

Statistics Publication Notice

Education Series

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SQA ATTAINMENT AND SCHOOL LEAVER QUALIFICATIONS IN SCOTLAND: 2006/07

17 March 2008

A Scottish Government 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 “SQA Attainment and School Leaver Qualifications in Scotland: 2005/06” published on 21 March 2007. This Notice also presents attainment data by a number of different pupil characteristics. For the first time, attainment data for leavers with additional support needs is broken down by reason for support, and leavers attainment is linked to destinations.

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 20) and leavers with additional support needs (Tables 16 and 17) 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 2004/05, 34 per cent had gained 5 or more awards at SCQF level 5 or better by the end of that year. This had increased to 47 per cent by the end of 2006/07. (Table 5)

Calculating an average tariff score for each pupil (see note 3.7) allows easier comparisons of different types of qualifications. The findings for S4 pupils in 2006/07 were as follows:

- 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)
- Pupils attending schools in rural areas had higher average tariff scores than pupils attending urban schools. (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 have much lower average tariff scores than those not looked after. Furthermore looked after children without additional support needs (ASN) have a lower average tariff score than pupils who are not looked after but do have ASN. (Table 6)
- Chinese, Mixed Race and Indian pupils in S4 attained the highest average tariff scores over the last three years. (Table 8)

Special Schools:

- There has been a slight increase in the number of qualifications gained in special schools, due to an increase at SCQF level 2, as well as a slight increase in the proportion of passes, between 2005/06 and 2006/07 (Table 20).

School Leavers:

In 2006/07:

- 4.1 per cent of leavers obtained no awards at SCQF Level 3 or better (this compares with 4.0 per cent in 2005/06 and 4.3 per cent in 2004/05). 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 11.9 per cent of leavers, which is slightly down on the figure of 12.6 per cent in 2005/06. (Table 10)
- 10.5 per cent of school leavers who were registered for free school meals attained no awards at SCQF level 3 or better, compared to 2.6 per cent of leavers not registered. Similarly, school leavers who live in the 15% most deprived data zones were more likely (9.0 per cent) to attain no awards at SCQF level 3 or better than those in the other 85% of data zones (2.5 per cent). (Table 11)

- 10.9 per cent of pupils leaving schools in large urban areas attained at least one award at SCQF level 7. This compares to 15.4 per cent of pupils leaving schools in remote 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)
- 93.4 per cent of leavers attained English at SCQF Levels 3 to 5 and 92.6 per cent attained these levels in Mathematics. The proportions attaining English at SCQF Levels 6 and 7 were 24.1 per cent and 1.5 per cent respectively and the corresponding results for Mathematics were 17.8 per cent and 2.5 per cent. (Tables 13, 14 & 15)

School Leavers with Additional Support Needs:

- Two new tables give information on the attainment of leavers with additional support needs (ASN) (see background note 4.5). Nearly 64 per cent of leavers from publicly funded secondary and special schools with identified support needs had 5 or more qualifications at SCQF level 3 or above (Table 16). 14 per cent had no qualifications at SCQF level 3 or above, while just over 10 per cent had at least one qualification at SCQF level 6 or above (Table 17).

Destinations of School Leavers:

- Two more new tables link leaver destinations to attainment. This information comes from two different sources and not all leavers can be linked (see background notes 2.2 to 2.4). Where destinations can be linked to attainment, just over 35 per cent of those going into higher education have at least one qualification at SCQF level 7, while around 80 per cent of those going into further education have no qualifications at SCQF level 6 or above (Table 18). A fifth of those in training had no qualifications higher than SCQF 3 and the equivalent figure for those unemployed and seeking employment or training was similar at just under 20 per cent. Those leavers with a destination of unemployed and *not* seeking employment or training or an unknown destination were most likely to have no qualifications at SCQF level 3 or better (around 15 per cent).
- The tables included in this publication are based on approximately 90 per cent of those leavers for whom destinations are known and that we can confidently match to qualifications information. This is a developing area of work and we are putting in place strategies to improve the information and ensure 100 per cent coverage in future years. Since it has not been possible to link every leaver's destination to school attainment, these figures are not entirely representative of the school leaver population and there will be an element of bias. The 6,500 leavers where destinations were known but it was not possible to link to qualifications, were more likely to have employed, training, unemployed or unknown destinations and were less likely to be in higher education. Initial indicative analysis suggests that they are also more likely to have no qualifications or lower level qualifications. It is therefore expected that these groups are underestimated in the above analysis and this should be taken account of when interpreting the results.

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 2004/05, by the end of each stage*
- Table 6 *Average tariff score of S4 pupils, by characteristic of pupil: 2006/07*
- Table 7 *Three year average tariff score of S4 pupils, by urban/rural location of school and registration for free school meals: 2004/05-2006/07*
- Table 8 *Three year average tariff score of S4 pupils, by ethnic background and registration for free school meals: 2004/05-2006/07*
- Table 9 *Three year average tariff score of S4 pupils, by looked after status combined with additional support needs and registration for free school meals: 2004/05-2006/07*

School leavers:

- Table 10 *Highest qualifications attained by leavers, by gender: 2004/05-2006/07*
- Table 11 *Highest qualifications attained by leavers, by characteristic of pupil: 2006/07*
- Table 12 *Total qualifications attained by leavers, by gender: 2004/05-2006/07*
- Table 13 *Total qualifications attained by leavers at SCQF levels 3 to 5, by subject and gender: 2006/07*
- Table 14 *Total qualifications attained by leavers at SCQF Level 6, by subject, grade and gender: 2006/07*
- Table 15 *Total qualifications attained by leavers at SCQF Level 7, by subject, grade and gender: 2006/07*
- Table 16 *Total qualifications attained by leavers with additional support needs, 2006/07*
- Table 17 *Highest qualifications attained by leavers with additional support needs, 2006/07*
- Table 18 *Destinations and highest qualifications attained by leavers, 2006/07*
- Table 19 *Destinations and total qualifications attained by leavers, 2006/07*

Special Schools:

- Table 20 *Single year attainment in all special schools, by SCQF level, year and gender: 2001/02-2006/07*

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: 2006/07*

- Chart 5 *Average tariff score of S4 pupils, by national identity: 2006/07*
- Chart 6 *Average tariff score of S4 pupils, by asylum status: 2006/07*
- Chart 7 *Average tariff score of S4 pupils, by deprivation status: 2006/07*
- Chart 8 *Average tariff score of S4 pupils, registration for free school meals: 2006/07*
- Chart 9 *Average tariff score of S4 pupils, by looked after status and additional support needs: 2006/07*
- Chart 10 *Three year average tariff score of S4 pupils, by urban/rural location of school and registration for free school meals: 2004/05-2006/07*
- Chart 11 *Three year average tariff score of S4 pupils, by ethnic background and registration for free school meals: 2004/05-2006/07*
- Chart 12 *Three year average tariff score of S4 pupils, by looked after status combined with additional support needs, and registration for free school meals: 2004/05-2006/07*
- Chart 13 *Three year average tariff score of S4 pupils, by characteristic of pupil: 2004/05-2006/07*

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 at the end of March and December. Information on the destination of leavers from publicly funded schools is provided to the Scottish Government in October by Careers Scotland who are part of Scottish Enterprise and Highlands & Islands Enterprise. This is the first year that the school leavers destinations data has been supplied at the pupil level. For more information on destinations of leavers, see 'Destinations of Leavers from Scottish Schools: 2006/07' and 'Methodological Changes to the 2006/07 Destinations of School Leavers Survey', both available at <http://www.scotland.gov.uk/stats/bulletins/00631>.

2.3 The tables in this publication which link leaver destinations and attainment information include only those leavers whose qualifications could be identified by matching on either Scottish candidate number or on all of the following: school, gender, postcode and date of birth (approximately 90 per cent of all leavers whose destination is known). The totals do not therefore match the headline figures published in 'Destinations of Leavers from Scottish Schools: 2006/07'. Instead they provide an indicative picture of how school leavers' initial destinations relate to the school level qualifications they obtain. However, the figures are not entirely representative of the school leaver population with those for whom data could not be linked more likely to have entered employment, training, unemployed or unknown destinations and less likely to be in higher education. Care should therefore be taken when interpreting these figures.

