

Statistics Publication Notice

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SQA ATTAINMENT AND SCHOOL LEAVER QUALIFICATIONS IN SCOTLAND: 2008/09

23 March 2010 (revised 30th September 2010)

When doing further analysis of the information presented in Table 14 an error was discovered in the programme used to produce the table. The error resulted in the pupils not being placed in levels 3, 4 and 5 correctly. The error does not affect the overall figure for levels 3-5, or any of the other tables or figures in the publication. Table 14 has been revised to correct the error.

A Scottish Government National Statistics Publication

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

1. Introduction

This report presents information on school leavers qualifications and updated information on exam results, from publicly funded secondary schools, published in the SQA Examination Results in Scottish Schools: 2008/09 (published on the 22 September 2009) now that the post-appeals process has been completed. Selected information on attainment in special schools is also included.

2. Main Findings

Part 2: Qualifications Attained by Leavers (Pages 22 – 29).

2.1. School Leavers.

2.1.1. There has been a continual increase in the proportion of school leavers attaining at least one or more awards at SCQF level 6 or higher in the last 3 years (Table 11). 47.3 per cent of school leavers attained one or more awards at SCQF level 6 or higher in 2008/09 compared to 43.6 per cent in 2007/08. This will have been influenced by increased staying on rates.

2.1.2. As previously a higher proportion of females than males leaving publicly funded schools achieved passes across all SCQF Levels, except where three or more passes at SCQF Level 7 were attained (Table 13).

2.1.3. 93.7 per cent of leavers attained English at SCQF Levels 3 to 5 and 94 per cent attained these levels in Mathematics. The proportions attaining English at SCQF Levels 6 and 7 were 27.8 per cent and 1.8 per cent respectively and the corresponding results for Mathematics were 20.4 per cent and 3.3 per cent (Tables 14, 15 & 16).

2.1.4. 3.3 per cent of leavers obtained no awards at SCQF Level 3 or better, compared to 3.7 per cent in 2007/08 and 4.2 per cent in 2006/07. 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. Almost 15 per cent of leavers achieved one or more passes at SCQF Level 7, around 2 per cent more than in 2007/08 (12.8 per cent) (Table 11).

2.1.5. Leavers from the most deprived decile were more likely to leave with no qualifications at SCQF level 3 or better than those from the least deprived decile, 9.5 per cent compared to 0.5 per cent. Only 4.1 per cent of leavers from the most deprived decile have any awards at SCQF 7, compared to 33.3 per cent of those from the least deprived decile. Similarly, school leavers with additional support needs were more likely (14.0 per cent) to attain no awards at SCQF level 3 or better than those with no additional support needs (2.8 per cent) (Table 12).

2.1.6. 13.9 per cent of pupils leaving schools in large urban areas attained at least one award at SCQF level 7, this compares to 18.3 per cent of pupils leaving schools in accessible rural areas, and again, this disparity is likely to be linked to different levels of deprivation (Table 12).

2.2. School Leavers with Additional Support Needs.

2.2.1. 48.2 per cent of leavers from publicly funded secondary and special schools with additional support needs had 5 or more qualifications at SCQF level 3 or above, compared to 91.9 per cent of those with no additional support needs (Table 17).

2.2.2. 21.6 per cent of those with ASN had no qualifications at SCQF level 2 or above compared to 2.8 per cent of the rest, while just over 8 per cent had at least one qualification at SCQF level 6 or above, compared to just over 49 per cent of those with no ASN (Table 18).

Part 1: SQA Attainment Data – Post Appeal (Pages 12 – 21).

2.3 Attainment.

2.3.1. There has been a gradual increase in attainment over the last 3 years across all measures and stages (Tables 1-4). This will have been influenced by the increased staying on rates.

2.3.2. Currently 92.7 per cent of S4 pupils achieve English and Maths at SCQF level 3 this is an increase of almost 1 per cent on the previous year (Table 2). This continues the increasing trend from a low of 90.5 per cent recorded in 2004/05.

2.3.3. There has been a 1 per cent increase since 2007/08 in pupils achieving 3+ awards at SCQF level 6 by the end of S5 (23.4 per cent) (Table 3).

2.3.4. 13.5 per cent of pupils at the end of S6 achieve 1+ awards at SCQF level 7 or better, up almost 1 per cent on the previous year (Table 4).

2.3.5. By the time the 2006/07 S4 year group had reached the end of S6, 48.0 per cent had achieved 5+ Awards at SCQF level 5 or better, compared to only 33.1 per cent at the end of S4 (Table 5).

2.3.6. Females continue to out perform males at all stages and levels, although it should be noted that a higher rate of females stay on to S5 and S6 (Tables 2-5).

2.4 Tariff Scores¹

2.4.1. There was a slight increase in the average tariff score on the previous year, this continues the trend seen in recent years (Table 6).

2.4.2. The average tariff score of pupils in the most deprived decile has increased by 3 points on the previous year to 124 points (Table 6). The gap in the average tariff score between the most deprived decile (124 points) and least deprived decile (230) remains at around 100 points. (Table 6) The average tariff score increases as deprivation decreases.

2.4.3. Pupils attending schools in remote rural areas had average tariff scores of 196 compared to 171 for those in large urban areas. This disparity is likely to be linked to different levels of deprivation. (Table 6)

2.4.4. Data on looked after children were incomplete, with the 2008 pupil census reporting about 84 per cent of the numbers reported by children's social work statistics (see background note 4.3), and may not be representative of all looked after children. However, the information available suggests that looked after children have much lower average tariff scores (81 for those looked after away from home and 52 for those looked after at home) than those not looked after (181). Furthermore looked after children without additional support needs (ASN) have a lower average tariff score (70) than pupils who are not looked after but do have ASN (93) (Table 6).

2.4.5. Over the last three years Chinese (222), Indian (195) and Mixed Race (195) pupils in S4 continue to attain the highest average tariff scores. (Table 7). When comparing those living in the 20% most deprived data zones to those living elsewhere, the gap between more deprived and less deprived pupils is largest for the white other ethnic groups, and relatively small for Pakistani and Black Other pupils. (Table 8 and Chart 11).

2.4.6. There has been a slight decrease in the number of qualifications gained in special schools, however the number of pupils in special schools have been declining in the past 10 years (Table 10).

¹ Calculating an average tariff score for each pupil (see note 3.7) allows easier comparisons of different types of qualifications.

The following tables are available:

Part 1: 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 2006/07, by the end of each stage*
- Table 6 *Average tariff score of S4 pupils, by characteristic of pupil: 2008/09*
- Table 7 *Three year average tariff score of S4 pupils, by ethnic background and gender: 2006/07-2008/09*
- Table 8 *Three year average tariff score of S4 pupils, by ethnic background and deprivation (SIMD): 2006/07-2008/09*
- Table 9 *Three year average tariff score of S4 pupils, by looked after status combined with additional support needs and deprivation (SIMD): 2006/07-2008/09*

Special Schools:

- Table 10 *Single year attainment in all special schools, by SCQF level, year and gender: 2002/03-2008/09*

Part 2: School leavers:

- Table 11 *Highest qualifications attained by leavers, by gender: 2006/07-2008/09*
- Table 12 *Highest qualifications attained by leavers, by characteristic of pupil: 2008/09*
- Table 13 *Total qualifications attained by leavers, by gender: 2006/07-2008/09*
- Table 14 *Total qualifications attained by leavers at SCQF levels 3 to 5, by subject and gender: 2008/09*
- Table 15 *Total qualifications attained by leavers at SCQF Level 6, by subject, grade and gender: 2008/09*
- Table 16 *Total qualifications attained by leavers at SCQF Level 7, by subject, grade and gender: 2008/09*
- Table 17 *Total qualifications attained by leavers with additional support needs, by ASN 2008/09*
- Table 18 *Highest qualifications attained by leavers with additional support needs, by ASN 2008/09*

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: 2008/09*
- Chart 5 *Average tariff score of S4 pupils, by national identity: 2008/09*
- Chart 6 *Average tariff score of S4 pupils, by asylum status: 2008/09*

- Chart 7 *Average tariff score of S4 pupils, by deprivation status: 2008/09*
- Chart 8 *Average tariff score of S4 pupils, by urban/rural location of school: 2008/09*
- Chart 9 *Average tariff score of S4 pupils, by looked after status and additional support needs: 2008/09*
- Chart 10 *Three year average tariff score of S4 pupils, by ethnic background and gender: 2006/07-2008/09*
- Chart 11 *Three year average tariff score of S4 pupils, by ethnic background and deprivation (SIMD): 2006/07-2008/09*
- Chart 12 *Three year average tariff score of S4 pupils, by looked after status combined with additional support needs, and deprivation (SIMD): 2006/07-2008/09*
- Chart 13 *Three year average tariff score of S4 pupils, by characteristic of pupil: 2006/07-2008/09*

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). 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	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 10) and leavers with additional support needs (Tables 17 to 18) in this publication.

