GL Assessment®

NGST®

Group progress report for teachers

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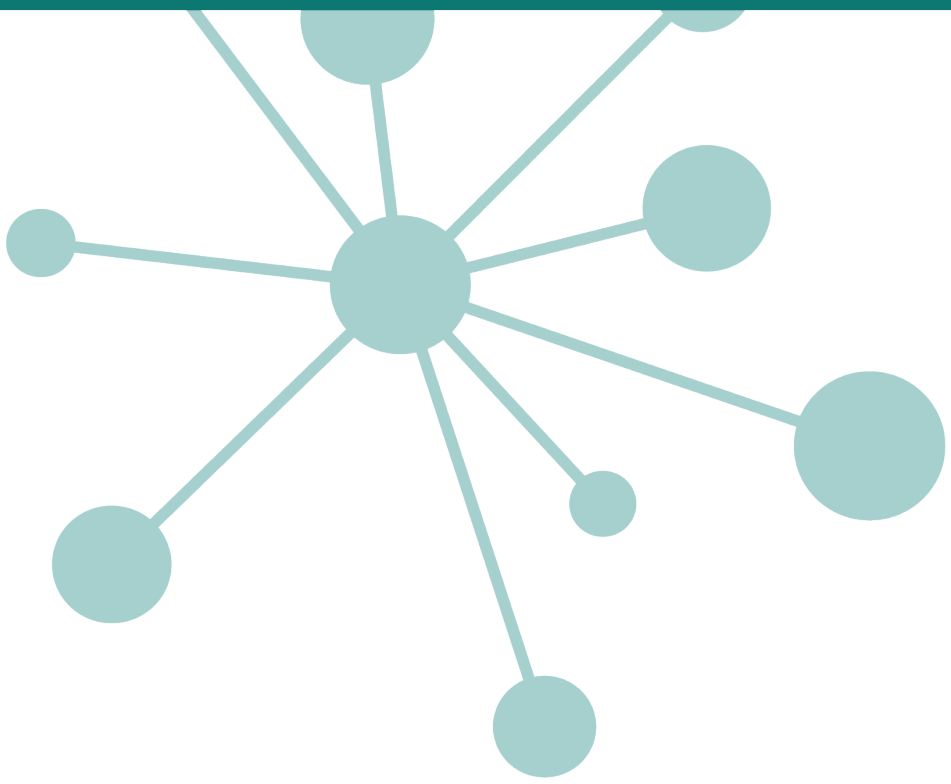

Group progress report for teachers

School: Sample School	
Group: Unknown	**No. of students:** 16
Date(s) of start point: 14/01/2018 - 25/01/2018	***NGST* Form(s):** A
Date(s) of mid-point: 14/01/2018 - 20/03/2018	***NGST* Form(s):** B
Date(s) of finish point: 14/01/2018 - 14/05/2018	***NGST* Form(s):** C

What is *NGST*?

The *New Group Spelling Test* is a spelling test comprising three forms (A, B and C) to support termly testing for students aged between 6 and 14+. The test has two sections: a single word section and a spelling in context section.

The test is **adaptive**; each student's performance is assessed as they complete the test and the questions are adapted to be in line with the ability they demonstrate. This is a benefit, particularly to students with a low spelling attainment as they can be tested with words at a lower level than that determined by age, and for students with high spelling attainment as they can be tested with words that better reflect their skills.

The following report reflects the results of each section of the test administered. Standard Age Scores reflect the age of the student and the difficulty level of the test questions attempted.

Why use *NGST* to track progress?

- *NGST* is a time-efficient and accurate test of a student's spelling ability that can be administered year-to-year or term-to-term to track progress.
- If students have been given a targeted intervention for spelling, *NGST* can be used to measure progress over a short time, for example, over three or six months.
- Forms A, B and C can be used so that students are tested with different but equivalent material at the second and third point of testing.
- Patterns of scores that represent significant progress or significant lack of progression are set out clearly for easy access.

Please note that significance will vary depending on the student's baseline score; that is the score from the first test. Small changes to scores that are close to the mean (SAS 100) will be significant whereas bigger changes will be needed to scores at the very low and very high end of the range to indicate a significant improvement or lack of progress.

To make this report as straightforward as possible, five categories have been used to describe progress: much lower than expected, lower than expected, expected, higher than expected and much higher than expected.

This report will show data for three test points. If a student has been tested once only they will not appear in this report. A separate report is available for two test points.

What is the Spelling Ability Scale?

The Spelling Ability Scale is a development scale and can be used to monitor a student's spelling ability or development over time. The scale used in *NGST* is specific to the test, is arbitrary and has been set from zero to 600; it gives you another measure for your students' progress.

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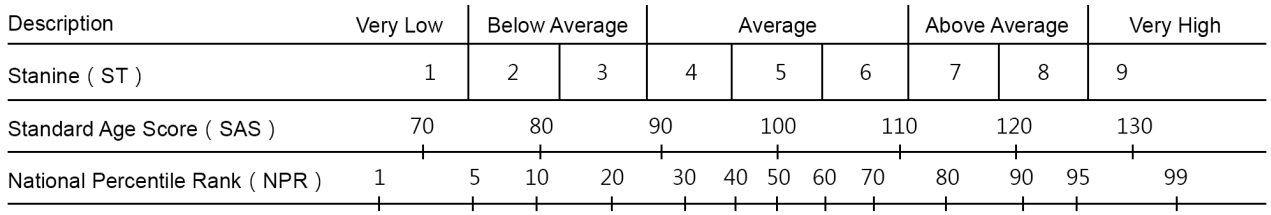
Relationship between scores



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Example scores

The **Standard Age Score (SAS)** is the most important piece of information derived from *NGST*. The SAS is based on the number of questions a student has answered correctly; the score is adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

This shows the difference in the Standard Age Score between the start and mid points of testing, and the mid and finish points of testing.

