Data Report
for the Academic Year 2021-22

Department of Education Services
Ministry of Education
Cayman Islands Government

This Data Report consists of enrolment data for both government and private schools as well as attendance and achievement data for government schools only.

Introduction

The compulsory education system in the Cayman Islands (CI) is comprised of primary and secondary levels divided by year groups and Key Stages (KS) as shown in Table 1. Reception is included in the table as an indication that the reception year is being offered in public schools but is not currently a part of compulsory education. The Education Act (2016) defines Reception as the class into which a child is admitted the year immediately prior to attaining compulsory school age.

Table 1: *The Organisation of the CI Compulsory Education System*

Early Years Provision	Primary Provision						Secondary Provision					
	Key Stage 1		Key Stage 2				Key Stage 3			Key Stage 4		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17

Early Childhood Care and Education (ECCE) provision is largely a function of the private sector with Government providing the oversight and regulatory framework for this sector. ECCE provision is categorised as:

- **ECCE Private Centres:** Centres owned by private individuals/companies who provide care and education services for children younger than compulsory school age;
- **ECCE Settings in Private Schools:** Services/programmes for children under compulsory school age which are attached or affiliated with registered private schools;
- **ECCE Settings in Public Schools:** Services/programmes for children under compulsory school age which are attached or affiliated with Government schools (i.e. Reception or Nursery programmes).

Enrolment Data

The enrolment data outlined as part of this report is sourced from all government and private schools in the Cayman Islands including centres providing early childhood care and education.

Early Childhood Care and Education (ECCE)

Table 2 shows that there were 2005 children enrolled in Early Childhood Care and Education (ECCE) Centres across the Cayman Islands of which 986 (49.2%) were females and 1019 (50.8%) males.

Table 2

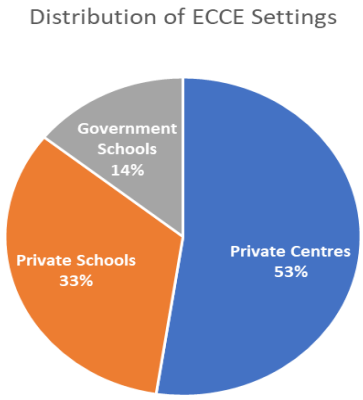
Enrolment by type of ECCE centre and district

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
Number of Centres	**28**	**5**	**4**	**1**	**1**	**4**	**43**
Total Enrolment	**1625**	**143**	**143**	**11**	**8**	**75**	**2005**
Enrolment by setting:							
ECCE private centres	865	78	74	-	-	34	**1051**
ECCE settings in private schools	658	10	-	-	-	-	**668**
ECCE settings in government schools	102	55	69	11	8	41	**286**
Enrolment by Gender							
Girls	813	64	63	5	4	37	**986**
Boys	812	79	80	6	4	38	**1019**

The number of children in early childhood centres increased this year by 13 percentage points (pp) over the 2021 enrolment figures. The increase favoured private centres over government centres: 10.2% increase across private centres and private schools; 2.5% increase across government centres.

Figure 1 shows the percentage distribution across the private and public provision. Indications are that ECCE centres are serviced largely by the private sector; government provides services for a small section of the population.

Figure 1



Primary and Secondary Enrolment

Table 3 details the enrolment figures and staffing ratios for primary and secondary schools as of September 30, 2021. There were 8936 students enrolled in compulsory education relatively evenly distributed by gender: 4410 (49%) female; 4526 (51%) male; this figure does not include students enrolled in special needs education at the Lighthouse School, which stands at 118 students. While the enrolment figures increased by 6pp, the ratio of male to female students remained approximately the same.

Of this total mandatory school age population, 4514 (50.5%) were enrolled in primary education while 4422 (49.5%) were enrolled in secondary education.

Table 3

Enrolment staffing data by school type and district

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
Number of Schools	**15**	**3**	**2**	**2**	**1**	**4**	**27**
Total Enrolment							
Enrolment by school	**6404**	**638**	**644**	**896**	**66**	**288**	**8936**
Primary							
Private schools	2102	99	-	-	-	-	**2201**
Government schools	928	443	613	80	61	123	**2248**
Homeschool	32	11	16	4	2	0	**65**
Secondary							
Private schools	1778	82	-	-	-	-	**1860**
Government schools	1540	-		807	-	162	**2509**
Homeschool	27	3	15	5	3	0	**53**
Enrolment by gender							
Girls	3185	304	303	446	30	142	**4410**
Boys	3219	334	341	450	36	146	**4526**

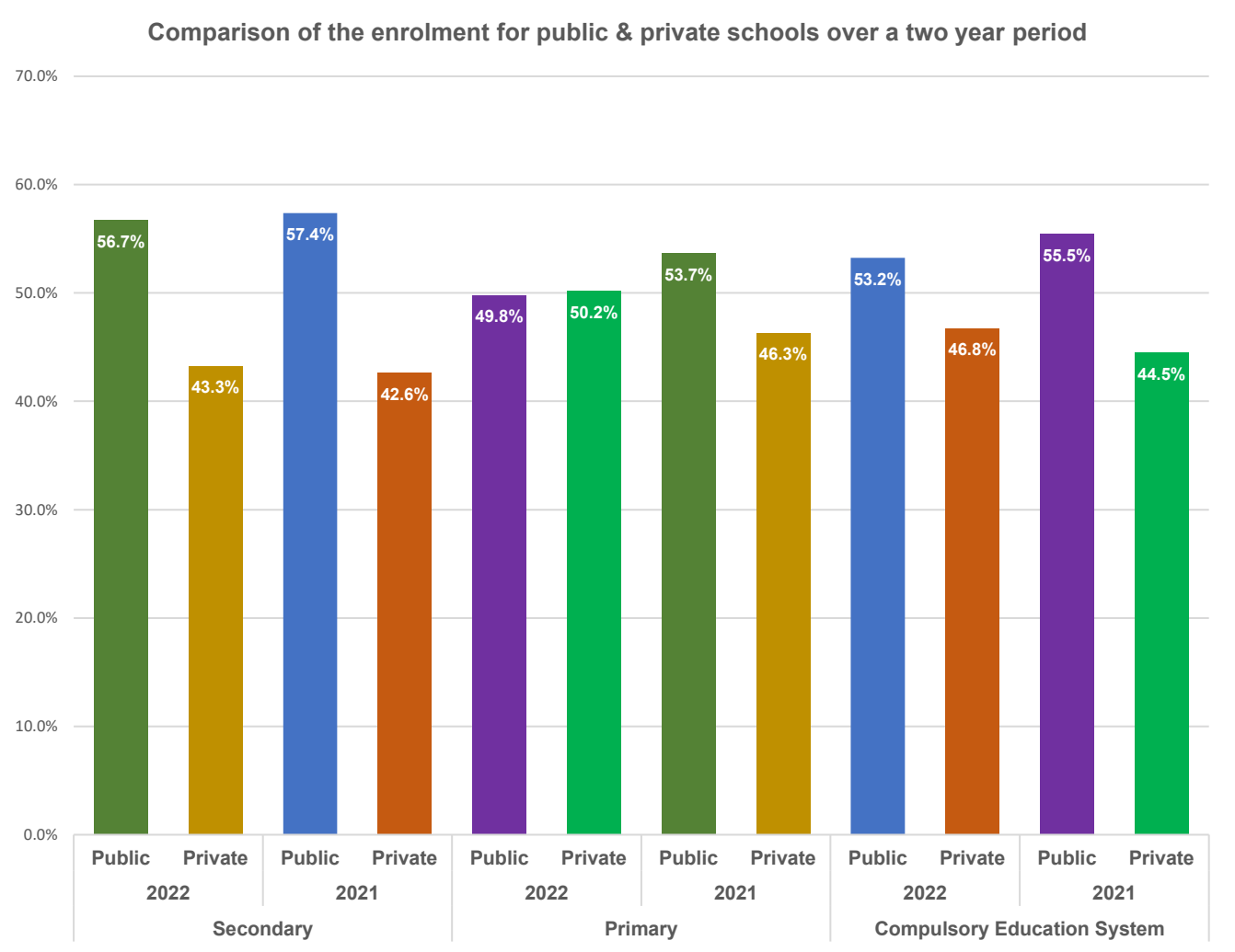
Staffing and student teacher ratios by school type

	Private Schools *(All Years)*	**Gov. Schools Primary**	**Gov. Schools Secondary**	**Homeschool**	**Total** *(Excluding Special Education)*	**Special Education** *(Lighthouse School)*
Students	4061	2248	2509	118	8936	**117**
Teachers	405	191	242		838	**19**
Student Teacher Ratio	10	12	10		11	**6**

At the primary level, 50.2% of the students enrolled were in private education and 49.8% in public education representing a 4pp growth over the 2021 figures in favour of the private sector. At the secondary level, the percentage of the mandatory school age population was 43% and 57% for private and public education respectively (See Figure 2).

Figure 2

Comparison of the enrolment figures for private and public schools over a two-year period



Generally, 45% (3755) of the mandatory school age population attended private schools while 55% (4679) were in public education. This represents an approximate 2.3pp increase in enrolment over the 2021 figures in favour of private education (See Figure 2).

Other details as it relates to student enrolment data by age group are provided in Appendix A.

Attendance Data

Attendance is mandatory for all students of compulsory age legally resident in the Cayman Islands. The Education Law, 2016 (chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://legislation.gov.ky/cms/images/LEGISLATION/PRINCIPAL/2016/2016-0048/EducationAct_Act%2048%20of%202016.pdf) mandates a total of 185 days of formal instruction for schools in the Cayman Islands.

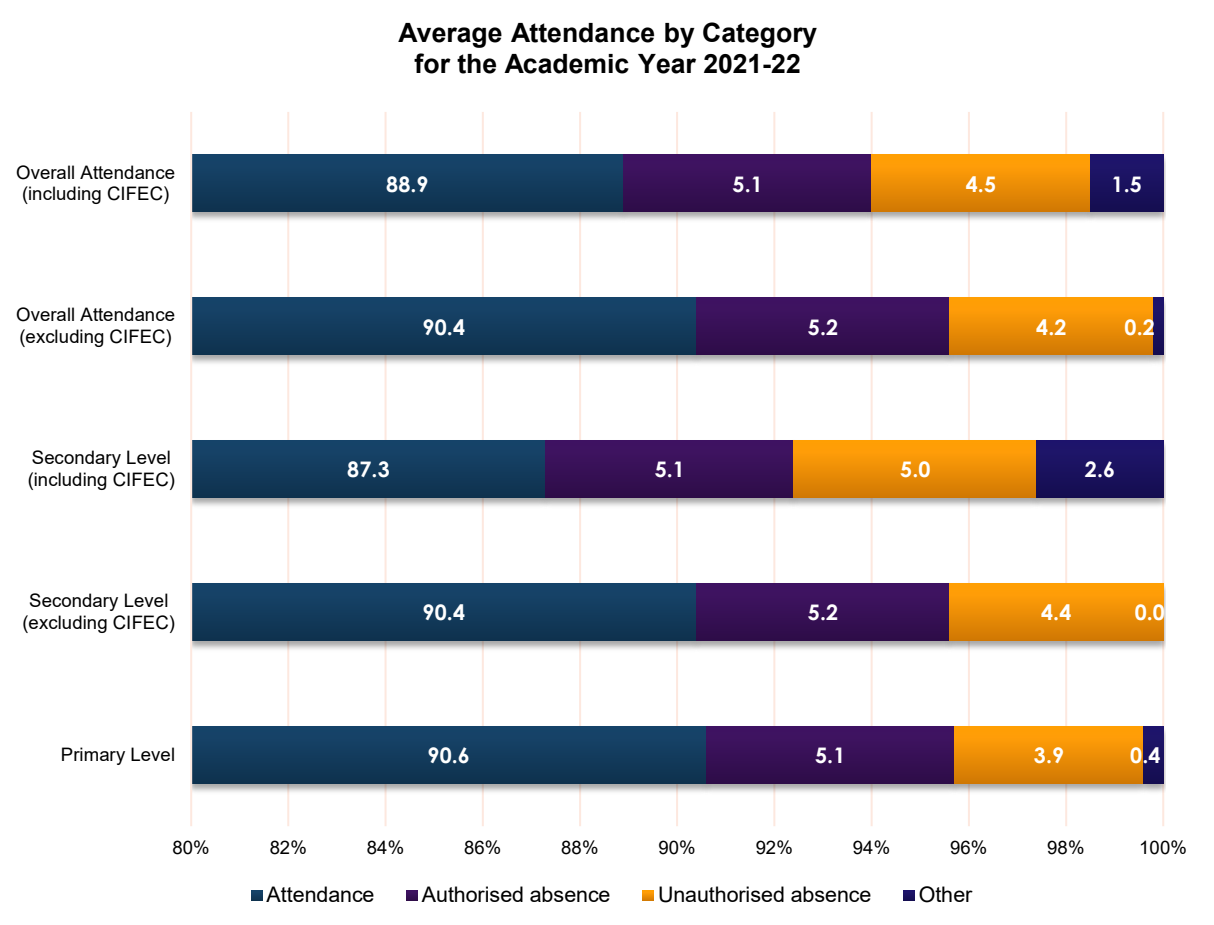
Government Schools are required to take attendance registers twice daily indicating whether students are:

- Present
- Attending an approved educational activity
- Absent: unable to attend school due to exceptional circumstances; absences may be classified as either authorised or unauthorised.

The average attendance for academic year 2021-22 in government schools was approximately 88.9% (See Figure 3). When the Cayman Islands Further Education Centre's (CIFEC) is excluded, the national average increases by approximately 1.5 pp to 90.4%.

Figure 3

Average Attendance for the Academic Year 2021-22 for Government Schools



Detailed analysis of the categories of the various schools shows the following:

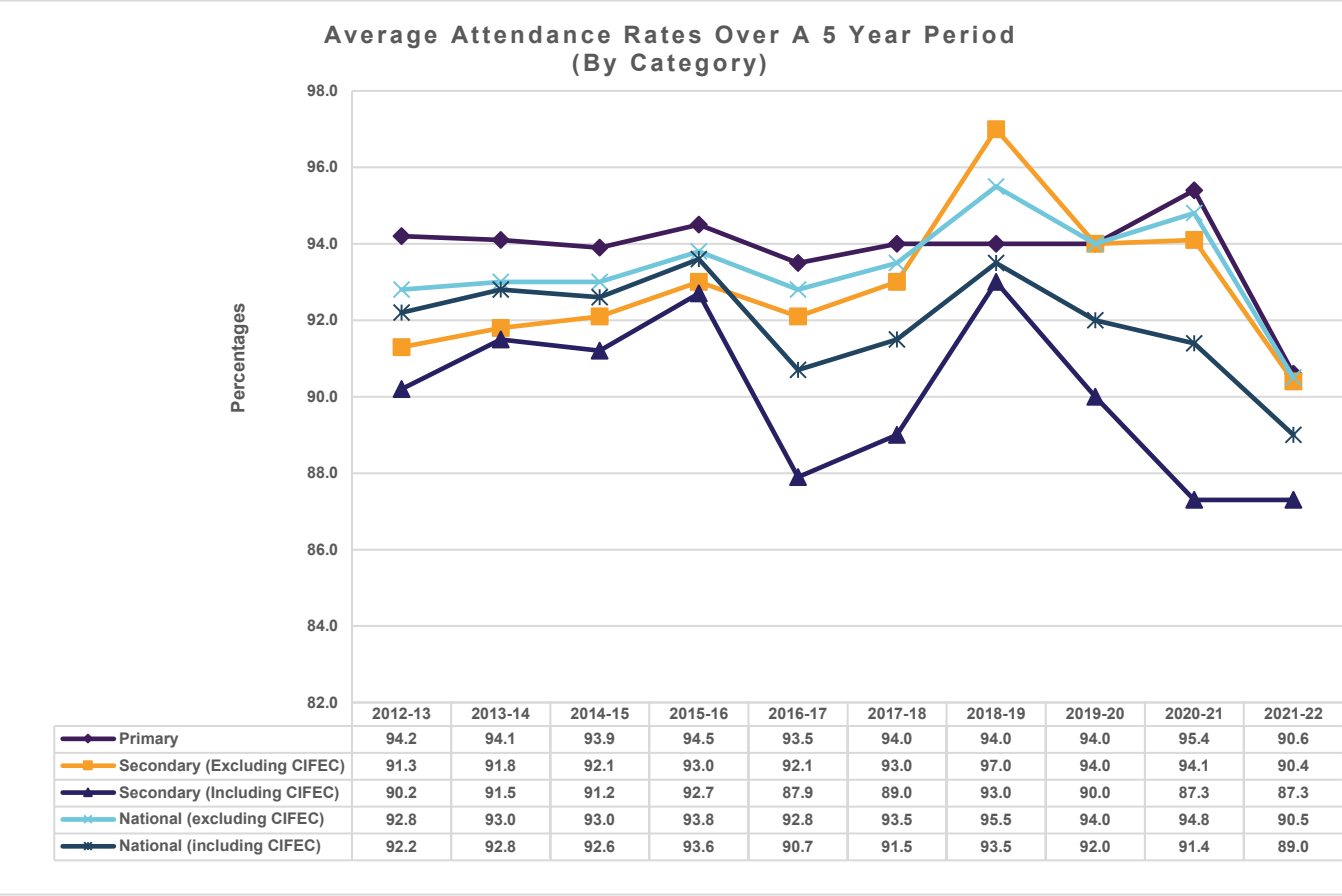
1. At the primary level (including Reception which is not part of compulsory education), the average attendance is 90.6%. This increases marginally to 90.9% when the Reception Year is excluded.

2. At the secondary level, the average attendance is listed as 87.3%. If the attendance of the Cayman Islands Further Education Centre (CIFEC) is excluded from the attendance statistics, the average attendance for secondary schools increases by approximately 3.1pp, to 90.4%

Attendance trends over the ten-year period indicate that attendance at the primary level has remained relatively stable over the period considered (see Figure 4). The average over the period was approximately 93.8%. The graph shows a 3.2 pp reduction from the average and may be attributed to continued impact of the COVID-19 pandemic. It is also noteworthy that these attendance figures also include the Reception year which is not considered part of the compulsory education framework.