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 at the end of March and December. Information was matched to the pupils census of the relevant year to improve information collected on stage. Pupils in S3, S4, S5, S6 and SP were included as were cases where stage information was missing. This collection is not the same as the collection on the destination of leavers from publicly funded schools, which is provided to the Scottish Government in October by Skills Development Scotland. The two collections differ in timing, frequency and how leavers are treated, and so will not report the same number of leavers each year. In particular, the LA leavers collection used in this publication is revised for past years to take account of leavers who subsequently return to school and then leave again, and to deal with pupils who effectively leave school to take a course of further education before they are officially old enough to leave school. The SDS collection presents information as at a given point in time, and is not revised year on year. For more information on destinations of leavers (including tables showing destinations by qualifications), see „Destinations of Leavers from Scottish Schools: 2008/09', available at <http://www.scotland.gov.uk/Publications/2009/11/20112425/0>

2.3 Pupil data comes from the annual Pupil Census. In September 2008, 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. 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 2009. Post-appeal attainment is generally no more than 1 or 2 percentage points higher than pre-appeals attainment for any qualification category at the national level.

3.2 National averages include education authority, grant-aided and self-governing schools only. Special Schools include some Independent Special Schools. Leavers data includes publicly funded secondary schools only, apart from the table on Leavers with additional support needs, which covers publicly funded secondary and special schools.

3.3 Prior to 2006/07 awards were credited to the presenting centre only. From 2006/07 awards are credited to the base school of the pupil, and will include presentations at Further Education colleges. As only a small proportion (less than one percent) of courses are taken at centres other than the base centre, this change has had no noticeable effect on statistics at the national level.

The new figures are published without a break in the series. It will however be useful to bear in mind that a change has been made when making detailed historical comparisons at school level.

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 the exception of Access 2 Clusters, included for special schools and leavers with additional support needs only.

Skills for Work (SFW) courses are included in the figures. SFW courses are available at Access, Intermediate, and Higher levels and are practical courses designed to provide pathways to employment, training or further education.

3.5 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. Grade 7 is not included in the SCQF attainment figures in this publication, but will be taken account of in the Unified Points Scale (UPS) scale used to calculate tariff scores.

3.6 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 into account in the calculation of tariff scores. 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 and Skills for Work courses are awarded as either a pass or fail, and are not graded.

3.7 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.

3.8 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 2008/09 is calculated as a percentage of the September S4 roll in 2007. S6 attainment is calculated from the September S4 roll in 2006. The roll figures are available in a separate table (table 1).

3.9 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.

3.10 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.

3.11 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.

3.12 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 2008/09 if they either:

reached the age of 16 between 1 March and 30 September 2009 and left school at the end of the school year 2008/09;

OR

reached the age of 16 between 1 October 2008 and the end of February 2009 and left school at the end of the winter term 2008/09.

These arrangements therefore allow some pupils to leave school while they are still 15 years old. In some circumstances, pupils are allowed to attend a full time course of further education while remaining on the school roll because they are not legally old enough to leave school. These „Status 04’ pupils are treated as having left school when they go to further education, not when they officially leave school after reaching the legal leaving age.

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 6 reports on the attainment of 58,445 S4 pupils, out of a total S4 population of 58,452 at the pupil census date.

4.3 Figures collected from the Pupil Census on the number of looked after children appear to be incomplete when compared to similar data from social work services departments. The September number of looked after children aged between 12 and 15 identified in the 2007 pupil census was

about 77 per cent of the number of looked after children identified in the children's social work survey carried out in March 2007. The situation is improving, with the 2008 pupil census totals reaching 84 per cent of the numbers in the children's social work statistics survey. Because the surveys take place at different times, it is not expected that the figures will ever match exactly. The Scottish Government is working to support Local Authorities with improving the sharing of information in respect of children in their care as part of their Corporate Parent Duties.

4.4 Figures on schools leavers with additional support needs include leavers from special schools as well as secondary schools, in order to present the most complete picture of such leavers. Data on additional support needs are taken from the 2008 Pupil Census. The categories used in this publication are a summary of the full reasons for support categories shown in the pupils census. In the current publication, pupils with dual sensory impairment are not shown separately due to small numbers, but are included in both the hearing impairment and visual impairment categories. All leavers from special schools are assumed to have additional support needs, and are included in "Other or unknown" if the reason for support/ main learning difficulty is not given. All leavers from secondary schools who have a Record of Needs, Coordinated Support Programme or Individualised Education Programme are also included in "Other or unknown" if the reason for support is not given. In tables published last year, only those leavers with a specified reason for support or main learning difficulty were included in the group with ASN.

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 Government's website 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.

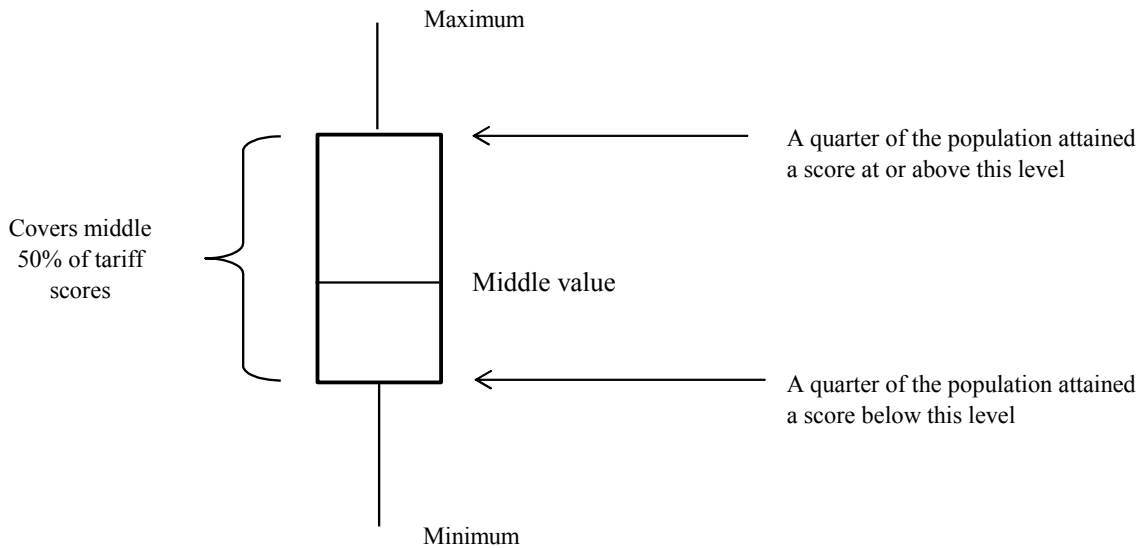
The relativities between types of certification are taken from the principle that the value of an A award at one level is as close as possible to, but lower than, the value of a C award at the next level above.

A pupil getting 5 Standard Grades would collect between 40 and 190 points, based on lowest to highest possible results. 5 Standard Grades with the highest result along with 3 Highers and 1 Advanced Higher at A, would amount to 526 points.

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.

Part 1: SQA Attainment data - Post Appeals

Attainment by stage and gender: 2006/07, 2007/08, 2008/09

Table 1: S4 roll by year and gender

Year	Total	Male	Female
2004/05	58,871	29,863	29,008
2005/06	61,190	31,112	30,078
2006/07	61,697	31,392	30,305
2007/08	60,351	30,675	29,676
2008/09	58,452	29,622	28,830

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: 2006/07-2008/09 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
2006/07				
Total	91.5	90.6	75.6	33.1
Male	90.9	89.7	72.9	29.2
Female	92.1	91.6	78.4	37.0
2007/08				
Total	91.9	90.6	76.2	34.4
Male	91.2	89.7	73.7	30.8
Female	92.6	91.6	78.8	38.2
2008/09				
Total	92.7	91.5	77.6	35.4
Male	92.0	90.8	75.2	31.4
Female	93.4	92.1	80.0	39.5

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: 2005/06-2007/08 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
2006/07				
Total	64.7	45.8	38.5	22.1
Male	60.5	41.4	34.4	18.9
Female	69.1	50.3	42.8	25.4
2007/08				
Total	65.3	45.1	38.7	22.4
Male	61.5	40.9	34.9	19.7
Female	69.3	49.4	42.7	25.2
2008/09				
Total	67.3	47.0	40.7	23.4
Male	63.9	42.8	36.3	20.4
Female	70.8	51.3	45.2	26.5

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: 2004/05-2006/07 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
2006/07				
Total	44.3	29.4	19.2	12.2
Male	40.1	25.7	16.5	10.9
Female	48.7	33.3	21.9	13.6
2007/08				
Total	45.0	30.0	19.7	12.7
Male	40.5	26.1	16.6	11.1
Female	49.6	34.0	23.0	14.3
2008/09				
Total	45.3	31.0	20.5	13.5
Male	41.5	27.3	17.8	12.0
Female	49.3	34.7	23.4	15.2

