



MINISTRY OF  
EDUCATION, EMPLOYMENT  
& GENDER AFFAIRS

DEPARTMENT OF  
EDUCATION SERVICES

CAYMAN ISLANDS GOVERNMENT

# Education Data Report 2016

(For the 2015-16 academic year)

# SECTION 1

## Introduction

The Education Data Report for the Cayman Islands consists of enrolment data for both government and private schools and students' attendance and performance data from government schools.

In order to set targets for improvement both in individual schools and for the country as a whole, it is essential that reported students' performance data be both valid and reliable. To this end, the Ministry has established procedures which allow for the independent verification and validation of the data collection and report process prior to the publication of the reports.

The Data Report is published after all external examination results are made available to the Department of Education Services (DES). The data team, consisting of representatives from the Ministry of Education and the DES, is responsible for the collation and analysis of the data and for producing a report in a format suitable for public dissemination.

## The Cayman Islands' education system

The compulsory education system is comprised of primary and secondary levels divided by year groups and key stages as shown in Table 1.1.

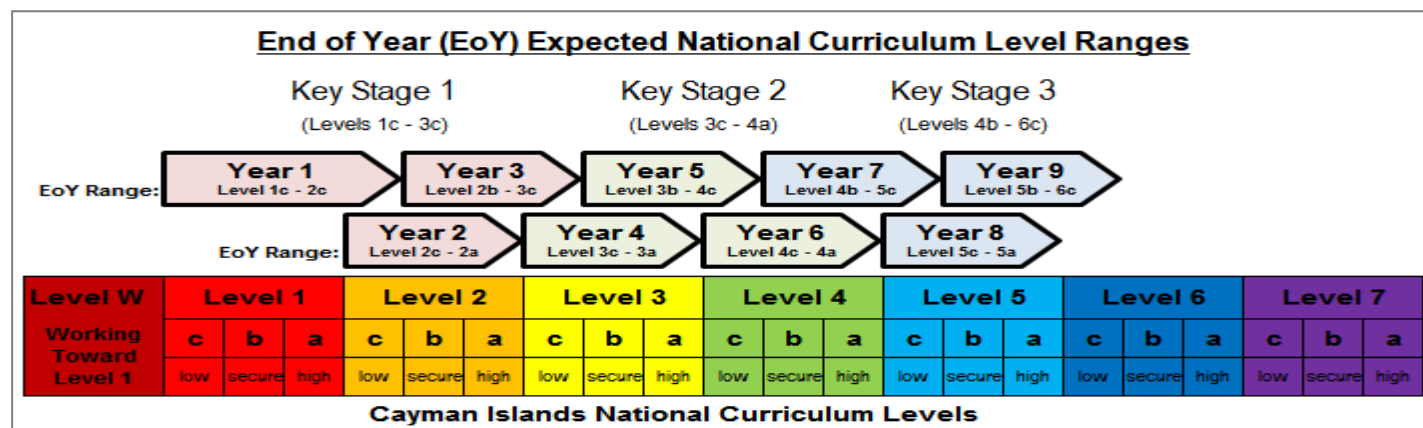
Table 1.1  
Organisation of the Compulsory Education System

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

Schools gauge students' attainment in Key Stages 1, 2 and 3 (Years 1 to 9) according to the **National Curriculum (NC) level achieved**. The National Curriculum states what level the average student should be able to achieve by the end of each year. The range of national Curriculum Levels is illustrated in Figure 1.1. A variety of assessments is used to determine whether students are performing below, within or above the expected level for their age group. The average student at the end of

- Key Stage 2 (Year 6) should be achieving within the **Level 4** range
- Key Stage 3 (Year 9) should be achieving within the **Level 5 to 6** range

Figure 1.1  
National Curriculum Levels



Students at the end of Key Stage 4 (KS4) take external examinations. The examinations most frequently taken by the students at our government high schools are:

- Caribbean Secondary Education Certificate (CSEC) offered by the Caribbean Examinations Council (CXC)
- General Certificate of Secondary Education (GCSE) offered by UK examination boards such as Assessment and Qualification Alliance (AQA) and Welsh Joint Education Committee (WJEC)
- International General Certificate of Secondary Education (IGCSE) offered by the Cambridge Examination Board.

In addition, students pursue technical and vocational qualifications offered by Pearson and The Institute of the Motor Industry (IMI).

Generally students take these external examinations at the end of Year 11. However, In the Cayman Islands, KS4 includes a compulsory Year 12 programme. Students entering this programme at the end of Year 11 are presented with three options through which they can continue their studies, based on academic criteria:

- Cayman Islands Further Education Centre (CIFEC) - an opportunity to re-sit mathematics and English examinations and take other external examinations;
- First year of A-Levels at a private school on island or any other suitably recognized institutions;
- First year of an Associate Degree programme at the University College of the Cayman Islands or other suitably recognized institution.

## Cayman Islands National Qualifications Framework (CINQF)

Generally, qualifications are defined in terms of a difficulty level. The established convention for interpreting levels is: the higher the level, the more difficult the qualification. The Cayman Islands' National Qualification Framework (see Table 1.2) explains that students at KS4 would be expected to take and pass subjects at **Level 2** (expected level at the end of secondary education). Qualifications identified in CINQF are defined in Table 1.3.