2.4 The Careers Scotland destinations data collection is based on known leavers in September, several months before the data from the 2nd/3rd term leavers data collection is available from schools. The September timing is due to a requirement under legislation - *Education (School and Placing Information) (Scotland) Amendment, Etc, Regulations 1993* - to provide data on leaver destinations for inclusion in school handbooks in December. Between September and December it is possible that a number of young people reported as leaving may in fact have returned to school, for example if they receive favourable exam results. Conversely, a number of pupils who initially told their school that they would return for a fifth or sixth year, may decide not to do so over the Summer holidays without informing the school. Due to the different timings of the data collections on leavers, the difficulties in establishing whether certain pupils will or will not return to school after they reach the minimum school leaving age, and the information on matching to attainment outlined in background note 2.3, the total number of leavers published in tables 10, 11 and 12 do not match the number published in tables 18 and 19.

2.5 Pupil data comes from the annual Pupil Census. In September 2006, 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 2007. The appeals process in place for 2006/07 differed from that of earlier years, but this does not appear to have had a noticeable impact on the changes from pre-appeal to post-appeal attainment, remaining generally 1 or 2 percentage points higher at the post-appeal stage. See the background notes in 'SQA Examination Results in Scottish Schools: 2006/07' for further details (<http://www.scotland.gov.uk/Publications/2007/09/24105321/0>).

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. Results could have been affected by pupils who were presented for examinations at Further Education (FE) colleges. From 2006/07 awards are credited to the base school of the pupil, and will include presentations at Further Education colleges. In 2006/07, of 720,000 National Qualifications (NQ) courses taken by pupils based in publicly funded secondary schools, 3,100 were in FE colleges or other centres. The results for these 3,100 courses would not previously have been included in these statistics but they do not significantly affect national totals.

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.

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 for the first time. SFW courses are available at Access 2, Access 3, Intermediate 1, and Intermediate 2, and are practical courses designed to provide pathways to employment, training or further education. The introduction of these courses has not had a significant impact on this year's figures, but are expected to make an increasing contribution to attainment figures as they become more widely available.

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.

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 account of in the Unified Points Scale (UPS) scale used to calculate 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 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 2006/07 is calculated as a percentage of the September S4 roll in 2005. S6 attainment is calculated from the September S4 roll in 2004. 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. This is due to the small number of pupils that fall under each heading.

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 2006/07 if they either:

reached the age of 16 between 1 March and 30 September 2007 and left school at the end of the school year 2006/07;

OR

reached the age of 16 between 1 October 2006 and the end of February 2007 and left school at the end of the winter term 2006/07.

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 6 reports on the attainment of 61,685 S4 pupils, out of a total S4 population of 61,697 at the pupil census date.

4.3 Figures on the number of pupils with a disability from the 2006 Pupil Census were considered to be incomplete. This was the second year this information had been collected. As the data may be 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 2007 Pupil Census.

4.4 Figures on the number of looked after children from the 2006 Pupil Census were about 80% of those reported in "Looked After Children: 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 Government is taking steps to improve the quality of reporting in future years. These include the Government 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 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 is taken from the 2006 Pupil Census. During the transition period of the Additional Support for Learning Act pupils may be recorded under the previous 'main difficulty of learning' or the new 'reasons for support' categories. The categories used in this publication have been made by combining the two sets. As the categories do not always match exactly the data are indicative only. Details of how the two sets of categories were linked can be found in 'Attendance and Absence in Scottish Schools, 2006/07', Annex B (<http://www.scotland.gov.uk/Publications/2007/12/11160723/0>). 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.

4.6 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.

4.7 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.

4.8 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 at 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

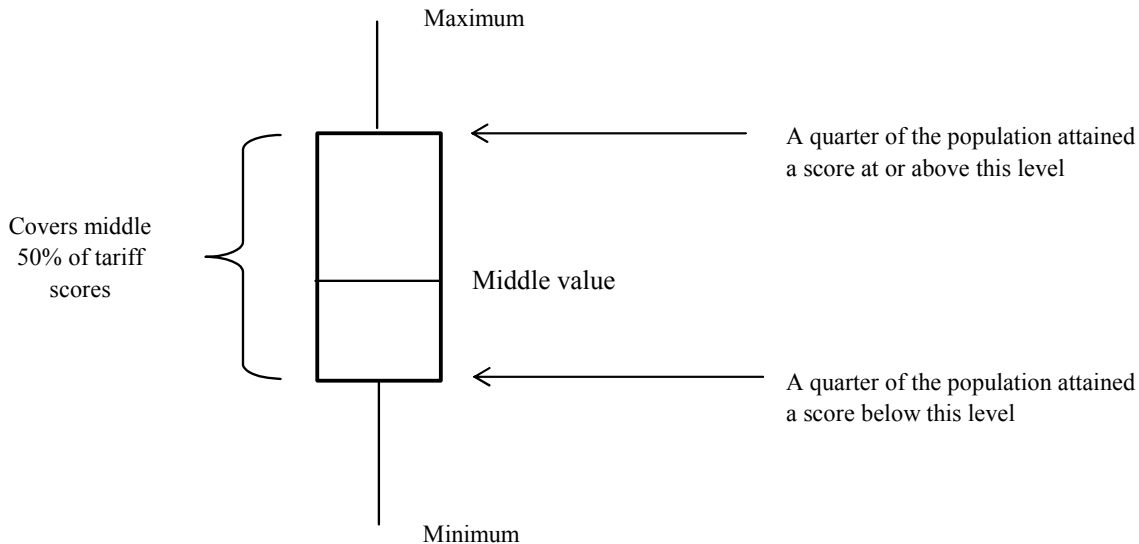
The Unified Points Score Scale is an extended version of the Universities and Colleges Admissions Service (UCAS) Scottish Tariff points system. A full list of courses, awards and corresponding tariff points is listed below. The tariff score of a pupil is calculated by simply adding together all the tariff 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: 2004/05, 2005/06, 2006/07

Table 1: S4 roll by year and gender

Year	Total	Male	Female
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
2006/07	61,697	31,392	30,305

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: 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 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
2004/05				
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
2005/06				
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
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

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: 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 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
2004/05				
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
2005/06				
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
2006/07				
Total	64.6	45.8	38.5	22.1
Male	60.4	41.4	34.4	18.9
Female	68.9	50.3	42.8	25.4

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: 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 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
2004/05				
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
2005/06				
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
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