The **Stanine (ST)** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.

The age equivalent score or spelling age is the age at which a score is most likely to be achieved based on the national sample.

Performance on a test like *NGST* can be influenced by a number of factors and the **confidence bands** are an indication of the range within which a student's score lies. The narrower the band the more reliable the score. 90% confidence bands are a very high level estimate.

Student name	Tutor group	Test point	Age at test (yrs:mths)	SAS	SAS difference	Progress category	Overall ST	NPR	Spelling Ability Scale	Spelling age	Spelling age confidence bands	
											Lower	Upper
John Smith	TG	Start point	10:11	96	+5	Expected progress	4	40	400	10:01	9:09	10:04
		Mid-point	11:09	101			5	53	448	12:04	11:10	12:10
		Finish point	12:10	102	+1	Expected progress	5	55	466	13:06	12:11	14:01

The **Test point** column shows the point of testing each row of data is reporting on.

Age at test is the chronological age of the student at the point of testing.

Progress has been defined as much lower than expected, lower than expected, expected, higher than expected, and much higher than expected, and is based on the national data set of students tested on two occasions. Nationally, 50% of students fall into the expected category, 15% in the lower than expected category, 15% in the higher than expected category, 10% in the much higher than expected category, and 10% in the much lower than expected category.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.

The **Spelling Ability Scale** is a development scale and can be used to monitor a student's spelling ability or development over time. The values on the scale are 0 to 600 – a higher scale score represents a higher reading ability level. The spelling ability of a student aged 6 years is around 200; for age 9 years it is around 300; and for age 16 it is around 400.

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Date(s) of finish point: 14/01/2018 - 14/05/2018	***NGST* Form(s):** C

Group scores (by Surname)

Student name	Tutor group	Test point	Age at test (yrs:mths)	SAS	SAS difference	Progress category	Overall ST	NPR	Spelling Ability Scale	Spelling age	Spelling age confidence bands	
											Lower	Upper
Katie Benson	2021 P3	Start point	7:09	111	+1	Expected progress	6	77	352	8:09	8:08	8:11
		Mid-point	7:11	112			7	78	362	9:00	8:10	9:02
		Finish point	8:01	111	-1	Expected progress	6	77	367	9:01	8:11	9:03
Geraldine Burton	2021 P3	Start point	7:06	94	-2	Expected progress	4	34	248	7:02	7:01	7:04
		Mid-point	7:08	92			4	30	228	6:10	6:07	7:00
		Finish point	7:10	94	+2	Expected progress	4	34	266	7:06	7:05	7:07
Francis Dean	2021 P3	Start point	7:09	93	+4	Expected progress	4	32	256	7:04	7:02	7:06
		Mid-point	7:11	97			5	42	285	7:09	7:08	7:11
		Finish point	8:01	89	-8	Lower than expected progress	4	24	250	7:03	7:01	7:05
Henry Fernando	2021 P3	Start point	7:05	104	-1	Expected progress	6	60	288	7:10	7:09	7:11
		Mid-point	7:07	103			5	58	301	8:00	7:11	8:01
		Finish point	7:08	112	+9	Higher than expected progress	7	78	343	8:07	8:06	8:09
Anna Hall	2021 P3	Start point	8:04	101	-2	Expected progress	5	53	330	8:05	8:03	8:06
		Mid-point	8:05	99			5	48	322	8:03	8:02	8:05
		Finish point	8:07	104	+5	Expected progress	6	60	357	8:11	8:09	9:01

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Student name	Tutor group	Test point	Age at test (yrs:mths)	SAS	SAS difference	Progress category	Overall ST	NPR	Spelling Ability Scale	Spelling age	Spelling age confidence bands	
											Lower	Upper
Tom Jeremy	Teacher ...	Start point	10:01	141	0	Expected progress	9	99	600	17:00+	17:00+	17:00+
		Mid-point	10:01	141			9	99	600	17:00+	17:00+	17:00+
		Finish point	10:01	141	0	Expected progress	9	99	600	17:00+	17:00+	17:00+
Tyler Kirk	test 201...	Start point	7:02	132	-10	Lower than expected progress	9	98	440	11:10	11:05	12:04
		Mid-point	7:02	122			8	93	373	9:03	9:01	9:05
		Finish point	7:02	129	+7	Higher than expected progress	9	97	420	10:10	10:06	11:03
Sage Kennedy	2021 P3	Start point	7:05	84	+2	Expected progress	3	14	158	6:00-	6:00-	6:00-
		Mid-point	7:07	86			3	18	190	6:00-	6:00-	6:00-
		Finish point	7:09	82	-4	Lower than expected progress	3	12	173	6:00-	6:00-	6:00-
Mary Lee	2021 P3	Start point	7:09	114	+4	Expected progress	7	82	371	9:02	9:00	9:05
		Mid-point	7:11	118			7	89	391	9:09	9:06	10:00
		Finish point	8:00	113	-5	Expected progress	7	80	379	9:05	9:02	9:07
Eric Marvin	2021 P3	Start point	8:05	113	+1	Expected progress	7	80	391	9:09	9:06	10:00
		Mid-point	8:06	114			7	82	409	10:05	10:01	10:09
		Finish point	8:08	113	-1	Expected progress	7	80	404	10:02	9:11	10:06
Fred Nicholas	2021 P3	Start point	7:05	117	0	Expected progress	7	87	358	8:11	8:09	9:01
		Mid-point	7:06	117			7	87	374	9:03	9:01	9:06
		Finish point	7:08	124	+7	Higher than expected progress	8	94	417	10:09	10:05	11:01
Ruari Parsons	2021 P3	Start point	7:11	90	-2	Expected progress	4	26	234	6:11	6:09	7:01
		Mid-point	8:01	88			3	22	239	7:00	6:10	7:02
		Finish point	8:03	85	-3	Expected progress	3	16	232	6:11	6:08	7:01
Denny Rider	2021 P3	Start point	8:03	96	+7	Expected progress	4	40	308	8:01	8:00	8:02
		Mid-point	8:05	103			5	58	339	8:06	8:05	8:08
		Finish point	8:07	98	-5	Expected progress	5	45	327	8:04	8:03	8:06

