



# Statistics Publication Notice

Education Series

ISSN 1479-7569

## SQA ATTAINMENT AND SCHOOL LEAVER QUALIFICATIONS IN SCOTLAND: 2005/06

21 March 2007

### A Scottish Executive National Statistics Publication

This document is also available in [pdf format](#)  
The tables are available in an [Excel Spreadsheet](#)

This Statistics Publication Notice presents information on the attainment of National Qualifications by pupils attending publicly funded secondary schools and by school leavers. Selected information on attainment in special schools is also included. It updates the Statistics Publication Notice "School Attainment and Qualifications of School Leaver Qualifications in Scotland: 2004/05" published on 14 March 2006. This Notice also presents attainment data by a number of different pupil characteristics.

The Scottish Credit and Qualifications Framework (SCQF) is used as the basis for reporting attainment. The SCQF levels are shown below for information.

Scottish Credit and Qualifications Framework (SCQF) levels:	
Level 7	CSYS at A-C; Advanced Higher at A-C
Level 6	Higher at A-C
Level 5	Intermediate 2 at A-C; Standard Grade at 1-2
Level 4	Intermediate 1 at A-C; Standard Grade at 3-4
Level 3	Access 3 cluster; Standard Grade at 5-6
Level 2	Access 2 cluster

Attainment below SCQF level 3 is only reported for special schools (Table 16) in this publication.

#### The main findings are:

##### Attainment:

- Cumulative attainment has remained stable in recent years. Attainment is greater for females than males in all stages and in all categories. (Tables 2-5)
- Of the pupils in S4 in 2003/04, 35 per cent had gained 5 or more awards at SCQF level 5 or better by the end of that year. This had increased to 48 per cent by the end of 2005/06. (Table 5)

Calculating an average tariff score for each pupil (see note 3.8) allows easier comparisons of different types of qualifications.

- In S4, pupils attending schools in rural areas had higher average tariff scores than pupils attending urban schools. (Table 6)
- Pupils registered for free school meals scored less on average than those who were not. Similarly, pupils who live in the 15% most deprived data zones had lower average tariff scores than those in the other 85% of data zones. (Table 6)
- Data on looked after children is incomplete and may not be representative of all looked after children (see background note 4.4). However, the information available suggests that looked after children without a record of needs or individualised education plan have a lower average tariff score than pupils who are not looked after but do have a record of needs or individualised education plan. (Table 6)
- Chinese, Indian and Mixed race pupils in S4 attained the highest average tariff scores over the last three years. (Table 8)

### **School Leavers:**

In 2005/06:

- 3.9 per cent of leavers obtained no awards at SCQF Level 3 or better (this compares with 4.4 per cent in 2004/05 and 4.2 per cent in 2003/04). It should be noted that some of these pupils will have achieved unit awards or Access 1 & 2 Cluster awards, however these are not currently included in the analyses. At least one pass at SCQF Level 7 was obtained by 13 per cent of leavers, which is slightly up on the figures for previous years. (Table 10)
- Eleven per cent of school leavers who were registered for free school meals attained no awards at SCQF level 3 or better, compared to 3 per cent of leavers not registered. (Table 11)
- Twelve per cent of pupils leaving schools in large urban areas attained at least one award at SCQF level 7. This compares to 16 per cent of pupils leaving schools in accessible rural areas. (Table 11)
- A higher proportion of females than males leaving publicly funded schools achieved passes at all SCQF Levels, except where three or more passes at SCQF Level 7 were attained. (Table 12)
- Ninety-four per cent of leavers attained English at SCQF Levels 3 to 5 and 93 per cent attained these levels in Mathematics. The proportions attaining English at SCQF Levels 6 and 7 were 26 per cent and 2 per cent respectively and the corresponding results for Mathematics were 19 per cent and 3 per cent. (Tables 13, 14 & 15)

### **Special Schools:**

- There has been a decline in the number of qualifications gained in special schools, as well as a decrease in the proportion of passes, between 2004/05 and 2005/06.

**The following tables are available:**

***Attainment:***

- Table 1 *S4 roll by year and gender*
- Table 2 *S4 Attainment*
- Table 3 *S5 Attainment*
- Table 4 *S6 Attainment*
- Table 5 *Attainment of the pupils who were in S4 in 2003/04, by the end of each stage*
- Table 6 *Average tariff score of S4 pupils, by characteristic of pupil: 2005/06*
- Table 7 *Three year average tariff score of S4 pupils, by urban/rural location of school and registration for free school meals: 2003/04-2005/06*
- Table 8 *Three year average tariff score of S4 pupils, by ethnic background and registration for free school meals: 2003/04-2005/06*
- Table 9 *Three year average tariff score of S4 pupils, by looked after status combined with Record of Needs/Individualised Education Programme status, and registration for free school meals: 2003/04-2005/06*

***School leavers:***

- Table 10 *Highest qualifications attained by leavers, by gender: 2003/04-2005/06*
- Table 11 *Highest qualifications attained by leavers, by characteristic of pupil: 2005/06*
- Table 12 *Total qualifications attained by leavers, by gender: 2003/04-2005/06*
- Table 13 *Total qualifications attained by leavers at SCQF levels 3 to 5, by subject and gender: 2005/06*
- Table 14 *Total qualifications attained by leavers at SCQF Level 6, by subject, grade and gender: 2005/06*
- Table 15 *Total qualifications attained by leavers at SCQF Level 7, by subject, grade and gender: 2005/06*

***Special Schools:***

- Table 16 *Single year attainment in all special schools, by SCQF level, year and gender: 2001/02-2005/06*

**The following charts are available:**

- Chart 1 *S4 Attainment*
- Chart 2 *S5 Attainment*
- Chart 3 *S6 Attainment*
- Chart 4 *Average tariff score of S4 pupils, by ethnic background: 2005/06*
- Chart 5 *Average tariff score of S4 pupils, by national identity: 2005/06*
- Chart 6 *Average tariff score of S4 pupils, by asylum status: 2005/06*
- Chart 7 *Average tariff score of S4 pupils, by deprivation status: 2005/06*

- Chart 8 *Average tariff score of S4 pupils, registration for free school meals: 2005/06*
- Chart 9 *Average tariff score of S4 pupils, by looked after status and Record of Needs/Individualised Educational Programme status: 2005/06*
- Chart 10 *Three year average tariff score of S4 pupils, by urban/rural location of school and registration for free school meals: 2003/04-2005/06*
- Chart 11 *Three year average tariff score of S4 pupils, by ethnic background and registration for free school meals: 2003/04-2005/06*
- Chart 12 *Three year average tariff score of S4 pupils, by looked after status combined with Record of Needs/ Individualised Education Programme status, and registration for free school meals: 2003/04-2005/06*
- Chart 13 *Three year average tariff score of S4 pupils, by characteristic of pupil: 2003/04-2005/06*

## **BACKGROUND NOTES**

### **1. National Statistics Statement**

This is a National Statistics publication. National Statistics are produced to high professional standards set out in the National Statistics Code of Practice. They undergo regular quality assurance reviews to ensure that they meet customer needs. They are produced free from any political interference.

### **2. Data Sources**

**2.1** Data on National Qualifications are obtained from the Scottish Qualifications Authority (SQA).

**2.2** Information on school leavers is collected from individual schools via either a paper return or electronic data exchange through schools' Management Information Systems.

**2.3** Pupil data comes from the annual Pupil Census. In September 2005, Pupil Census data was collected electronically, through local authorities, from all publicly funded schools as part of the Scottish Exchange in Educational Data (ScotXed) Programme. Further information can be found at [www.scotxed.net](http://www.scotxed.net). Previous years' school roll figures were obtained from the Census as at September in the relevant year.

### **3. Definitions**

**3.1** Examination data are Post-Appeals and update the figures published in September 2006.

**3.2** National averages include education authority, grant-aided and self-governing schools only. Special Schools include some Independent Special Schools.

**3.3** Awards are credited to the presenting centre only. Results may be affected by pupils who are presented for examinations at Further Education colleges.

**3.4** The tables cover the attainment of National Qualifications (NQs) at Standard Grade, Access 3, Intermediate 1, Intermediate 2, Higher and Advanced Higher, and are presented either using the Scottish Credit and Qualifications Framework (SCQF) Levels or average tariff scores. Some pupils will have achieved unit awards, Access 1 or 2 Clusters and non NQ awards, but these are not currently included in the analyses with exception of Access 2 Clusters, included for special schools only.

**3.5** From 2002/03, the CSYS (Certificate of Sixth Year Studies) has been completely replaced by Advanced Higher.

**3.6** Standard Grade is certificated at 3 levels: Credit (grades 1 and 2), General (grades 3 and 4), Foundation (grades 5 and 6) with a grade 7 being awarded to those who complete the course only.

**3.7** For Intermediates, Higher and Advanced Higher awards at A-C are regarded as passes. A grade D is counted as a near miss and is not included as an SCQF pass. It is however, taken account of in the UPS scale. Pupils who pass the examination but are not registered as passing all the units are included in the number of presentations but not in the number of passes. Access clusters are awarded as either a pass or fail, and are not graded.