Chart 1: S4 attainment

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

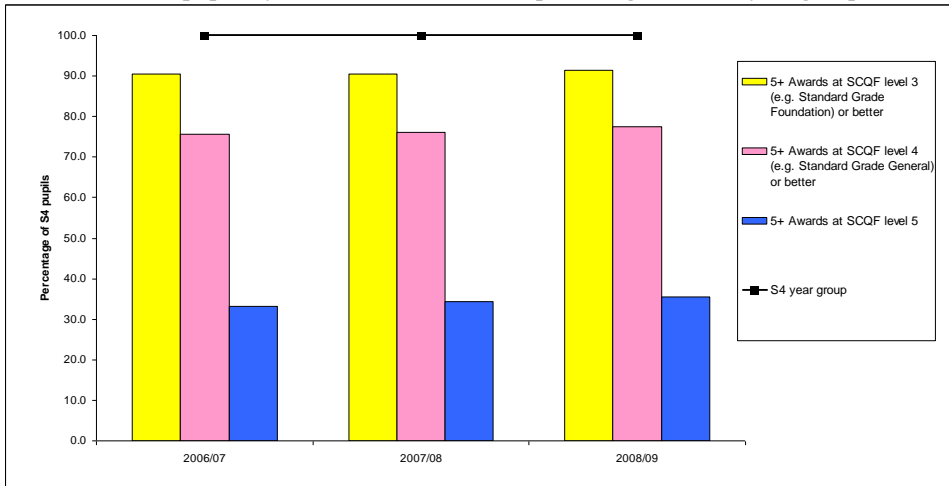


Chart 2: S5 attainment

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

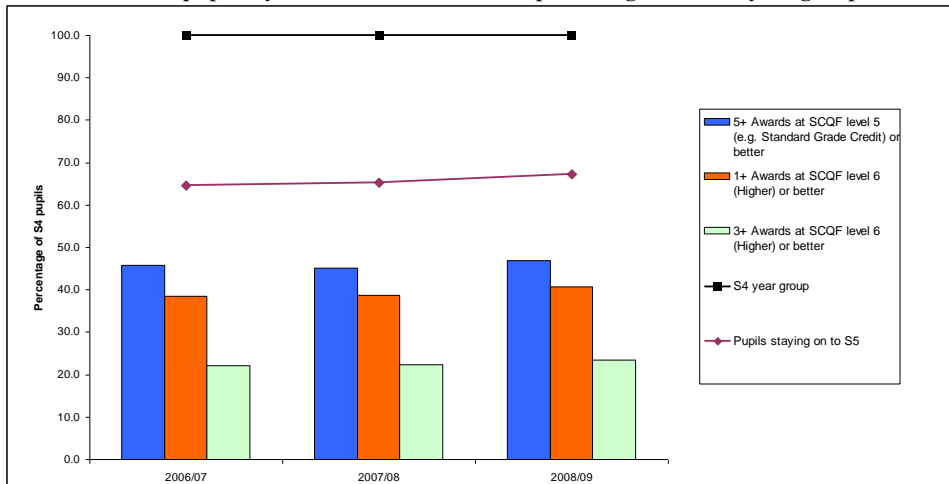
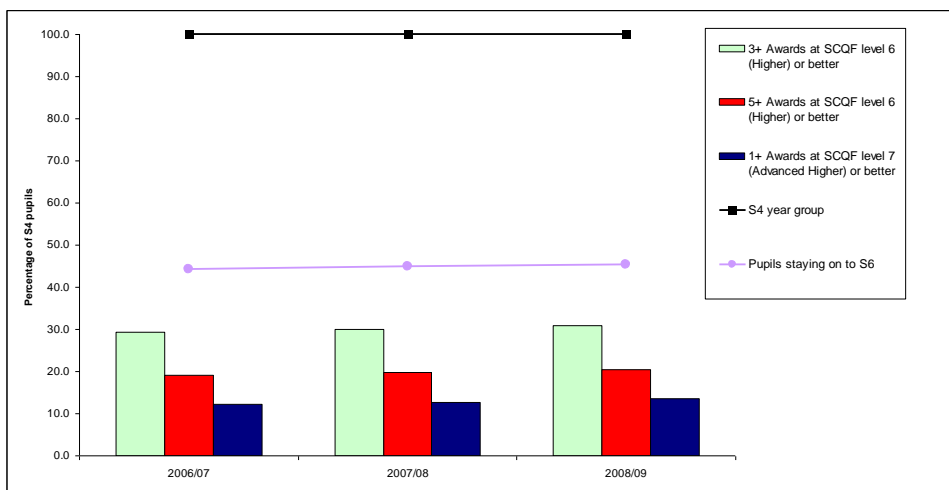


Chart 3: S5 attainment

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



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 61,697 pupils who started S4 in 2006/07 by the end of S4 2006/07 S5 2007/08 S6 2008/09. Note that not all 61,697 pupils will stay on to S5 and/or S6.

Table 5: Attainment of the pupils who were in S4 in 2006/07 by the end of each stage

Number of pupils in S4 in 2006/07	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	S4	91.5	90.6	75.6	33.1	0.5	0.0	0.0	0.0
	S5	92.2	91.0	77.7	45.1	38.7	22.4	9.9	0.2
	S6	92.5	91.3	78.1	48.0	44.2	31.0	20.5	13.5
Male	S4	90.9	89.7	72.9	29.2	0.4	0.0	0.0	0.0
	S5	91.5	90.0	75.1	40.9	34.9	19.7	8.5	0.1
	S6	91.7	90.3	75.4	43.7	40.0	27.3	17.8	12.0
Female	S4	92.1	91.6	78.4	37.0	0.6	0.0	0.0	0.0
	S5	92.9	92.0	80.5	49.4	42.7	25.2	11.3	0.2
	S6	93.2	92.3	80.9	52.4	48.5	34.7	23.4	15.2

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: 2008/09

	Tariff Score						2008/09 details			
	2003/04 Average	2004/05 Average	2005/06 Average	2006/07 Average	2007/08 Average	2008/09 Average	Number of Pupils	Lower Quartile ¹	Middle Value	Upper Quartile ²
All pupils	170	170	172	171	174	179	58,445	123	180	240
Gender										
Male	162	161	164	164	167	172	29,618	117	171	231
Female	178	178	180	179	182	186	28,827	131	188	249
Ethnic Background										
White - UK	171	171	173	171	175	179	54,450	124	181	240
White - Other	169	168	174	179	168	171	862	97	170	252
Mixed	202	192	187	190	191	203	409	159	207	264
Asian - Indian	214	182	191	195	207	185	160	120	174	258
Asian - Pakistani	170	171	174	172	178	182	689	125	182	244
Asian - Bangladeshi	179	162	176	183	188	210	32	161	205	252
Asian - Chinese	225	209	214	224	220	222	205	170	234	284
Asian - Other	178	169	178	173	171	178	174	111	180	250
Black - African	182	163	169	166	167	165	182	114	166	216
Black - Other	159	158	145	152	172	181	36	143	177	226
All Other Categories ³	156	155	148	144	130	149	227	76	152	222
Not known/ disclosed	132	135	140	146	138	146	1,019	82	146	206
National Identity										
Scottish	177	174	175	173	175	180	45,363	125	182	240
English	184	179	170	172	178	173	1,401	118	174	235
Northern Irish	178	156	162	181	183	200	53	127	183	281
Welsh	209	178	168	171	198	173	59	105	194	234
British	174	174	178	176	185	191	7,169	134	194	258
Irish	##	##	171	187	198	198	36	136	223	262
Other	147	153	165	162	157	162	1,188	92	159	233
Not known/ disclosed	138	136	142	137	138	148	3,176	92	147	206
Gaelic										
Gaelic medium education	##	##	201	197	215	209	55	167	224	264
Not Gaelic medium education	##	##	172	171	174	179	58,390	123	180	240
Asylum Status										
Asylum Seeker	123	131	142	149	145	127	67	73	140	169
Refugee	109	118	139	123	143	152	97	102	154	210
None	170	170	172	171	174	179	58,281	123	180	241
Urban/Rural Location of School										
Large urban areas	163	161	166	165	168	171	20,241	114	172	234
Other urban areas	168	168	170	167	172	177	21,628	123	179	238
Accessible small towns	184	181	182	181	183	190	5,976	137	194	249
Small remote towns	178	181	180	184	185	185	4,191	131	185	243
Accessible rural areas	175	178	178	179	181	190	3,970	134	190	253
Remote rural areas	189	189	189	193	194	196	2,439	145	198	249
Deprivation (SIMD rankings)⁴										
Most deprived	116	116	121	120	121	124	6,367	70	122	173
Decile 2	134	134	136	135	137	143	6,033	91	143	194
Decile 3	145	144	148	146	150	153	5,538	102	153	206
Decile 4	156	156	159	158	162	168	5,734	117	168	222
Decile 5	170	169	170	169	173	179	5,690	127	178	234
Decile 6	179	177	179	180	183	187	5,826	136	188	245
Decile 7	189	189	190	189	193	197	5,836	145	198	254
Decile 8	198	200	199	198	201	205	5,938	156	208	262
Decile 9	209	209	209	207	213	215	5,991	169	219	270
Least deprived	223	223	223	225	227	230	5,118	184	238	284
Age⁵										
Over 15	133	137	141	143	147	149	3,789	87	151	214
15	171	171	173	173	176	181	54,431	126	182	242
Under 15	206	214	214	210	210	209	225	167	220	272
Pupils with a Disability⁶	##	##	93	104	110	106	822	32	103	161
Additional Support Needs (ASN)⁷										
No additional support needs	173	173	176	175	179	184	55,453	130	184	244
Additional support needs	78	81	81	83	85	88	2,992	27	82	129
Looked After Status⁸										
Not looked after	171	171	173	173	176	181	57,377	126	182	242
Looked after at home	41	42	48	45	50	52	657	0	27	87
Looked after away from home	70	68	70	78	77	81	411	16	72	127
Looked After and ASN Status										
Not looked after without ASN	174	174	177	176	180	185	54,702	132	186	244
Not looked after with ASN	81	84	85	87	89	93	2,675	38	88	134
Looked after without ASN	63	58	66	65	69	70	751	8	54	119
Looked after with ASN	32	39	35	44	37	46	317	0	24	78

Notes

1 A quarter of the pupils attained a score at or below this level

2 A quarter of the pupils attained a score at or above this level

3 Includes: Black Caribbean, Occupational Traveller, Gypsy/Traveller, Other Traveller and 'Other' Categories

4 Scottish Index of Multiple Deprivation (SIMD) rankings of pupil's home address. Categories do not add up to 58445 due to missing addresses.

