

Key Stage 3 Statutory Assessment 2004/2005

NORTHERN IRELAND SUMMARY

The statistical summaries are set out as percentages. The 2005 figures have been adjusted since the issue of provisional statistics in August. The adjustments take account of the outcomes of requests for remarks. The 2003/2004 outcomes are included for comparisons.

ENGLISH

	Abs	EX	N	W	1	2	3	4	5	6	7	8
Teacher Assessment (%) 2005		0.5		0.0	0.2	1.1	6.6	17.8	24.9	28.5	17.9	2.4
2004		0.3		0.1	0.2	1.1	6.6	17.7	24.9	28.6	18.2	2.4
Tests (%) 2005	2.6	1.3	0.7				4.7	18.5	26.0	25.5	20.6*	
2004	2.6	1.3	3.0				5.3	17.9	26.1	24.8	19.0*	

* In the tests in English, Levels 7 and 8 have been combined into a single band 'Level 7 and above'. For a pupil achieving this band, the result is recorded as '7+'.

MATHEMATICS

	Abs	EX	N	W	1	2	3	4	5	6	7	8
Teacher Assessment (%) 2005		0.3		0.1	0.2	1.1	7.7	17.6	23.9	23.4	20.3	5.5
2004		0.3		0.1	0.2	1.1	8.2	17.6	22.4	23.5	20.5	6.2
Tests (%) 2005	2.1	1.0	2.1				7.2	17.5	24.5	20.7	20.9	3.9
2004	2.1	0.9	2.1				7.0	17.0	24.9	20.6	21.1	4.2

SCIENCE

	Abs	EX	N	W	1	2	3	4	5	6	7	8
Teacher Assessment (%) 2005		0.3		0.1	0.3	0.7	6.3	19.2	26.3	25.8	17.7	3.2
2004		0.5		0.2	0.3	0.8	7.0	19.4	25.5	24.3	18.7	3.3
Tests (%) 2005	2.5	1.0	1.1				5.1	21.7	23.8	24.6	17.5	2.7
2004	2.2	0.9	2.0				5.1	21.1	25.3	25.1	15.3	2.8

Notes

N signifies that, on the occasion of the test, pupils did not show attainment at one of the levels available.

EX signifies that the pupils were exempt from more than one attainment target or from the tests.

ABS signifies that the pupils were absent from one or both of the tests.

KEY STAGE 3 NI SUMMARY BY SCHOOL TYPE BY GENDER 2004/2005
ENGLISH

GRAMMAR

Teacher Assessed	W	N	1	2	3	4	5	6	7	8	Abs	Ex
Male %	0.0		0.0	0.0	0.1	0.9	12.6	51.1	30.9	4.3		0.1
Cum %	0.0		0.0	0.0	0.1	1.0	13.6	64.7	95.6	99.9		100.0
Female %	0.0		0.0	0.0	0.0	0.0	2.8	38.9	49.5	8.7		0.1
Cum %	0.0		0.0	0.0	0.0	0.0	2.8	41.7	91.2	99.9		100.0
Total %	0.0		0.0	0.0	0.0	0.5	7.6	44.9	40.4	6.6		0.1
Cum %	0.0		0.0	0.0	0.0	0.5	8.1	53.0	93.3	99.9		100.0

Test Level	W	N	1	2	3	4	5	6	7	8	Abs	Ex
Male %		0.0			0.0	1.7	20.0	44.3	32.9		1.1	0.0
Cum %		0.0			0.0	1.7	21.7	66.0	98.8		100.0	100.0
Female %		0.0			0.0	0.2	4.8	35.0	59.0		0.9	0.1
Cum %		0.0			0.0	0.2	5.0	40.0	99.0		99.9	100.0
Total %		0.0			0.0	0.9	12.2	39.5	46.2		1.0	0.1
Cum %		0.0			0.0	0.9	13.2	52.7	98.9		99.9	100.0

SECONDARY

Teacher Assessed	W	N	1	2	3	4	5	6	7	8	Abs	Ex
Male %	0.1		0.1	1.4	14.0	32.8	33.0	14.8	3.1	0.1		0.7
Cum %	0.1		0.2	1.6	15.6	48.4	81.4	96.2	99.3	99.3		100.0
Female %	0.0		0.0	0.3	5.3	22.0	36.6	25.7	9.2	0.3		0.6
Cum %	0.0		0.0	0.4	5.7	27.6	64.2	89.9	99.1	99.4		100.0
Total %	0.1		0.1	0.9	9.8	27.6	34.7	20.0	6.0	0.2		0.6
Cum %	0.1		0.1	1.0	10.8	38.4	73.2	93.2	99.2	99.4		100.0

Test Level	W	N	1	2	3	4	5	6	7	8	Abs	Ex
Male %		1.8			11.0	34.5	30.8	12.5	4.1		4.2	1.0
Cum %		1.8			12.8	47.3	78.1	90.7	94.8		99.0	100.0
Female %		0.3			3.1	21.6	37.3	24.7	10.0		2.6	0.3
Cum %		0.3			3.4	25.1	62.4	87.0	97.1		99.7	100.0
Total %		1.1			7.2	28.3	33.9	18.4	7.0		3.4	0.7
Cum %		1.1			8.3	36.6	70.5	88.9	95.9		99.3	100.0