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**3.8** Data in some tables are presented as average tariff scores to enable certification of different types to be considered together. This makes it easier to compare average attainment for different subgroups within the population. The tariff score of a pupil is calculated by allocating a score to each level of qualification and award, using the Unified Points Score scale. For example, a Standard Grade at level 1 counts as 38 points and at level 4 counts as 14 points. Further information and a full list of SQA National Qualifications and their associated tariff scores is shown in Annex A.

**3.9** Attainment is cumulative and takes into consideration all successful awards in previous years. In order to record the attainment of an entire cohort, attainment in S5 and S6 is reported as a percentage of the relevant S4 roll. For example, attainment in S5 in 2005/06 is calculated as a percentage of the September S4 roll in 2004. S6 attainment is calculated from the September S4 roll in 2003. The roll figures are available in a separate table (table 1).

**3.10** The urban/rural classifications in this publication are based on the postcode of the school and not that of the pupil. The classifications are defined as follows:

**Large urban areas** – settlements over 125,000 population. This covers the city conurbations of Edinburgh, Glasgow, Aberdeen and Dundee.

**Other urban areas** – settlements of 10,000 to 125,000 people.

**Accessible small towns** – settlements of between 3,000 and 10,000 people and within 30 minutes drive of a settlement of 10,000 or more.

**Small remote towns** – settlements of between 3,000 and 10,000 people, who are not within 30 minutes drive of a settlement of 10,000 or more people.

**Accessible rural areas** – settlements of less than 3,000 people and within 30 minutes drive of a settlement of 10,000 or more people

**Remote rural areas** – settlements of less than 3,000 people who are not within 30 minutes drive of a settlement of 10,000 or more people.

**3.11** The ethnic background and national identity questions in the Census were completed by parents or pupils. Provision of this information was optional and no values were imputed by teachers. For national identity, pupils/parents were asked to state which nationality they considered themselves to be, rather than any legal definition.

**3.12** When possible, the full list of ethnic background categories collected have been included in this publication. However, where the total number of pupils within a category are between 1 and 4 (inclusive) or where if shown it would be possible to calculate other values less than 5, this category is included in the “All Other Categories” figure. In Table 11, only categories containing a total of 100 pupils or more are shown separately. This is due to the small number of pupils that fall under each heading.

**3.13** The arrangements for leaving school were laid down in the Education (Scotland) Act in 1976 and the Education (Scotland) Act 1980. Pupils are regarded as having left on achieving the school leaving age in 2005/06 if they either:

reached the age of 16 between 1 March and 30 September 2006 and left school at the end of the school year 2005/06;

OR

reached the age of 16 between 1 October 2005 and the end of February 2006 and left school at the end of the winter term 2005/06.

These arrangements therefore allow some pupils to leave school while they are still 15 years old.

## 4. Notes

**4.1** The pupil census is a snapshot from September of the school year, and doesn't account for any movements of students during the school year. The data relating to school leavers are the best that the schools are able to provide at the time, and are subject to subsequent slight revisions.

**4.2** This publication links data from up to three separate sources using a pupil identifier. This process achieves a high rate of successful linkage, but in a small number of cases mis-matching or non-matching can occur. Table 4 reports on the attainment of 61,164 S4 pupils, out of a total S4 population of 61,190 at the pupil census date.

**4.3** Figures on the number of pupils with a disability from the 2005 Pupil Census were known to be incomplete. This was the first year this information had been collected. As the data is incomplete, the figures should be interpreted with caution: it may be biased towards the lower or higher attaining group. However the remaining sample provides important information and allows detailed analysis to be started. The quality of the information has improved in the 2006 Pupil Census.

**4.4** Figures on the number of looked after children from the 2005 Pupil Census were about 75% of those reported in "Children's Social Work Statistics: 2005/06". This may be in part due to apparent problems schools have in keeping accurate information on the looked after status of pupils. As the data is incomplete, the figures should be interpreted with caution: it may be biased towards the lower or higher attaining group. However the remaining sample provides important information and allows more detailed analysis than available from any other source. The Executive is taking steps to improve the quality of reporting in future years. These include the Executive working together with local authority social work services and education departments in order to resolve the current inconsistencies being reported by schools and social work services with regards the number of looked after children.

**4.5** Figures on the number of pupils receiving Gaelic medium education include those receiving education exclusively in Gaelic, a mixture of Gaelic/bilingual, or a mixture of Gaelic/English.

**4.6** Boxplots have been used in order to show the spread in attainment of pupils. A brief explanation of boxplots and their use is contained in Annex B.

**4.7** All percentages are rounded separately and breakdowns may consequently not sum to 100 per cent. It should be noted that percentages and average tariff scores calculated from small numbers may be misleading.

## 5. Enquiries

Copies of the tables are available on the Scottish Executive's website at [www.scotland.gov.uk](http://www.scotland.gov.uk).

Public enquiries about the information contained in this Statistics Publication Notice should be addressed to:

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## ANNEX A: UNIFIED POINTS SCORE SCALE

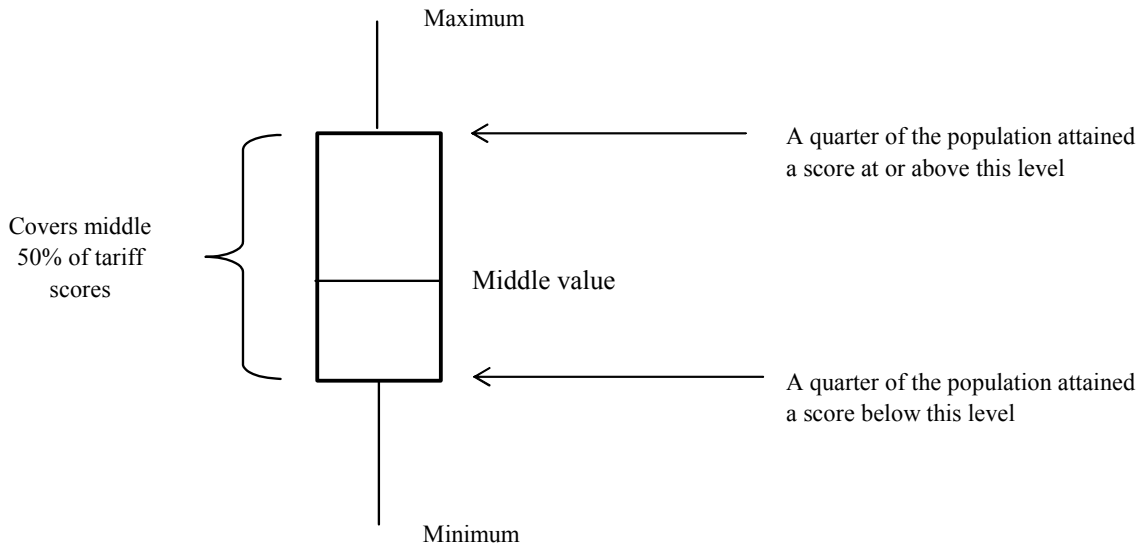
The Unified Points Score Scale is an extended version of the Universities and Colleges Admissions Service (UCAS) Scottish Tariff points system. A full list of courses, awards and corresponding tariff points is listed below. The tariff score of a pupil is calculated by simply adding together all the tariff points accumulated from all the different course levels and awards he/she attains.

The relativities between types of certification are taken from the principle that the value of an A award at one level is as close as possible to, but lower than, the value of a C award at the next level above.

Course Level	Award	Tariff Points
Advanced Higher	A	120
CSYS	A	120
Advanced Higher	B	100
CSYS	B	100
Advanced Higher	C	80
CSYS	C	80
Advanced Higher	D	72
Higher	A	72
Higher	B	60
Higher	C	48
Higher	D	42
Intermediate 2	A	42
Standard Grade	1	38
Intermediate 2	B	35
Intermediate 2	C	28
Standard Grade	2	28
Intermediate 2	D	24
Intermediate 1	A	24
Standard Grade	3	22
Intermediate 1	B	20
Advanced Higher	Unit	20
Intermediate 1	C	16
Standard Grade	4	16
Higher	Unit	12
Intermediate 1	D	12
Standard Grade	5	11
Standard Grade	6	8
Access 3	Cluster	8
Intermediate 2	Unit	7
Unallocated Unit	(NC Module)	6
Unallocated Unit	(Short Course)	6
Intermediate 1	Unit	4
Standard Grade	7	3
Access 3	Unit	2
Access 2	Unit	1

## ANNEX B: BOXPLOTS

Boxplots have been used to provide a visual summary of the range of scores attained by a group of pupils, after the tariff scores are ordered from highest to lowest. The five main points shown by a boxplot can be seen below:



It can be seen that the box contains the middle half of the scores attained by pupils. The larger the box, the greater the spread in scores attained by the middle group of pupils. The Middle value of all scores attained is shown by the line across the box. The lines from the box show the minimum and maximum values attained by pupils.

## Attainment by stage and gender: 2003/04, 2004/05, 2005/06

**Table 1: S4 roll by year and gender**

Year	Total	Male	Female
2001/02	59,998	30,600	29,398
2002/03	61,035	31,065	29,970
2003/04	60,446	30,698	29,748
2004/05	58,871	29,863	29,008
2005/06	61,190	31,112	30,078

**Table 2: S4 Attainment**

Attainment by the end of S4 is calculated as a percentage of the S4 year group of that same year. See **Table 1: 2003/04-2005/06** for the roll figures which were used as a basis for calculation of the figures in this table.

