

Exhibit 5.4: Schools with Students Having the Language of the Test as Their Native Language

Reported by Principals

| Country | School has More than 90% of Students with Language of Test as Their Native Language | | School has 51-90% of Students with Language of Test as Their Native Language | | School has 50% or Less of Students with Language of Test as Their Native Language | |
|---------------------------|---|---------------------|--|---------------------|---|---------------------|
| | Percent of Students | Average Achievement | Percent of Students | Average Achievement | Percent of Students | Average Achievement |
| Australia | 62 (4.0) | 506 (3.8) | 27 (3.5) | 513 (8.1) | 11 (2.1) | 497 (12.7) |
| Bahrain | 74 (0.2) | 442 (1.7) | 8 (0.1) | 484 (6.9) | 18 (0.2) | 491 (3.5) |
| Botswana (9) | 6 (1.9) | 379 (12.1) | 2 (1.2) | ~ ~ | 93 (2.3) | 391 (2.3) |
| Canada | 43 (2.9) | 530 (3.2) | 40 (3.1) | 526 (3.6) | 18 (2.6) | 529 (6.5) |
| Chile | 100 (0.3) | 428 (3.7) | 0 (0.3) | ~ ~ | 0 (0.0) | ~ ~ |
| Chinese Taipei | 66 (3.5) | 610 (3.6) | 28 (3.5) | 583 (5.5) | 5 (1.3) | 546 (7.6) |
| Egypt | 99 (0.7) | 392 (4.2) | 1 (0.7) | ~ ~ | 0 (0.0) | ~ ~ |
| England | 66 (4.4) | 523 (6.9) | 24 (3.9) | 544 (11.2) | 10 (2.7) | 515 (18.2) |
| Georgia | 89 (2.7) | 455 (3.7) | 10 (2.8) | 442 (12.4) | 1 (0.7) | ~ ~ |
| Hong Kong SAR | 48 (4.7) | 579 (6.3) | 6 (2.1) | 573 (23.8) | 46 (5.0) | 607 (7.2) |
| Hungary | 100 (0.0) | 513 (3.9) | 0 (0.0) | ~ ~ | 0 (0.0) | ~ ~ |
| Iran, Islamic Rep. of | 50 (2.9) | 459 (6.9) | 11 (2.3) | 439 (11.3) | 40 (3.1) | 408 (5.4) |
| Ireland | 70 (4.1) | 528 (3.0) | 26 (3.8) | 509 (8.4) | 4 (1.7) | 525 (10.2) |
| Israel | 66 (3.0) | 514 (5.6) | 28 (3.2) | 506 (7.4) | 7 (1.9) | 509 (20.9) |
| Italy | 63 (3.8) | 489 (3.4) | 36 (3.8) | 502 (4.7) | 1 (0.9) | ~ ~ |
| Japan | 99 (0.9) | 587 (2.3) | 1 (0.6) | ~ ~ | 1 (0.7) | ~ ~ |
| Jordan | 99 (0.5) | 385 (3.2) | 0 (0.4) | ~ ~ | 0 (0.3) | ~ ~ |
| Kazakhstan | 55 (3.1) | 521 (7.4) | 26 (3.4) | 539 (11.7) | 20 (2.9) | 534 (12.9) |
| Korea, Rep. of | 100 (0.0) | 606 (2.6) | 0 (0.0) | ~ ~ | 0 (0.0) | ~ ~ |
| Kuwait | 84 (2.5) | 384 (4.7) | 4 (1.5) | 345 (13.4) | 11 (2.0) | 461 (26.6) |
| Lebanon | 4 (1.6) | 423 (22.4) | 9 (2.6) | 465 (14.9) | 87 (3.1) | 442 (3.9) |
| Lithuania | 88 (2.6) | 510 (3.2) | 10 (2.4) | 519 (8.4) | 2 (0.9) | ~ ~ |
| Malaysia | 48 (3.9) | 469 (5.5) | 24 (3.8) | 460 (6.8) | 28 (4.1) | 464 (8.6) |
| Malta | 4 (0.0) | 527 (6.2) | 6 (0.1) | 550 (3.2) | 90 (0.1) | 487 (1.1) |
| Morocco | 74 (2.8) | 385 (2.6) | 10 (2.0) | 387 (7.3) | 16 (2.1) | 383 (5.6) |
| New Zealand | 68 (4.2) | 496 (4.0) | 29 (4.1) | 485 (8.6) | 3 (1.7) | 449 (36.6) |
| Norway (9) | 77 (3.4) | 515 (2.7) | 19 (2.8) | 504 (3.7) | 4 (1.8) | 492 (4.5) |
| Oman | 86 (1.9) | 398 (2.6) | 3 (1.3) | 390 (11.7) | 11 (1.2) | 446 (9.5) |
| Qatar | 51 (0.7) | 393 (3.5) | 9 (0.3) | 478 (6.2) | 40 (0.7) | 485 (5.0) |
| Russian Federation | 80 (2.6) | 538 (4.6) | 15 (2.4) | 546 (7.5) | 5 (1.7) | 522 (34.5) |
| Saudi Arabia | 93 (2.4) | 369 (4.9) | 3 (1.3) | 359 (19.0) | 4 (2.0) | 353 (8.9) |
| Singapore | 0 (0.0) | ~ ~ | 0 (0.0) | ~ ~ | 100 (0.0) | 621 (3.2) |
| Slovenia | 71 (3.6) | 519 (2.8) | 27 (3.6) | 514 (4.5) | 2 (1.0) | ~ ~ |
| South Africa (9) | 12 (2.3) | 421 (14.5) | 8 (1.7) | 448 (17.7) | 80 (2.7) | 361 (5.5) |
| Sweden | 47 (4.4) | 509 (4.3) | 43 (4.5) | 499 (3.9) | 10 (2.4) | 469 (11.7) |
| Thailand | 86 (2.8) | 436 (5.2) | 7 (2.2) | 391 (12.7) | 7 (1.8) | 411 (14.9) |
| Turkey | 80 (2.5) | 470 (5.1) | 7 (1.6) | 447 (17.0) | 12 (2.1) | 383 (11.1) |
| United Arab Emirates | 48 (1.2) | 426 (3.3) | 5 (0.9) | 522 (8.7) | 47 (1.4) | 495 (3.7) |
| United States | 58 (2.8) | 533 (3.8) | 28 (2.8) | 503 (5.8) | 14 (2.5) | 493 (8.9) |
| International Avg. | 64 (0.4) | 478 (1.0) | 14 (0.4) | 483 (1.9) | 22 (0.3) | 475 (2.6) |