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Student name	Tutor group	Test point	Age at test (yrs:mths)	SAS	SAS difference	Progress category	Overall ST	NPR	Spelling Ability Scale	Spelling age	Spelling age confidence bands	
											Lower	Upper
Jennifer Tuck	2021 P3	Start point	8:03	113	+4	Expected progress	7	80	391	9:09	9:06	10:00
		Mid-point	8:05	117			7	87	415	10:07	10:04	11:00
		Finish point	8:07	115	-2	Expected progress	7	84	416	10:08	10:04	11:00
Zack Underly	2021 P3	Start point	7:09	123	+3	Expected progress	8	94	422	10:11	10:07	11:04
		Mid-point	7:10	126			8	96	440	11:10	11:05	12:04
		Finish point	8:00	119	-7	Expected progress	8	90	412	10:06	10:02	10:10
Mercy Williams	2021 P3	Start point	7:10	102	-2	Expected progress	5	55	309	8:01	8:00	8:02
		Mid-point	8:00	100			5	50	316	8:02	8:01	8:04
		Finish point	8:02	107	+7	Higher than expected progress	6	68	349	8:09	8:07	8:11

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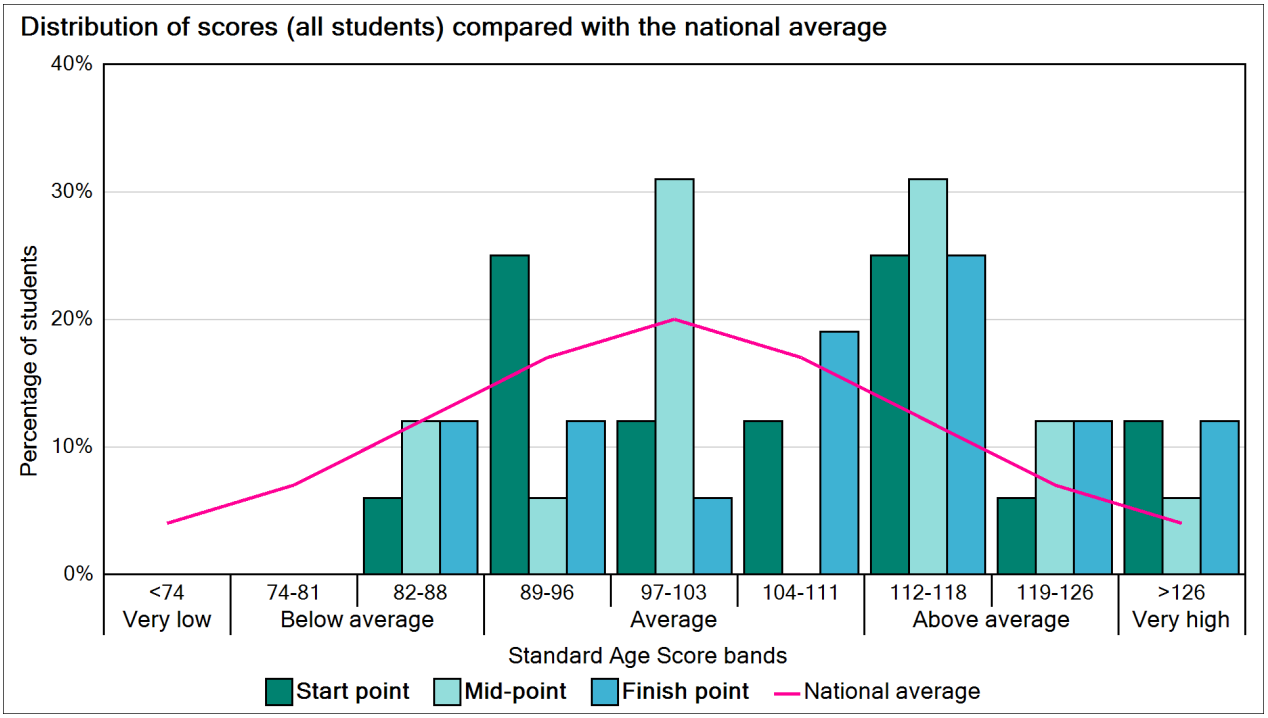
Date(s) of finish point: 14/01/2018 - 14/05/2018	***NGST* Form(s):** C

Analysis of group scores (all students)

The table and bar chart below show the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	**Test point**	**Mean SAS**	**<74**	**74-81**	**82-88**	**89-96**	**97-103**	**104-111**	**112-118**	**119-126**	**>126**
National average	**-**		**100**	**4%**	**7%**	**12%**	**17%**	**20%**	**17%**	**12%**	**7%**	**4%**
All students	16	Start point	108.0	0%	0%	6%	25%	12%	12%	25%	6%	12%
		Mid-point	108.4	0%	0%	12%	6%	31%	0%	31%	12%	6%
		Finish point	108.5	0%	0%	12%	12%	6%	19%	25%	12%	12%



