sixth class

		Reading score	Reading freq (Parent)	"I like reading"	Value on reading	Reading confidence	Reading effort expenditure
Reading score	N	3803	2364	3713	3334	3334	3334
	r	-	**0.190**	**0.354**	**0.325**	**0.185**	**0.285**
	t		5.769	16.290	16.069	6.936	12.964
	p		<.001	<.001	<.001	<.001	<.001
Reading freq (Parent)	N		2364	2326	2111	2111	2111
	r		-	**0.158**	**0.143**	**0.061**	**0.118**
	t			4.779	4.667	2.023	3.812
	p			<.001	<.001	<.05	<.001
"I like reading"	N			3713	3334	3334	3334
	r			-	**0.79**	**0.34**	**0.16**
	t				82.396	14.033	5.000
	p				<.001	<.001	<.001
Value on reading	N				3334	3334	3334
	r				-	0.021	0.017
	t					0.634	0.614
	p					NS	NS
Reading confidence	N					3334	3334
	r					-	0.008
	t						0.300
	p						NS
Reading effort expenditure	N						3334
	r						-
	t						
	p						

Figure 4.4 (tabulation: achievement): Pupil maths self-concept and pupil achievement, Sixth class

	Maths							
	Boys				Girls			
	%T	%A	Mean	SE	%T	%A	Mean	SE
High	38.1	41.3	280.2	3.50	23.3	25.1	281.2	4.32
Medium	30.6	33.2	248.9	2.58	31.1	33.4	253.0	3.81
Low	23.6	25.6	220.7	3.29	38.6	41.5	226.6	2.75
Missing	7.7	0.0	230.8	5.64	7.4	0.0	218.5	7.22
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Low - Medium	-28.2	2.79	**-34.6**	**-21.8**	-26.4	3.32	**-34.0**	**-18.8**
Low - High	-59.5	4.28	**-69.3**	**-49.7**	-54.6	3.87	**-63.5**	**-45.7**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Figure 4.4 (tabulation: self-concept): Percentages (SE) of boys and girls in each category of maths self-concept, Sixth class

	Boys	Girls
Low	25.6 (1.50)	41.5 (1.47)
Medium	33.2 (1.56)	33.4 (1.42)
High	41.3 (1.41)	25.1 (1.31)

Figure 4.4 (tabulation: self-concept by gender): Pupil maths self-concept by gender, Sixth class

	Maths			
	%T	%A	Mean	SE
Boys	51.7	51.7	0.20	0.031
Girls	48.3	48.3	-0.19	0.030
Comparisons	Diff	SED	95% BCI	
Boys – Girls	0.39	0.043	**0.30**	**0.47**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

E-Tables

e-table 4.1: Percentages (SE) of pupils with various numbers of siblings

	No siblings	One	Two	Three	Four	Five+
Second	10.4 (0.82)	30.8 (1.26)	33.3 (1.72)	15.9 (1.35)	5.5 (0.53)	4.1 (0.60)
Sixth	7.5 (0.51)	28.4 (1.12)	31.5 (0.95)	18.6 (0.98)	8.3 (0.86)	5.6 (0.70)

p. 47: "Roughly 60% of pupils at each grade… Sixth class mean: 2.1)."

e-table 4.2: Membership of the Traveller Community and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Traveller	1.5	1.5	202.5	6.59	1.8	1.9	200.8	6.87
	Non-Traveller	96.2	98.5	250.5	1.70	95.9	98.1	250.8	2.52
	Missing	2.3	0.0	260.6	46.47	2.3	0.0	255.1	44.99
	Comparison	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Traveller – non-Traveller	-48.0	6.53	**-61.0**	**-35.0**	-50.1	6.97	**-64.0**	**-36.1**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	Traveller	1.4	1.4	192.1	5.91	1.5	1.5	180.4	5.47
	Non-Traveller	98.3	98.6	250.9	1.82	98.1	98.5	251.2	2.35
	Missing	0.3	0.0	219.6	9.27	0.3	0.0	197.6	8.56
	Comparison	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Traveller – non-Traveller	-58.8	6.10	**-71.0**	**-46.7**	-70.9	5.75	**-82.4**	**-59.4**

p. 47: "Less than 2% of pupils… mean mathematics score of 180."
Significant differences in bold. For assistance in interpreting table, see Inset 1 on page 2.

e-table 4.3: Percentages (SE) of parents reporting various weekly frequencies with which their child received homework, by grade

		0 days	1 day	2 days	3 days	4 days	5 days
Second	Reading	0.3 (0.11)	0.6 (0.18)	3.1 (0.49)	5.8 (0.99)	62.2 (2.12)	27.9 (2.40)
	Maths	1.2 (0.44)	2.8 (0.75)	7.4 (1.26)	9.6 (0.85)	57.2 (2.08)	21.8 (1.51)
Sixth	Reading	0.3 (0.15)	1.8 (0.66)	4.8 (0.90)	11.0 (1.16)	55.0 (1.98)	27.0 (1.43)
	Maths	0.3 (0.13)	0.5 (0.18)	2.1 (0.81)	6.3 (0.85)	60.2 (1.79)	30.6 (1.74)

p. 48: "Parents indicated that the norm… four or five days per week."

e-table 4.4: Percentages (SE) of parents reporting the <u>main</u>* source of homework help

		Reading	Maths
Second	No help needed	7.8 (0.75)	10.3 (0.77)
	Mother	82.5 (0.82)	72.6 (1.14)
	Father	5.2 (0.50)	12.6 (0.96)
	Other	3.7 (0.37)	3.8 (0.46)
	Nobody	0.8 (0.50)	0.7 (0.17)
Sixth	No help needed	30.5 (1.23)	22.9 (1.07)
	Mother	57.0 (1.37)	38.7 (1.19)
	Father	6.3 (0.56)	28.4 (1.07))
	Other	4.3 (0.46)	7.7 (0.72)
	Nobody	1.9 (0.31)	2.3 (0.29)

p. 48-49: "Mothers were most likely …. mathematics homework"
*Percentages shown exclude uncodable responses (typically where more than one <u>main</u> source of assistance was identified). Uncodable responses ranged from 21-24% for Second class and 11-18% for Sixth.

e-table 4.5 (Second): Quantity of help given in homework and associated pupil achievement

		%T	%A	Mean	SE
Reading	No help	11.2	12.0	272.2	4.78
	Any 1 of 3	24.1	25.8	261.4	3.49
	Any 2 of 3	27.9	29.9	242.9	2.87
	All 3 forms of help	30.2	32.3	245.7	2.05
	Missing	6.6	0.0	220.0	3.21
	Comparisons	Diff	SED	95% BCI	
	No help – one form	10.8	6.16	-4.3	25.9
	No help – two forms	29.3	4.84	**17.4**	**41.2**
	No help – all forms	26.5	4.88	**14.5**	**38.4**
		%T	%A	Mean	SE
Maths	No help	15.6	16.7	272.8	3.74
	Any 1 of 4	21.2	22.6	260.4	3.20
	Any 2 of 4	18.9	20.2	247.6	3.85
	Any 3 of 4	11.8	12.6	236.2	3.11
	All 4 forms of help	26.1	27.9	242.1	2.87
	Missing	6.5	0.0	225.3	4.36
	Comparisons	Diff	SED	95% BCI	
	No help – one form	12.4	3.72	**2.9**	**21.9**
	No help – two forms	25.2	4.58	**13.5**	**36.9**
	No help – three forms	36.6	4.46	**25.1**	**48.0**
	No help – all forms	30.7	3.32	**22.2**	**39.2**

p. 49: "For each subject… 213 for the 10% who received all three types."
Significant differences in bold. For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

e-table 4.5 (Sixth): Quantity of help given in maths and reading, and associated pupil achievement

	Reading				Maths			
	%T	%A	Mean	SE	%T	%A	Mean	SE
No help	36.1	38.4	267.5	2.55	32.0	34.0	270.6	4.01
Any 1 of 3	34.5	36.6	253.3	2.10	44.5	47.3	250.9	2.20
Any 2 of 3	13.8	14.6	233.8	4.09	8.7	9.2	225.1	3.44
All 3 forms of help	9.7	10.3	211.6	3.01	9.0	9.5	213.0	3.05
Missing	5.9	0.0	224.5	4.25	5.8	0.0	223.8	5.88
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
No help – one form	14.3	2.73	**7.6**	**21.0**	19.7	3.12	**12.1**	**27.4**
No help – two forms	33.7	3.51	**25.1**	**42.3**	45.5	3.18	**37.7**	**53.3**
No help – all forms	55.9	3.79	**46.6**	**65.2**	57.7	4.91	**45.6**	**69.7**

p. 49: "For each subject… 213 for the 10% who received all three types."

Significant differences in bold. For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

e-table 4.6 (Second): Correlations between time spent on homework and achievement

		Reading	Maths
	N	3839	3905
Minutes spent on homework	r	**-0.251**	**-0.300**
	t	-9.654	-13.043
	p	<.001	<.001

p. 49: "There are also moderate… performed on the test."

e-table 4.6 (Sixth): Correlations between time spent on homework and achievement

		Reading	Maths
	N	3803	3832
Minutes spent on homework	r	**-.177**	**-.219**
	t	-8.429	-6.257
	p	<.001	<.001

p. 49: "There are also moderate… performed on the test."

e-table 4.7 (Second): Correlations between pupils' attendance and achievement

		Reading	Maths
	N	3390	3447
Attendance rate	r	**0.137**	**0.174**
	t	5.269	6.444
	p	<.001	<.001

p. 52: "Attendance showed a weak to moderate… r = .19 (mathematics, Sixth)."

e-table 4.7 (Sixth): Correlations between pupils' attendance and achievement

		Reading	Maths
	N	3562	3592
Attendance rate	r	**0.167**	**0.193**
	t	5.964	5.514
	p	<.001	<.001

p. 52: "Attendance showed a weak to moderate… r = .19 (mathematics, Sixth)."

e-table 4.8: Pupils' educational aspirations and pupil achievement, Sixth class

	Reading				Maths			
	%T	%A	Mean	SE	%T	%A	Mean	SE
No more than Junior Certificate	3.4	3.4	210.7	5.21	3.3	3.4	209.8	5.66
Leaving Certificate	9.1	9.2	222.5	4.81	8.9	9.1	224.8	4.28
College/university	74.2	75.8	258.8	2.01	73.8	75.7	258.5	2.37
Don't know	11.3	11.5	227.6	3.71	11.5	11.8	231.9	4.43
Missing	2.1	0.0	240.0	8.02	2.5	0.0	226.9	8.62
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Leaving Certificate – Junior Certificate	11.8	7.01	-5.4	29.0	15.0	7.05	-2.3	32.3
Leaving Certificate – college/university	-36.3	4.97	**-48.5**	**-24.1**	-33.7	4.51	**-44.7**	**-22.6**
Leaving Certificate – Don't know	-5.1	6.70	-21.5	11.3	-7.1	5.83	-21.4	7.2

p. 52: "Although Table 4.6 shows… similar for aspirations."
Significant differences in bold. For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

e-table 4.9 (Second):Percentages (SE) of pupils liking or disliking school, by gender

	Boys	Girls
I like school	42.0 (2.16)	56.9 (3.12)
I'm not sure	28.8 (1.52)	30.9 (2.07)
I don't like school	29.1 (2.24)	12.2 (1.47)

p. 52: "Girls tended to be … 29% disliked school."

e-table 4.10: Components of the Parental Frequency of Reading Factor, Sixth class

About how often do you read the following for enjoyment?	2nd class	6th class
Fiction	0.704	0.712
Non-fiction books	0.721	0.729
Internet / emails	0.619	0.641
Newspapers / magazines	0.532	0.462

p. 52: "Parent responses to a series of questions… 'frequency of reading' scale."
Extraction Method: Principal Component Analysis.

e-table 4.11: Components of the Pupil Attitudes to Reading Factors, Sixth class

	Factor loading		
	Value on reading	Reading confidence	Reading effort expenditure
I like reading	-.783		
Reading is boring	.806		
I read only if I have to	.794		
I feel happy if I get a book as a present	-.631		
For me, reading is a waste of time	.804		
I enjoy going to a bookshop or library	-.682		
I read only to get the information I need	.648		
I cannot sit and read for more than a few minutes	.679		
My teacher thinks I am a good reader		.681	
It is important for me to do well at reading		.552	
I know I will be good at reading next year		.751	
I am a good reader		.753	
I learn more from reading than most other pupils in the class		.571	
I can understand the most difficult school books that I am asked to read		.517	-.518
I don't like reading something when the words are too difficult			.758
Complicated stories are no fun to read			.719

p. 52: "Pupils were also asked questions… willingness to expend effort on reading)."
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
Rotation converged in 5 iterations.

e-table 4.12: Components of the engagement in maths scale, Second class

	Factor loading
I like the things I learn in maths	0.728
I really want to do well at maths	0.721
I look forward to maths classes	0.633
I work really hard at maths	0.589
In maths class, I understand most things	0.585
I like doing problems in maths	0.572
My friends really want to do well at maths	0.526
My parents want me to do well in maths	0.445

p. 53: " Pupils were asked… engagement in mathematics at Second class)."
Extraction Method: Principal Component Analysis.