**KEY STAGE 3 NI SUMMARY BY SCHOOL TYPE BY GENDER 2004/2005
MATHEMATICS**

GRAMMAR

Teacher Assessed	W	N	1	2	3	4	5	6	7	8	Abs	Ex
Male %	0.0		0.0	0.0	0.0	0.5	7.6	31.4	46.6	13.9		0.0
Cum %	0.0		0.0	0.0	0.0	0.5	8.2	39.5	86.1	100.0		100.0
Female %	0.0		0.0	0.0	0.0	0.2	5.3	29.1	50.9	14.6		0.0
Cum %	0.0		0.0	0.0	0.0	0.2	5.4	34.5	85.4	100.0		100.0
Total %	0.0		0.0	0.0	0.0	0.3	6.4	30.2	48.7	14.2		0.0
Cum %	0.0		0.0	0.0	0.0	0.4	6.8	37.0	85.7	100.0		100.0

Test Level	W	N	1	2	3	4	5	6	7	8	Abs	Ex
Male %		1.1			0.0	0.6	7.9	31.2	48.9	9.6	0.7	0.0
Cum %		1.1			1.1	1.7	9.6	40.8	89.7	99.3	100.0	100.0
Female %		0.8			0.0	0.2	5.7	28.2	53.3	10.5	1.2	0.0
Cum %		0.8			0.8	1.0	6.8	35.0	88.3	98.8	100.0	100.0
Total %		1.0			0.0	0.4	6.8	29.7	51.2	10.1	0.9	0.0
Cum %		1.0			1.0	1.3	8.2	37.8	89.0	99.1	100.0	100.0

SECONDARY

Teacher Assessed	W	N	1	2	3	4	5	6	7	8	Abs	Ex
Male %	0.1		0.0	1.2	13.2	29.4	32.3	18.5	4.0	0.7		0.5
Cum %	0.1		0.1	1.3	14.5	43.9	76.3	94.7	98.8	99.5		100.0
Female %	0.0		0.0	0.5	9.9	24.9	35.6	21.7	6.1	0.9		0.3
Cum %	0.0		0.0	0.5	10.4	35.4	71.0	92.7	98.8	99.7		100.0
Total %	0.1		0.0	0.9	11.6	27.2	33.9	20.0	5.0	0.8		0.4
Cum %	0.1		0.1	0.9	12.6	39.8	73.7	93.8	98.8	99.6		100.0

Test Level	W	N	1	2	3	4	5	6	7	8	Abs	Ex
Male %		2.7			12.5	28.7	33.4	14.1	4.2	0.6	3.2	0.7
Cum %		2.7			15.2	43.9	77.3	91.4	95.6	96.1	99.3	100.0
Female %		2.4			9.5	25.5	35.9	18.4	5.4	0.5	2.1	0.2
Cum %		2.4			11.9	37.5	73.4	91.8	97.2	97.7	99.8	100.0
Total %		2.5			11.1	27.2	34.6	16.2	4.7	0.5	2.7	0.5
Cum %		2.5			13.6	40.8	75.4	91.6	96.3	96.9	99.5	100.0

**KEY STAGE 3 NI SUMMARY BY SCHOOL TYPE BY GENDER 2004/2005
SCIENCE**

GRAMMAR

Teacher Assessed	W	N	1	2	3	4	5	6	7	8	Abs	Ex
Male %	0.0		0.0	0.0	0.0	0.4	10.0	41.3	39.7	8.5		0.0
Cum %	0.0		0.0	0.0	0.0	0.4	10.4	51.7	91.4	100.0		100.0
Female %	0.0		0.0	0.0	0.0	0.6	6.2	36.5	48.1	8.4		0.1
Cum %	0.0		0.0	0.0	0.0	0.6	6.8	43.4	91.5	99.9		100.0
Total %	0.0		0.0	0.0	0.0	0.5	8.1	38.9	44.0	8.5		0.1
Cum %	0.0		0.0	0.0	0.0	0.5	8.6	47.5	91.5	99.9		100.0

Test Level	W	N	1	2	3	4	5	6	7	8	Abs	Ex
Male %		0.3			0.0	0.4	10.8	36.4	43.8	7.6	0.8	0.0
Cum %		0.3			0.3	0.7	11.5	47.9	91.7	99.2	100.0	100.0
Female %		0.1			0.0	0.3	11.3	39.0	41.8	6.3	1.1	0.0
Cum %		0.1			0.1	0.4	11.7	50.8	92.6	98.9	100.0	100.0
Total %		0.2			0.0	0.3	11.1	37.7	42.8	6.9	1.0	0.0
Cum %		0.2			0.2	0.6	11.6	49.4	92.1	99.0	100.0	100.0

SECONDARY

Teacher Assessed	W	N	1	2	3	4	5	6	7	8	Abs	Ex
Male %	0.1		0.0	0.7	11.5	30.7	35.9	17.0	3.3	0.4		0.5
Cum %	0.1		0.1	0.8	12.3	42.9	78.9	95.9	99.1	99.5		100.0
Female %	0.0		0.0	0.4	7.4	28.5	37.8	21.5	3.9	0.2		0.2
Cum %	0.0		0.0	0.4	7.8	36.3	74.1	95.6	99.5	99.8		100.0
Total %	0.1		0.0	0.5	9.5	29.6	36.8	19.2	3.6	0.3		0.3
Cum %	0.1		0.1	0.6	10.1	39.8	76.6	95.8	99.3	99.7		100.0

Test Level	W	N	1	2	3	4	5	6	7	8	Abs	Ex
Male %		1.5			8.0	33.0	30.6	18.3	3.8	0.5	3.7	0.6
Cum %		1.5			9.5	42.5	73.1	91.3	95.2	95.7	99.4	100.0
Female %		1.6			7.4	34.2	31.9	17.5	4.2	0.3	2.7	0.2
Cum %		1.6			9.0	43.2	75.1	92.6	96.8	97.1	99.8	100.0
Total %		1.6			7.7	33.6	31.2	17.9	4.0	0.4	3.2	0.4
Cum %		1.6			9.3	42.8	74.0	91.9	96.0	96.3	99.6	100.0