

Table 17

Results of classification of interviewed pupils in selected subjects at the time when they transited from basic to secondary schools

Classification of respondents at the end of the 9th grade of BSs (frequency of individual marks in percentage)									
Evaluation	Czech language			Mathematics			Foreign language – English		
	SS	SGS	SVS	SS	SGS	SVS	SS	SGS	SVS
1	15.2	43.6	8.3	19.5	48.5	12.5	32.1	70.1	23.0
2	36.8	45.1	34.9	30.5	36.8	29.0	31.7	25.0	33.3
3	34.1	9.8	39.9	32.8	12.7	37.6	26.0	3.4	31.4
4	13.6	1.5	16.5	16.7	2.0	20.3	9.9	1.5	11.9
5	0.3	0.0	0.4	0.5	0.0	0.6	0.4	0.0	0.5
Average	2.47	1.69	2.66	2.48	1.68	2.67	2.15	1.36	2.33
Difference BS – SS	-0.35	-0.90	-0.21	-0.48	-0.83	-0.39	-0.32	-0.46	-0.29

Evaluation of the Overall Success Rate of Pupils in Basic Education

The CSI evaluated pupils' achievement in basic education in terms of overall achievement, the occurrence of corrective measures and the rate of unexcused absence.

In compulsory school attendance one of the appropriate indicators of pupils' success is the proportion of pupils who repeated the given grade. In the Czech Republic the proportion of such pupils is 0.88%. The proportion concerned was higher at the 2nd level of BSs (1.22%). This indicator signals risks in the Usti Region (1.61%), the Karlovy Vary Region (1.53%) and the Liberec Region (1.26%). The situation in these regions is probably affected by a high proportion of children from a socially disadvantaged environment and Roma children, who were separated from the mainstream of education in practical schools.

In the first grades the proportion of 1.07% of unsuccessful children was above the average with the risk being the fact that most children who failed were from the Usti Region (2.16%). However, above average values were also recorded in the Karlovy Vary, Liberec, Moravian–Silesian, and Hradec Kralove Regions. Contrary to this, pupils in first grades were most successful in the Zlin Region and in Prague. The CSI evaluated the support provided to pupils attending the 1st grade of compulsory schooling and how they were prepared by pre-school education. Pupils of 1st grades have large problems with communication, accepting roles in the class collective, sustaining attention and it was found that they are not sufficiently independent. The problem is the absence of the tools which would allow teachers to carry out early diagnostics of children's maturity and of their needs for further successful education.

The highest proportion of pupils who repeated the grade was among pupils of 6th grades of compulsory school attendance (1.59%). The change of class teaching methods and evaluation of pupils as well as the transit of gifted pupils to six- and eight-year SGSs can markedly influence the educational achievement of pupils.

The proportion of pupils who repeated 9th grades was very low (0.20%).

The proportion of pupils displaying risky behaviour ranks among the important indicators of the success of pupils. In the schools visited the proportion of pupils on whom some corrective measures were imposed was 0.4%. In the vast majority such measures were reprimands.

The proportion of those who completed basic education and did not continue their studies in any secondary school was approximately 6.8%.

Roughly 93% of pupils complete basic education successfully and continue studying at the higher level of education.