

# Highlights From PIRLS 2011

Reading Achievement of U.S. Fourth-Grade Students  
in an International Context

Appendix E: Standard Error Tables

DECEMBER 2012

**Table E-1. Standard errors for table 3: Overall reading average scale score and purposes of reading subscale scores of 4th-grade students, by education system: 2011**

Education system	Overall reading average scale score		Purposes of reading			
			Literary experience		Acquire and use information	
			Average score	s.e.	Average score	s.e.
PIRLS scale average	500	0.0	500	0.0	500	0.0
<i>Hong Kong-CHN</i> <sup>1</sup>	571	2.3	565	2.5	578	2.2
Russian Federation	568	2.7	567	2.7	570	2.7
Finland	568	1.9	568	2.0	568	2.0
Singapore <sup>2</sup>	567	3.3	567	3.5	569	3.3
<i>Northern Ireland-GBR</i> <sup>3</sup>	558	2.4	564	2.7	555	2.6
United States <sup>2</sup>	556	1.5	563	1.8	553	1.6
Denmark <sup>2</sup>	554	1.7	555	1.7	553	1.8
Croatia <sup>2</sup>	553	1.9	555	1.9	552	1.6
<i>Chinese Taipei-CHN</i>	553	1.9	542	1.9	565	1.8
Ireland	552	2.3	557	2.7	549	2.3
<i>England-GBR</i> <sup>3</sup>	552	2.6	553	2.8	549	2.6
Canada <sup>2</sup>	548	1.6	553	1.7	545	1.7
Netherlands <sup>3</sup>	546	1.9	545	2.4	547	1.9
Czech Republic	545	2.2	545	2.1	545	2.0
Sweden	542	2.1	547	2.4	537	2.4
Italy	541	2.2	539	2.0	545	2.0
Germany	541	2.2	545	2.2	538	2.5
Israel <sup>1</sup>	541	2.7	542	2.7	541	2.6
Portugal	541	2.6	538	2.8	544	2.6
Hungary	539	2.9	542	2.8	536	3.0
Slovak Republic	535	2.8	540	2.9	530	3.0
Bulgaria	532	4.1	532	4.4	533	4.0
New Zealand	531	1.9	533	2.3	530	2.0
Slovenia	530	2.0	532	2.4	528	2.0
Austria	529	2.0	533	2.2	526	2.0
Lithuania <sup>2,4</sup>	528	2.0	529	1.8	527	2.0
Australia	527	2.2	527	2.2	528	2.2
Poland	526	2.1	531	2.1	519	2.4
France	520	2.6	521	2.6	519	2.6
Spain	513	2.3	516	2.1	512	2.0
Norway <sup>5</sup>	507	1.9	508	2.0	505	2.3
<i>Belgium (French)-BEL</i> <sup>2,3</sup>	506	2.9	508	2.9	504	3.2
Romania	502	4.3	504	4.2	500	4.6
Georgia <sup>4,6</sup>	488	3.1	491	2.9	482	3.1
Malta	477	1.4	470	1.7	485	1.5
Trinidad and Tobago	471	3.8	467	4.1	474	3.8
Azerbaijan <sup>2,6</sup>	462	3.3	461	3.0	460	3.9
Iran, Islamic Rep. of	457	2.8	459	2.9	455	2.9
Colombia	448	4.1	453	4.1	440	4.4
United Arab Emirates	439	2.2	427	2.4	452	2.2
Saudi Arabia	430	4.4	422	4.6	440	4.5
Indonesia	428	4.2	418	4.0	439	4.5
Qatar <sup>2</sup>	425	3.5	415	3.9	436	3.4
Oman <sup>7</sup>	391	2.8	379	2.8	404	3.0
Morocco <sup>8</sup>	310	3.9	299	3.6	321	3.6

See notes at end of table.

**Table E-1. Standard errors for table 3: Overall reading average scale score and purposes of reading subscale scores of 4th-grade students by education system: 2011—Continued**

Benchmarking education systems	Overall reading average scale score		Purposes of reading			
			Literary experience		Acquire and use information	
			Average score	s.e.	Average score	s.e.
<i>Florida-USA<sup>1,4</sup></i>	569	2.9	577	3.3	564	2.8
<i>Ontario-CAN<sup>2</sup></i>	552	2.6	558	2.6	549	2.7
<i>Alberta-CAN<sup>2</sup></i>	548	2.9	552	3.0	545	2.8
<i>Quebec-CAN</i>	538	2.1	539	2.0	536	2.4
<i>Andalusia-ESP</i>	515	2.3	518	2.4	512	2.3
<i>Dubai-UAE</i>	476	2.0	466	2.4	488	2.4
<i>Maltese-MLT</i>	457	1.5	458	1.7	455	2.0
<i>Abu Dhabi-UAE</i>	424	4.7	414	5.0	437	4.3

<sup>1</sup>National Defined Population covers less than 90 percent of National Target Population.

