



Data Report for the Academic Year 2020-21

**Ministry of Education
Cayman Islands Island 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 part 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 programme).



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 provides details regarding the enrolment at all Early Childhood Care and Education (ECCE) Centres by district and type of centre. Of the 1780 children enrolled across the 43 centres in the Cayman Islands, approximately 48% are male and 52% are female. 55% are housed in privately owned centres, 31% in private schools and 14% in government schools. It is noteworthy that the ratio of students held in privately owned centres declined this year by 7 percentage points (pp) to the benefit of the private schools. The ratio in public schools remained relatively stable over last year.

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	1458	114	127	10	8	63	1780
Enrolment by setting:							
ECCE private centres	828	50	67	-	-	35	980
ECCE settings in private schools	541	17	-	-	-	-	558
ECCE settings in government schools	89	47	60	10	8	28	242
Enrolment by Gender							
Girls	758	61	58	8	6	34	925
Boys	700	53	69	2	2	29	855

Primary and Secondary Enrolment

Table 3 details the enrolment and staffing ratios for primary and secondary schools. There were 8434 students enrolled in compulsory education relatively evenly distributed by gender: 49% female; 51% male; this figure does not include the enrolment at the Lighthouse School, which stands at 115 students. While the enrolment figures increased by 5pp, the ratio of male to female students remained approximately the same.

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Of this total mandatory school age population, 4297 (51%) were enrolled in primary education while 4137 (49%) 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	5941	659	614	869	68	283	8434
Primary							
Private schools	1891	100	-	-	-	-	1991
Government schools	957	445	614	92	68	145	2306
Secondary							
Private schools	1650	114	-	-	-	-	1764
Government schools	1443	-	-	777	-	153	2373
Enrolment by gender							
Girls	2975	313	288	426	26	139	4167
Boys	2966	346	326	443	42	144	4267

Staffing and student teacher ratios by school type

	Private Schools (All Years)	Gov. Schools Primary	Gov. Schools Secondary	Total (Excluding Special Education)	Special Education (Lighthouse School)
Students	3755	2306	2373	8434	115
Teachers	340	195	237	772	18
Student Teacher Ratio	11	12	10	11	6

At the primary level, 46% (a decline by 1pp over the 2020 figures) of the students enrolled were in private education and 54% (representing a 1pp growth over 2020 figures) in public education; at the secondary level, the ratio of the mandatory school age population was 43% to 57% in favour of public to private education modalities.

Generally, 45% (3755) of the mandatory school age population attended private schools while 55% (4679) were in public education. This represents an approximate 3pp increase over the 2020 figures in favour the enrolment in private schools.

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 that are legally resident in the Cayman Islands. Government schools are required to take attendance registers twice daily: once at the start of morning session of each school day and once during the afternoon session. Registration should indicate 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.

When students of compulsory school age are absent, schools are required to:

- ascertain the reason for the absence;
- ensure the proper safeguarding action is taken;
- classify and record the absence as authorised by the school or unauthorised.

A total of 185 days or 370 sessions of formal face-to-face instruction are mandated by the CI Government during an academic year. Despite the prevalence of the COVID-19 pandemic, schools remained open for the entire 2020-21 school year. However, the year was not totally uneventful as adjustments were made to the normal school calendar to mitigate concerns surrounding the well-being and safety of staff and students.

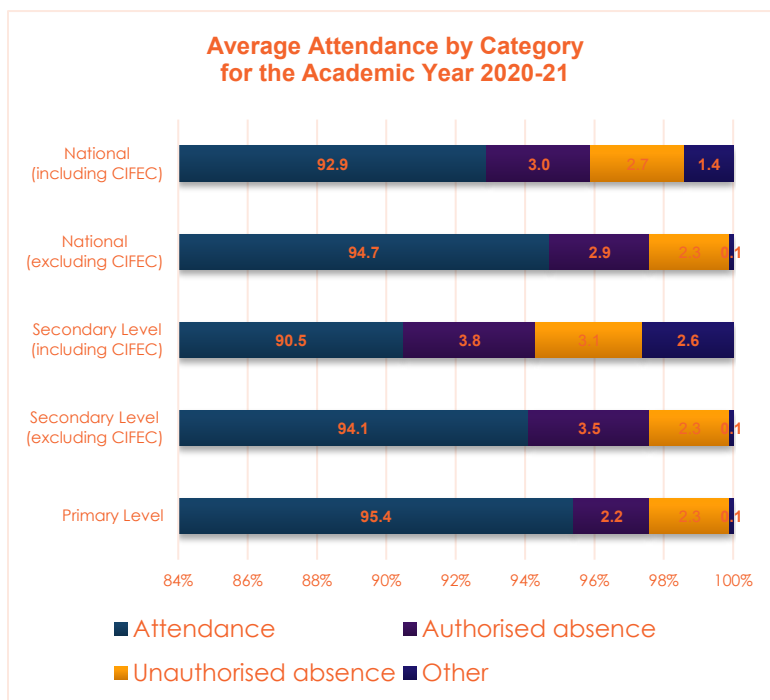
Figure 1 indicates that the national average attendance for academic year 2020-21 which was approximately 93%. It also delineates average attendance by the category of school:

Figure 1: Average Attendance for the Academic Year 2020-21

Secondary: The average attendance for secondary schools in the Cayman Islands in 2020-21 was 90.5%. This represents a marginal 1pp increase over last year. Of the students listed as absent, 3.8% were classified as authorised, 3.1% as unauthorised and 2.6% was ascribed to missing registration marks (i.e. the attendance status is unknown).

When the Cayman Islands Further Education Centre (CIFEC) was excluded from the attendance statistics due to the large number of students on work placements, the average attendance for secondary schools increased by approximately 3.6pp, to 94.1%. Authorised absence was 3.5%; unauthorised was listed as 2.3%; 0.1% of student attendance was unaccounted for and thus attributed to 'missing registration marks'.

Primary: The average attendance for primary schools is listed as 95.4%. Of the 4.6% of students listed as absent, 2.2% were classified as authorised, 2.3% as unauthorised and 0.1% was attributed to missing registration marks.

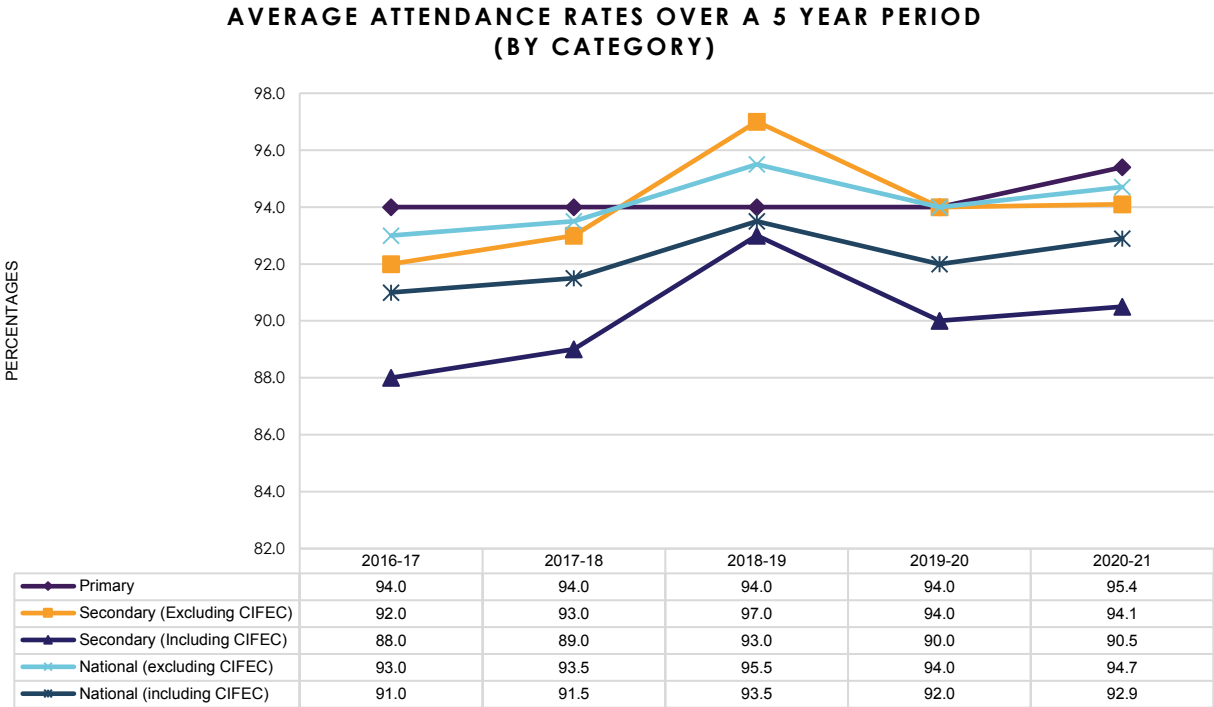


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Attendance trends: Figure 2 shows the attendance trends over the past five years. Results indicate that students' attendance at the primary level remained relatively stable, increasing by approximately 1.5pp in 2020-21. However, attendance at the secondary level showed an increase over the first 3 years in the graph below, with a decline during the 2019-20 academic year in which the Covid-19 virus impacted the education system.

Figure 2: Attendance trends over a 5 year period (2016-17 to 2020-21)



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



Attainment data

This report reflects the achievement data for students enrolled in the public school system in the Cayman Islands. Students' achievement standards are discussed in relation to the national expectations at the end of Key Stage 2 (Year 6) and Key Stage 4 (Years 11 and 12).

Key Stage 2

The CI Government adopted, adapted and implemented the 2014 UK Curriculum in all public primary schools in August 2019. Schools gauge the attainment of students in Key Stages 1, 2 according to the new National Curriculum (NC) standards. Performance in all subjects are judged against the NC standards and assessed by teachers as detailed in Table 4.

Table 4: Cayman Islands NC Teacher Judgements Framework

Descriptor	Meaning
Pre-Key Stage (N)	Working Below NC Assessment Standards
Below (BLW)	Does not meet the Expected NC Standard: has met only a few of the defined standards for the period.
Working towards (WTS)	Does not meet the Expected NC Standard: has met most of the defined standards for the period.
Expected (EXP)	Meets the Expected NC Standard: has mastered/achieved all of the defined standards for the period.
Greater Depth	Exceeds Expected NC Standard: has mastered the learning expected for their age and stage and is therefore able to delve into it in more detail.

Teacher Judgements. Teacher judgements are 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 curriculum. Teachers are required to design assessments in their classrooms so that both teaching and learning are meaningful and meet the needs of all students. These assessments are used collectively to determine whether students are performing below, within or above the expected standard for their age group.

The national expectation is that the majority of students will achieve the expected standard year on year. This attainment standard is considered the minimum requirement to successfully access and navigate primary and secondary education provision.

2021 KS2 Examinations Administration. The assessment model for this new curriculum will also report attainment data using scaled scores at the end of KS2. Due to the outbreak and spread of the COVID-19 pandemic, the end of KS2 examinations were cancelled in the 2020-2021 academic year.

Consequently, the KS2 results and comparisons detailed in this report are constructed on the school-based teacher judgements made over the year, the results of the Hodder achievement tests and the results derived from the standardised Cognitive Abilities Test Fourth Edition (CAT4).

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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.

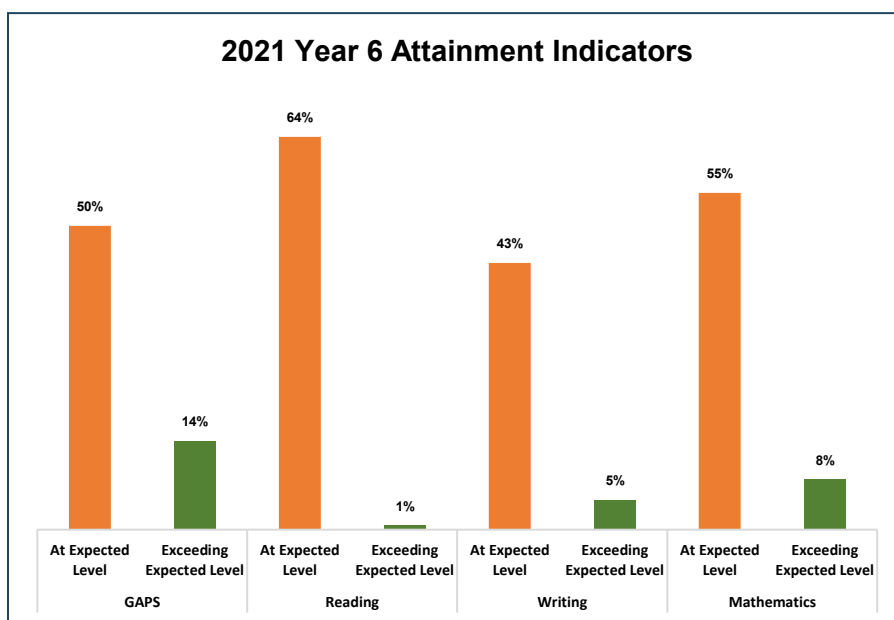
CAT4 is also used as a valuable screening tool to identify a pupil's strengths, weaknesses and learning preferences. It aids in the development of challenging but realistic targets. Variations between the potential measured by CAT4 and actual outcomes can form the basis for further investigation of potential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

KS2 Performance Data

The end of year performance data for the Year 6 (KS2) cohort indicate that 65% of the cohort met the expected standard in reading, 64% grammar punctuation and spelling (GAPS), 48% in English writing and 63% in mathematics.

Figure 3

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



The percentage of students meeting the expected standard is inclusive of 14% of the cohort who exceeded the standard in GAPS, 5% in writing, 8% in mathematics and 1% in reading.

When compared against the CAT4 predictors for this cohort which were obtained in October 2020, the data indicates a 28pp difference in the actual achievement versus the predictions for writing (See Figure 4).

Reading and GAPs are consistent with the predicted values.