e-table 4.13: Components of the maths self-concept scale, Sixth class

	Factor loading
I learn maths quickly	0.822
Maths is one of my best subjects	0.820
I am not very good at maths	-0.811
I get good marks in maths	0.784
In my maths class, I understand even the hardest problems	0.783
I worry that I will find maths class hard	-0.740
I get worried when I have to do maths homework	-0.681
I worry that I will get poor marks in maths	-0.653

p. 53: "Pupils were asked… engagement in mathematics at Second class)."
Extraction Method: Principal Component Analysis.

e-table 4.14: Correlation between pupils' maths self-concept and maths achievement, Sixth class

	N	r	t	p
Maths self-concept	3549	**0.475**	17.014	<.001

p. 53: "Sixth class pupils with low… medium or high mathematics self-concept (Figure 4.4)."

e-table 4.15: Correlation between maths engagement and maths achievement, Second class

	N	r	t	p
Maths engagement	3624	**0.142**	4.425	<.001

p. 53: "At Second class, engagement… was weakly associated with achievement".

e-table 4.16: Engagement in maths by gender, Second class

	Maths			
	%T	%A	Mean	SE
Boys	51.9	51.9	-0.08	0.112
Girls	48.1	48.1	0.09	0.065
Comparisons	Diff	SED	95% BCI	
Boys – Girls	-0.17	0.069	**-0.31**	**-0.03**

p. 53: "At Second class, engagement… slightly higher levels of engagement than boys."

e-table 4.17: Correlation between maths self-concept and parental confidence in helping with maths homework, Sixth class

	N	r	t	p
Maths self-concept AND parental confidence in maths	3304	**0.201**	10.05	<.001

p. 53: "A positive association was found… mathematics homework (r=0.2)."

e-table 4.18: Correlations between SES and parental confidence in helping with maths homework / pupils' maths self-concept, Sixth class

	N	r	t	p
Parental confidence in maths AND socioeconomic status	3200	**.273**	11.375	<.001
Maths self-concept AND socioeconomic status	3027	**.145**	5.800	<.001

p. 53: "It should be noted… socioeconomic status (r=0.3, r=0.1, respectively)."

Chapter 5: Tables

Table 5.1: Percentages (SE) of pupils attending various types of schools

		Second class % (SE)	Sixth class % (SE)
Location	City	34.2 (4.77)	33.9 (3.83)
	Large Town	12.1 (3.06)	12.7 (2.74)
	Small Town	18.0 (3.27)	19.7 (3.75)
	Village or rural	35.8 (4.09)	33.6 (3.40)
SSP/DEIS	Urban: Band 1	8.7 (2.42)	8.6 (2.25)
	Urban: Band 2	10.5 (3.62)	9.1 (2.50)
	Urban: Non-DEIS	42.1 (4.23)	45.0 (3.45)
	Rural: DEIS	3.7 (1.33)	4.1 (1.38)
	Rural: Non-DEIS	35.0 (4.40)	33.2 (3.68)
School gender composition	Mixed	76.4 (2.96)	70.5 (3.05)
	All-boys	12.7 (2.68)	16.4 (2.93)
	All-girls	10.9 (1.91)	13.1 (2.10)
Irish-medium	No	94.1 (1.65)	93.9 (1.58)
	Yes	5.9 (1.65)	6.1 (1.58)

Table 5.2: Summary characteristics of schools attended by pupils, by grade

	Second class Mean (SE)	Sixth class Mean (SE)
School enrolment (N pupils)	271.5 (12.17)	271.0 (9.43)
Percent attendance rate	92.2 (0.27)	92.3 (0.28)
Percent Traveller Community	1.8 (0.33)	2.1 (0.63)
Percent in receipt of Books Scheme grant	25.5 (2.48)	25.9 (2.09)
Percent home language other than English or Irish	10.2 (1.68)	9.9 (1.01)
Percent in receipt of LS/RT for English	14.5 (0.66)	15.0 (0.90)
Percent <12th percentile English	7.8 (0.56)	8.5 (0.67)
Percent in receipt of LS/RT for maths	9.6 (0.56)	10.5 (0.74)
Percent < 12th percentile maths	7.9 (0.66)	8.7 (0.69)

Figure 5.1 (tabulation): Percentages (SE) of pupils whose teachers have specified characteristics and experience

Teacher is / has…	Second class Mean (SE)	Sixth class Mean (SE)
Post of responsibility for Maths	4.7 (2.00)	9.2 (2.17)
Post of responsibility for English	4.7 (1.66)	7.1 (2.15)
Additional (teaching) qualification	34.9 (4.47)	41.8 (3.65)
Temporary or substitute post	16.3 (2.87)	5.9 (2.12)
In first 2 years of teaching	15.6 (2.74)	4.6 (1.84)
Female	90.7 (2.07)	68.8 (3.76)
Fully qualified	100.0 (0.00)	100 (0.00)

Table 5.3: Percentages (SE) of pupils whose teachers have attended CPD (mean number of days), by type of CPD attended and by grade level, and percentages of pupils whose teachers did not attend any CPD in English or Maths

		Second class		Sixth class	
		No. of days (SE)	% none (SE)	No. of days (SE)	% none (SE)
Courses on the teaching of:	English	1.5 (0.22)	64.9 (4.32)	1.0 (0.15)	70.0 (3.90)
	Maths	0.9 (0.14)	68.6 (3.74)	0.8 (0.14)	72.9 (3.47)
Assistance from a PCSP cuiditheoir / PPDS advisor on:	English	1.0 (0.24)	57.6 (4.65)	1.0 (0.09)	47.1 (4.39)
	Maths	0.6 (0.08)	62.8 (4.98)	0.6 (0.09)	62.2 (4.51)
Total days (course/assistance)	English	2.2 (0.27)	49.2 (5.04)	2.0 (0.19)	39.4 (4.19)
	Maths	1.5 (0.17)	47.8 (5.09)	1.4 (0.19)	51.6 (4.85)
Total days (English & Maths)		3.7 (0.38)	35.0 (5.15)	3.5 (0.33)	27.7 (3.90)

Table 5.4 (complete list): Percentages of pupils taught by teachers who identified various topics as among their three priority topics for English CPD

	Second	Sixth
Developing writing skills	48.5 (4.96)	59.0 (4.12)
Phonics / phonological awareness	24.2 (4.70)	–
Strategies / materials for working with lower achieving pupils	22.3 (3.52)	18.1 (3.41)
ICT	21.8 (3.81)	33.3 (3.70)
Differentiation / multigrade classes	18.2 (3.22)	6.4 (1.84)
Comprehension strategies	13.6 (4.60)	16.7(3.94)
Teaching reading – general	11.4 (2.69)	10.0 (2.26)
Oral language, developing vocabulary	10.1 (2.21)	14.5 (3.07)
Strategies / materials for challenging high achievers.	9.9 (2.51)	6.9 (2.12)
Text selection and use	8.9 (2.34)	10.6 (2.65)
Assessment	8.6 (2.55)	13.0 (2.72)
"Selling" reading as an interesting activity	–	9.6 (2.72)
Spelling	9.2 (2.46)	6.5 (2.25)
Specific programs such as First steps or Word attack	9.1 (2.44)	–
Drama	7.2 (2.93)	–
Teaching pupils with English as a second language	4.1 (1.26)	2.5 (1.39)
Handwriting	1.3 (0.81)	–
Other	12.6 (2.83)	26.3 (3.84)

Table 5.5 (complete list): Percentages of pupils taught by teachers who identified various topics as among their three priority topics for mathematics CPD

	Second	Sixth
ICT	41.3 (4.97)	60.5 (4.14)
Word problems / non-routine problem solving abilities	22.6 (3.78)	30.2 (4.30)
Specific maths topics (e.g., directed numbers, fractions, decimals, basic understanding of number)	32.3 (4.59)	21.8 (3.98)
Identification and / or use of manipulative materials	18.7 (3.06)	25.9 (4.20)
Differentiation / multigrade classes	20.6 (3.73)	18.4 (3.08)
Teaching pupils with special needs / low achievers	14.4 (2.91)	11.6 (2.83)
Assessment	19.3 (3.73)	11.1 (2.35)
Integrating maths into other subjects	11.3 (3.22)	10.9 (2.51)
Teaching higher-achieving children	8.9 (2.22)	5.3 (1.83)
Teaching language of maths	6.4 (2.25)	2.9 (1.36)
Calculator usage	0	6.6 (2.00)
Refresher course: teaching maths / modern methods / numeracy	1.5 (0.92)	3.5 (1.42)
Teaching maths tables	3.8 (1.47)	-
Making maths appealing	-	3.7 (1.61)
Team teaching / working with LS teachers	1.1 (0.82)	1.8 (0.93)
Links with post-primary maths programme	0	2.0 (1.15)
Displaying maths	-	1.0 (0.74)
Other	11.6 (2.51)	2.4 (1.62)

Table 5.6: Percentages (SE) of pupils whose teachers indicated that they felt *very confident* in a number of areas of teaching English reading

		% (SE)
Second	Teaching high achievers in reading	56.7 (4.42)
	Teaching reading skills in other subject areas (e.g., science)	44.6 (4.34)
	Working with lower-achieving pupils in reading (including identifying difficulties)	37.8 (4.30)
	Using computers to teach English	18.4 (3.75)
Sixth	Teaching high achievers in reading	58.0 (3.77)
	Teaching reading skills in other subject areas (e.g., science)	47.7 (4.18)
	Working with lower-achieving pupils in reading (including identifying difficulties)	39.5 (4.11)
	Using computers to teach English	24.9 (3.82)

Table 5.7: Percentages (SE) of pupils whose teachers indicated that they felt *very confident* in a number of areas of maths teaching

		% (SE)
Second	Teaching mathematical vocabulary	61.0 (4.68)
	Extending higher-achieving pupils in mathematics	45.7 (3.70)
	Working with lower-achieving pupils in mathematics (including identifying difficulties)	39.9 (4.10)
	Integrating mathematics into other subjects	38.9 (4.16)
	Using computers to teach mathematics	20.0 (3.86)
Sixth	Teaching mathematical vocabulary	74.6 (3.77)
	Teaching real-life problem solving	56.4 (4.02)
	Extending higher-achieving pupils in mathematics	55.1 (3.96)
	Working with lower-achieving pupils in mathematics (including identifying difficulties)	51.4 (3.99)
	Integrating mathematics into other subjects	50.7 (3.70)
	Using calculators to teach mathematics	38.7 (3.89)
	Developing higher-level mathematics thinking skills	35.3 (3.73)
	Using computers to teach mathematics	18.8 (3.18)

Table 5.8 (English): Percentages (SE) of pupils whose teachers indicated that they used particular resources for planning English in the week prior to administration of the reading test, complete list

		% (SE)
Second	Main textbook	76.9 (3.40)
	ICTs / Internet material (excluding interactive whiteboards)	39.9 (3.84)
	Curriculum teacher guidelines / curriculum	38.0 (3.96)
	Other texts / books / novels	31.5 (3.51)
	Non-text materials (e.g., multimedia / whiteboard)	17.2 (3.73)
	Teacher texts	15.6 (2.58)
	Workbooks / worksheets	14.2 (2.60)
	Real-life materials (newspapers, timetables)	14.1 (2.82)
	Teacher notes / materials	12.1 (2.50)
	Reference materials (e.g., dictionary, encyclopaedia)	6.2 (2.50)
	Pupil-derived materials	4.6 (1.70)
	Other	10.1 (2.44)
Sixth	Main textbook	74.1 (3.41)
	ICTs / Internet material (excluding interactive whiteboards)	62.0 (4.30)
	Other texts / books / novels	43.0 (4.18)
	Real-life materials (newspapers, timetables)	35.4 (3.81)
	Teacher texts	23.0 (3.54)
	Curriculum teacher guidelines / curriculum	22.1 (3.49)
	Teacher notes / materials	7.9 (2.15)
	Non-text materials (e.g., multimedia, video camera)	6.8 (1.36)
	Pupil-derived materials	2.3 (1.23)
	Other	2.4 (0.97)

Table 5.8 (Maths): Percentages (SE) of pupils whose teachers indicated that they used particular resources for planning maths lessons in the week prior to administration of the maths test, complete list