Figure 4

Attendance trends over the period 2012-13 to 2021-22) for government schools



	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Primary	94.2	94.1	93.9	94.5	93.5	94.0	94.0	94.0	95.4	90.6
Secondary (Excluding CIFEC)	91.3	91.8	92.1	93.0	92.1	93.0	97.0	94.0	94.1	90.4
Secondary (Including CIFEC)	90.2	91.5	91.2	92.7	87.9	89.0	93.0	90.0	87.3	87.3
National (excluding CIFEC)	92.8	93.0	93.0	93.8	92.8	93.5	95.5	94.0	94.8	90.5
National (including CIFEC)	92.2	92.8	92.6	93.6	90.7	91.5	93.5	92.0	91.4	89.0

At the secondary level, not including CIFEC, the attendance graph shows a slightly positive trend averaging 92.9% for the period considered. This very modest general improvement is also evident in the national attendance metrics when CIFEC is excluded.

Raising overall attendance standards is linked to improvements in the attendance monitoring and consistency of recording. Given that attendance is closely linked to students' attainment, the ongoing work of targeting truancy and absenteeism will continue to be prioritised. This work targets the strengthening of efforts to assess and identify risks associated with student disengagement and the development of appropriate strategies to effectively address these risks.

Further analyses of attendance data by schools are provided in Appendix B.

Attainment Data

For the purposes of this report, attainment and progress are discussed in terms of the defined national expectations at the end of Key Stage 2 (Year 6) and Key Stage 4 (Years 11 and 12).

End of Key Stage 2 (Year 6)

The CI Government adopted, adapted and implemented the 2014 UK Curriculum in all public primary schools in August 2019. The assessment model for this new curriculum defines attainment in terms of a scaled score ranging from 80 to 120. A scaled score of 100 or more, indicates that the student has met the expected standard in the test.

A **scaled score** is a best practice representation linked to a raw score - the total number of correct responses provided by a candidate in a test. While tests are developed to the same specification each year, the use of a scale score accounts for the potential differences in difficulty across test forms and facilitates accurate comparisons of performance over time.

Students are tested in the areas of English reading, English grammar, punctuation and spelling, and in mathematics. To be awarded a scaled score, students must take each test paper for the subject. The results obtained are reported to schools as:

- a raw score
- a scaled score (except where students have too few marks to be awarded the lowest scaled score – 3 or lower)
- either 'NS' (expected standard not achieved) or 'AS' (expected standard achieved)

Writing is assessed using teacher judgements and is based on a range of classroom evidence (analysis of children's work in books, results of class tests/published tests, on-going focused marking, notes of students' observations, etc.). These judgments are a critical part of assessing progress and achievement, and bear fidelity to the teacher assessment frameworks.

Teacher Judgements are externally moderated and quality assured using trained Moderators with a thorough knowledge and understanding of the assessment frameworks and a proven track record of recognising the expected standard and making accurate judgements about the quality of writing.

The expected attainment standard is considered the minimum requirement to independently and successfully navigate the primary and secondary education provision.

KS2 Performance Data

The KS2 Standard Assessment Tests were administered in May 2022. This is the first time that these tests were administered since the introduction of the new National Curriculum in August 2019.

An analysis of the results is shown in Figure 5. Results indicate that:

58% of the cohort achieved the expected standard in grammar, punctuation and spelling (GAPS)

42% of the cohort achieved the expected standard in reading

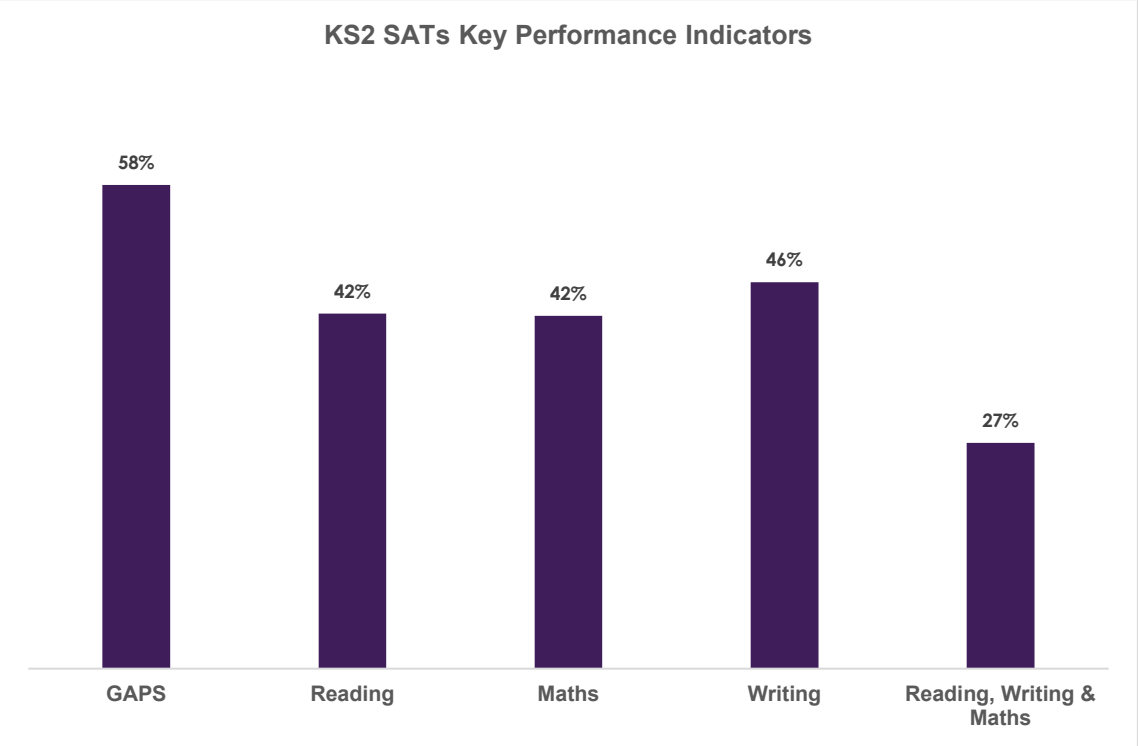
42% of the cohort achieved the expected standard in mathematics

46% of the cohort achieved the expected standard in writing (Teacher assessed and externally moderated)

27% of the cohort achieved the expected standard in reading, writing and mathematics

Figure 5

Year 6 Attainment: Based on end of year school-based attainment tests

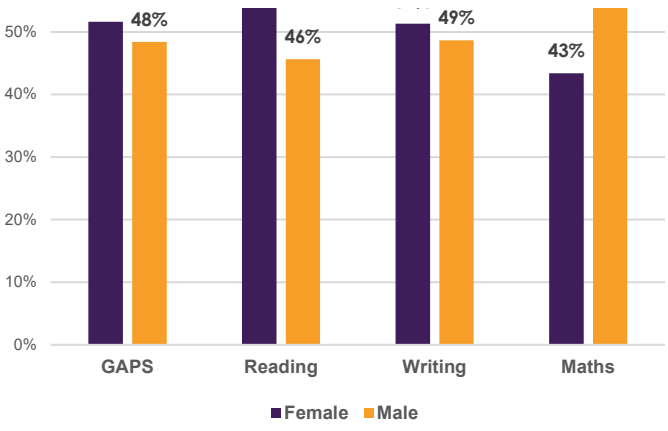


The percentage of the cohort meeting the expected standard is inclusive of the percentage which exceeded the expected standard:14% in GAPS; 5% in writing; 8% in mathematics. Only 1% of the cohort exceeded the standard in reading.

Figure 6 shows a comparison between the performance for the girls and boys. Figures indicate that the girls outperformed the boys in English by on average 5pp. This situation is reversed in mathematics showing the boys outperforming the girls by 14pp.

Figure 6

Year 6 performance indicators by gender



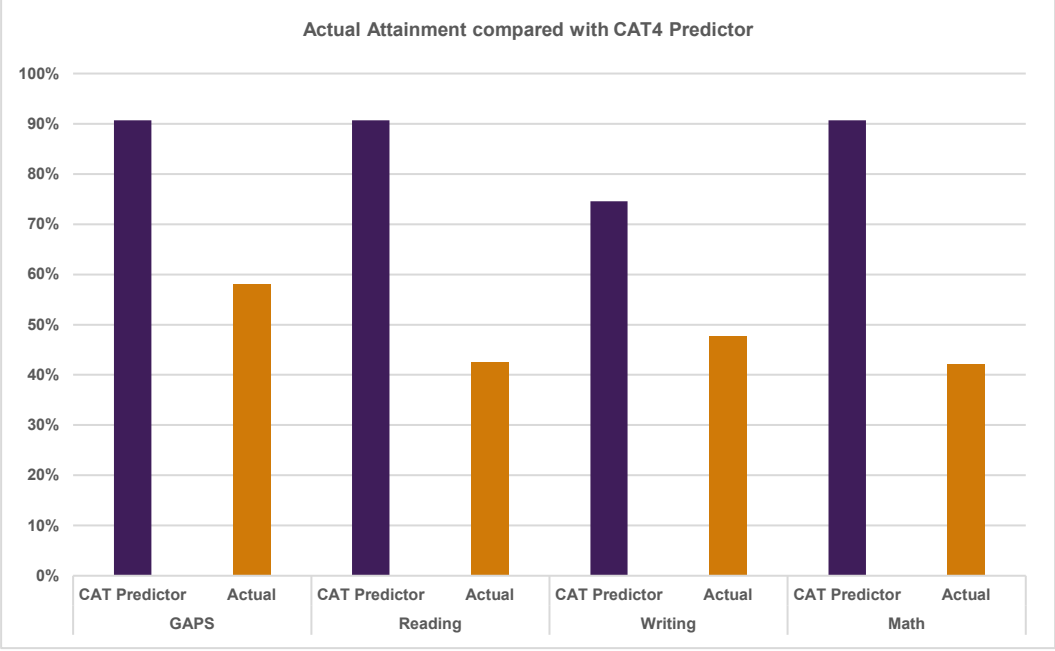
The Cognitive Abilities Test Fourth Edition (CAT4): CAT4 is a suite of tests which assesses a student's reasoning (thinking) abilities in the key areas that support educational development and academic attainment. CAT4 comprises the following sections or batteries: Reasoning Battery – thinking with words; Quantitative (or Numerical) Reasoning Battery – thinking with numbers; Non-verbal Reasoning Battery – thinking with shapes; Spatial Ability Battery – thinking with shape and space.

CAT4 is also used as a valuable screening tool to identify a pupil's strengths, weaknesses and learning preferences. It aids in the development of challenging but realistic targets. Variations between the potential measured by CAT4 and actual outcomes can form the basis for further investigation of potential barriers to learning.

When compared against the CAT4 predictors for this cohort, the data suggests that students are significantly below their CAT predictors in all areas under consideration, reading and mathematics show the highest variance of 48pp and 49 pp respectively (See Figure 7).

Figure 7

Year 6 Attainment: Based on end of year school-based attainment tests



Further analysis of the KS2 results by school are detailed in Appendix C and D.

Key Stage 4 (KS4) Performance Indicators

This report will reflect and describe the performance of the current cohort as per national requirements. A summary of students' cumulative attainment in the following Level 1 (L1) or Level 2 (L2) qualifications is reported in this document:

- Caribbean Secondary Certificate of Education (CSEC)
- General Certificate of Secondary Education (GCSE)
- International General Certificate of Secondary Education (iGCSE)
- Business and Technical Education Council (BTEC) awards
- Institute of the Motor Industry (IMI) awards
- Award Scheme Accreditation and Development Network (ASDAN) awards
- City & Guilds certificates

Generally, qualifications achieved by students are defined in terms of a difficulty level. The established convention for interpreting the level of the qualification is: the higher the level, the more difficult the qualification. The levels are based on the standards of knowledge, skill and competences needed for each qualification.

Specifics regarding the delineation of qualifications accepted in the Cayman Islands are listed in the Cayman Islands' National Qualification Framework (CINQF) (See Appendix E). Students at KS4 are expected to pursue Level 2 qualifications. The national expectation is that students will achieve a minimum of five Level 2 qualifications including English and mathematics by the end of KS4.

Year 11

The key performance indicators for the 2022 Year 11 cohort are shown in Figure 8. The highlights for the cohort are:

66.1% achieved a L2 qualification in English Language

39.7% achieved a L2 qualification in mathematics.

66.3% achieved a L2 qualification in science.

37.5% achieved the national expected standard.

32.9% exceeded the national expected standard (7 or more subjects at L2 including English and mathematics).

Of the 155 students achieving the expected standard, 136 (87.7%) exceeded the standard, thus achieving the distinction of being classified as 'honours' students.

This is a critically important metric; it supports the view that the schools are achieving significant success at optimizing performance for the more able students.

The ratio of students in this category has remained relatively stable over the past three years. However, a 13pp growth was realised over 2017 figures.

Figure 8

Year 11 Key performance indicators (2022)

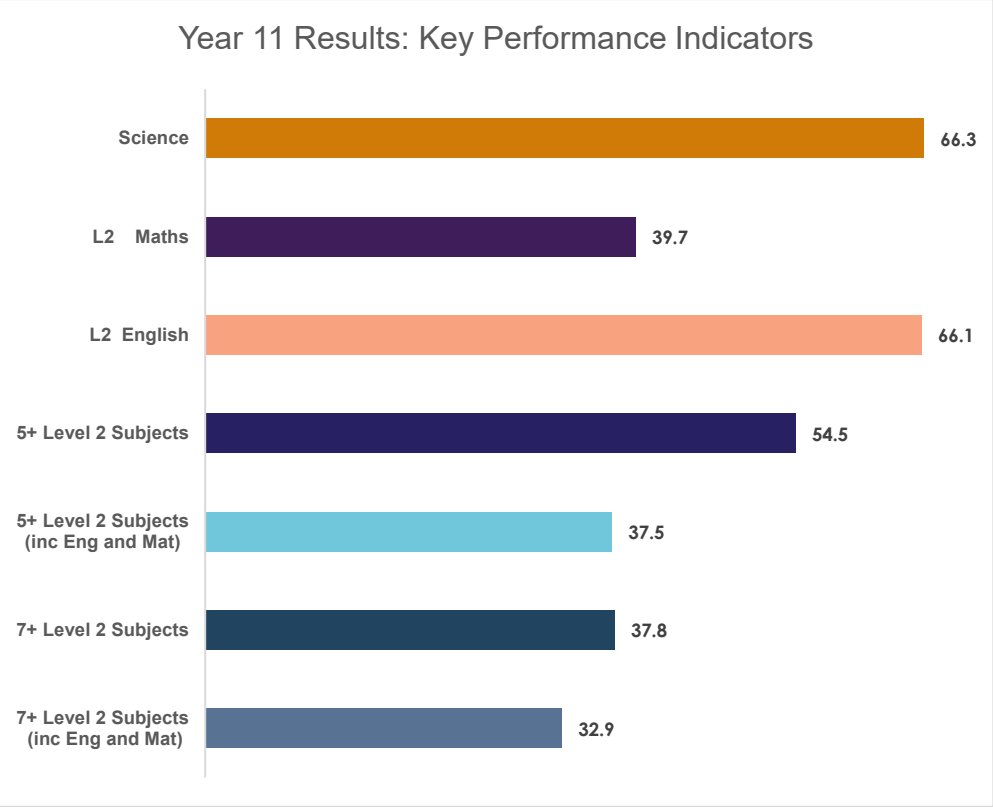
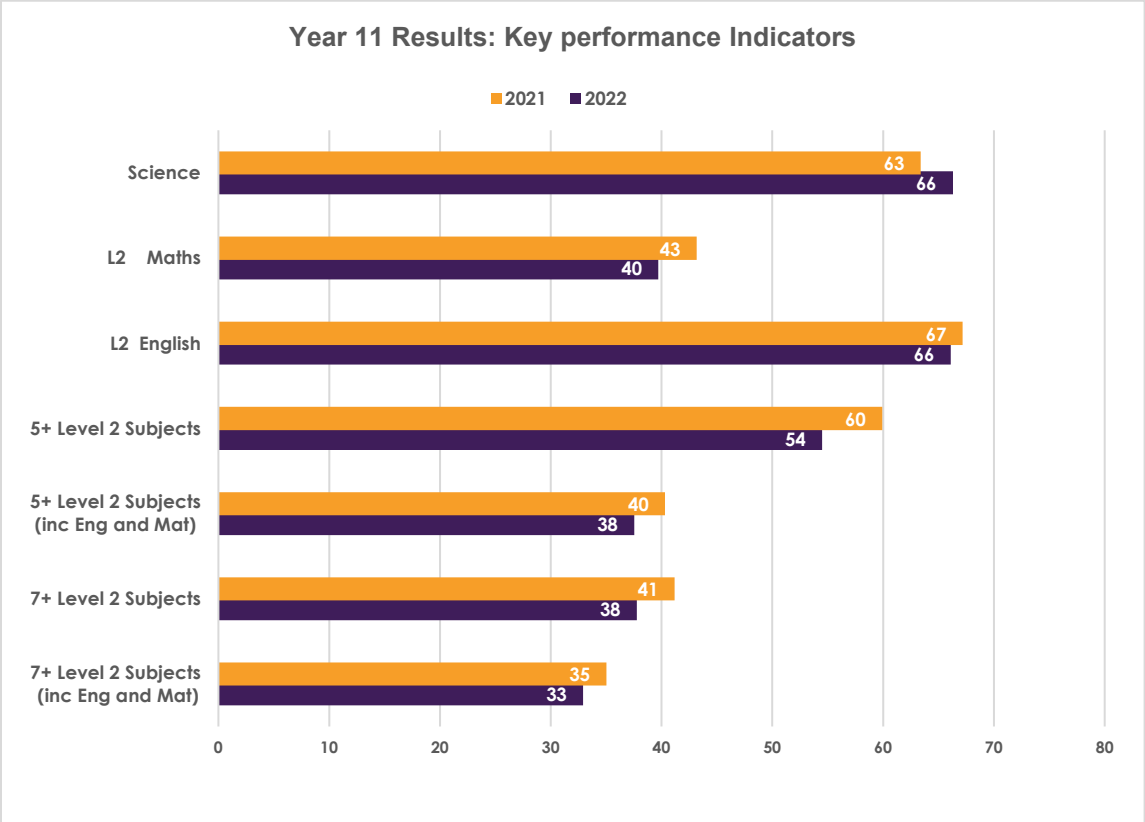


Figure 9 further compares the 2022 performance indicators with those obtained in 2021. Indications are that except for single science, all other key performance indicators show a decline over the 2021 figures by on average 3pp. On the other hand, science figures increased marginally by 2.9pp over the 2021 figures.