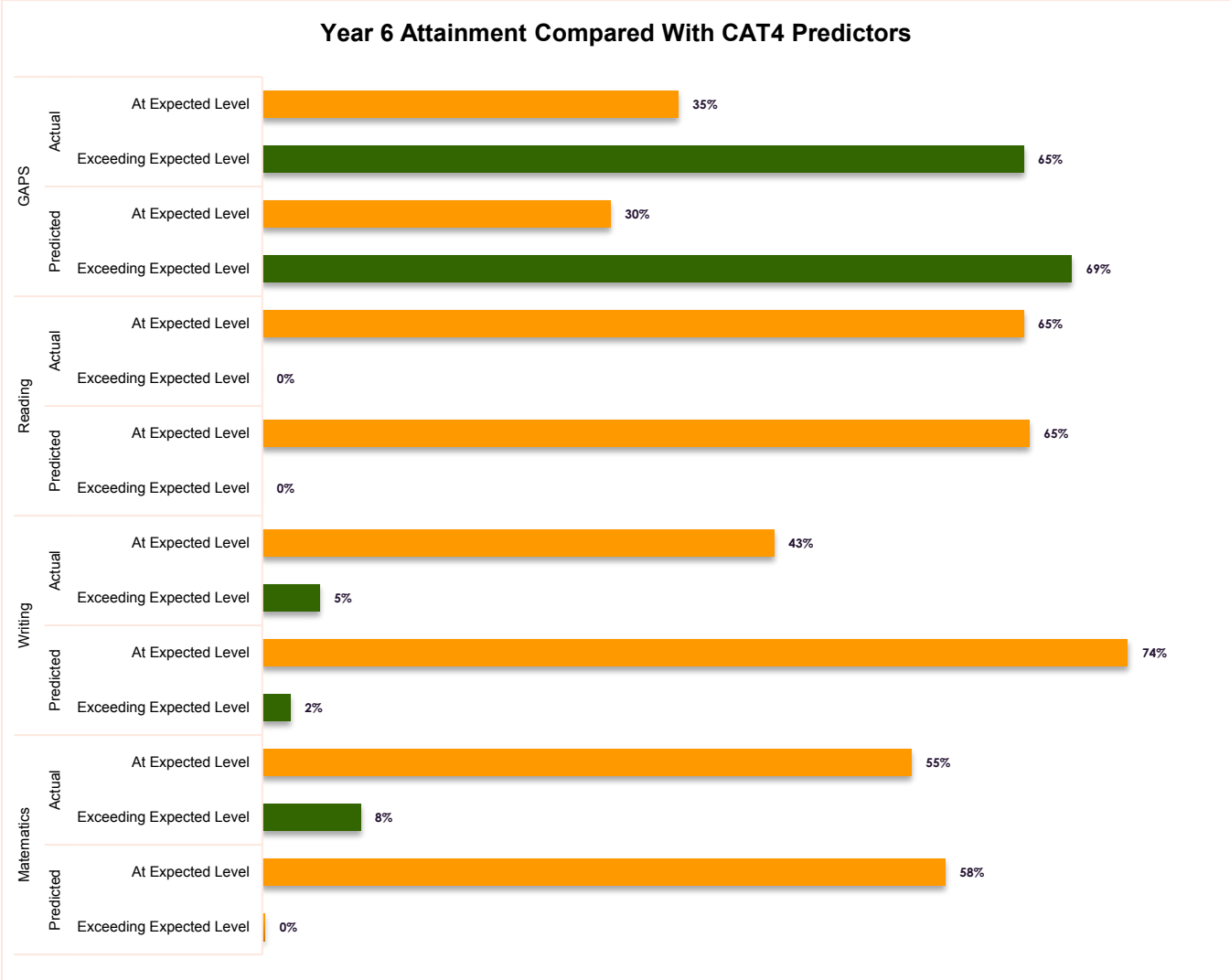
The mathematics figures are somewhat consistent with the predictors, however, they show evidence of 8 percent more of the students exceeding expectations than predicted. This performance augers well for the future. That is, the number of students achieving national expectations at the end of KS4 for this cohort should be significantly higher than current standard, provided this trend in mathematics' performance continues.

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Figure 4

Year 6 Attainment: School based attainment tests compared with CAT4 predictors



Other specific attainment data and school comparisons for KS2 are shown in Appendix C.



Key Stage 4 (KS4) Performance Indicators

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 D). 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.

May/June 2021 Examinations Series Considerations

Although the COVID-19 pandemic impacted external examinations globally, the Cayman Islands public schools opted to sit their June 2021 external examination rather than using Teacher Assessed Grades (TAG) whenever these administrations were offered by examining boards. In some cases, the physical siting of examinations necessitated an administration of examinations outside of the normal administration cycle.

This report will reflect and describe the performance of the cohort as per national requirements. Comparative analyses with respect to quantifying year-on-year system improvements, should be viewed with some degree of caution when these results are mapped against the 2020 metrics given the variations to the normal examinations process adopted by examining Boards in the June 2020 series. That is, the CSEC examinations employed a methodology which saw a review of the School Based Assessment (SBA) for all candidates, and the withdrawing of one of the written papers that is ordinarily offered to candidates. The GCSE, iGCSE Boards employed the use of teacher assessed grades as the basis for awarding grades to candidates.

As such, results in 2021 are more comparable to standards achieved in 2019, especially in cases where the data and associated meaning and inferences are used to influence policy creation and development.



Year 11

The key performance indicators for the 2021 Year 11 cohort are specified in Figure 5. Results indicate the following:

40.3% of the Year 11 cohort achieved the national expected standard (5 or more L2 subjects including English and mathematics). This represents an increase of 2.6pp and a decrease of 15.4pp over the 2019 and 2020 figures respectively.

67.2% achieved a L2 qualification in English Language, representing a decrease of 8.2pp and 16.2pp over the attainment for 2019 and 2020 respectively.

43.2% achieved a L2 qualification in mathematics. This represents an increase of 2.6pp and a decrease of 15.4pp over the 2019 and 2020 figures respectively.

63.4% achieved a L2 qualification in science; this represents an increase of 6.1pp over the 2019 figures and a decrease of 7.9pp over the 2020 figures.

35% of the cohort achieved honours status (7 or more subjects at L2 including English and mathematics).

It noteworthy that of the 183 students achieving the expected standard, 159 (87%) of them achieved the distinction of being classified as honours students. This is a significant achievement and speaks well for the system's ability to move high attaining students, to optimise their performance standard.

While the percentage of the students who achieved the expected standard and by extension the 'honours' status has remained steady over 2020 figures, there was a 7pp increase over the 2019 figures.

Student Characteristics

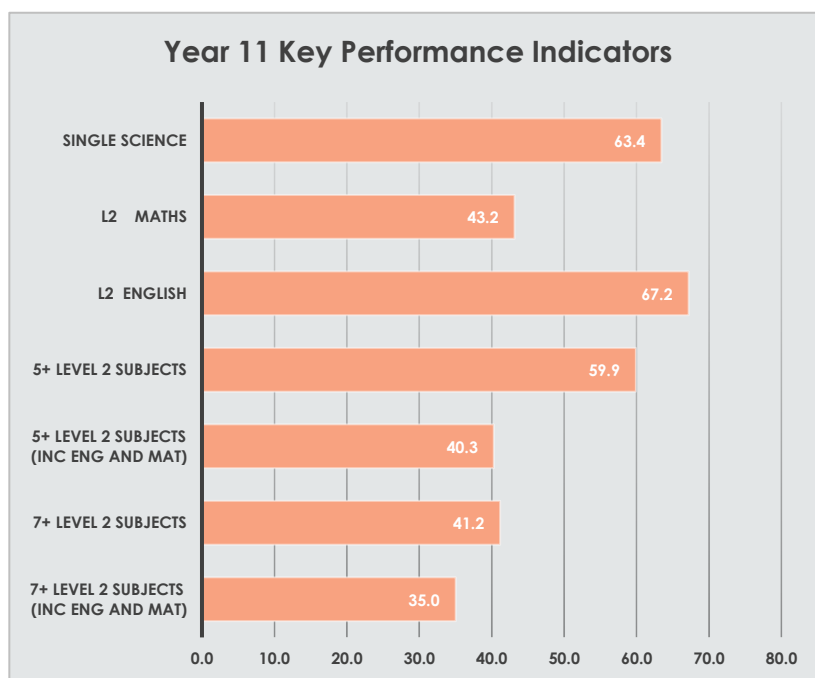
1. Gender

Figure 6 compares the performances of boys and girls across seven key performance measures relative to their specific cohort. The 2021 Year 11 cohort consists of 454 students of which 47.6% are boys and 52.4% are girls (See Appendix E).

The chart shows that girls are outperforming boys in all metrics; approximately 24pp in English and 16pp in science. The performance difference in mathematics is more modest (approximately 2.8pp).

Figure 5

Year 11 Key performance indicators (2021)



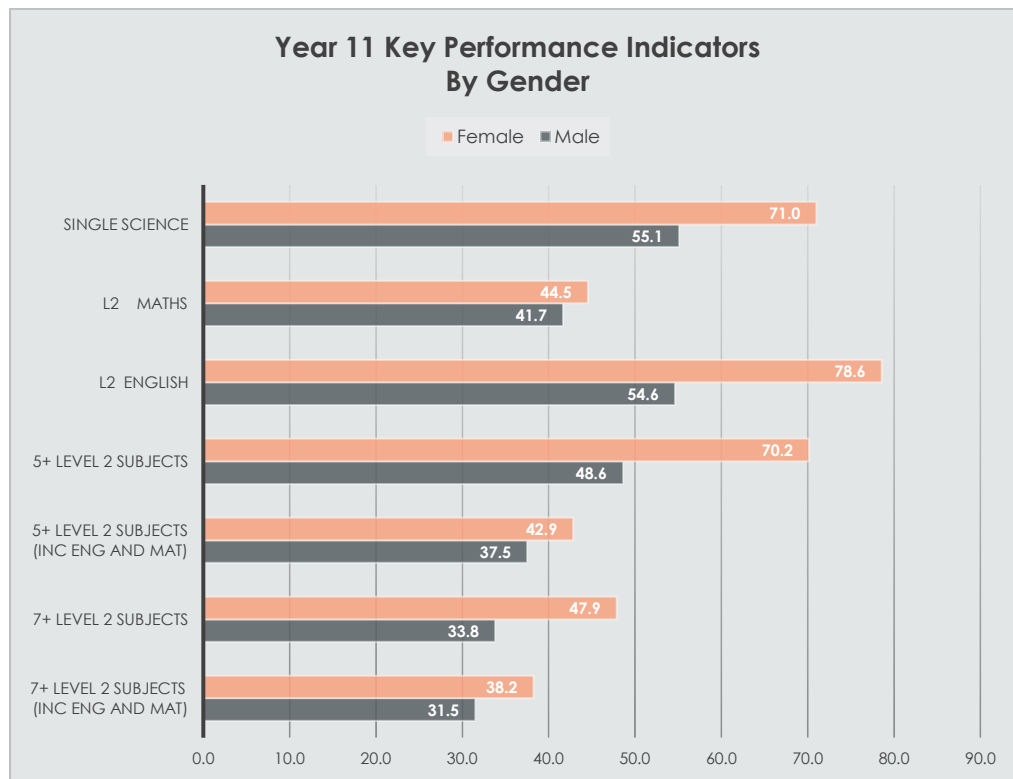
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This difference is in alignment with the difference in the metric for the national expected standard for boys and girls (approximately 5.4pp).

Figure 6

Year 11 Key performance indicators by gender (2021)



2. Prior Attainment

Performance on the Cognitive Abilities Tests (CAT4) is used by schools to provide context and further insight into the overall achievement of this cohort with respect to the interpretation of examination results. Normally, the overall distribution for the results of a CAT4 test is a ‘normal’ curve with a mean score of 100. The distribution for the 2021 cohort was skewed to the left with a mean score of 92.

The Year 11 cohort was divided into attainment groups based on their mean CAT4 score as shown in Table 5. Students’ attainment was grouped and analysed according to these attainment categories. The expectation, given these prior attainment results, is that at a minimum, 40% of the cohort would meet national targets.

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Table 5

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

Group	CAT4 Mean Score	No. of Students (Percentage)
High Attainment	Greater 105	65 (14.3%)
Average Attainment	From 95 – 105	120 (26.4%)
Low Attainment	Below 95	240 (52.9%)
No Score	Students who did not take the test	29 (6.4%)

Performance metrics indicate that the actual external examination results significantly exceeded predictions particularly in English and science. The following details are shown in Table 6:

High Category. 92% of the 65 students achieved acceptable grades in English, 86% in mathematics, and 92% in science.

Average Category. 87% of the 120 students achieved acceptable grades in English, 73% in mathematics, and 83% in science.

Low Category. 48% of the 240 students achieved acceptable grades in English, 17% in mathematics, and 57% in science.