The 2008/09 results are based the 2009 SIMD Rankings, the previous years are based on the 2006 SIMD Rankings

5 Age is calculated in relation to March 1 of the relevant year.

6 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. Includes declared or assessed disabled.

7 The way additional support needs information is collected is being changed (see background note 4.5 Pupils may have more than one reason for support.

8 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

Data not available for these years

Averages calculated from small numbers should be treated with caution and are likely to fluctuate year on year

Chart 4: Average tariff score of S4 pupils, by ethnic background, 2008/09

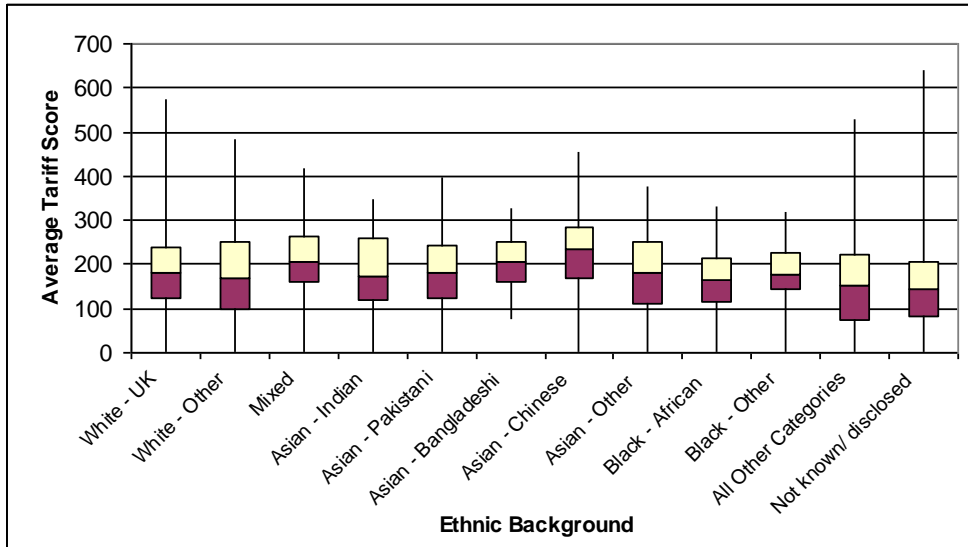


Chart 5: Average tariff score of S4 pupils, by national identity, 2008/09

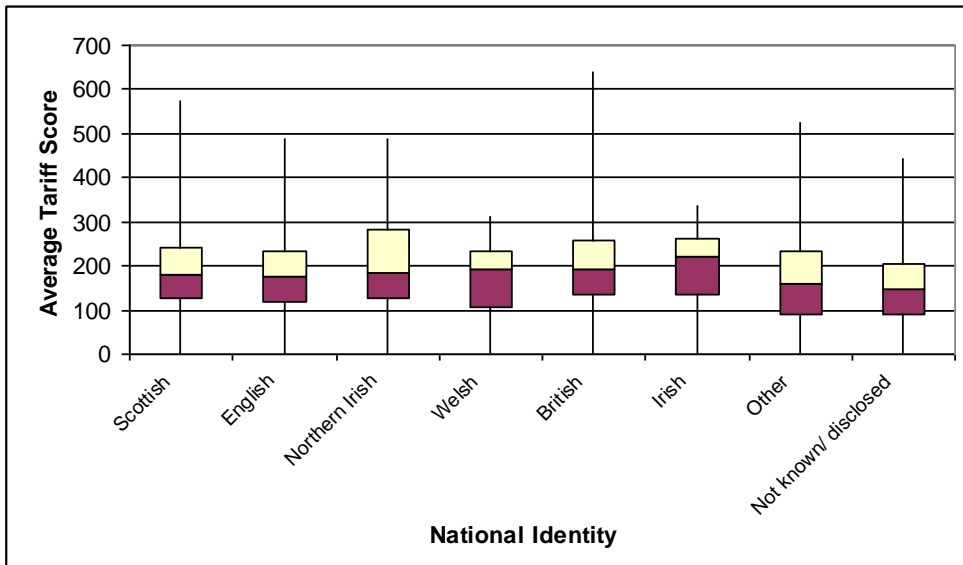


Chart 6: Average tariff score of S4 pupils, by asylum status, 2008/09

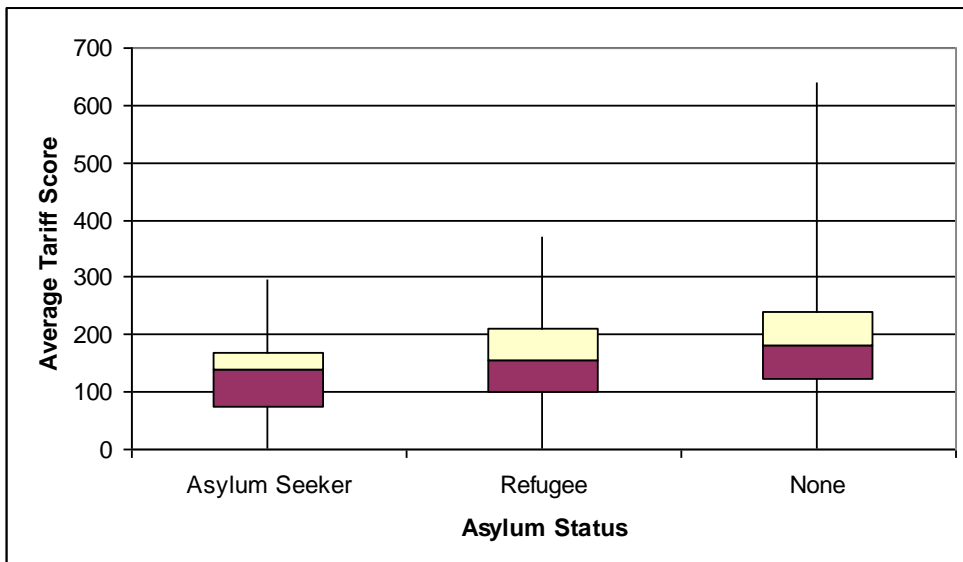


Chart 7: Average tariff score of S4 pupils, by deprivation status (SIMD), 2008/09

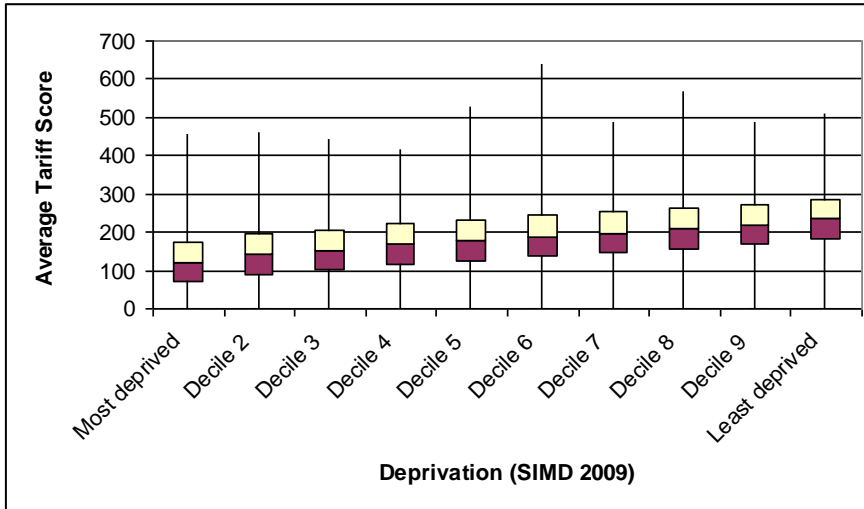


Chart 8: Average tariff score of S4 pupils, by urban/ rural location of school, 2008/09

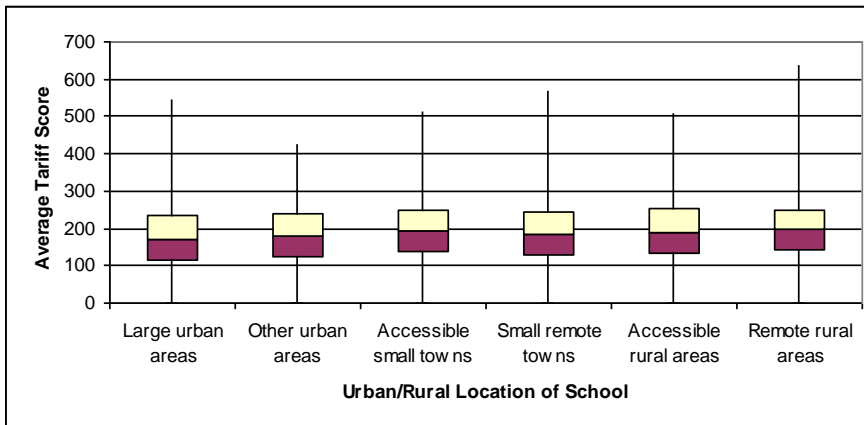


Chart 9: Average tariff score of S4 pupils, by looked after status and additional support needs, 2008/09