Chart 1: S4 attainment

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

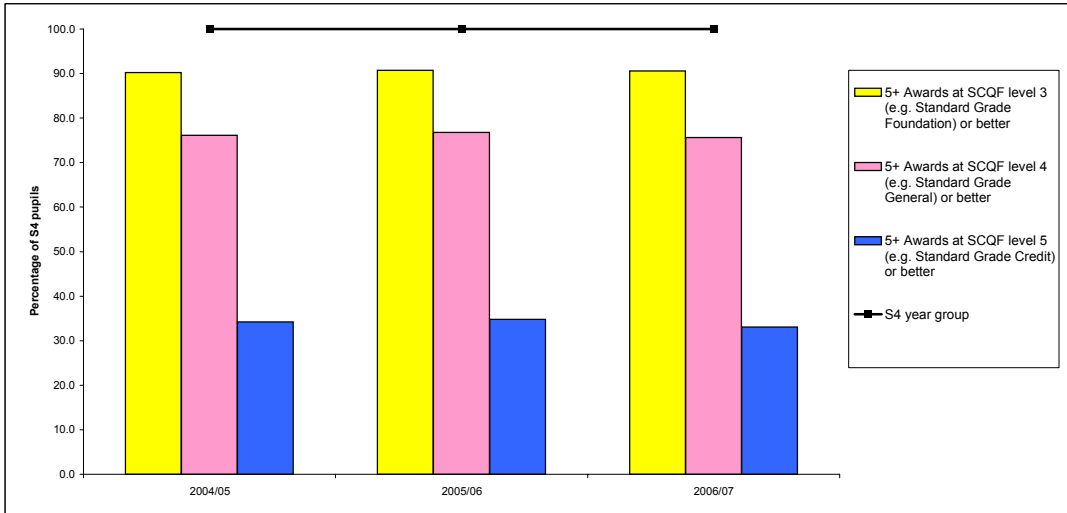


Chart 2: S5 Attainment

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

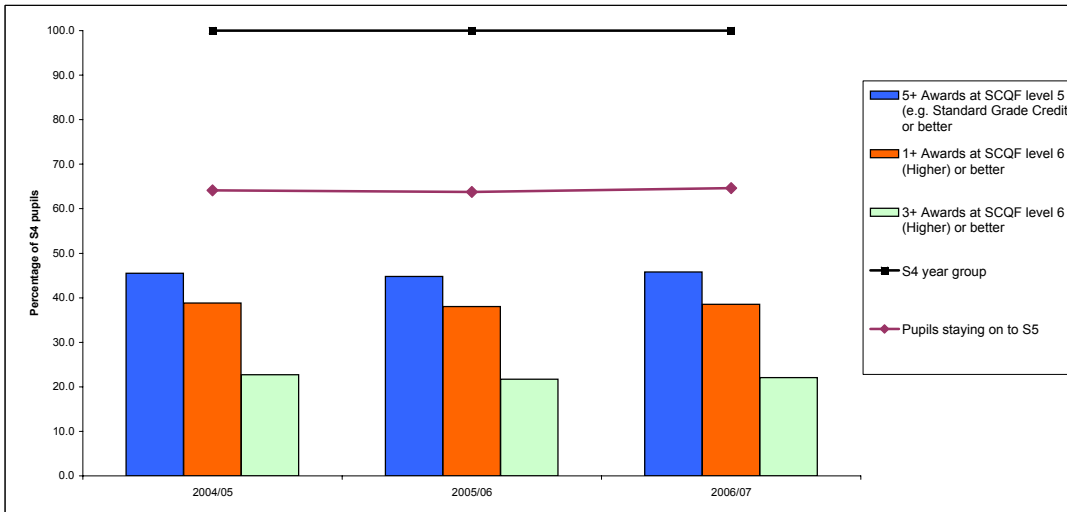
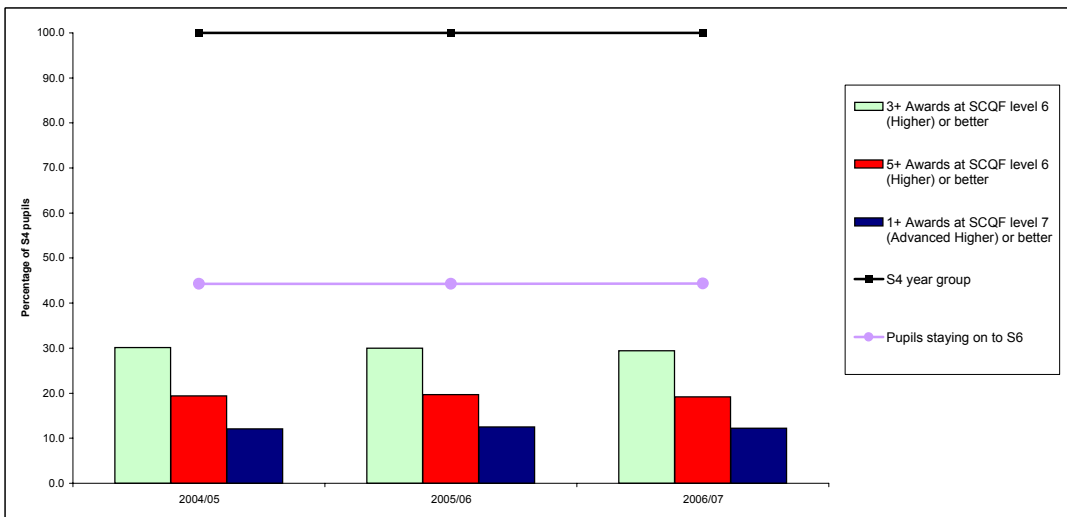


Chart 3: S6 Attainment

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 58,871 pupils who started S4 in 2004/05 by the end of S4 (2004/05), S5 (2005/06) and S6 (2006/07). Note that not all 58,871 pupils will stay on to S5 and/or S6.

Table 5: Attainment of the pupils who were in S4 in 2004/05, by the end of each stage

Number of pupils in S4 in 2004/05	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	90.5	90.2	76.1	34.2	0.3	0.0	0.0	0.0	0.0	0.0
	S5	91.2	90.6	78.0	44.8	38.0	21.7	9.7	0.0	0.2	0.2
	S6	91.4	90.8	78.3	47.2	42.5	29.4	19.2	19.2	12.2	12.2
Male	S4	89.8	89.2	73.1	29.8	0.3	0.0	0.0	0.0	0.0	0.0
	S5	90.4	89.5	75.0	40.2	34.0	18.8	8.2	0.0	0.1	0.1
	S6	90.6	89.7	75.3	42.5	38.0	25.7	16.5	16.5	10.9	10.9
Female	S4	91.2	91.3	79.2	38.6	0.4	0.0	0.0	0.0	0.0	0.0
	S5	92.0	91.7	81.1	49.7	42.2	24.6	11.2	11.2	0.2	0.2
	S6	92.3	91.9	81.4	51.9	47.0	33.3	21.9	21.9	13.6	13.6

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: 2006/07

	Tariff Score					2006/07 details			
	2002/03 Average	2003/04 Average	2004/05 Average	2005/06 Average	2006/07 Average	Number of Pupils	Lower Quartile ¹	Middle Value	Upper Quartile ²
All pupils	168	170	170	172	171	61,685	116	172	230
Gender									
Male	159	162	161	164	164	31,388	109	164	222
Female	177	178	178	180	179	30,297	124	182	238
Ethnic Background									
White - UK	170	171	171	173	171	57,629	117	172	230
White - Other	166	169	168	174	179	567	119	186	248
Mixed	196	202	192	187	190	357	142	194	244
Asian - Indian	191	214	182	191	195	168	142	191	248
Asian - Pakistani	163	170	171	174	172	704	120	170	226
Asian - Bangladeshi	154	179	162	176	183	31	127	184	230
Asian - Chinese	211	225	209	214	224	180	169	236	284
Asian - Other	182	178	169	178	173	147	102	176	244
Black - Caribbean	136	165	129	124	85	10	11	103	152
Black - African	158	182	163	169	166	111	122	158	216
Black - Other	125	159	158	145	152	25	90	163	204
All Other Categories ³	155	156	156	149	146	218	75	140	222
Not known/ disclosed	141	132	135	140	146	1,538	87	150	204
National Identity									
Scottish	##	177	174	175	173	45,615	120	175	232
English	##	184	179	170	172	1,485	114	176	242
Northern Irish	##	178	156	162	181	52	126	175	244
Welsh	##	209	178	168	171	65	104	186	238
British	##	174	174	178	176	9,101	119	178	238
Irish	##	##	##	171	187	14	136	201	222
Other	##	147	153	165	162	908	98	161	229
Not known/ disclosed	##	138	136	142	137	4,445	76	139	194
Gaelic									
Gaelic medium education	##	##	##	201	197	85	148	212	244
Not Gaelic medium education	##	##	##	172	171	61,600	116	172	230
Asylum Status									
Asylum Seeker	##	123	131	142	149	93	88	148	208
Refugee	##	109	118	139	123	49	67	133	172
None	##	170	170	172	171	61,543	116	172	230
Urban/Rural Location of School									
Large urban areas	160	163	161	166	165	21,256	108	164	225
Other urban areas	167	168	168	170	167	21,178	113	170	226
Accessible small towns	180	184	181	182	181	7,940	128	182	240
Small remote towns	180	178	181	180	184	3,426	130	185	244
Accessible rural areas	171	175	178	178	179	5,968	126	182	238
Remote rural areas	188	189	189	189	193	1,917	146	194	247
Deprivation (SIMD 2006 rankings)⁴									
Most deprived 15%	121	120	120	125	124	10,050	72	124	174
Other 85%	178	180	180	181	181	51,243	127	182	238
Free School Meal Entitlement									
Not registered for free school meals	178	180	180	182	181	53,298	128	182	238
Registered for free school meals	110	111	110	112	111	8,387	55	109	160
Age⁵									
Over 15	133	133	137	141	143	3,476	76	144	207
15	169	171	171	173	173	57,947	118	174	232
Under 15	195	206	214	214	210	262	161	216	264
Pupils with a Disability⁶	##	##	##	93	104	711	35	98	153
Additional Support Needs (ASN)⁷									
No additional support needs	170	173	173	176	175	58,967	122	176	233
Additional support needs	78	78	81	81	83	2,718	30	78	123
Looked After Status⁸									
Not looked after	169	171	171	173	173	60,842	118	174	232
Looked after at home	65	41	42	48	45	469	0	16	81
Looked after away from home	50	70	68	70	78	374	22	70	115
Looked After and ASN Status									
Not looked after without ASN	171	174	174	177	176	58,336	123	177	234
Not looked after with ASN	81	81	84	85	87	2,506	35	82	126
Looked after without ASN	64	63	58	66	65	631	3	46	109
Looked after with ASN	30	32	39	35	44	212	0	30	74