Figure 9

Comparison of 2021 and 2022 Year 11 key performance indicators



Year 11 General Performance Trends

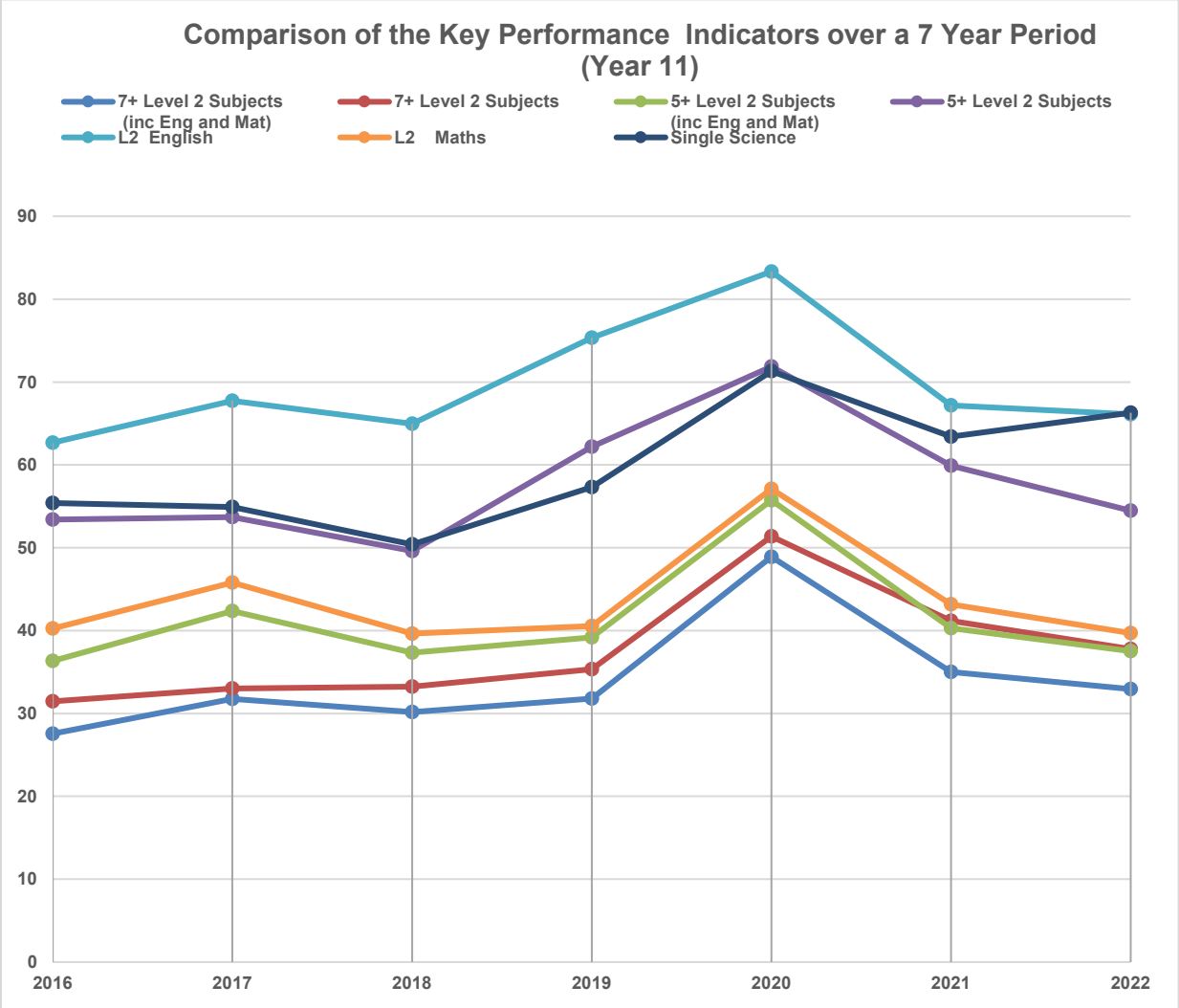
Figure 10 summarises the performance trends in the key areas over a seven-year period. Performance trends indicate that aside from the 2020 and 2021 assessment periods, the trendline for most performance indicators have remained relatively flat over time (See Appendix F). However, a marginal growth trend is still evident for the period considered across all indicators.

The chart also illustrates that attainment achieved in English continues to significantly outpace the attainment of mathematics by on average 26.4pp over the period considered. It is also evident that a direct correlation exists between the national expectation (five or more subjects including English and mathematics) and achievement in mathematics. This suggests that success in raising the number of students achieving the national standard is tied to the ability of school to raise achievement standards in mathematics.

The percentage of students achieving a science subject has grown significantly over time. While the 2021 and 2022 figures show a decrease over the 2020 figures, the resultant trajectory remains positive. This indicates that strategies supporting system wide improvement in science are showing signs of making significant impact and by extension adding value to the system.

Figure 10

Year 11 Key performance indicators (2022)



Student Characteristics

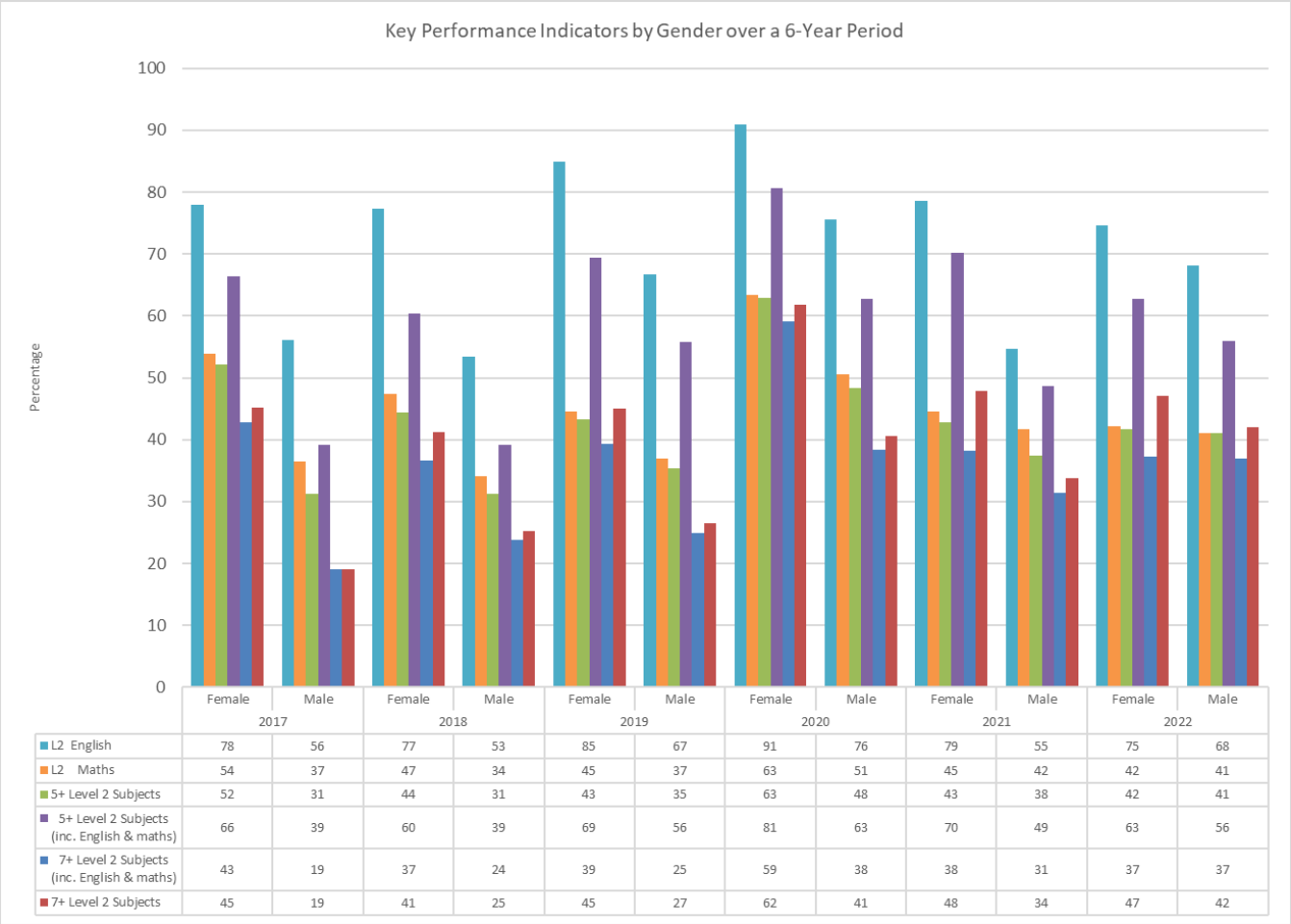
1. Gender

There were 413 students in this cohort of which 228 (55.2%) were boys and 185 (44.8%) were girls. Appendix G shows the relative performance comparisons by school and gender.

In addition, Figure 11 compares the performances of boys and girls relative to their respective cohorts across six key performance measures. The chart reveals that in general, there are significant performance differences between the boys and girls across all the indicators considered. English accounts for the largest average performance difference to the tune of 19.8 pp. The average difference for mathematics is approximately 9.7pp and 11.5pp for the national expected standard.

Figure 11

Year 11 Key performance indicators by gender (2022)



	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	2017		2018		2019		2020		2021		2022	
L2 English	78	56	77	53	85	67	91	76	79	55	75	68
L2 Maths	54	37	47	34	45	37	63	51	45	42	42	41
5+ Level 2 Subjects	52	31	44	31	43	35	63	48	43	38	42	41
5+ Level 2 Subjects (inc. English & maths)	66	39	60	39	69	56	81	63	70	49	63	56
7+ Level 2 Subjects (inc. English & maths)	43	19	37	24	39	25	59	38	38	31	37	37
7+ Level 2 Subjects	45	19	41	25	45	27	62	41	48	34	47	42

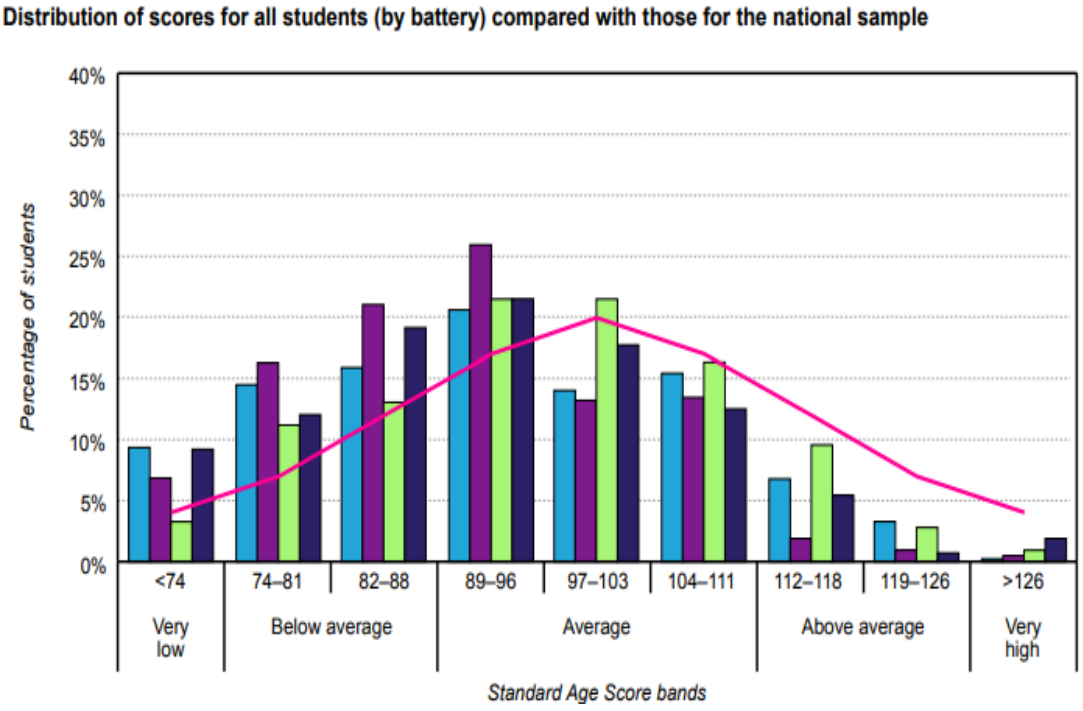
2. Prior Attainment

Performance on the Cognitive Abilities Tests (CAT4) is used within our system to provide further clarity surrounding overall achievement when interpreting examination results.

The population distribution for the CAT4 test is a 'normal' bell curve with a mean score of 100. The distribution for the 2022 Year 11 cohort is right skewed, mean score 91 (See Figure 12).

Figure 12

Prior Attainment: Distribution for scores obtained in CAT4 test



The Year 11 cohort was divided into attainment groups based on the mean CAT4 score achieved on the test. Students' attainment was grouped and analysed based on the attainment categories defined Table 4.

Table 4

Prior Attainment: Students grouping by the Mean Score obtained in the CAT4 test

Group	CAT4 Mean Score	No. of Students	% of Cohort
High Attainment	Greater 105	51	12%
Average Attainment	From 95 – 105	126	31%
Low Attainment	Below 95	227	55%
No CAT 4 Score	Students who did not take the test	9	2%
Cohort Total		413	100%

The characterisations of the CAT 4 test results defined in Table 4 support the expectation that at least 43% of the cohort will attain acceptable grades in the core subject areas – English, mathematics and single science.

The actual examination results exceeded predictions in English and science by approximately 23pp and 24pp respectively. Math fell below expectations by 4pp. Table 5 also shows that following metrics:

High Category. 98% in this category achieved acceptable grades in English, 82% in mathematics, and 98% in science.

Average Category. 87% of the students in this category achieved acceptable grades in English, 65% in mathematics, and 87% in science.

Low Category. 48% of the students in this category achieved acceptable grades in English, 16% in mathematics, and 48% in science.

No CAT4 Score. 56% in this category achieved acceptable grades in English, 33% in mathematics, and 78% in science.

These figures suggest that the students in the high and average categories are performing largely as per expectations in English and science and to a lesser extent, mathematics. That is, strategies employed to drive performance in these areas are reaping good success.

Table 5

Comparison of Cognitive Ability Indicators and Actual Performance English, mathematics and science

CAT 4 Ability Groupings	No Grade	6 (F/G)	5 (E)	4 (D)	3 (C)	2 (B)	1 (A/A*)	Acceptable Grade	Cohort Totals	Acceptable Grade (%)
English										
High CAT 4 Score (Above 105)	1				5	19	26	**50(51)**	**51**	**98%**
Average CAT 4 Score (95-105)	3		2	12	25	48	36	**109(126)**	**126**	**87%**
Low CAT 4 Score (Below 95)	22	1	34	61	55	52	2	**109(227)**	**227**	**48%**
No CAT 4 Score	0		2	2	2	3		**5(9)**	**9**	**56%**
Total (per grade category)	**26**	**1**	**38**	**75**	**87**	**122**	**64**	**273(413)**	**413**	**66%**
Percentage (by grade category)	**6.3%**	**0.2%**	**9.2%**	**18.2%**	**21.1%**	**29.5%**	**15.5%**			
Mathematics										
High CAT 4 Score (Above 105)	1	7	1		6	19	17	**42(51)**	**51**	**82%**
Average CAT 4 Score (95-105)	7	28	9		43	34	5	**82(126)**	**126**	**65%**
Low CAT 4 Score (Below 95)	46	84	60	1	29	7		**36(227)**	**227**	**16%**
No CAT 4 Score	1	2	3		2		1	**3(9)**	**9**	**33%**
Total (per grade category)	**55**	**121**	**73**	**1**	**80**	**60**	**23**	**163(413)**	**413**	**39%**
Percentage (by grade category)	**13.3%**	**29.3%**	**17.7%**	**0.2%**	**19.4%**	**14.5%**	**5.6%**			
Science										
High CAT 4 Score (Above 105)				1	10	15	25	**50(51)**	**51**	**98%**
Average CAT 4 Score (95-105)	5		1	10	45	41	24	**110(126)**	**126**	**87%**
Low CAT 4 Score (Below 95)	22	4	37	54	61	37	12	**110(227)**	**227**	**48%**
No CAT 4 Score			1	1	4	3		**7(9)**	**9**	**78%**
Total (per grade category)	**27**	**4**	**39**	**66**	**120**	**96**	**61**	**277(413)**	**413**	**67%**
Percentage (by grade category)	**6.5%**	**1.0%**	**9.4%**	**16.0%**	**29.1%**	**23.2%**	**14.8%**			

The development and deployment of strategies aimed at identifying and addressing performance gaps particularly for students in the low CAT score group are on-going and are showing evidence of success. Given that this category represents a significant proportion of the cohort, improvement in the performance outcomes in this category will continue to drive the improvement in performance across the system.

3. Added Value Metric

The scatter plots shown in Figures 13, 14 and 15 compare the value-added relative to the CAT4 mean obtained by students, for the core subjects English, mathematics, and science. The term 'value-added' speaks to the progress made by students relative to their starting points; this approach is considered a fairer method of assessing students' progress in contrast to relying solely on their exam performance.