For graphical illustration see **Chart 1**.

Year	Percentage of the S4 year group achieving:			
	English and Maths at SCQF level 3 (e.g. Standard Grade Foundation) or better	5+ Awards at SCQF level 3 (e.g. Standard Grade Foundation) or better	5+ Awards at SCQF level 4 (e.g. Standard Grade General) or better	5+ Awards at SCQF level 5 (e.g. Standard Grade Credit) or better
<b>2003/04</b>				
Total	91.0	90.8	76.6	34.6
Male	90.3	89.7	73.3	30.2
Female	91.7	91.9	80.0	39.1
<b>2004/05</b>				
Total	90.5	90.2	76.1	34.2
Male	89.8	89.2	73.1	29.8
Female	91.2	91.3	79.2	38.6
<b>2005/06</b>				
Total	91.2	90.7	76.8	34.8
Male	90.5	89.6	73.8	30.5
Female	91.9	91.9	79.9	39.2

**Table 3: S5 Attainment**

Attainment by the end of S5 is calculated as a percentage of the S4 year group from the previous year. See **Table 1: 2002/03 - 2004/05** for the roll figures which were used as a basis for calculation of the figures in this table.

For graphical illustration see **Chart 2**.

Year	Percentage of the S4 year group staying on to S5 (post Christmas)	Percentage of the S4 year group from the previous year achieving:		
		5+ Awards at SCQF level 5 (e.g. Standard Grade Credit) or better	1+ Awards at SCQF level 6 (Higher) or better	3+ Awards at SCQF level 6 (Higher) or better
<b>2003/04</b>				
Total	64.2	44.9	39.0	22.7
Male	59.9	39.4	34.2	19.3
Female	68.8	50.6	44.0	26.3
<b>2004/05</b>				
Total	64.1	45.5	38.8	22.7
Male	59.7	40.5	34.6	19.8
Female	68.8	50.6	43.1	25.6
<b>2005/06</b>				
Total	63.8	44.8	38.0	21.7
Male	59.7	40.2	34.0	18.8
Female	67.9	49.7	42.2	24.6

**Table 4: S6 Attainment**

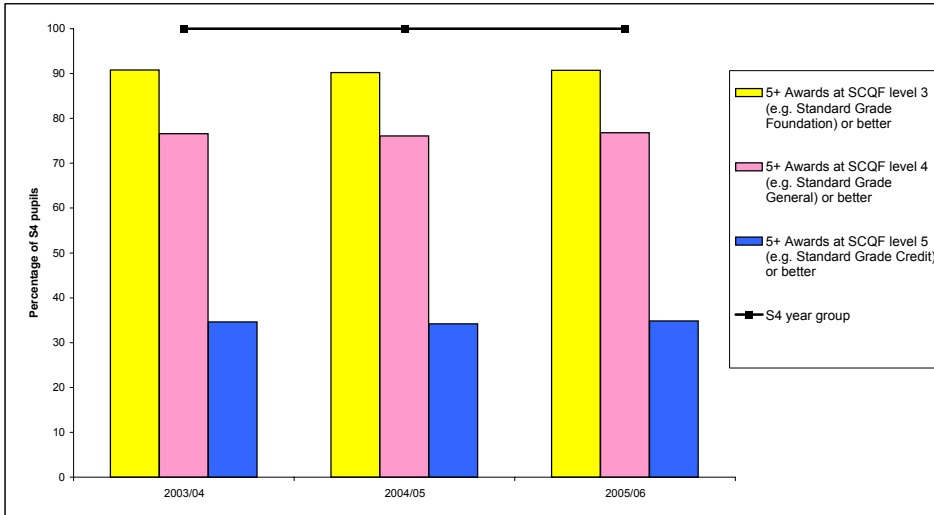
Attainment by the end of S6 is calculated as a percentage of the S4 year group two years previously. See **Table 1: 2001/02 - 2003/04** for the roll figures which were used as a basis for calculation of the figures in this table.

For graphical illustration see **Chart 3**.

Year	Percentage of the S4 year group staying on to S6	Percentage of the S4 year group two years previously achieving:		
		3+ Awards at SCQF level 6 (Higher) or better	5+ Awards at SCQF level 6 (Higher) or better	1+ Awards at SCQF level 7 (Advanced Higher) or better
<b>2003/04</b>				
Total	45.0	30.6	19.6	12.3
Male	41.4	26.5	16.6	10.7
Female	48.7	34.9	22.8	13.9
<b>2004/05</b>				
Total	44.3	30.1	19.4	12.1
Male	39.9	25.9	16.5	10.6
Female	48.8	34.5	22.5	13.6
<b>2005/06</b>				
Total	44.3	30.0	19.7	12.5
Male	40.3	26.5	17.2	11.4
Female	48.5	33.6	22.3	13.7

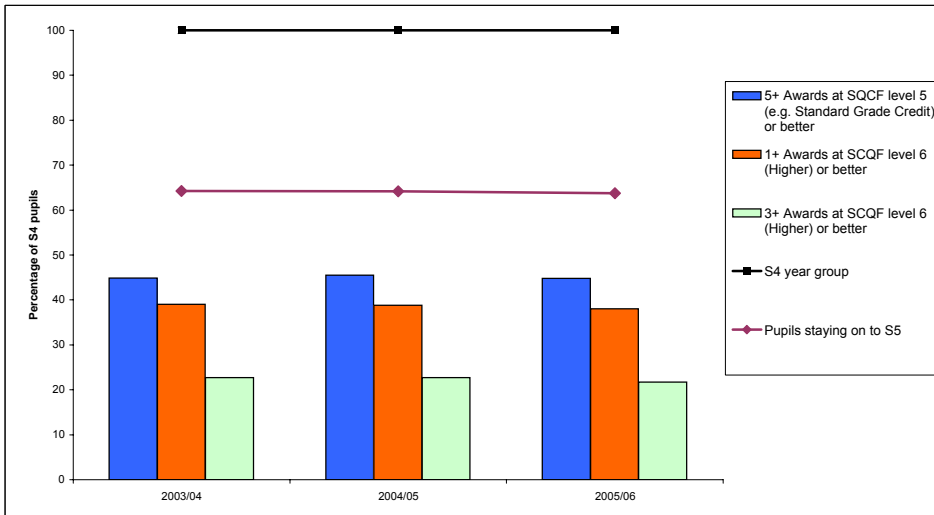
**Chart 1: S4 attainment**

Attainment of all pupils by the end of S4 based on a percentage of the S4 year group of thatsame year



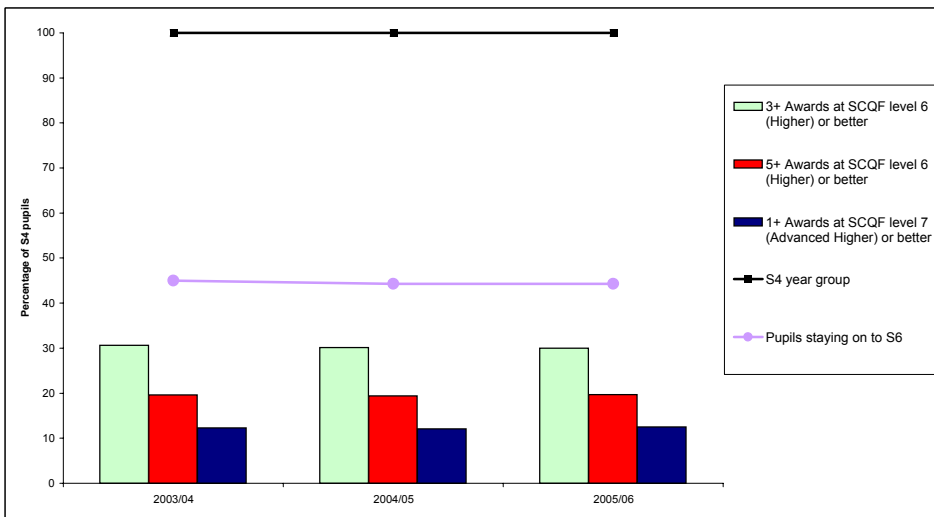
**Chart 2: S5 Attainment**

Attainment of all pupils by the end of S5 based on a percentage of the S4 year group from



**Chart 3: S6 Attainment**

Attainment of all pupils by the end of S6 based on a percentage of the S4 year group two



## Cumulative attainment for a single year group

Table 5 allows the academic progression of an entire year group to be seen as they move through the various stages of high school education. Shown below are the achievements of the 60,446 pupils who started S4 in 2003/04 by the end of S4 (2003/04), S5 (2004/05) and S6 (2005/06). Note that not all 60,466 pupils will stay on to S5 and/or S6.

