

Bath & North East Somerset Council

MEETING	Early Years, Youth and Policy Development & Scrutiny Panel
MEETING DATE:	24th November 2014
TITLE:	School Performance Data Report
WARD:	All
AN OPEN PUBLIC ITEM	
List of attachments to this report:	
<ul style="list-style-type: none">▪ Appendix 1 Early Years Foundation Stage▪ Appendix 2 Provisional Performance in 2014 at Key Stage 1 and 2	

1 THE ISSUE

- 1.1 This report sets out the headlines of pupil performance in 2014 at ages 5, 7, 11, 16 and 18. The data outlined in this report is unvalidated and subject to further changes. The performance of all key stages is provided in the attachments to this report. A glossary setting out the national expectations for each key stage is also attached.

2 RECOMMENDATION

The Policy Development & Scrutiny panel is asked to agree that:

- 2.1 Note the significant improvements in the Early Years and Foundation Stage compared to national
- 2.2 Note that pupils in Key Stage 1, 2, and 4 continue to attain well and make good progress compared to other local authorities and national expectations on all measures
- 2.3 Note the improvements in narrowing the gaps for pupils eligible for pupil premium funding
- 2.4 Commend schools and the Local Authority staff for their continuing effectiveness in achieving high standards
- 2.5 Agree that raising the achievement of particular underperforming groups of pupils and improving pupil progress remains a priority for the Local Authority in commissioning support and challenging schools and settings.

3 RESOURCE IMPLICATIONS (FINANCE, PROPERTY, PEOPLE)

3.1 There are no financial implications arising directly as a result of this report

4 THE REPORT

4.1 Early Years Foundation Stage (EYFS) 2014

In 2013 the new EYFS measure for a Good Level of Development (GLD) was introduced making it difficult to compare previous years performance of children in the early years. This year it is possible to make a fair comparison using this new measure. Using this new measure for a good level of development in the EYFS there has been a significant improvement in the proportion of children who achieve and exceed national expectations. The percentage of children who achieve a Good Level of Development improved significantly from 51% to 63% and this is above the national average of 60%. The rate of improvement has been more rapid in B&NES compared to national, 10%. The average points score of 33 is also above the national average of 34 and an improvement on 2013.

Overall attainment of groups and gaps

Children in B&NES attain more highly than national in all the ELGs and by gender. Children at the greatest risk of underachieving in the Foundation Stage are those with Special Education Needs or FSM. The gap between FSM and non-FSM has narrowed and remains higher than national.

- Girls continue to perform better than boys, 69% compared to 56% (national average 69/52). The proportion of girls who achieved a good level of development is in line with national; however boys performance is 4% above national. The gap between boys and girls has narrowed from 18% to 13% and this is below the national gap of 16%.
- The proportion of FSM children who achieved a good level of development improved from 28% to 33%. The gap between FSM and non-FSM has widened from 27% to 34% but the rate of improvement for FSM pupils is faster than for non-FSM children.
- The outcomes for BME children improved and the gap has widened, but this must be treated with caution because of the small number of children.
- The achievement of children living in the most deprived areas (SOAS) has improved on last year and the gap has narrowed. However their achievement remains lower than that of children living in similar areas nationally.
- The gaps for any children with a statement of SEN are the biggest.
- Summer born children irrespective of gender perform less well but the gap has narrowed this year and is consistent with this is in line with the national trend.

Priorities

- Ensure that assessment practice is sufficiently robust and to raise expectations of children's ability to achieve and exceed the national expectations for a good level of development at the end of the Foundation Stage.
- Continue to target resources in areas of greatest need in order to narrow the gap for vulnerable children particularly those eligible for FSM and boys in early years settings.

- Continue to embed work on improving communication and language development; quality teaching of mathematics and engagement with home learning environment.
- Maintain high quality provision in the EYFA in schools and in early years settings.
- Ensure that the introduction of the EY pupil premium and increased funding for 2 year olds is used to benefit vulnerable groups at risk of underachieving.

4.2 Key Stage 1

Summary Overview

Year 1 Phonics

The proportion of children who achieved the national threshold standard for the Y1 phonics test improved for the third year and is the same as the national average of 74%.

- Girls continue to outperform boys (78%/70%) and the gap has narrowed to 8% and this is the same as national.
- 54% of FSM pupil met the threshold and this is 7% lower than the national average of 61%. This is an improvement and the gap has narrowed to 22%, but is higher than the national gap of 13%.
- 84% of BME children met the threshold and is higher than for all children.