Figure 13

Student Progress: Year 11 Value Added Indicators by Subject – English

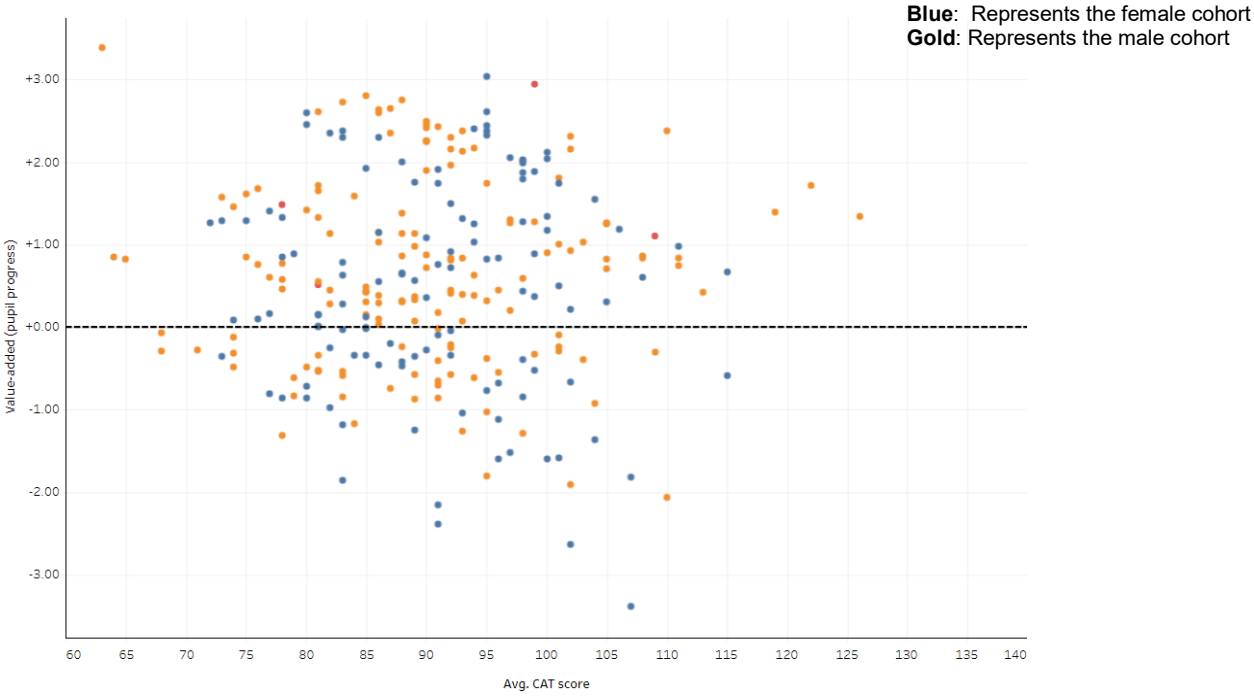


Figure 14

Student Progress: Year 11 Value Added Indicators by Subject – mathematics

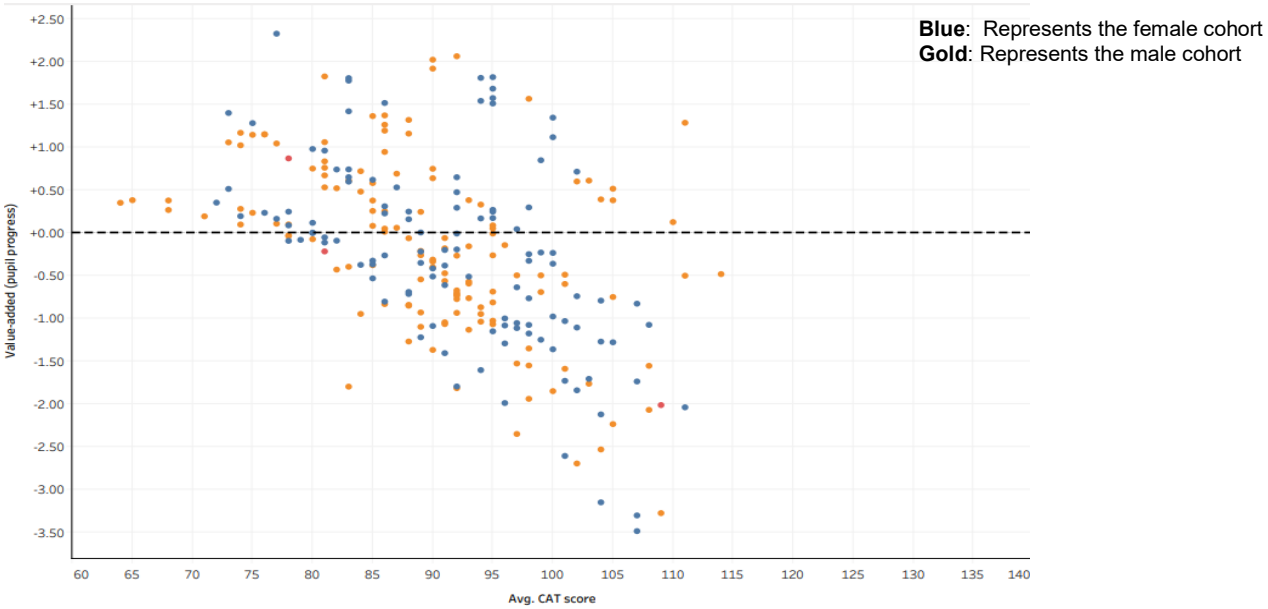
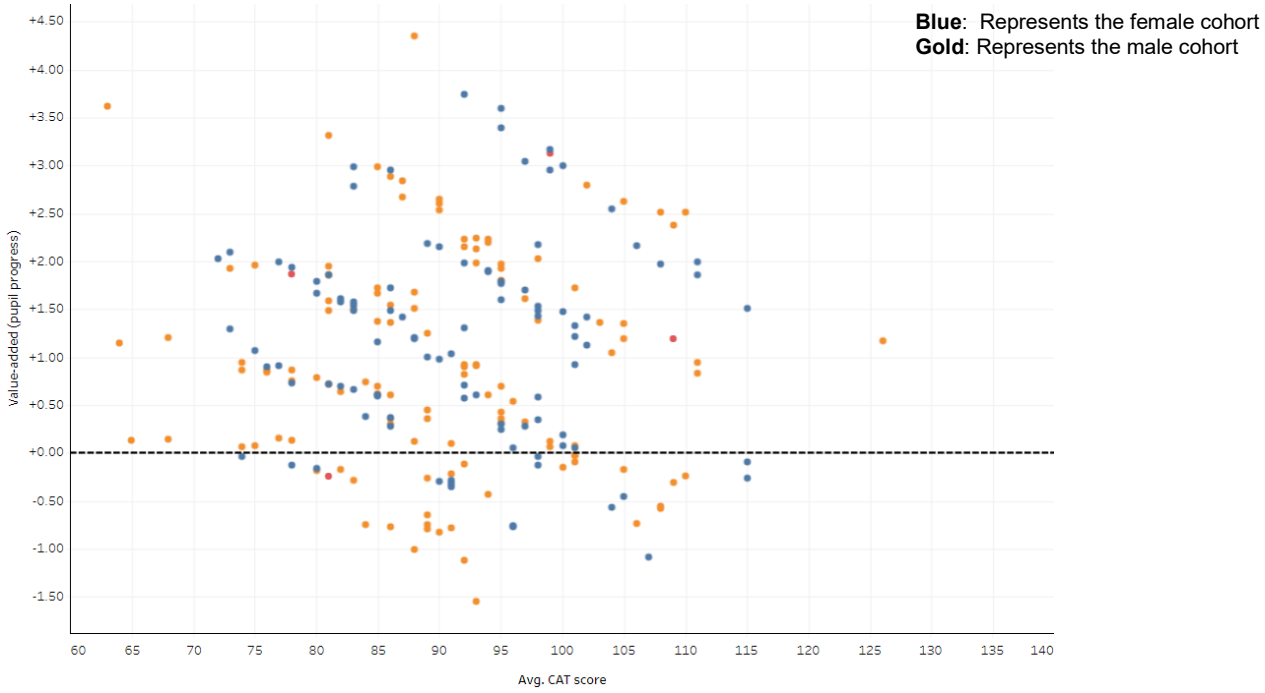


Figure 15

Student Progress: Year 11 Value Added Indicators by Subject – Science



The results displayed in these charts for metrics defined imply that schools are able to add significant value to the system by progressing lesser able students to achieve acceptable grades particularly in

English and science. On average, the value-added point score for English is 1.06, (approximately 1 grade point added above expectations), and 1.06 for science (approximately 1 grade point added). The impact for mathematics is not as significant but still reflects a positive influence on overall outcomes to the tune of 0.2 (less than half a grade point).

Additional Learning Needs

Students with additional needs are characterised according to the array of intervention strategies employed to support their continued development.

Teacher Action (TA) - Early Screening and Progress Monitoring: This Differentiated Instruction Plan will usually be developed by the classroom teacher.

School Action (SA) - School-Based Support Team (SBST) Individual Intervention Plans: P2 is similar to P1 but includes changes in measurable targets, development of alternative strategies, and an increased intensity and frequency of interventions.

School Action Plus (SA+) - Special Educational Needs and Disabilities (SEND) Eligibility and Individual Education Plans.

English as Second Language (ESL): describes non-native speakers of the English language.

Table 7 details the number of students and relative proportions of students receiving acceptable grades in each of these categories. For example, approximately 17% (70) of the Year 11 cohort was categorised as requiring SEND type provision. 30% of these students achieved an acceptable grade in English, 16% in mathematics and 30% in science.

It is noteworthy that schools are empowered to employ an array of intervention strategies designed to support the continued development and success of these students. While the specific SEND need and provision is beyond the scope of this report, results do indicate a measure of success of these intervention programmes.

Table 6

Year 11 Key performance indicators by gender (2021)

Categories	No Grade	VI(F/G)	V(E)	IV(D)	III (C)	II (B)	I (A/A*)	Total	Acceptable grade (by Category)
English									
ESL	0		1	1	1			**1(3)**	**33%**
SA	2		4	3	2	2		**4(13)**	**31%**
SA+	10		21	18	11	9	1	**21(70)**	**30%**
TA	0	1	3	9	6	7		**13(26)**	**50%**
NO SEND Need	14		9	44	67	104	63	**234(301)**	**78%**
Total	**26**	**1**	**38**	**75**	**87**	**122**	**64**	**273(413)**	**66%**
	6%	**0%**	**9%**	**18%**	**21%**	**30%**	**15%**		
Mathematics									
ESL	1		1	1				**0(3)**	**0%**
SA	7	1		3	1	1		**2(13)**	**15%**
SA+	19		27	13	6	5		**11(70)**	**16%**
TA	5		4	12	3	2		**5(26)**	**19%**
NO SEND Need	23		41	92	70	52	23	**145(301)**	**48%**
Grand Total	**55**	**1**	**73**	**121**	**80**	**60**	**23**	**163(413)**	**39%**
	13%	**0%**	**18%**	**29%**	**19%**	**15%**	**6%**	**100%**	
Science									
ESL	1		1		1			**1(3)**	**33%**
SA	2	1	3	3	1	2	1	**4(13)**	**31%**
SA+	14	1	18	16	12	8	1	**21(70)**	**30%**
TA	2		4	10	5	5		**10(26)**	**38%**
NO SEND Need	14	2	13	37	101	81	53	**235(301)**	**78%**
Grand Total	**33**	**4**	**39**	**66**	**120**	**96**	**55**	**271(413)**	**66%**
	8%	**1%**	**9%**	**16%**	**29%**	**23%**	**13%**	**100%**	

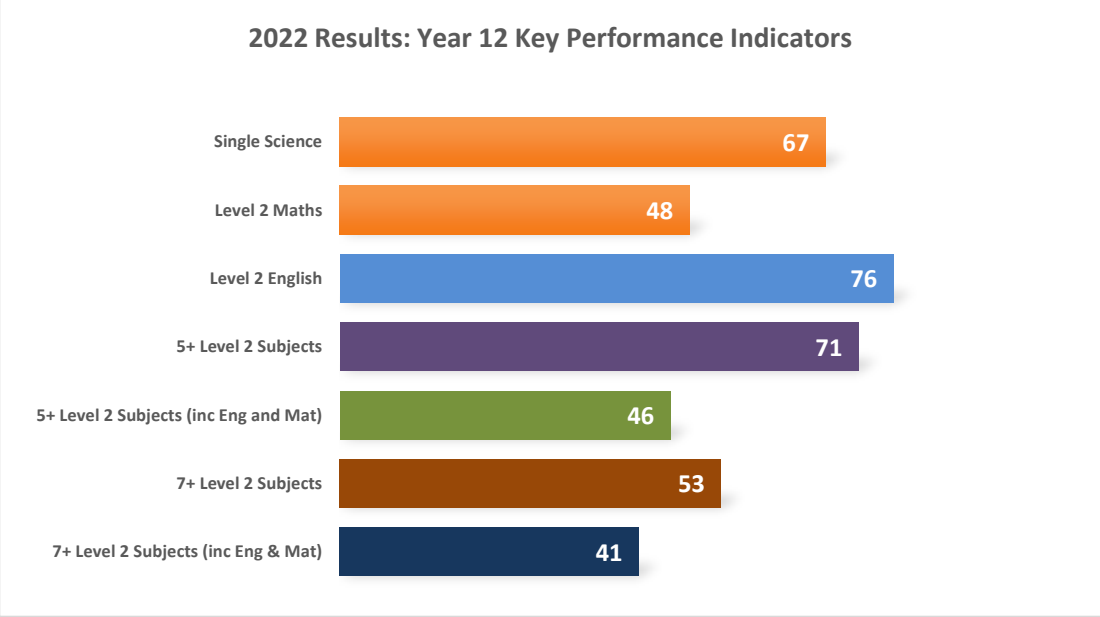
Other specific indicators and findings regarding the cumulative attainment and data analytics for the 2022 Year 11 cohort are provided in Appendix H.

Year 12: Performance Metrics

The highlights and relationships among the cumulative national key performance indicators for the Year 12 cohort are depicted in Figure 16.

Figure 16

Year 12 Cumulative Results: Key Performance Indicators

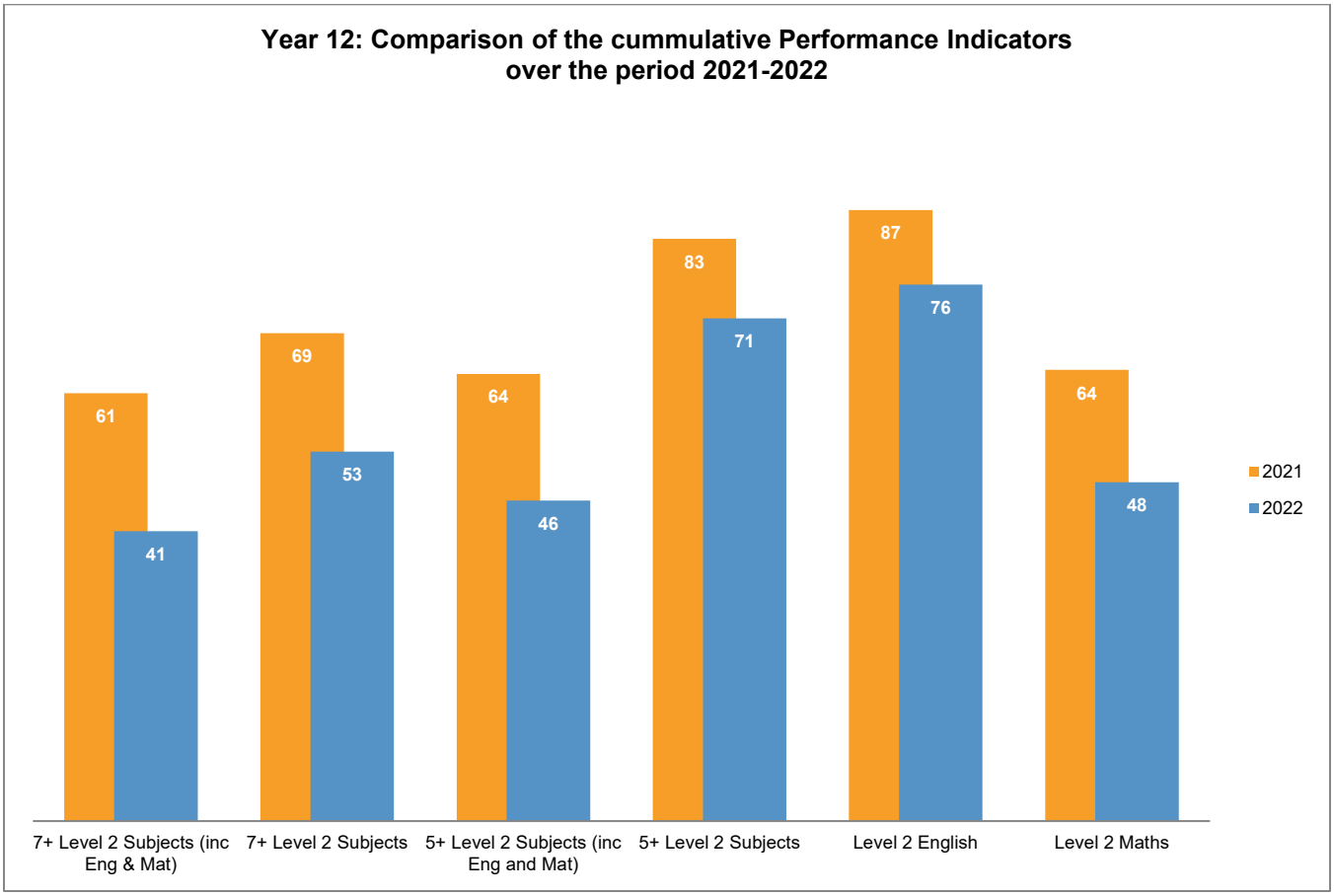


The chart shows that 76% and 67% of the cohort achieved level 2 qualifications in English and a single science respectively. 48% of the cohort achieved a qualification in mathematics. 46% of the cohort achieved the expected standard and 41% of the cohort exceeded the expected standard.

These system outputs are indicative of a significant performance decline over the 2021 figures in all of the performance indicators under consideration (See Figure 17). While the smallest gap (on average 11pp) is seen in English and the percentage of the cohort achieving five of more L2 Subjects, the other indicators are more significant - on average 18pp.