The table below shows the mean scores with confidence bands for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	**-**		**100.0**	
All students	16	Start point	108.0	
		Mid-point	108.4	
		Finish point	108.5	

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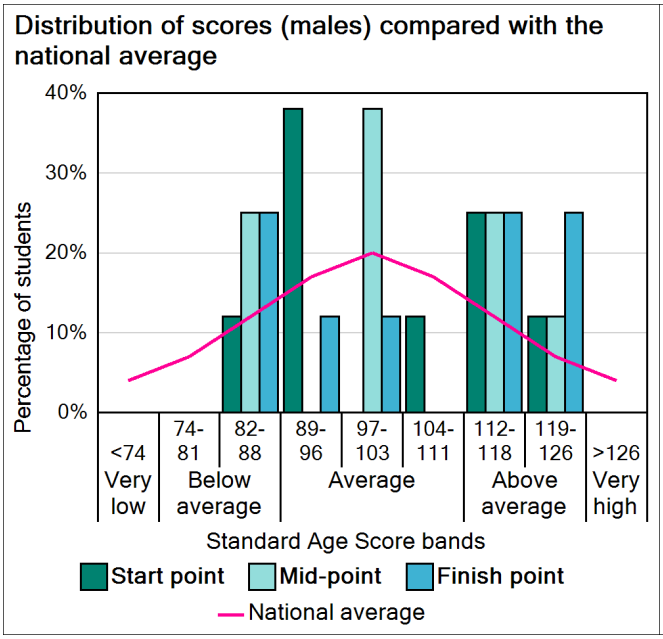
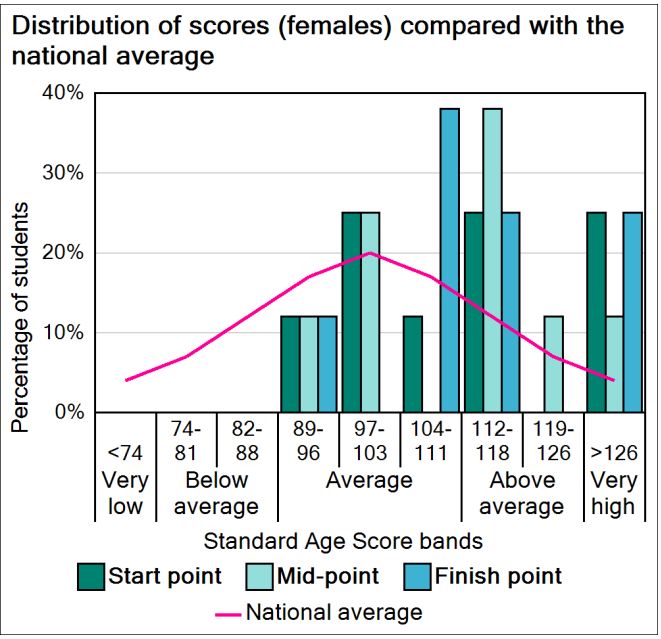
Date(s) of finish point: 14/01/2018 - 14/05/2018	***NGST* Form(s):** C

Analysis of group scores (by gender)

The table and bar chart below show the distribution of scores for the group, males and females, against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		**100**	**4%**	**7%**	**12%**	**17%**	**20%**	**17%**	**12%**	**7%**	**4%**
All students	16	Start point	108.0	0%	0%	6%	25%	12%	12%	25%	6%	12%
		Mid-point	108.4	0%	0%	12%	6%	31%	0%	31%	12%	6%
		Finish point	108.5	0%	0%	12%	12%	6%	19%	25%	12%	12%
Males	8	Start point	102.5	0%	0%	12%	38%	0%	12%	25%	12%	0%
		Mid-point	104.3	0%	0%	25%	0%	38%	0%	25%	12%	0%
		Finish point	102.8	0%	0%	25%	12%	12%	0%	25%	25%	0%
Females	8	Start point	113.5	0%	0%	0%	12%	25%	12%	25%	0%	25%
		Mid-point	112.6	0%	0%	0%	12%	25%	0%	38%	12%	12%
		Finish point	114.3	0%	0%	0%	12%	0%	38%	25%	0%	25%





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The table below shows the mean scores with confidence bands for the group, males and females, against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	-		**100.0**	
All students	16	Start point	108.0	
		Mid-point	108.4	
		Finish point	108.5	
Males	8	Start point	102.5	
		Mid-point	104.3	
		Finish point	102.8	
Females	8	Start point	113.5	
		Mid-point	112.6	
		Finish point	114.3	

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Date(s) of finish point: 14/01/2018 - 14/05/2018	***NGST* Form(s):** C