<sup>2</sup>National Defined Population covers 90 percent to 95 percent of National Target Population.

<sup>3</sup>Met guidelines for sample participation rates only after replacement schools were included.

<sup>4</sup>National Target Population does not include all of the International Target Population.

<sup>5</sup>Nearly satisfied guidelines for sample participation rates after replacement schools were included.

<sup>6</sup>Exclusion rates for Azerbaijan and Georgia are slightly underestimated as some conflict zones were not covered and no official statistics were available.

<sup>7</sup>The TIMSS & PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.

<sup>8</sup>The TIMSS & PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 25 percent.

NOTE: Education systems are ordered by 2011 average score. Italics indicate participants identified and counted in this report as an education system and not as a separate country. Participants that did not administer PIRLS at the target grade are not shown; see the international report for their results. All Florida-USA data are based on public school students only. Standard error is noted by s.e.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2011.

**Table E-2. Standard errors for figure 1: Change in average reading scores of 4th-grade students, by education system: 2006 to 2011 and 2001 to 2011**

Education system	2001		2006		2011		2006–2011		2001–2011	
	Average score	s.e.	Average score	s.e.	Average score	s.e.	Change in average score <sup>1</sup>	s.e.	Change in average score <sup>1</sup>	s.e.
<i>Hong Kong-CHN</i> <sup>2</sup>	528	3.1	564	2.4	571	2.3	7	3.3	43	3.8
Russian Federation	528	4.4	565	3.4	568	2.7	4	4.3	40	5.2
Singapore <sup>3</sup>	528	5.2	558	2.9	567	3.3	9	4.4	39	6.1
United States <sup>3</sup>	542	3.8	540	3.5	556	1.5	16	3.9	14	4.1
Denmark <sup>3</sup>	—	†	546	2.3	554	1.7	8	2.8	—	†
<i>Chinese Taipei-CHN</i>	—	†	535	2.0	553	1.9	18	2.8	—	†
<i>England-GBR</i> <sup>4</sup>	553	3.4	539	2.6	552	2.6	12	3.7	-1	4.3
Netherlands <sup>4</sup>	554	2.5	547	1.5	546	1.9	-1	2.5	-8	3.2
Czech Republic	537	2.3	—	†	545	2.2	—	†	9	3.2
Sweden	561	2.2	549	2.3	542	2.1	-8	3.1	-19	3.0
Italy	541	2.4	551	2.9	541	2.2	-10	3.7	1	3.2
Germany	539	1.9	548	2.2	541	2.2	-7	3.1	2	2.9
Hungary	543	2.2	551	3.0	539	2.9	-12	4.2	-4	3.7
Slovak Republic	518	2.8	531	2.8	535	2.8	4	3.9	17	4.0
Bulgaria	550	3.8	547	4.4	532	4.1	-15	6.0	-19	5.6
New Zealand	529	3.6	532	2.0	531	1.9	-1	2.8	2	4.0
Slovenia	502	2.0	522	2.1	530	2.0	9	2.9	29	2.8
Austria	—	†	538	2.2	529	2.0	-9	2.9	—	†
Lithuania <sup>3,5</sup>	543	2.6	537	1.6	528	2.0	-9	2.6	-15	3.3
Poland	—	†	519	2.4	526	2.1	6	3.1	—	†
France	525	2.4	522	2.1	520	2.6	-2	3.3	-5	3.5
Spain	—	†	513	2.5	513	2.3	1	3.4	—	†
Norway <sup>6</sup>	499	2.9	498	2.6	507	1.9	9	3.2	8	3.5
<i>Belgium (French)-BEL</i> <sup>3,4</sup>	—	†	500	2.6	506	2.9	6	3.9	—	†
Romania	512	4.6	489	5.0	502	4.3	12	6.6	-10	6.3
Georgia <sup>5,7</sup>	—	†	471	3.1	488	3.1	17	4.4	—	†
Trinidad and Tobago	—	†	436	4.9	471	3.8	35	6.2	—	†
Iran, Islamic Rep. of	414	4.2	421	3.1	457	2.8	36	4.2	44	5.0
Colombia	422	4.4	—	†	448	4.1	—	†	25	6.1
Indonesia	—	†	405	4.1	428	4.2	24	5.9	—	†
Benchmarking education systems										
<i>Ontario-CAN</i> <sup>3</sup>	548	3.3	555	2.7	552	2.6	-3	3.8	4	4.2
<i>Alberta-CAN</i> <sup>3</sup>	—	†	560	2.4	548	2.9	-12	3.7	—	†
<i>Quebec-CAN</i>	537	3.0	533	2.8	538	2.1	5	3.5	#	3.7