Figure 17

Year 12 Cumulative Results: Key Performance Indicators

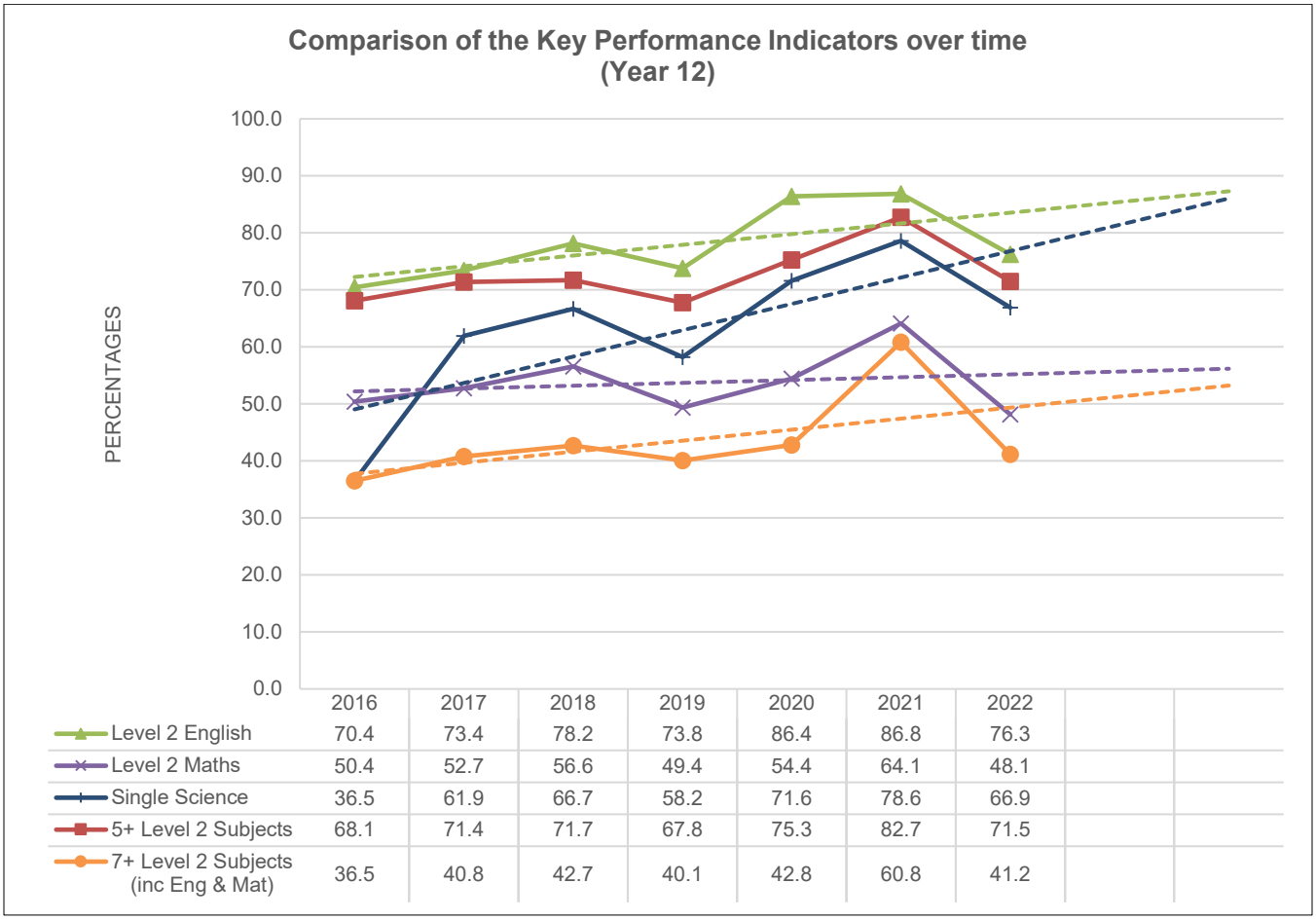


Comparative trends over the last seven years are depicted in Figure 18. This line chart shows progress has been uneven over time. Aside from Science, the trendline for most outcomes can be described as relatively flat. However, the general trajectory is still marginally positive suggesting a small but gradual system wide improvement over time.

The chart also displays the direct relationship between performance in mathematics and the percentage of the cohort meeting national expectations. That is raising standards in this category is directly tied to raising standards in mathematics, which remains sluggish.

Figure 18

Year 12: Comparison of the Key National Performance Indicators over a 5-Year period



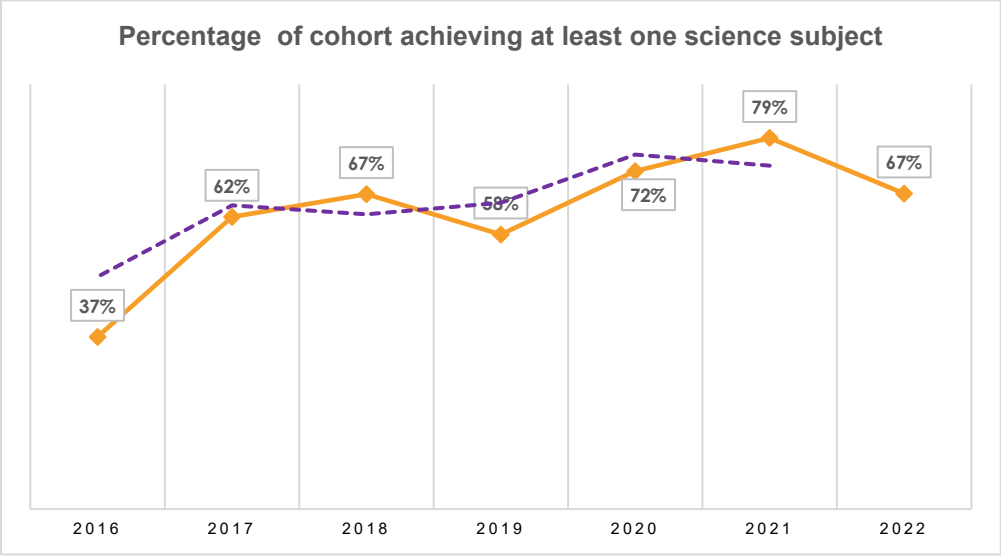
	2016	2017	2018	2019	2020	2021	2022
Level 2 English	70.4	73.4	78.2	73.8	86.4	86.8	76.3
Level 2 Maths	50.4	52.7	56.6	49.4	54.4	64.1	48.1
Single Science	36.5	61.9	66.7	58.2	71.6	78.6	66.9
5+ Level 2 Subjects	68.1	71.4	71.7	67.8	75.3	82.7	71.5
7+ Level 2 Subjects (inc Eng & Mat)	36.5	40.8	42.7	40.1	42.8	60.8	41.2

The number of students achieving the statistic '5 or more L2 qualifications' averaged 72.3% over the past seven years. This suggests that on average 21% of respective cohorts are achieving at a high academic standard but are failing to meet the nationally defined expected standard. This phenomenon has been identified as an area for targeted support and interventions.

The percentage of students achieving a L2 qualification in science has grown significantly over the period considered (See Figure 19). While values have fluctuated between its lowest point (37% in 2016) and its highest point (79% in 2021), the moving average line depicts a significantly positive improvement overtime. A difference of 30pp exists between the starting point in 2016 and the final point in 2022. This statistic speaks well of level and quality of improvement of science education in the system and the success of the underlying strategies which have been developed to drive the process.

Figure 19

Percentage of students achieving at least one science subject

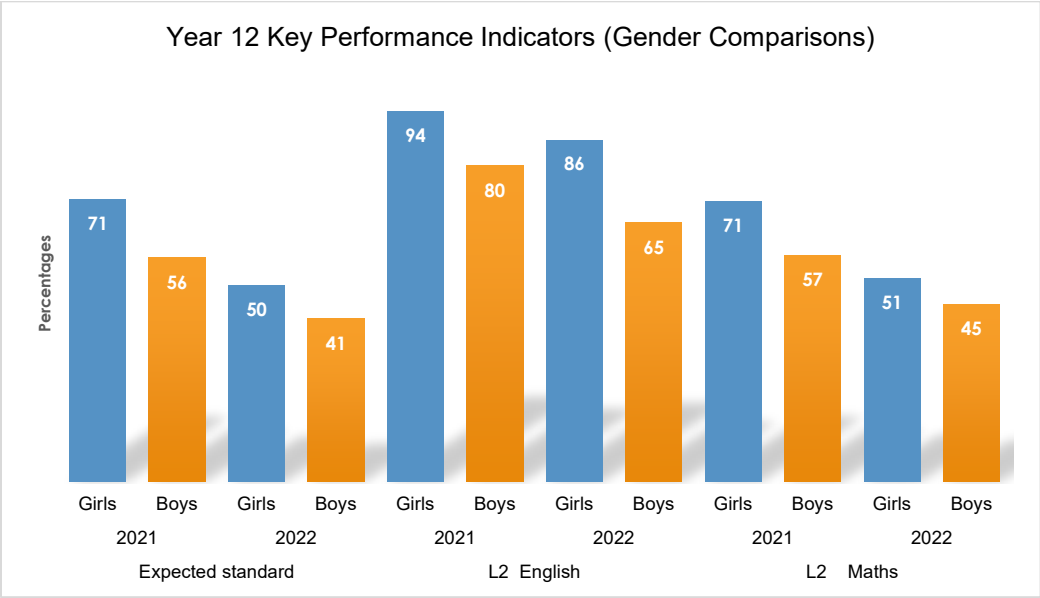


Gender Comparisons

Figure 20 shows proportion of girls and boys who achieved the national expected standard or higher in 2021 and 2022. In 2022, 49.6% of the girls and 41.1% of the boys achieved the expected standard. This represents an 8.5pp decline over the 2021 figures.

Figure 20

Year 12 Indicators: Gender performance comparisons

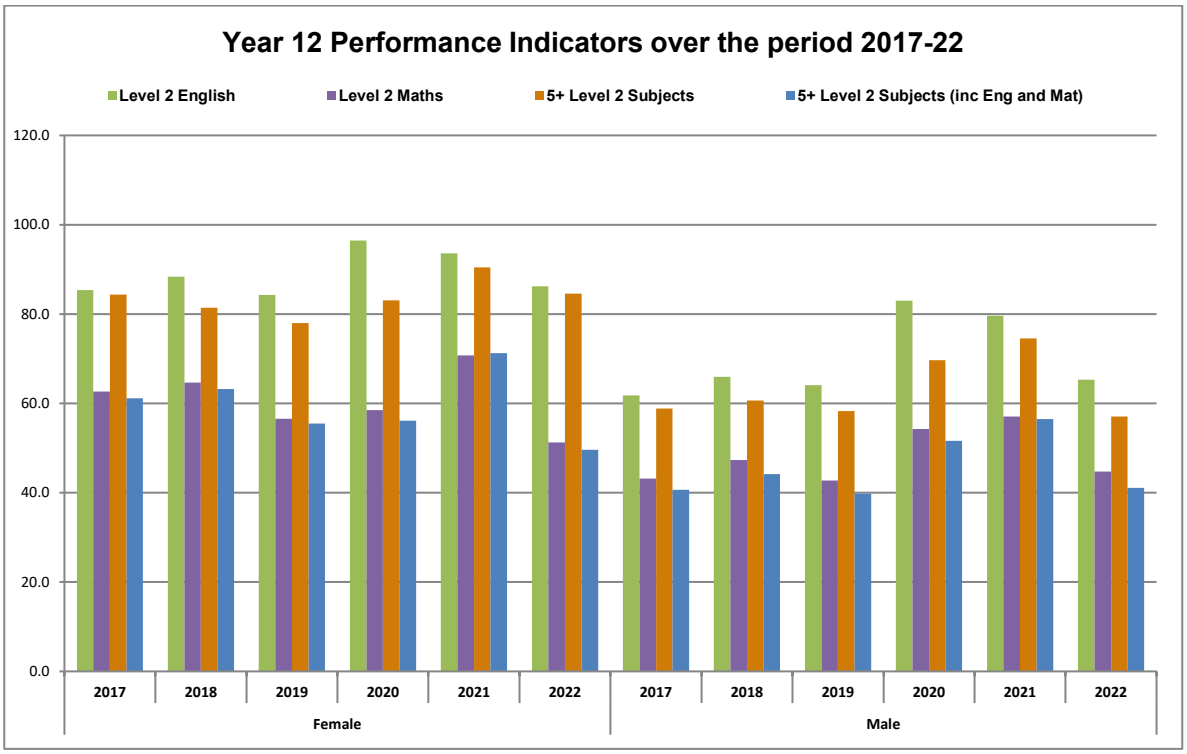


Over the period considered, comparative results suggest that girls are outperforming boys by significant margins – on average 19pp, in all key performance metrics (See Figure 21).

Figure 21

Year 12: Comparison of performance indicators over a 6-Year period by gender

The smallest variance among these indicators for female and male occurs in 2020 and 2021



General Trends

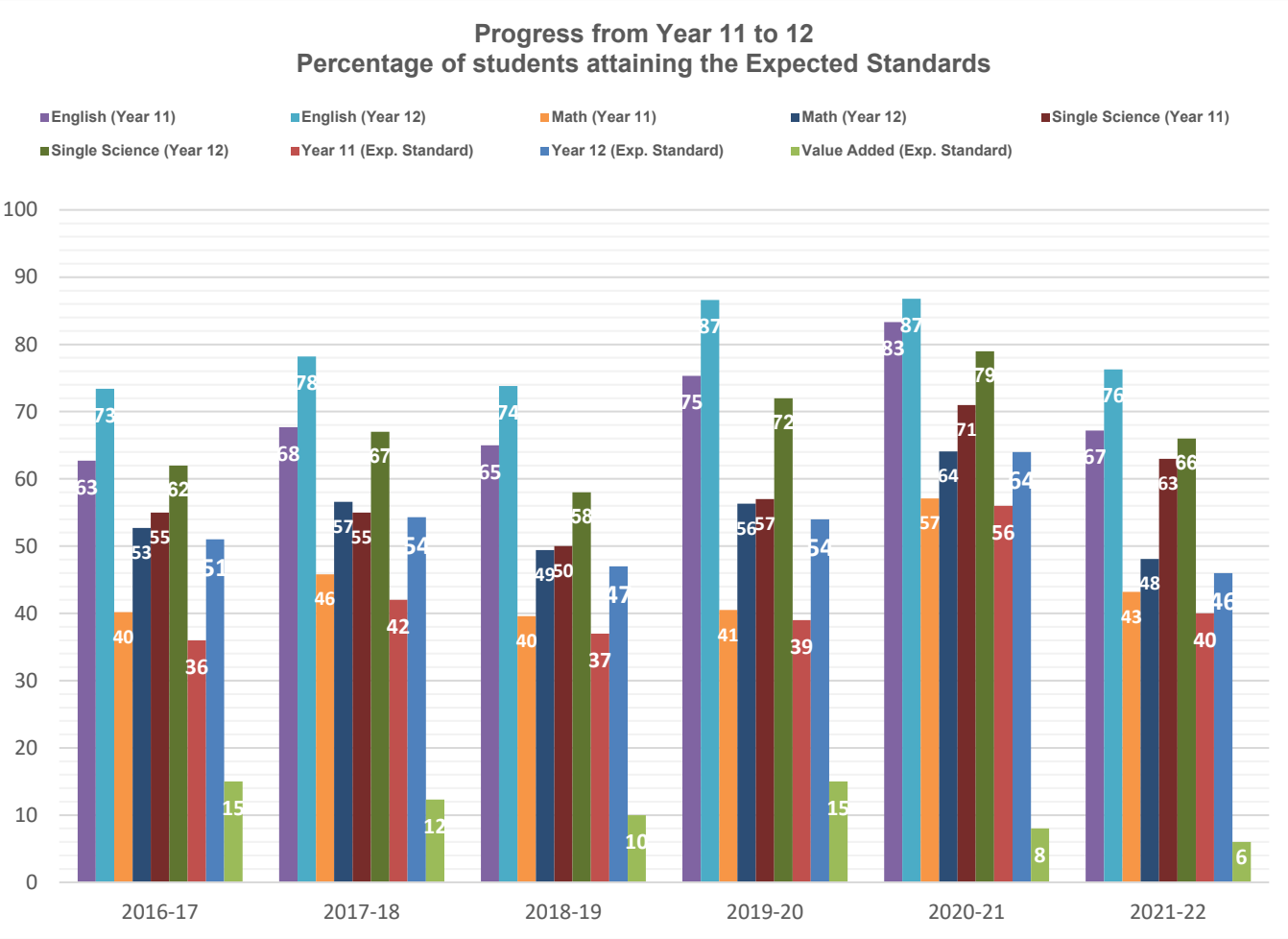
Achievement at the expected standard continues to reflect improvement over time in the transition from Year 11 to 12 (See Figure 22). The chart shows an average 11pp increase in the percentage of students achieving the expected standard over the five-year period under consideration. In addition, the percentage of students achieving acceptable grades in English and mathematics have also seen growth by approximately 10pp over the same period.

In addition to the expanded programmes offered during additional year, these results speak to the added benefit to students of the extended year of secondary education at KS4.

However, the chart also indicates a slippage in the value added by the transition over the last two years. This occurrence may be attributed in part to the residual effect of the spike in Year 11 examination results in 2020 and 2021 brought on by the modifications to the examinations' process during the COVID outbreak.

Figure 22

Year 12 cumulative performance compared to the achievement at the end of Year 11 (same cohort)



Further data analyses and comparisons related to KS4 results are made available in Appendix H to K. Subject specific end of KS4 data are detailed in Appendix H.