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: 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 61,685 due to missing addresses

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: 2006/07

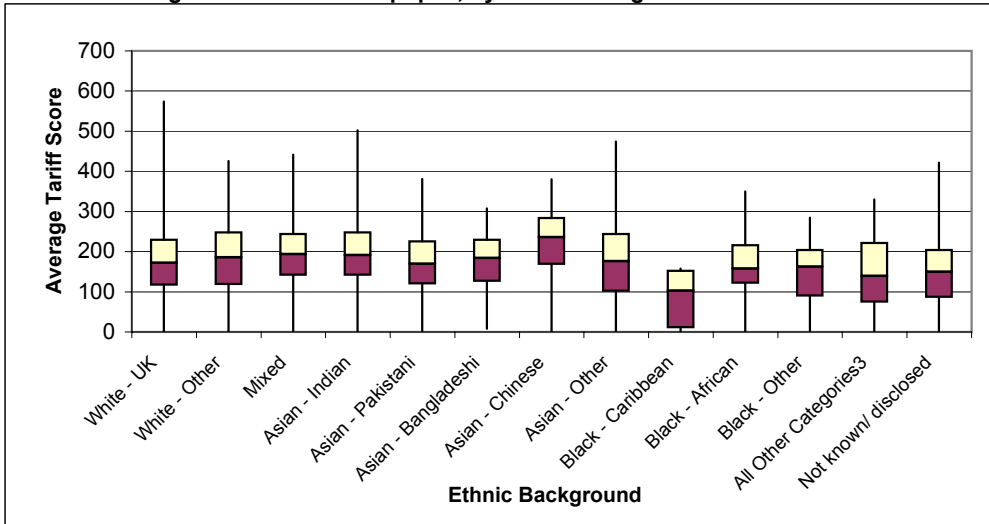


Chart 5: Average tariff score of S4 pupils, by national identity: 2006/07

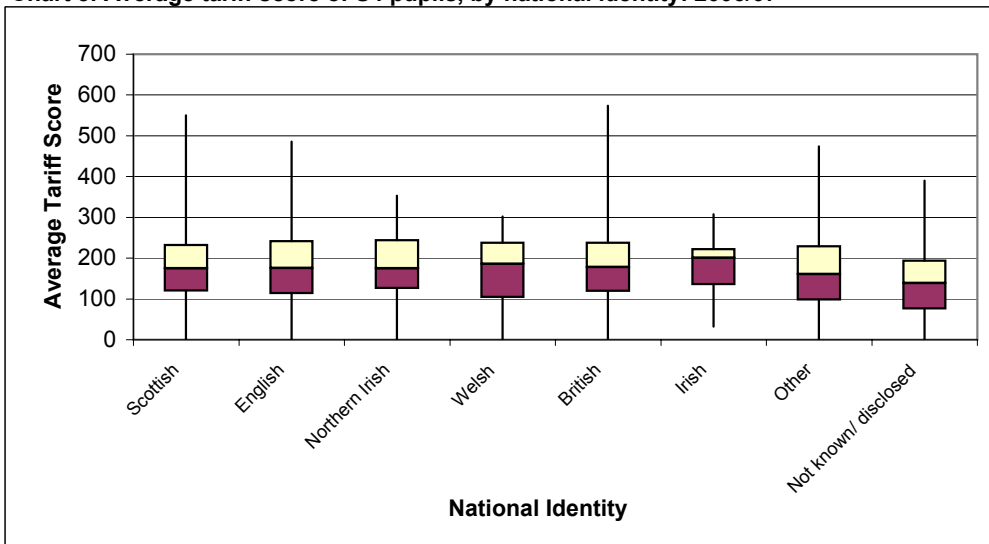
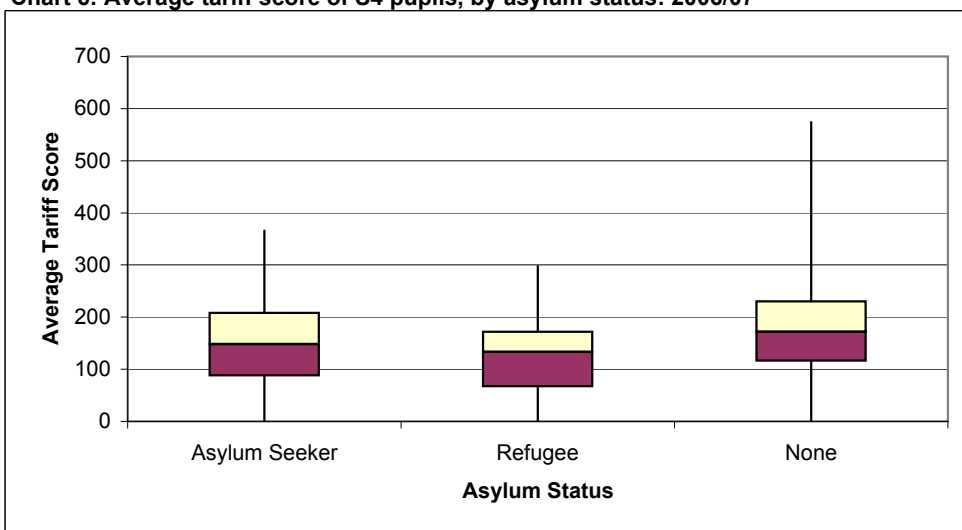


Chart 6: Average tariff score of S4 pupils, by asylum status: 2006/07



Averages calculated from small numbers may be misleading

Chart 7: Average tariff score of S4 pupils, by deprivation status: 2006/07

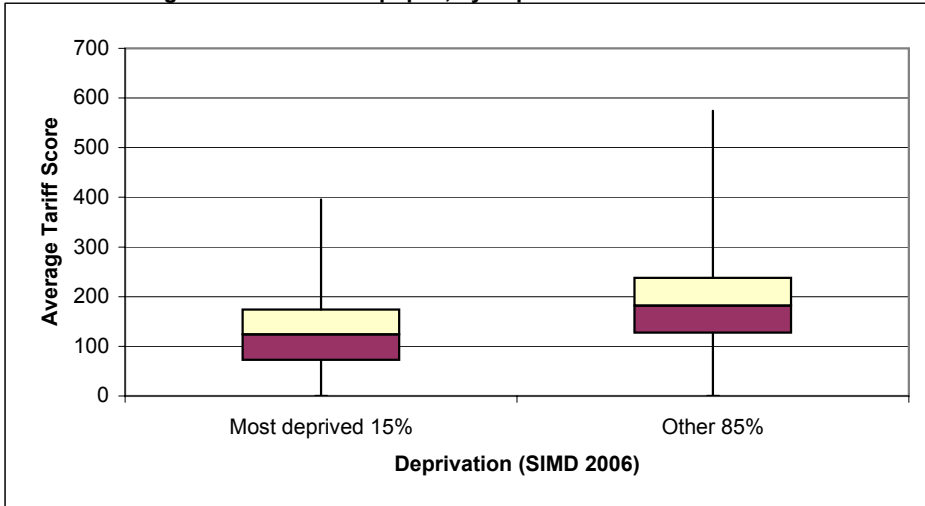


Chart 8: Average tariff score of S4 pupils, by registration for free school meals: 2006/07