Table 1.2  
Qualifications Framework

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

Table 1.3  
Glossary of terms used in the CINQF

<b>A-Level</b>	Advanced level qualification.	These examinations typically allow for entrance into Bachelor level programmes
<b>ASDAN</b>	Award Scheme Development and Accreditation Network	This organization offers programmes and qualifications targeting skills for learning, employment and life.
<b>BTEC</b>	Business and Technology Educational Council	An examining body that validates and certifies vocational courses.
<b>CAPE</b>	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.
<b>CCSLC</b>	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.
<b>CoEA</b>	Certificate of Educational Achievement	An entry level certification usually assessed in the final three years of secondary schooling.
<b>CSEC</b>	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.
<b>CXC</b>	Caribbean Examinations Council	A regional examining body that offers examinations at various levels.
<b>GCSE</b>	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.
<b>GED</b>	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.
<b>IB</b>	International Baccalaureate	The IB Diploma typically allows for entrance into Bachelor level programmes.
<b>IGCSE</b>	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.
<b>IMI</b>	Institute of the Motor Industry	The IMI offers certification in courses such as Vehicle Maintenance and Repair at various levels of competence.

## Graduation Criteria for government schools

In 2014, the Ministry of Education determined that in order for a student to graduate from high school, there should be some recognition of their level of academic achievement. The academic levels and the criteria for graduation are set out as follows:

- Level 1 diploma:** at least 5 subjects passed at Level 1 or higher, which must include English or literacy functional skills and mathematics, numeracy or mathematics functional skills;
- Level 2 diploma:** at least 5 subjects passed at Level 2 or higher, which must include English and Mathematics(CXC, GCSE, IGCSE, AS or AP);
- Level 2 diploma with honours:** at least 7 subjects passed at Level 2 or higher, which must include English and mathematics (CXC, GCSE, IGCSE, AS or AP);
- Level 2 diploma with high honours:** at least 9 subjects passed at Level 2 or higher at grades I-II/A\* - B or the equivalent standard (grades I or II for CXC CSEC; A\*, A, or B for GCSE/IGCSE; Distinction for BTEC; or the equivalent standard for other externally awarded qualifications). The 9 subjects must include English and mathematics at this standard through one of the following examinations: CXC CSEC, GCSE, IGCSE, AS or AP.

A student must pass at least five subjects, **two of which must be English and mathematics at either the Level 1 or Level 2 in order to graduate.** The academic level achieved by the student is identified on the Diploma. It is much more desirable for a student to pass five subjects, including English and mathematics at Level 2, the higher level. (See the National Qualifications Framework).

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In addition to the academic criteria, students must also meet the following conditions in order to graduate from high school and to participate in the high school graduation ceremonies:

- a. 90% or more attendance during Years 10-12 (authorised absences are included in this figure, provided they have been submitted by the required deadline in Year 12)
- b. Less than 15 days suspension during Year 10-12

Students with special educational needs studying within mainstream education at the high schools should be able to access at least the Level 1 diploma. In exceptional cases, a Special Educational Needs Level 1 Diploma may be awarded. Students from Lighthouse School receive a separate diploma.

## SECTION 2

### 2015-16 Enrolment and Attendance Data

This report reflects enrolment data for all government and primary schools in the Cayman Islands including centres providing early childhood care and education

#### Early Childhood Care and Education (ECCE)

ECCE centres are organised into three categories:

1. **ECCE Private Centres:** Centres owned by private individuals/companies who provide care and education services for children younger than compulsory school age
2. **ECCE Settings in Private Schools:** Services/programmes for children under compulsory school age which are attached or affiliated with registered private schools
3. **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)

Table 2.1 provides details regarding the enrolment at all ECCE centres by district and type of centre. It is evident that provision for ECCE is largely a function of the private sector. Government provides oversight and the regulatory framework for this sector.

Table 2.1  
Enrolment by type of ECCE centre and district

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
<b>Number of Centres</b>	<b>26</b>	<b>6</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>43</b>
<b>Total Enrolment</b>	<b>1401</b>	<b>187</b>	<b>171</b>	<b>17</b>	<b>9</b>	<b>69</b>	<b>1854</b>
<b>Enrolment by setting:</b>							
ECCE private centres	965	96	71	0	0	48	1180
ECCE settings in private schools	348	11	0	0	0	0	359
ECCE settings in government schools	88	80	100	17	9	21	315
<b>Enrolment by Gender</b>							
Girls	679	81	81	10	4	25	880
Boys	722	106	90	7	5	44	974

## Primary and Secondary enrolment

Tables 2.2 to 2.5 provide enrolment and staffing data for public and private schools. At the primary level, 42% of students of mandatory school age attend private schools while 58% are in public education. 38% and 62% are in private or public education respectively at the secondary level. On average, 41% and 59% of mandatory school age attend private schools or public schools respectively.