Analysis of group scores (by ethnicity)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	**Test point**	**Mean SAS**	**<74**	**74-81**	**82-88**	**89-96**	**97-103**	**104-111**	**112-118**	**119-126**	**>126**
National average	**-**		**100**	**4%**	**7%**	**12%**	**17%**	**20%**	**17%**	**12%**	**7%**	**4%**
All students	16	Start point	108.0	0%	0%	6%	25%	12%	12%	25%	6%	12%
		Mid-point	108.4	0%	0%	12%	6%	31%	0%	31%	12%	6%
		Finish point	108.5	0%	0%	12%	12%	6%	19%	25%	12%	12%
Canadian	4	Start point	110.3	0%	0%	0%	0%	25%	25%	25%	25%	0%
		Mid-point	111.3	0%	0%	0%	0%	50%	0%	25%	25%	0%
		Finish point	112.5	0%	0%	0%	0%	0%	25%	50%	25%	0%
Russian	1	Start point	117.0	0%	0%	0%	0%	0%	0%	100%	0%	0%
		Mid-point	117.0	0%	0%	0%	0%	0%	0%	100%	0%	0%
		Finish point	124.0	0%	0%	0%	0%	0%	0%	0%	100%	0%
American	1	Start point	84.0	0%	0%	100%	0%	0%	0%	0%	0%	0%
		Mid-point	86.0	0%	0%	100%	0%	0%	0%	0%	0%	0%
		Finish point	82.0	0%	0%	100%	0%	0%	0%	0%	0%	0%
British	10	Start point	108.6	0%	0%	0%	40%	10%	10%	20%	0%	20%
		Mid-point	108.7	0%	0%	10%	10%	30%	0%	30%	10%	10%
		Finish point	108.0	0%	0%	10%	20%	10%	20%	20%	0%	20%

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Date(s) of finish point: 14/01/2018 - 14/05/2018	***NGST* Form(s):** C

Analysis of group scores (by free school meals)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		**100**	**4%**	**7%**	**12%**	**17%**	**20%**	**17%**	**12%**	**7%**	**4%**
All students	16	Start point	108.0	0%	0%	6%	25%	12%	12%	25%	6%	12%
		Mid-point	108.4	0%	0%	12%	6%	31%	0%	31%	12%	6%
		Finish point	108.5	0%	0%	12%	12%	6%	19%	25%	12%	12%
No	1	Start point	84.0	0%	0%	100%	0%	0%	0%	0%	0%	0%
		Mid-point	86.0	0%	0%	100%	0%	0%	0%	0%	0%	0%
		Finish point	82.0	0%	0%	100%	0%	0%	0%	0%	0%	0%
Unknown	15	Start point	109.6	0%	0%	0%	27%	13%	13%	27%	7%	13%
		Mid-point	109.9	0%	0%	7%	7%	33%	0%	33%	13%	7%
		Finish point	110.3	0%	0%	7%	13%	7%	20%	27%	13%	13%

The table below shows the mean scores with confidence bands for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	-		**100.0**	
All students	16	Start point	108.0	
		Mid-point	108.4	
		Finish point	108.5	
No	1	Start point	84.0	
		Mid-point	86.0	
		Finish point	82.0	
Unknown	15	Start point	109.6	
		Mid-point	109.9	
		Finish point	110.3	

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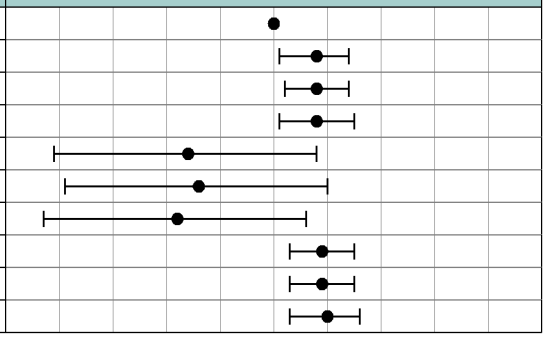
Date(s) of finish point: 14/01/2018 - 14/05/2018	***NGST* Form(s):** C

Analysis of group scores (by English as an additional language)

The table below shows the distribution of scores for the group against the national average, for each point of testing.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National average	-		**100**	**4%**	**7%**	**12%**	**17%**	**20%**	**17%**	**12%**	**7%**	**4%**
All students	16	Start point	108.0	0%	0%	6%	25%	12%	12%	25%	6%	12%
		Mid-point	108.4	0%	0%	12%	6%	31%	0%	31%	12%	6%
		Finish point	108.5	0%	0%	12%	12%	6%	19%	25%	12%	12%
Yes	1	Start point	84.0	0%	0%	100%	0%	0%	0%	0%	0%	0%
		Mid-point	86.0	0%	0%	100%	0%	0%	0%	0%	0%	0%
		Finish point	82.0	0%	0%	100%	0%	0%	0%	0%	0%	0%
Unknown	15	Start point	109.6	0%	0%	0%	27%	13%	13%	27%	7%	13%
		Mid-point	109.9	0%	0%	7%	7%	33%	0%	33%	13%	7%
		Finish point	110.3	0%	0%	7%	13%	7%	20%	27%	13%	13%

The table below shows the mean scores with confidence bands for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	-		**100.0**	
All students	16	Start point	108.0	
		Mid-point	108.4	
		Finish point	108.5	
Yes	1	Start point	84.0	
		Mid-point	86.0	
		Finish point	82.0	
Unknown	15	Start point	109.6	
		Mid-point	109.9	
		Finish point	110.3	

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School: Sample School	
Group: Unknown	**No. of students:** 16
Date(s) of start point: 14/01/2018 - 25/01/2018	***NGST* Form(s):** A
Date(s) of mid-point: 14/01/2018 - 20/03/2018	***NGST* Form(s):** B
Date(s) of finish point: 14/01/2018 - 14/05/2018	***NGST* Form(s):** C

Analysis of group scores (by spelling age equivalent band)

The table below shows the distribution of spelling age equivalent bands for the group, for each point of testing.