Chart 9: Average tariff score of S4 pupils, by looked after status and additional support needs: 2006/2007



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 2004/05-2006/07

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	155,872	181	25,823	111	181,695	171
Large urban areas	50,931	177	12,568	111	63,499	164
Other urban areas	54,235	177	8,082	107	62,317	168
Accessible small towns	20,939	189	2,071	114	23,010	182
Small remote towns	9,271	188	874	118	10,145	182
Accessible rural areas	14,730	186	1,809	111	16,539	178
Remote rural areas	5,766	193	419	151	6,185	190

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 2004/05-2006/07

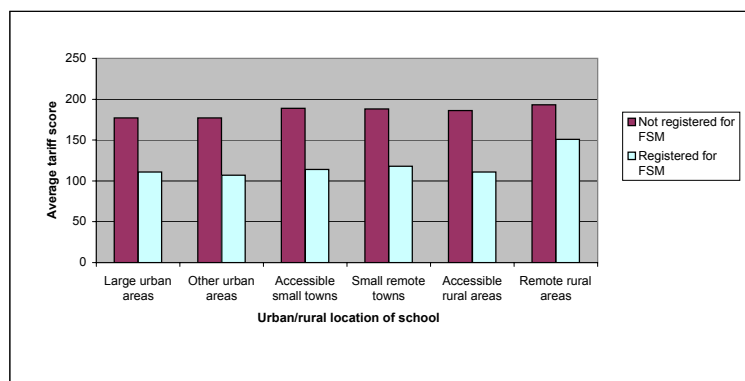


Table 8: Three year average tariff score of S4 pupils, by ethnic background and registration for free school meals: 2004/05-2006/07

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	155,872	181	25,823	111	181,695	171
White - UK	144,733	182	23,357	110	168,090	172
White - Other	1,686	183	295	120	1,981	173
Mixed	786	199	133	138	919	190
Asian - Indian	403	198	61	136	464	190
Asian - Pakistani	1,428	178	452	155	1,880	172
Asian - Bangladeshi	86	179	9	132	95	175
Asian - Chinese	521	217	34	186	555	215
Asian - Other	267	182	105	153	372	174
Black - Caribbean	25	108	8	133	33	114
Black - African	225	178	109	143	334	167
Black - Other	59	169	46	129	105	151
All Other Categories	423	169	207	112	630	150
Not Known/Not Disclosed	5,230	150	1,007	89	6,237	140

Notes

"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

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 registration for free school meals: 2004/05-2006/07

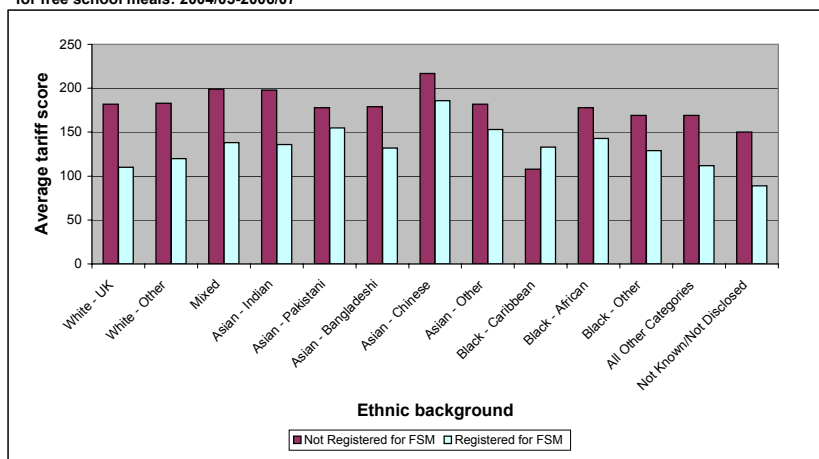


Table 9: Three year average tariff score of S4 pupils, by looked after status combined with additional support needs and registration for free school meals: 2004/05-2006/07

Looked after and ASN 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	155,872	181	25,823	111	181,695	171
Not looked after without ASN	149,320	185	23,430	116	172,750	176
Not looked after with ASN	5,106	94	1,659	59	6,765	85
Looked after without ASN	1,091	68	577	55	1,668	63
Looked after with ASN	355	42	157	34	512	40

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 looked after status combined with additional support needs and registration for free school meals: 2004/05-2006/07

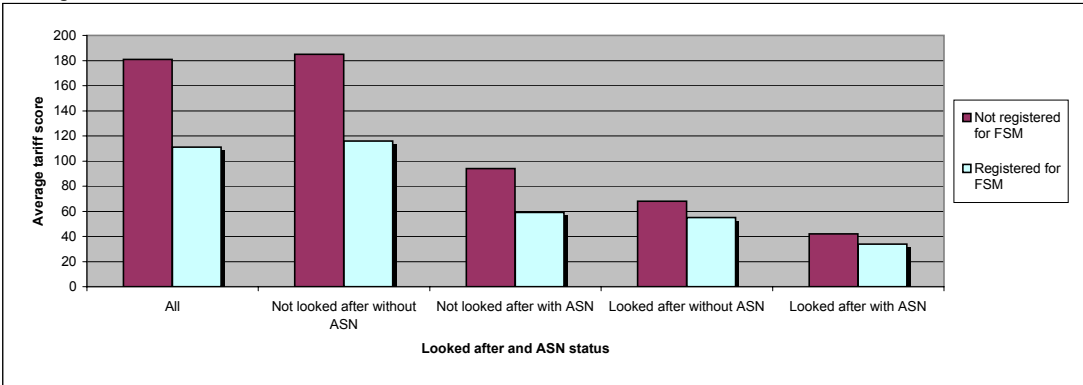


Chart 13: Three year average tariff score of S4 pupils, by characteristic of pupil: 2004/05-2006/07

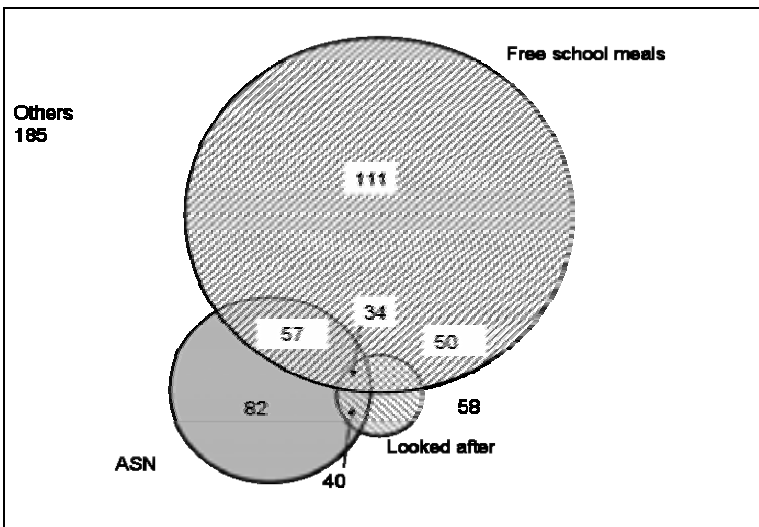


Table 10 : Highest qualifications attained by leavers, by gender: 2004/05 - 2006/07