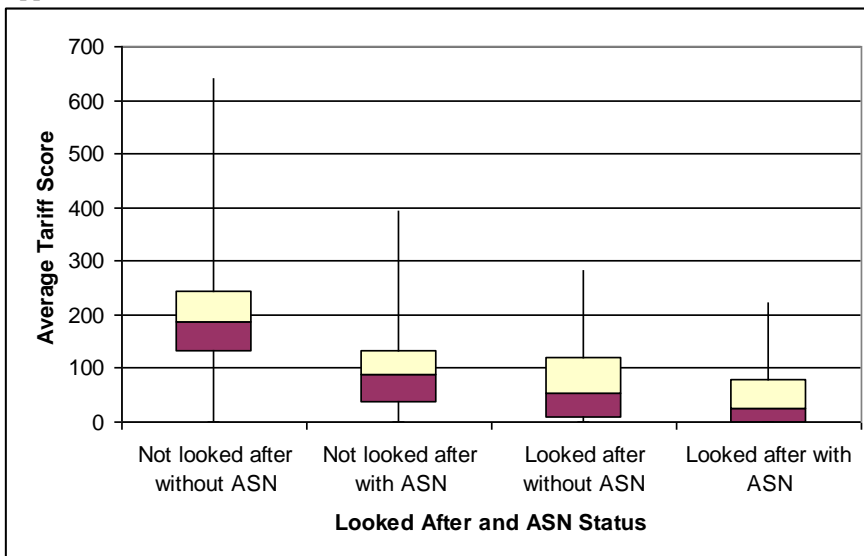


Table 7: Three year average tariff score of S4 pupils by ethnic background and gender, 2006/07-2008/09

Ethnic Background	Male		Female		Total	
	Number of pupils	Average tariff score	Number of pupils	Average tariff score	Number of pupils	Average tariff score
All	91,675	167	88,796	182	180,471	175
White-UK	85,422	168	83,176	183	168,598	175
White-Other	1,103	166	1,043	178	2,146	172
Mixed	590	186	555	205	1,145	195
Asian-Indian	251	185	231	207	482	195
Asian-Pakistani	1,087	165	997	190	2,084	177
Asian-Bangladeshi	46	191	48	197	94	194
Asian-Chinese	321	214	254	233	575	222
Asian-Other	235	156	239	192	474	174
Black-Caribbean	15	105	8	122	23	111
Black-African	216	158	227	174	443	166
Black-Other	50	161	43	181	93	170
Other	343	133	312	152	655	142
Not known/Disclosed	1,996	139	1,663	149	3,659	144

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 ethnic background and gender , 2006/07-2008/09

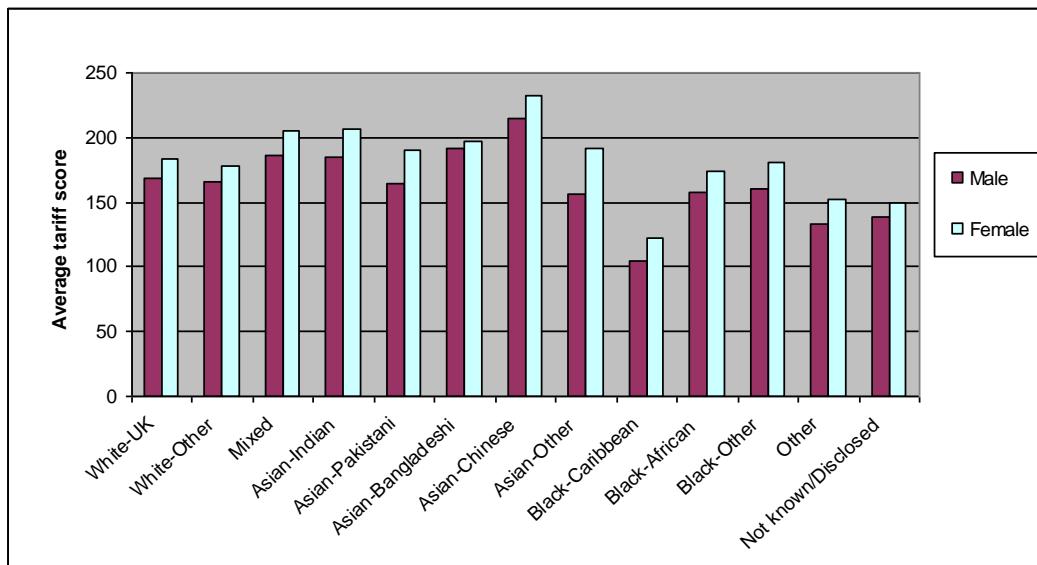


Table 8: Three year average tariff score of S4 pupils, by ethnic background and deprivation (SIMD¹), 2006/07-2008/09

Ethnic Background	Most deprived 20%		Other 80%		Total	
	Number of pupils	Average tariff score	Number of pupils	Average tariff score	Number of pupils	Average tariff score
All	38,437	130	140,949	187	179,386	175
White-UK	35,789	130	131,838	188	167,627	175
White-Other	493	124	1,631	187	2,124	172
Mixed	185	158	954	202	1,139	195
Asian-Indian	62	174	413	199	475	195
Asian-Pakistani	320	161	1,743	180	2,063	177
Asian-Bangladeshi	16	151	78	203	94	194
Asian-Chinese	77	200	496	225	573	222
Asian-Other	163	157	308	183	471	174
Black-Caribbean	7	117	16	108	23	111
Black-African	241	156	199	178	440	166
Black-Other	38	170	54	173	92	172
Other	238	113	405	158	643	141
Not known/Disclosed	808	102	2,814	156	3,622	144

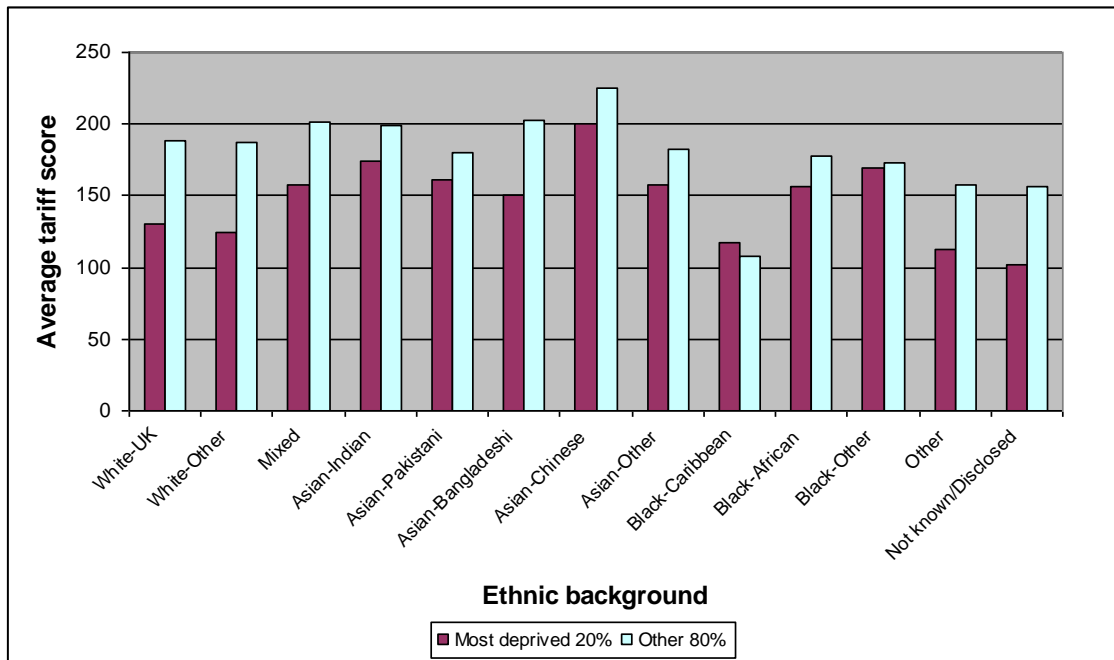
Notes

1. The 2008/09 results are based the 2009 SIMD Rankings, the previous years are based on the 2006 SIMD Rankings
 "All Other Categories" includes: Occupational Traveller, Gypsy/Traveller, Other Traveller and 'Other' Categories
 In this table, number of pupils refers to the total number of S4 pupils from the last three years, average refers to the average score of all of these pupils

Excludes pupils where datazone is not known, so figures differ from those in table 7.

Averages calculated from small numbers should be treated with caution and are likely to fluctuate year on year

Chart 11: Three year average tariff score of S4 pupils, by ethnic background and deprivation (SIMD¹), 2006/07-2008/09



Notes.