	No. of students	Test point	Mean age (yrs:mths)	Percentage of students by spelling age equivalent bands								
				6:11 or less	7:00-7:11	8:00-8:11	9:00-9:11	10:00-10:11	11:00-11:11	12:00-12:11	13:00-13:11	14:00+
All students	16	Start point	7:11	13%	19%	31%	19%	6%	6%	0%	0%	6%
		Mid-point	8:01	13%	13%	25%	25%	13%	6%	0%	0%	6%
		Finish point	8:02	13%	13%	25%	13%	31%	0%	0%	0%	6%
Males	8	Start point	7:10	25%	25%	25%	13%	13%	0%	0%	0%	0%
		Mid-point	7:11	13%	25%	25%	13%	13%	13%	0%	0%	0%
		Finish point	8:01	25%	13%	25%	0%	38%	0%	0%	0%	0%
Females	8	Start point	8:01	0%	13%	38%	25%	0%	13%	0%	0%	13%
		Mid-point	8:02	13%	0%	25%	38%	13%	0%	0%	0%	13%
		Finish point	8:04	0%	13%	25%	25%	25%	0%	0%	0%	13%

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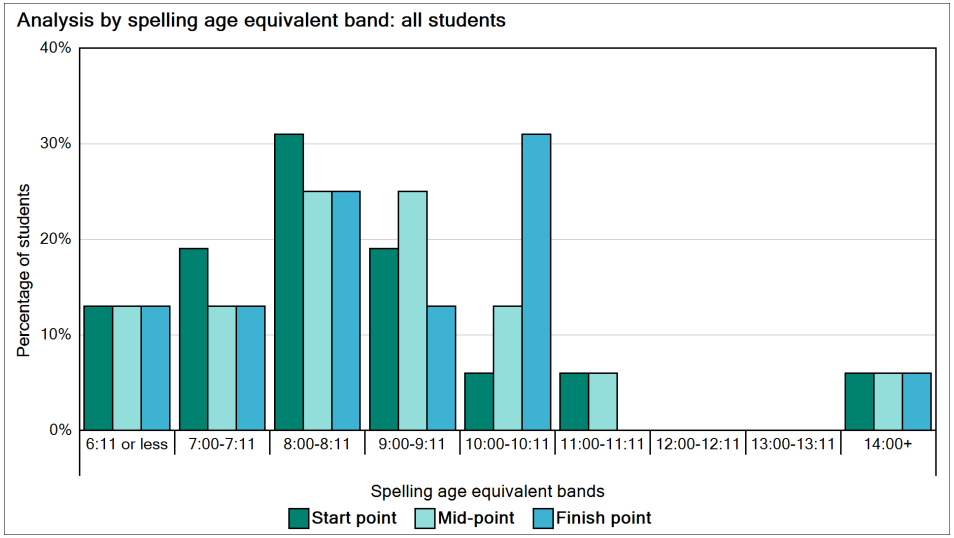