Table 2.2  
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)
<b>Students</b>	3,213	2,456	2,252	<b>7,921</b>		103
<b>Teachers</b>	312	175	236	<b>723</b>		19
<b>Student Teacher Ratio</b>	10	14	10	<b>10</b>		5
<b>Teachers (Full Time Equivalent (FTE))</b>	271.9	167.9	192.4	<b>632</b>		
<b>Student Teacher Ratio (FTE)</b>	11.8	14.6	11.7	<b>12.5</b>		

Table 2.3  
Enrolment by school type and district

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
<b>Number of Schools</b>	<b>15</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>27</b>
<b>Total Enrolment</b>							
<b>Enrolment by school</b>	5308	691	643	912	97	270	<b>7921</b>
<b>Primary</b>							
<b>Private schools</b>	1706	98	0	0	0	0	<b>1804</b>
<b>Government schools</b>	1007	489	643	77	97	143	<b>2456</b>
<b>Secondary</b>							
<b>Private schools</b>	1305	104	0	0	0	0	<b>1409</b>
<b>Government schools</b>	1290	0	0	835	0	127	<b>2252</b>
<b>Enrolment by gender</b>							
<b>Girls</b>	2598	343	317	450	51	142	<b>3901</b>
<b>Boys</b>	2710	348	326	462	46	128	<b>4020</b>

Table 2.4

Enrolment in government schools including Lighthouse School 2015-16 (Compulsory school ages only)

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	189	204	393	0	0	0	189	204	393
6 years	208	212	420	0	0	0	208	212	420
7 years	213	230	443	0	0	0	213	230	443
8 years	218	220	438	0	0	0	218	220	438
9 years	209	233	442	0	0	0	209	233	442
10 years	160	146	306	45	48	93	205	194	399
11 years	5	9	14	202	167	369	207	176	383
12 years	0	0	0	171	176	347	171	176	347
13 years	0	0	0	195	184	379	195	184	379
14 years	0	0	0	218	205	423	218	205	423
15 years	0	0	0	167	204	371	167	204	371
16 years	0	0	0	86	137	223	86	137	223
17 years	0	0	0	19	28	47	19	28	47
18 years	0	0	0	0	0	0	0	0	0
19 years	0	0	0	0	0	0	0	0	0
20 years	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>1202</b>	<b>1254</b>	<b>2456</b>	<b>1103</b>	<b>1149</b>	<b>2252</b>	<b>2305</b>	<b>2403</b>	<b>4708</b>



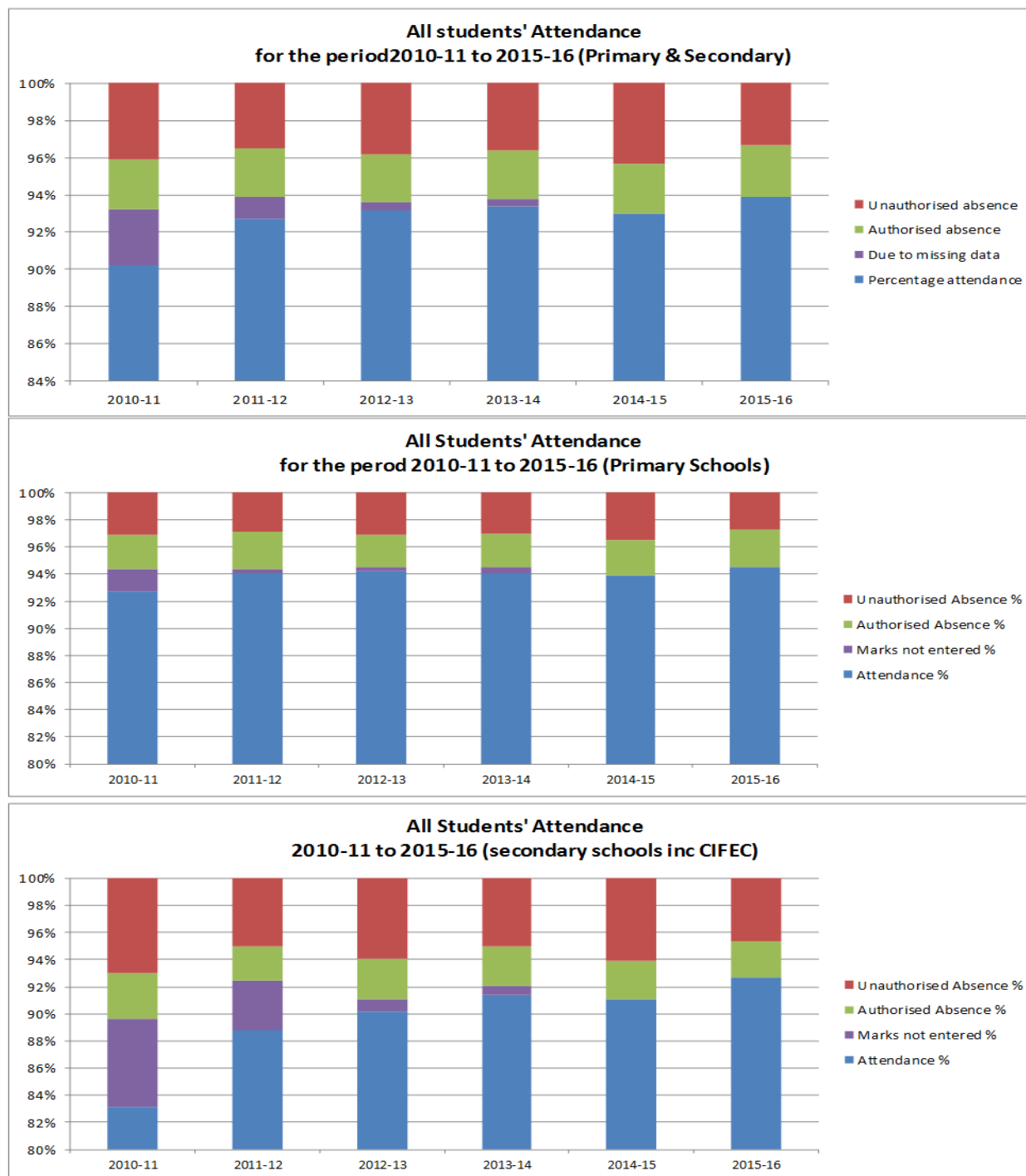
Table 2.5  
Enrolment in private schools 2015-16