		% (SE)
Second	Main textbook	81.9 (3.27)
	Curriculum / teacher guidelines	47.1 (4.27)
	Maths materials / manipulatives (e.g., trundle wheel, 100 square)	36.4 (4.08)
	ICTs / Internet material (excluding interactive whiteboards)	27.5 (3.81)
	Real-life materials (e.g., clocks, newspapers, timetables)	19.0 (3.15)
	Workbooks / worksheets	16.3 (2.88)
	Teacher notes / materials	12.1 (2.34)
	Other text	7.8 (2.23)
	Interactive whiteboards	6.2 (2.19)
	Maths games / puzzles	5.0 (2.43)
	Assessment materials	3.3 (1.75)
	School plan / scheme	2.3 (1.18)
	Other	9.0 (2.16)
Sixth	Main textbook	93.8 (1.76)
	Curriculum teacher guidelines / Curriculum	37.0 (3.40)
	ICTs / Internet material (excluding interactive whiteboards)	32.9 (3.94)
	Materials designed for teaching maths (e.g., trundle wheel, compass)	18.4 (3.36)
	Other text	17.9 (3.98)
	Real-life materials (e.g., clocks, newspapers, timetables)	17.3 (3.08)
	Teacher notes / materials	13.7 (2.62)
	Workbooks / worksheets	10.4 (1.91)
	Interactive whiteboard	6.7 (2.02)
	Calculators / calculators for developing concepts	3.8 (1.52)
	Assessment materials	3.4 (1.33)
	Maths games (maths trails)	3.1 (1.17)
	Assessment outcomes	2.4 (1.48)
	School plan / scheme	1.8 (0.62)
	Other	2.4 (0.88)

Figure 5.2 (tabulation): Mean minutes (SE) per week allocated to the teaching of English and maths

	English	Maths
Second	264.4 (7.05)	224.7 (4.41)
Sixth	275.1 (4.90)	258.3 (4.85)

Figure 5.3 (tabulation: reading): Percentages (SE) of pupils whose teachers indicated that they organised their English lessons in particular ways

		Most lessons	Some lessons	Rarely or never
Second	Whole class teaching	83.0 (2.67)	17.0 (2.67)	-
	Individual (independent) work	67.0 (4.11)	31.0 (4.05)	2.0 (1.21)
	Small group work – similar ability	13.8 (2.84)	63.7 (4.70)	22.5 (4.32)
	Small group work – working in pairs	12.0 (2.74)	72.8 (3.93)	15.2 (3.17)
	Small group work – mixed ability	9.0 (2.42)	70.1 (4.31)	20.9 (4.17)
	Team teaching with a class teacher	4.9 (1.79)	12.9 (2.44)	82.2 (2.84)
	Team teaching with a support teacher	2.7 (1.15)	31.7 (4.18)	65.6 (4.24)
		Most lessons	Some lessons	Rarely or never
Sixth	Whole class teaching	80.1 (3.35)	18.1 (3.07)	1.8 (1.50)
	Individual (independent) work	58.4 (4.20)	39.5 (4.13)	2.1 (1.36)
	Small group work – working in pairs	8.6 (2.32)	78.7 (3.17)	12.7 (2.64)
	Small group work – similar ability	5.7 (1.76)	58.3 (4.31)	36.0 (4.25)
	Team teaching with a class teacher	5.5 (2.05)	10.4 (2.16)	84.0 (2.80)
	Small group work – mixed ability	4.5 (1.52)	76.1 (4.01)	19.5 (3.86)
	Team teaching with a support teacher	4.2 (1.80)	25.2 (3.89)	70.5 (4.20)

Figure 5.3 (tabulation: maths): Percentages (SE) of pupils whose teachers indicated that they organised their maths lessons in particular ways

		Most lessons	Some lessons	Rarely or never
Second	Whole class teaching	89.1 (2.53)	10.6 (2.48)	0.3 (0.29)
	Individual (independent) work	70.5 (3.97)	26.4 (3.44)	3.1 (2.25)
	Small group work – similar ability	15.1 (2.86)	73.9 (3.38)	11.0 (2.27)
	Small group work – mixed ability	13.8 (3.46)	69.0 (4.78)	17.3 (3.97)
	Small group work – working in pairs	11.3 (2.23)	79.1 (3.05)	9.5 (2.40)
	Team teaching with a support teacher	6.6 (2.11)	26.9 (4.01)	66.5 (4.29)
	Team teaching with a class teacher	5.0 (1.93)	12.5 (2.27)	82.4 (2.89)
		Most lessons	Some lessons	Rarely or never
Sixth	Whole class teaching	83.4 (3.39)	13.9 (3.42)	2.7 (1.26)
	Individual (independent) work	66.8 (3.86)	31.4 (3.93)	1.8 (0.81)
	Team teaching with a support teacher	9.6 (2.72)	19.4 (3.43)	70.9 (4.35)
	Small group work – similar ability	7.7 (1.59)	69.2 (3.89)	23.2 (3.80)
	Team teaching with a class teacher	7.0 (2.22)	8.5 (2.31)	84.5 (3.00)
	Small group work – working in pairs	6.8 (1.86)	77.7 (3.80)	15.5 (3.54)
	Small group work – mixed ability	3.8 (1.43)	63.4 (4.41)	32.7 (4.44)

Table 5.9 (Second): Percentages of pupils whose teachers indicated that they provided instruction on specific skills during English classes

	Most days	Once or twice a week	Once or twice a month	Rarely or never
Oral reading	84.0 (3.67)	15.5 (3.64)	0.5 (0.51)	–
Comprehension strategies	38.8 (4.12)	54.8 (4.31)	6.4 (2.49)	–
Phonics	47.9 (4.26)	45.4 (4.49)	6.7 (2.78)	–
Silent reading	49.7 (4.61)	42.7 (4.22)	6.7 (2.09)	0.9 (0.68)
Word attack skills	53.3 (4.58)	36.9 (4.61)	7.3 (2.25)	2.4 (1.66)
Phonemic awareness	40.6 (4.30)	47.8 (4.50)	8.9 (2.89)	2.7 (1.41)

Table 5.9 (Sixth): Percentages of pupils whose teachers indicated that they provided instruction on specific skills during English classes

	Most days	Once or twice a week	Once or twice a month	Rarely or never
Comprehension strategies	55.3 (4.32)	37.9 (4.11)	6.8 (1.82)	–
Silent reading	52.7 (3.63)	40.0 (3.58)	7.0 (1.96)	0.4 (0.36)
Word attack skills	24.6 (3.25)	47.4 (4.26)	23.3 (3.81)	4.7 (1.68)
Reference skills	17.7 (2.92)	47.3 (3.57)	31.1 (3.39)	3.8 (1.62)
Study strategies	17.9 (3.18)	35.0 (4.44)	39.3 (4.03)	7.8 (2.32)
Diagrammatic texts (e.g., maps, charts)	3.9 (1.50)	23.8 (3.76)	54.0 (3.48)	18.3 (3.09)

Table 5.10 (Second): Percentages (SE) of pupils whose teachers indicated that various reading activities were used weekly, monthly or less often

		At least once a week	Once or twice a month	Rarely or never
Preparing for reading	Identify new words and their meanings	98.4 (1.00)	1.6 (1.00)	–
	Discuss prior knowledge	88.4 (4.33)	11.6 (4.33)	–
	Predict what might happen in a text	92.0 (2.00)	8.0 (2.00)	–
	Set goals for reading	60.4 (4.98)	27.5 (4.35)	12.1 (3.25)
Comprehension during reading	Relate predictions to the text	89.0 (3.93)	10.4 (3.90)	0.5 (0.54)
	Self-manage reading comprehension	76.3 (4.02)	19.4 (3.55)	4.3 (1.46)
	Make generalizations and inferences	70.9 (4.50)	25.8 (4.43)	3.2 (1.45)
Response to reading	Discuss main points of the text	98.1 (1.03)	1.9 (1.03)	–
	Relate own experience to the text	86.3 (2.62)	11.2 (2.26)	2.6 (1.25)
	Summarise stories / texts orally	78.3 (3.44)	20.8 (3.38)	0.9 (0.78)
	Discuss characteristics of different genres	44.4 (3.78)	44.8 (4.07)	10.9 (2.20)
	Dramatise stories	16.1 (2.89)	51.6 (4.24)	32.4 (4.63)

Table 5.10 (Sixth): Percentages (SE) of pupils whose teachers indicated that various reading activities were used weekly, monthly, or less often

		At least once a week	Once or twice a month	Rarely or never
Preparing for reading	Identify new words and their meanings	98.7 (0.95)	0.8 (0.83)	0.5 (0.47)
	Discuss prior knowledge	93.4 (1.77)	5.5 (1.83)	1.1 (0.66)
	Predict what might happen in a text	87.7 (2.88)	12.1 (2.87)	0.3 (0.26)
	Set goals for reading	70.0 (3.83)	22.4 (3.69)	7.6 (1.69)
Comprehension during reading	Relate predictions to the text	88.1 (2.83)	11.9 (2.83)	–
	Self-manage reading comprehension	81.3 (2.74)	15.7 (2.50)	3.0 (1.27)
	Make generalizations and inferences	86.0 (2.86)	12.9 (2.73)	1.1 (0.82)
Response to reading	Discuss main points of the text	98.6 (0.86)	1.4 (0.86)	–
	Relate own experience to the text	89.6 (2.32)	8.9 (2.13)	1.6 (1.24)
	Summarise stories / texts orally	84.9 (2.92)	12.3 (2.54)	2.8 (1.76)
	Discuss characteristics of difference genres	54.9 (4.20)	40.1 (4.25)	5.0 (1.75)
	Dramatise stories	11.9 (2.81)	51.6 (4.56)	36.5 (4.14)

Figure 5.4 (tabulation): Frequency of various activities in maths lessons, percentages of pupils in each category

	Second class	Sixth class			
	Often[a]	Always	Often	Sometimes	Never
The teacher checks my homework	94.6 (0.81)	–	–	–	–
The teacher helps me when I have a problem with a sum	88.5 (1.23)	–	–	–	–
We talk about a maths problem before doing it on our own	86.3 (1.62)	38.9 (1.96)	30.4 (1.63)	25.6 (1.30)	5.1 (0.56)
I do a question/sum on the board in front of the class	62.8 (3.19)	1.8 (0.36)	8.8 (0.96)	62.3 (1.75)	27.2 (1.89)
I explain to my class/teacher how I got the answer to a question	59.4 (3.19)	21.2 (1.45)	30.9 (1.40)	40.5 (1.69)	7.4 (0.65)
I work with one or two of my classmates (2nd) / I work in a pair or small group (6th)	54.8 (3.20)	2.2 (0.40)	5.8 (0.71)	50.3 (1.92)	41.7 (2.16)
We check each other's homework	22.7 (2.73)	–	–	–	–
I estimate (guess) the answer to a sum before doing it	–	2.3 (0.32)	15.1 (1.29)	52.0 (1.28)	30.6 (1.36)
I begin my homework in class	–	3.2 (0.60)	6.2 (0.88)	40.8 (1.77)	49.8 (2.32)

[a]**Percentages for Second class pupils are based on dichotomous responses (Yes/No) to questions asking whether or not specified activities *often* happened in their maths classes.**

Figure 5.5 (tabulation): Frequency of assessment and use of resources and group work in maths classes, percentages of pupils in each category

	Second class	Sixth class		
	Often	Often or always	Sometimes	Never
I do a maths test	91.5 (1.08)	55.5 (2.21)	41.3 (2.16)	3.2 (0.56)
I use maths equipment (like weighing scales, measuring tape) to solve problems	69.6 (2.58)	10.2 (0.93)	54.6 (1.47)	35.2 (1.65)
I work with one or two of my classmates / work in a pair or a small group	54.8 (3.20)	8.0 (0.95)	50.3 (1.92)	41.7 (2.16)
I use a computer for maths	17.9 (2.11)	2.8 (0.84)	12.5 (1.52)	84.7 (1.85)
I use a calculator	–	8.6 (0.97)	71.7 (1.97)	19.7 (2.08)
I use a tablebook	–	6.3 (0.72)	21.8 (1.38)	71.9 (1.75)

Table 5.11 (Second): Percentages (SE) of pupils whose teachers indicated that they used specified materials in English weekly, monthly, or less often

	Most days	Once or twice a week	Once or twice a month	Rarely or never
Published reading schemes / materials	70.4 (4.50)	21.8 (3.43)	6.7 (3.81)	1.1 (0.64)
Workbooks or worksheets	48.9 (4.35)	45.2 (4.18)	5.3 (1.73)	0.6 (0.64)
Children's literature (not part of reading schemes)	35.1 (4.58)	37.7 (4.10)	26.1 (3.75)	1.1 (0.65)
Informational texts	7.0 (1.94)	31.0 (3.93)	46.7 (4.46)	15.3 (4.64)
Reference materials (e.g., encyclopaedia)	3.9 (1.54)	28.0 (4.12)	57.8 (4.37)	10.3 (2.39)
Digital texts (e.g., web pages)	7.1 (2.47)	18.0 (2.81)	33.7 (3.61)	41.2 (4.40)
'Real-life' texts or documents, e.g., newspaper articles	1.0 (0.71)	12.2 (2.45)	60.3 (4.48)	26.5 (4.44)

Table 5.11 (Sixth): Percentages (SE) of pupils whose teachers indicated that they used specified materials in English weekly, monthly, or less often