Table 6

Comparison of Cognitive Ability Indicators with Actual Performance: Cohort Analysis by Subject

CAT 4 Ability Groupings	English							Total (By Category)	Acceptable Grade (by Category)
	No Grade	6 (F/G)	5 (E)	4 (D)	3 (C)	2 (B)	1 (A/A*)		
High CAT 4 Score (Above 105)	0		1	4	6	19	35	65 (14.3%)	92%
Average CAT 4 Score (95-105)	0		7	9	20	51	33	120 (26.4%)	87%
Low CAT 4 Score (Below 95)	9		44	66	69	37	15	240 (52.9%)	50%
No CAT 4 Score	1		2	6	10	3	7	29 (6.4%)	69%
Grand Total	10	0	54	85	105	110	90	454	67%
% by Grade	2%	0%	12%	19%	23%	24%	20%		67%
CAT 4 Ability Groupings	Mathematics							Total (By Category)	Acceptable Grade (by Category)
	No Grade	6 (F/G)	5 (E)	4 (D)	3 (C)	2 (B)	1 (A/A*)		
High CAT 4 Score (Above 105)	1		3	5	10	26	20	65 (14.3%)	86%
Average CAT 4 Score (95-105)	7		2	23	36	37	15	120 (26.4%)	73%
Low CAT 4 Score (Below 95)	49		61	90	27	12	1	240 (52.9%)	17%
No CAT 4 Score	2		6	9	6	4	2	29 (6.4%)	41%

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Total (per grade category)	59	0	72	127	79	79	38	454	43%
Percentage (by grade category)	13%	0%	16%	28%	17%	17%	8%		43%
	Science								
CAT 4 Ability Groupings	No Grade	6 (F/G)	5 (E)	4 (D)	3 (C)	2 (B)	1 (A/A*)	Total (By Category)	
High CAT 4 Score (Above 105)	1			4	12	22	26	65 (14.3%)	92%
Average CAT 4 Score (95-105)	2		4	14	30	38	32	120 (26.4%)	83%
Low CAT 4 Score (Below 95)	14	2	37	71	60	39	17	240 (52.9%)	48%
No CAT 4 Score	0		2	9	8	7	3	29 (6.4%)	62%
Grand Total	17	2	43	98	110	106	78	454	65%

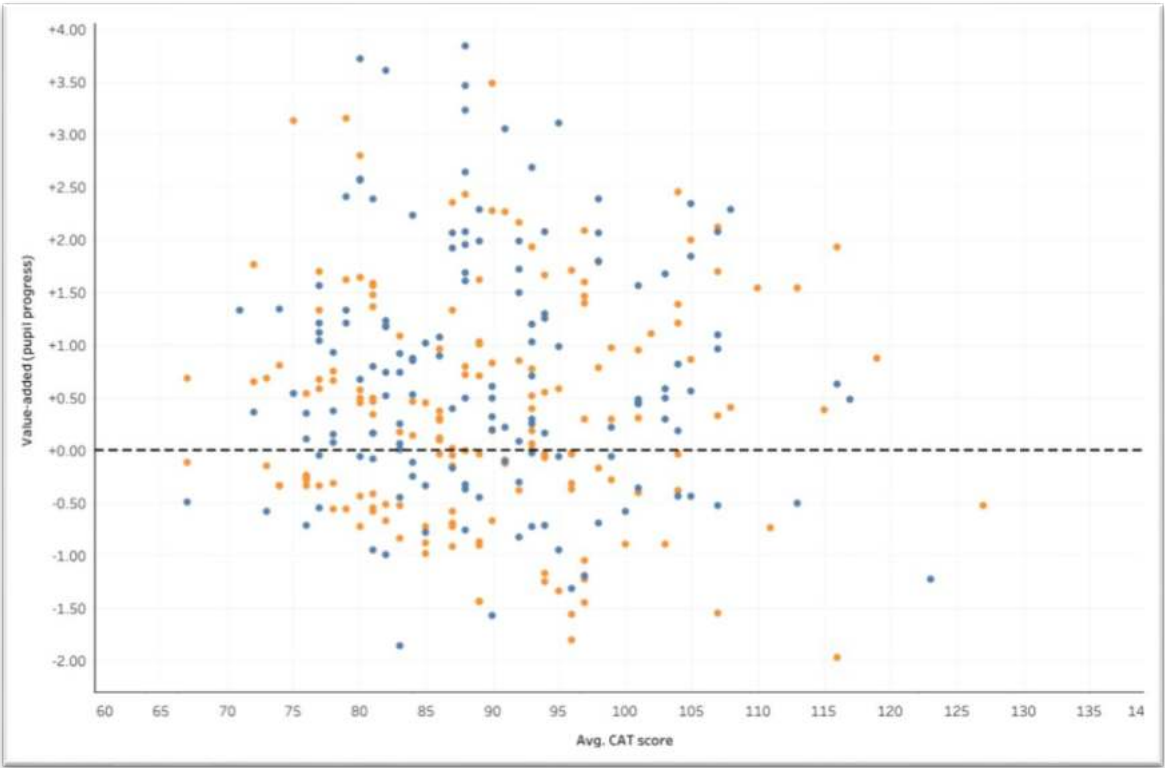
The scatter plots shown in Figures 7, 8 and 9 compare the value-added relative to the CAT4 mean obtained by students, for the core subjects English, mathematics, and science. The term 'value-added' speaks to the progress made by students relative to their starting points; this approach is considered a fairer method of assessing student progress in contrast to relying solely on exam performance.

The results displayed in the charts on these metrics imply that schools were able to add significant value by moving lesser able students to achieve acceptable grades particularly in English and science. On average, the value-added point score for English is 1.2, (approximately 1 grade point added above expectations), 0.4 (approximately half a grade added) for mathematics and 1.23 for science (approximately 1 grade point added).

Figure 7

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

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Blue: represents the female cohort
Gold: Represents the male cohort

Figure 8

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

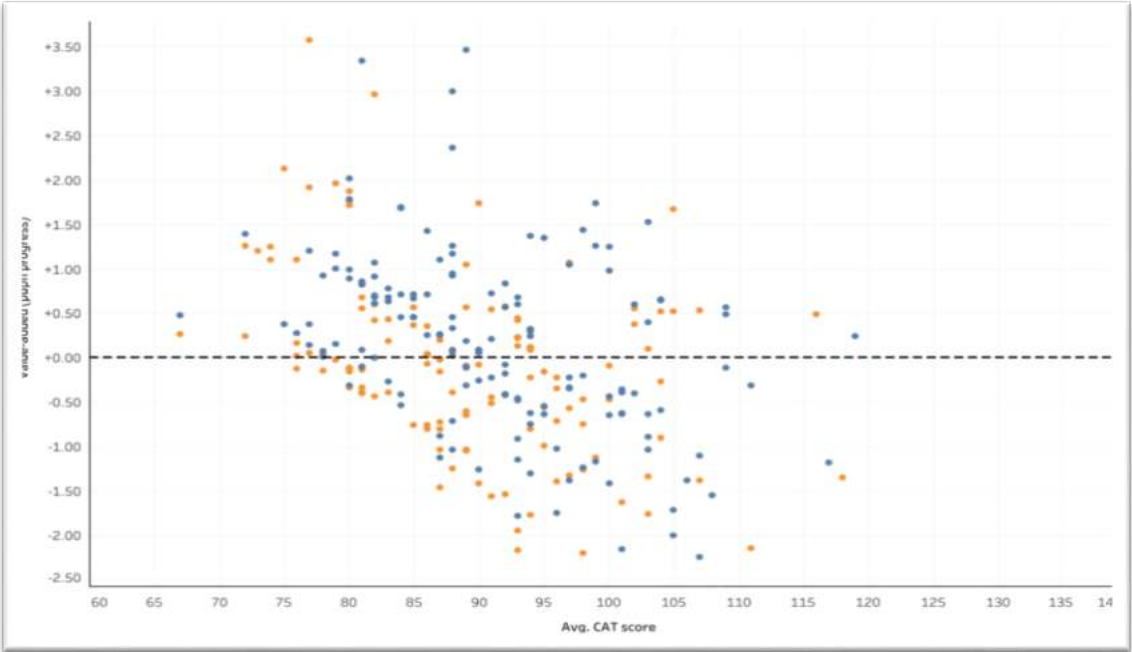
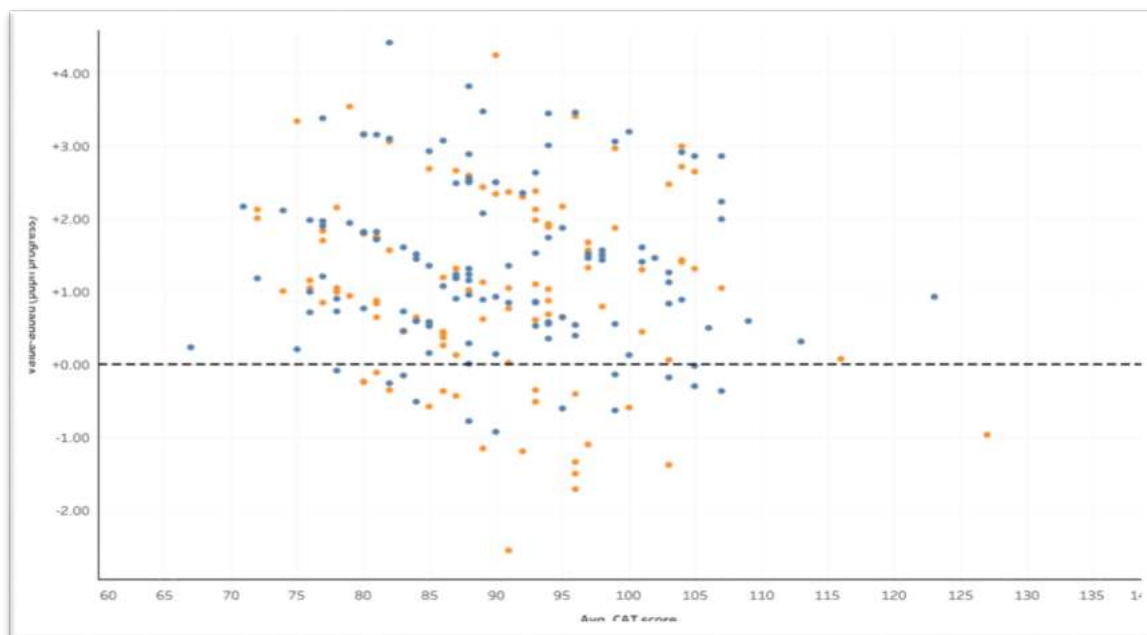




Figure 9

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



Blue: represents the female cohort

Gold: Represents the male cohort

Additional Learning Needs

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

Phase 1 (P1) - Early Screening and Progress Monitoring: This Differentiated Instruction Plan will usually be developed by the classroom teacher.

Phase 2 (P2) - 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.

Phase 3 (P3): Special Educational Needs and Disabilities (SEND) Eligibility and Individual Education Plans.

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

Table 7 shows that approximately 13% of the Year 11 cohort was categorised as requiring SEND type services. An array of intervention strategies are employed to support the continued development of these students.

This percentage of the cohort for this category is on-par with international norms. According to the National Centre for Education Statistics¹ (NCES), this figure stands at approximately 14%.

¹ NCES – Students with disabilities statistics link - <https://nces.ed.gov/fastfacts/display.asp?id=64>

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Of the 58 students assessed as SEND, 28% achieved an acceptable grade in English, 24% in mathematics and 40% in science.

Table 7

Year 11 Key performance indicators by gender (2021)

English									
Categories	No Grade	VI(F/G)	V(E)	IV(D)	III (C)	II (B)	I (A/A*)	Total (Per Category)	Acceptable grade (by Category)
ESL	1		3		3	1		8	50%
P1			5	8	10	5		28	54%
P2			6	5	3	1		15	27%
P3	4		21	17	8	5	3	58	28%
No SEND Need	5		19	55	81	98	87	345	77%
Grand Total	5		54	85	105	110	90	454	67%

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Mathematics									
Categories	No Grade	6 (F/G)	5 (E)	4 (D)	3 (C)	2 (B)	1 (A/A*)	Total (Per Category)	Acceptable grade (by Category)
ESL	1				1	2		8	38%
P1	7		5	10	5	1		28	21%
P2	1		9	5				15	0%
P3	25		7	12	9	3	2	58	24%
No SEND Need	25		47	100	64	73	36	345	50%
Grand Total	51		72	127	79	79	38	454	43%
Science									
Categories	No Grade	VI(F/G)	V(E)	IV(D)	III (C)	II (B)	I (A/A*)	Total (Per Category)	Acceptable grade (by Category)
ESL	1		2	1		3	1	8	50%
P1			6	6	10	6		28	57%
P2	1		6	7	1			15	7%
P3	9	2	10	14	7	12	4	58	40%
No SEND Need	6		19	70	92	85	73	345	72%
Grand Total	17	2	43	98	110	106	78	454	65%

General Performance Trends

Figure 10 summarises the performance trends in the key areas over a six year period. The chart line confirms that progress has been uneven for the areas under consideration over time. However, a marginal positive growth trend is still evident across all indicators (See Appendix F) by on average 1pp across all indicators.

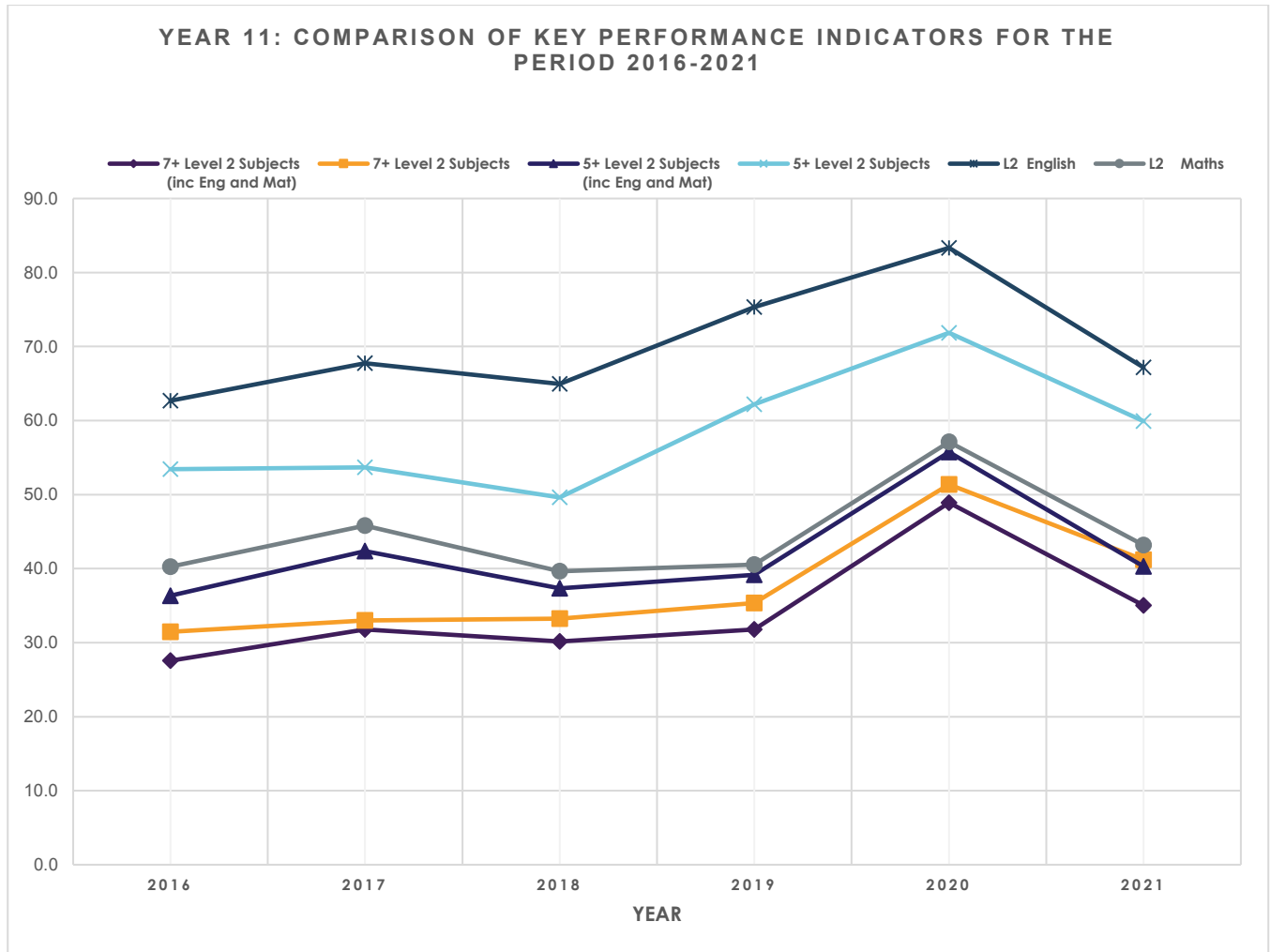
The chart also demonstrates that the average attainment achieved in English continues to be significantly higher than the attainment achieved mathematics (See Figure 10). The average difference is approximately 27pp. Note also that the line for national expectations is closely aligned with the line representing achievement in mathematics.