Age	Primary			Secondary			Total		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
3 years	0	0	<b>0</b>	0	0	<b>0</b>	0	0	<b>0</b>
4 years	15	7	<b>22</b>	0	0	<b>0</b>	15	7	<b>22</b>
5 years	138	163	<b>301</b>	0	0	<b>0</b>	138	163	<b>301</b>
6 years	160	191	<b>351</b>	0	0	<b>0</b>	160	191	<b>351</b>
7 years	152	142	<b>294</b>	0	0	<b>0</b>	152	142	<b>294</b>
8 years	138	130	<b>268</b>	0	0	<b>0</b>	138	130	<b>268</b>
9 years	127	135	<b>262</b>	0	0	<b>0</b>	127	135	<b>262</b>
10 years	119	127	<b>246</b>	14	9	<b>23</b>	133	136	<b>269</b>
11 years	27	30	<b>57</b>	99	94	<b>193</b>	126	124	<b>250</b>
12 years	0	3	<b>3</b>	114	117	<b>231</b>	114	120	<b>234</b>
13 years	0	0	<b>0</b>	123	108	<b>231</b>	123	108	<b>231</b>
14 years	0	0	<b>0</b>	97	112	<b>209</b>	97	112	<b>209</b>
15 years	0	0	<b>0</b>	105	80	<b>185</b>	105	80	<b>185</b>
16 years	0	0	<b>0</b>	81	85	<b>166</b>	81	85	<b>166</b>
17 years	0	0	<b>0</b>	76	59	<b>135</b>	76	59	<b>135</b>
18 years	0	0	<b>0</b>	16	18	<b>34</b>	16	18	<b>34</b>
19 years	0	0	<b>0</b>	1	1	<b>2</b>	1	1	<b>2</b>
20 years	0	0	<b>0</b>	0	0	<b>0</b>	0	0	<b>0</b>
<b>Total</b>	<b>876</b>	<b>928</b>	<b>1804</b>	<b>726</b>	<b>683</b>	<b>1409</b>	<b>1602</b>	<b>1611</b>	<b>3213</b>

## Government school attendance

As indicated earlier, attendance is one of the components of the graduation criteria. Figure 2.1 shows a comparative analysis of the attendance at public primary and secondary schools for the period under consideration. The data suggest that electronic recording of attendance data has improved significantly overtime as evidenced by the reduction in missing data. It is also evident that student attendance has remained relatively stable over time averaging 94% for the primary schools and 91% for the secondary schools.

Figure 2.1  
School Attendance



## SECTION 3

### ACADEMIC PERFORMANCE DATA

#### Cognitive Abilities Tests (CAT4)

Cognitive Abilities Tests (CAT4) is used to gauge the potential of students through a series of verbal, non-verbal, quantitative and spatial ability tests. CAT4 is also a valuable screening tool that can be used to identify a pupil's strengths, weaknesses and learning preferences and to help set challenging but realistic targets. Significant identified variations between the potential measured by CAT4 and actual outcomes can form the basis for further investigation of potential barriers to learning.

CAT4 tests are taken in **Years 4 and 6** in government primary schools and in **Year 9** in government secondary schools.

#### Year 6 Indicators

Table 3.1 provides a comparison of the CAT 4 predictors for the 2016 Year 6 cohort and their actual outcomes. Currently, the CAT4 assessments suggest that at the end of primary school approximately 82% of our students should be achieving National Curriculum (NC) Level 4 or higher in English and that 84% of our students should be achieving NC Level 4 or higher in mathematics. The actual attainment for the current year 6 cohort stands at 59% in English and 52% in mathematics.

**Table 3.1**

Comparison of Year 6 CAT 4 estimates with Actual Outcomes (2011-16)

Year	Description	English Level 4+	Mathematics Level 4+
<b>2016</b>	Year 6 CAT4 <b>estimate</b>	<b>82</b>	<b>84</b>
	Year 6 actual <b>attainment</b>	<b>59</b>	<b>52</b>
<b>2015</b>	Year 6 CAT4 <b>estimate</b>	<b>80</b>	<b>75</b>
	Year 6 actual <b>attainment</b>	<b>68</b>	<b>43</b>
<b>2014</b>	Year 6 CAT4 <b>estimate</b>	<b>79</b>	<b>76</b>
	Year 6 actual <b>attainment</b>	<b>63</b>	<b>48</b>
<b>2013</b>	Year 6 CAT4 <b>estimate</b>	<b>75</b>	<b>75</b>
	Year 6 actual <b>attainment</b>	<b>50</b>	<b>40</b>
<b>2012</b>	Year 6 CAT4 <b>estimate</b>	<b>70</b>	<b>68</b>
	Year 6 actual <b>attainment</b>	<b>50</b>	<b>42</b>
<b>2011</b>	Year 6 CAT3 <b>estimate</b>	<b>59</b>	<b>57</b>
	Year 6 actual <b>attainment</b>	<b>33</b>	<b>25</b>

The general trend for the period under consideration is that our students are underachieving in English and mathematics relative to their CAT estimates. The challenge therefore, is to ensure that all students leaving primary education achieve expected standards in these core subjects.