	Most days	Once or twice a week	Once or twice a month	Rarely or never
Published reading schemes / materials	56.0 (4.19)	28.1 (3.86)	7.7 (1.73)	8.2 (3.07)
Workbooks or worksheets	32.7 (3.51)	53.4 (3.94)	12.2 (2.64)	1.8 (0.92)
Children's literature (not part of reading schemes)	30.0 (3.57)	37.4 (3.72)	26.3 (3.86)	6.3 (1.97)
Informational texts	3.9 (1.33)	43.1 (3.94)	49.4 (3.68)	3.6 (1.74)
Reference materials (e.g., encyclopaedia)	8.0 (2.25)	36.2 (4.27)	49.4 (4.10)	6.4 (2.27)
Digital texts (e.g., on web pages)	3.3 (1.19)	32.9 (4.13)	42.5 (4.46)	21.3 (3.34)
'Real-life' texts or documents, e.g., newspaper articles	4.0 (1.50)	28.4 (4.22)	60.4 (4.39)	7.2 (2.33)

Table 5.12 (Second): Percentages (SE) of pupils in classes where teachers indicated that a range of materials were used in maths lessons weekly, monthly or less often

	Most or all lessons	Once or twice a week	Once or twice a month	Rarely or never
Textbooks	82.3 (3.19)	16.3 (3.06)	1.4 (0.99)	–
Workbooks / worksheets	65.3 (3.62)	30.3 (3.49)	4.3 (1.49)	–
Tablebooks	42.0 (4.34)	37.8 (4.49)	9.9 (3.05)	10.3 (2.62)
Manipulatives (e.g., blocks)	24.8 (3.52)	43.6 (3.77)	30.4 (4.20)	1.1 (0.66)
Real-life materials (e.g., timetables, weights)	20.7 (3.17)	38.9 (3.75)	36.5 (3.89)	4.0 (3.66)
Mathematics games	17.9 (3.59)	42.3 (4.16)	34.4 (4.30)	5.3 (1.91)

Table 5.12 (Sixth): Percentages (SE) of pupils in classes where teachers indicated that a range of materials were used in maths lessons weekly, monthly or less often

	Most or all lessons	Once or twice a week	Once or twice a month	Rarely or never
Textbooks	89.1 (2.24)	10.3 (2.17)	–	0.6 (0.41)
Workbooks / worksheets	45.1 (3.46)	41.3 (3.56)	11.1 (2.33)	2.5 (1.06)
Real-life materials (e.g., timetables, weights)	9.8 (2.09)	33.2 (3.91)	52.5 (3.71)	4.5 (1.52)
Tablebooks	9.0 (2.19)	29.1 (3.50)	19.8 (3.52)	42.0 (3.70)
Calculators	6.0 (1.63)	36.7 (4.13)	34.9 (3.79)	22.4 (3.78)
Mathematics games	5.7 (1.96)	19.2 (3.11)	55.1 (4.49)	20.0 (3.95)
Manipulatives (e.g., blocks)	–	10.4 (2.65)	41.5 (4.41)	48.1 (4.11)

Table 5.13: Principal teacher reports of school library facilities – percentages (SE) of pupils

	% of 2nd class pupils	% of 6th class pupils
Classroom library in every classroom	92.1 (2.44)	89.1 (3.18)
Classroom library in some classrooms	7.9 (2.45)	9.5 (2.94)
Room used exclusively as central library	18.0 (3.85)	18.3 (3.08)
Room used as school library and for other purposes	21.5 (3.40)	24.8 (4.22)
Percent of pupils in schools with post-holder with responsibility for libraries	65.4 (4.55)	65.6 (4.56)

Table 5.14: Mean number of books per pupil in all school libraries, mean number in languages other than English or Irish, and mean number of new titles added in school year

	Second	Sixth
Books-to-pupil ratio (all library books)	13.2 (1.04)	13.7 (1.26)
Foreign language books-to-pupil ratio*	2.2 (0.99)	2.1 (0.92)
New titles per pupil added in the last school year	1.6 (0.22)	1.8 (0.48)

*The ratio is based on number of foreign language books divided by number of non-English or -Irish speaking pupils.

Figure 5.6 (tabulation): Composition of class libraries

	Second	Sixth
Percentage of class library books – fiction	67.6 (1.80)	66.8 (1.08)
Percentage of class library books – non-fiction	20.9 (1.07)	21.4 (0.90)
Percentage of class library books – reference	11.4 (0.95)	11.9 (0.71)

Table 5.15 (English): Percentages (SE) of pupils using various types of technology in English lessons, frequency of use

		At least once or twice a week	Once or twice a month	Rarely or never
Second	Computers	25.6 (4.08)	32.8 (4.13)	41.6 (4.05)
	Interactive whiteboard	19.8 (3.96)	6.3 (1.65)	73.9 (4.21)
	Digital projector	8.2 (2.37)	11.7 (2.74)	80.1 (3.43)
Sixth	Computers	23.1 (3.32)	46.8 (4.24)	30.1 (4.07)
	Interactive whiteboard	27.8 (4.23)	3.9 (1.56)	68.4 (4.23)
	Digital projector	15.3 (3.97)	13.7 (2.81)	71.1 (4.35)

Table 5.15 (maths): Percentages (SE) of pupils using various types of technology in maths lessons, frequency of use

		At least once or twice a week	Once or twice a month	Rarely or never
Second	Computers	24.4 (4.52)	28.7 (3.72)	47.0 (4.12)
	Interactive whiteboard	19.1 (3.79)	6.3 (1.99)	74.5 (4.14)
	Digital projector	7.9 (2.15)	7.1 (2.24)	85.0 (3.04)
Sixth	Computers	14.5 (2.91)	36.0 (4.08)	49.5 (4.22)
	Interactive whiteboard	25.6 (4.07)	6.5 (2.16)	68.0 (4.22)
	Calculators	42.7 (4.15)	34.9 (3.79)	22.4 (3.78)
	Digital projector	11.1 (2.81)	9.7 (2.44)	79.2 (3.23)

Table 5.16: Teacher reports on purposes for which calculators and computers are used in Sixth class maths classes – percentages of pupils

	Activity	At least once or twice a week	Once or twice a month	Rarely or never
Calculators	Check answers	49.5 (4.03)	27.5 (3.66)	22.9 (3.54)
	Perform routine calculations	35.4 (4.39)	33.6 (4.02)	31.0 (3.73)
	Develop estimation skills	32.4 (3.72)	38.2 (4.35)	29.3 (3.92)
	Developing number concepts (e.g., number sequences)	21.3 (2.87)	42.7 (3.67)	36.1 (3.46)
Computers	Practice mathematical facts and basic skills	21.7 (3.00)	29.0 (3.18)	49.3 (3.73)
	Learn mathematical concepts	16.2 (2.70)	36.2 (4.14)	47.6 (4.24)
	Handle data	5.9 (1.77)	36.3 (4.41)	57.8 (4.52)
	Non-routine problem-solving / higher-level thinking	5.0 (1.40)	23.5 (3.55)	71.6 (3.53)

Table 5.17: Teacher reports on frequency of administering standardised tests in 2008-09 school year, by grade level and subject, percentages (SE) of pupils

	Second		Sixth	
	Reading	Maths	Reading	Maths
Once	75.1 (3.50)	80.0 (3.43)	71.5 (3.85)	72.1 (3.46)
Twice	17.4 (2.75)	11.3 (2.25)	14.9 (2.92)	15.1 (2.72)
More than Twice	2.8 (1.24)	3.4 (1.37)	1.8 (0.83)	2.7 (1.09)
Not Assessed	4.7 (1.77)	5.2 (1.95)	11.7 (2.60)	10.1 (2.15)

Table 5.18 (reading): Percentages of pupils assessed in English at least monthly, at least once per year, or never, using various non-standardised assessment measures

		At least monthly	At least once per year	Never
Second	Teacher questioning	99.2 (0.58)	0.0	0.8 (0.58)
	Error analysis	75.5 (3.39)	13.7 (2.69)	10.8 (2.68)
	Teacher-made tests	56.6 (4.47)	39.9 (4.58)	3.5 (1.47)
	Teacher-made checklists	49.5 (4.39)	42.5 (4.49)	8.0 (2.32)
	Documented observations	45.7 (4.14)	46.2 (4.24)	8.1 (2.63)
	Pupil self-assessment	37.1 (4.05)	33.4 (4.67)	29.5 (3.82)
	Portfolios	21.4 (3.44)	34.2 (3.95)	44.4 (3.91)
	Curriculum profiles	12.0 (2.86)	43.9 (4.19)	44.0 (4.29)
	Published progress tests or checklists	12.0 (2.52)	59.4 (4.24)	28.6 (3.90)
	Diagnostic tests	5.6 (1.78)	77.8 (3.50)	16.6 (3.36)
Sixth	Teacher questioning	95.6 (1.35)	1.2 (0.68)	3.3 (1.17)
	Teacher-made tests	59.4 (4.55)	39.4 (4.54)	1.1 (0.67)
	Teacher-made checklists	48.5 (4.59)	38.8 (4.60)	12.7 (2.35)
	Documented observations	47.9 (4.30)	45.9 (4.37)	6.3 (1.87)
	Pupil self-assessment	37.5 (3.82)	30.9 (3.47)	31.7 (4.26)
	Portfolios	15.6 (2.42)	42.4 (4.31)	42.0 (4.02)
	Curriculum profiles	13.4 (2.82)	33.9 (4.21)	52.7 (4.32)
	Published progress tests or checklists	14.9 (2.82)	52.3 (3.30)	32.8 (3.21)
	Diagnostic tests	9.3 (2.82)	70.0 (4.04)	20.7 (3.40)
	Reflective journal	17.2 (2.99)	30.1 (4.15)	52.7 (4.33)

Table 5.18 (maths): Percentages of pupils assessed in maths at least monthly, at least once per year, or never, using various non-standardised assessment measures

		At least monthly	At least once per year	Never
Second	Teacher questioning	98.8 (0.72)	0.8 (0.58)	0.4 (0.41)
	Error analysis	60.3 (4.39)	15.8 (3.11)	23.9 (4.22)
	Teacher-made tests	69.6 (4.17)	29.3 (4.27)	1.1 (0.81)
	Teacher-made checklists	54.7 (4.32)	37.3 (4.32)	8.0 (2.50)
	Documented observations	45.6 (4.21)	47.0 (4.36)	7.4 (2.46)
	Portfolios	16.3 (3.09)	31.2 (3.70)	52.5 (4.56)
	Curriculum profiles	10.0 (2.50)	37.3 (3.87)	52.8 (4.32)
	Published progress tests or checklists	20.5 (4.34)	56.7 (4.31)	22.8 (3.20)
	Diagnostic mathematics tests	7.8 (2.18)	74.2 (3.98)	181.0 (3.39)
	Reflective journals	7.3 (2.15)	14.3 (2.91)	78.3 (3.30)
Sixth	Teacher questioning	97.3 (1.50)	1.7 (1.05)	1.1 (1.08)
	Error analysis	63.7 (4.10)	18.4 (3.35)	17.9 (2.90)
	Teacher-made tests	79.0 (3.19)	21.0 (3.19)	–
	Teacher-made checklists	52.1 (3.99)	37.4 (3.96)	10.5 (2.17)
	Documented observations	47.4 (4.78)	44.2 (4.81)	8.4 (1.96)
	Portfolios	10.8 (2.86)	25.4 (3.39)	63.8 (4.12)
	Curriculum profiles	7.1 (2.02)	36.7 (4.54)	56.1 (4.55)
	Published progress tests or checklists	18.3 (3.43)	57.3 (4.46)	24.4 (3.59)
	Diagnostic mathematics tests	6.9 (1.86)	69.2 (3.50)	23.8 (3.46)
	Reflective journal	7.6 (2.06)	20.4 (2.97)	71.9 (3.27)

Table 5.19: Percentages of pupils whose principals reported discussing standardised test results at staff meetings, using tests results to provide feedback, for identification of specific pupils or for monitoring school-level performance

		Second		Sixth	
		English	Maths	English	Maths
Aggregated results	Discussed at staff meeting	91.5 (2.47)	91.1 (2.51)	92.4 (2.00)	91.9 (2.08)
	Used to monitor school-level performance	94.2 (1.94)	87.9 (3.15)	93.4 (2.09)	90.1 (2.50)
	Used to establish targets	74.4 (3.75)	73.4 (3.95)	74.2 (3.74)	72.9 (3.94)
Individual results	Used to identify pupils with learning difficulties	100.0 (0.00)	93.3 (2.51)	100.0 (0.00)	96.1 (1.47)
	Used for feedback to parents	98.1 (1.00)	91.4 (2.70)	97.6 (1.23)	94.1 (1.82)
	Used for feedback to pupils	34.3 (4.35)	27.4 (3.94)	30.4 (4.03)	26.6 (3.90)

Table 5.20: Mean school-level percentages of pupils in need/ receipt of various forms of additional support

% of pupils in the school		2nd class	6th class
Estimated as below the 12th percentile	Maths	7.9 (0.65)	8.7 (0.69)
	English	7.8 (0.56)	8.5 (0.67)
In receipt of	language support <u>only</u>	6.1 (0.84)	6.0 (0.67)
	language support + LS/RT	1.2 (0.28)	1.1 (0.22)
	LS/RT: high-incidence SLD	2.7 (0.26)	3.1 (0.29)
	LS/RT: low-incidence SLD	2.4 (0.21)	2.6 (0.20)
Total in receipt of	LS/RT: Maths	9.6 (0.56)	10.5 (0.74)
	LS/RT: English	14.5 (0.66)	15.0 (0.90)

Table 5.21: Percentages of pupils enrolled in schools where parents were offered programmes to support their child's reading or mathematics

	Second		Sixth	
	%	SE	%	SE
Reading	69.2	4.51	65.3	3.95
Maths	36.5	4.94	29.1	4.17

Table 5.22: Percentages of pupils whose teachers applied various descriptions to the extent of cohesion between class and LS/RT programmes

	Second		Sixth	
	%	SE	%	SE
A great extent	46.7	4.61	45.7	3.64
Some extent	46.4	4.55	39.7	3.85
Very little	5.3	2.05	11.1	2.69
Not at all	1.5	1.14	1.9	1.04
Not known	–	–	1.6	0.80

Figure 5.7 (tabulation): Percentages (SE) of pupils whose teachers indicated special education team support was provided in various ways

	English		Maths	
	Second	Sixth	Second	Sixth
	% (SE)	% (SE)	% (SE)	% (SE)
Withdrawal from class – in a group	77.1 (4.22)	65.3 (4.20)	65.3 (4.42)	58.3 (4.36)
Withdrawal from class – individually	13.7 (3.29)	24.3 (4.09)	8.3 (2.53)	21.3 (3.29)
In-class support	6.6 (2.15)	5.1 (2.13)	15.9 (3.64)	11.4 (2.70)
No additional support provided*	2.6 (1.48)	5.3 (1.93)	10.6 (2.44)	9.0 (2.32)

*Pupils in this category were excluded from data presented in Figure 5.7. Hence, percentages shown here for all categories differ slightly from those presented in the Figure.