		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
2004/05																
Total	57,588	4.3	1.2	0.5	0.4	6.2	6.9	8.6	15.1	7.5	6.2	12.8	9.6	8.8	10.8	1.1
Male	29,105	4.9	1.5	0.7	0.5	7.2	7.8	9.2	16.6	7.8	5.8	12.0	8.4	7.2	9.3	1.2
Female	28,483	3.8	0.9	0.3	0.3	5.2	5.9	7.9	13.6	7.2	6.6	13.7	10.8	10.5	12.3	1.0
2005/06																
Total	58,467	4.0	1.3	0.5	0.4	6.5	6.9	8.2	15.1	7.5	6.2	12.7	9.2	8.9	11.3	1.3
Male	29,708	4.5	1.5	0.7	0.5	7.3	7.7	8.5	16.7	7.6	6.0	12.1	8.1	7.3	10.1	1.4
Female	28,759	3.4	1.1	0.4	0.2	5.7	6.1	7.9	13.5	7.5	6.3	13.3	10.3	10.5	12.7	1.2
2006/07																
Total	57,773	4.1	1.5	0.6	0.4	6.7	6.6	8.4	15.4	7.7	6.5	12.8	9.0	8.4	10.5	1.4
Male	29,437	4.4	1.8	0.8	0.5	7.6	7.2	8.9	16.8	7.9	6.4	12.2	8.0	6.9	9.1	1.5
Female	28,336	3.7	1.1	0.4	0.3	5.8	6.0	7.9	14.0	7.6	6.7	13.5	9.9	9.8	12.0	1.3

Table 11: Highest qualifications attained by leavers, by characteristic of pupil: 2006/07

	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	57,773	4.1	1.5	0.6	0.4	6.7	6.6	8.4	15.4	7.7	6.5	12.8	9.0	8.4	10.5	1.4
Ethnic Background																
White-UK	52,918	3.4	1.4	0.6	0.4	6.7	6.7	8.6	15.4	7.8	6.6	12.8	9.0	8.5	10.6	1.3
White-Other	725	9.1	1.8	0.3	0.1	4.4	3.6	6.1	15.2	5.5	3.7	16.0	10.2	7.0	13.8	3.2
Mixed	285	2.8	1.8	0.7	-	5.3	2.1	6.3	13.7	7.7	5.6	14.0	11.2	9.8	14.7	4.2
Asian-Indian	163	2.5	1.2	-	1.8	4.3	4.3	4.9	16.6	6.1	4.9	12.9	9.2	14.7	12.9	3.7
Asian-Pakistani	540	2.8	0.9	0.4	0.7	5.6	3.7	6.1	16.3	6.9	4.6	15.6	12.0	14.3	8.7	1.5
Asian-Chinese	194	1.5	-	-	-	1.5	0.5	1.0	8.8	4.1	3.6	16.5	17.0	14.4	20.6	10.3
Asian - Other	132	4.5	4.5	-	-	3.0	8.3	2.3	12.9	6.1	6.8	15.2	11.4	12.9	9.8	2.3
Black African	136	2.2	-	0.7	-	3.7	2.9	1.5	20.6	8.8	5.1	19.1	14.0	3.7	13.2	4.4
Other	546	7.0	1.6	1.5	0.4	4.8	6.8	3.5	15.4	5.1	6.8	15.2	11.0	7.7	10.8	2.6
Not Known/ Not Disclosed	2,402	17.2	3.2	0.8	0.5	9.2	7.0	7.9	15.5	6.7	5.6	10.9	4.9	3.9	6.0	0.7
Urban / Rural Location of School																
Large urban areas	20,347	5.5	1.6	0.6	0.4	7.3	7.2	8.3	15.5	7.7	5.8	12.6	8.7	8.0	9.5	1.4
Other urban areas	20,924	3.9	1.6	0.7	0.4	7.3	6.8	8.7	15.8	7.7	6.7	12.5	8.7	8.1	9.9	1.2
Accessible small towns	5,720	2.5	1.4	0.6	0.4	5.9	6.0	8.6	14.5	7.3	7.0	13.3	9.4	9.2	12.3	1.6
Small remote towns	4,250	2.8	1.0	0.4	0.2	4.4	5.2	7.4	14.9	8.0	7.7	13.9	10.7	9.4	12.1	1.7
Accessible rural areas	4,279	2.8	1.7	0.6	0.4	6.2	5.8	8.0	15.4	7.6	6.5	12.9	8.7	8.9	12.9	1.6
Remote rural areas	2,253	2.1	0.6	0.1	0.3	4.0	4.7	7.9	14.1	8.7	7.8	14.9	10.2	9.2	13.6	1.8
Deprivation (SIMD 2006 rankings)																
Unknown	1,017	33.3	3.2	0.9	0.4	8.8	5.3	6.0	11.5	4.7	4.0	10.5	4.1	3.4	3.5	0.1
Most deprived 15%	9,557	9.0	3.2	1.2	0.9	11.9	10.6	11.0	19.0	7.8	5.0	9.4	4.7	3.1	2.9	0.3
Other 85%	47,199	2.5	1.1	0.5	0.3	5.7	5.8	7.9	14.8	7.8	6.9	13.6	9.9	9.5	12.2	1.7
Free School Meal Entitlement																
Unknown	699	44.8	3.6	0.6	0.4	8.3	3.0	3.6	8.6	3.9	2.7	10.6	3.0	3.1	3.7	0.1
Not registered for free school meals	50,089	2.6	1.1	0.4	0.3	5.4	6.0	8.0	15.2	8.0	7.0	13.6	9.8	9.3	11.8	1.6
Registered for free school meals	6,985	10.5	4.4	1.8	1.1	16.1	11.3	11.7	17.8	6.3	3.7	7.5	3.3	2.0	2.2	0.3
Additional Support Needs																
No ASN	55,490	3.7	1.2	0.5	0.3	6.1	6.3	8.4	15.4	7.9	6.7	13.2	9.2	8.7	10.9	1.5
ASN	2,283	14.1	8.0	2.8	2.2	21.8	12.6	8.1	14.7	4.3	1.5	4.9	2.0	1.0	1.8	-
Looked After Status²																
Not looked after	56,941	3.7	1.3	0.6	0.4	6.6	6.5	8.4	15.5	7.8	6.6	13.0	9.1	8.5	10.7	1.4
Looked after at home	477	41.5	13.4	2.3	0.8	18.7	7.5	3.1	6.9	2.3	0.8	1.9	0.2	-	0.4	-
Looked after away from home	355	18.0	10.7	3.4	0.8	19.2	11.3	9.0	15.2	4.2	1.4	3.9	1.4	0.3	0.6	0.6

Notes

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

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 12: Total qualifications attained by leavers, by gender: 2004/05-2006/07

Year	Number of leavers	Percentages							
		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
2004/05									
Total	57,588	90.5	78.1	47.2	43.1	30.0	19.4	11.9	1.1
Male	29,105	89.4	74.9	41.9	38.0	25.8	16.4	10.5	1.2
Female	28,483	91.6	81.5	52.7	48.2	34.3	22.4	13.3	1.0
2005/06									
Total	58,467	90.4	78.0	47.6	43.4	30.5	20.1	12.7	1.3
Male	29,708	89.3	75.1	43.0	39.0	26.7	17.3	11.5	1.4
Female	28,759	91.5	81.0	52.4	47.9	34.4	22.9	13.9	1.2
2006/07									
Total	57,773	90.0	77.5	46.7	42.1	28.9	18.8	11.9	1.4
Male	29,437	89.1	74.8	42.4	37.7	25.3	16.2	10.6	1.5
Female	28,336	90.9	80.4	51.2	46.6	32.8	21.6	13.3	1.3

Table 13: Total qualifications attained by leavers at SCQF level 3 to 5, by subject and gender: 2006/07