A detailed description of the actual performances for the 2016 Year 6 cohort at the end of key stage 2 tests is provided in Tables 3.2 to 3.3. The national expectation is that students will leave primary education with a NC level 4 or above. 59% of students achieved the expected level in English while 52% achieved the mathematics. This represents a reduction over the 2015 figures in English by 8% points and an increase by 8% for mathematics. Declines in English levels are impacted by the low performances in reading. While the writing in our schools continue to show improvement over time, the reading levels have shown declines over the 2014 and 15 figures (see Table 3.3).

Despite these declines identified, overall system performance continues to show a positive trend over time (see Figure A2 and A3). Other NC levels attainment data can be found in Appendix A.

Table 3.2

2016 National Curriculum Attainment Levels (English, reading, writing and mathematics)

Number of students at each Level									
Subject	A	B	WTL2	level 2	level 3	level 4	level 5	Total	Number attaining Level 4 or Above
<b>All pupils</b>									
English	19	0	27	17	116	204	57	440	261
Reading Test	13	0	82	0	87	204	54	440	258
Writing Test	16	0	24	0	130	189	81	440	270
Mathematics Test	17	0	34	21	141	155	72	440	227
<b>Girls</b>									
English	8	0	7	7	55	115	40	232	155
Reading Test	5	0	32	0	42	115	38	232	153
Writing Test	6	0	5	0	57	108	56	232	164
Mathematics Test	6	0	17	12	75	84	38	232	122
<b>Boys</b>									
English	11	0	20	10	61	89	17	208	106
Reading Test	8	0	50	0	45	89	16	208	105
Writing Test	10	0	19	0	73	81	25	208	106
Mathematics Test	11	0	17	9	66	71	34	208	105

**Key:**

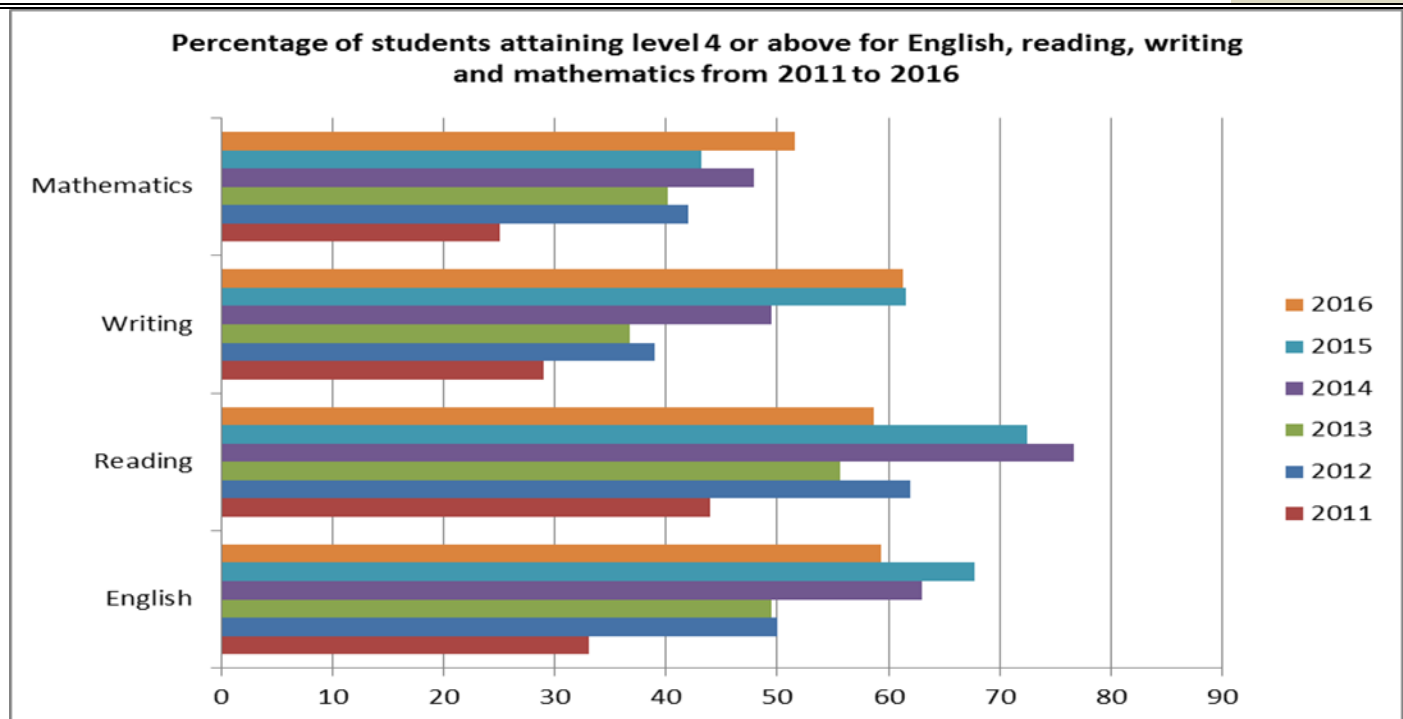
**A** represents students who were absent.