**Table 5: Attainment of the pupils who were in S4 in 2003/04, by the end of each stage**

Number of pupils in S4 in 2003/04	By end of Stage	Percentage of the S4 year group achieving:							
		English and Maths at SCQF level 3 or better	5+ Awards at SCQF level 3 or better	5+ Awards at SCQF level 4 or better	5+ Awards at SCQF level 5 or better	1+ Awards at SCQF level 6 or better	3+ Awards at SCQF level 6 or better	5+ Awards at SCQF level 6 or better	1+ Awards at SCQF level 7 or better
Total 60,446	S4	91.0	90.8	76.6	34.6	0.3	0.0	0.0	0.0
	S5	91.6	91.2	78.3	45.5	38.8	22.7	9.9	0.1
	S6	91.7	91.4	78.5	47.6	43.0	30.0	19.7	12.5
Male 30,698	S4	90.3	89.7	73.3	30.2	0.2	0.0	0.0	0.0
	S5	90.9	90.1	74.9	40.5	34.6	19.8	8.6	0.1
	S6	91.0	90.2	75.1	42.6	38.8	26.5	17.2	11.4
Female 29,748	S4	91.7	91.9	80.0	39.1	0.3	0.0	0.0	0.0
	S5	92.3	92.4	81.7	50.6	43.1	25.6	11.2	0.1
	S6	92.5	92.6	82.0	52.6	47.4	33.6	22.3	13.7

**Notes:**

SCQF level 3 = Standard Grade Foundation / Access 3 Cluster Award

SCQF level 4 = Standard Grade General / Intermediate 1

SCQF level 5 = Standard Grade Credit / Intermediate 2

SCQF level 6 = Higher

SCQF level 7 = Advanced Higher

Table 6: Average tariff score of S4 pupils, by characteristic of pupil: 2005/06

	Tariff Score				2005/06 details			
	2002/03 Average	2003/04 Average	2004/05 Average	2005/06 Average	Number of Pupils	Lower Quartile <sup>1</sup>	Middle Value	Upper Quartile <sup>2</sup>
<b>All pupils</b>	168	170	170	172	61,164	118	176	232
<b>Gender</b>								
Male	159	162	161	164	31,102	110	165	222
Female	177	178	178	180	30,062	126	184	242
<b>Ethnic Background</b>								
White - UK	170	172	171	173	56,282	119	176	232
White - Other	166	169	168	174	732	114	177	240
Mixed	196	202	192	187	286	139	196	252
Asian - Indian	191	214	182	191	146	130	193	252
Asian - Pakistani	163	170	171	174	594	122	176	232
Asian - Bangladeshi	154	179	162	176	37	136	182	226
Asian - Chinese	211	225	209	214	194	164	216	268
Asian - Other	182	178	169	178	126	116	185	254
Black - Caribbean	136	165	129	124	10	89	142	178
Black - African	158	182	163	169	131	107	176	226
Black - Other	125	159	158	145	42	81	151	199
All Other Categories <sup>3</sup>	155	156	156	149	200	81	159	217
Not known/ disclosed	141	132	135	140	2,384	83	138	200
<b>National Identity</b>								
Scottish	##	177	174	175	44,009	122	178	234
English	##	184	179	170	1,385	114	172	232
Northern Irish	##	178	156	162	45	115	172	215
Welsh	##	209	178	168	51	111	164	222
British	##	174	174	178	8,524	122	182	242
Irish	##	##	##	171	5	76	176	210
Other	##	147	153	165	974	103	166	226
Not known/ disclosed	##	138	136	142	6,171	86	141	200
<b>Gaelic</b>								
Gaelic medium education	##	##	##	201	68	152	209	268
Not Gaelic medium education	##	##	##	172	61,096	118	176	232
<b>Asylum Status</b>								
Asylum Seeker	##	123	131	142	101	90	135	198
Refugee	##	109	118	139	54	97	129	188
None	##	170	170	172	61,009	118	176	232
<b>Urban/Rural Location of School</b>								
Large urban areas	160	163	161	166	21,148	111	166	226
Other urban areas	167	168	168	170	21,786	116	172	228
Accessible small towns	180	184	181	182	6,113	130	187	242
Small remote towns	180	178	181	180	4,392	128	184	238
Accessible rural areas	171	175	178	178	5,111	123	182	239
Remote rural areas	188	189	189	189	2,614	138	198	244
<b>Deprivation (SIMD 2006 rankings)<sup>4</sup></b>								
Most deprived 15%	121	120	120	125	9,928	75	125	176
Other 85%	178	180	180	181	50,617	129	186	240
<b>Free School Meal Entitlement</b>								
Not registered for free school meals	178	180	180	182	52,565	130	184	238
Registered for free school meals	110	111	110	112	8,599	59	111	160
<b>Age<sup>5</sup></b>								
Over 15	133	133	137	141	3,161	74	142	206
15	169	171	171	173	57,676	120	176	232
Under 15	195	206	214	214	327	170	226	274
<b>Pupils with a Disability<sup>6</sup></b>	##	##	##	93	607	24	86	140
<b>Record of Needs/Individualised Educational Programme Status</b>								
No RON/IEP	170	173	173	176	58,736	123	178	234
RON/IEP	78	78	81	81	2,428	24	75	120
<b>Looked After Status<sup>7</sup></b>								
Not looked after	169	171	171	173	60,422	119	176	232
Looked after at home	65	41	42	48	398	0	19	86
Looked after away from home	50	70	68	70	344	0	55	120
<b>Looked After and RON/IEP Status</b>								
Not looked after without RON/IEP	171	174	174	177	58,173	124	178	234
Not looked after with RON/IEP	81	81	84	85	2,249	30	79	123
Looked after without RON/IEP	64	64	58	66	563	0	44	116
Looked after with RON/IEP	30	32	39	35	179	0	11	52

**Notes**

<sup>1</sup> A quarter of the pupils attained a score at or below this level

<sup>2</sup> A quarter of the pupils attained a score at or above this level

<sup>3</sup> Includes: Occupational Traveller, Gypsy/Traveller, Other Traveller and 'Other' Categories

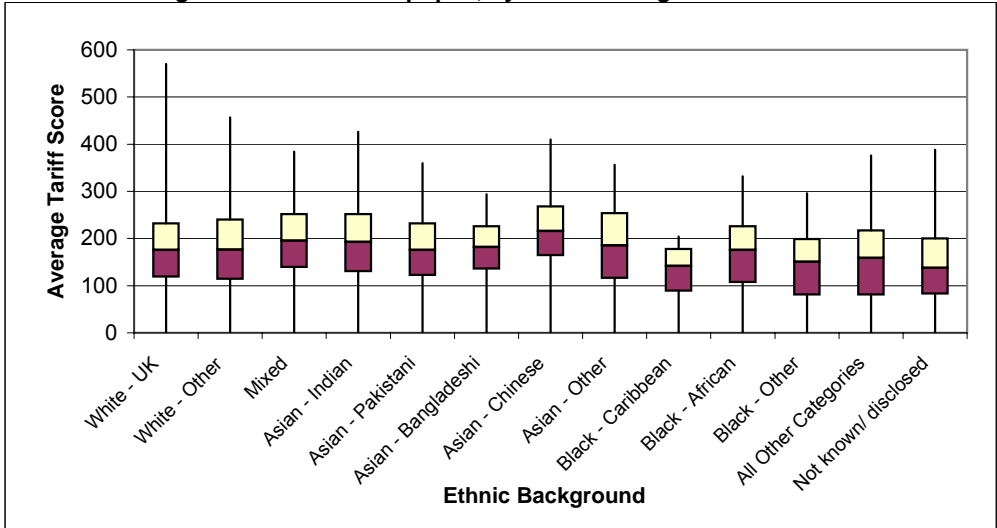
<sup>4</sup> These categories do not sum to the total as not all pupils could be assigned a data zone.

<sup>5</sup> Age is calculated in relation to March 1st of the relevant year.

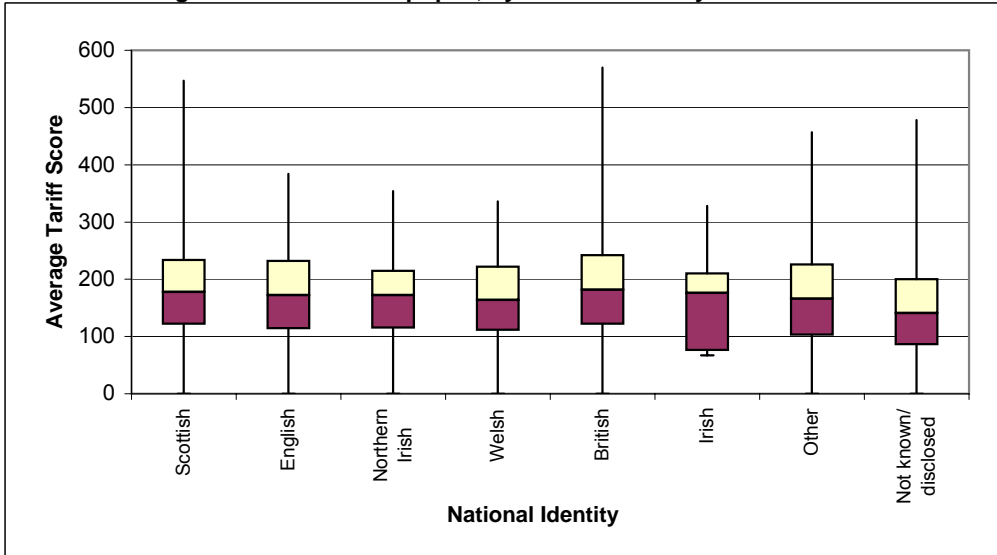
<sup>6</sup> Data on pupils with a disability is incomplete (see background note 4.3) and these figures may not show a representative sample of all pupils with a disability.