Children who do not meet the national threshold in Y1 must be screened in Y2. 68% of children in B&NES met the threshold compared with 88% at national.

Key Stage 1

Level 2b+

Overall pupils' attainment at KS1 at the more secure L2b+ improved in reading by 1% and mathematics by 2% in line with the national average. Attainment in writing dipped by 3% and this goes against the national trend of a 1% increase. Attainment in reading and mathematics is above national and our statistical neighbours. Writing is the same as national and 1% below statistical neighbours.

- Girls' attainment improved by 3% in both reading and mathematics and stayed the same for writing and they outperformed the boys in all subjects. Boys' attainment improved in reading but dipped in writing and mathematics, which goes against the national trend of an increase of one or two points percentage in all subjects. The gaps between the attainment of girls and boys have increased in all subjects with the biggest gap in writing of 19% compared to 9% at national.
- The performance of pupils eligible for FSM improved in all subject with the biggest improvement of 9% in reading. The gaps narrowed in all subjects but remain high when compared to the national average with the biggest gap (23%) in writing.
- BME attainment dipped in reading and writing and the gaps increased compared to the previous year in all subjects with the biggest gap in mathematics (6%). Caution is needed as numbers are small.

Level 3+

Attainment at L3+ remains above the national but the outcomes for B&NES dipped slightly in all subjects against the national increase of 1% in writing and mathematics and 2% in reading.

- Girls' attainment improved in reading and mathematics and dipped in writing. Boys' attainment dipped in all subjects widening the gap with girls in reading but narrowed the gap in writing. Boys outperformed girls in mathematics despite the girls improving their performance on the previous year. In 2013 boys' performance in mathematics was 9% above that of girls this was reduced to 1% in 2014. Boys overall attainment is inconsistent across key stage 1 in all subjects.
- The attainment of FSM increased in reading, writing and mathematics. The gap in writing attainment closed the result of a 2% dip in writing for non FSM pupils. The gaps for FSM pupils have narrowed in all core subjects.
- BME pupils' attainment improved in all subjects and the gaps narrowed in reading and mathematics and increased in writing.

Priorities for KS1

- To improve performance of underachieving groups, particularly boys' writing
- To improve more able girls attainment in mathematics at L3+
- To improve outcomes for pupils with SEN in all subjects
- Continue to narrow the gaps for vulnerable pupils particularly those eligible for FSM.

4.3 Key Stage 2

Summary Overview

The Department for Education (DfE) increased the floor standard for the proportion of pupils expected to achieve L4+ in reading, writing and mathematics combined from 60% to 65% in 2014. Early indicators show two primary schools have not met all the standards.

Key indicators at the end of KS2 are the percentage attaining L4+ in:

- Reading, writing and mathematics combined
- Percentage making 2 levels progress from KS1 to KS2 in reading
- Percentage making 2 levels progress from KS1 to KS2 in writing
- Percentage making 2 levels progress from KS1 to KS2 in mathematics

Attainment at L4+ key points

Attainment at L4+ improved in reading, writing and mathematics and for combined reading, writing and mathematics. Attainment in reading improved by 4% compared to 3% at national; writing by 2%, the same as national; mathematics by 2% compared to 1% at national. The proportion of pupils who achieved L4+ in reading, writing and mathematics combined improved by 4% higher than national (2%). Overall attainment for combined L4+ in reading, writing and mathematics remains above the national average (80% compared to 79%) for the third consecutive year.

Pupil attainment in the Spelling, Punctuation and Grammar (SPAG) test at L4+ improved from 77% to 80% above the national average of 79%.

- Girls' outperformed boys in all core subjects at L4+ and the gaps narrowed for reading and mathematics and increased in writing. The gap in reading is now lower than national; the same in writing and is much lower in mathematics. The proportion of girls and boys who achieve L4+ in reading, writing and mathematics combined improved, the

gaps narrowed, their performance is above the national average and the increase is bigger than the national average. The girls also outperformed the boys in the SPAG tests. Boys' attainment increased by a greater proportion than that of girls and the gap has narrowed from 12% to 9%. Overall the performance of girls and boys is above national and the gap is also narrower than national.