Table 5.23: Principals' views on the main challenges in providing for the teaching and learning of English and Maths, percentages (SE) of pupils

	English		Maths	
	Second	Sixth	Second	Sixth
Large class size / pupil:teacher ratio	37.8 (4.73)	34.0 (4.56)	40.1 (4.47)	38.3 (4.39)
Lack of home support	39.8 (4.46)	39.2 (4.29)	29.3 (5.06)	23.6 (3.85)
Lack of specific resources	24.7 (3.63)	27.2 (3.86)	36.5 (4.77)	38.2 (5.05)
Subject / curriculum overload / time shortages	18.6 (4.87)	19.5 (4.50)	21.7 (3.64)	24.9 (4.21)
Pupils from non-English speaking families	22.7 (4.38)	21.0 (3.90)	12.7 (4.61)	10.7 (3.56)
Dealing with different ability levels	17.9 (3.60)	19.8 (3.57)	14.8 (2.99)	19.2 (3.15)
Pupil behaviour or attitudes	15.1 (4.20)	16.9 (3.75)	18.8 (4.55)	19.0 (3.45)
Multigrade classes	13.9 (4.45)	11.3 (3.47)	15.6 (5.15)	12.2 (3.75)
Additional support, including LS/RT	12.1 (2.98)	15.9 (3.49)	17.7 (3.73)	19.0 (3.84)
Teacher-related	5.7 (2.07)	8.3 (2.73)	14.9 (3.60)	15.3 (3.58)

Table 5.24: Principals' views on the main subject-specific challenges in providing for the teaching and learning of English and Maths, percentages (SE) of pupils

		Second	Sixth
Maths	Lack of physical space or people for grouping	20.6 (5.20)	21.3 (5.08)
	Problems with higher-level maths skills	18.8 (3.11)	20.3 (4.25)
	Language problems	18.0 (3.62)	17.8 (3.96)
	Problems with basic maths skills	12.6 (3.20)	17.3 (4.01)
	Relating maths to real life / real-world problems	7.5 (2.87)	6.9 (2.68)
English	Oral language problems	25.3 (4.18)	22.9 (3.46)
	Reading not viewed as interesting	16.6 (3.24)	17.9 (3.40)
	Problems with English curriculum	7.9 (2.54)	10.0 (2.79)
	Accessing (or understanding) specialist services	5.1 (2.09)	5.0 (2.09)
	Issues specific to Irish-medium schools	3.4 (1.58)	3.3 (1.53)

Table 5.25 (Second): Correlations between pupils' reading and maths achievement and school characteristics

	Reading				Maths			
	N	r	t	p	N	r	t	p
Employed parent(s)	3839	**0.29**	8.618	<.001	3905	**0.35**	8.140	<.001
Lone parent	3839	**-0.25**	-6.359	<.001	3905	**-0.27**	-4.690	<.001
% of pupils included in the School Books scheme	3739	**-0.21**	-5.250	<.001	3803	**-0.18**	-3.000	<.01
% of pupils from the Traveller community	3784	**-0.17**	-5.667	<.001	3803	**-0.17**	-4.250	<.001
% of pupils whose "mother tongue" is not English / Irish	3718	**-0.19**	-6.333	<.001	3782	**-0.23**	-5.750	<.001
% of pupils in receipt of LS/RT for English	3733	-0.09	-2.250	<.05	3796	-0.08	-1.333	NS
% of pupils in receipt of LS/RT for Maths	3694	**-0.08**	-2.000	<.05	3758	**-0.12**	-2.400	<.05
% of pupils likely to score below the 12th percentile on a std'ised English test	3760	**-0.20**	-6.667	<.001	3825	**-0.19**	-4.750	<.001
% of pupils likely to score below the 12th percentile on a std'ised maths test	3760	**-0.22**	-7.333	<.001	3825	**-0.23**	-5.750	<.001
School enrolment	3784	-0.07	-1.750	NS	3850	-0.05	-1.000	NS
Books: pupil ratio	3605	-0.03	-0.750	NS	3668	-0.03	-0.600	NS
Computers: pupil ratio	3521	-0.08	-1.333	NS	3583	-0.02	-0.400	NS

Table 5.25 (Sixth): Correlations between pupils' reading and maths achievement and school characteristics

	Reading				Maths			
	N	r	t	p	N	r	t	p
Employed parent(s)	3803	**0.27**	5.638	<.001	3832	**0.31**	5.581	<.001
Lone parent	3803	**-0.25**	-6.579	<.001	3832	**-0.32**	-7.975	<.001
% of pupils included in the School Books scheme	3684	**-0.22**	-4.400	<.001	3713	**-0.26**	-5.200	<.001
% of pupils from the Traveller community	3748	**-0.18**	-4.500	<.001	3777	**-0.16**	-5.333	<.001
% of pupils whose "mother tongue" is not English / Irish	3687	**-0.14**	-3.500	<.01	3714	**-0.13**	-3.250	<.01
% of pupils in receipt of LS/RT for English	3665	**-0.19**	-3.800	<.001	3694	**-0.18**	-2.571	<.05
% of pupils in receipt of LS/RT for Maths	3665	**-0.16**	-3.200	<.01	3694	**-0.20**	-3.333	<.01
% of pupils likely to score below the 12th percentile on a std'ised English test	3721	**-0.23**	-4.600	<.001	3749	**-0.25**	-5.000	<.001
% of pupils likely to score below the 12th percentile on a std'ised maths test	3721	**-0.25**	6.250	<.001	3749	**-0.30**	-7.500	<.001
School enrolment	3748	0.05	1.250	0.215	3777	0.05	1.250	NS
Books: pupil ratio	3611	-0.09	-1.800	NS	3639	-0.09	-1.800	NS
Computers: pupil ratio	3450	**-0.10**	-2.500	<.05	3477	-0.05	-1.250	NS

Table 5.26: Correlations between pupil achievement and school average socioeconomic status and attendance rates

		Reading				Maths			
		N	r	t	p	N	r	t	p
Second	School average attendance rate	3756	**0.20**	6.667	<.001	3821	**0.19**	4.750	<.001
	School average socioeconomic status	3839	**0.24**	6.000	<.001	3905	**0.22**	3.667	<.001
Sixth	School average attendance rate	3709	**0.18**	3.600	<.01	3738	**0.19**	4.750	<.001
	School average socioeconomic status	3803	**0.33**	8.250	<.001	3832	**0.32**	6.400	<.001

Table 5.27 (Gender): School sex composition and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Mixed	76.5	76.5	252.3	2.33	76.4	76.4	252.5	3.16
	Girls	10.9	10.9	247.3	3.33	10.9	10.9	239.9	5.06
	Boys	12.6	12.6	238.1	4.36	12.7	12.7	243.4	4.85
	Missing	0.0	0.0	–	–	0.0	0.0	–	–
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Boys – Mixed	-14.3	5.25	**-26.3**	**-2.2**	-9.1	5.97	-22.8	4.6
	Girls – Mixed	-5.1	4.16	-14.6	4.4	-12.6	5.87	-26.1	0.8
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	Mixed	70.6	70.6	251.1	2.52	70.5	70.5	251.3	3.08
	Girls	13.1	13.1	255.2	4.41	13.1	13.1	248.1	6.16
	Boys	16.3	16.3	241.2	6.56	16.4	16.4	245.8	6.80
	Missing	0.0	0.0	–	–	0.0	0.0	–	–
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Boys – Mixed	-9.9	7.74	-27.6	7.8	-5.5	8.05	-24.0	12.9
	Girls – Mixed	4.1	5.11	-7.6	15.8	-3.2	6.82	-18.8	12.4

Significant differences in bold.

For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 5.27 (SSP): School participation in SSP/DEIS and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	DEIS – Urban Band 1	8.4	8.8	218.0	4.47	8.4	8.7	217.5	7.85
	DEIS – Urban Band 2	9.9	10.3	228.4	3.53	10.0	10.5	229.6	6.67
	Not in SSP Urban	40.5	42.2	252.6	2.39	40.3	42.1	251.2	2.84
	In SSP Rural	3.5	3.7	261.6	6.38	3.5	3.7	265.7	9.63
	Not in SSP Rural	33.6	35.0	257.6	2.94	33.6	35.0	259.2	4.93
	Missing	4.2	0.0	269.5	12.31	4.2	0.0	265.6	11.26
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Band 1 – Band 2	-10.4	5.76	-25.2	4.3	-12.2	9.96	-37.7	13.4
	Band 1 – Not in DEIS urban	-34.6	4.97	**-47.3**	**-21.9**	-33.7	8.39	**-55.2**	**-12.2**
	Band 1 –SSP Rural	-43.6	7.79	**-63.6**	**-23.7**	-48.3	12.43	**-80.1**	**-16.4**
	Band 1 – Not in SSP Rural	-39.6	5.35	**-53.3**	**-25.9**	-41.7	9.27	**-65.5**	**-18.0**
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	DEIS – Urban Band 1	8.2	8.6	219.7	7.21	8.1	8.6	214.1	9.18
	DEIS – Urban Band 2	8.5	9.0	233.9	5.19	8.6	9.1	230.7	4.25
	Not in SSP - Urban	42.5	45.0	253.9	2.66	42.6	45.0	254.1	3.10
	SSP Rural	3.9	4.1	255.4	12.42	3.9	4.1	244.8	12.19
	Not in SSP - Rural	31.5	33.3	252.2	4.26	31.4	33.2	256.4	5.62
	Missing	5.4	0.0	–	–	5.4	0.0	–	–
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Band 1 – Band 2	-14.2	9.17	-37.7	9.3	-16.6	7.80	-36.6	3.4
	Band 1 – Not in DEIS urban	-34.3	7.72	**-54.1**	**-14.5**	-40.0	9.69	**-64.8**	**-15.1**
	Band 1 – SSP Rural	-35.7	14.36	-72.5	1.1	-30.7	15.26	-69.8	8.4
	Band 1 – Not in SSP Rural	-32.5	8.38	**-54.0**	**-11.1**	-42.3	10.76	**-69.9**	**-14.7**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 5.28: Correlations between pupils' reading and maths achievement and classroom characteristics

		Reading				Maths			
		N	r	t	p	N	r	t	p
Second	Number of pupils in classroom	3799	0.09	1.800	NS	3838	0.07	1.167	NS
	Teaching experience	3825	**0.10**	3.333	<.01	3891	**0.14**	3.500	<.01
	Total ICD	3309	-0.07	-1.750	NS	3365	-0.06	-1.500	NS
	Total English ICD	3839	-0.07	-1.750	NS				
	Total Maths ICD					3905	-0.04	-0.800	NS
	Teaching confidence: reading and maths	3761	0.06	1.500	NS	3823	**0.11**	2.750	<.01
	Teaching time in reading	3714	-0.04	-1.333	NS				
	Teaching time in maths					3735	0.06	1.500	NS
	Confidence teaching with technology	3761	-0.06	-1.313	NS	3823	-0.10	-1.667	NS
Sixth	Number of pupils in classroom	3765	**0.11**	3.667	<.001	3794	**0.10**	2.500	<.05
	Teaching experience	3756	0.04	1.000	NS	3785	**0.11**	2.200	<.05
	Total ICD	3414	-0.03	-0.600	NS	3440	0.00	0.000	NS
	Total English ICD	3803	0.04	0.800	NS	–	–	–	–
	Total Maths ICD					3832	0.03	0.750	NS
	Teaching confidence: reading	3659	0.04	1.000	NS				
	Teaching confidence: maths					3686	0.09	1.286	NS
	Teaching time in reading	3682	-0.06	1.000	NS				
	Teaching time in maths					3739	-0.04	-1.000	NS
	Confidence teaching with technology	3659	0.08	1.638	NS	3686	0.09	1.736	NS