<sup>7</sup> Data on looked after children is incomplete (see background note 4.4) and these figures may not show a representative sample of all looked after children

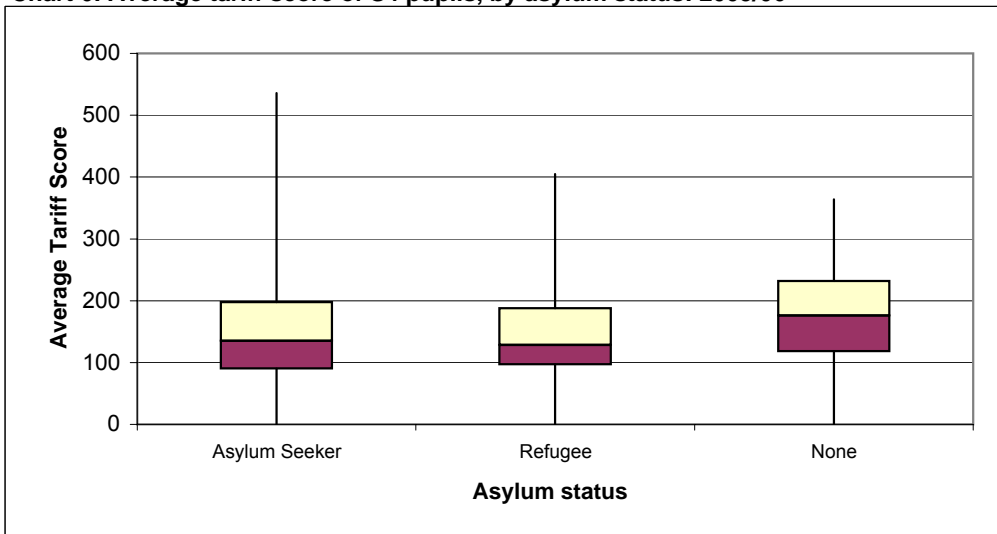
**Chart 4: Average tariff score of S4 pupils, by ethnic background: 2005/06**



**Chart 5: Average tariff score of S4 pupils, by national identity: 2005/06**

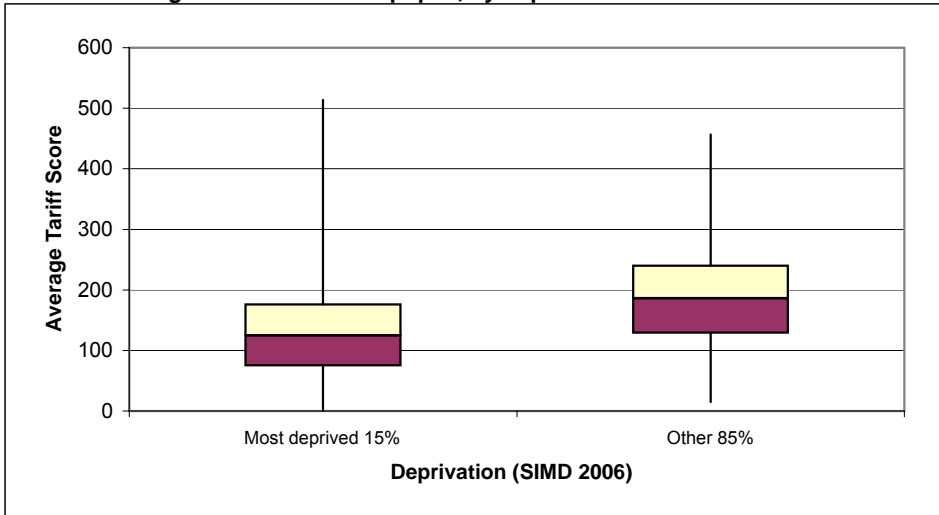


**Chart 6: Average tariff score of S4 pupils, by asylum status: 2005/06**



Averages calculated from small numbers may be misleading

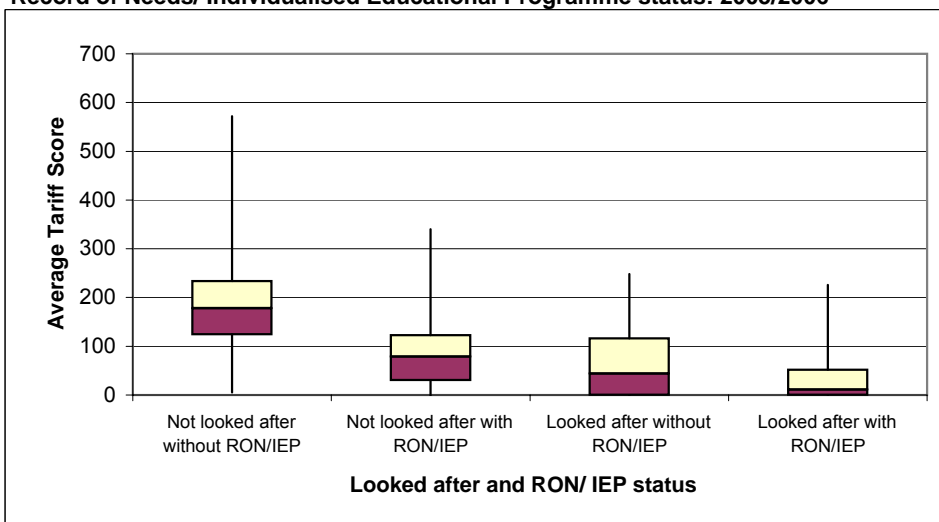
**Chart 7: Average tariff score of S4 pupils, by deprivation status: 2005/06**



**Chart 8: Average tariff score of S4 pupils, by registration for free school meals: 2005/06**



**Chart 9: Average tariff score of S4 pupils, by looked after status and Record of Needs/ Individualised Educational Programme status: 2005/2006**



Averages calculated from small numbers may be misleading

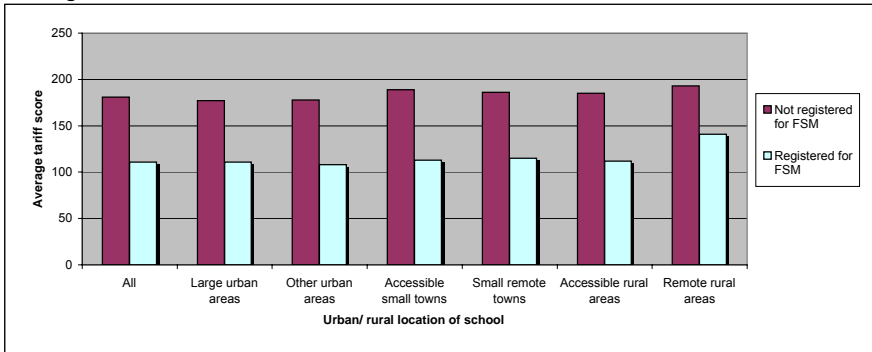
**Table 7: Three year average tariff score of S4 pupils, by urban/rural location of school and registration for free school meals: 2003/04-2005/06**

Urban/ Rural location of school	Not registered for free school meals		Registered for free school meals		Total	
	Number of pupils	Average tariff score	Number of pupils	Average tariff score	Number of pupils	Average tariff score
All	153,784	181	26,652	111	180,436	170
Large urban areas	50,510	177	13,146	111	63,656	163
Other urban areas	54,222	178	8,367	108	62,589	168
Accessible small towns	19,067	189	1,942	113	21,009	182
Small remote towns	10,059	186	957	115	11,016	180
Accessible rural areas	13,652	185	1,717	112	15,369	177
Remote rural areas	6,274	193	523	141	6,797	189

**Notes**

In this table, number of pupils refers to the total number of S4 pupils from the last three years, average tariff score refers to the average score of all of these pupils

**Chart 10: Three year average tariff score of S4 pupils, by urban/rural location of school and registration for free school meals: 2003/04-2005/06**



**Table 8: Three year average tariff score of S4 pupils, by ethnic background and registration for free school meals: 2003/04-2005/06**

Ethnic Background	Not registered for free school meals		Registered for free school meals		Total	
	Number of pupils	Average tariff score	Number of pupils	Average tariff score	Number of pupils	Average tariff score
All Pupils	153,784	181	26,652	111	180,436	170
White - UK	141,033	182	23,807	111	164,840	172
White - Other	1,904	181	364	114	2,268	170
Mixed	716	203	118	137	834	193
Asian - Indian	493	207	73	151	566	200
Asian - Pakistani	1,340	179	428	150	1,768	172
Asian - Bangladeshi	85	180	13	131	98	173
Asian - Chinese	522	217	31	192	553	216
Asian - Other	209	180	77	162	286	175
Black - Caribbean	24	136	8	144	32	138
Black - African	201	184	95	141	296	170
Black - Other	61	169	48	134	109	153
All Other Categories	418	176	218	111	636	154
Not Known/Not Disclosed	6,778	145	1,372	88	8,150	135