	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	12,462	15,879	13,187	10,044	1,629	732	53,933	93.4
Mathematics	10,945	11,427	8,448	7,900	7,804	6,992	53,516	92.6
French	4,558	8,188	8,022	7,373	2,707	1,470	32,318	55.9
Biology	3,666	8,592	2,915	5,755	1,277	2,385	24,590	42.6
Chemistry	5,785	6,019	3,669	3,603	1,219	1,093	21,388	37.0
History	5,173	6,037	2,947	2,758	2,011	1,355	20,281	35.1
Art and Design	3,141	7,819	3,269	4,300	389	258	19,176	33.2
Physical Education	6,615	2,472	5,239	2,563	468	360	17,717	30.7
Geography	4,996	3,992	3,258	2,138	1,862	1,353	17,599	30.5
Physics	6,836	2,862	4,482	1,179	1,384	425	17,168	29.7
Computing Studies	5,200	2,919	4,342	2,395	1,432	705	16,993	29.4
Modern Studies	2,668	4,534	1,830	2,437	1,099	1,055	13,623	23.6
Administration	1,399	5,342	1,306	3,319	783	1,330	13,479	23.3
Home Economics	1,139	4,632	1,737	4,506	451	477	12,942	22.4
Craft & Design	3,454	1,208	4,925	1,310	1,369	331	12,597	21.8
Music	3,388	4,755	1,323	1,452	326	241	11,485	19.9
German	1,767	2,767	2,456	2,012	732	328	10,062	17.4
Graphic Communication	3,261	1,763	2,302	999	924	218	9,467	16.4
Business Management	1,979	2,095	1,016	1,049	369	347	6,855	11.9
Drama	783	2,162	862	1,356	224	224	5,611	9.7
Science	217	153	1,538	1,307	598	567	4,380	7.6
Woodworking Skills	2,367	413	941	131	-	-	3,852	6.7
Spanish	382	1,073	654	750	339	160	3,358	5.8
Social & Vocational Skills	426	737	641	599	142	71	2,616	4.5
Accounting & Finance	595	664	366	396	165	174	2,360	4.1
Religious Studies	237	616	296	528	285	336	2,298	4.0
Technological Studies	1,240	85	595	48	153	8	2,129	3.7
Information Systems	758	468	-	-	-	-	1,226	2.1
Travel and Tourism	104	184	202	378	-	-	868	1.5
Italian	78	198	108	168	69	27	648	1.1
Media Studies	103	167	81	80	86	58	575	1.0
Product Design	336	119	-	-	-	-	455	0.8
Social Subjects	-	-	-	-	250	137	387	0.7
Latin	110	153	35	41	15	11	365	0.6
Gaelic (Learners)	93	132	65	41	13	6	350	0.6
Classical Studies	84	101	28	30	26	24	293	0.5
Care	3	125	8	103	-	-	239	0.4
Economics	74	34	42	26	25	30	231	0.4
Psychology	31	114	15	46	-	-	206	0.4
Gaidhlig	75	86	20	5	3	-	189	0.3
Construction Crafts	14	-	164	7	-	-	185	0.3
Personal and Social Education	5	9	12	28	31	29	114	0.2
Early Education and Childcare	-	17	4	82	-	-	103	0.2
Urdu	33	44	13	8	2	1	101	0.2
Contemporary Social Studies	1	-	21	15	28	36	101	0.2
Managing Environmental Reso	7	25	8	20	14	5	79	0.1
Philosophy	28	45	-	-	-	-	73	0.1
Hairdressing	-	3	6	45	-	-	54	0.1
Other	62	43	30	19	16	3	173	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, Geology, Sociology, Russian, Social Sciences, Classical Greek, Construction, English for Speakers of Other Languages and Rural Skills.

Table 14 : Total qualifications attained by leavers at SCQF level 6, by subject, grade and gender: 2006/07

	Male			Female			All Passes	
	A	B	C	A	B	C	All	% of all leavers
English	988	1,861	2,743	1,700	2,815	3,812	13,919	24.1
Mathematics	1,823	1,915	1,467	1,636	1,838	1,586	10,265	17.8
Chemistry	991	932	902	854	949	894	5,522	9.6
History	474	939	843	747	1,204	979	5,186	9.0
Art and Design	338	437	444	1,310	1,372	1,178	5,079	8.8
Physics	1,314	1,267	1,018	581	477	410	5,067	8.8
Biology	507	494	570	918	1,118	1,260	4,867	8.4
Modern Studies	429	533	633	805	1,019	1,006	4,425	7.7
Geography	563	713	860	760	682	673	4,251	7.4
Physical Education	439	1,078	921	185	419	363	3,405	5.9
Music	714	500	292	878	621	377	3,382	5.9
Business Management	325	466	596	526	683	667	3,263	5.6
French	303	164	149	1,032	627	532	2,807	4.9
Computing Studies	454	653	675	151	232	249	2,414	4.2
Graphic Communication	599	525	460	250	263	198	2,295	4.0
Administration	76	120	162	279	524	671	1,832	3.2
Human Biology	157	188	197	324	453	489	1,808	3.1
Drama	37	134	157	177	402	476	1,383	2.4
Product Design	161	273	380	146	194	216	1,370	2.4
Religious Studies	113	121	111	382	328	226	1,281	2.2
Information Systems	97	240	288	60	130	186	1,001	1.7
Accounting & Finance	197	129	117	208	115	141	907	1.6
German	123	64	61	279	193	160	880	1.5
Psychology	30	58	83	127	243	285	826	1.4
Home Economics	6	11	21	104	260	294	696	1.2
Spanish	71	33	33	278	127	94	636	1.1
Technological Studies	145	113	139	14	8	6	425	0.7
Philosophy	36	70	68	65	79	102	420	0.7
Media Studies	24	55	76	49	83	98	385	0.7
Classical Studies	30	20	26	58	39	51	224	0.4
Economics	46	38	44	23	30	33	214	0.4
Photography for the Media	8	18	23	46	29	41	165	0.3
Italian	22	6	7	54	28	17	134	0.2
Sociology	9	6	4	33	30	36	118	0.2
Gaidhlig	14	19	8	27	19	14	101	0.2
Gaelic (Learners)	13	6	10	34	20	12	95	0.2
Latin	5	6	12	15	23	13	74	0.1
Early Education and Childcare	-	1	1	10	30	28	70	0.1
Personal and Social Education	3	5	-	38	16	7	69	0.1
Dance Practice	1	-	-	14	30	21	66	0.1
Other	78	37	18	85	41	49	308	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: Politics, Geology, Travel and Tourism, Managing Environmental Resources, Care, Science, English for Speakers of Other Languages, Mechatronics, Arts, Russian, Craft & Design, Visual Arts, Construction and Classical Greek.

Table 15 : Total qualifications attained by leavers at SCQF level 7, by subject, grade and gender: 2006/07

	Male			Female			All Passes	
	A	B	C	A	B	C	All	% of all leavers
	Mathematics	296	247	306	194	216	206	1,465
Chemistry	213	213	236	184	216	167	1,229	2.1
Biology	71	95	146	169	232	280	993	1.7
Music	202	154	81	247	164	103	951	1.6
Art and Design	58	60	81	225	212	277	913	1.6
English	33	96	151	51	178	381	890	1.5
Physics	275	227	201	85	51	39	878	1.5
Geography	22	86	128	44	112	128	520	0.9
History	55	77	99	71	82	126	510	0.9
Modern Studies	35	57	47	82	112	92	425	0.7
Graphic Communication	117	112	68	51	38	28	414	0.7
French	20	20	20	61	80	89	290	0.5
Computing Studies	47	60	71	7	12	17	214	0.4
Drama	7	12	15	23	30	54	141	0.2
Religious Studies	5	15	4	18	22	19	83	0.1
German	14	5	8	20	12	23	82	0.1
Business Management	-	8	24	1	14	24	71	0.1
Spanish	6	3	9	11	17	13	59	0.1
Technological Studies	18	19	15	2	2	1	57	0.1
Other	35	28	39	60	45	45	252	0.4

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: Physical Education, Accounting & Finance, Information Systems, Classical Studies, Product Design, Gaidhlig, Italian, Home Economics, Gaelic (Learners), Administration, Economics, Latin, Sociology, Philosophy, Media Studies, and Russian.