1. The 2008/09 results are based on the 2009 SIMD Ranking, the previous years are based on the 2006 SIMD Ranking.

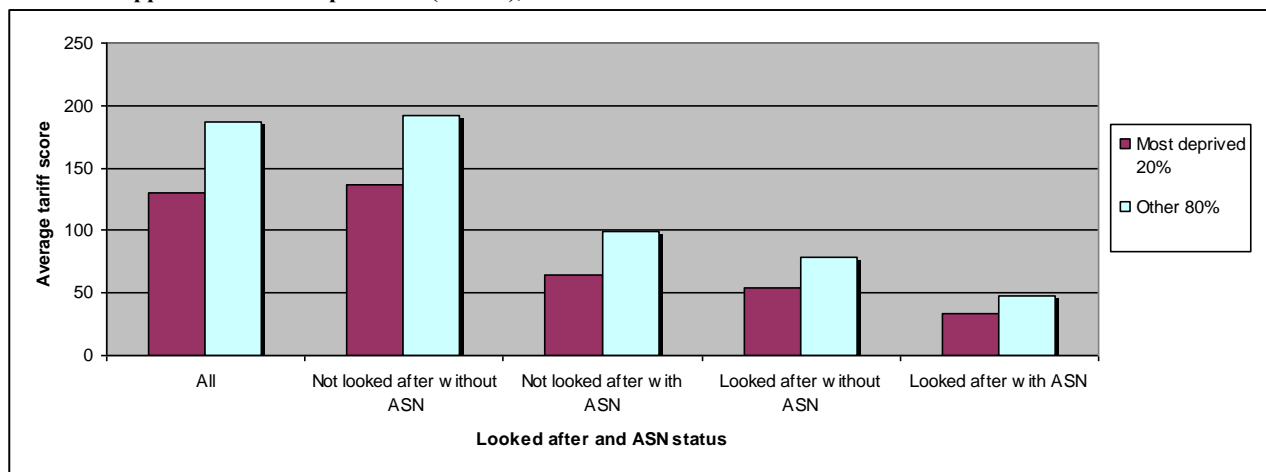
Table 9: Three year average tariff score of S4 pupils, by looked after status combined with additional support needs and deprivation (SIMD¹), 2006/07-2008/09

Looked after and ASN status	Most deprived 20%		Other 80%		Total	
	Number of pupils	Average tariff score	Number of pupils	Average tariff score	Number of pupils	Average tariff score
All	38,437	130	140,949	187	179,386	175
Not looked after without ASN	35,209	136	133,630	192	168,839	181
Not looked after with ASN	2,041	65	5,626	99	7,667	90
Looked after without ASN	907	54	1,232	79	2,139	68
Looked after with ASN	280	33	461	48	741	42

Notes

1. The 2008/09 results are based the 2009 SIMD Rankings, the previous years are based on the 2006 SIMD Rankings
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

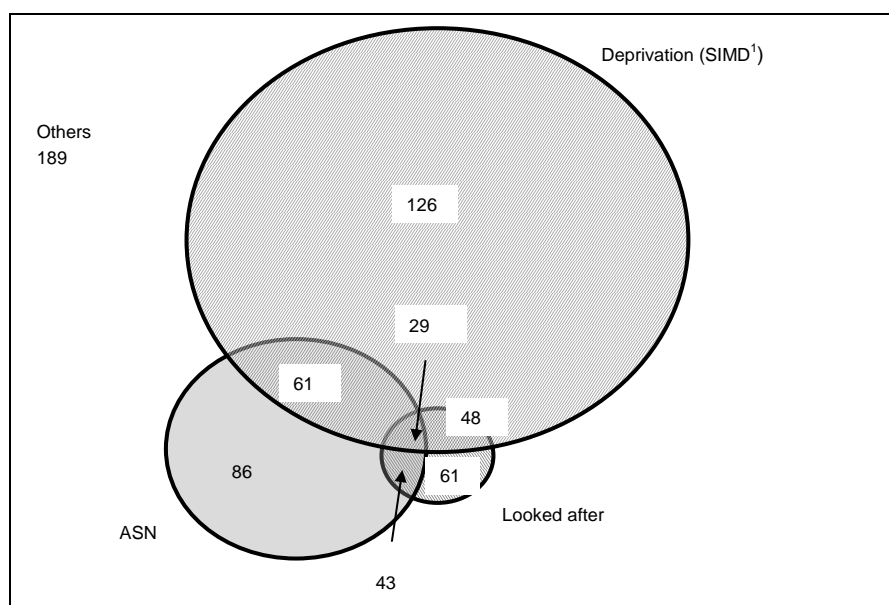
Chart 12: Three year average tariff score of S4 pupils, by looked after status combined with additional support needs and deprivation (SIMD¹), 2006/07-2008/09



Notes.

1. The 2008/09 results are based on the 2009 SIMD Ranking, the previous years are based on the 2006 SIMD Ranking.

Chart 13: Three year average tariff score of S4 pupils, by characteristics of pupils, 2006/07-2008/09



Notes

1. The 2008/09 results are based on the 2009 SIMD Ranking, the previous years are based on the 2006 SIMD Ranking.

Table 10 Single year attainment in all special schools, by SCQF level, year and gender: 2003/04-2008/09
(Includes publicly funded and independent schools)

Qualification	2003/04		2004/05		2005/06		2006/07		2007/08		2008/09		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
SCQF Level 2	550	312	503	278	361	225	493	270	374	181	369	145	514
Access 2 Pass	550	312	503	278	361	225	493	270	374	181	369	145	514
SCQF Level 3	886	239	843	259	799	324	747	264	886	255	780	244	1,024
Standard Grade at 5-6	528	151	403	165	345	187	274	133	377	121	252	101	353
Access 3 Pass	358	88	440	94	454	137	473	131	509	134	528	143	671
SCQF Level 4	419	183	438	220	454	238	485	171	505	176	478	229	707
Standard Grade at 3-4	383	168	377	200	356	220	339	150	355	139	310	164	474
Intermediate 1 at A-C	36	15	61	20	98	18	146	21	150	37	168	65	233
SCQF Level 5	36	28	57	31	45	28	67	26	90	22	69	41	110
Standard Grade at 1-2	21	12	38	10	29	23	26	12	50	9	32	30	62
Intermediate 2 at A-C	15	16	19	21	16	5	41	14	40	13	37	11	48
SCQF Level 6 or higher	4	2	0	9	3	5	0	3	14	14	6	1	7
Higher at A-C, Advanced Higher at A-C	4	2	0	9	3	5	0	3	14	14	6	1	7
Total Passes	1,895	764	1,841	797	1,662	820	1,792	734	1,869	648	1,702	660	2,362
Total Examination Presentations	2,055	821	1,974	852	1,876	887	1,982	815	2,129	721	1,911	730	2,641

Part 2: Qualifications Attained by Leavers

Table 11 : Highest qualifications attained by leavers, by gender: 2006/07-2008/09

																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
2006/07																
Total	57,970	4.2	1.5	0.6	0.4	6.9	6.8	8.6	15.5	7.6	6.4	12.6	8.9	8.3	10.4	1.4
Male	29,601	4.6	1.8	0.8	0.5	7.8	7.3	9.0	16.8	7.8	6.3	12.0	7.9	6.9	9.0	1.5
Female	28,369	3.8	1.1	0.4	0.3	5.9	6.1	8.1	14.0	7.5	6.6	13.3	9.9	9.8	11.9	1.3
2007/08																
Total	59,476	3.7	1.6	0.7	0.5	6.6	6.7	7.6	15.7	7.3	6.1	13.0	9.1	8.7	11.3	1.5
Male	29,935	4.1	1.7	0.9	0.6	7.4	7.2	7.7	17.3	7.6	6.0	12.4	8.5	7.2	9.8	1.6
Female	29,541	3.2	1.4	0.5	0.4	5.9	6.2	7.4	14.2	6.9	6.3	13.5	9.7	10.3	12.8	1.4
2008/09																
Total	55,110	3.3	1.7	0.7	0.5	6.4	6.1	6.8	14.6	6.9	5.6	13.2	9.7	9.5	13.1	1.8
Male	27,715	3.7	1.9	0.9	0.6	6.8	6.6	7.1	16.2	7.4	5.6	12.8	9.0	8.1	11.4	1.9
Female	27,395	2.9	1.4	0.6	0.4	5.9	5.7	6.5	13.1	6.4	5.6	13.6	10.4	11.0	14.8	1.7

Table 12: Highest qualifications attained by leavers, by characteristic of pupil: 2008/09