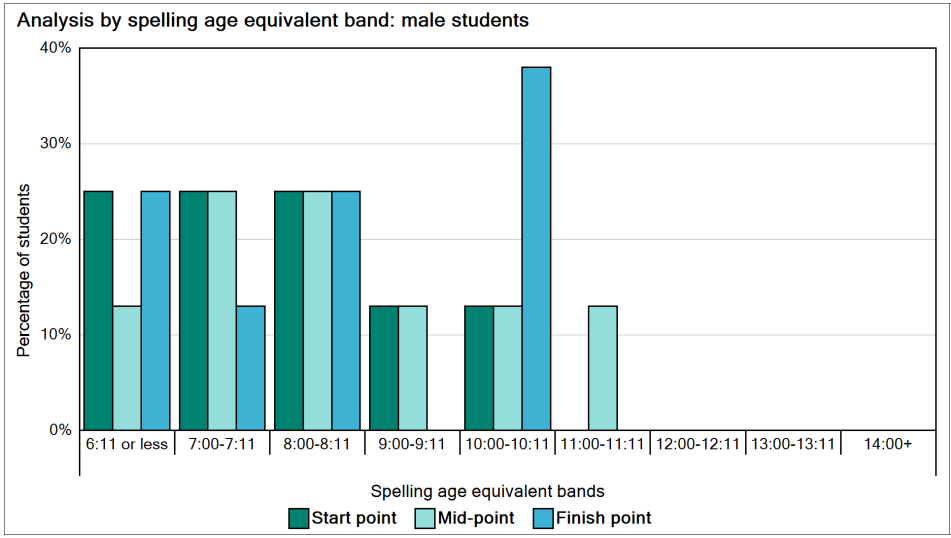

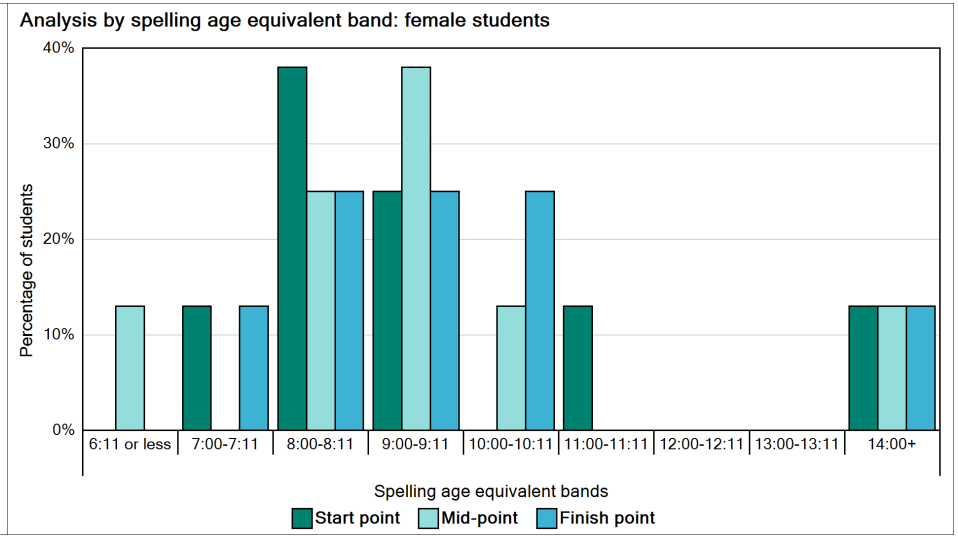

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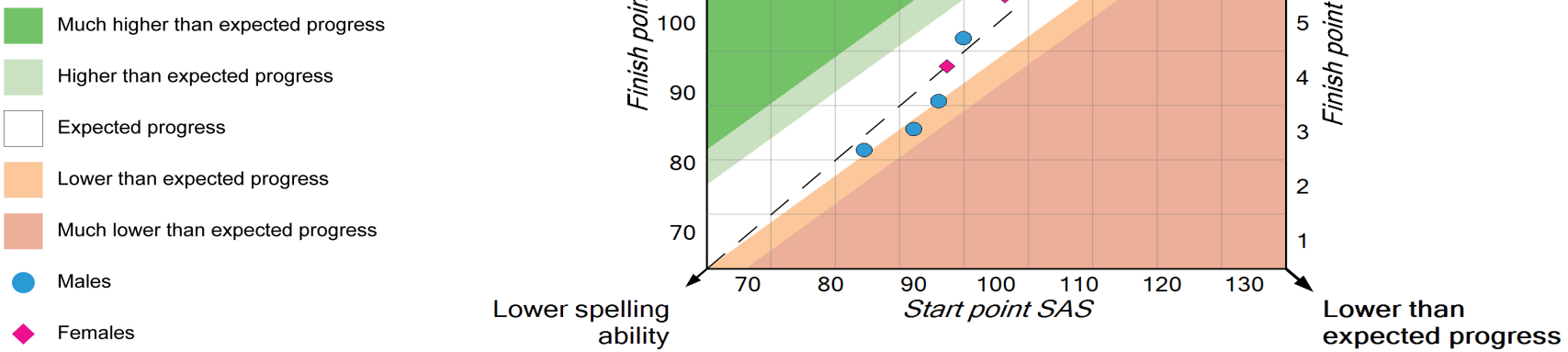
School: Sample School	
Group: Unknown	**No. of students:** 16
Date(s) of start point: 14/01/2018 - 25/01/2018	***NGST* Form(s):** A
Date(s) of mid-point: 14/01/2018 - 20/03/2018	***NGST* Form(s):** B
Date(s) of finish point: 14/01/2018 - 14/05/2018	***NGST* Form(s):** C

Overall progress

The *NGST* SAS scores are shown on the scatter chart for two administration points. The comparison is between the start and finish points.

Students making expected progress are in the white band; students making lower than expected progress are in the light orange band; students making much lower than expected progress are in the dark orange band; students making higher than expected progress are in the light green band; students making much higher than expected progress are in the dark green band.



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The table below shows the number of students in each progress category against the national distribution, between the start and finish points. The second table shows the mean SAS for each point of testing. The mean SAS difference is between the start and finish points.

Progress category	National	Group	
	%	%	No. of students
Much higher than expected progress	10%	0%	0
Higher than expected progress	15%	13%	2
Expected progress	50%	81%	13
Lower than expected progress	15%	6%	1
Much lower than expected progress	10%	0%	0

No. of students	Start point mean SAS	Mid-point mean SAS	Finish point mean SAS	Mean SAS difference
16	108.0	108.4	108.5	+0.5

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School: Sample School	
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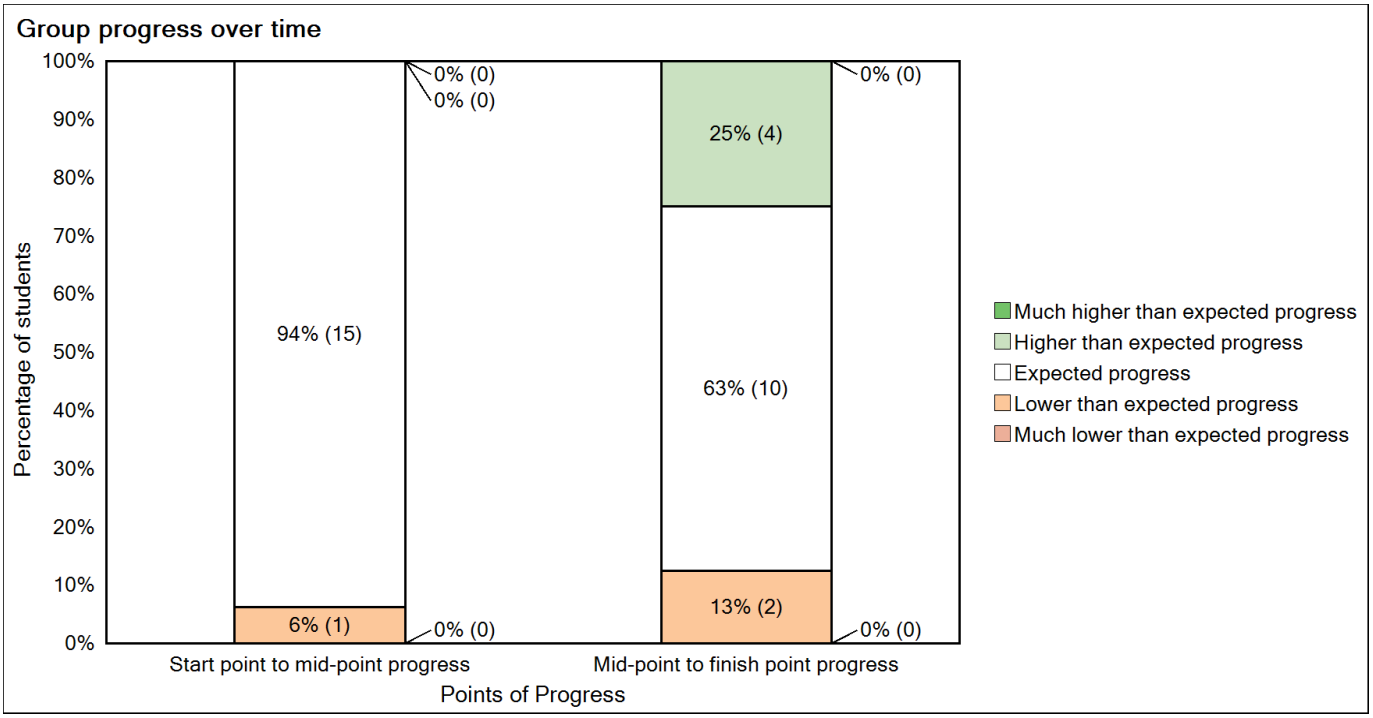
Date(s) of start point: 14/01/2018 - 25/01/2018	***NGST* Form(s):** A
Date(s) of mid-point: 14/01/2018 - 20/03/2018	***NGST* Form(s):** B
Date(s) of finish point: 14/01/2018 - 14/05/2018	***NGST* Form(s):** C