Appendix A

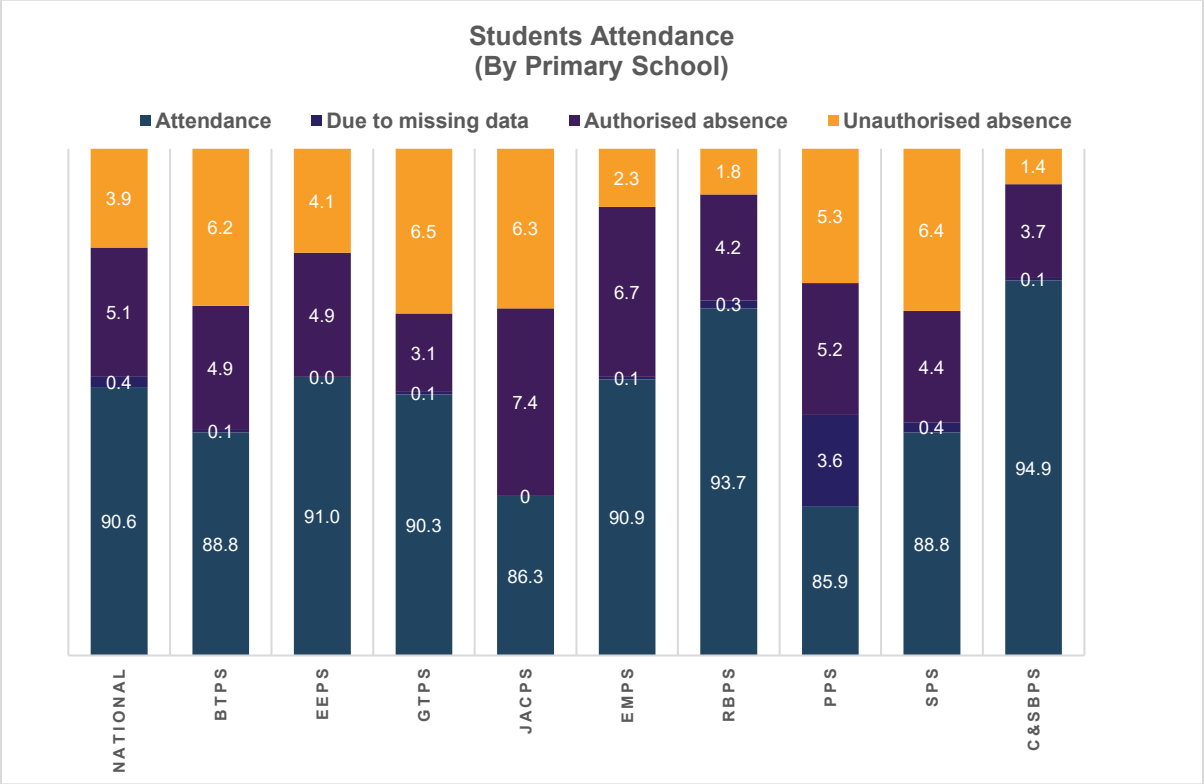
Enrolment Data

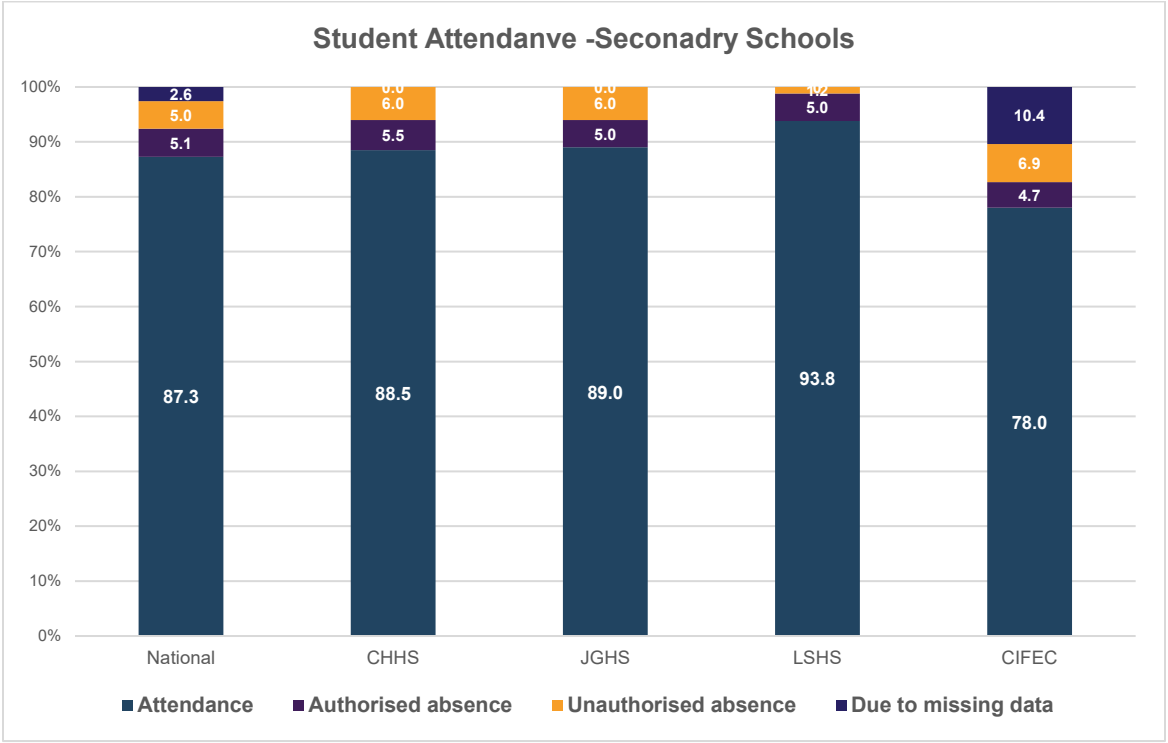
Enrolment Distribution (by age) for government schools 2020-21 - including Lighthouse School

Age	Primary			Secondary			Total		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
3 years	0	0	0	0	0	0	0	0	0
4 years	0	0	0	0	0	0	0	0	0
5 years	140	154	294	0	0	0	140	154	294
6 years	138	166	304	0	0	0	138	166	304
7 years	208	200	408	0	0	0	208	200	408
8 years	209	213	422	0	0	0	209	213	422
9 years	217	218	435	0	0	0	217	218	435
10 years	187	226	413		1	1	187	227	414
11 years	7	22	29	228	212	440	235	234	469
12 years	0	0	0	228	214	442	228	214	442
13 years	0	0	0	218	224	442	218	224	442
14 years	0	0	0	217	235	452	217	235	452
15 years	0	0	0	167	211	378	167	211	378
16 years	0	0	0	176	178	354	176	178	354
17 years	0	0	0	30	26	56	30	26	56
18 years	0	0	**0**	1	3	**4**	1	3	**4**
19 years	0	0	**0**	0	0	**0**	0	0	**0**
Total	**1106**	**1199**	**2305**	**1265**	**1304**	**2569**	**2371**	**2503**	**4874**

Appendix B

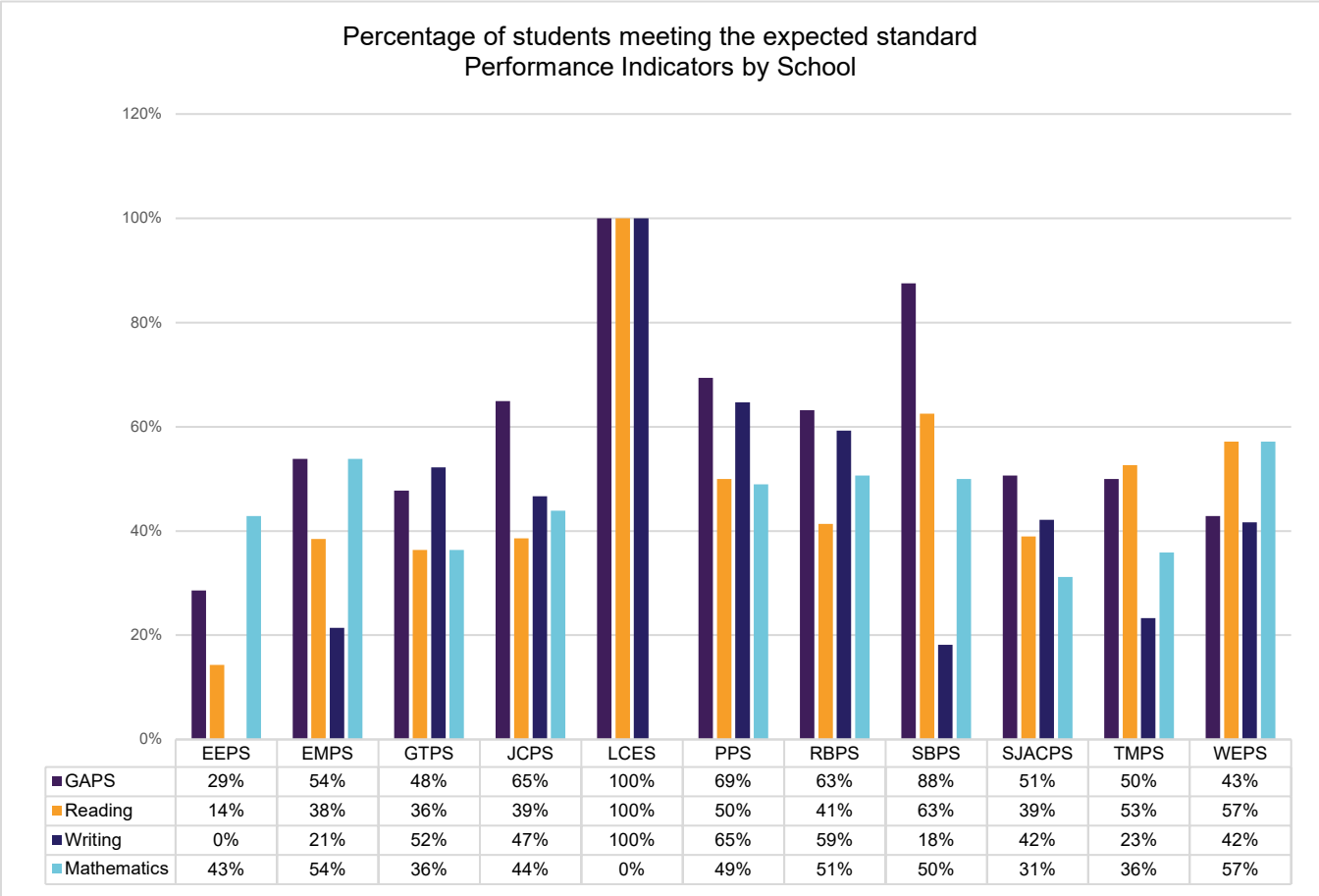
Average Student Attendance for Primary and Secondary Schools





Appendix C

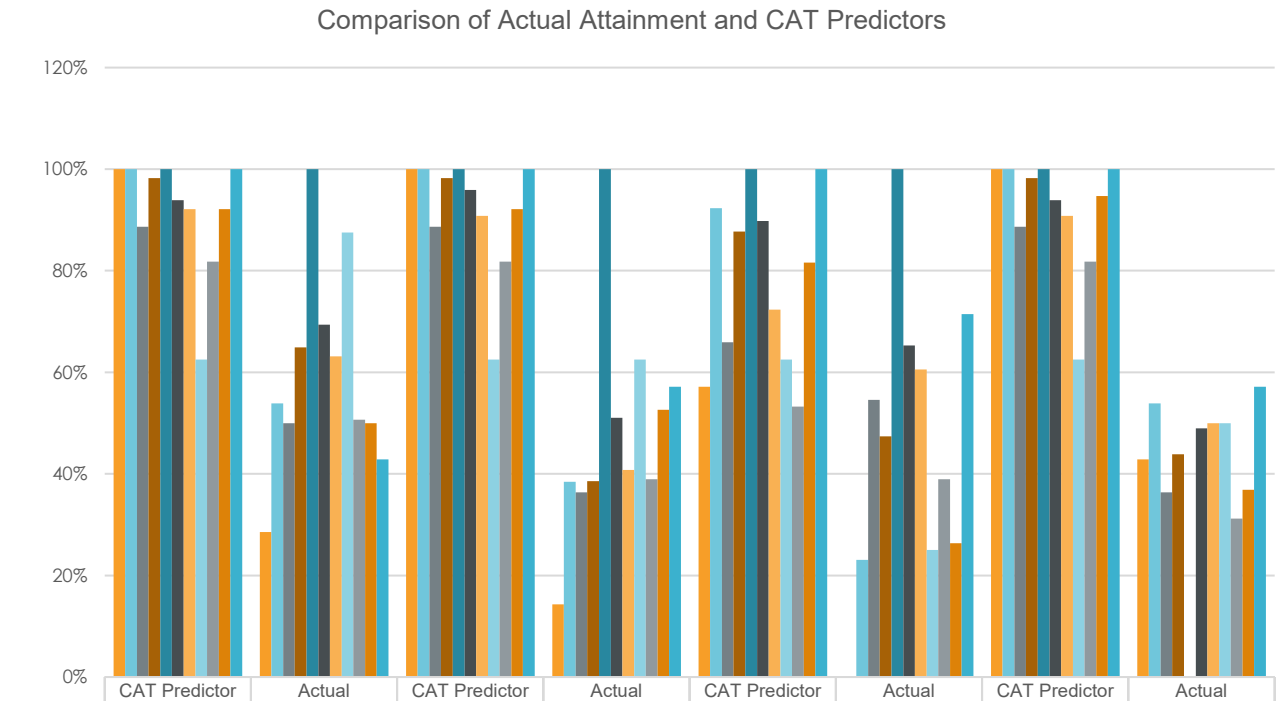
Key Stage 2 SATs results by school



	EEPS	EMPS	GTPS	JCPS	LCES	PPS	RBPS	SBPS	SJACPS	TMPS	WEPS
GAPS	29%	54%	48%	65%	100%	69%	63%	88%	51%	50%	43%
Reading	14%	38%	36%	39%	100%	50%	41%	63%	39%	53%	57%
Writing	0%	21%	52%	47%	100%	65%	59%	18%	42%	23%	42%
Mathematics	43%	54%	36%	44%	0%	49%	51%	50%	31%	36%	57%

Appendix D

Key Stage 2 performance data: comparison of CAT4 predictions with actual outcomes



	GAPS		Reading		Writing		Math	
	CAT Predictor	Actual	CAT Predictor	Actual	CAT Predictor	Actual	CAT Predictor	Actual
EEPS	100%	29%	100%	14%	57%	0%	100%	43%
EMPS	100%	54%	100%	38%	92%	23%	100%	54%
GTPS	89%	50%	89%	36%	66%	55%	89%	36%
JCPS	98%	65%	98%	39%	88%	47%	98%	44%
LCES	100%	100%	100%	100%	100%	100%	100%	0%
PPS	94%	69%	96%	51%	90%	65%	94%	49%
RBPS	92%	63%	91%	41%	72%	61%	91%	50%
SBPS	63%	88%	63%	63%	63%	25%	63%	50%
SJACPS	82%	51%	82%	39%	53%	39%	82%	31%
TMPS	92%	50%	92%	53%	82%	26%	95%	37%
WEPS	100%	43%	100%	57%	100%	71%	100%	57%

Appendix E

Cayman Islands National Qualifications Framework (CINQF)

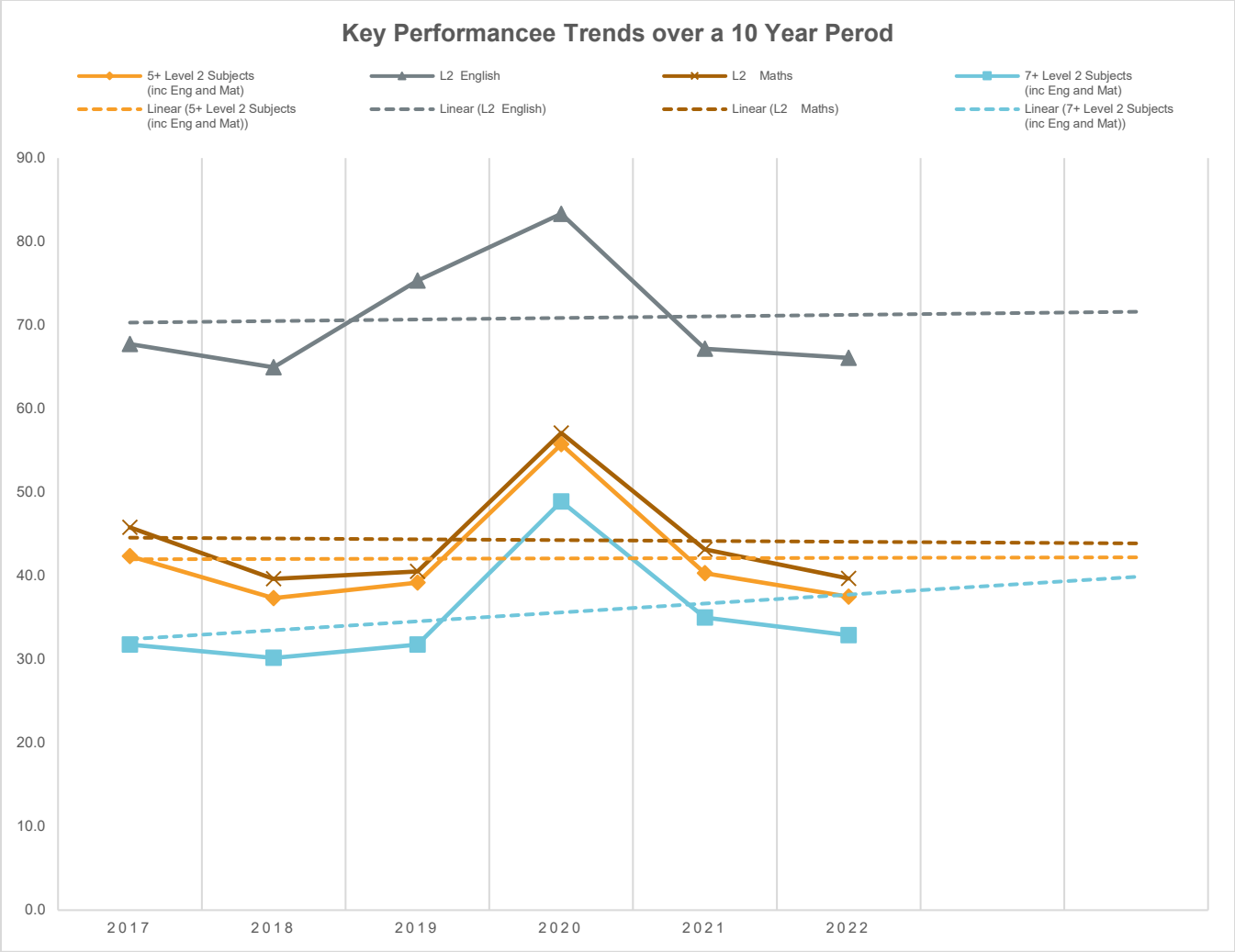
NQF	Sample Qualifications	Educational Stage
Level 5	▪ Postgraduate Degree	Tertiary or Advanced Professional Qualifications
Level 4	▪ Bachelor's Degree or equivalent	Tertiary
Level 3	▪ A-Levels ▪ IB Diploma ▪ BTEC Level 3 (Nationals) ▪ Trinity Music Grade 8 ▪ Associate Degree ▪ CAPE ▪ Advanced Placement	Key Stage 5 Usually enables entry to the Bachelor's Degree (may also offer advanced standing)
Level 2	▪ **Cayman Islands Level 2 High School Diploma (Standard or Honours)** ▪ CSEC (Grades I-III) ▪ GED ▪ IMI Level 2 ▪ ASDAN (CoPE) ▪ GCSE/IGCSE (Grades A*-C) ▪ BTEC Level 2 (First diplomas) ▪ Trinity Music Grade 5	**Years 10/11/12** (Key Stage 4 – Standard High School) National Curriculum Level 7-8
Level 1	▪ Cayman Islands Level 1 High School Diploma ▪ CSEC (Grades IV-VI) ▪ CCSLC (Grades C & M) ▪ IMI Level 1 ▪ GCSE/IGCSE (Grades D-G) ▪ BTEC Level 1 (Introductory)	Years 7/8/9 (Key Stage 3 – Middle School) National Curriculum Level 5-6
Entry Level	▪ Entry Level Certificates ▪ ASDAN Bronze Award ▪ CoEA	Years 4/5/6 (Key Stage 2 – Upper Primary) National Curriculum Level 3-4

Glossary of terms used in the CINQF

A-Level	Advanced level qualification.	These examinations typically allow for entrance into Bachelor level programmes
ASDAN	Award Scheme Development and Accreditation Network	This organization offers programmes and qualifications targeting skills for learning, employment and life.
BTEC	Business and Technology Educational Council	An examining body that validates and certifies vocational courses.
CAPE	Caribbean Advanced Proficiency Examination	This is an academic qualification awarded in a specified subject offered by the Caribbean Examinations Council; these examinations typically allow for entrance into Bachelor level programmes.
CCSLC	Caribbean Certificate of Secondary Level Competence	This is an academic qualification awarded in a specified subject offered by the Caribbean Examinations Council; the certification is based on a core of knowledge skills, attitudes and values targeting school leavers.
CoEA	Certificate of Educational Achievement	An entry level certification usually assessed in the final three years of secondary schooling.
CSEC	Caribbean Secondary Education Certificate	This is an academic qualification awarded in a range of subjects offered by the Caribbean Examinations Council. This award usually leads to entrance to further programmes of advanced study.
CXC	Caribbean Examinations Council	A regional examining body that offers examinations at various levels.
GCSE	General Certificate of Secondary Education	This is an academic qualification awarded in a specified subject, generally taken in a number of subjects by students aged 14–16 in secondary education.
GED	General Educational Development	GED tests are a group of five subject tests which, when passed, certify that the taker has American or Canadian high school level academic skills.
IB	International Baccalaureate	The IB Diploma typically allows for entrance into Bachelor level programmes.
IGCSE	International General Certificate of Secondary Education	This is an academic qualification awarded in a specified subject, generally taken in a number of subjects by students aged 14–16 in secondary education.
IMI	Institute of the Motor Industry	The IMI offers certification in courses such as Vehicle Maintenance and Repair at various levels of competence.