	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
Total	55,110	3.3	1.7	0.7	0.5	6.4	6.1	6.8	14.6	6.9	5.6	13.2	9.7	9.5	13.1	1.8
Ethnic Background																
White-UK	51,011	3.0	1.6	0.7	0.5	6.4	6.3	7.0	14.8	7.0	5.7	13.1	9.6	9.6	13.1	1.7
White-Other	810	8.6	1.7	0.9	0.7	7.8	3.7	3.1	14.2	6.9	2.7	14.6	10.4	7.8	13.3	3.6
Mixed	337	2.1	2.4	0.3	-	5.6	2.1	4.2	12.5	5.0	5.0	17.2	12.8	12.5	15.1	3.3
Asian-Indian	152	1.3	0.7	-	-	3.3	3.9	4.6	7.2	2.6	6.6	19.1	13.2	11.8	18.4	7.2
Asian-Pakistani	661	2.1	0.9	0.3	0.6	4.1	4.7	5.1	12.9	7.4	5.7	18.3	13.9	9.1	12.1	2.7
Asian-Chinese	179	1.7	0.6	-	-	1.1	1.1	2.2	6.1	5.0	4.5	10.6	10.1	15.6	31.8	9.5
Asian - Other	147	6.1	0.7	0.7	0.7	4.8	3.4	4.1	9.5	4.1	5.4	19.0	12.9	7.5	15.0	6.1
Black African	143	3.5	-	0.7	-	2.1	0.7	4.2	19.6	7.7	4.2	23.1	14.7	7.0	9.8	2.8
Other	274	8.4	1.1	1.1	0.7	5.8	4.4	6.2	13.5	7.3	5.8	13.5	10.6	8.4	9.5	3.6
Not Known/ Not Disclosed	1,396	13.1	3.9	1.1	0.8	7.9	6.2	5.9	14.0	6.5	4.4	11.5	8.1	6.1	8.8	1.6
Urban / Rural Location of School																
Large urban areas	19,295	4.8	1.9	0.8	0.5	6.7	6.5	6.4	15.0	6.8	5.1	12.8	9.2	9.5	12.2	1.7
Other urban areas	20,356	2.8	1.9	0.8	0.6	7.0	6.4	7.2	14.3	6.9	5.7	13.3	9.9	9.0	12.7	1.7
Accessible small towns	5,474	2.0	1.2	0.6	0.4	5.4	6.3	7.4	14.7	6.6	6.0	12.4	9.6	10.5	14.9	2.2
Small remote towns	4,080	2.2	1.0	0.4	0.1	5.1	4.7	7.1	14.6	7.4	6.6	15.0	9.6	10.3	13.7	2.1
Accessible rural areas	3,746	2.5	1.3	0.5	0.4	5.3	5.3	6.3	15.1	7.1	5.3	13.6	10.0	8.9	16.0	2.3
Remote rural areas	2,159	1.9	0.8	0.5	-	4.0	4.3	5.7	14.2	8.1	6.3	14.6	12.2	11.5	13.8	2.1
Deprivation (SIMD 2009 rankings)																
Unknown	600	19.0	4.0	0.5	0.8	7.2	7.7	4.8	13.5	5.8	5.3	12.3	6.8	4.5	7.0	0.7
Most deprived	6,173	9.5	4.4	1.8	1.2	12.8	9.9	9.0	18.5	6.6	4.6	10.1	4.5	3.1	3.9	0.2
Decile 2	5,656	5.4	3.0	1.4	1.1	11.2	10.0	9.5	19.1	7.5	5.3	10.6	6.0	4.5	5.2	0.2
Decile 3	5,361	3.7	2.9	1.0	0.8	9.4	8.8	8.8	18.4	7.7	5.0	12.6	7.2	6.1	6.8	0.7
Decile 4	5,147	3.0	1.9	1.0	0.5	7.6	6.9	8.4	17.5	8.2	5.6	12.9	9.4	7.6	8.6	1.1
Decile 5	5,491	2.4	1.0	0.5	0.4	6.0	6.0	7.8	15.4	7.7	6.1	15.4	9.2	9.1	11.5	1.5
Decile 6	5,445	2.0	0.8	0.6	0.3	5.0	5.2	6.5	14.7	7.2	6.6	14.8	10.6	9.8	14.1	1.8
Decile 7	5,504	1.4	0.9	0.4	0.2	3.8	5.2	5.7	12.8	7.3	6.3	14.4	11.5	11.7	16.4	2.1
Decile 8	5,465	1.5	0.5	0.3	0.1	2.9	3.9	5.2	11.7	6.4	6.0	13.8	12.8	13.6	18.8	2.6
Decile 9	5,469	0.8	0.2	0.2	0.1	2.3	2.5	4.1	9.7	6.1	5.6	14.9	13.9	15.2	21.4	3.1
Least deprived	4,799	0.5	0.3	0.1	0.1	1.4	1.6	2.5	7.3	4.6	4.8	13.3	13.2	17.1	27.6	5.7
Additional Support Needs																
No ASN	52,538	2.8	1.3	0.6	0.4	5.6	5.8	6.8	14.6	7.1	5.8	13.6	10.0	9.9	13.6	1.9
ASN	2,572	14.0	9.1	3.9	2.6	21.9	11.7	6.1	14.7	3.8	1.8	4.5	2.8	1.0	2.0	0.2
Looked After Status2																
Not looked after	54,056	2.8	1.5	0.7	0.5	6.1	6.1	6.8	14.7	7	5.7	13.4	9.9	9.7	13.3	1.8
Looked after at home	653	33.4	14.1	4.3	1.5	21.7	8.1	3.8	8.3	2	0.8	0.9	0.5	0.2	0.5	0
Looked after away from home	401	19.7	5.5	2.2	1.2	20.9	10.2	9.7	16.5	4.7	3	3.2	1.0	0.5	1.2	0.2

Notes

1 "All Other Categories" consists of: Black - Other, Asian - Bangladeshi, Black - Caribbean and Other (See Note 3.10)

2 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 13: Total qualifications attained by leavers, by gender: 2006/07-2008/09

Percentages

Year	Number of leavers	5+@SCQF level 3 or better	5+@SCQF level 4 or better	5+@SCQF level 5 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
2006/07									
Total	57,970	90.0	77.2	46.2	41.6	28.7	18.7	11.8	1.4
Male	29,601	89.0	74.4	41.9	37.3	25.0	16.0	10.5	1.5
Female	28,369	90.9	80.1	50.7	46.1	32.6	21.4	13.2	1.3
2007/08									
Total	59,476	90.3	77.5	47.8	43.6	30.3	20.0	12.8	1.5
Male	29,935	89.3	74.9	43.6	39.4	26.7	17.1	11.4	1.6
Female	29,541	91.3	80.1	52.1	47.8	34.0	23.0	14.3	1.4
2008/09									
Total	55,110	90.4	78.5	50.7	47.3	33.7	22.6	14.9	1.8
Male	27,715	89.7	76.3	46.8	43.2	30.1	19.7	13.3	1.9
Female	27,395	91.1	80.7	54.8	51.5	37.4	25.4	16.5	1.7

Table 14⁽¹⁾: Highest qualifications attained by leavers at SCQF level 3 to 5, by subject and gender: 2008/09

	SCQF Level 5		SCQF Level 4		SCQF Level 3		SCQF Levels 3 to 5	
	Male	Female	Male	Female	Male	Female	All	% of all leavers
Mathematics	11,422	12,247	7,766	7,087	6,802	6,484	51,808	94.0
English	12,506	16,007	11,614	8,966	1,651	907	51,651	93.7
French	4,606	8,104	6,626	6,434	2,613	1,587	29,970	54.4
Biology	4,030	8,663	2,880	5,376	1,416	2,670	25,035	45.4
Chemistry	5,944	6,074	3,692	3,470	1,155	1,149	21,484	39.0
History	5,133	5,860	2,775	2,715	2,059	1,419	19,961	36.2
Art and Design	2,888	7,685	2,952	4,068	325	254	18,172	33.0
Physical Education	7,016	2,967	4,403	2,313	332	261	17,292	31.4
Geography	4,639	3,977	2,978	2,122	1,880	1,319	16,915	30.7
Physics	6,708	2,878	3,752	1,077	1,394	369	16,178	29.4
Computing Studies	5,172	2,862	3,783	2,272	1,255	734	16,078	29.2
Home Economics	1,411	4,669	1,945	4,559	463	528	13,575	24.6
Modern Studies	2,667	4,388	1,798	2,338	1,014	1,129	13,334	24.2
Administration	1,307	4,756	1,177	2,791	562	955	11,548	21.0
Music	3,517	4,769	1,125	1,360	350	276	11,397	20.7
Craft & Design	3,232	1,170	4,025	1,055	1,044	251	10,777	19.6
Graphic Communication	3,201	1,869	2,075	900	668	201	8,914	16.2
German	1,426	2,272	1,941	1,621	597	349	8,206	14.9
Business Management	2,107	2,377	946	957	281	279	6,947	12.6
Drama	984	2,318	829	1,209	214	204	5,758	10.4
Woodworking Skills	2,821	481	984	160	-	-	4,446	8.1
Spanish	492	1,226	599	769	360	224	3,670	6.7
Science	209	142	975	720	375	372	2,793	5.1
Religious Studies	278	670	303	497	312	294	2,354	4.3
Social & Vocational Skills	391	692	578	495	134	63	2,353	4.3
Accounting & Finance	566	551	288	301	173	171	2,050	3.7
Technological Studies	1,215	101	518	48	105	6	1,993	3.6
Information Systems	704	470	-	-	-	-	1,174	2.1
Travel and Tourism	81	180	198	334	-	-	793	1.4
Media Studies	140	213	121	122	129	62	787	1.4
Construction Crafts	63	13	519	16	-	-	611	1.1
Product Design	405	156	-	-	-	-	561	1.0
Italian	47	179	66	118	34	29	473	0.9
Early Education and Childcare	2	122	4	313	-	-	441	0.8
Social Subjects	-	-	-	-	228	170	398	0.7
Hairdressing	1	13	6	336	-	-	356	0.6
Gaelic (Learners)	99	121	48	45	24	9	346	0.6
Psychology	56	160	23	57	-	-	296	0.5
Classical Studies	78	103	36	33	12	18	280	0.5
Latin	79	112	28	23	12	7	261	0.5
Economics	64	41	29	26	22	16	198	0.4
Gaidhlig	57	73	20	12	3	2	167	0.3
Care	3	68	6	84	-	-	161	0.3
Philosophy	47	71	-	-	-	-	118	0.2
Rural Skills	-	-	87	27	-	-	114	0.2
English for Speakers of Other Languages	40	49	-	-	12	11	112	0.2
Urdu	30	48	16	9	7	1	111	0.2
Managing Environmental Resources	15	8	14	18	17	9	81	0.1
Engineering Skills	8	-	59	1	-	-	68	0.1
Construction	-	-	-	-	52	3	55	0.1
Geology	5	1	22	21	-	3	52	0.1
Other	28	44	50	46	38	29	235	0.4

Notes

1. This table was revised on the 30th September 2010 due to a calculation error

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: Personal and Social Education, Contemporary Social Studies, Personal Development, Sociology, Uniformed and Emergency Services, Mandarin, Energy, Arts, Retailing, Leading Sports Activities, Russian, Social Sciences, Mandarin (Traditional).