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Figure 10

Student Progress: Comparison of the Year 11 Key Performance Indicators over time



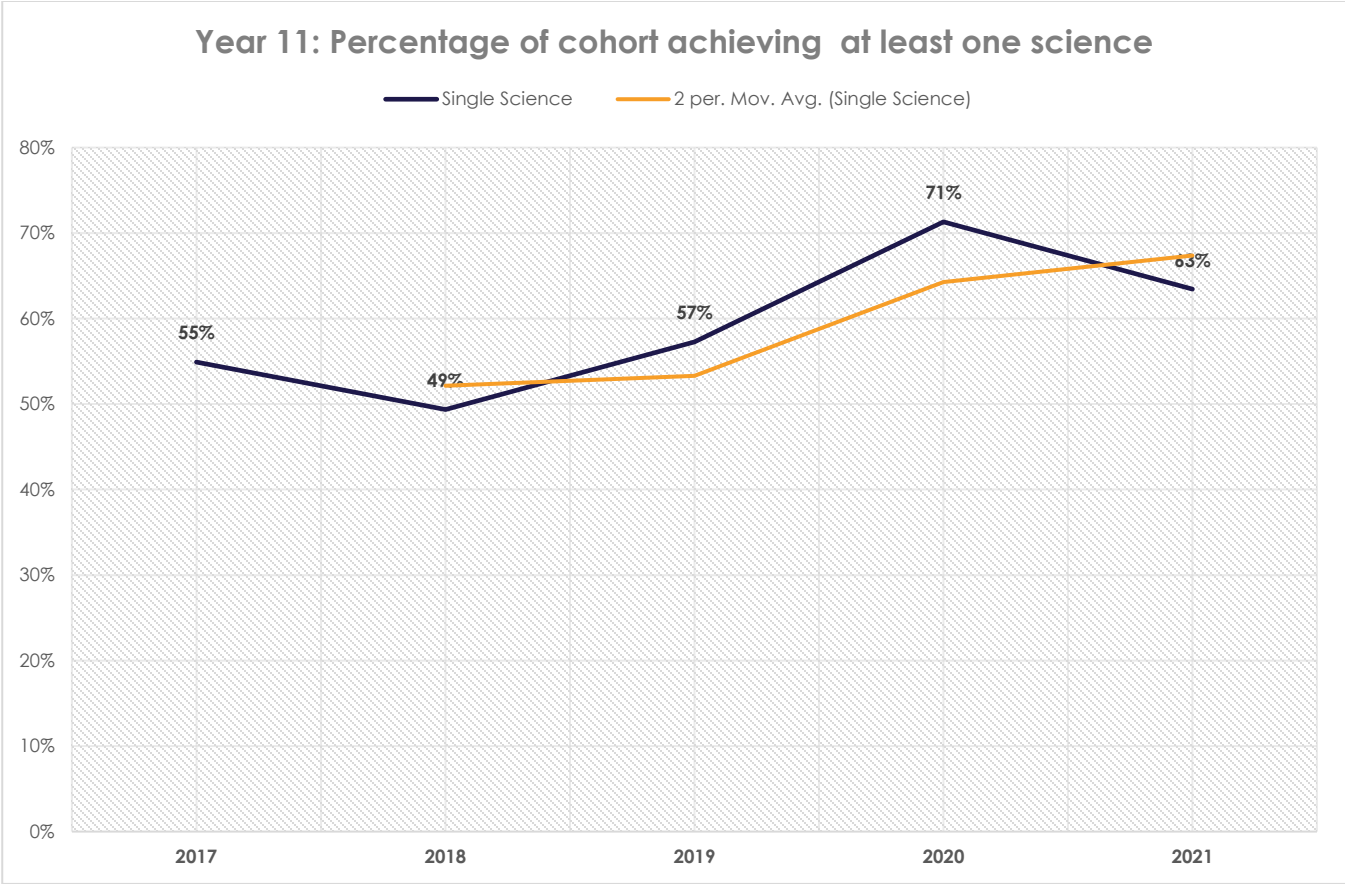
Science Results: Figure 11 illustrates the performance in science over a five year period. While the 2021 figures show a decrease over the 2020 figures, it does not completely erase the gains over the 2019 figures. Hence, the chart portrays significant gains in the number of students achieving a L2 qualification in science since 2018 as illustrated by the moving average trend line (See Figure 11).

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Figure 11

Year 11: Percentage of Students Achieving a L2 Qualification in Science over a 5-Year period



Other specific indicators and findings regarding the cumulative attainment of students at the end of Year 11 (2021) are provided in Appendix E.



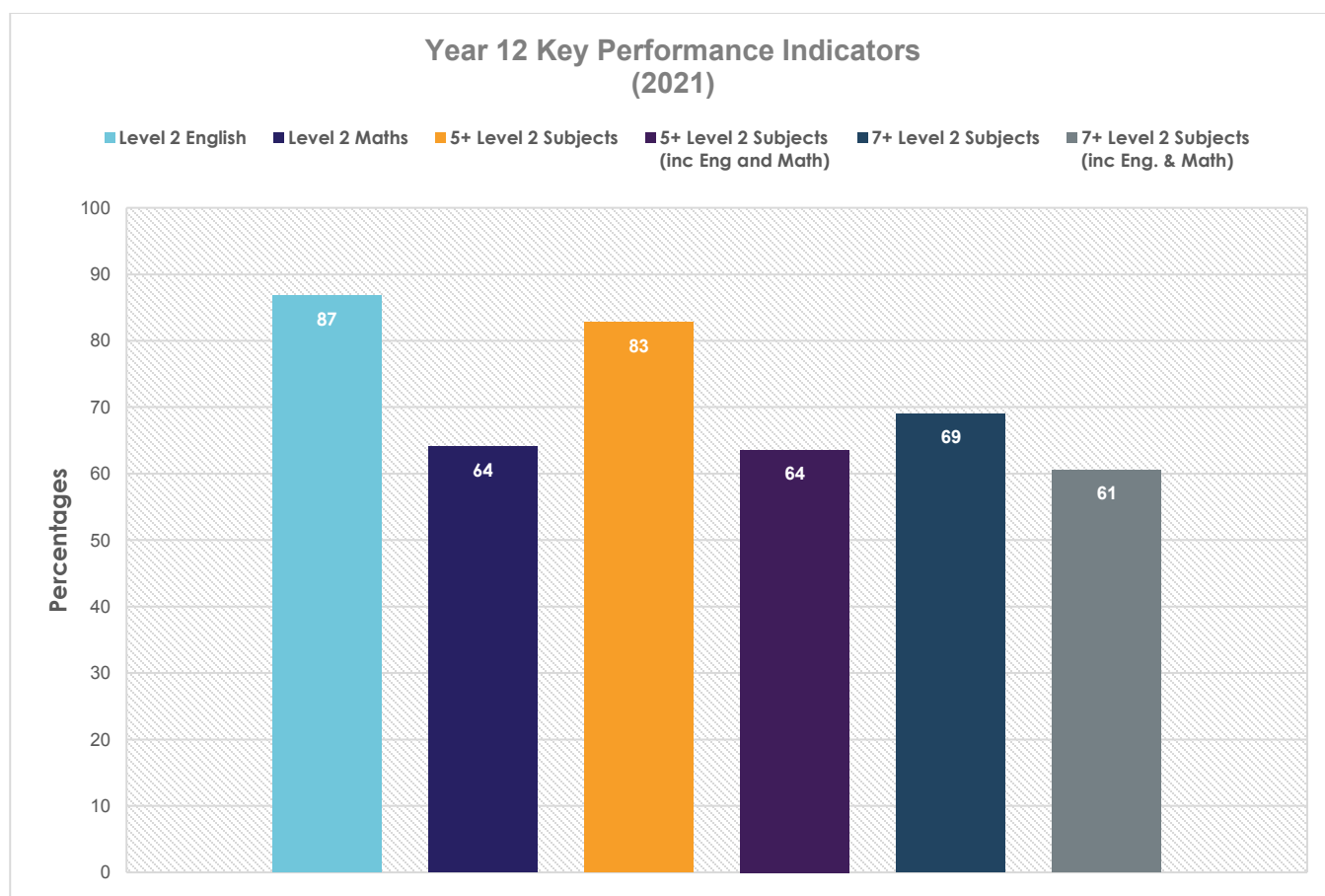
Year 12: Performance Indicators

The cumulative national performance indicators at the end of Year 12 are shown in Figure 12. The data indicates that 87% and 64% of the cohort achieved level 2 qualifications in English and mathematics respectively. 64% of the cohort achieved the national target (5 or more L2 qualifications including English and mathematics). 61% of the cohort exceeded this target achieving 'honours' status.

Of significant import is the fact that 95.3% (222) of the students achieving the national target achieved honours status (7 or more L2 qualifications including English and mathematics). This circumstance implies that most of the students who meet the expected standard are graduating with honours.

Figure 12

Year 12 Cumulative Results: Key Performance Indicators



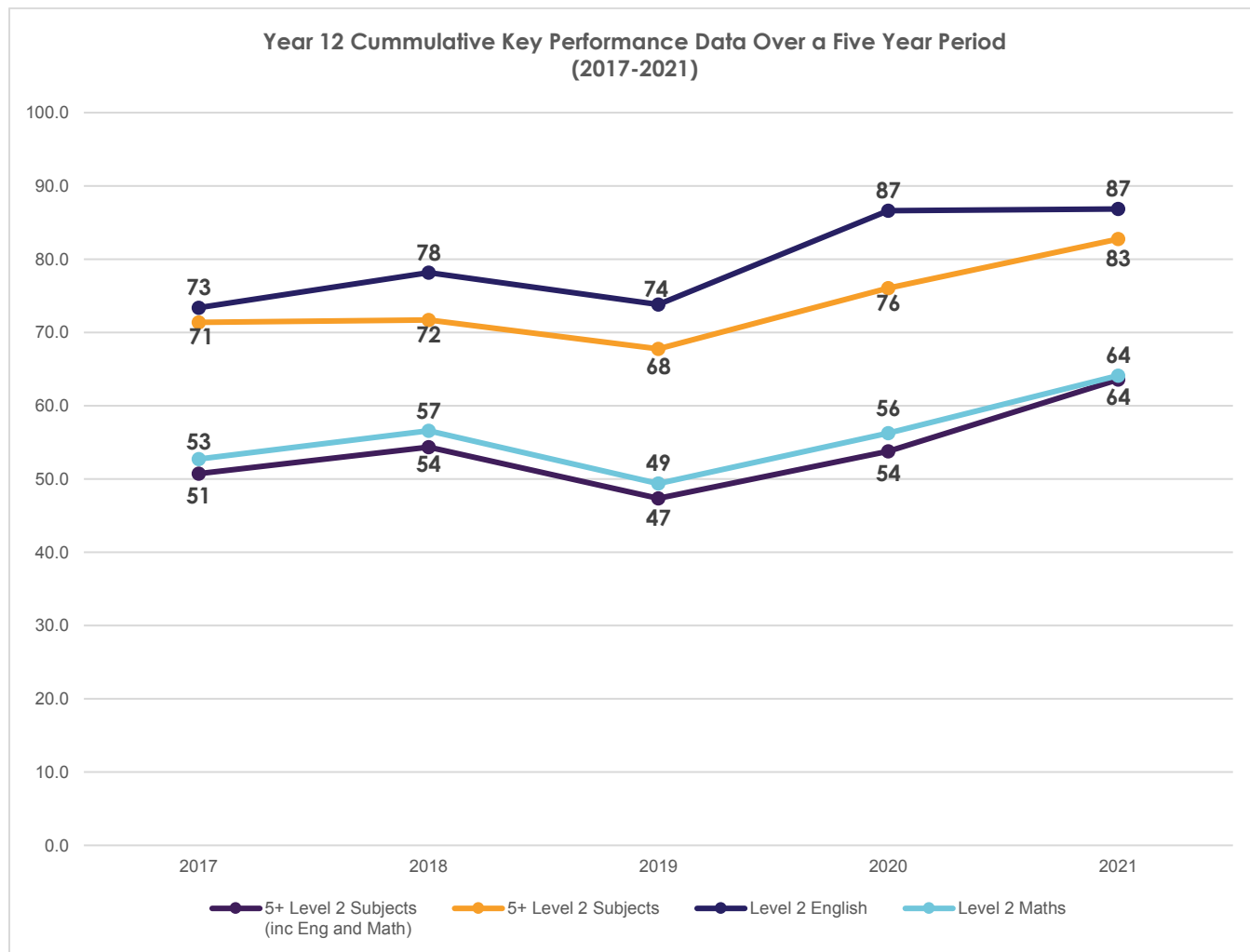
Comparative trends over the last five years show that performance in English remained relatively stable (87%) over last year. The other indicators considered showed significant net gains, by on average 8.3pp: math improved by approximately 8pp, the national expectation by 10pp and '5 or more subjects' by 7pp (See Figure 13). The increase this year is similar to last year's net gain over the 2019 figures. All line graphs show a positive growth trend despite the drop in 2019 over the 2018 figures. This speaks to net gains achieved over time and to the gradual system wide improvement.