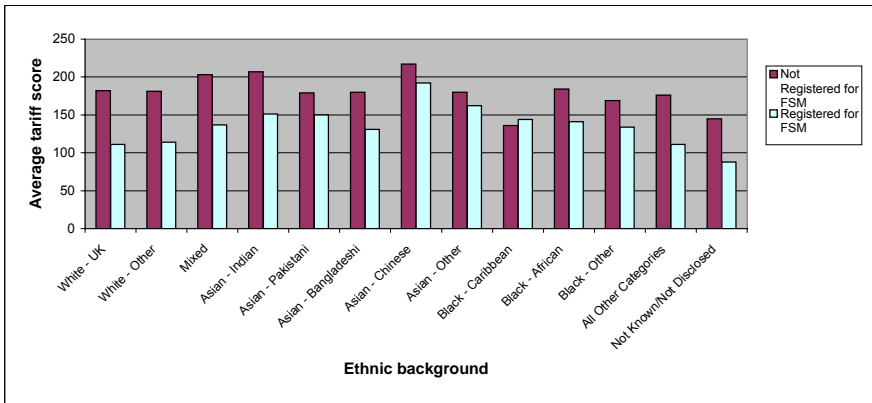
**Notes**

\*All Other Categories\* includes: Occupational Traveller, Gypsy/Traveller, Other Traveller and 'Other' Categories score

refers to the average score of all of these pupils

Averages calculated from small numbers may be misleading

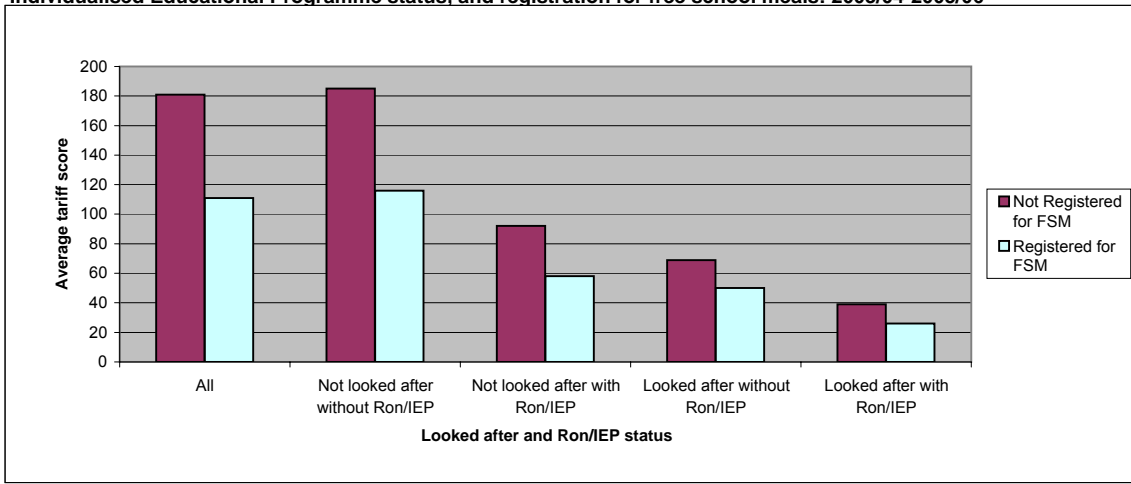
**Chart 11: Three year average tariff score of S4 pupils, by ethnic background for free school meals: 2003/04-2005/06**



**Table 9: Three year average tariff score of S4 pupils by looked after status combined with Record of Needs/ Individualised Educational Programme status, and registration for free school meals: 2003/04-2005/06**

Looked after and RoN/ IEP status	Not registered for free school meals		Registered for free school meals		Total	
	Number of pupils	Average tariff score	Number of pupils	Average tariff score	Number of pupils	Average tariff score
All	153,784	181	26,652	111	180,436	170
Not looked after without Ron/IEP	147,797	185	24,471	116	172,268	175
Not looked after with Ron/IEP	4,685	92	1,578	58	6,263	83
Looked after without Ron/IEP	1,018	69	481	50	1,499	63
Looked after with Ron/IEP	284	39	122	26	406	35

**Chart 12: Three year average tariff score of S4 pupils by looked after status combined with Record of Needs/ Individualised Educational Programme status, and registration for free school meals: 2003/04-2005/06**



**Chart 13: Three year average tariff score of S4 pupils, by characteristic of pupil: 2003/04-2005/06**

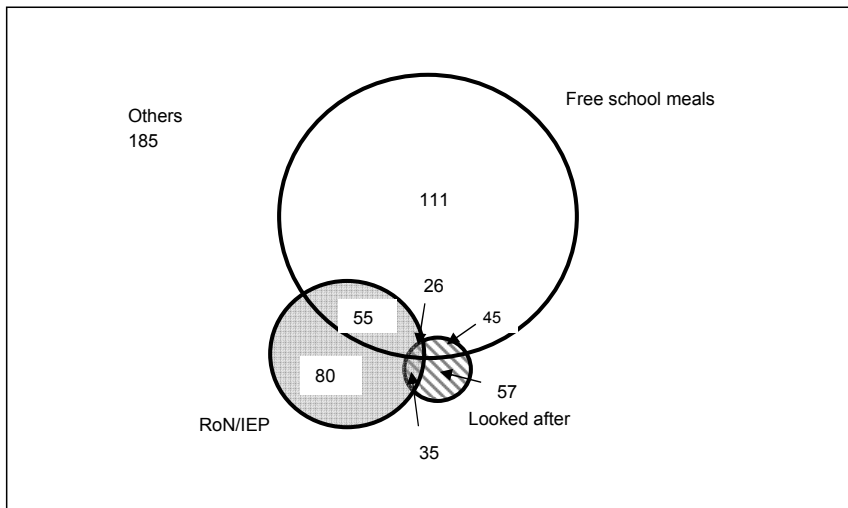


Table 10 : Highest qualifications attained by leavers, by gender: 2003/2004 - 2005/2006

Percentages

	Total Leavers (=100%)	No NQ @ level 3 or better	1-2 @ SCQF Level 3	3-4 @ SCQF Level 3	5+ @ SCQF Level 3	1-2 @ SCQF Level 4	3-4 @ SCQF Level 4	5+ @ SCQF Level 4	1-2 @ SCQF Level 5	3-4 @ SCQF Level 5	5+ @ SCQF Level 5	1-2 @ SCQF Level 6	3-4 @ SCQF Level 6	5+ @ SCQF Level 6	1-2 @ SCQF Level 7	3+ @ SCQF Level 7
<b>2003/04</b>																
<b>Total</b>	<b>58,589</b>	<b>4.2</b>	<b>1.0</b>	<b>0.5</b>	<b>0.4</b>	<b>6.6</b>	<b>6.9</b>	<b>8.7</b>	<b>15.0</b>	<b>7.5</b>	<b>5.9</b>	<b>12.6</b>	<b>9.7</b>	<b>8.6</b>	<b>11.1</b>	<b>1.1</b>
Male	30,153	4.7	1.3	0.6	0.6	7.4	7.8	9.4	16.4	7.7	5.4	12.2	8.7	7.1	9.4	1.2
Female	28,436	3.7	0.8	0.4	0.3	5.6	6.0	8.0	13.5	7.4	6.4	13.0	10.7	10.3	12.9	1.1
<b>2004/05</b>																
<b>Total</b>	<b>57,692</b>	<b>4.4</b>	<b>1.2</b>	<b>0.5</b>	<b>0.4</b>	<b>6.2</b>	<b>6.9</b>	<b>8.7</b>	<b>15.2</b>	<b>7.6</b>	<b>6.3</b>	<b>12.6</b>	<b>9.5</b>	<b>8.8</b>	<b>10.7</b>	<b>1.1</b>
Male	29,151	4.9	1.5	0.7	0.5	7.2	7.9	9.2	16.7	7.9	5.9	11.8	8.4	7.2	9.3	1.2
Female	28,541	3.8	0.9	0.4	0.3	5.2	6.0	8.1	13.6	7.4	6.7	13.4	10.7	10.4	12.2	1.0
<b>2005/06</b>																
<b>Total</b>	<b>58,149</b>	<b>3.9</b>	<b>1.3</b>	<b>0.5</b>	<b>0.4</b>	<b>6.4</b>	<b>6.8</b>	<b>8.2</b>	<b>15.1</b>	<b>7.7</b>	<b>6.4</b>	<b>12.7</b>	<b>9.1</b>	<b>8.7</b>	<b>11.4</b>	<b>1.3</b>
Male	29,509	4.5	1.5	0.7	0.5	7.1	7.6	8.5	16.7	7.8	6.1	12.2	8.1	7.2	10.2	1.4
Female	28,640	3.4	1.0	0.4	0.2	5.6	6.0	8.0	13.5	7.7	6.6	13.3	10.0	10.3	12.7	1.2