Table 5.29 (Teacher experience): Achievement of pupils whose teachers are in their first two years of teaching compared with that of pupils whose teachers are not in their first two years

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	In first two years	15.4	15.4	246.0	4.84	15.5	15.6	238.5	5.12
	Not in first two years	84.3	84.6	250.7	1.97	84.1	84.4	252.0	2.68
	Missing	0.4	0.0	260.4	N/A	0.4	0.0	284.3	N/A
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	-4.7	5.36	-15.4	6.0	-13.5	5.52	**-24.5**	**-2.5**
Sixth	In first two years	4.6	4.6	237.9	8.07	4.6	4.6	232.5	6.70
	Not in first two years	94.2	95.4	250.3	2.03	94.2	95.4	250.5	2.51
	Missing	1.2	0.0	271.6	8.75	1.2	0.0	272.2	19.84
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	-12.4	8.85	-30.1	5.2	-18.0	7.46	**-32.9**	**-3.1**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 5.29 (Additional qualifications): Pupil achievement by teacher having additional (teaching) qualifications

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Additional qual.	35.0	35.0	255.5	2.90	34.9	34.9	256.4	3.96
	No additional quals / Missing	65.0	65.0	247.0	2.42	65.1	65.1	246.5	3.21
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Additional – no additional	8.5	4.05	**0.4**	**16.5**	9.9	5.28	-0.7	20.4
Sixth	Additional qual.	41.8	41.8	252.9	2.33	41.8	41.8	257.1	2.75
	No additional quals / Missing	58.2	58.2	247.9	2.62	58.2	58.2	244.9	3.24
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Additional – no additional	5.0	3.52	-2.0	12.1	12.1	4.10	**4.0**	**20.3**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 5.29 (Multi-grade): Pupil achievement by multi-grade versus single grade classroom

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Single grade class	63.7	63.7	245.8	2.46	63.7	63.7	246.8	3.00
	Multi-grade class	36.3	36.3	257.4	2.53	36.3	36.3	255.6	4.20
	Missing	0.0	0.0	–	–	0.0	0.0	–	–
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Multi-grade – Single grade	11.7	3.56	**4.6**	**18.8**	8.7	5.05	-1.3	18.8
Sixth	Single grade class	68.1	68.2	249.9	1.97	68.2	68.3	249.3	2.61
	Multi-grade class	31.8	31.8	250.5	3.62	31.7	31.7	251.7	4.65
	Missing	0.2	0.0	210.2	–	0.2	0.0	188.9	–
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Multi-grade – Single grade	0.6	4.03	-7.5	8.6	2.3	5.27	-8.2	12.9

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 5.29 (Tablebooks): Pupil maths achievement by teacher use of tablebooks

	Second				Sixth			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Most days	41.5	42.0	244.9	2.69	8.9	9.0	242.6	3.57
Once or twice a week	37.4	37.8	252.6	3.45	28.9	29.1	241.1	4.95
Once or twice a month	9.8	9.9	261.9	10.63	19.7	19.8	252.4	4.56
Rarely or never	10.2	10.3	250.8	9.01	41.7	42.0	256.9	3.29
Missing	1.1	0.0	239.7	23.28	0.7	0.0	231.5	23.44
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Once or twice a week – Most days	7.7	1.37	-3.0	-18.4	-1.5	6.10	-16.5	13.5
Once or twice a month – Most days	17.0	10.13	-7.8	41.9	9.8	5.52	-3.8	23.3
Rarely or never – Most days	5.9	8.96	-16.1	27.9	14.3	4.98	**2.1**	**26.5**

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Table 5.29 (Workbooks / worksheets): Pupil reading achievement by teacher use of workbooks or worksheets

	Second				Sixth			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Most days	48.9	48.9	250.6	3.07	32.6	32.7	245.1	3.31
Once or twice a week	45.2	45.2	248.5	2.45	53.3	53.4	250.7	2.34
Once or twice a month	5.3	5.3	255.4	7.98	12.1	12.2	262.3	4.76
Rarely or never	0.6	0.6	269.8	N/A	1.8	1.8	237.0	15.11
Missing	0.0	0.0	–	–	0.2	0.0	210.2	N/A
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Once or twice a week – Most days	-2.1	3.99	-11.9	7.6	5.6	3.75	-3.6	14.8
Once or twice a month – Most days	4.8	9.31	-18.0	27.6	17.2	5.97	**2.5**	**31.8**
Rarely or never – Most days	19.2	N/A	–	–	-8.2	15.45	-46.1	29.7

Significant differences in bold.
For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

E-Tables

e-table 5.1: Means (SE) for number of pupils in classrooms, number of pupils taught in multigrade classrooms, and teacher experience

	Second Mean (SE)	Sixth Mean (SE)
Number of pupils in classroom	24.9 (0.47)	24.6 (0.43)
Percent of pupils taught in multigrade classrooms	36.3% (3.41)	31.7% (2.28)
For pupils taught in multigrade classrooms, average number of pupils in classroom	23.4 (0.79)	22.5 (1.05)
For pupils taught in multigrade classrooms, average number of pupils in their own class	11.2 (0.69)	11.4 (0.97)
Average teacher experience	10.6 (0.92)	16.4 (1.00)

p. 57: "Second class teachers … pupils was 11".

e-table 5.2: Percentages (SE) of pupils taught by female teachers, by grade and school sex composition

	Second % (SE)	Sixth % (SE)
All-girls	93.0 (6.44)	92.6 (6.98)
Mixed	91.2 (2.09)	67.4 (4.70)
All-boys	85.9 (8.13)	56.2 (9.08)

p. 57 (inset): "Most teachers were female …14% of Second class pupils."

e-table 5.3: Percentages (SE) of pupils, by school participation in the SSP under DEIS, whose teachers had not engaged in any ICD in either English or Maths

	Second % (SE)	Sixth % (SE)
Band 1 Urban	8.4 (7.63)	11.3 (8.26)
Band 2 Urban	8.8 (8.05)	8.4 (8.71)
Not in SSP Urban	40.6 (6.98)	35.2 (6.05)
SSP Rural	42.9 (25.06)	13.9 (13.06)
Not in SSP Rural	37.5 (9.82)	26.9 (7.32)

p. 57: "Large minorities of pupils… not engaged in any CPD in either subject)."

e-table 5.4: Components of the Confidence in Teaching factors, Second class

	Factor loading	
	Conf: teaching reading and maths	Conf: teaching with technology
Teaching mathematical vocabulary	.730	
Teaching reading skills in other subject areas (e.g. science)	.709	
Extending higher-achieving pupils in maths	.707	
Teaching high achievers in reading	.691	
Working with lower-achieving pupils in reading	.634	
Working with lower-achieving pupils in maths	.632	
Integrating maths into other subjects	.612	
Using computers to teach English		.884
Using computers to teach mathematics		.880

p. 59: "Factor analyses of teachers' responses… teaching with technology)."
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
Rotation converged in 3 iterations.

e-table 5.5: Components of the Confidence in Teaching factors, Sixth class

	Factor loading		
	Conf: teaching reading	Conf: teaching maths	Conf: teaching with technology
Teaching reading skills in other subject areas (e.g. science)	.783		
Working with lower-achieving pupils in reading	.754		
Teaching high achievers in reading	.567		
Working with lower-achieving pupils in mathematics	.531	.408	
Developing higher-level maths thinking skills		.757	
Integrating maths into other subjects		.756	
Teaching mathematical vocabulary		.714	
Teaching real-life problem-solving		.709	
Extending higher-achieving pupils in mathematics		.703	
Using computers to teach English			.863
Using computers to teach mathematics			.873
Using calculators to teach mathematics	.374		.369

p. 59: "Factor analyses of teachers' responses… teaching with technology)."
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.
Rotation converged in 4 iterations.

e-table 5.6: Percentages (SE) of pupils whose teachers indicated that they engaged their pupils in specified writing activities weekly, monthly, or less often, Sixth class

	At least once a week	Once or twice a month	Rarely or never
Creative writing	65.1 (4.25)	34.9 (4.25)	-
Expository (informational writing)	57.4 (3.58)	40.3 (3.51)	2.4 (1.12)
Writing in response to reading	87.5 (2.82)	10.5 (2.52)	2.1 (1.52)
Reading other pupils' writing	37.9 (4.19)	46.7 (4.23)	15.4 (2.79)

p. 62: "Writing in response to reading… other pupils' writing at least once a week."

e-table 5.7: Correlations between total school enrolment and total number of school library books and between total school enrolment and number of books in the class library

	Second				Sixth			
	N	r	t	p	N	r	t	p
Total number of school library books	3605	**-0.32**	-6.400	<.001	3611	**-0.31**	-6.200	<.001
Total number of class library books	3572	**-0.33**	-3.300	.002	3631	**-0.34**	-6.800	<.001

p. 65: "The books to pupil ratio was…pupils in bigger schools had a poorer ratio."

e-table 5.8: Principals' reports on size of class libraries

	Second	Sixth
Mean number of class library books per pupil	10.1 (0.87)	11.3 (0.94)
Mean number of new class library books per pupil	1.6 (0.13)	1.4 (0.11)

p. 66: "The average books-to-pupil ratio… added to class libraries in 2008-08."

e-table 5.9: Principals' reports on availability of computers and interactive whiteboards in school

	Second	Sixth
Mean ratio of pupils to computers	12.4 (0.79)	12.3 (0.77)
Mean ratio of pupils to Interactive Whiteboards	63.5 (10.10)	59.3 (7.66)

p. 66: "The ratio of pupils to computers … 59.3 (Sixth)."

e-table 5.10: Percentages (SE) of pupils who used calculators in mathematics tests and exams, Sixth class, by frequency of use

	Always	Sometimes	Hardly ever	Never
Calculators	0.6 (0.58)	27.9 (3.70)	34.1 (3.83)	37.4 (4.44)

p. 66: "However, 72% of pupils… mathematics tests and exams."

e-table 5.11: Teacher reports on frequency of use of interactive whiteboards for English lessons when in/not in the classroom – percentages (SE) of pupils

		Most or all lessons	Once or twice a week	Once or twice a month	Rarely or never
Second	In the classroom	61.0 (8.84)	22.9 (7.87)	13.3 (4.82)	2.8 (2.80)
	In a central computer room	0.0	6.9 (6.35)	35.8 (10.47)	57.3 (13.50)
Sixth	In the classroom	47.8 (7.46)	40.8 (7.36)	4.3 (2.23)	7.1 (3.57)
	In a central computer room	0.0	11.7 (11.00)	27.7 (12.79)	60.7 (14.35)

p. 67: "The frequency with which teachers… and a majority *rarely or never* used it."

e-table 5.12: Teacher reports on frequency of use of interactive whiteboards for maths lessons when in/not in the classroom – percentages (SE) of pupils

		Most or all lessons	Once or twice a week	Once or twice a month	Rarely or never
Second	In the classroom	60.8 (7.15)	25.2 (6.85)	11.1 (4.77)	2.9 (2.90)
	In a central computer room	0.0	0.0	42.6 (13.49)	57.4 (13.49)
Sixth	In the classroom	53.0 (7.88)	27.3 (7.32)	12.4 (4.39)	7.2 (3.68)
	In a central computer room	0.0	13.7 (12.70)	33.0 (15.49)	53.3 (15.74)

p. 67: "The frequency with which teachers… and a majority *rarely or never* used it."

e-table 5.13 (Reading): Principals' reports on the annual frequency with which standardised reading tests are administered to various grade levels in their school – percentages (SE) of pupils

	Target Grade	Not tested*	Once	Twice	At least three times
Schools attended by Second class pupils	First	7.3 (2.41)	82.4 (3.69)	7.8 (2.59)	2.5 (1.76)
	Second	3.9 (1.65)	88.8 (2.60)	5.0 (1.86)	2.3 (1.64)
	Third	4.3 (1.80)	91.4 (2.65)	2.8 (1.51)	1.5 (1.50)
	Fourth	5.0 (1.95)	92.3 (2.61)	1.1 (0.83)	1.5 (1.50)
	Fifth	4.3 (1.80)	91.7 (2.69)	2.5 (1.31)	1.5 (1.50)
	Sixth	10.2 (2.83)	84.7 (3.50)	3.6 (1.53)	1.5 (1.50)
Schools attended by Sixth class pupils	First	9.4 (3.00)	83.2 (4.00)	7.0 (2.66)	0.4 (0.39)
	Second	4.7 (1.88)	89.3 (2.82)	5.7 (2.38)	0.3 (0.35)
	Third	4.3 (1.73)	88.2 (3.10)	6.1 (2.53)	1.5 (1.19)
	Fourth	4.7 (1.80)	91.3 (2.80)	2.5 (1.75)	1.5 (1.19)
	Fifth	4.3 (1.73)	90.7 (2.87)	3.6 (1.93)	1.5 (1.18)
	Sixth	9.2 (2.33)	84.6 (3.22)	4.8 (2.14)	1.4 (1.18)

p. 67: "Data from principals… any standardised test of mathematics)."