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Figure 13

Year 12: National performance indicators over a 5-Year period



The number of students achieving the statistic ‘5 or more L2 qualifications’ averages 74% over the last five years and the average over the same period for “5 or more L2 qualifications (including English and math)” is 54%.

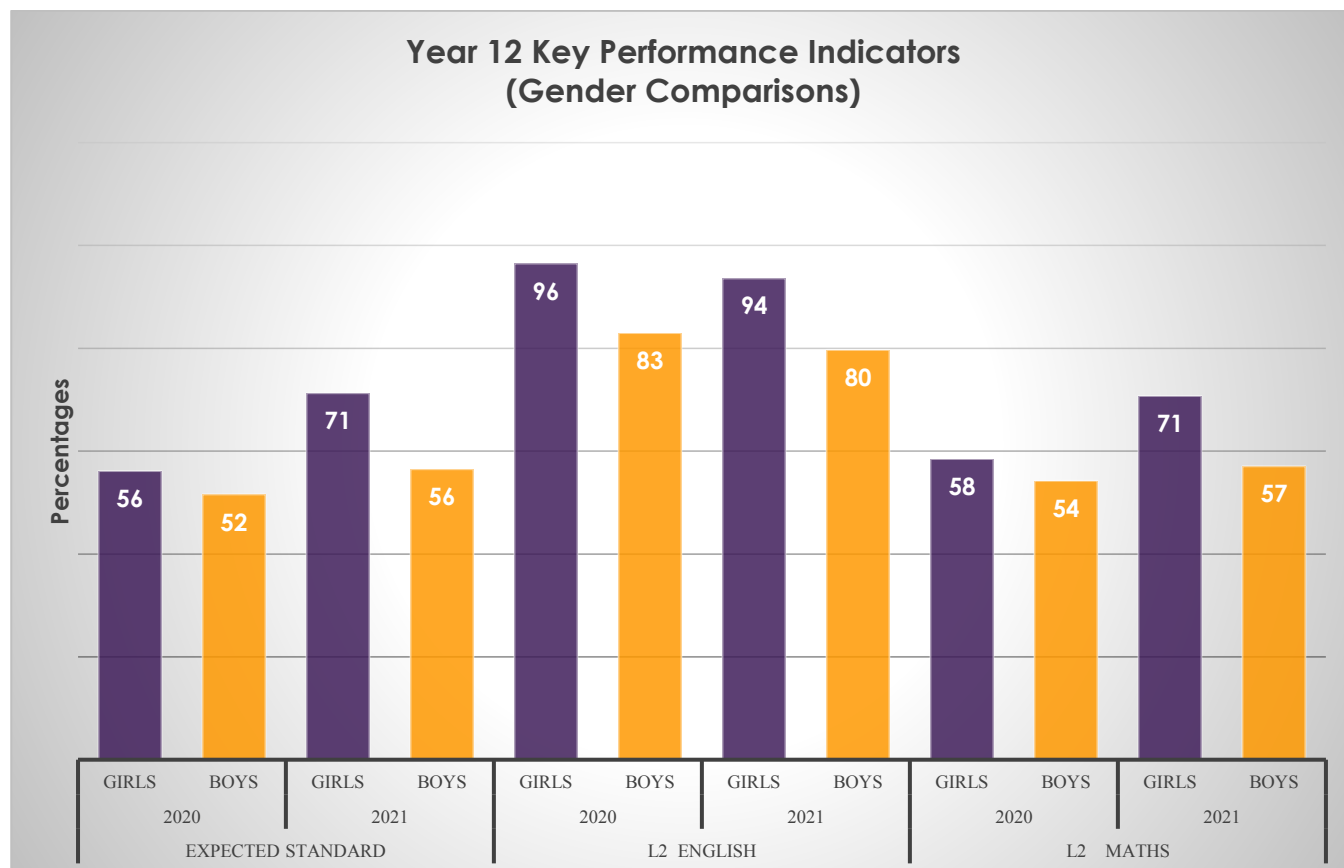
Figure 14 shows that 71% of the girls and 56% of the boys achieved the national standard or higher in 2021. This represented a 15pp increase for the girls and 4pp increase for the boys over the 2020 figures. In 2021, 94% of the girls in contrast to 80% of the boys achieved a L2 qualification in English. Similarly, 71% of the girls and 57% of the boys achieved a L2 qualification in mathematics.

The results indicate a modest improvement in the expected national standard and mathematics by boys, and a more marked improvement across the 2 metrics by girls.



Figure 14

Year 12 Indicators: Gender performance comparisons over a two year period

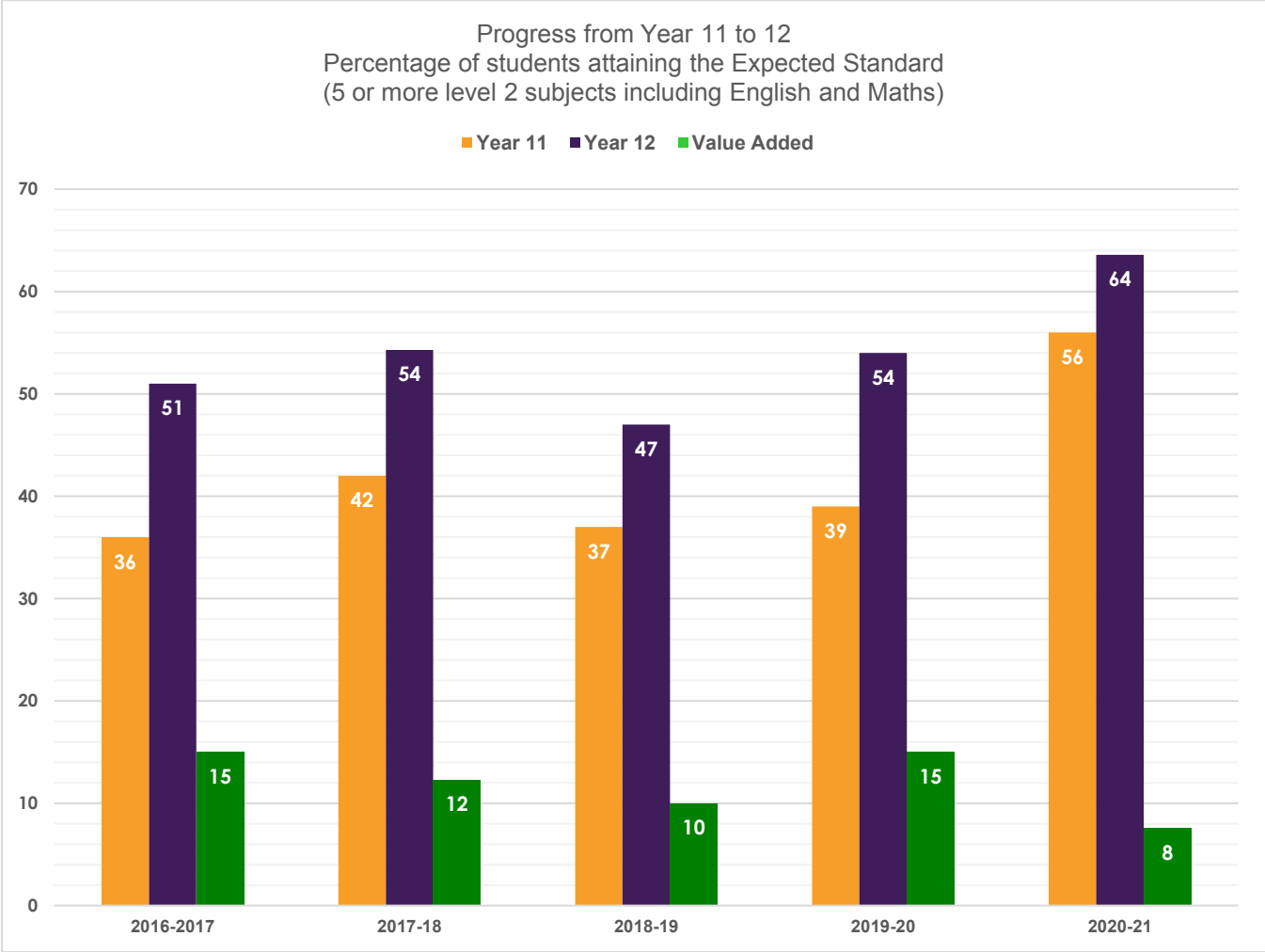


Achievement at the expected standard continues to reflect improvement over time in the transition from Year 11 to 12. Figure 15 shows an average 12pp points expansion in the number of students achieving the expected standard: 5 or more L2 qualifications including English and mathematics, over the five year period under consideration. This speaks to the significant benefit to students of the additional year of secondary education at KS4.

Figure 15

Percentage of Year 12 students achieving 5 or more subjects at Level 2 including English and Mathematics compared to their achievement at the end of Year 11 (same cohort)

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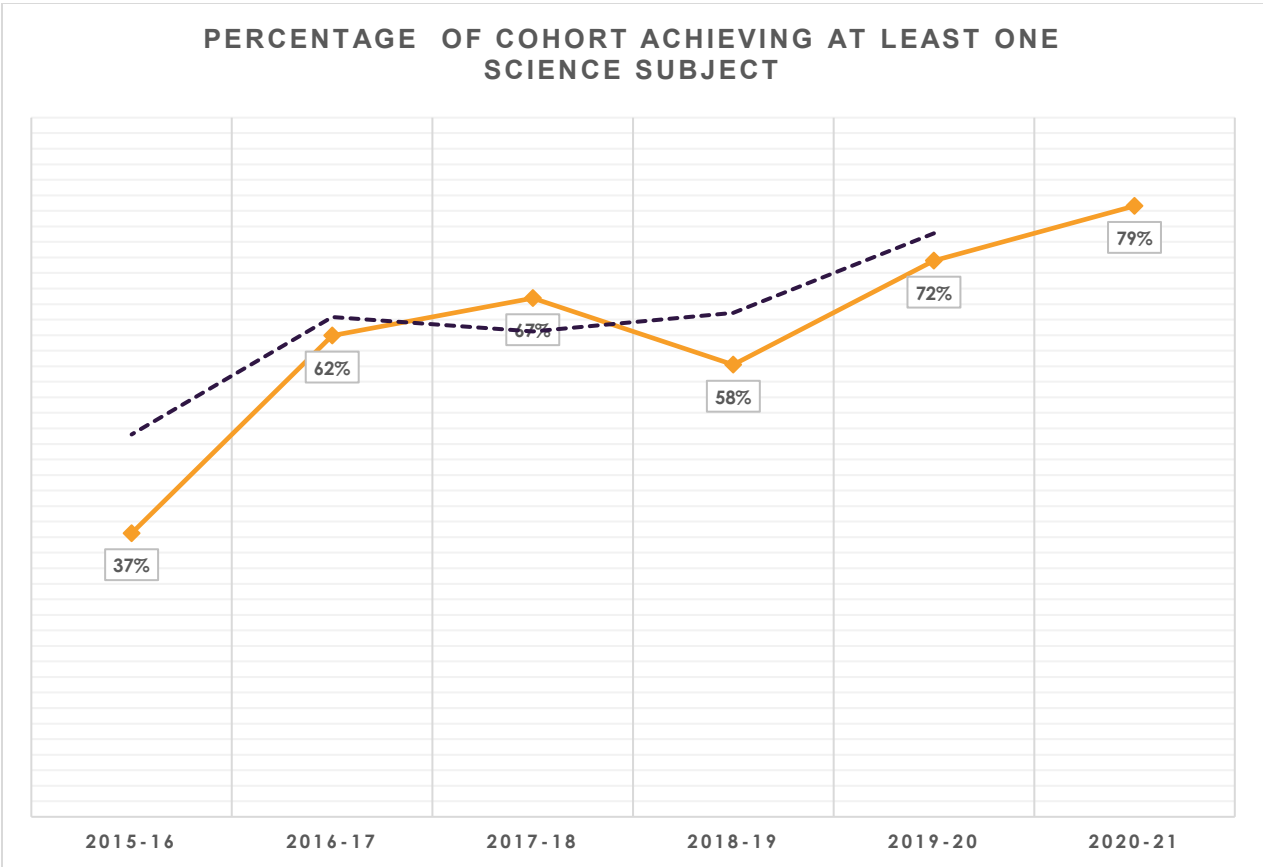
It is again noteworthy that 82% of the students who met the expected standard in 2020 achieved honours status: 7 or more L2 subjects including English and mathematics. While there was a general increase in the percentage of students meeting the expected standard this year, there was a 3pp decline in the percentage of students exceeding this standard over 2020 (See Appendix I).

Figure 16 illustrates the positive growth trends in science attainment over the period considered. The percentage of students achieving a satisfactory grade in science now stands at 79%, the highest national average for any cohort. This represents a 7pp point growth over the highest attainment reached in 2020.