- FSM attainment improved in all core subjects by at least 10%. The biggest improvement was in reading (71% to 82%). The gaps narrowed in all subjects with the biggest gap, 20%, in writing. However the gaps are broadly in line with national.
- The gaps for pupils with a statement of SEN are the biggest across all subjects and similar to the previous year. However the numbers are small and this needs further investigation in order to assess why the gaps are so high.
- The attainment of BME pupils improved in all subject at L4+ and the gaps narrowed. A higher proportion of BME pupils achieved L4+ in reading, writing and mathematics combined than non-BME pupils 82%/79%.
- The attainment of all groups in the SPAG test improved and the gaps have narrowed for all groups with the exception of SEN pupils.

Level 5+

Attainment at the higher L5+ improved and is above the national average in all subjects and for all groups with the exception of reading for pupils with SEN. Higher attaining (L5+) pupils achieved 58% in reading, 36% in writing and 46% in mathematics. 26% achieved L5+ in combined reading, writing and mathematics and 57% achieved L5+ in the SPAG test. Overall performances at the higher level 5+ has improved and are at least in line with or above the national average.

- Girls' attainment improved in reading, writing and mathematics. Boys' attainment improved in reading and mathematics with a slight dip in writing. The boys outperformed the girls in mathematics by 2% and the girls outperformed the boys in reading and writing. The gap for reading increased from 8% to 11% and for writing from 15% to 20%. There was a 5% improvement in the proportion of girls and boys who achieved L5+ in the SPAG test and this is above the national average of 3%. Girls' performance in the SPAG tests is considerably higher than that of boys (65%/50%).
- The attainment of FSM pupils improved in all core subjects and the gaps narrowed in all subjects and in the SPAG test.
- The attainment of BME pupils improved in all core subjects and the gaps have almost closed in reading (0.9) and mathematics (0.3%) narrowed in writing (1.9%).

Progress across Key Stage 1 to Key Stage 2

Pupils making Expected Progress is identified as those pupils who made 2 level progress across KS2.

- The proportion of pupils making expected progress improved on the previous year by 3% in reading, 1% in writing and 1% in mathematics. The percentage increases are exactly the same as national.
- Two levels progress in reading: LA 91% / National 91%
- Two levels progress in writing: LA 92% / National 93%
- Two levels progress in mathematics: LA 90% / National 89%

Pupils Exceed Expectations are identified as those pupils who made 3 levels progress across KS2

- Three levels progress reading: LA 30% / National 35%
- Three levels progress writing: LA 29% / National 33%
- Three levels progress mathematics: LA 31% / National 35%

- The proportion of pupils exceeding expectations improved in writing and mathematics and dipped in reading. Overall performance is below the national average in all core subjects.
- Boys' outperformed the girls in mathematics and reading and the girls performed better in writing.
- The proportion of pupils achieving 3 levels of progress improved in writing and mathematics but dipped in reading.

Priorities for Key Stage 2

- Increase the percentage of pupils making 3 levels progress in all core subjects
- To improve girls attainment and progress in mathematics
- Continue to narrow the gaps for vulnerable groups, particularly those eligible for FSM
- To challenge and monitor the progress, attainment and expectations of pupils with any special education needs or disability to ensure they meet their full potential.

4.4 Key Stage 4

The Data below is provisional and taken from the statistical first release and is the only data currently available. All data for KS4 is not available until late January 2015.

Summary Overview

Two major reforms implemented this year effect the calculation of Key Stage 4 (KS4) performance measures data.

1. Professor Alison Wolf's Review of Vocational Education recommendations which;

- restrict the qualifications counted in the performance measures - around 3,000 unique qualifications have been removed since 2012
- prevent any qualification from counting as larger than one GCSE
- cap the number of non-GCSEs included in performance measures at two per pupil.

2. An early entry policy to only count a pupil's first attempt at a qualification. In the past, school performance measures have been calculated using the best result that a pupil achieved in a subject, regardless of the number of times they may have been entered for it.

In September 2013, to address the significant increase in early entries, the department announced that only the first result a pupil achieved would count in performance measures from 2013/14. This new rule came into effect immediately with regard to English Baccalaureate subjects and will be expanded to apply to all subjects in 2014/15. This new rule only affects a school's performance measure calculations; pupils will still be accredited with every grade achieved, regardless of the number of entries.

Data this year is being shown as 2013 methodology (the same calculation as in previous years) and 2014 methodology (calculated as above with changes to statistics). All subsequent data for performance tables and RAISEonline will be shown in the 2014 methodology and therefore it is difficult to compare with previous years. Only data for England is available in the 2013 methodology but it does give an indication of the difference in performance between the previous years and current for England.