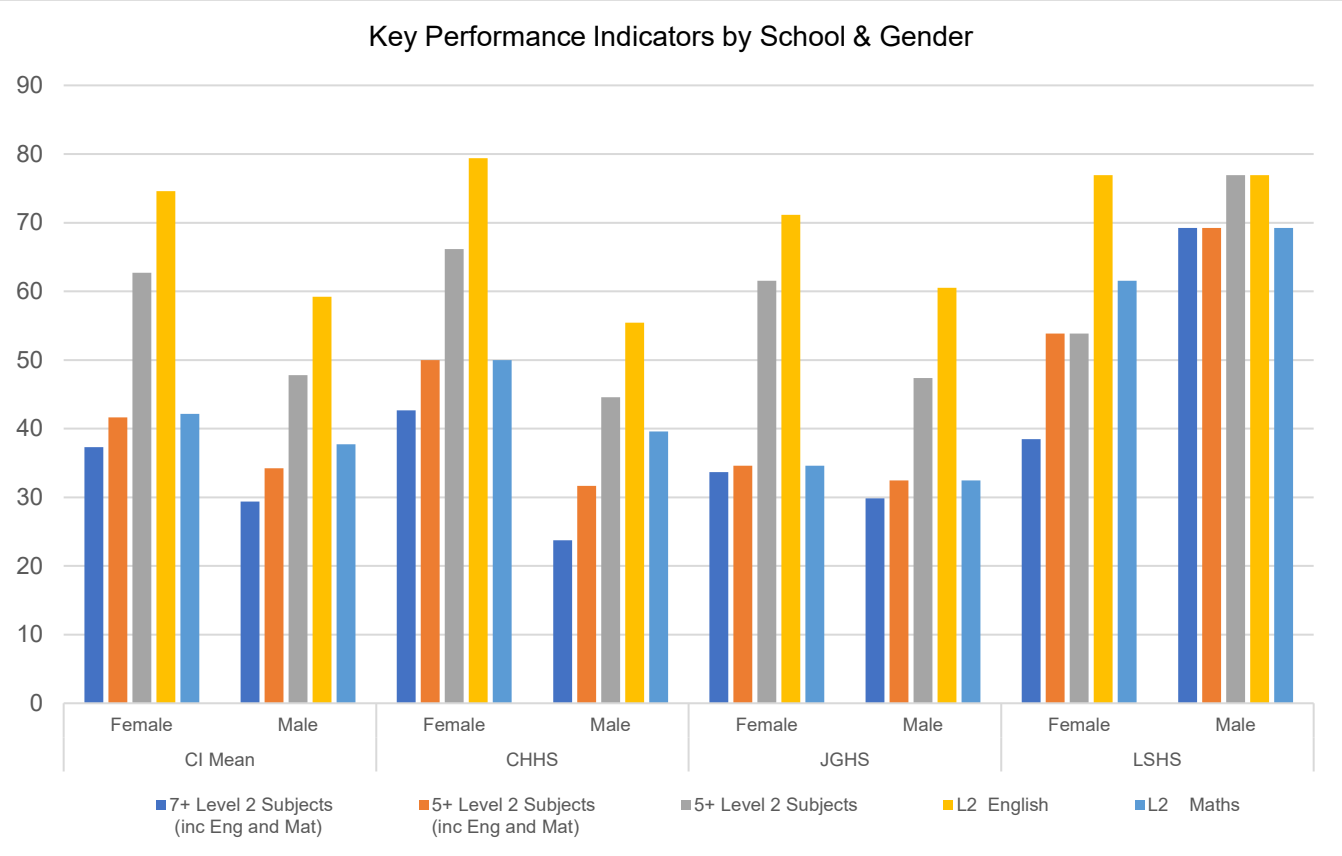
Appendix F

Year 11 Key Performance Indicators Chart showing Trend Lines



Appendix G

KS4 Performance Summary (Year 11)



Highlights:
School comparisons indicate the following with respect to gender performance:

- Generally, girls are outperforming boys.
- This trend is reversed at LSHS.
- The difference in performance is not as significant at JGHS as it is at CHHS

Appendix H

Year 11 Performance Summary

Table H1
Year 11 external examinations results summary data (2017-2022) by school

Number of Students

Year	Cohort Size	Average no. Of entries/ student	7+Level 2 Subjects (inc. Eng and Math)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc. Eng and Math)	5+ Level 2 Subjects	L2 English	L2 Maths
Year 11 Cohort								
2022	**413**	**7.5**	**136**	**156**	**155**	**225**	**273**	**164**
2021	454	8.3	159	187	183	272	305	196
2020	366	8.4	179	188	204	263	305	209
2019	365	8.2	116	129	143	227	275	148
2018	391	7.6	118	130	146	194	254	155
2017	406	7.9	129	134	172	218	275	186
John Gray High School								
2022	218	7.4	69	81	73	118	143	73
2021	245	8.6	76	99	79	141	152	86
2020	174	8.7	84	88	93	126	143	95
2019	224	8.2	66	76	82	138	167	86
2018	203	7.5	62	72	68	101	129	73
2017	230	7.8	66	70	88	121	148	92
Clifton Hunter High School								
2022	169	7.5	53	61	66	90	110	74
2021	176	7.7	66	70	86	109	126	92
2020	171	7.9	80	82	95	116	142	97
2019	123	7.9	39	42	*48*	*72*	*91*	*48*
2018	167	7.6	49	51	*67*	*77*	*109*	*70*
2017	158	7.8	48	49	*69*	*82*	*112*	*79*
Layman Scott Snr. High School								
2022	**26**	**8.5**	**14**	**14**	**16**	**17**	**20**	**17**
2021	*33*	*9.0*	*17*	*18*	*18*	*22*	*27*	*18*
2020	*21*	*9.8*	*15*	*18*	*16*	*21*	*20*	*17*
2019	*18*	*9.4*	*11*	*11*	*13*	*17*	*17*	*14*
2018	*21*	*8.67*	*7*	*7*	*11*	*16*	*16*	*12*
2017	*18*	*9.5*	*15*	*15*	*15*	*15*	*15*	*15*

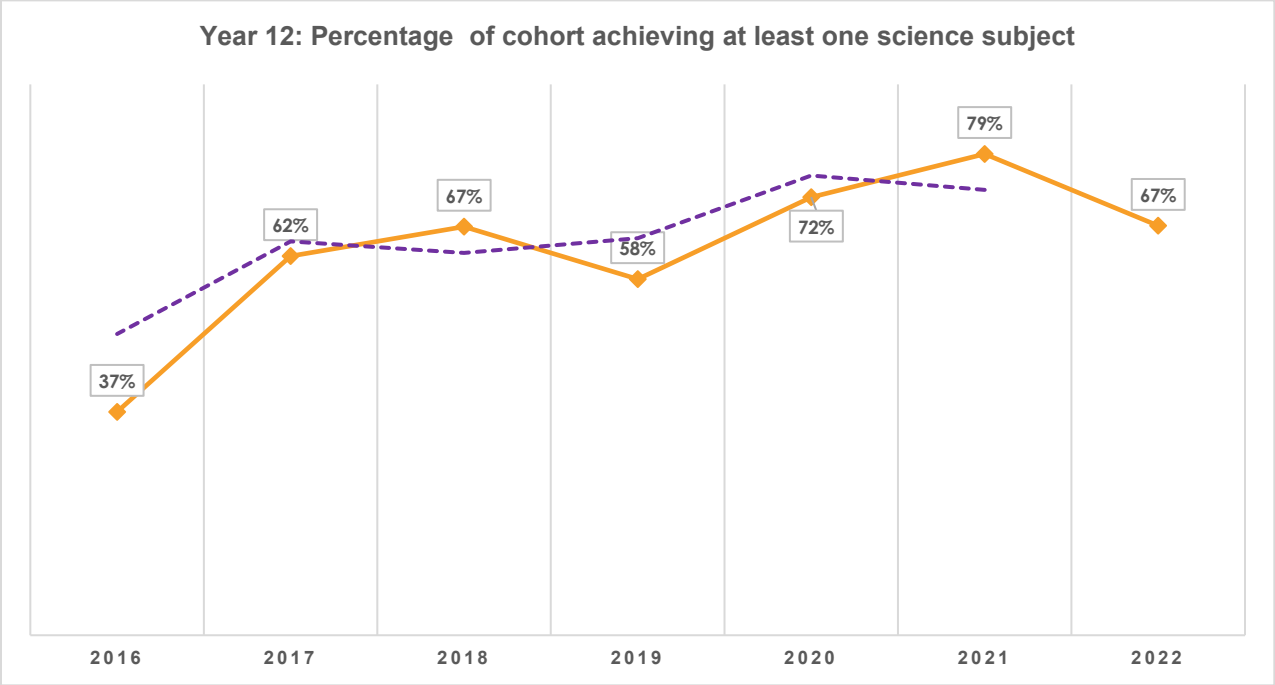
Table H2
Year 11 Level 2 external examinations' results summary data (2017-2022) by school

Percentages

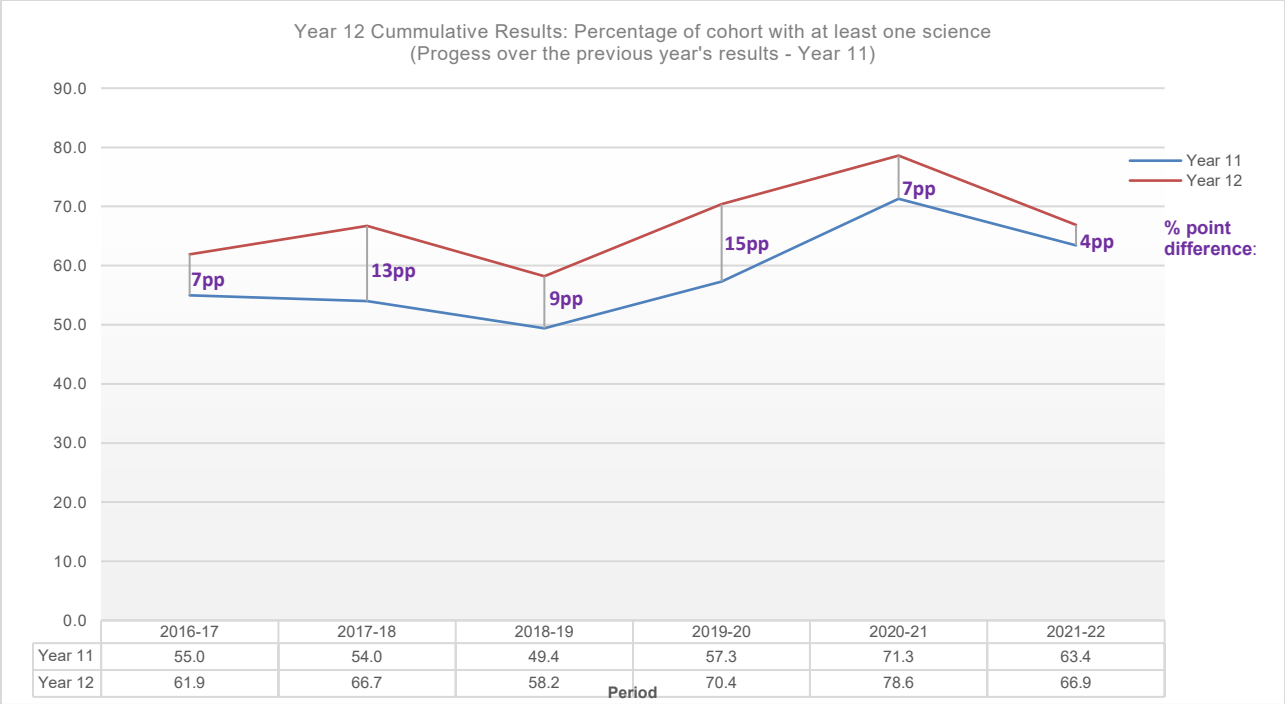
	Cohort Size	Average no. Of entries/ student	7+ Level 2 Subjects (inc Eng and Mat)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng and Math)	5+ Level 2 Subjects	L2 English	L2 Maths
Cohort Totals								
2022	**413**	**7**	**33**	**38**	**38**	**54**	**66**	**40**
2021	**454**	**8**	**35**	**41**	**40**	**60**	**67**	**43**
2020	**366**	**8**	**49**	**51**	**56**	**72**	**83**	**57**
2019	**365**	**8**	**32**	**35**	**39**	**62**	**75**	**41**
2018	**391**	**8**	**30**	**33**	**37**	**50**	**65**	**40**
2017	**406**	**8**	**32**	**33**	**42**	**54**	**68**	**46**
John Gray High School								
2022	**218**	**7**	**32**	**37**	**33**	**54**	**66**	**33**
2021	245	9	31	40	32	58	62	35
2020	174	9	48	51	53	72	82	55
2019	224	8	29	34	37	62	75	38
2018	203	8	31	35	33	50	64	36
2017	230	8	29	30	38	53	64	40
Clifton Hunter High School								
2022	**169**	**7**	**31**	**36**	**39**	**53**	**65**	**44**
2021	176	8	38	40	49	62	72	52
2020	171	8	47	48	56	68	83	57
2019	123	8	32	34	39	59	74	39
2018	167	8	29	31	40	46	65	42
2017	158	8	30	31	44	52	71	50
Layman E. Scott Snr. High School								
2022	**26**	**8**	**54**	**54**	**62**	**65**	**77**	**65**
2021	33	9	52	55	55	67	82	55
2020	21	10	71	86	76	100	95	81
2019	18	9	61	61	72	94	94	78
2018	21	9	33	33	52	76	76	57
2017	18	10	83	83	83	83	83	83

Appendix I

Percentage of students achieving at least one science subject



Percentage of students achieving at least one science subject: Comparison between performance in Year 11 and 12 for the same cohort



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Year 11	55.0	54.0	49.4	57.3	71.3	63.4
Year 12	61.9	66.7	58.2	70.4	78.6	66.9

Appendix J

KS4 Summary Results (Year 12) – Actual numbers

Table J1

Year 12 Level 2 external examinations summary data (2017-2022) by gender

Year	Cohort Size	Average no. Of entries/ student	7+ Level 2 Subjects (inc Eng & Mat)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng and Mat)	5+ Level 2 Subjects	L2 English	L2 Maths
Year 12 Cohort								
2022	459	8.9	189	241	209	328	350	221
2021	365	9.1	222	253	232	302	317	234
2020	359	8.8	158	195	193	273	311	202
2019	397	9.3	159	189	188	269	293	196
2018	403	9.2	172	198	219	289	315	228
2017	402	9.6	164	209	204	287	295	212
Female								
2022	240	9.4	112	149	119	203	207	123
2021	188	9.3	128	148	134	170	176	133
2020	171	9.2	87	114	96	142	165	100
2019	191	9.7	98	115	106	149	161	108
2018	215	9.7	121	139	136	175	190	139
2017	198	10.1	103	126	121	167	169	124
Male								
2022	219	8.4	77	92	90	125	143	98
2021	177	8.8	94	105	100	132	141	101
2020	188	8.4	71	81	97	131	156	102
2019	206	8.9	61	75	82	120	132	88
2018	188	8.7	51	59	83	114	124	89
2017	204	9.1	61	83	83	120	126	88

Table J2

CIFEC 12 Level 2 external examinations summary data (2017-2021) by gender (Actual Numbers)