Figure 16

Percentage of students achieving at least one science subject



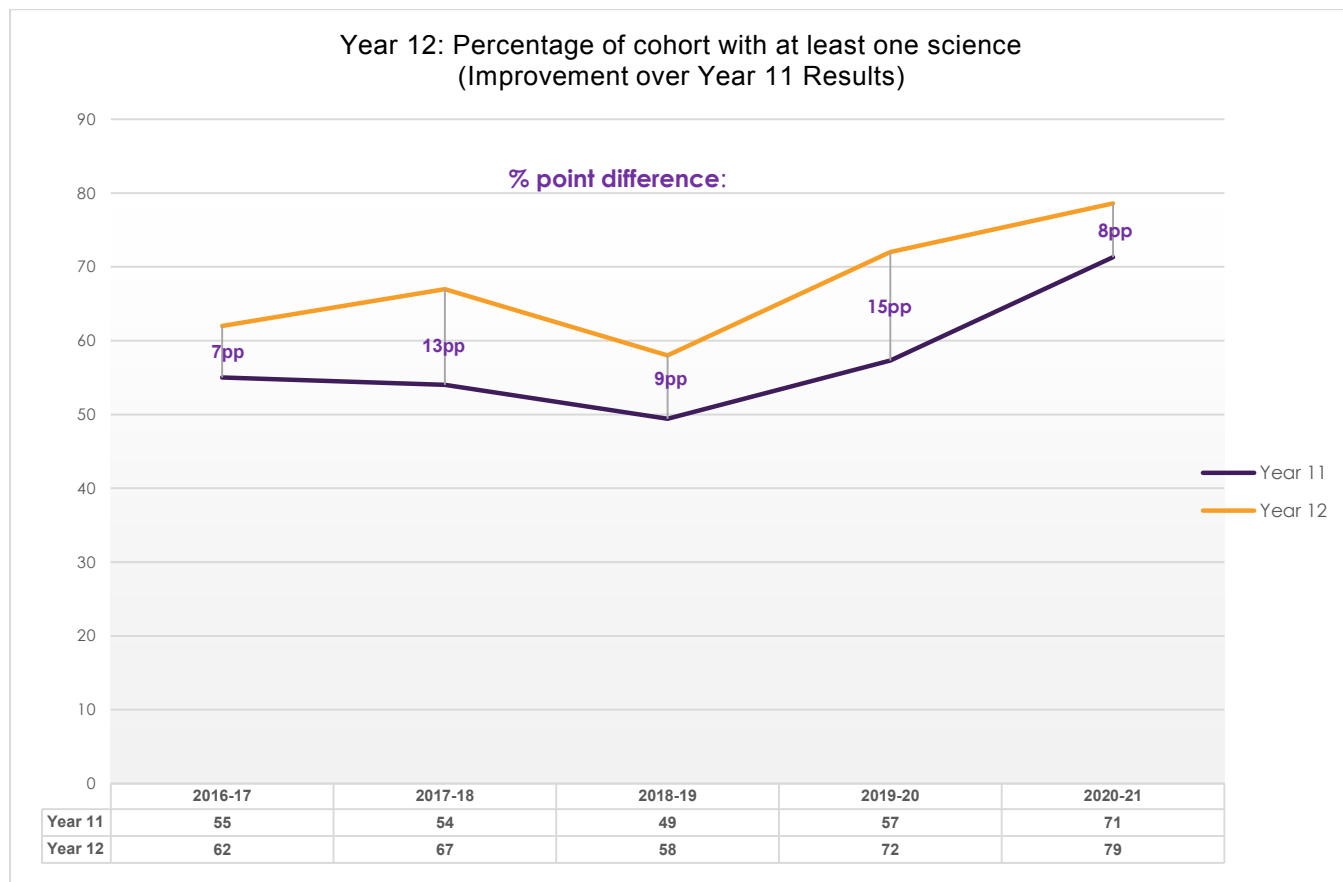
The growth in the percentage of students achieving a science subject by the end of Year 12 (See Figure 17) and the percentage of students meeting the expected level (See Figure 15) speaks well of the expanding programme at CIFEC and the successes achieved during the final compulsory year of education.

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Figure 17

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



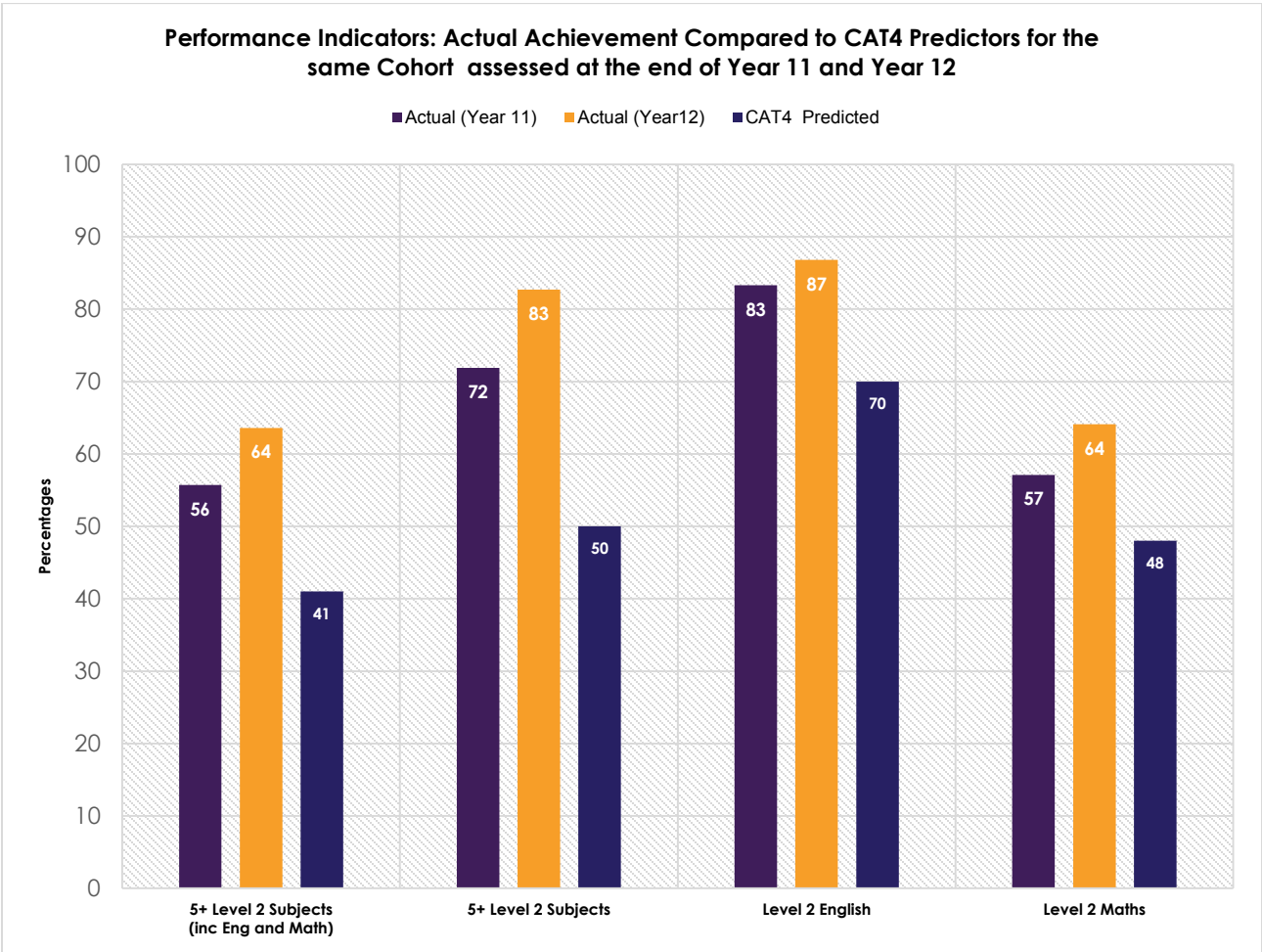
Cognitive Abilities Tests (CAT4) – Year 12

The CAT 4 test is taken in Year 9 and used to identify both a student's academic potential and learning challenges. The results of the CAT 4 are used as a predictor of student performance at the end of KS4. When these predictors are compared with actual outcomes, results indicate that students' achievement has exceeded CAT predictors by on average 22pp across the indicators considered by the end of Year 12 (See Figure 18).



Figure 18

Achievement: CAT4 predictors compared with Actual Outcomes (2021)



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

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Appendix A

Enrolment Data

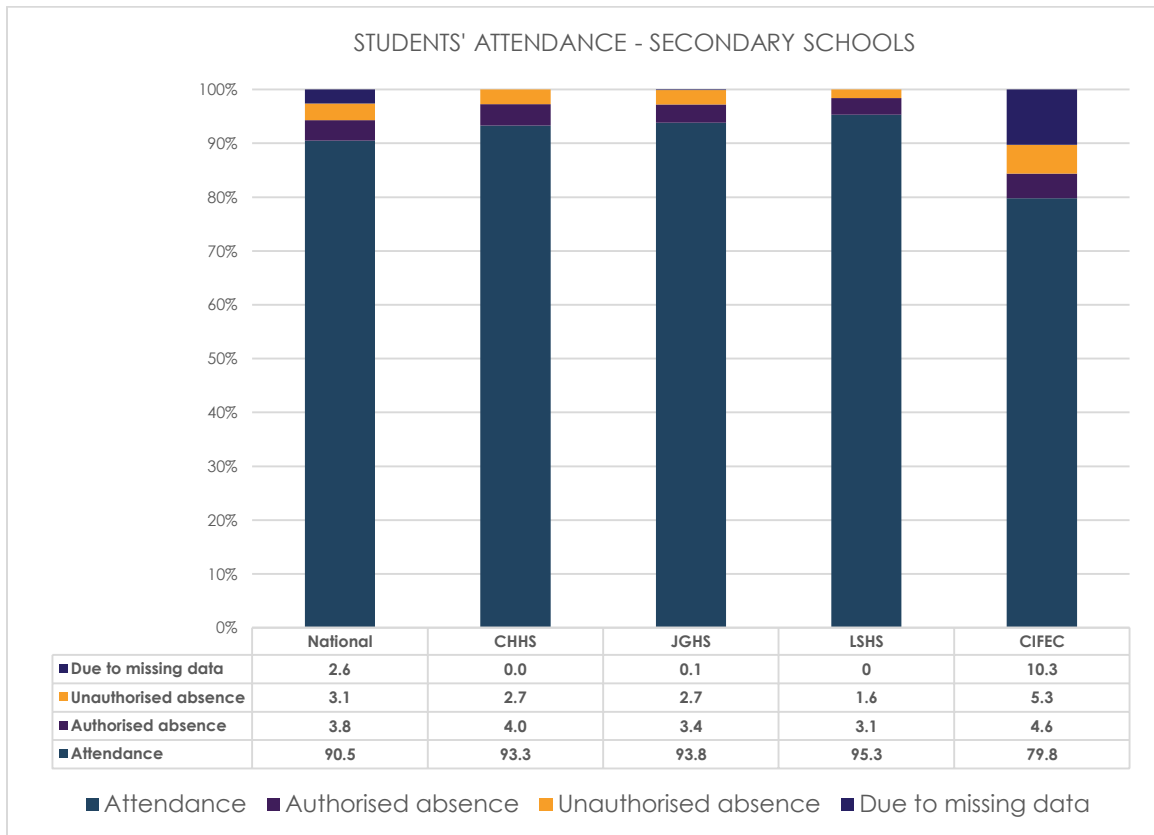
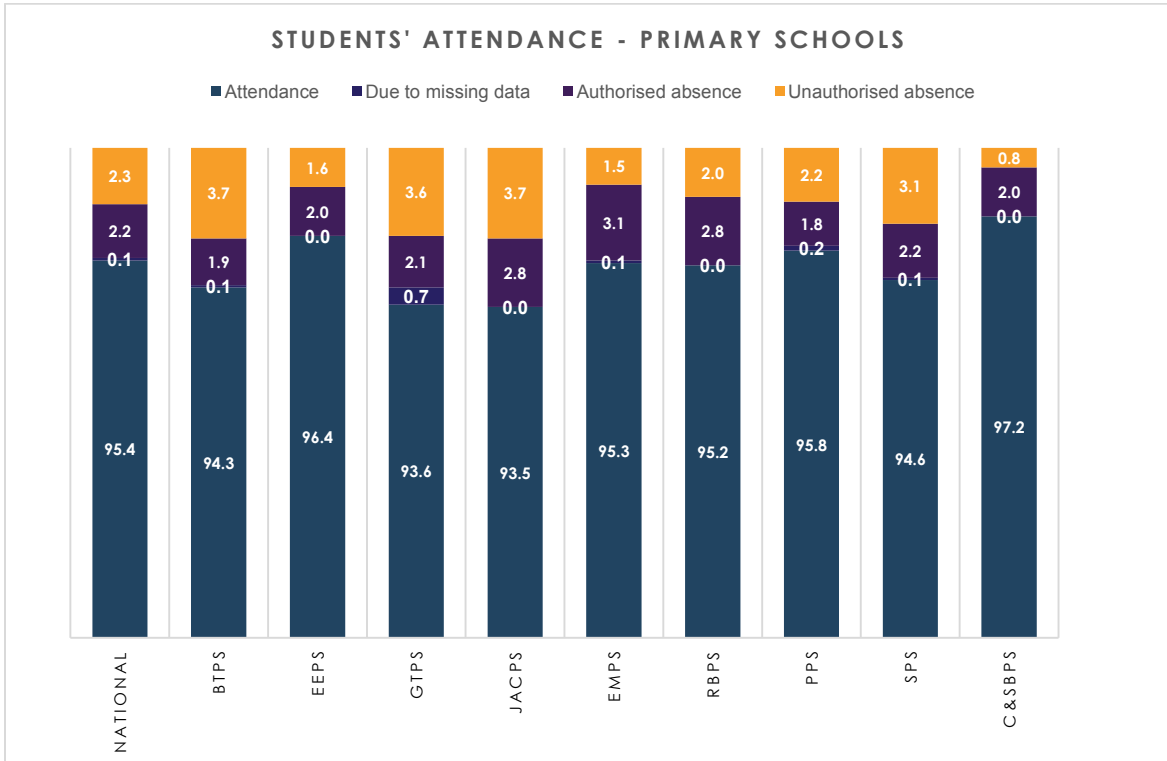
Enrolment Distribution (by age) for government schools 2020-21 - including Lighthouse School

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	150	181	331	0	0	0	150	181	331
6 years	173	174	347	0	0	0	173	174	347
7 years	199	184	383	0	0	0	199	184	383
8 years	199	221	420	0	0	0	199	221	420
9 years	186	226	412	0	0	0	186	226	412
10 years	217	232	449	1	1	2	218	233	451
11 years	7	11	18	217	201	418	224	212	436
12 years	0	0	0	217	208	425	217	208	425
13 years	0	0	0	215	220	435	215	220	435
14 years	0	0	0	189	236	425	189	236	425
15 years	0	0	0	213	207	420	213	207	420
16 years	0	0	0	151	137	288	151	137	288
17 years	0	0	0	4	15	19	4	15	19
18 years	0	0	0	0	0	0	0	0	0
19 years	0	0	0	0	0	0	0	0	0
Total	1131	1229	2360	1209	1225	2434	2461	2574	4794