Group progress over time

The chart below shows the distribution across the five categories of progress. The data table shows the same information as the chart.



Progress category	National	Group			
		Start point to mid-point		Mid-point to finish point	
	%	%	No. of students	%	No. of students
Much higher than expected progress	10%	0%	0	0%	0
Higher than expected progress	15%	0%	0	25%	4
Expected progress	50%	94%	15	63%	10
Lower than expected progress	15%	6%	1	13%	2
Much lower than expected progress	10%	0%	0	0%	0

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School: Sample School	
Group: Unknown	**No. of students:** 16
Date(s) of start point: 14/01/2018 - 25/01/2018	***NGST* Form(s):** A
Date(s) of mid-point: 14/01/2018 - 20/03/2018	***NGST* Form(s):** B
Date(s) of finish point: 14/01/2018 - 14/05/2018	***NGST* Form(s):** C

Start point to mid-point progress

- 0 pupils (0%) have achieved much higher than expected progress between their start point and mid-point of testing. The UK percentage of children making much higher than expected progress is 10%.
- 0 pupils (0%) have achieved higher than expected progress between their start point and mid-point of testing. The UK percentage of children making higher than expected progress is 15%.
- 15 pupils (94%) have achieved expected progress between their start point and mid-point of testing. The UK percentage of children making expected progress is 50%.
- 1 pupil (6%) has achieved lower than expected progress between their start point and mid-point of testing. The UK percentage of children making lower than expected progress is 15%.
- 0 pupils (0%) have achieved much lower than expected progress between their start point and mid-point of testing. The UK percentage of children making much lower than expected progress is 10%.

Mid-point to finish point progress

- 0 pupils (0%) have achieved much higher than expected progress between their mid-point and finish point of testing. The UK percentage of children making much higher than expected progress is 10%.
- 4 pupils (25%) have achieved higher than expected progress between their mid-point and finish point of testing. The UK percentage of children making higher than expected progress is 15%.
- 10 pupils (63%) have achieved expected progress between their mid-point and finish point of testing. The UK percentage of children making expected progress is 50%.
- 2 pupils (13%) have achieved lower than expected progress between their mid-point and finish point of testing. The UK percentage of children making lower than expected progress is 15%.
- 0 pupils (0%) have achieved much lower than expected progress between their mid-point and finish point of testing. The UK percentage of children making much lower than expected progress is 10%.

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Date(s) of start point: 14/01/2018 - 25/01/2018	***NGST* Form(s):** A
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Date(s) of finish point: 14/01/2018 - 14/05/2018	***NGST* Form(s):** C

Individual student progress over time

The below table shows standard age scores for each point of testing for each student in the group. The numbers in brackets show gains or losses, with overall progress expressed as plus or minus standard age score points and categorised in line with five categories of progress.

Student name	Start point SAS	Mid-point SAS	Finish point SAS	Overall SAS progress	Overall progress category
Katie Benson	111	112 (+1)	111 (-1)	0	Expected progress
Geraldine Burton	94	92 (-2)	94 (+2)	0	Expected progress
Francis Dean	93	97 (+4)	89 (-8)	-4	Expected progress
Henry Fernando	104	103 (-1)	112 (+9)	+8	Higher than expected progress
Anna Hall	101	99 (-2)	104 (+5)	+3	Expected progress
Tom Jeremy	141	141 (0)	141 (0)	0	Expected progress
Tyler Kirk	132	122 (-10)	129 (+7)	-3	Expected progress
Sage Kennedy	84	86 (+2)	82 (-4)	-2	Expected progress
Mary Lee	114	118 (+4)	113 (-5)	-1	Expected progress
Eric Marvin	113	114 (+1)	113 (-1)	0	Expected progress
Fred Nicholas	117	117 (0)	124 (+7)	+7	Higher than expected progress
Ruari Parsons	90	88 (-2)	85 (-3)	-5	Lower than expected progress
Denny Rider	96	103 (+7)	98 (-5)	+2	Expected progress
Jennifer Tuck	113	117 (+4)	115 (-2)	+2	Expected progress
Zack Underly	123	126 (+3)	119 (-7)	-4	Expected progress
Mercy Williams	102	100 (-2)	107 (+7)	+5	Expected progress

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