**Table 11: Highest qualifications attained by leavers, by characteristic of pupil: 2005/06**

	Number of leavers	No NQ Qualifications @ Level 3 or better	Percentages													
			1-2 @ SCQF Level 3	3-4 @ SCQF Level 3	5+ @ SCQF Level 3	1-2 @ SCQF Level 4	3-4 @ SCQF Level 4	5+ @ SCQF Level 4	1-2 @ SCQF Level 5	3-4 @ SCQF Level 5	5+ @ SCQF Level 5	1-2 @ SCQF Level 6	3-4 @ SCQF Level 6	5+ @ SCQF Level 6	1-2 @ SCQF Level 7	3+ @ SCQF Level 7
<b>Total</b>	<b>58,149</b>	<b>3.9</b>	<b>1.3</b>	<b>0.5</b>	<b>0.4</b>	<b>6.4</b>	<b>6.8</b>	<b>8.2</b>	<b>15.1</b>	<b>7.7</b>	<b>6.4</b>	<b>12.7</b>	<b>9.1</b>	<b>8.7</b>	<b>11.4</b>	<b>1.3</b>
<b>Ethnic Background</b>																
White - UK	53,052	3.6	1.2	0.5	0.3	6.3	6.8	8.4	15.2	7.8	6.5	12.7	9.0	8.9	11.5	1.3
White - Other	711	5.1	0.8	0.8	0.1	7.0	6.3	6.9	14.3	6.5	5.5	13.6	9.4	8.2	13.5	1.8
Mixed	315	2.9	1.3	0.3	-	3.5	3.2	5.1	10.2	7.3	6.3	14.6	13.7	13.0	16.5	2.2
Asian - Indian	159	2.5	-	-	-	5.0	3.8	6.9	10.7	9.4	3.8	13.2	15.1	8.2	13.2	8.2
Asian - Chinese	200	-	1.0	0.5	-	0.5	1.5	2.5	8.0	2.0	2.5	16.5	16.5	15.0	26.0	7.5
Asian - Pakistani	579	3.1	1.2	0.2	0.3	6.2	5.5	5.4	15.9	7.9	5.5	16.2	11.9	8.3	10.2	2.1
All Other Categories <sup>1</sup>	504	7.5	1.4	-	0.2	6.2	5.0	5.0	14.5	6.3	3.0	18.5	9.1	8.5	12.1	2.8
Not Known / Not Disclosed	2,629	11.3	3.2	0.9	0.6	8.3	9.3	8.3	15.7	7.2	5.4	10.6	7.2	4.6	6.8	0.8
<b>Urban / Rural Location of School</b>																
Large urban areas	20,575	5.5	1.3	0.6	0.4	6.9	7.7	8.1	15.8	7.6	5.5	12.0	8.7	8.3	10.5	1.2
Other urban areas	20,432	3.5	1.3	0.5	0.4	6.4	6.9	8.6	15.0	7.8	6.7	13.0	8.8	8.6	11.1	1.2
Accessible small towns	5,831	2.5	1.3	0.6	0.3	6.3	6.2	9.0	14.2	7.4	6.7	12.7	9.7	9.4	11.9	1.7
Small remote towns	4,492	2.3	1.3	0.4	0.2	5.2	5.9	7.6	15.0	7.7	7.6	13.8	9.0	9.6	13.0	1.5
Accessible rural areas	4,516	3.1	1.3	0.4	0.4	6.0	5.5	6.9	14.4	7.8	6.7	12.5	10.3	9.2	14.1	1.4
Remote rural areas	2,303	2.0	0.6	0.3	0.2	4.2	4.7	7.9	15.1	8.0	7.2	14.6	10.5	9.9	12.8	2.0
<b>Free School Meal Entitlement</b>																
Unknown	528	23.1	3.0	0.4	0.2	6.3	7.6	6.6	15.9	8.3	6.6	8.3	8.1	2.8	2.1	0.6
Not registered for free school meals	50,335	2.7	0.9	0.3	0.3	5.1	6.0	7.9	14.6	7.8	6.7	13.5	9.9	9.8	12.8	1.5
Registered for free school meals	7,286	11.2	3.8	1.8	1.0	14.9	12.7	10.7	18.6	6.8	3.9	7.4	3.0	1.8	2.2	0.2
<b>Record of Needs/Individualised Educational Programme Status</b>																
No RON/IEP	56,055	3.5	1.0	0.4	0.3	5.8	6.6	8.2	15.2	7.9	6.6	13.0	9.3	9.0	11.8	1.4
RON/IEP	2,094	15.7	8.3	3.2	1.9	21.9	12.9	8.3	12.8	3.6	1.7	5.3	1.4	1.2	1.7	0.3
<b>Looked After Status<sup>2</sup></b>																
Not looked after	57,493	3.6	1.2	0.5	0.3	6.2	6.8	8.2	15.2	7.8	6.4	12.8	9.2	8.8	11.5	1.3
Looked after at home	351	36.8	14.2	3.7	1.1	17.4	8.5	5.4	8.3	2.0	1.1	1.1	-	-	0.3	-
Looked after away from home	305	22.0	6.9	1.3	1.0	23.3	8.9	9.8	13.1	5.2	2.3	2.6	1.6	0.7	1.3	-

**Notes**

<sup>1</sup> "All Other Categories" consists of: Black - African, Asian - Other, Black - Other, Asian - Bangladeshi, Black - Caribbean and Other (See Note 3.12)

<sup>2</sup> Data on looked after children is incomplete (see background note 4.4) and these figures may not show a representative sample of all looked after children leaving school

Percentages based on small numbers may be misleading

A dash indicates a value of zero

Table 12: Total qualifications attained by leavers, by gender: 2003/04-2005/06

Percentages

Year	Number of leavers	5+@SCQF level 3 or better	5+@SCQF level4 or better	5+@SCQF level5 or better	1+@SCQF level 6 or better	3+@SCQF level 6 or better	5+@SCQF level 6 or better	1+@SCQF level 7 or better	3+@SCQF level 7 or better
<b>2003/04</b>									
<b>Total</b>	<b>58,589</b>	<b>90.9</b>	<b>78.2</b>	<b>47.1</b>	<b>43.1</b>	<b>30.3</b>	<b>19.4</b>	<b>12.2</b>	<b>1.1</b>
Male	30,153	90.0	75.2	42.2	38.6	26.1	16.3	10.6	1.2
Female	28,436	92.0	81.4	52.4	47.9	34.7	22.8	13.9	1.1
<b>2004/05</b>									
<b>Total</b>	<b>57,692</b>	<b>90.5</b>	<b>78.1</b>	<b>47.1</b>	<b>42.7</b>	<b>29.8</b>	<b>19.2</b>	<b>11.8</b>	<b>1.1</b>
Male	29,151	89.4	74.9	41.8	37.8	25.7	16.3	10.4	1.2
Female	28,541	91.6	81.4	52.5	47.7	34.0	22.2	13.2	1.0
<b>2005/06</b>									
<b>Total</b>	<b>58,149</b>	<b>90.5</b>	<b>78.3</b>	<b>47.8</b>	<b>43.2</b>	<b>30.3</b>	<b>19.9</b>	<b>12.7</b>	<b>1.3</b>
Male	29,509	89.4	75.5	43.3	39.1	26.7	17.3	11.6	1.4
Female	28,640	91.5	81.2	52.4	47.5	33.9	22.6	13.9	1.2

**Table 13: Total qualifications attained by leavers at SCQF level 3 to 5, by subject and gender: 2005/06**

	SCQF Level 5		SCQF Level 4		SCQF Level 3		SCQF Levels 3 to 5	
	Male	Female	Male	Female	Male	Female	All	% of all leavers
English	10,075	13,941	15,898	12,478	1,399	656	54,447	93.6
Mathematics	8,355	8,589	10,788	10,358	8,133	7,704	53,927	92.7
French	4,969	8,246	8,112	7,810	2,855	1,610	33,602	57.8
Biology	3,342	7,939	3,042	6,548	1,107	2,121	24,099	41.4
Chemistry	5,657	5,842	3,958	3,869	1,156	1,008	21,490	37.0
History	4,847	6,175	3,141	3,084	1,967	1,430	20,644	35.5
Art and Design	2,974	7,196	3,824	5,224	375	301	19,894	34.2
Geography	4,969	3,996	3,791	2,474	1,783	1,199	18,212	31.3
Computing Studies	5,421	2,984	4,622	2,562	1,616	801	18,006	31.0
Physics	6,850	3,121	4,639	1,256	1,206	370	17,442	30.0
Physical Education	6,010	2,209	5,499	2,567	505	409	17,199	29.6
Administration	1,259	5,132	1,492	3,937	838	1,597	14,255	24.5
Modern Studies	2,636	4,307	1,830	2,616	995	1,086	13,470	23.2
Home Economics	885	3,685	1,820	5,359	439	556	12,744	21.9
Craft & Design	3,441	1,227	5,082	1,227	1,411	319	12,707	21.9
Music	3,279	4,697	1,419	1,453	301	221	11,370	19.6
German	1,715	2,940	2,760	2,184	784	367	10,750	18.5
Graphic Communication	3,050	1,763	2,629	1,034	861	208	9,545	16.4
Business Management	1,764	1,910	1,080	1,049	319	355	6,477	11.1
Drama	724	2,070	805	1,460	191	182	5,432	9.3
Science	221	178	1,831	1,539	778	740	5,287	9.1
Spanish	393	1,046	629	842	311	188	3,409	5.9
Woodworking Skills	2,065	350	730	108	-	-	3,253	5.6
Social & Vocational Skills	391	747	662	607	152	82	2,641	4.5
Accounting & Finance	632	763	413	428	176	183	2,595	4.5
Religious Studies	252	611	295	560	285	268	2,271	3.9
Technological Studies	1,279	89	645	35	178	5	2,231	3.8
Information Systems	934	590	-	1	-	-	1,525	2.6
Travel and Tourism	91	208	151	299	-	-	749	1.3
Italian	101	251	109	163	67	30	721	1.2
Media Studies	112	197	58	93	20	11	491	0.8
Product Design	315	110	-	-	-	-	425	0.7
Social Subjects	-	-	-	-	207	151	358	0.6
Latin	78	150	37	45	18	11	339	0.6
Gaelic (Learners)	86	121	63	48	9	2	329	0.6
Classical Studies	54	96	50	46	24	21	291	0.5
Economics	92	57	53	30	23	26	281	0.5
Care	3	122	8	82	-	-	215	0.4
Psychology	29	132	14	27	-	-	202	0.3
Gaidhlig	67	80	17	16	4	1	185	0.3
Contemporary Social Studies	-	-	36	24	70	40	170	0.3
Urdu	35	53	28	11	7	2	136	0.2
Scottish Group Award	23	43	16	26	-	-	108	0.2
Philosophy	31	50	-	-	-	-	81	0.1
Personal and Social Education	3	14	9	24	15	11	76	0.1
Geology	7	4	27	10	-	2	50	0.1
Other*	24	58	14	17	19	15	147	0.3