Appendix B

Average Student Attendance for Primary and Secondary Schools



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Appendix C

School	Totals	GAPS						Reading					
		Actual			CAT Predictor			Actual	Actual		CAT Predictor		
		Below Expected level	At Expected Level	Exceeding Expected Level	Below Expected level	At Expected Level	Exceeding Expected Level	Below Expected level	At Expected Level	Exceeding Expected Level	Below Expected level	At Expected Level	Exceeding Expected Level
Creek and Spot Bay Primary	13	0%	15%	85%	0%	23%	69%	15%	85%	0%	23%	77%	0%
East End Primary School	17	0%	41%	59%	0%	35%	65%	41%	59%	0%	53%	47%	0%
Edna M Moyle Primary School	21	0%	43%	57%	0%	19%	81%	43%	57%	0%	24%	76%	0%
George Town Primary School	42	0%	60%	40%	0%	45%	52%	60%	40%	0%	48%	52%	0%
Joanna Clarke Primary School	63	0%	32%	68%	0%	26%	73%	32%	68%	0%	37%	63%	0%
Prospect Primary School	56	0%	17%	83%	0%	26%	72%	17%	83%	0%	28%	72%	0%
Red Bay Primary School	76	0%	31%	69%	0%	24%	74%	31%	69%	0%	29%	71%	0%
Sir John A. Cumber Primary School	77	0%	38%	62%	0%	23%	77%	38%	62%	0%	26%	74%	0%
Theoline L. McCoy Primary School	49	0%	50%	50%	0%	40%	60%	50%	50%	0%	46%	54%	0%
West End Primary School	14	0%	7%	93%	0%	57%	36%	7%	93%	0%	57%	43%	0%
Grand Total	428	0%	35%	65%	0%	30%	69%	35%	65%	0%	35%	65%	0%

School	Totals	Writing						Mathematics					
		Actual			CAT	Predicted		Actual	Actual		CAT	Predicted	
		Below Expected level	At Expected Level	Exceeding Expected Level	Below Expected level	At Expected Level	Exceeding Expected Level	Below Expected level	At Expected Level	Exceeding Expected Level	Below Expected level	At Expected Level	Exceeding Expected Level
Creek and Spot Bay Primary	13	53%	47%	0%	35%	65%	0%	0%	85%	15%	15%	85%	0%
East End Primary School	17	100%	0%	0%	14%	81%	5%	59%	41%	0%	71%	29%	0%
Edna M Moyle Primary School	21	47%	49%	5%	36%	62%	2%	24%	76%	0%	24%	76%	0%
George Town Primary School	42	20%	55%	25%	24%	74%	2%	33%	62%	5%	64%	36%	0%
Joanna Clarke Primary School	63	51%	48%	0%	21%	74%	5%	35%	60%	5%	40%	60%	0%
Prospect Primary School	56	46%	54%	0%	15%	77%	8%	37%	61%	2%	30%	70%	0%
Red Bay Primary School	76	69%	25%	6%	16%	84%	0%	30%	66%	4%	36%	63%	1%
Sir John A. Cumber Primary School	77	40%	60%	0%	22%	76%	2%	35%	35%	30%	45%	55%	0%
Theoline L. McCoy Primary School	49	73%	27%	0%	33%	67%	0%	63%	38%	0%	42%	58%	0%
West End Primary School	14	7%	93%	0%	36%	57%	7%	29%	57%	14%	64%	36%	0%
Grand Total	428	51%	43%	5%	24%	74%	2%	37%	55%	8%	42%	58%	0%

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Appendix D

Cayman Islands National Qualifications Framework (CINQF)

NQF	Sample Qualifications	Educational Stage
Level 5	<ul style="list-style-type: none"> ▪ Postgraduate Degree 	Tertiary or Advanced Professional Qualifications
Level 4	<ul style="list-style-type: none"> ▪ Bachelor's Degree or equivalent 	Tertiary
Level 3	<ul style="list-style-type: none"> <li style="width: 50%;">▪ A-Levels <li style="width: 50%;">▪ Associate Degree <li style="width: 50%;">▪ IB Diploma <li style="width: 50%;">▪ CAPE <li style="width: 50%;">▪ BTEC Level 3 (Nationals) <li style="width: 50%;">▪ Advanced Placement <li style="width: 50%;">▪ Trinity Music Grade 8 	Key Stage 5 Usually enables entry to the Bachelor's Degree (may also offer advanced standing)
Level 2	<ul style="list-style-type: none"> <li style="width: 50%;">▪ Cayman Islands Level 2 High School Diploma (Standard or Honours) <li style="width: 50%;">▪ GCSE/IGCSE (Grades A*-C) <li style="width: 50%;">▪ CSEC (Grades I-III) <li style="width: 50%;">▪ BTEC Level 2 (First diplomas) <li style="width: 50%;">▪ GED <li style="width: 50%;">▪ Trinity Music Grade 5 <li style="width: 50%;">▪ IMI Level 2 <li style="width: 50%;">▪ ASDAN (CoPE) 	Years 10/11/12 (Key Stage 4 – Standard High School) National Curriculum Level 7-8
Level 1	<ul style="list-style-type: none"> <li style="width: 50%;">▪ Cayman Islands Level 1 High School Diploma <li style="width: 50%;">▪ GCSE/IGCSE (Grades D-G) <li style="width: 50%;">▪ CSEC (Grades IV-VI) <li style="width: 50%;">▪ BTEC Level 1 (Introductory) <li style="width: 50%;">▪ CCSLC (Grades C & M) <li style="width: 50%;">▪ IMI Level 1 	Years 7/8/9 (Key Stage 3 – Middle School) National Curriculum Level 5-6
Entry Level	<ul style="list-style-type: none"> <li style="width: 50%;">▪ Entry Level Certificates <li style="width: 50%;">▪ CoEA <li style="width: 50%;">▪ ASDAN Bronze Award 	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.

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Appendix E
KS4 Performance Summary (Year 11)

Table E1
Year 11 Level 2 external examinations summary data (2017-2021) by school and gender

Number of Students

<i>Year</i>	<i>Cohort Size</i>	<i>Average no. Of entries/student</i>	<i>7+Level 2 Subjects (inc Eng and Mat)</i>	<i>7+ Level 2 Subjects</i>	<i>5+ Level 2 Subjects (inc Eng and Mat)</i>	<i>5+ Level 2 Subjects</i>	<i>L2 English</i>	<i>L2 Maths</i>
Year 11 Cohort								
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								
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								
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								
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

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Table E2
Year 11 Level 2 external examinations summary data (2017-2021) by school (Female cohort)

<i>Female</i>								
		<i>Average no. Of entries/ student</i>	<i>7+Level 2 Subjects (inc Eng and Mat)</i>	<i>7+ Level 2 Subjects</i>	<i>5+ Level 2 Subjects (inc Eng and Math)</i>	<i>5+ Level 2 Subjects</i>	<i>L2 English</i>	<i>L2 Maths</i>
Cohort Totals								
2021	238	8.7	91	114	102	167	187	106
2020	186	8.7	110	115	117	150	169	118
2019	173	8.5	68	78	75	120	147	77
2018	194	7.9	71	80	86	117	150	92
2017	217	8.2	93	98	113	144	169	117
John Gray High School								
2021	125	9.3	43	62	44	91	96	47
2020	87	8.9	49	51	52	70	81	53
2019	103	8.5	37	44	41	71	83	43
2018	94	7.7	31	39	34	57	71	37
2017	125	8.1	47	51	57	81	93	57
Clifton Hunter High School								
2021	94	7.8	38	41	47	61	72	48
2020	90	8.4	54	56	57	71	79	57
2019	60	8.2	23	26	25	39	54	25
2018	87	8	36	37	45	51	69	46
2017	78	8.2	33	34	43	50	63	47
Layman E. Scott Snr. High School								
2021	19	9.1	10	11	11	15	19	11
2020	9	10.2	7	8	8	9	9	8
2019	10	10.4	8	8	9	10	10	9
2018	13	8.8	4	4	7	9	10	9
2017	14	9.7	13	13	13	13	13	13

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Table E3
Year 11 Level 2 external examinations summary data (2017-2021) by school (Male cohort)

<i>Male Cohort</i>								
	<i>Cohort Size</i>	<i>Average no. Of entries/student</i>	<i>7+Level 2 Subjects (inc Eng and Mat)</i>	<i>7+ Level 2 Subjects</i>	<i>5+ Level 2 Subjects (inc Eng and Math)</i>	<i>5+ Level 2 Subjects</i>	<i>L2 English</i>	<i>L2 Maths</i>
Cohort Totals								
2021	216	7.8	68	73	81	105	118	90
2020	180	8.0	69	73	87	113	136	91
2019	192	7.8	48	51	68	107	128	71
2018	202	7.3	48	51	63	79	108	69
2017	189	7.4	36	36	59	74	106	69
John Gray High School								
2021	120	7.9	33	37	35	50	56	39
2020	87	8.4	35	37	41	56	62	42
2019	121	7.9	29	32	41	67	84	43
2018	109	7.2	31	33	34	44	58	36
2017	105	7.4	19	19	31	40	55	35
Clifton Hunter High School								
2021	82	7.5	28	29	39	48	54	44
2020	81	7.3	26	26	38	45	63	40
2019	63	7.5	16	16	23	33	37	23
2018	80	7.2	13	14	22	26	40	24
2017	80	7.3	15	15	26	32	49	32
Layman E. Scott Snr. High School								
2021	14	8.9	7	7	7	7	8	7
2020	12	9.5	8	10	8	12	11	9
2019	8	8.1	3	3	4	7	7	5
2018	13	8.8	4	4	7	9	10	9
2017	4	8.8	2	2	2	2	2	2

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Table E4
Year 11 Level 2 external examinations' summary data (2017-2021) by school

Percentages

		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								
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								
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								
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								
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

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Table E5
Year 11 Level 2 external examinations' summary data (2017-2021) by school (Female cohort)

<i>Female</i>								
	<i>Cohort Size</i>	<i>Average no. Of entries/student</i>	<i>7+Level 2 Subjects (inc Eng and Mat)</i>	<i>7+ Level 2 Subjects</i>	<i>5+ Level 2 Subjects (inc Eng and Math)</i>	<i>5+ Level 2 Subjects</i>	<i>L2 English</i>	<i>L2 Maths</i>
Cohort Totals								
2021	238	8.7	38.2	47.9	42.9	70.2	78.6	44.5
2020	186	8.7	59.1	61.8	62.9	80.6	90.9	63.4
2019	173	8.5	39.3	45.1	43.4	69.4	85.0	44.5
2018	194	7.9	36.6	41.2	44.3	60.3	77.3	47.4
2017	217	8.2	42.9	45.2	52.1	66.4	77.9	53.9
John Gray High School								
2021	125	9.3	34.4	49.6	35.2	72.8	76.8	37.6
2020	87	8.9	56.3	58.6	59.8	80.5	93.1	60.9
2019	103	8.5	35.9	42.7	39.8	68.9	80.6	41.7
2018	94	7.7	33.0	41.5	36.2	60.6	75.5	39.4
2017	125	8.1	37.6	40.8	45.6	64.8	74.4	45.6
Clifton Hunter High School								
2021	94	7.8	40.4	43.6	50.0	64.9	76.6	51.1
2020	90	8.4	60.0	62.2	63.3	78.9	87.8	63.3
2019	60	8.2	38.3	43.3	41.7	65.0	90.0	41.7
2018	87	8	41.4	42.5	51.7	58.6	79.3	52.9
2017	78	8.2	42.3	43.6	55.1	64.1	80.8	60.3
Layman E. Scott Snr. High School								
2021	19	9.1	52.6	57.9	57.9	78.9	100.0	57.9
2020	9	10.2	77.8	88.9	88.9	100.0	100.0	88.9
2019	10	10.4	80.0	80.0	90.0	100.0	100.0	90.0
2018	13	8.8	30.8	30.8	53.8	69.2	76.9	69.2
2017	14	9.7	92.9	92.9	92.9	92.9	92.9	92.9

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Table E6
Year 11 Level 2 external examinations' summary data (2016-2020) by school (Male cohort)

