

	PUPIL READING ACHIEVEMENT													
	OVERALL		PUPIL SEX				SCHOOL LOCATION				SOCIOECONOMIC STATUS			
			Boys		Girls		Rural		Urban		Low (bottom 25%)		High (top 25%)	
	Mean	Trend	Mean	Trend	Mean	Trend	Mean	Trend	Mean	Trend	Mean	Trend	Mean	Trend
Botswana	535	▲	520	▲	549	▲	508	△	559	▲	474	▼	584	▲
Kenya	543	▶	544	▶	542	▶	526	▽	576	▶	518	▶	600	▶
Lesotho	468	▲	464	▲	471	▲	456	▲	492	▲	448	△	495	▲
Malawi	433	▶	438	△	428	▶	429	△	449	△	429	▲	449	▶
Mauritius	574	▲	559	▲	589	▲	563	▲	585	▲	511	▲	657	▲
Mozambique	476	▼	478	▼	473	▼	458	▼	487	▼	452	▼	523	▼
Namibia	497	▲	490	▲	504	▲	464	▲	548	▲	458	▲	558	▲
Seychelles	575	▽	544	▽	607	▽	572	▶	577	▽	509	▼	629	▽
South Africa	495	▶	484	△	506	▶	441	▲	549	▶	423	▶	606	▼
Swaziland	549	▲	545	▲	554	▲	539	▲	573	▲	532	▲	571	△
Tanzania	578	▲	586	▲	570	▲	564	▲	608	△	558	▲	614	▲
Uganda	479	▶	482	▶	476	▽	463	▼	521	△	460	▽	511	▼
Zambia	434	▽	437	▶	432	▽	424	▲	454	▼	419	▲	483	▶
Zanzibar	534	▲	526	▲	540	▲	518	▲	561	▲	499	▲	574	▲
Zimbabwe	508	××	501	××	512	××	473	××	596	××	××	××	××	××
<b>SACMEQ</b>	<b>512</b>	<b>▲</b>	<b>506</b>	<b>▲</b>	<b>517</b>	<b>▲</b>	<b>490</b>	<b>▲</b>	<b>544</b>	<b>▲</b>	<b>481</b>	<b>▲</b>	<b>560</b>	<b>▲</b>

	PUPIL MATHEMATICS ACHIEVEMENT													
	OVERALL		PUPIL SEX				SCHOOL LOCATION				SOCIOECONOMIC STATUS			
			Boys		Girls		Rural		Urban		Low (bottom 25%)		High (top 25%)	
	Mean	Trend	Mean	Trend	Mean	Trend	Mean	Trend	Mean	Trend	Mean	Trend	Mean	Trend
Botswana	521	△	517	△	524	△	501	▶	539	▲	479	▼	553	▶
Kenya	557	▽	568	▽	546	▽	545	▽	580	▽	541	▶	596	▽
Lesotho	477	▲	477	▲	477	▲	469	▲	492	▲	460	▲	498	▲
Malawi	447	▲	453	▲	441	▲	444	▲	458	▲	445	▲	454	△
Mauritius	623	▲	616	▲	631	▲	613	▲	634	▲	554	▲	719	▲
Mozambique	484	▼	488	▼	479	▼	478	▼	487	▼	471	▼	511	▼
Namibia	471	▲	472	▲	470	▲	448	▲	506	▲	444	▲	514	▲
Seychelles	551	▶	535	▶	567	▽	550	▶	551	▶	499	▼	594	▼
South Africa	495	△	491	△	498	△	457	▲	533	△	446	△	579	▽
Swaziland	541	▲	546	▲	536	▲	536	▲	553	▲	533	▲	552	▲
Tanzania	553	▲	568	▲	538	▲	542	▲	576	▲	540	▲	579	▲
Uganda	482	▼	487	▼	477	▼	471	▼	512	▼	465	▼	504	▼
Zambia	435	▶	441	▶	429	▶	429	△	447	▶	425	▲	463	▶
Zanzibar	486	△	489	▶	484	▲	478	▶	500	▲	471	▶	510	▲
Zimbabwe	520	××	521	××	519	××	492	××	590	××	××	××	××	××
<b>SACMEQ</b>	<b>509</b>	<b>△</b>	<b>512</b>	<b>△</b>	<b>507</b>	<b>▲</b>	<b>494</b>	<b>▲</b>	<b>533</b>	<b>▲</b>	<b>489</b>	<b>▲</b>	<b>541</b>	<b>▶</b>

Mean (2007)

- Green Above the 500 mean by more than 10 points
- Black Within 10 points to the 500 mean
- Red Below the 500 mean by more than 10 points

Trend (2000 – 2007)

- ▲ Increased by more than 10 points
- △ Increased by 5 to 10 points
- ▶ Changed by less than 5 points
- ▽ Decreased by 5 to 10 points
- ▼ Decreased by more than 10

×× Data not available for either SACMEQ II (2000) or SACMEQ III (2007) or both

These results were derived from reading and mathematics tests that were based on careful analyses of official curricula in all the 15 SACMEQ school systems. During the SACMEQ II Project (2000), the tests were analyzed and scored using Rasch methods. The test scores for each subject were then transformed so that pupils from all the school systems were placed on two common scales (one for each subject), each scale with a mean score of 500 and a standard deviation of 100. During the SACMEQ III Project (2007), the test scores from both studies (i.e. SACMEQ II and SACMEQ III) were equated using Rasch methods. Thus, valid comparisons can be made across the 15 school systems and between the 2000 and 2007 studies.

# Pupil Achievement among SACMEQ School Systems



Southern and Eastern Africa Consortium for Monitoring Educational Quality



SACMEQ's research and training activities have been generously supported for over a decade by the Netherlands Government.

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