— Not available.

† Not applicable.

# Rounds to zero.

<sup>1</sup>Difference calculated by subtracting 2006 and 2001 estimate, respectively from 2011 estimate using unrounded numbers.

<sup>2</sup>National Defined Population covers less than 90 percent of National Target Population.

<sup>3</sup>National Defined Population covers 90 percent to 95 percent of National Target Population.

<sup>4</sup>Met guidelines for sample participation rates only after replacement schools were included.

<sup>5</sup>National Target Population does not include all of the International Target Population.

<sup>6</sup>Nearly satisfied guidelines for sample participation rates after replacement schools were included.

<sup>7</sup>Exclusion rates for Georgia are slightly underestimated as some conflict zones were not covered and no official statistics were available.

NOTE: Education systems are ordered by 2011 average scores. All education systems at all years of assessment met international sampling and other guidelines in 2011, except as noted. Data are not shown for some education systems because comparable data from previous cycles are not available. Participants that did not administer PIRLS at the target grade are not shown; see the international report for their results. All Florida-USA data are based on public school students only. For 2001, Lithuania had a National Target Population that did not include all of the International Target Population; England-GBR, the Russian Federation, and the United States had a National Defined Population that covered 90 percent to 95 percent of the National Target Population; England-GBR, the Netherlands, and the United States met guidelines for sample participation rates only after replacement schools were included. For 2006, Georgia and Lithuania had a National Target Population that did not include all of the International Target Population; Georgia, the Russian Federation, Alberta-CAN, and Ontario-CAN had a National Defined Population that covered 90 percent to 95 percent of the National Target Population; the Netherlands and the United States met guidelines for sample participation rates only after replacement schools were included; Norway nearly satisfied guidelines for sample participation rates after replacement schools were included. Detail may not sum to totals because of rounding. Standard error is noted by s.e.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2001, 2006, and 2011.

**Table E-3. Standard errors for figure 2: Percentage of 4th-grade students reaching the PIRLS international benchmarks in reading, by education system: 2011**