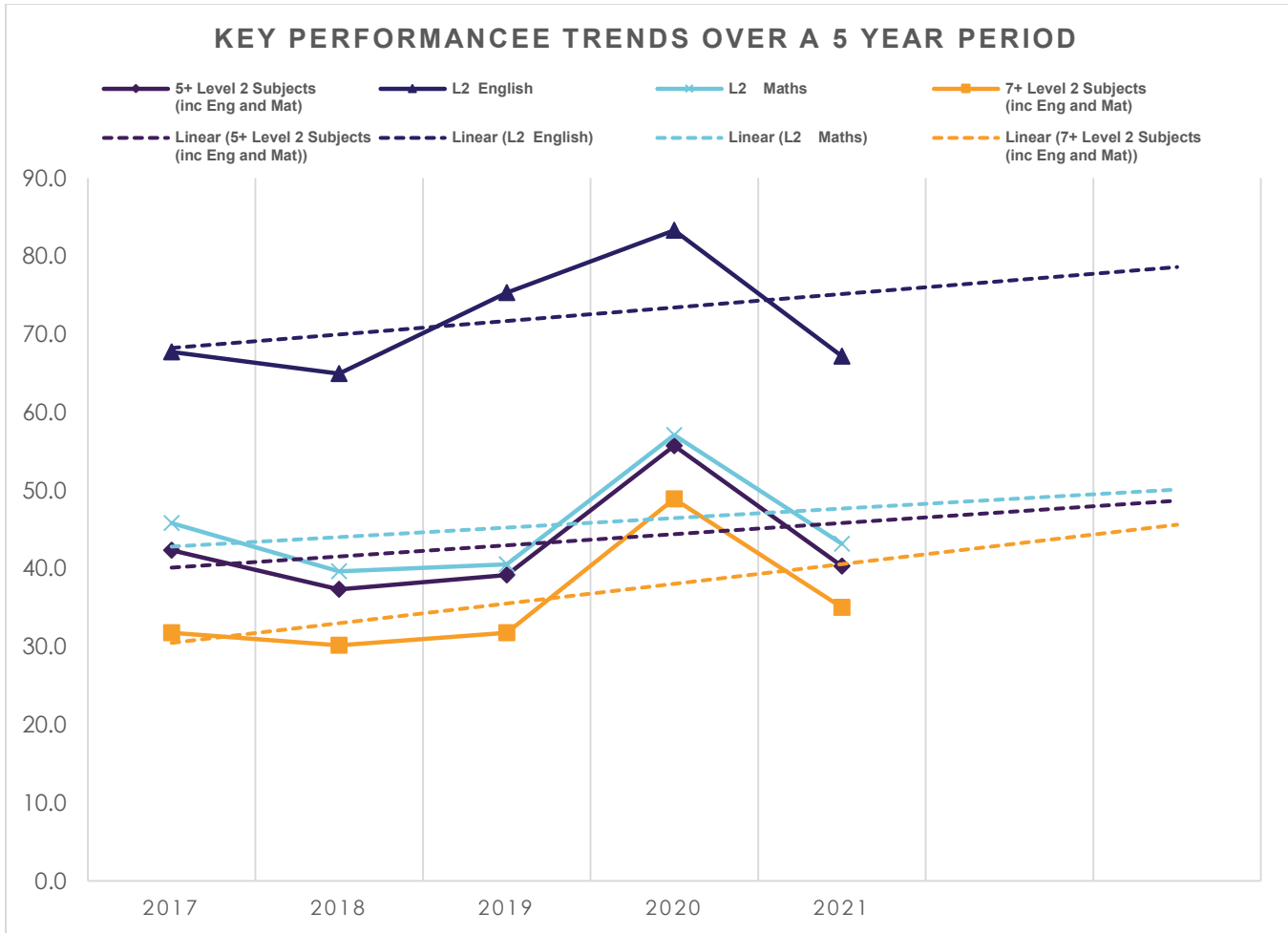
Male								
	Cohort Size	Average no. Of entries/student	7+ Level 2 Subjects (inc Eng and Mat)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng and Math)	5+ Level 2 Subjects	L2 English	L2 Maths
Cohort Totals								
2021	216	8	31	34	38	49	55	42
2020	180	8	38	41	48	63	76	51
2019	192	8	25	27	35	56	67	37
2018	202	7	24	25	31	39	53	34
2017	189	7	19	19	31	39	56	37
2016	210	8	17	17	27	40	47	33
John Gray High School								
2021	120	8	28	31	29	42	47	33
2020	87	8	40	43	47	64	71	48
2019	121	8	24	26	34	55	69	36
2018	109	7	28	30	31	40	53	33
2017	105	7	18	18	30	38	52	33
2016	97	8	22	23	25	42	44	31
Clifton Hunter High School								
2021	82	8	34	35	48	59	66	54
2020	81	7	32	32	47	56	78	49
2019	63	8	25	25	37	52	59	37
2018	80	7	16	18	28	33	50	30
2017	80	7	19	19	33	40	61	40
2016	101	7	9	9	25	33	47	32
Layman E. Scott Snr. High School								
2021	14	9	50	50	50	50	57	50
2020	12	10	67	83	67	100	92	75
2019	8	8	38	38	50	88	88	63
2018	13	9	31	31	54	69	77	69
2017	4	9	50	50	50	50	50	50
2016	12	9	42	42	58	75	67	58

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Appendix F

Year 11 Key Performance Indicators Chart showing Trend Lines



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Appendix G

KS4 Summary Results (Year 12) – Actual numbers

Table G1

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 Mat)	5+ Level 2 Subjects	L2 English	L2 Maths
Year 12 Cohort								
2021	365	9.1	221	252	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								
2021	188	9.3	127	147	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								
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

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Table G2

Year 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
CIFEC Cohort								
2021	343	9.1	205	233	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								
2021	343	9.1	205	233	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
Male								
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
LSHS Cohort								
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								
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								
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

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Table G3

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

	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
CI Cohort								
2021	365	9.1	60.5	69.0	63.6	82.7	86.8	64.1
2020	359	8.8	44.0	54.3	53.8	76.0	86.6	56.3
2019	397	9.3	40.1	47.6	47.4	67.8	73.8	49.4
2018	403	9.2	42.7	49.1	54.3	71.7	78.2	56.6
2017	402	9.6	40.8	52.0	50.7	71.4	73.4	52.7
Female								
2021	188	9.3	67.6	78.2	71.3	90.4	93.6	70.7
2020	171	9.2	50.9	66.7	56.1	83.0	96.5	58.5
2019	191	9.7	51.3	60.2	55.5	78.0	84.3	56.5
2018	215	9.7	56.3	64.7	63.3	81.4	88.4	64.7
2017	198	10.1	52.0	63.6	61.1	84.3	85.4	62.6
Male								
2021	177	8.8	53.1	59.3	56.5	74.6	79.7	57.1
2020	188	8.4	37.8	43.1	51.6	69.7	83.0	54.3
2019	206	8.9	29.6	36.4	39.8	58.3	64.1	42.7
2018	188	8.7	27.1	31.4	44.1	60.6	66.0	47.3
2017	204	9.1	29.9	40.7	40.7	58.8	61.8	43.1

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Table G4

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
CI Year 12 Cohort								
2021	343	9.1	59.8	67.9	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								
2021	179	9.3	67.0	77.7	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								
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
LSHS Cohort								
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								
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								
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

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Appendix H

Subject Performance Summary

Cohort Size	362		Percentages by Entry							Number of Students					
	No of Entries	Percentage of Cohort	Top grades (A*/A/I)	Level 2	Level 1&2	Ungraded	Absent/No Result	Results Pending (Q/NYA)	No of Top grades (A*/A/I)	No of Level 2	No of Level 1&2	No of Ungraded (U/UNG*)	No of Absent/No Result	Results Pending (Q/NYA)	
Biology (CSEC)	157	43%	53	148	156	0	1	0	34%	94%	99%	0%	1%	0%	
Building Technology (CSEC)	37	10%	12	32	35	0	2	0	32%	86%	95%	0%	5%	0%	
Chemistry (CSEC)	46	13%	8	34	45	0	1	0	17%	74%	98%	0%	2%	0%	
Electrical (CSEC)	31	9%	2	29	31	0	0	0	6%	94%	100%	0%	0%	0%	
Electronic Document Preparation & Management (CSEC)	349	96%	226	333	343	0	6	0	65%	95%	98%	0%	2%	0%	
English A (CSEC)	360	99%	98	317	357	0	3	0	27%	88%	99%	0%	1%	0%	
English Literature (CSEC)	126	35%	43	120	126	0	0	0	34%	95%	100%	0%	0%	0%	
Food & Nutrition (CSEC)	43	12%	2	35	42	0	1	0	5%	81%	98%	0%	2%	0%	
Geography (CSEC)	25	7%	4	15	24	1	0	0	16%	60%	96%	4%	0%	0%	
History (CSEC)	35	10%	1	22	34	1	0	0	3%	63%	97%	3%	0%	0%	
Human & Social Biology (CSEC)	249	69%	78	198	241	0	8	0	31%	80%	97%	0%	3%	0%	
Information Technology (CSEC)	79	22%	29	77	78	1	0	0	37%	97%	99%	1%	0%	0%	
Integrated Science (CSEC)	198	55%	30	154	192	2	4	0	15%	78%	97%	1%	2%	0%	
Mathematics (CSEC)	361	100%	52	234	355	0	6	0	14%	65%	98%	0%	2%	0%	
Office Administration (CSEC)	62	17%	21	56	58	0	4	0	34%	90%	94%	0%	6%	0%	
PE (CSEC)	88	24%	58	87	87	0	1	0	66%	99%	99%	0%	1%	0%	
Physical Education & Sport (CSEC)	4	1%	3	4	4	0	0	0	75%	100%	100%	0%	0%	0%	
Physical Education & Sport (CSEC)	92	25%	61	91	91	0	1	0	66%	99%	99%	0%	1%	0%	
Physics (CSEC)	52	14%	10	43	51	1	0	0	19%	83%	98%	2%	0%	0%	
Principles of Accounts (CSEC)	49	14%	19	42	46	0	3	0	39%	86%	94%	0%	6%	0%	
Principles of Business (CSEC)	148	41%	61	135	147	0	1	0	41%	91%	99%	0%	1%	0%	
Religious Education (CSEC)	3	1%	1	3	3	0	0	0	33%	100%	100%	0%	0%	0%	
Social Studies (CSEC)	91	25%	6	69	90	1	0	0	7%	76%	99%	1%	0%	0%	
Spanish (CSEC)	52	14%	31	45	51	0	1	0	60%	87%	98%	0%	2%	0%	
Technical Drawing (CSEC)	38	10%	11	33	36	0	2	0	29%	87%	95%	0%	5%	0%	
Theatre Arts (CSEC)	15	4%	2	14	15	0	0	0	13%	93%	100%	0%	0%	0%	
Visual Arts (CSEC)	27	7%	0	16	20	7	0	0	0%	59%	74%	26%	0%	0%	
Digital Media (CAPE Unit 1)	14	4%	0	13	13	0	1	0	0%	93%	93%	0%	7%	0%	
Physical Education (CAPE Unit1)	3	1%	0	3	3	0	0	0	0%	100%	100%	0%	0%	0%	
Biology (IGCSE)	13	4%	3	9	13	0	0	0	23%	69%	100%	0%	0%	0%	
Chemistry (IGCSE)	4	1%	2	4	4	0	0	0	50%	100%	100%	0%	0%	0%	
English as an Additional Language (IGCSE)	7	2%	0	4	7	0	0	0	0%	57%	100%	0%	0%	0%	
Mathematics (IGCSE)	16	4%	0	7	16	0	0	0	0%	44%	100%	0%	0%	0%	
Music (IGCSE)	1	0%	0	1	1	0	0	0	0%	100%	100%	0%	0%	0%	
Physics (IGCSE)	5	1%	2	4	5	0	0	0	40%	80%	100%	0%	0%	0%	
Art (GCSE)	19	5%	9	17	19	0	0	0	47%	89%	100%	0%	0%	0%	
Design & Technology (GCSE)	12	3%	1	8	12	0	0	0	8%	67%	100%	0%	0%	0%	
Media Studies GCSE	10	3%	4	8	10	0	0	0	40%	80%	100%	0%	0%	0%	
Music GCSE	5	1%	1	5	5	0	0	0	20%	100%	100%	0%	0%	0%	
Religious Education SA GCSE	7	2%	3	6	7	0	0	0	43%	86%	100%	0%	0%	0%	
Statistics (GCSE)	59	16%	31	55	59	0	0	0	53%	93%	100%	0%	0%	0%	
CoPE L1/L2 (ASDAN)	38	10%	0	38	38	0	0	0	0%	100%	100%	0%	0%	0%	
Art & Design BTEC Ext Certificate	8	2%	0	8	8	0	0	0	0%	100%	100%	0%	0%	0%	
Art&Design BTEC Ext Certificate2	7	2%	0	7	7	0	0	0	0%	100%	100%	0%	0%	0%	
Business BTEC Certificate	20	6%	0	20	20	0	0	0	0%	100%	100%	0%	0%	0%	
Business BTEC Ext Certificate	11	3%	0	11	11	0	0	0	0%	100%	100%	0%	0%	0%	
Business L3 BTEC Certificate	10	3%	0	10	10	0	0	0	0%	100%	100%	0%	0%	0%	
Construction BTEC Certificate	5	1%	0	4	4	0	0	1	0%	80%	80%	0%	0%	20%	
Creative Media Production BTEC Certificate	24	7%	0	24	24	0	0	0	0%	100%	100%	0%	0%	0%	
Creative Media Production BTEC Ext Certificate	8	2%	0	8	8	0	0	0	0%	100%	100%	0%	0%	0%	
Health & Social Care BTEC Ext Certificate	10	3%	0	9	9	0	0	1	0%	90%	90%	0%	0%	10%	
Hospitality BTEC Certificate	48	13%	0	48	48	0	0	0	0%	100%	100%	0%	0%	0%	
Information Technology BTEC Certificate	26	7%	0	26	26	0	0	0	0%	100%	100%	0%	0%	0%	
Information Technology BTEC Ext Certificate	12	3%	0	12	12	0	0	0	0%	100%	100%	0%	0%	0%	
Music Technology BTEC Ext Certificate	18	5%	0	13	13	0	2	3	0%	72%	72%	0%	11%	17%	
Music Technology BTEC Certificate	18	5%	0	17	17	0	0	1	0%	94%	94%	0%	0%	6%	
Performing Arts BTEC Ext Certificate	13	4%	0	13	13	0	0	0	0%	100%	100%	0%	0%	0%	
Sport & Leisure BTEC Certificate	25	7%	0	25	25	0	0	0	0%	100%	100%	0%	0%	0%	
Workskills L2 BTEC Certificate	29	8%	0	29	29	0	0	0	0%	100%	100%	0%	0%	0%	
Workskills L1 BTEC Certificate	9	2%	0	9	9	0	0	0	0%	0%	100%	0%	0%	0%	
Motor Vehicle Award	59	16%	0	0	55	0	0	4	0%	0%	93%	0%	0%	7%	
Motor Vehicle Certificate	21	6%	0	0	19	0	1	1	0%	0%	90%	0%	5%	5%	
Motor Vehicle Diploma	7	2%	0	7	7	0	0	0	0%	100%	100%	0%	0%	0%	
Digital Media (CAPE Unit 1)	14	4%	0	13	13	0	1	0	0%	93%	93%	0%	7%	0%	
Physical Education (CAPE Unit1)	3	1%	0	3	3	0	0	0	0%	100%	100%	0%	0%	0%	
Vocational Studies BTEC L1 Certificate	10	3%	0	0	8	0	1	1	0%	0%	80%	0%	10%	10%	
C&G English Skills Stage 1	1	0%	0	0	1	0	0	0	0%	0%	100%	0%	0%	0%	
C&G English Skills Stage 2	8	2%	0	0	8	0	0	0	0%	0%	100%	0%	0%	0%	
C&G Math Skills Stage 1	1	0%	0	0	1	0	0	0	0%	0%	100%	0%	0%	0%	
C&G Math Skills Stage 2	25	7%	0	0	15	10	0	0	0%	0%	60%	40%	0%	0%	