*Principals who indicated that the grade level was not offered in their school are <u>not</u> included in the percentages for "Not tested".

e-table 5.13 (Maths): Principals' reports on the annual frequency with which standardised maths tests are administered to various grade levels in their school – percentages (SE) of pupils

		Not tested*	Once	Twice	At least three times
Schools attended by Second class pupils	First	9.5 (2.29)	85.6 (3.11)	2.5 (1.25)	2.5 (1.76)
	Second	3.4 (1.30)	92.7 (2.32)	1.6 (0.94)	2.3 (1.64)
	Third	4.5 (1.61)	92.4 (2.43)	1.6 (0.97)	1.5 (1.50)
	Fourth	3.7 (1.42)	93.0 (2.25)	1.8 (1.05)	1.5 (1.50)
	Fifth	4.5 (1.61)	92.3 (2.47)	1.8 (1.06)	1.5 (1.50)
	Sixth	8.1 (2.33)	87.4 (3.00)	3.0 (1.38)	1.5 (1.51)
Schools attended by Sixth class pupils	First	12.7 (2.79)	83.9 (3.26)	3.0 (1.74)	0.4 (0.39)
	Second	4.5 (1.68)	91.9 (2.66)	3.3 (2.00)	0.3 (0.35)
	Third	4.6 (1.62)	88.9 (3.12)	5.1 (2.33)	1.5 (1.19)
	Fourth	4.1 (1.55)	91.2 (2.59)	3.3 (1.93)	1.5 (1.19)
	Fifth	4.6 (1.62)	91.0 (2.75)	3.0 (1.84)	1.5 (1.18)
	Sixth	7.9 (1.93)	86.2 (2.90)	4.4 (2.09)	1.5 (1.19)

p. 67: "Data from principals… any standardised test of mathematics)."

*Principals who indicated that the grade level was not offered in their school are <u>not</u> included in the percentages for "Not tested".

e-table 5.14: Discussion of aggregated results of standardised tests in English and maths and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	Yes	90.2	91.5	249.6	1.90	89.8	91.1	249.4	2.68
	No	8.3	8.5	255.0	4.12	8.8	8.9	257.9	4.50
	Missing	1.4	0.0	246.1	8.98	1.4	0.0	241.5	14.73
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	-5.4	4.50	-14.4	3.6	-8.5	5.17	-18.8	1.8
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	Yes	90.8	92.4	249.2	1.95	90.3	91.9	249.2	2.57
	No	7.5	7.6	262.4	3.73	7.9	8.1	262.7	4.33
	Missing	1.7	0.0	238.5	5.93	1.7	0.0	232.3	4.59
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Yes – No	-13.2	4.27	**-21.7**	**-4.7**	-13.5	5.34	**-24.1**	**-2.8**

p. 68: "Roughly 90% of pupils attended… monitor school-level performance."

Significant differences in bold. For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

e-table 5.15: Provision of Learning Support posts and teacher:pupil ratios

	Second (SE)	Sixth (SE)
Mean number of LS posts per school	3.3 (0.14)	3.2 (0.15)
Mean LS teacher:pupil ratio	82.8 (3.60)	82.5 (3.78)
Mean LS teacher:pupil ratio in DEIS Urban Band 1 schools	55.0 (7.78)	50.3 (8.92)

p. 70: "On average, there were 3.3 LS/RT … in DEIS Urban Band 1 schools."

e-table 5.16: Correlations between pupil achievement and school enrolment size and library books-to-pupil ratio

		Reading				Maths			
		N	r	t	p	N	r	t	p
Second	School enrolment size	3839	-.07	-1.947	NS	3905	-.06	-1.077	NS
	Library books-to-pupil ratio	3839	-.03	-0.738	NS	3905	-.03	-0.674	NS
Sixth	School enrolment size	3803	.05	1.282	NS	3832	.05	1.111	NS
	Library books-to-pupil ratio	3803	-.08	-1.615	NS	3832	-.09	-1.816	NS

p. 73: "Not shown are the non-significant… library books-to-pupil ratios."

e-table 5.17: School location and pupil achievement

		Reading				Maths			
		%T	%A	Mean	SE	%T	%A	Mean	SE
Second	City	34.3	34.3	247.3	4.27	34.2	34.2	246.5	5.15
	Large Town	12.0	12.0	241.9	4.64	12.1	12.1	241.4	4.62
	Small Town	17.9	17.9	246.6	4..70	18.0	18.0	243.8	5.19
	Village or rural	35.7	35.7	257.0	2.57	35.8	35.8	259.4	4.62
	Missing	0.0	0.0	–	–	0.0	0.0	–	–
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Large Town – City	-5.3	6.92	-22.3	11.7	-5.1	7.36	-23.1	13.0
	Small Town – City	-0.7	6.77	-17.3	15.9	-2.6	7.68	-21.5	16.2
	Village or rural – City	9.8	4.86	-2.1	21.7	12.9	6.93	-4.1	29.9
		%T	%A	Mean	SE	%T	%A	Mean	SE
Sixth	City	33.9	33.9	253.9	3.82	33.9	33.9	251.9	4.30
	Large Town	12.7	12.7	244.8	4.83	12.7	12.7	245.1	4.60
	Small Town	19.7	19.7	243.2	4.81	19.7	19.7	241.3	4.73
	Village or rural	33.7	33.7	252.0	4.15	33.6	33.6	255.0	5.30
	Missing	0.0	0.0	–	–	0.0	0.0	–	–
	Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
	Large Town – City	-9.1	6.50	-25.0	6.9	-6.8	6.09	-21.8	8.1
	Small Town – City	-10.7	6.92	-27.6	6.3	-10.7	6.72	-27.1	5.8
	Village or rural – City	-1.9	5.72	-15.9	12.2	3.0	6.90	-13.9	19.9

p.73: "Pupil achievement was unrelated… of schools".
Significant differences in bold. For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

Chapter 6: Tables

Table 6.2: Mean socioeconomic status (SE) of pupils scoring low on both reading and maths, or high on both reading and maths

	Below PL 1 in reading and maths		PL 4 in reading and maths	
	% (SD) pupils	SES	% (SD) pupils	SES
Second	4.1 (0.62)	43.0 (1.83)	4.5 (0.64)	57.1 (3.11)
Sixth	5.0 (0.60)	38.0 (2.90)	4.8 (0.50)	61.1 (1.53)

Table 6.3: Percentages of pupils in schools where there are no pupils below Proficiency Level 1, or at Proficiency Level 4

	Second class		Sixth class	
	0 pupils <PL 1	0 pupils at PL 4	0 pupils <PL1	0 pupils at PL 4
Reading	26.2 (4.04)	22.0 (3.77)	28.9 (3.80)	25.1 (3.57)
Maths	31.4 (4.79)	28.2 (4.47)	31.5 (3.71)	27.0 (4.53)
Either Reading or Maths	18.0 (3.31)	9.7 (2.75)	20.9 (3.49)	13.4 (3.52)

Table 6.4: Characteristics of schools where no pupils are below Proficiency Level 1 in Reading or Maths or no pupils are at Proficiency Level 4 in Reading or Maths, Sixth class

	0 < Proficiency Level 1	0 at Proficiency Level 4
Percent in each school location		
City	34.3 (8.99)	15.3 (5.68)
Big town	6.4 (4.49)	0.5 (0.40)
Town	5.2 (4.46)	22.6 (11.02)
Rural	54.0 (9.39)	61.5 (12.01)
Average English teaching time in minutes	263.4 (9.14)	294.9 (19.51)
Average Maths teaching time in minutes	247.0 (10.71)	273.3 (10.13)
Average teacher experience	22.1 (2.49)	19.1 (3.65)

Table 6.5: Selected characteristics of pupils scoring 50 points higher on Reading than Maths or 50 points higher on Maths than Reading, Sixth class

		50 points higher on Reading than Maths (N = 296)	50 points higher on Maths than Reading (N = 286)
Male	%	40.7 (5.29)	67.9 (4.06)
Home language (language most commonly spoken at home)	English (%)	99.6 (0.27)	82.1 (3.68)
	Language other than Irish or English (%)	0.4 (0.27)	17.9 (3.68)
Reads stories or novels	At least once or twice a week	75.0 (3.47)	51.8 (3.22)
Number of books at home	None	0.2 (0.24)	0.4 (0.43)
	1 to 10	4.3 (1.43)	9.4 (2.77)
	11 to 50	19.5 (3.16)	29.0 (3.88)
	51 to 100	20.9 (3.58)	19.9 (3.15)
	101 to 250	27.4 (3.96)	17.1 (2.78)
	251 to 500	15.6 (3.05)	17.1 (3.21)
	Over 500	12.0 (2.57)	7.1 (2.02)
'I like reading': disagree or strongly disagree	%	12.3 (2.31)	42.9 (4.55)
Maths self-concept score	Mean	-0.4 (0.06)	0.6 (0.06)

Table 6.6: Selected structural characteristics of reading- versus maths-advantage schools, percentages of Sixth class pupils in each type

	Reading 20+ points advantage (N=409)	Maths 20+ points advantage (N=462)
Mean school enrolment	253.0 (35.40)	183.2 (39.73)
Post of responsibility: library	66.2 (13.74)	28.4 (10.94)
Irish-medium	12.3 (8.12)	0.0
Location: City	23.8 (10.20)	10.9 (7.38)
Big town	18.1 (9.37)	6.7 (6.48)
Town	27.8 (8.15)	14.4 (9.41)
Rural	30.3 (10.88)	68.0 (11.68)
DEIS Band 1 or 2, or SSP rural	30.8 (11.80)	6.2 (6.01)
Gender: Mixed	70.9 (10.70)	81.0 (10.01)
Single-sex boys	6.7 (6.42)	19.0 (10.01)
Single-sex girls	22.4 (9.77)	0.0
% pupils LS/RT: English	13.4 (1.29)	18.3 (1.50)
% pupils LS/RT: Maths	9.8 (1.22)	9.2 (1.38)

Table 6.7: Selected characteristics of pupils whose reading vocabulary and comprehension scale scores differed by at least 50 points

% of pupils …	Second class		Sixth class	
	Vocabulary 50+ points advantage (N=258)	Comprehension 50+ points advantage (N=222)	Vocabulary 50+ points advantage (N=238)	Comprehension 50+ points advantage (N=183)
Boys	62.9 (5.14)	50.3 (4.11)	56.1 (5.21)	44.2 (5.47)
Home language not English / Irish	13.4 (2.95)	9.0 (4.63)	3.0 (1.28)	5.0 (1.23)
"I like reading": Agree	76.9 (5.34)	93.4 (1.56)	66.8 (5.18)	74.1 (4.83)
Receipt of LS/RT: English	13.9 (3.27)	13.8 (4.49)	13.3 (2.96)	6.6 (2.11)
Mean SES	49.8 (1.26)	52.6 (1.46)	48.1 (1.94)	52.6 (1.46)

Table 6.8: Selected characteristics of pupils whose problem-solving and implement scale scores differed by at least 50 points

		Second class		Sixth class	
		Problem-solving 50+ points advantage (N=286)	Implement 50+ points advantage (N=346)	Problem-solving 50+ points advantage (N=230)	Implement 50+ points advantage (N=241)
%	Male	62.0 (3.75)	38.5 (5.47)	62.4 (4.88)	39.4 (5.94)
	At or above grade level in maths: Teacher rating	79.7 (3.26)	90.3 (2.64)	65.2 (3.31)	64.9 (4.87)
	At or above grade level in English: Teacher rating	83.5 (3.01)	85.1 (3.25)	65.3 (4.64)	60.8 (4.47)
Means	Overall maths score	266.3 (5.05)	238.9 (4.19)	256.2 (4.82)	236.4 (4.33)
	Overall reading score[1]	259.7 (3.99)	250.1 (3.76)	255.6 (5.35)	237.6 (4.95)
	SES score	52.6 (1.22)	48.4 (1.11)	49.1 (1.28)	47.8 (1.51)
	Teacher rating of pupils' general academic ability	3.4 (0.11)	3.5 (0.10)	3.5 (0.09)	3.4 (0.12)
	Engagement with maths	-0.04 (0.081)	-0.215 (0.343)	–	–
	Maths self-concept	–	–	0.1 (0.08)	-0.1 (0.07)

[1]**Based on pupils who did reading test as well as maths test:**
6th Class Problem-solve advantage group N=218, Implement advantage group N=235;
2nd Class Problem-solve advantage group N=268, Implement advantage group N=328.