Overall the Local Authority has performed better than the national average on all indicators for GCSE. This is an improvement on previous years despite the changes outlined above.

GCSE 5A+ -C including English and Mathematics

	07/08	08/09	09/10	10/11	11/12	12/13	2013 methodology	2014 methodology
LA	50.6	57.2	61	64.2	56.8	63.6	N/A	60.9
SW	49.3	51.8	55.4	57.9	56.9	N/A	N/A	56.0
Nat	48.4	50.9	55.3	58.4	58.4	60.3	59.6	56.1 (state-funded)

GCSE A*-C including English and Maths – Bath & North East Somerset are placed 1st of 15 Local Authorities in the South West (excluding the Isles of Scilly who have 22 students).

5 A*-C incl. English and Mathematics: gender

2014 methodology	LA	National (state-funded)
BOYS	57.2	51.0
GIRLS	64.4	61.3

Girls still out perform boys for this indicator at both LA Level and England in all state schools. The gap for the LA is 7.2% compared to 10.3% national.

A*-G including English and Mathematics: all students

2014 methodology	B	G	Total
LA	91.1	94.2	92.7
SW	90.0	93.2	91.6
National (state-funded)	89.5	92.6	91.0

Bath & North East Somerset is 4th of 15 Local Authorities in the South West (excluding the Isles of Scilly) outcomes for the proportion of students achieving A* to G including English and mathematics. Girls out perform boys at every level.

Expected levels of Progress: Provisional data

English

	2010	2011	2012	2013	2014 methodology
LA	76.7	79.5	66.9	70.2	71.8
SW	71.6	73.5	67.7	N/A	70.9
National	71	73.1	68.9	70.1	71.0

2014 data is for state-funded schools only

Bath & North East Somerset lies 5th of 15 Local Authorities in the South West (excluding the Isles of Scilly) for progress in English at KS4

Mathematics

	2010	2011	2012	2013	2014 methodology
LA	67.2	69.7	68.9	71.8	67.5
SW	63.9	65.6	68.5	N/A	65.5
National	63.4	65.9	69.6	70.7	65.4

2014 data is for state-funded schools only

Bath & North East Somerset lies 3rd of 15 Local Authorities in the South West (excluding the Isles of Scilly) for making progress in Mathematics at KS4.

English Baccalaureate

This measure of performance identifies English, mathematics, science, a modern or classical language, and either history or geography as qualifying subjects.

	2014 methodology	
	% entered	% achieved
LA	47.7	30.1
SW	37.9	23.5
National (state-funded)	38.2	24.0

Bath & North East Somerset outperforms both the South West and national for this indicator. Bath & North East Somerset is 1st of 15 Local Authorities for achievement in English Baccalaureate (excluding the Isles of Scilly).

Priorities for Key Stage 4

- Raising still further the proportion of young people achieving 5 or more GCSEs at A*-C with English and mathematics
- Improving rates of progress for all students
- To continue to narrow the gap for vulnerable groups
- Narrow the achievement gap between boys and girls

4.6 Post 16

The Data below is provisional and taken from the statistical first release and is the only data currently available. All data for KS5 is not available until late January 2015.

Attainment: Provisional Data

The average point score per student provides a measure of the average number of A level equivalent studied and the grades achieved. The more qualifications undertaken by a student and the higher the grades achieved, the higher the average point score per student. However, the average point score per examination gives an indication of the average A level grade achieved by students at an institution. The higher the grade, the higher the points score per examination entry. Neither performance indicator should be considered in isolation.

QCDA tariff: the following table should be used in conjunction with the table above. It can be seen that the average Level 3 point score is equivalent to grade C. This average attainment is the same nationally.

Grade	Size	Points
general/applied A level		
A	1	270
B	1	240
C	1	210
D	1	180
E	1	150

Post 16 Level 3 QCDA points scores are as follows over the last 4 years

Indicator	2011		2012		2013		2014	
	LA	Nat	LA	Nat	LA	Nat	LA	Nat
Points per learner	746.8	728.3	694.6	714.5	765.3	782.4	778.6	788.1
Points per exam entry	219.3	213.1	211	209.3	214.7	211.3	214.7	213.4

The points per learner has improved this year by 13.3 points. This is the third successive year of improvement. The points per exam entry has remained the same as in 2013. The average grade achieved by A level students for all Post 16 settings in the local authority area in 2013 is a C grade. This is against an average grade of C+ for all schools and colleges for England.