Education system	Advanced (625)		High (550)		Intermediate (475)		Low (400)	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
International median percentage	8	0.0	44	0.0	80	0.0	95	0.0
Singapore <sup>1</sup>	24	1.6	62	1.8	87	1.1	97	0.4
Russian Federation	19	1.2	63	1.7	92	1.1	99	0.2
<i>Northern Ireland-GBR</i> <sup>2</sup>	19	1.2	58	1.4	87	0.9	97	0.6
Finland	18	0.9	63	1.3	92	0.7	99	0.2
<i>England-GBR</i> <sup>2</sup>	18	1.1	54	1.3	83	1.1	95	0.5
<i>Hong Kong-CHN</i> <sup>3</sup>	18	1.2	67	1.5	93	0.8	99	0.2
United States <sup>1</sup>	17	0.7	56	0.8	86	0.6	98	0.3
Ireland	16	0.9	53	1.4	85	0.8	97	0.5
Israel <sup>3</sup>	15	0.9	49	1.3	80	1.3	93	0.8
New Zealand	14	0.7	45	1.1	75	0.9	92	0.5
Canada <sup>1</sup>	13	0.7	51	1.1	86	0.6	98	0.2
<i>Chinese Taipei-CHN</i>	13	0.9	55	1.3	87	0.7	98	0.3
Denmark <sup>1</sup>	12	0.8	55	1.2	88	0.8	99	0.2
Hungary	12	0.9	48	1.5	81	1.2	95	0.7
Bulgaria	11	0.8	45	2.0	77	1.9	93	1.0
Croatia <sup>1</sup>	11	0.7	54	1.3	90	0.7	99	0.2
Australia	10	0.7	42	1.1	76	1.0	93	0.7
Italy	10	0.7	46	1.4	85	1.1	98	0.4
Germany	10	0.8	46	1.4	85	1.0	98	0.3
Portugal	9	1.1	47	1.8	84	1.2	98	0.5
Sweden	9	0.8	47	1.6	85	1.0	98	0.3
Czech Republic	8	0.9	50	1.4	87	0.9	98	0.5
Slovak Republic	8	0.6	44	1.5	82	1.3	96	0.8
Slovenia	8	0.7	42	1.2	79	0.9	95	0.6
Poland	7	0.6	39	1.2	77	0.9	95	0.5
Romania	7	0.7	32	1.6	65	2.1	86	1.5
Netherlands <sup>2</sup>	7	0.5	48	1.5	90	0.8	100	0.2
Lithuania <sup>1,4</sup>	6	0.5	39	1.4	80	1.2	97	0.4
France	5	0.5	35	1.6	75	1.5	95	0.8
Austria	5	0.5	39	1.5	80	0.9	97	0.3
Malta	4	0.4	24	0.7	55	0.8	78	0.6
Spain	4	0.5	31	1.3	72	1.2	94	0.7
Trinidad and Tobago	3	0.5	19	1.4	50	1.9	78	1.5
United Arab Emirates	3	0.3	14	0.6	38	1.0	64	0.9
Georgia <sup>4,5</sup>	2	0.3	21	1.2	60	1.6	86	1.4
<i>Belgium (French)-BEL</i> <sup>1,2</sup>	2	0.5	25	1.4	70	1.7	94	1.1
Qatar <sup>1</sup>	2	0.5	12	1.2	34	1.4	60	1.5
Norway <sup>6</sup>	2	0.4	25	1.5	71	1.3	95	0.7
Iran, Islamic Rep. of	1	0.2	13	0.9	45	1.6	76	1.1
Colombia	1	0.3	10	1.3	38	2.1	72	1.9
Saudi Arabia	1	0.2	8	1.0	34	2.0	65	1.9
Azerbaijan <sup>1,5</sup>	#	†	9	0.9	45	2.1	82	1.6
Oman <sup>7</sup>	#	†	5	0.4	21	0.9	47	1.2
Indonesia	#	†	4	0.6	28	1.9	66	2.2
Morocco <sup>8</sup>	#	†	1	0.2	7	0.7	21	1.3

See notes at end of table.

**Table E-3. Standard errors for figure 2: Percentage of 4th-grade students reaching the PIRLS international benchmarks in reading, by education system: 2011—Continued**

Benchmarking education systems	Advanced (625)		High (550)		Intermediate (475)		Low (400)	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
<i>Florida-USA</i> <sup>3,4</sup>	22	1.7	61	1.7	91	1.1	98	0.4
<i>Ontario-CAN</i> <sup>†</sup>	15	1.3	54	1.7	85	1.1	97	0.4
<i>Alberta-CAN</i> <sup>†</sup>	13	1.0	51	1.6	85	1.2	97	0.5
<i>Quebec-CAN</i>	7	0.7	43	1.9	85	1.0	98	0.3
<i>Dubai-UAE</i>	6	0.4	26	0.9	54	1.0	75	0.8
<i>Andalusia-ESP</i>	4	0.4	31	1.5	73	1.3	95	0.7
<i>Abu Dhabi-UAE</i>	2	0.6	10	1.2	32	1.9	60	1.9
<i>Maltese-MLT</i>	1	0.2	14	0.7	45	0.9	74	0.9

# Rounds to zero.

† Not applicable.

<sup>1</sup>National Defined Population covers 90 percent to 95 percent of National Target Population.

<sup>2</sup>Met guidelines for sample participation rates only after replacement schools were included.

<sup>3</sup>National Defined Population covers less than 90 percent of National Target Population.

<sup>4</sup>National Target Population does not include all of the International Target Population.

<sup>5</sup>Exclusion rates for Azerbaijan and Georgia are slightly underestimated as some conflict zones were not covered and no official statistics were available.

<sup>6</sup>Nearly satisfied guidelines for sample participation rates after replacement schools were included.

<sup>7</sup>The TIMSS & PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.

<sup>8</sup>The TIMSS & PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 25 percent.