E-Tables

e-table 6.1: Correlations between school enrolment composition and pupil achievement, Sixth class

	Reading				Maths			
	N	r	t	p	N	r	t	p
School enrolment composition (socioeconomic status)	1229	**0.83**	20.268	<.001	1219	**0.77**	16.652	<.001

p. 78: "In other words, schools… .77 for mathematics, Sixth class)."

e-table 6.2: Components of the Enrolment Composition Scale, Sixth class reading*

DEIS points total	-.892
% of pupils from lone parent family	-.840
School average SES (aggregated ISEI score)	.778
% of pupils from the Traveller Community	-.574

p. 78: Footnote: "Enrolment composition …. community."
Extraction Method: Principal Component Analysis.
* Factor structure based on all Sixth class reading data (i.e., including classes smaller than 15).

e-table 6.3: Correlations between mathematics and reading scores

	Second				Sixth			
	N	r	t	p	N	r	t	p
Boys	1913	**0.67**	33.700	<.001	1876	**0.74**	43.588	<.001
Girls	1785	**0.70**	35.200	<.001	1760	**0.74**	40.889	<.001
Overall	3698	**0.68**	45.000	<.001	3636	**0.73**	52.429	<.001

p. 79: "Correlations between scores on the mathematics… with little difference by gender."

e-table 6.4 (Second): Percentages of pupils classified by each combination of reading and maths proficiency levels

Reading	Maths					Total
	Level 4	Level 3	Level 2	Level 1	Below Level 1	
Level 4	4.5 (0.64)	4.2 (0.47)	1.2 (0.23)	0.1 (0.04)	0.0	10
Level 3	3.5 (0.49)	11.0 (0.74)	8.1 (0.75)	2.3 (0.40)	0.2 (0.10)	25
Level 2	1.8 (0.48)	8.0 (0.62)	11.6 (0.70)	7.9 (0.72)	0.8 (0.27)	30
Level 1	0.3 (0.16)	1.9 (0.33)	7.8 (0.93)	10.3 (0.76)	4.6 (0.67)	25
Below Level 1	0.0 (0.02)	0.4 (0.15)	1.1 (0.22)	4.2 (0.49)	4.1 (0.62)	10
Total	10	25	30	25	10	100%

p. 79: "Similarly, 47% of Sixth class pupils… Level 2 for mathematics)."

e-table 6.4 (Sixth): Percentages of pupils classified by each combination of reading and maths proficiency levels

Reading	Maths					Total
	Level 4	Level 3	Level 2	Level 1	Below Level 1	
Level 4	4.8 (0.50)	4.0 (0.50)	1.3 (0.19)	0.1 (0.05)	0.0 (0.02)	10
Level 3	4.1 (0.47)	11.5 (0.98)	7.9 (0.61)	1.5 (0.22)	0.0 (0.03)	25
Level 2	1.3 (0.22)	8.1 (0.80)	13.3 (0.72)	6.7 (0.59)	0.9 (0.39)	30
Level 1	0.1 (0.02)	1.7 (0.34)	7.1 (0.59)	12.5 (1.08)	3.5 (0.44)	25
Below Level 1	0.0 (0.03)	0.0 (0.04)	0.7 (0.16)	3.9 (0.49)	5.0 (0.60)	10
Total	10	25	30	25	10	100%

p. 79: "Similarly, 47% of Sixth class pupils… Level 2 for mathematics)."

e-table 6.5: Background characteristics of pupils scoring high on both reading and maths or low on both reading and maths

		Below PL 1 in reading and maths	Level 4 in reading and maths
Second	Mean age (years)	8.2 (0.04)	8.1 (0.02)
	Male	60.0 (4.92)	43.7 (5.30)
	Female	40.0 (4.92)	56.3 (5.30)
Sixth	Mean age (years)	12.1 (0.06)	12.0 (0.03)
	Male	52.1 (8.28)	53.4 (5.09)
	Female	47.9 (8.28)	46.6 (5.09)

p. 79: "Pupils in these extreme groups… perform below Level 1 on both tests)."

e-table 6.6: Characteristics of schools where no pupils in Sixth class are below proficiency level 1 or at proficiency level 4 in reading

	No pupils below Reading Proficiency Level 1	No pupils at Reading Proficiency Level 4
School average SES score	51.2 (1.21)	42.0 (0.79)
Average attendance rate (%)	93.2 (0.44)	90.9 (0.95)
Percent in Books scheme	20.3 (3.70)	38.6 (6.42)
Percent of pupils in schools with an administrative principal	52.2 (7.07)	42.1 (7.83)
Average English teaching time	270.4 (9.34)	285.0 (11.96)
Percent of pupils below the 12th percentile in English	7.2 (0.82)	12.0 (1.96)

p. 80: "As might be expected, most schools… were relatively disadvantaged."

e-table 6.7: Percentages of pupils at Sixth class in receipt of the Books Grant, in schools where no pupils are below Proficiency Level 1 or at Proficiency Level 4

	%
0 pupils <PL 1 in reading or maths	17.8 (3.97)
0 pupils at PL 4 in reading or maths	38.9 (9.80)

p. 80: " For example, at Sixth class …39% in schools where no pupil was at Level 4."

e-table 6.8 (Pupil background): Characteristics of pupils whose test scores on the two domains differed by at least 50 points (one standard deviation), Second class

		50 points higher on Reading than Maths (N = 386)	50 points higher on Maths than Reading (N = 432)
Receipt of learning support	English (%)	5.3 (1.67)	31.4 (4.98)
	Maths (%)	15.0 (3.47)	10.1 (3.48)
Language most commonly spoken at home	English (%)	92.3 (3.26)	85.0 (3.86)
	Language other than Irish or English (%)	6.2 (3.26)	11.1 (2.39)
Socioeconomic status	Pupil average	51.3 (1.27)	47.6 (1.88)
Pupil ever borrows books from a library outside school	Yes (%)	65.1 (4.27)	48.1 (6.47)
Pupil often reads with parents	Yes (%)	47.2 (3.54)	68.0 (4.88)
Maths importance	Mean	-0.3 (0.21)	0.1 (0.17)
I like the things I learn in maths	Yes (%)	69.1 (6.54)	81.9 (4.14)
Pupil has TV in bedroom	Yes (%)	45.6 (3.55)	56.6 (3.53)
Parental rating of child's reading	Very good	72.1 (3.30)	32.1 (4.14)
	Good	25.7 (3.11)	45.2 (5.12)
	A bit weak	2.0 (0.85)	19.3 (2.45)
	Very weak	0.3 (0.26)	3.4 (1.00)
	Don't know	0.0	0.0
Parental rating of child's maths	Very good	28.8 (4.20)	59.5 (3.24)
	Good	43.4 (3.40)	34.6 (3.01)
	A bit weak	24.2 (3.13)	5.6 (1.34)
	Very weak	3.6 (1.24)	0.3 (0.25)
	Don't know	0.0	0.0
Parental frequency of discussing with child something that s/he has read	Never	2.2 (0.83)	3.8 (1.23)
	Once or twice a year	0.9 (0.44)	6.0 (3.51)
	About once a month	11.9 (2.14)	8.9 (1.84)
	About once a week	33.0 (3.90)	44.8 (5.21)
	A few times a week	52.0 (3.58)	36.5 (4.16)
Pupil has access at home to…	reference books	86.9 (2.49)	84.5 (2.33)
	computer with high-speed (broadband) internet access	81.1 (3.29)	70.8 (4.30)
	educational games	76.7 (3v.19)	69.5 (3.21)
Number of books at home	None	0.9 (0.59)	0.5 (0.28)
	1 to 10	5.0 (1.33)	8.6 (2.05)
	11 to 50	19.1 (2.64)	28.2 (4.04)
	51 to 100	23.5 (3.53)	29.4 (3.12)
	101 to 250	23.6 (3.13)	22.7 (3.36)
	251 to 500	14.3 (2.41)	7.0 (1.27)
	Over 500	13.6 (2.79)	3.7 (1.07)

p. 81: "Similar data for Second class are included in the e-appendix."

e-table 6.8 (School / teacher): Characteristics of pupils whose test scores on the two domains differed by at least 50 points (one standard deviation), Second class

		50 points higher on Reading than Maths (N = 386)	50 points higher on Maths than Reading (N = 432)
School location	City	31.2 (7.20)	26.1 (5.33)
	Large town (>10,000)	12.6 (4.24)	13.2 (4.27)
	Town (1,500 – 10,000)	21.8 (5.59)	15.4 (4.04)
	Village or rural	34.4 (7.24)	45.3 (7.52)
Teacher in school whose post of responsibility includes library duties	%	59.5 (7.78)	58.9 (8.37)
Books:pupil ratio	Mean	12.5 (1.51)	13.4 (1.39)
Computer: pupil ratio	Mean	0.1 (0.01)	0.1 (0.02)
Interactive whiteboard: pupil ratio	Mean	0.01 (0.002)	0.01 (0.002)
% of school enrolment that has English as a Second Language	Mean	11.8 (3.60)	9.48 (1.687)
Percentage of pupils whose teacher has an additional responsibility for…	English	5.4 (3.09)	4.9 (2.10)
	Maths	3.6 (2.08)	2.8 (1.55)
Total time spent on teaching English	Mean	249.4 (9.52)	275.4 (11.89)
Total time spent on teaching Maths	Mean	214.3 (6.33)	227.4 (8.00)
Teacher confidence in…	Teaching Reading and Maths	-0.2 (0.15)	0.1 (0.11)
	Teaching with Technology	0.1 (0.15)	-0.2 (0.16)
Academic ability (mean class level as rated by teacher)	Reading	2.3 (0.07)	1.9 (0.06)
	Maths	2.0 (0.06)	2.1 (0.06)

p. 81: "Similar data for Second class are included in the e-appendix."

e-table 6.9 (Second): Number of pupils who scored at least 50 points higher on one mathematics process subscale than on another*

	Reason	Implement	Understand & Recall	Integrate & Connect	Apply & Problem-solve
Reason	–	418 (10.7%)	479 (12.3%)	362 (9.3%)	289 (7.4%)
Implement	420 (10.8%)	–	493 (12.6%)	442 (11.3%)	286 (7.3%)
Understand & Recall	472 (12.1%)	488 (12.5%)	–	500 (12.8%)	397 (10.2%)
Integrate & Connect	405 (10.4%)	449 (11.5%)	503 (12.9%)	–	340 (8.7%)
Apply & Problem-solve	257 (6.6%)	346 (8.9%)	411 (10.5%)	365 (9.3%)	–

p. 83: "This section compares… expected to acquire through the curriculum."
*Column headings indicate domain in which score was higher.

e-table 6.9 (Sixth): Number of pupils who scored at least 50 points higher on one mathematics process subscale than on another*

	Reason	Implement	Understand & Recall	Integrate & Connect	Apply & Problem-solve
Reason	–	244 (6.4%)	302 (7.9%)	421 (11.0%)	165 (4.3%)
Implement	245 (6.4%)	–	377 (9.8%)	442 (11.5%)	230 (6.0%)
Understand & Recall	306 (8.0%)	343 (9.0%)	–	487 (12.7%)	336 (8.8%)
Integrate & Connect	397 (10.4%)	473 (12.3%)	443 (11.6%)	–	425 (11.1%)
Apply & Problem-solve	165 (4.3%)	241 (6.3%)	321 (8.4%)	417 (10.9%)	–

p. 83: "This section compares… expected to acquire through the curriculum."
*Column headings indicate domain in which score was higher.

e-table 6.10 (maths): Maths scores of pupils with at least a 50-point advantage in implement over problem-solve, and vice-versa

	2nd Class				6th Class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Implement-advantaged	8.9	8.9	238.9	4.19	6.3	6.3	236.4	4.33
Problem-solve-advantaged	7.3	7.3	266.3	5.05	6.0	6.0	256.2	4.82
No advantage	83.8	83.8	249.8	2.62	87.7	87.7	250.5	2.43
Missing	0.0	0.0	–	–	0.0	0.0	–	–
Comparisons	Diff	SED	95% BCI		Diff	SED	95% BCI	
Implement – Problem-solve	-27.4	5.94	**-39.2**	**-15.5**	-19.8	6.50	**-32.8**	**-6.9**

p. 83: "This is surprising… much better on the overall mathematics test (and reading) test."
Significant differences in bold. For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.

e-table 6.10 (English): Reading scores of pupils with at least a 50-point advantage in implement over problem-solve, and vice-versa

	2nd Class				6th Class			
	%T	%A	Mean	SE	%T	%A	Mean	SE
Implement-advantaged	8.9	8.9	250.1	3.76	6.5	6.5	237.6	4.95
Problem-solve-advantaged	7.2	7.2	259.7	3.99	6.0	6.0	255.6	5.35
No advantage	83.9	83.9	249.5	1.91	87.5	87.5	251.0	1.81
Missing	0.0	0.0	–	–	0.0	0.0	–	–
Comparisons	Diff	SED	95% BCI		Diff	Diff	SED	
Implement – Problem-solve	-9.6	5.26	-20.1	0.9	-18.0	7.55	**-33.0**	**-2.9**

p. 83: "This is surprising… much better on the overall mathematics test (and reading) test."

Significant differences in bold. For assistance in interpreting table, see *How to Interpret Comparisons of Groups of Pupils* on page 1.