There has been an increase in the average points per learner this year and the average points per exam entry has remained the same as in 2013.

The following table shows the performance of boys and girls:

Breakdown Boys/Girls Attainment 2014 Results									
	BOYS			GIRLS			ALL		
	LA	SW	Nat	LA	SW	Nat	LA	SW	Nat
Points per Learner	775.5	737	788.1	781.3	770	717.2	778.6	755	788.1
Points per Exam	216.2	210.6	209.2	222.3	218.3	217.2	219.6	214.2	213.4

Points per Learner

Boys underperform against national (all state schools) boys by 12.6 points. The girls outperform by 64.1 points. Overall at national students on average gain 9.5 more points per learner than in the Local Authority. The boys points per learner has improved on last year.

- Boys rank 4 of 15 LAs in the SW
- Girls rank 6 of 15 LAs in the SW
- Total rank 4 of 5LAs in SW

Points per Exam entry

Both boys and girls have improved the points per exam entry this year and the LA points exceed those for England. Girls outperform boys in the LA as they do for England.

- Boys rank 5 of 15 LAs in the SW
- Girls rank 4 of 15 LAs in the SW
- Total rank 5 of 15 LAs in SW

Percentage of students achieving 3 or more A* and A 2014

LA	SW	National
9.8	9.6	9.1

Percentage of students achieving 3 or more A* and A 2013

LA	SW	National
9.0	10.7	10.7

Priorities for Post 16:

- Securing provision for 100% of the cohort from 16-18 in line with the raising of the participation age
- Raising achievement, expressed in students' progress made from 16 to 18
- Developing the mix and balance of provision across the area and meeting the economic and employability demands of the local, regional and national communities by ensuring young people have the skills and attributes to succeed and be productive
- Improving the quality and consistency of teaching and learning.
- Closing the attainment gap at levels 2 and 3
- Meeting the needs of all vulnerable young people
- Achieving low NEET numbers.

Contact persons	<i>Margaret Simmons-Bird, Head of Education Improvement and Lin Bartlett Senior Adviser School Improvement & Achievement Service 01225 395108</i>
Please contact the report author if you need to access this report in an alternative format	

Appendix 1

Early Years and Foundation Stage

The performance of different groups of children with a Good Level of Development in the Early Learning Goals (ELG) in 2103 and 2014

EYFS Groups	2013	2014
ALL	51	63
GIRLS	60	70
BOYS	42	56
FSM	28	33
BME	48	56
SEN (Statements)	0	3

Narrowing the gaps for vulnerable groups comparisons for 2013 and 2014

EYFS	2013	2014
FSM	28	33
NON-FSM	54	67
Gap	27	34
SEN (Statements)	0	3
NON-SEN	51	64
Gap	51	61
BME	48	56
NON-BME	52	65
Gap	4	9
GIRLS	60	70
BOYS	42	56
Gap	18	13
ALL	51	63
National	67	60
Statistical N	56	n/a

Appendix 2

Key Stage 1 Attainment by Groups with Gaps

Attainment at Level 2+

2013 Key Stage 1 Results				2014 Key Stage 1 Results		
L2+	Reading	Writing	Math	Reading	Writing	Maths
FSM	76	67	81	79	70	84
NON-FSM	93	90	95%	89	89	95
Gap	18	24	15	14	18	11
SEN	31	20	20	32	22	33
NON-SEN	93	89	95	93	89	96
Gap	61	69	75	62	66	62
BME	90	86	93	88	81	90
NON BME	92	88	94	92	88	94
Gap	2	3	0.7	4	7	4
GIRLS	94	91	94	95	92	96
BOYS	89	85	93	88	81	92
Gap	4	6.	0.1	7	12	4
ALL	91	88	94	91	86	94

Attainment at Level 2b+

2013 Key Stage L2b+				2014 Key Stage L2b+		
L2b+	R	W	M	R	W	M
FSM	59	46	60	68	50	66
NON-FSM	86	77	86	86	73	86
Gap	28	31	26	18	23	19
SEN	20	9	20	24	13	20
NON-SEN	84	75	84	86	72	86
Gap	64	66	64	62	59	65
BME	83	72	78	80	67	78
NON-BME	83	74	84	85	71	85
Gap	0.6	3	6	5	4	6
GIRLS	87	80	83	89	80	87
BOYS	79	67	82	80	61	81
Gap	8	13	0.9	9	20	6
ALL PUPILS	83	73	83	84	70	84
National	79	67	78	81	70	80
Statistical N	81	69	80	82	71	81