**WTL2** represents students who took the tests but were still working towards Level 2.

**Table 3.3**

**2016 National Curriculum attainment Levels (English, reading, writing and mathematics)**

Percentage of students at each Level								
Subject	A	WTL2	level 2	level 3	level 4	level 5	Total	% attaining Level 4 or above
<b>All pupils</b>								
English	4	0	6	4	26	46	100	<b>59</b>
Reading Test	3	0	19	0	20	46	100	<b>59</b>
Writing Test	4	0	5	0	30	43	100	<b>61</b>
Mathematics Test	4	0	8	5	32	35	100	<b>52</b>
<b>Girls</b>								
English	3	0	7	5	32	36	100	<b>76</b>
Reading Test	3	0	19	0	20	46	100	<b>80</b>
Writing Test	4	0	5	0	30	43	100	<b>70</b>
Mathematics Test	3	0	7	5	32	36	100	<b>43</b>
<b>Boys</b>								
English	5	0	10	5	29	43	100	<b>51</b>
Reading Test	4	0	24	0	22	43	100	<b>50</b>
Writing Test	5	0	9	0	35	39	100	<b>51</b>
Mathematics Test	5	0	8	4	32	34	100	<b>50</b>



**Key:** A represents students who were absent

WTL2 represents students who took the tests but were still **working towards Level 2**

## SECTION 4

### Key Stage 4 Performance Data

#### External Examinations – 2015-16

Performance data in this section is based on the examinations that students took during Years 10-12. The following qualifications are offered:

- 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

Students begin their KS4 programme in Year 10 at the high schools. The external examinations that students take in Year 11 will contribute to their overall results at the end of Year 12. Compulsory education terminates at the end of Year 12 and the accumulated grades for the Year 12 cohort are published as the results for KS4 performance. The expectation is that students will pass five subjects, including English and Mathematics at Level 2. (See the Cayman Islands National Qualifications Framework). An analysis of how the various subjects taken at KS4 performed is available in Appendix D.

#### Cognitive Abilities Tests (CAT4) - Year 11 and Year 12

Secondary students take the CAT4 test in Year 9 which gives a prediction of the grades that they are capable of achieving by the end of Year 11. Table 4.1 compares the **predicted** results from the Year 9 CAT 4 test with the **actual** grades achieved on external examinations at the end of Year 11 and in Year 12 (the end of compulsory education in the Cayman Islands).

The following key points can be derived from the data in Table 4.1 and the associated chart:

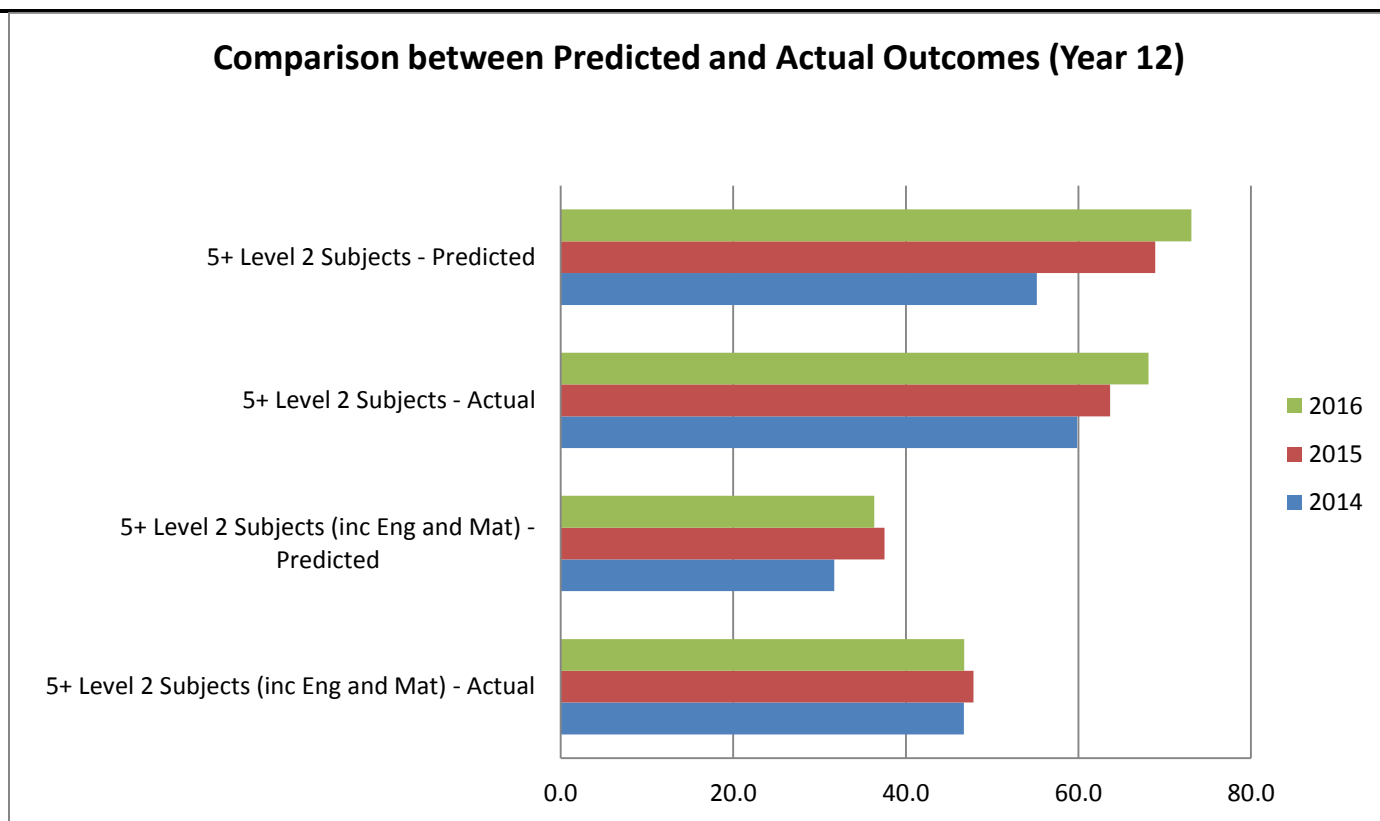
The Year 11 cohort

- a) performed below (2%) their CAT predictors for **5 or more Level 2 passes including English and mathematics**
- b) exceeded estimates for the percentage passing **Level 2 English (11%)** and **Level 2 mathematics (1%)**.

The Year 12 cohort exceeded the CAT 4 predictors in the areas considered. This highlights the value added by the compulsory educational provision in Year 12.

Table 4.1  
Performance indicators - predicted and actual outcomes

Performance Indicator	Year 11		Year 12	
	CAT Estimate	End of Year 11 Actual	CAT Estimate	End of Year 12 Actual
5+ Level 2 passes inc. En/Ma	38%	36%	37%	47%
5+ Level 2 passes	73%	53%	69%	68%
5+ Level 1 and 2 passes	97%	97%	96%	97%
Level 2 English	52%	63%	44%	70%
Level 2 Mathematics	39%	40%	38%	50%

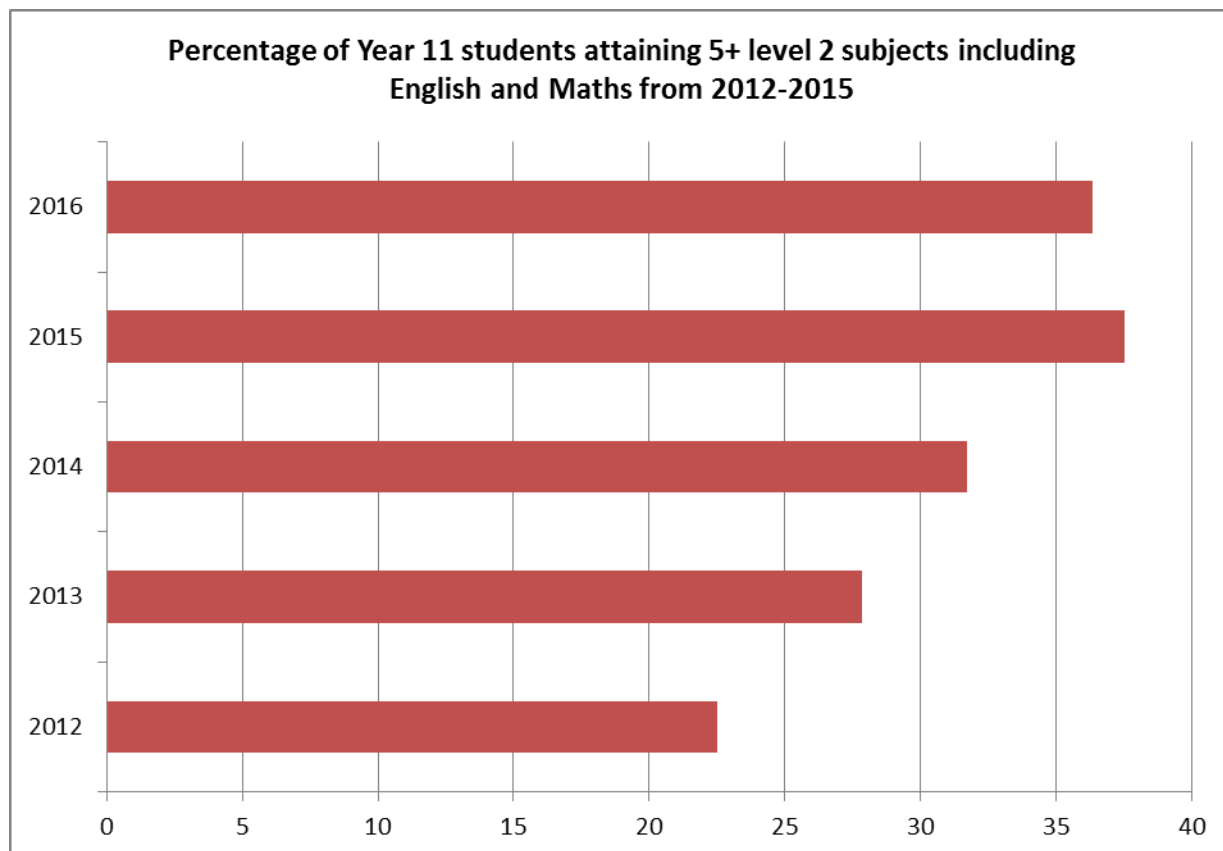


In addition, Figure 4.1 and 4.2 provide a comparative analysis of the performances of students in Years 11 and 12 for the period 2012 to 2016. The data indicates a marginal decline in performance over the 2015 figures (from 38% to 36%). This can be attributed to an overall under performance in mathematics seen throughout the region in 2016. Further, results indicate positive growth trends over the period for both cohorts although performances in Year 11 remain below the predicted norms defined by the CAT4. The percentage of students achieving 5 or more subjects continues to make significant gains over time (approximately 30 percentage