Year	Cohort Size	Average no. Of entries/ student	7+ Level 2 Subjects (inc Eng & Mat)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng and Math)	5+ Level 2 Subjects	Level 2 English	Level 2 Maths
Cohort								
2022	**426**	**8.9**	**170**	**220**	**190**	**303**	**323**	**201**
2021	**343**	**9.1**	**206**	**234**	**215**	**281**	**297**	**216**
2020	340	8.8	144	181	*177*	*255*	293	186
2019	376	9.3	146	175	173	249	273	181
2018	385	9.2	157	183	204	274	298	213
2017	377	9.7	152	197	189	269	278	197
Female								
2022	**221**	**9.4**	**100**	**135**	**107**	**186**	**189**	**110**
2021	**179**	**9.3**	**121**	**140**	**125**	**161**	**167**	**125**
2020	161	9.2	79	106	87	132	155	91
2019	183	9.7	92	108	100	141	153	102
2018	201	9.6	108	126	123	162	176	126
2017	188	10.1	98	121	114	159	160	117
Male								
2022	**205**	**8.4**	**70**	**85**	**83**	**117**	**134**	**91**
2021	**164**	**8.8**	**85**	**94**	**91**	**120**	**130**	**91**
2020	**179**	**8.4**	**65**	**75**	**90**	**123**	**148**	**95**
2019	193	8.8	54	67	73	108	120	79
2018	184	8.7	49	57	81	112	122	87
2017	189	9.2	54	76	75	110	118	80

Table J3

LSHS Level 2 external examinations summary data (2017-2022) by gender (Actual Numbers)

	Cohort Size	Average no. Of entries/ student	7+ Level 2 Subjects (inc Eng & Mat)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng and Math)	5+ Level 2 Subjects	Level 2 English	Level 2 Maths
Cohort								
2022	33	9.3	19	21	19	25	27	20
2021	**22**	**9.5**	**16**	**19**	**17**	**21**	**20**	**18**
2020	19	9.2	14	14	*16*	*18*	18	16
2019	21	9.4	13	14	*15*	*20*	*20*	*15*
2018	18	9.8	15	15	*15*	*15*	*17*	*15*
2017	25	8.4	12	12	*15*	*18*	*17*	*15*
Female								
2022	19	9.4	12	14	12	17	18	13
2021	**9**	**10**	**7**	**8**	**9**	**9**	**9**	**8**
2020	10	10.0	8	8	9	10	10	9
2019	8	9.0	6	7	6	8	8	6
2018	14	10.4	13	13	*13*	*13*	*14*	*13*
2017	10	9.2	5	5	*7*	*8*	*9*	*7*
Male								
2022	14	9.2	7	7	7	8	9	7
2021	**13**	**9.2**	**9**	**11**	***9***	***12***	***11***	***10***
2020	9	8.7	6	6	*7*	*8*	*8*	*7*
2019	13	9.6	7	8	*9*	*12*	*12*	*9*
2018	4	8.8	2	2	*2*	*2*	*2*	*2*
2017	15	8.1	7	7	*8*	*10*	*8*	*8*

Table J4

Year 12 Level 2 external examinations summary data (2017-2022) by gender

Year	Cohort Size	Average no. Of entries/ student	7+ Level 2 Subjects (inc Eng & Mat)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng and Math)	5+ Level 2 Subjects	Level 2 English	Level 2 Maths
CIFEC Cohort								
2022	**426**	**8.9**	**39.9**	**51.6**	**44.6**	**71.1**	**75.8**	**47.2**
2021	**343**	**9.1**	**60.1**	**68.2**	**62.7**	**81.9**	**86.6**	**63.0**
2020	340	8.8	42.4	53.2	52.1	75.0	86.2	54.7
2019	376	9.3	38.8	46.5	46.0	66.2	72.6	48.1
2018	385	9.2	40.8	47.5	53.0	71.2	77.4	55.3
2017	377	9.7	40.3	52.3	50.1	71.4	73.7	52.3
Female								
2022	**221**	**9.4**	**45.2**	**61.1**	**48.4**	**84.2**	**85.5**	**49.8**
2021	**179**	**9.3**	**67.6**	**78.2**	**69.8**	**89.9**	**93.3**	**69.8**
2020	161	9.2	49.1	65.8	54.0	82.0	96.3	56.5
2019	183	9.7	50.3	59.0	54.6	77.0	83.6	55.7
2018	201	9.6	53.7	62.7	61.2	80.6	87.6	62.7
2017	188	10.1	52.1	64.4	60.6	84.6	85.1	62.2
Male								
2022	**205**	**8.4**	**34.1**	**41.5**	**40.5**	**57.1**	**65.4**	**44.4**
2021	**164**	**8.8**	**51.8**	**57.3**	**55.5**	**73.2**	**79.3**	**55.5**
2020	179	8.4	36.3	41.9	50.3	68.7	82.7	53.1
2019	193	8.8	28.0	34.7	37.8	56.0	62.2	40.9
2018	184	8.7	26.6	31.0	44.0	60.9	66.3	47.3
2017	189	9.2	28.6	40.2	39.7	58.2	62.4	42.3

TableJ4

Year 12 Level 2 external examinations summary data (2017-2021) by gender

Year	Cohort Size	Average no. Of entries/ student	7+ Level 2 Subjects (inc Eng & Mat)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng and Math)	5+ Level 2 Subjects	Level 2 English	Level 2 Maths
CIFEC Cohort								
2022	**33**	**9.3**	**57.6**	**63.6**	**57.6**	**75.8**	**81.8**	**60.6**
2021	**22**	**9.5**	**72.7**	**86.4**	**77.3**	**95.5**	**90.9**	**81.8**
2020	19	9.2	73.7	73.7	84.2	94.7	94.7	84.2
2019	21	9.4	61.9	66.7	71.4	95.2	95.2	71.4
2018	18	9.8	83.3	83.3	83.3	83.3	94.4	83.3
2017	25	8.4	48.0	48.0	60.0	72.0	68.0	60.0
Female								
2022	**19**	**9.4**	**63.2**	**73.7**	**63.2**	**89.5**	**94.7**	**68.4**
2021	**9**	**10.2**	**77.8**	**88.9**	**100.0**	**100.0**	**100.0**	**88.9**
2020	10	10.0	80.0	80.0	90.0	100.0	100.0	90.0
2019	8	9.0	75.0	87.5	75.0	100.0	100.0	75.0
2018	14	10.4	92.9	92.9	92.9	92.9	100.0	92.9
2017	10	9.2	50.0	50.0	70.0	80.0	90.0	70.0
Male								
2022	**14**	**9.2**	**50.0**	**50.0**	**50.0**	**57.1**	**64.3**	**50.0**
2021	**13**	**9.2**	**69.2**	**84.6**	**69.2**	**92.3**	**84.6**	**76.9**
2020	9	8.7	66.7	66.7	77.8	88.9	88.9	77.8
2019	13	9.6	53.8	61.5	69.2	92.3	92.3	69.2
2018	4	8.8	50.0	50.0	50.0	50.0	50.0	50.0
2017	15	8.1	46.7	46.7	53.3	66.7	53.3	53.3

Appendix K

Subject Performance Summary

Cohort Size: 459			Grade Distribution Details											Number of Students by Category						Percentages by Entry					
Subject	No of Entries	Percentage of Cohort	A*	A/I	B/II	C/III	D/IV	E/V	F/VI	G	U	Abs/No Result	Total	No of Top grades (A*/A/I)	No of Level 2 Passes	No of Level 1&2 Passes	No of Ungraded (U/UNG*)	No of Absent/No Result	Results Pending (Q/NYA)	Top grades (A*/A/I)	Level 2	Level 1&2	Ungraded	Absent/No Result	Results Pending (Q/NYA)
Design & Tourism (GCSE)	17	3.7%	1	6	8	1	1	0	0	0	0	0	17	7	16	17	0	0	0	41.2%	94.1%	100.0%	0.0%	0.0%	0.0%
English as an Additional Language (EAL) (iGCSE)	4	0.9%	0	0	2	0	2	0	0	0	0	0	4	0	2	4	0	0	0	0.0%	50.0%	100.0%	0.0%	0.0%	0.0%
Mathematics (iGCSE)	14	3.1%	0	0	0	12	1	1	0	0	0	0	14	0	12	14	0	0	0	0.0%	85.7%	100.0%	0.0%	0.0%	0.0%
Music (GCSE)	15	3.3%	4	3	3	4	1	0	0	0	0	0	15	7	14	15	0	0	0	46.7%	93.3%	100.0%	0.0%	0.0%	0.0%
Spanish (GCSE)	37	8.1%	3	12	5	8	3	3	3	0	0	0	37	15	28	37	0	0	0	40.5%	75.7%	100.0%	0.0%	0.0%	0.0%
Statistics (GCSE)	74	16.1%	20	20	9	24	0	1	0	0	0	0	74	40	73	74	0	0	0	54.1%	98.6%	100.0%	0.0%	0.0%	0.0%
Accounts (CSEC)	64	13.9%	0	10	26	9	14	5	0	0	0	0	64	10	45	64	0	0	0	15.6%	70.3%	100.0%	0.0%	0.0%	0.0%
Biology (CSEC)	106	23.1%	0	18	39	34	13	1	0	0	0	1	106	18	91	105	0	1	0	17.0%	85.8%	99.1%	0.0%	0.9%	0.0%
Building Tech (CSEC)	46	10.0%	0	9	18	11	4	0	0	0	0	4	46	9	38	42	0	4	0	19.6%	82.6%	91.3%	0.0%	8.7%	0.0%
Business (CSEC)	175	38.1%	0	44	55	52	15	6	0	0	0	3	175	44	151	172	0	3	0	25.1%	86.3%	98.3%	0.0%	1.7%	0.0%
Chemistry (CSEC)	59	12.9%	0	8	7	16	19	6	0	0	0	3	59	8	31	56	0	3	0	13.6%	52.5%	94.9%	0.0%	5.1%	0.0%
EDPM (CSEC)	428	93.2%	0	143	115	96	36	22	1	0	1	14	428	143	354	413	1	14	0	33.4%	82.7%	96.5%	0.2%	3.3%	0.0%
Electrical (CSEC)	51	11.1%	0	1	19	18	7	0	0	0	0	6	51	1	38	45	0	6	0	2.0%	74.5%	88.2%	0.0%	11.8%	0.0%
English (CSEC)	449	97.8%	0	97	133	120	62	34	0	0	0	3	449	97	350	446	0	3	0	21.6%	78.0%	99.3%	0.0%	0.7%	0.0%
English Lit (CSEC)	154	33.6%	0	7	54	41	34	15	0	0	0	3	154	7	102	151	0	3	0	4.5%	66.2%	98.1%	0.0%	1.9%	0.0%
Family Resource Management (CSEC)	17	3.7%	0	0	8	7	1	1	0	0	0	0	17	0	15	17	0	0	0	0.0%	88.2%	100.0%	0.0%	0.0%	0.0%
Food & Nutrition (CSEC)	106	23.1%	0	21	27	38	14	3	0	0	0	3	106	21	86	103	0	3	0	19.8%	81.1%	97.2%	0.0%	2.8%	0.0%
Geography (CSEC)	21	4.6%	0	0	10	9	0	2	0	0	0	0	21	0	19	21	0	0	0	0.0%	90.5%	100.0%	0.0%	0.0%	0.0%
History (CSEC)	21	4.6%	0	2	9	4	3	3	0	0	0	0	21	2	15	21	0	0	0	9.5%	71.4%	100.0%	0.0%	0.0%	0.0%
Human & Social Biology	221	48.1%	0	55	58	29	33	23	2	0	1	20	221	55	142	200	1	20	0	24.9%	64.3%	90.5%	0.5%	9.0%	0.0%
Integrated Science (CSEC)	255	55.6%	0	23	71	79	55	21	1	0	0	5	255	23	173	250	0	5	0	9.0%	67.8%	98.0%	0.0%	2.0%	0.0%
Information Technology (CSEC)	87	19.0%	0	30	45	11	0	0	0	0	0	1	87	30	86	86	0	1	0	34.5%	98.9%	98.9%	0.0%	1.1%	0.0%
Mathematics (CSEC)	450	98.0%	0	40	82	99	137	87	0	0	0	5	450	40	221	445	0	5	0	8.9%	49.1%	98.9%	0.0%	1.1%	0.0%
Office Administration (CSEC)	75	16.3%	0	8	18	37	7	0	0	0	2	3	75	8	63	70	2	3	0	10.7%	84.0%	93.3%	2.7%	4.0%	0.0%
Physical Education (CSEC)	142	30.9%	0	82	45	2	3	0	0	0	1	9	142	82	129	132	1	9	0	57.7%	90.8%	93.0%	0.7%	6.3%	0.0%
Physics (CSEC)	44	9.6%	0	7	9	19	7	1	0	0	0	1	44	7	35	43	0	1	0	15.9%	79.5%	97.7%	0.0%	2.3%	0.0%
ReligiousEducation (CSEC)	27	5.9%	0	5	17	4	1	0	0	0	0	0	27	5	26	27	0	0	0	18.5%	96.3%	100.0%	0.0%	0.0%	0.0%
Social Studies (CSEC)	109	23.7%	0	4	30	39	24	12	0	0	0	0	109	4	73	109	0	0	0	3.7%	67.0%	100.0%	0.0%	0.0%	0.0%
Spanish (CSEC)	48	10.5%	0	21	8	9	5	3	0	0	0	2	48	21	38	46	0	2	0	43.8%	79.2%	95.8%	0.0%	4.2%	0.0%
Technical Drawing (CSEC)	64	13.9%	0	16	16	12	14	1	0	0	0	5	64	16	44	59	0	5	0	25.0%	68.8%	92.2%	0.0%	7.8%	0.0%
Textiles Clothing & Fashion (CSEC)	12	2.6%	0	0	6	3	2	1	0	0	0	0	12	0	9	12	0	0	0	0.0%	75.0%	100.0%	0.0%	0.0%	0.0%
Theatre Arts (CSEC)	10	2.2%	0	4	5	1	0	0	0	0	0	0	10	4	10	10	0	0	0	40.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Visual Arts (CSEC)	47	10.2%	0	7	19	13	6	0	0	0	0	2	47	7	39	45	0	2	0	14.9%	83.0%	95.7%	0.0%	4.3%	0.0%
Communication Studies (CAPE)	24	5.2%	0	2	12	10	0	0	0	0	0	0	24	2	24	24	0	0	0	8.3%	100.0%	100.0%	0.0%	0.0%	0.0%
Caribbean Studies (CAPE)	24	5.2%	0	3	7	8	5	1	0	0	0	0	24	3	18	24	0	0	0	12.5%	75.0%	100.0%	0.0%	0.0%	0.0%
Physical Education (CAPE Unit1)	3	0.7%	0	0	2	1	0	0	0	0	0	0	3	0	3	3	0	0	0	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Art &Design BTEC Ext Certificate	9	2.0%	2	1	5	1	0	0	0	0	0	0	9	0	9	9	0	0	0	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Business BTEC Certificate	62	13.5%	0	5	10	33	0	0	0	0	0	14	62	0	48	48	0	0	14	0.0%	77.4%	77.4%	0.0%	0.0%	22.6%
Creative Media Production BTEC Certificate	27	5.9%	4	2	8	10	0	0	0	0	0	3	27	0	24	24	0	0	3	0.0%	88.9%	88.9%	0.0%	0.0%	11.1%
Creative Media Production BTEC Extended Certificate	23	5.0%	1	5	10	7	0	0	0	0	0	0	23	0	23	23	0	0	0	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Construction BTEC Certificate	6	1.3%	0	1	2	3	0	0	0	0	0	0	6	0	6	6	0	0	0	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Health & Social Care BTEC Extended Certificate	12	2.6%	0	2	10	0	0	0	0	0	0	0	12	0	12	12	0	0	0	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Hospitality BTEC Certificate	54	11.8%	0	0	11	37	0	0	0	0	0	6	54	0	48	48	0	0	6	0.0%	88.9%	88.9%	0.0%	0.0%	11.1%
Information Technology BTEC Certificate	51	11.1%	17	1	6	12	0	0	0	0	0	15	51	0	36	36	0	2	13	0.0%	70.6%	70.6%	0.0%	3.9%	25.5%
Information Technology BTEC Extended Certificate	9	2.0%	7	0	2	0	0	0	0	0	0	0	9	0	9	9	0	0	0	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Performing Arts BTEC Extended Certificate	15	3.3%	15	0	0	0	0	0	0	0	0	0	15	0	15	15	0	0	0	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Sport & Leisure BTEC Certificate	22	4.8%	3	0	4	11	0	0	0	0	0	4	22	0	18	18	0	0	4	0.0%	81.8%	81.8%	0.0%	0.0%	18.2%
Motor Vehicle Award	58	12.6%	0	0	0	0	58	0	0	0	0	0	58	0	0	58	0	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Motor Vehicle Certificate	22	4.8%	0	0	0	0	22	0	0	0	0	0	22	0	0	22	0	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
Workskills L1 BTEC Certificate	3	0.7%	0	0	0	0	0	0	0	0	0	3	3	0	0	0	0	1	2	0.0%	0.0%	0.0%	0.0%	33.3%	66.7%
Workskills L2 BTEC Certificate	41	8.9%	0	0	0	35	0	0	0	0	0	6	41	0	35	35	0	0	6	0.0%	85.4%	85.4%	0.0%	0.0%	14.6%
CoPE L1/L2	85	18.5%	0	0	0	85	0	0	0	0	0	0	85	0	85	85	0	0	0	0.0%	100.0%	100.0%	0.0%	0.0%	0.0%
Religious Education - SC (GCSE)	9	2.0%	1	3	0	2	2	0	0	0	1	0	9	4	6	8	1	0	0	44.4%	66.7%	88.9%	11.1%	0.0%	0.0%
C&G English Skills Stage1	5	1.1%	0	0	1	0	0	0	0	0	0	0	1	0	1	1	4	0	0	0.0%	20.0%	20.0%	80.0%	0.0%	0.0%
C&G English Skills Stage2	9	2.0%	0	1	3	3	0	0	0	0	0	0	7	0	7	7	2	0	0	0.0%	77.8%	77.8%	22.2%	0.0%	0.0%
C&G Mathematic Skills Stage1	4	0.9%	0	0	1	0	0	0	0	0	0	0	1	0	1	1	3	0	0	0.0%	25.0%	25.0%	75.0%	0.0%	0.0%
C&G Mathematic Skills Stage2	13	2.8%	0	0	3	3	0	0	0	0	0	0	6	0	6	6	7	0	0	0.0%	46.2%	46.2%	53.8%	0.0%	0.0%
C&G Mathematic Skills Stage 3	2	0.4%	0	0	1	0	0	0	0	0	0	0	1	0	1	1	1	0	0	0.0%	50.0%	50.0%	50.0%	0.0%	0.0%
Business L3 BTEC Certificate	9	2.0%	0	0	0	7	0	0	0	0	0	2	9	0	7	7	0	0	2	0.0%	77.8%	77.8%	0.0%	0.0%	22.2%