NOTE: Education systems are ordered by percentage at Advanced international benchmark. Italics indicate participants identified and counted in this report as an education system and not as a separate country. The PIRLS international median represents all participating PIRLS education systems, including the United States. The international median represents the percentage at which half of the participating education systems have that percentage of students at or above the median and half have that percentage of students below the median. Participants that did not administer PIRLS at the target grade are not shown; see the international report for their results. All Florida-USA data are based on public school students only. Standard error is noted by s.e.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2011.

**Table E-4. Standard errors for figure 3: Difference in average reading scores of 4th-grade students, by sex and education system: 2011**

Education system	Female		Male		Female-male difference	
	Average score	s.e.	Average score	s.e.	Score difference	s.e.
International average	520	0.5	504	0.5	16	0.5
Colombia	447	4.6	448	4.6	-1	3.9
Italy	543	2.4	540	2.7	3	2.4
France	522	3.4	518	2.4	5	2.7
Spain	516	2.5	511	2.8	5	2.5
<i>Belgium (French)-BEL<sup>1,2</sup></i>	509	3.1	504	3.1	5	2.3
Israel <sup>3</sup>	544	3.1	538	3.4	6	3.4
Czech Republic	549	2.5	542	2.5	6	2.6
Netherlands <sup>2</sup>	549	2.1	543	2.2	7	2.0
Austria	533	2.2	525	2.3	8	2.3
Germany	545	2.3	537	2.7	8	2.5
Slovak Republic	540	3.1	530	2.8	10	2.1
United States <sup>1</sup>	562	1.9	551	1.7	10	1.8
Denmark <sup>1</sup>	560	1.9	548	2.1	12	2.2
Canada <sup>1</sup>	555	1.7	542	2.1	12	2.0
Poland	533	2.5	519	2.7	14	3.1
Azerbaijan <sup>1,4</sup>	470	3.6	456	3.5	14	2.3
Croatia <sup>1</sup>	560	2.1	546	2.2	14	2.2
Sweden	549	2.4	535	2.5	14	2.7
Portugal	548	3.0	534	2.8	14	2.4
Norway <sup>5</sup>	514	2.2	500	2.7	14	3.1
<i>Chinese Taipei-CHN</i>	561	2.1	546	2.1	15	2.1
Bulgaria	539	4.5	524	4.3	15	3.5
Romania	510	4.8	495	4.3	15	3.3
Ireland	559	2.9	544	3.0	15	3.9
Hungary	547	3.2	532	3.2	16	2.6
Slovenia	539	2.2	523	2.7	16	3.1
<i>Northern Ireland-GBR<sup>2</sup></i>	567	2.5	550	3.2	16	3.4
<i>Hong Kong-CHN<sup>3</sup></i>	579	2.3	563	2.5	16	2.2
Australia	536	2.7	519	2.7	17	3.1
Singapore <sup>1</sup>	576	3.5	559	3.6	17	2.6
Malta	486	1.9	468	2.0	18	2.8
Indonesia	437	4.5	419	4.3	18	2.3
Lithuania <sup>1,6</sup>	537	2.4	520	2.4	18	2.8
Russian Federation	578	2.8	559	3.1	18	2.3
Iran, Islamic Rep. of	467	4.3	448	4.3	20	6.4
New Zealand	541	2.2	521	2.7	20	3.1
Finland	578	2.3	558	2.2	21	2.3
Georgia <sup>4,6</sup>	499	2.7	477	4.0	22	3.0
<i>England-GBR<sup>2</sup></i>	563	3.0	540	3.1	23	3.0
United Arab Emirates	452	3.0	425	3.5	27	4.8
Morocco <sup>7</sup>	326	4.0	296	4.6	29	3.9
Qatar <sup>1</sup>	441	4.7	411	4.2	30	6.0
Trinidad and Tobago	487	4.5	456	4.3	31	4.6
Oman <sup>8</sup>	411	3.0	371	3.4	40	2.9
Saudi Arabia	456	3.1	402	8.2	54	8.8

See notes at end of table.

**Table E-4. Standard errors for figure 3: Difference in average reading scores of 4th-grade students, by sex and education system: 2011—Continued**

Benchmarking education systems	Female		Male		Female-male difference	
	Average score	s.e.	Average score	s.e.	Score difference	s.e.
<i>Andalusia-ESP</i>	519	2.4	511	2.8	8	2.6
<i>Alberta-CAN<sup>1</sup></i>	553	3.1	543	3.1	10	2.2
<i>Ontario-CAN<sup>1</sup></i>	558	3.3	546	2.8	13	3.4
<i>Dubai-UAE</i>	483	3.9	470	3.5	13	6.3
<i>Quebec-CAN</i>	544	2.6	531	2.4	14	2.5
<i>Florida-USA<sup>3,6</sup></i>	576	3.4	561	3.0	15	2.9
<i>Maltese-MLT</i>	470	2.0	445	2.2	25	3.0
<i>Abu Dhabi-UAE</i>	442	5.5	406	6.3	36	8.0

<sup>1</sup>National Defined Population covers 90 percent to 95 percent of National Target Population.