Attainment of at the higher Level 3+

2013 Key Stage 1 L3+				2014 Key Stage 1 L3+		
L3+	R	W	M	R	W	M
FSM	15	8	11	18	8	12
NON-FSM	39	23	31	39	21	30
Gap	24	15	21	21	12	18
SEN	6	0	6	11	0	6
NON-SEN	37	22	30	37	20	29
Gap	32	22	24	26	20	23
BME	34	22	25	37	24	26
NON-BME	37	22	30	36	19	29
Gap	4	0.6	5	0.9	5	2
GIRLS	41	30	25	43	27	28
BOYS	32	13	33	30	12	29
Gap	9	17	9	14	15	1
ALL	37	21	29	36	19	28

Key Stage 2 attainment by groups with Gaps

Attainment at L4+

2014 Key Stage 2 Test Results and TA								
	2013				2014			
L4+	R	W	M	R, W&M	R	W	M	R, W&M
FSM	71	60	7	50	82	70	77	62
NON-FSM	91	88	89	82	93	90	90	85
Gap	20	28	22	32	11	20	13	23
SEN	22	11	22	11	21	9	14%	5
NON-SEN	91	87	89	81	95	91	92	85
Gap	69	77	67	69	74	82	78	80
BME	86	81	83	72	90	86	86	82
NON-BME	89	85	87	79	92	88	89	79
Gap	3	5	4	8	3	2	3	2
GIRLS	92	91	88	82	94	93	89	87
BOYS	85	78	85	74	91	83	88	79
Gap	6	14	3	8	3	10	1	8
ALL	88	84	86	78	92	88	89	83
National	86	84	85	76	89%	85	86	79
Statistical N	86	83	84	75	n/a	n/a	n/a	n/a

Attainment at L5+

L5+	2013				2014			
	R	W	M	R, W&M	R	W	M	R, W&M
FSM	25	13	16	8	34	22	26	14
NON-FSM	56	38	45	28	61	38	48	27
Gap	31	25	29	19	27	16	22	13
SEN	7	4	2	0	4	9	4	0
NON-SEN	54	36	43	26	60	38	47	27
Gap	31	33	41	24	57	29	44	27
BME	53	34	37	22	58	35	46	27
NON-BME	52	36	43	26	59	37	46	26
Gap	1	2	5	4	0.9	2	0.3	0.9
GIRLS	56	43	41	29	64	47	45	30
BOYS	48	27	43	22	53	27	47	22
Gap	8	16	2	6	11	20	2%	8
ALL	52	35	42	26	53	36	46	26
National	44	30	41	21	50	33	42	24

Spelling, Punctuation and Grammar 2013/2014

SPAG	2013 Level 4+ and L5+		2014 Level 4+ and L5+	
	L4+	L5+	L4+	L5+
FSM	50	27	59	36
NON-FSM	81	55	82	59
Gap	31	29	23	23
SEN	11	7	9	2
NON-SEN	80	54	82	59
Gap	69	46	73	57
BME	77	54	79	60
NON-BME	78	52	83	56
Gap	0.6	2	4	4
GIRLS	83	59	84	65
BOYS	71	45	75	50
Gap	14	14	9	15
ALL	77	52	80	57
National	76	52	79	57

Expected Progress 2013				Expected Progress 2014		
KS2	Reading	Writing	Mathematics	Reading	Writing	Mathematics
FSM	74	81	74	84	85	85
NON-FSM	89	93	88	92	93	93
Gap	15	12	15	8	9	9
SEN	28	50	29	30	44	24
NON-SEN	89	92	88	93	93	92
Gap	61	42	60	63	63	67
BME	88	90	86	90	95	92
NON-BME	87	92	87	91	92	89
Gap	0.3	2	1	2	3	2
GIRLS	89	94	88	92	95	89
BOYS	86	90	85	91	91	90
Gap	4	4	2	1	4	0.7
ALL	87	92	87	92	92	90
National	88	92	88	91	93	89
Statistical N	87	90	86	n/a	n/a	n/a