**Notes**

**Subjects ordered according to total number of qualifications gained**

**Percentages based on small numbers may be misleading**

**A dash indicates a value of zero**

**Other' category may include more than one qualification per leaver**

\* The 'Other' category comprises subjects with fewer than 50 course passes at SCQF level 3-5. These are: Arts, Managing Environmental Resources, Sociology, Russian, Social Sciences, Classical Greek, Construction, Fitness and Exercise and Hairdressing: Composite Skills in Hairdressing

**Table 14 : Total qualifications attained by leavers at SCQF level 6, by subject, grade and gender: 2005/06**

	Male			Female			All Passes	
	A	B	C	A	B	C	All	% of all leavers
English	1,160	1,947	2,937	1,784	2,966	4,175	14,969	25.7
Mathematics	1,836	2,022	1,586	1,710	1,902	1,738	10,794	18.6
Chemistry	976	956	905	891	977	1,008	5,713	9.8
Physics	1,422	1,313	1,111	658	575	410	5,489	9.4
History	495	930	891	722	1,291	1,020	5,349	9.2
Biology	528	572	561	1,057	1,271	1,217	5,206	9.0
Art and Design	286	515	542	1,151	1,429	1,234	5,157	8.9
Modern Studies	496	619	660	911	1,048	1,038	4,772	8.2
Geography	674	812	834	852	767	647	4,586	7.9
Business Management	364	618	588	475	682	777	3,504	6.0
Music	750	526	237	952	639	280	3,384	5.8
Physical Education	409	942	888	197	366	352	3,154	5.4
French	367	164	142	1,107	585	537	2,902	5.0
Computing Studies	515	760	790	157	245	288	2,755	4.7
Graphic Communication	577	579	536	276	239	248	2,455	4.2
Administration	57	136	182	302	647	795	2,119	3.6
Human Biology	143	161	198	339	420	514	1,775	3.1
Product Design	151	308	384	151	184	218	1,396	2.4
Drama	58	129	157	157	426	452	1,379	2.4
Information Systems	136	329	366	86	168	183	1,268	2.2
Religious Studies	80	113	116	236	311	300	1,156	2.0
Psychology	47	71	111	209	320	352	1,110	1.9
Accounting & Finance	223	164	162	232	178	140	1,099	1.9
German	117	69	74	362	214	217	1,053	1.8
Home Economics	13	18	25	122	242	295	715	1.2
Spanish	74	37	24	252	126	107	620	1.1
Technological Studies	202	133	136	25	5	9	510	0.9
Philosophy	31	76	87	59	113	103	469	0.8
Media Studies	22	36	84	40	74	89	345	0.6
Economics	48	61	43	37	54	32	275	0.5
Classical Studies	29	21	30	69	50	49	248	0.4
Italian	23	11	4	69	36	22	165	0.3
Photography for the Media	5	14	30	16	30	54	149	0.3
Sociology	17	9	5	48	41	29	149	0.3
Gaidhlig	20	13	3	42	21	3	102	0.2
Latin	7	14	11	18	19	28	97	0.2
Gaelic (Learners)	8	16	6	31	17	15	93	0.2
Science	35	-	-	28	-	-	63	0.1
Personal and Social Education	7	4	4	20	15	12	62	0.1
Scottish Group Award	21	-	-	40	-	-	61	0.1
Arts	13	-	-	39	-	-	52	0.1
Other*	34	27	26	51	66	59	263	0.5

**Notes**

**Subjects ordered according to total number of qualifications gained**

**Percentages based on small numbers may be misleading**

**A dash indicates a value of zero**

**'Other' category may include more than one qualification per leaver**

\* The 'Other' category comprises subjects with fewer than 50 course passes at SCQF level 6. These are: Dance Practice, Early Education and Childcare, Geology, Travel and Tourism, Managing Environmental Resources, Politics, Care, Mechatronics, Sports Coaching Studies, Craft & Design, Russian, Classical Greek, Construction, Visual Arts and Civil Engineering.,

**Table 15 : Total qualifications attained by leavers at SCQF level 7, by subject, grade and gender: 2005/06**

	Male			Female			All Passes	
	A	B	C	A	B	C	All	% of all leavers
	Mathematics	334	273	321	244	188	196	1,556
Chemistry	186	195	211	178	249	197	1,216	2.1
English	48	114	198	71	230	381	1,042	1.8
Biology	62	112	134	145	254	324	1,031	1.8
Physics	285	257	195	90	68	54	949	1.6
Art and Design	54	60	104	177	221	316	932	1.6
Music	232	117	47	257	165	70	888	1.5
History	76	83	131	73	107	119	589	1.0
Geography	30	102	117	54	107	141	551	0.9
Graphic Communication	122	124	88	67	55	28	484	0.8
Modern Studies	35	59	50	60	103	89	396	0.7
French	26	21	31	67	91	111	347	0.6
Computing Studies	53	76	98	11	10	17	265	0.5
Drama	7	10	24	9	29	45	124	0.2
German	9	13	12	29	28	29	120	0.2
Business Management	4	11	23	8	20	29	95	0.2
Information Systems	14	13	28	-	6	11	72	0.1
Technological Studies	25	18	23	1	1	3	71	0.1
Spanish	4	6	3	23	17	16	69	0.1
Religious Studies	2	9	8	11	19	18	67	0.1
Accounting & Finance	8	12	10	6	10	10	56	0.1
Other*	24	18	18	49	38	38	185	0.3

**Notes**

**Subjects ordered according to total number of qualifications gained**

**Percentages based on small numbers may be misleading**

**A dash indicates a value of zero**

**Other' category may include more than one qualification per leaver**

\* The 'Other' category comprises subjects with fewer than 50 course passes at SCQF level 7. These are: Italian, Home Economics, Classical Studies, Gaidhlig, Physical Education, Product Design, Administration, Gaelic (Learners), Philosophy, Latin, Economics, Media Studies, Sociology, Russian, Classical Greek

**Table 16: Single year attainment in all special schools, by SCQF level, year and gender: 2001/02-2005/06**  
(Includes publicly funded and independent schools)

Qualification	2001/02		2002/03		2003/04		2004/05		2005/06		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
<b>SCQF Level 2</b>	594	321	564	276	550	312	503	278	361	225	586
Access 2 Pass	594	321	564	276	550	312	503	278	361	225	586
<b>SCQF Level 3</b>	660	284	716	236	886	239	843	259	799	324	1,123
Standard Grade at 5-6	525	219	427	158	528	151	403	165	345	187	532
Access 3 Pass	135	65	289	78	358	88	440	94	454	137	591
<b>SCQF Level 4</b>	447	219	477	186	419	183	438	220	454	238	692
Standard Grade at 3-4	422	206	431	170	383	168	377	200	356	220	576
Intermediate 1 at A-C	25	13	46	16	36	15	61	20	98	18	116
<b>SCQF Level 5</b>	71	30	33	27	36	28	57	31	45	28	73
Standard Grade at 1-2	49	22	20	14	21	12	38	10	29	23	52
Intermediate 2 at A-C	22	8	13	13	15	16	19	21	16	5	21
<b>SCQF Level 6 or higher</b>	11	4	24	4	4	2	-	9	3	5	8
Higher at A-C, Advanced Higher at A-C	11	4	24	4	4	2	-	9	3	5	8
<b>Total Passes</b>	1,783	858	1,814	729	1,895	764	1,841	797	1,662	820	2,482
<b>Total Examination Presentations</b>	1,888	920	1,961	793	2,055	821	1,974	852	1,876	887	2,763