SOURCE: IEA's Trends in International Mathematics and Science Study – TIMSS 2015

Benchmarking Participants

| | | | | | | |
|-------------------------|----------|-----------|----------|------------|----------|------------|
| Buenos Aires, Argentina | 95 (2.6) | 400 (5.8) | 4 (2.2) | 364 (17.5) | 1 (1.3) | ~ ~ |
| Ontario, Canada | 37 (3.9) | 520 (4.3) | 45 (4.5) | 519 (4.3) | 18 (3.4) | 526 (8.4) |
| Quebec, Canada | 49 (5.5) | 551 (3.4) | 32 (4.9) | 550 (8.7) | 19 (5.3) | 539 (9.6) |
| Norway (8) | 75 (3.5) | 491 (2.3) | 21 (3.0) | 484 (4.1) | 4 (1.8) | 459 (10.5) |
| Abu Dhabi, UAE | 59 (2.8) | 414 (6.0) | 4 (1.6) | 523 (27.7) | 37 (3.2) | 469 (8.3) |
| Dubai, UAE | 24 (0.3) | 465 (3.0) | 7 (0.2) | 551 (8.3) | 69 (0.4) | 526 (2.7) |
| Florida, US | 31 (8.2) | 529 (7.3) | 45 (8.4) | 481 (12.9) | 24 (7.9) | 491 (21.7) |

() Standard errors appear in parentheses. Because of rounding some results may appear inconsistent.

A tilde (~) indicates insufficient data to report achievement.

An "r" indicates data are available for at least 70% but less than 85% of the students. An "s" indicates data are available for at least 50% but less than 70% of the students.