Table 15 : Total qualifications attained by leavers at SCQF level 6, by subject, grade and gender: 2008/09

	Male			Female			All Passes	
	A	B	C	A	B	C	All	% of all leavers
English	1,387	2,139	2,651	2,310	3,262	3,565	15,314	27.8
Mathematics	2,032	2,099	1,603	1,761	2,002	1,727	11,224	20.4
Chemistry	1,170	1,023	923	993	973	910	5,992	10.9
Art and Design	386	498	463	1,580	1,568	1,149	5,644	10.2
History	609	949	837	892	1,196	1,035	5,518	10.0
Physics	1,468	1,408	1,009	618	516	418	5,437	9.9
Biology	569	629	596	1,016	1,248	1,197	5,255	9.5
Modern Studies	510	612	576	1,020	1,042	939	4,699	8.5
Geography	673	725	749	982	746	650	4,525	8.2
Physical Education	469	1,184	1,122	215	507	458	3,955	7.2
Business Management	369	556	643	681	702	748	3,699	6.7
Music	665	617	335	814	733	412	3,576	6.5
French	377	181	160	1,178	632	556	3,084	5.6
Computing Studies	507	705	783	161	249	238	2,643	4.8
Graphic Communication	651	610	533	307	262	259	2,622	4.8
Human Biology	194	264	210	332	541	520	2,061	3.7
Religious Studies	299	150	108	726	371	210	1,864	3.4
Administration	67	129	206	213	493	708	1,816	3.3
Drama	59	185	188	238	491	434	1,595	2.9
Product Design	145	318	380	149	241	207	1,440	2.6
Psychology	111	98	89	430	309	234	1,271	2.3
Information Systems	122	213	278	76	121	146	956	1.7
Accounting & Finance	186	158	119	184	142	128	917	1.7
German	108	63	73	266	199	186	895	1.6
Home Economics	12	15	21	205	294	277	824	1.5
Spanish	91	53	33	328	182	127	814	1.5
Philosophy	60	65	66	89	91	106	477	0.9
Photography for the Media	43	46	52	88	134	79	442	0.8
Technological Studies	128	128	132	11	11	8	418	0.8
Media Studies	21	45	57	38	93	103	357	0.6
Classical Studies	37	19	27	52	38	38	211	0.4
Economics	43	39	30	27	33	29	201	0.4
Sociology	27	15	13	59	49	34	197	0.4
English for Speakers of Other Languages	40	12	8	57	16	3	136	0.2
Dance Practice	2	1	-	30	49	23	105	0.2
Italian	13	2	5	51	23	10	104	0.2
Politics	20	11	3	29	13	12	88	0.2
Early Education and Childcare	1	-	-	20	22	32	75	0.1
Latin	7	9	3	18	22	14	73	0.1
Gaelic (Learners)	11	6	9	16	13	18	73	0.1
Gaidhlig	4	13	9	10	18	16	70	0.1
Personal Development	20	-	-	38	-	-	58	0.1
Other	47	31	18	81	43	37	257	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: Health and Social care, Craft and Design, Geology, Managing Environmental Resources, Classical Greek, Travel and Tourism, Urdu, Russian, Science, Personal and Social Education, Visual Arts, Construction, Care, Mechanotronics

Table 16 : Total qualifications attained by leavers at SCQF level 7, by subject, grade and gender: 2008/09

	Male			Female			All Passes	
	A	B	C	A	B	C	All	% of all leavers
Mathematics	334	312	381	243	263	269	1,802	3.3
Chemistry	212	243	222	220	224	241	1,362	2.5
Art and Design	84	80	88	273	279	383	1,187	2.2
Biology	94	137	165	188	264	313	1,161	2.1
English	48	100	174	65	235	388	1,010	1.8
Physics	308	254	228	95	62	53	1,000	1.8
Music	308	121	31	303	157	45	965	1.8
Graphic Communication	185	198	85	117	65	32	682	1.2
History	89	105	93	98	139	114	638	1.2
Geography	36	85	131	70	139	143	604	1.1
Modern Studies	54	66	54	109	148	78	509	0.9
French	21	34	27	84	99	116	381	0.7
Computing Studies	83	96	65	11	15	24	294	0.5
Drama	12	23	25	22	49	56	187	0.3
Religious Studies	11	6	11	22	36	24	110	0.2
Spanish	5	8	6	24	17	28	88	0.2
German	10	5	3	28	18	18	82	0.1
Business Management	-	7	24	3	7	34	75	0.1
Other	59	34	58	44	46	51	292	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 7. These are: Accounting and Finance, Physical Education, Classical Studies, Italian, Home Economics, Information Systems, Gaelic (Learners), Product Design, Administration, Technological Studies, Gaidhlig, Economics, Latin.

Table 17: Total qualifications attained by leavers with additional support needs, by ASN^{1,2,3}, 2008/09

Percentages

	Total leavers (=100%)	1+@SCQF level 2 or better	5+@SCQF level 3 or better	5+@SCQF level 4 or better	5+@SCQF level 5 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 F level 7 or better
Total	55,851	96.1	89.3	77.5	50.1	46.7	33.3	22.3	14.7	1.8
No Additional Support need	52,538	97.2	91.9	80.8	52.7	49.1	35.1	23.5	15.5	1.9
Any Additional Support need	3,313	78.4	48.2	24.8	8.4	8.1	4.5	2.1	1.7	0.2
<i>of which:</i>										
Hearing impairment	38	100.0	81.6	57.9	21.1	15.8	10.5	2.6	2.6	-
Visual impairment	39	94.9	82.1	59.0	30.8	33.3	20.5	15.4	7.7	-
Physical or motor impairment	82	91.5	76.8	51.2	20.7	23.2	13.4	6.1	1.2	-
Language or speech disorder	55	87.3	65.5	36.4	12.7	10.9	5.5	-	-	-
Autistic spectrum disorder	123	95.9	76.4	52.8	20.3	21.1	11.4	4.1	6.5	0.8
Social emotional and behavioural difficulty	488	77.0	32.8	9.6	1.0	1.2	0.2	-	-	-
Specific learning disabilities	406	94.6	80.0	46.1	14.8	12.8	6.4	3.2	3.4	-
Learning disability	204	87.3	47.5	12.7	1.5	2.0	-	-	-	-
Moderate learning difficulty	181	87.8	60.2	16.6	2.2	1.7	-	-	-	-
Other or unknown	1,977	71.7	39.4	20.9	7.5	7.2	4.3	2.0	1.6	0.3

Notes

1 Leavers from publicly-funded secondary and special schools. See background note 4.5

2 Individuals may have more than one additional support need - numbers will not add up to the total.

3 Leavers from special schools and leavers from secondary schools with a Record of Needs, Individualised Education Programme or Coordinated support programme, are assumed to have Additional Support Needs. If none are specified, they are treated as having "Other or unknown" support needs.

4 A dash indicates a value of 0

Table 18: Highest qualifications attained by leavers with additional support needs, by ASN^{1,2,3}, 2007/08

Percentages

	Total leavers (=100%)	No NQ Qualifications @ Level 2 or better	1+ @ SCQF Level 2	1-4 @ SCQF Level 3	5+ @ SCQF Level 3	1-4 @ SCQF Level 4	5+ @ SCQF Level 4	1-4 @ SCQF Level 5	5+ @ SCQF Level 5	1-4 @ SCQF Level 6	5+ @ SCQF Level 6	1+ @ SCQF Level 7
Total	55,851	3.9	0.3	2.6	0.5	12.5	6.7	21.3	5.5	22.6	9.4	14.7
No Additional Support need	52,538	2.8	-	1.9	0.4	11.5	6.8	21.7	5.8	23.7	9.9	15.5
Any Additional Support need	3,313	21.6	5.0	13.3	2.1	28.9	5.0	14.7	1.4	5.6	0.8	1.7
<i>of which:</i>												
Hearing impairment	38	-	2.6	7.9	-	26.3	7.9	31.6	7.9	10.5	2.6	2.6
Visual impairment	39	5.1	-	5.1	-	28.2	10.3	12.8	5.1	17.9	7.7	7.7
Physical or motor impairment	82	8.5	-	6.1	2.4	28.0	4.9	24.4	2.4	17.1	4.9	1.2
Language or speech disorder	55	12.7	-	9.1	1.8	27.3	10.9	25.5	1.8	10.9	-	-
Autistic spectrum disorder	123	4.1	4.1	6.5	0.8	29.3	5.7	27.6	0.8	13.8	0.8	6.5
Social emotional and behavioural difficulty	488	23.0	0.4	22.3	3.9	37.1	3.9	8.0	0.2	1.2	-	-
Specific learning disabilities	406	5.4	0.2	9.1	1.7	31.5	8.4	27.3	3.4	8.6	0.7	3.4
Learning disability	204	12.7	2.0	21.1	2.9	43.6	2.5	12.7	0.5	2.0	-	-
Moderate learning difficulty	181	12.2	2.8	13.8	5.5	44.2	5.0	13.8	1.1	1.7	-	-
Other or unknown	1,977	28.3	7.6	12.9	1.4	25.0	4.5	11.9	1.3	4.9	0.7	1.6

Notes

1 Leavers from publicly-funded secondary and special schools. See background note 4.5

2 Individuals may have more than one additional support need - numbers will not add up to the total.

3 Leavers from special schools and leavers from secondary schools with a Record of Needs, Individualised Education Programme or Coordinated support programme, are assumed to have Additional Support Needs. If none are specified, they are treated as having "Other or unknown" support needs.

4 A dash indicates a value of 0