<sup>2</sup>Met guidelines for sample participation rates only after replacement schools were included.

<sup>3</sup>National De fined Population covers less than 90 percent of National Target Population.

<sup>4</sup>Exclusion rates for Azerbaijan and Georgia are slightly underestimated as some conflict zones were not covered and no official statistics were available.

<sup>5</sup>Nearly satisfied guidelines for sample participation rates after replacement schools were included.

<sup>6</sup>National Target Population does not include all of the International Target Population.

<sup>7</sup>The TIMSS & PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 25 percent.

<sup>8</sup>The TIMSS & PIRLS International Study Center has reservations about the reliability of the average achievement score because the percentage of students with achievement too low for estimation exceeds 15 percent, though it is less than 25 percent.

NOTE: Education systems are ordered by female-male difference in average score. Italics indicate participants identified and counted in this report as an education system and not as a separate country. Participants that did not administer PIRLS at the target grade are not shown; see the international report for their results. All Florida-USA data are based on public school students only. The International Average includes all education systems. Standard error is noted by s.e.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2011.

**Table E-5. Standard errors for figure 4: Average reading scores of U.S. 4th-grade students, by race/ethnicity: 2011**

	Average score	s.e.
PIRLS scale average	500	0.0
U.S. average	556	1.5
White	575	1.9
Black	522	3.6
Hispanic	532	2.2
Asian	588	4.5
Multiracial	578	4.5

NOTE: Reporting standards were not met for American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander. Black includes African American and Hispanic includes Latino. Racial categories exclude Hispanic origin. Students who identified themselves as being of Hispanic origin were classified as Hispanic, regardless of their race. Although data for some race/ethnicities are not shown separately because the reporting standards were not met, they are included in the U.S. and state totals shown throughout the report. See appendix A in this report for more information. Standard error is noted by s.e.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2011.

**Table E-6. Standard errors for figure 5: Average reading scores of U.S. 4th-grade students, by percentage of students in public school eligible for free or reduced-price lunch: 2011**

Percentage of students in public school eligible for free or reduced-price lunch	Average score	
	score	s.e.
PIRLS scale average	500	0.0
U.S. average	556	1.5
Less than 10 percent (Level 1)	605	3.8
10 percent - 24.9 percent (Level 2)	584	2.9
25 percent - 49.9 percent (Level 3)	568	2.5
50 percent - 74.9 percent (Level 4)	544	2.7
75 percent or more (Level 5)	520	3.2

NOTE: Analyses are limited to public schools only, based on school reports of the percentage of students in public school eligible for the federal free or reduced-price lunch program. Standard error is noted by s.e.  
SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2011.

**Table E-7. Standard errors for table 6: Average reading scores of 4th-grade students in Florida public schools, by sex, race/ethnicity, and percentage of students in public school eligible for free or reduced-price lunch: 2011**

	Average score	s.e.
PIRLS scale average	500	0.0
U.S. average	556	1.5
Florida average	569	2.9
Sex		
Female	576	3.4
Male	561	3.0
Race/ethnicity		
White	591	4.6
Black	537	4.2
Hispanic	564	4.6
Asian	604	9.6
Multiracial	591	7.8
Percentage of public school students eligible for free or reduced-price lunch		
Less than 10 percent	601	9.1
10 percent to 24.9 percent	610	7.9
25 percent to 49.9 percent	587	4.9
50 percent to 74.9 percent	566	3.7
75 percent or more	544	4.1

NOTE: Reporting standards were not met for American Indian/Alaska Native and Native Hawaiian/Other Pacific Islander. Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin. Students who identified themselves as being of Hispanic origin were classified as Hispanic, regardless of their race. Not all race/ethnicity categories are shown but they are included in the U.S. and state totals shown throughout the report. Multiracial students are those that identify themselves with more than one race. Standard error is noted by s.e.

SOURCE: International Association for the Evaluation of Educational Achievement (IEA), Progress in International Reading Literacy Study (PIRLS), 2011.