Table 16: Total qualifications attained by leavers with additional support needs^{1,2}, 2006/07

	Total leavers (=100%)	Percentages								
		1+@SCQF level 2 or better	5+@SCQF level 3 or better	5+@SCQF level 4 or better	5+@SCQF level 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
Total	58,553	1.2	88.9	76.5	46.1	41.5	28.6	18.6	11.8	1.4
No Additional Support need	56,227	0.8	90.0	78.2	47.6	42.8	29.5	19.3	12.2	1.4
Any Additional Support need	2,326	9.5	63.4	35.0	10.6	10.3	4.8	2.4	1.9	0.1
<i>of which:</i>										
Hearing impairment	65	12.3	81.5	61.5	33.8	29.2	13.8	7.7	4.6	-
Visual impairment	42	9.5	76.2	59.5	19.0	19.0	7.1	2.4	-	-
Physical or motor impairment	132	7.6	75.8	52.3	18.9	18.2	11.4	4.5	2.3	-
Language or speech disorder	75	10.7	70.7	42.7	10.7	12.0	2.7	1.3	2.7	-
Autistic spectrum disorder	136	12.5	78.7	58.1	21.3	18.4	11.8	7.4	5.1	0.7
Social emotional and behavioural difficulty	572	5.1	35.8	13.3	2.1	2.1	1.0	0.5	0.5	0.2
Specific learning disabilities	727	4.4	81.7	51.4	16.2	15.1	6.5	3.4	2.6	-
Learning disability	189	24.3	39.2	14.3	2.6	2.6	0.5	-	-	-
Moderate learning difficulty	468	22.6	55.6	19.2	4.3	4.3	1.7	0.4	0.6	-
Complex or multiple impairments	52	17.3	46.2	19.2	1.9	1.9	1.9	-	-	-
Other	328	7.6	64.3	35.4	12.5	13.7	6.4	3.7	3.4	-

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.

Table 17: Highest qualifications attained by leavers with additional support needs ^{1,2}, 2006/07

	Total leavers (=100%)	No NQ Qualifications @ Level 2 or better	Percentages									
			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	58,553	4.7	0.3	2.3	0.4	13.3	8.3	22.8	6.4	21.5	8.2	11.8
No Additional Support need	56,227	4.4	0.2	1.9	0.3	12.5	8.3	23.0	6.6	22.1	8.5	12.2
Any Additional Support need <i>of which:</i>	2,326	12.4	1.6	10.5	2.2	34.1	8.3	19.0	1.5	7.4	1.1	1.9
Hearing impairment	65	4.6	-	3.1	-	23.1	7.7	27.7	4.6	21.5	3.1	4.6
Visual impairment	42	7.1	7.1	-	-	26.2	4.8	33.3	2.4	16.7	2.4	-
Physical or motor impairment	132	11.4	1.5	5.3	0.8	25.8	11.4	23.5	2.3	12.1	3.8	2.3
Language or speech disorder	75	17.3	2.7	6.7	1.3	24.0	10.7	24.0	1.3	8.0	1.3	2.7
Autistic spectrum disorder	136	6.6	-	5.1	-	24.3	7.4	33.1	5.1	11.0	2.2	5.1
Social emotional and behavioural difficulty	572	23.6	1.2	18.0	2.4	38.8	5.1	8.4	0.3	1.2	0.3	0.5
Specific learning disabilities	727	5.6	0.3	5.9	1.5	31.9	12.0	24.9	2.8	11.0	1.5	2.6
Learning disability	189	26.5	7.4	15.3	3.2	28.0	4.8	12.2	-	2.6	-	-
Moderate learning difficulty	468	10.9	4.3	15.2	4.5	42.1	6.4	12.0	0.4	3.6	-	0.6
Complex or multiple impairments	52	17.3	3.8	19.2	1.9	36.5	5.8	13.5	-	1.9	-	-
Other	328	16.8	1.2	7.3	2.4	30.2	7.0	20.4	0.9	9.1	1.2	3.4

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.

Table 18: Destinations and highest qualifications attained by leavers¹, 2006/2007

Destination	Total Leavers (=100%)	No NQ @ 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	50,918	3.2	1.4	0.6	0.4	6.4	6.4	6.3	8	14.4	7.3	6.4	12.9	9.2	10	12.1	1.6
Higher Education	16,339	-	-	-	-	0.1	0.1	0.1	0.4	1.4	1.7	2.4	13.1	17.3	26.5	32.4	4.6
Further Education	11,779	2.6	1.1	0.5	0.6	7.5	8.7	8.7	12.3	23.0	11.9	9.6	14.1	4.4	1.4	2.3	0.1
Employment	14,104	2.1	0.9	0.4	0.2	6.2	7.6	7.6	10.9	21.3	10.9	10.0	15.5	7.4	3.3	3.0	0.3
Training	2,488	10.9	5.2	2.4	1.6	21.1	16.5	16.5	14.4	16.4	4.9	2.7	2.6	0.5	0.2	0.4	-
Unemployed Seeking	5,012	11.1	5.1	2.0	1.2	16.5	11.6	11.6	11.4	16.7	6.1	4.0	7.4	3.7	1.4	1.6	0.2
Unemployed Not Seeking	680	15.1	4.7	1.3	0.9	13.1	8.1	8.1	7.1	10.0	4.3	4.4	8.1	6.8	6.8	7.9	1.5
Unknown	516	15.3	3.5	1.4	0.6	11.6	9.5	9.5	6.6	14.9	6.8	6.4	10.5	5.0	3.3	4.7	-

¹ Data on leaver destinations are collected separately from the information on leavers used in earlier tables in this publication.

Only those leavers from the destination survey that could be successfully matched to qualifications via Scottish candidate number or all of the following four characteristics – school, gender, postcode and date of birth – are included in this table. See background notes 2.2 to 2.4.

Table 19: Destinations and total qualifications attained by leavers¹, 2006/2007

Destination	Total Leavers (=100%)	Percentages							
		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
Total	50,918	91.7	79.7	50.5	45.7	32.6	22.2	13.7	1.6
Higher Education	16,339	99.8	99.6	95.1	93.9	80.4	60.8	37.0	4.6
Further Education	11,779	92.4	76.0	29.5	22.3	7.8	2.6	2.4	0.1
Employment	14,104	93.9	80.0	37.7	29.5	13.7	5.4	3.3	0.3
Training	2,488	71.0	38.5	6.0	3.8	1.2	0.6	0.4	-
Unemployed Seeking	5,012	72.8	49.1	17.5	14.4	6.8	2.7	1.8	0.2
Unemployed Not Seeking	680	69.1	54.6	34.4	31.0	22.8	15.1	9.4	1.5
Unknown	516	72.3	55.2	28.5	23.4	12.6	6.2	4.7	-

¹ Data on leaver destinations are collected separately from the information on leavers used in earlier tables in this publication.

Only those leavers from the destination survey that could be successfully matched to qualifications via Scottish candidate number or all of the following four characteristics- school, gender, postcode and date of birth – are included in this table. See background notes 2.2 to 2.4.

Table 20: Single year attainment in all special schools, by SCQF level, year and gender: 2001/02-2006/07
(Includes publicly funded and independent schools)

Qualification	2001/02		2002/03		2003/04		2004/05		2005/06		2006/07		
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total
SCQF Level 2													
Access 2 Pass	594	321	564	276	550	312	503	278	361	225	493	270	763
	594	321	564	276	550	312	503	278	361	225	493	270	763
SCQF Level 3													
Standard Grade at 5-6	660	284	716	236	886	239	843	259	799	324	747	264	1,011
Access 3 Pass	525	219	427	158	528	151	403	165	345	187	274	133	407
	135	65	289	78	358	88	440	94	454	137	473	131	604
SCQF Level 4													
Standard Grade at 3-4	447	219	477	186	419	183	438	220	454	238	485	171	656
Intermediate 1 at A-C	422	206	431	170	383	168	377	200	356	220	339	150	489
	25	13	46	16	36	15	61	20	98	18	146	21	167
SCQF Level 5													
Standard Grade at 1-2	71	30	33	27	36	28	57	31	45	28	67	26	93
Intermediate 2 at A-C	49	22	20	14	21	12	38	10	29	23	26	12	38
	22	8	13	13	15	16	19	21	16	5	41	14	55
SCQF Level 6 or higher													
Higher at A-C, Advanced Higher at A-C	11	4	24	4	4	2	-	9	3	5	-	3	3
	11	4	24	4	4	2	-	9	3	5	-	3	3
Total Passes	1,783	858	1,814	729	1,895	764	1,841	797	1,662	820	1,792	734	2,526
Total Examination Presentations	1,888	920	1,961	793	2,055	821	1,974	852	1,876	887	1,982	815	2,797