points over the 5 year period under consideration), whereas the number of students achieving 5 subjects (including math and English) which has increased by approximately 20 percentage points over a 5 year period (See Figure 4.3). The slower growth of the latter is due almost entirely to less marked progress in mathematics, and the lower grades reported in 2016 across the region.

Figure 4.1

Comparison of the percentage of Year 11 students achieving 5 or more subjects at Level 2 including English and mathematics



Description	2012	2013	2014	2015	2016
<u>Percentage of Year 11 students with 5 or more subjects at Level 2 including English and mathematics</u>	23	28	32	38	36
<u>Number of Year 11 students with 5 or more subjects at Level 2 including English and mathematics</u>	88	110	123	146	149
Number of students in cohort	391	395	388	389	410

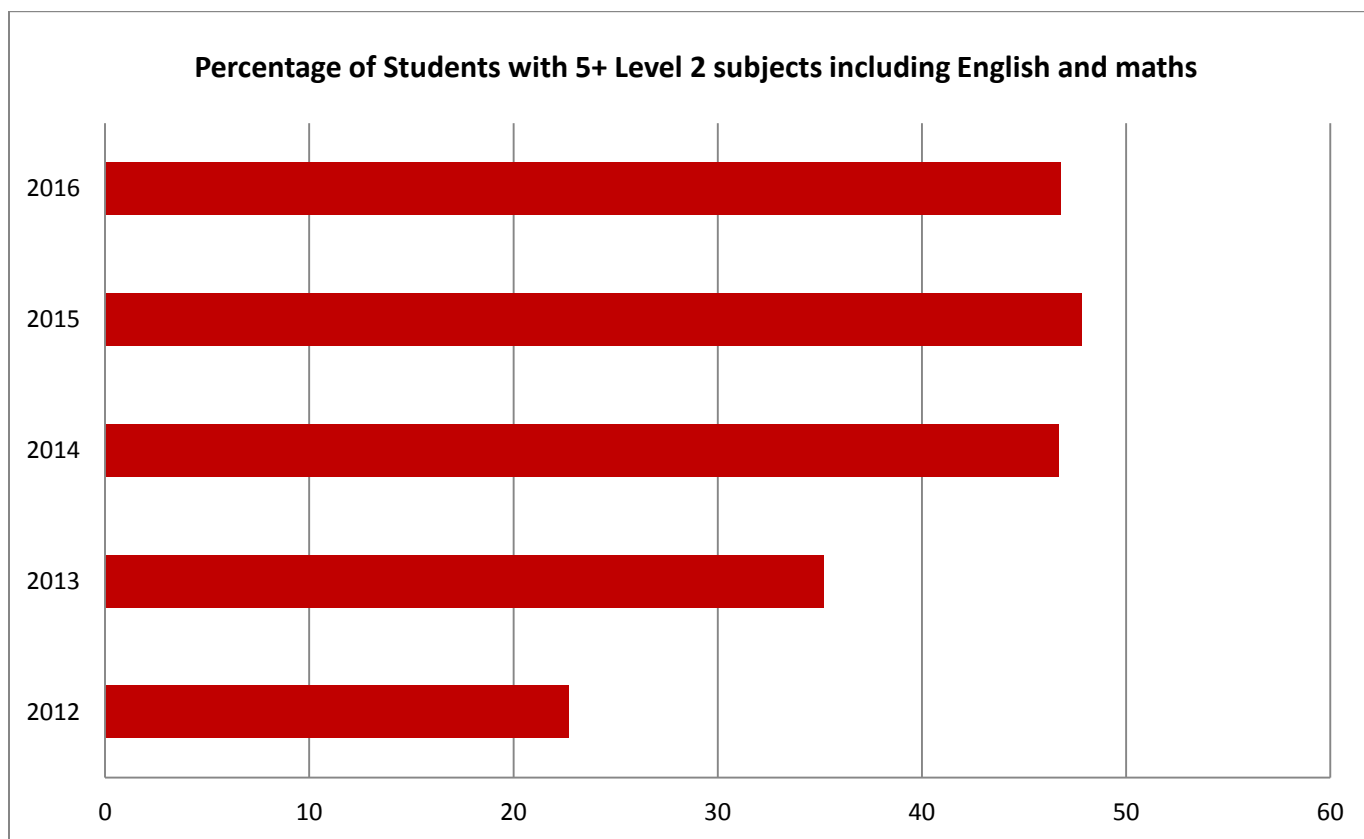
#### Key Points:

- There is a marginal decline in performance over 2015 figures (from 38% to 36%). This can be attributed to a an overall under performance in mathematics performance seen throughout the region in 2016
- A positive growth trend is still evident despite this marginal decline.



Figure 4.2

Comparison of percentage of Year 12 students achieving 5 or more subjects at Level 2 including English and mathematics - 2012-2015

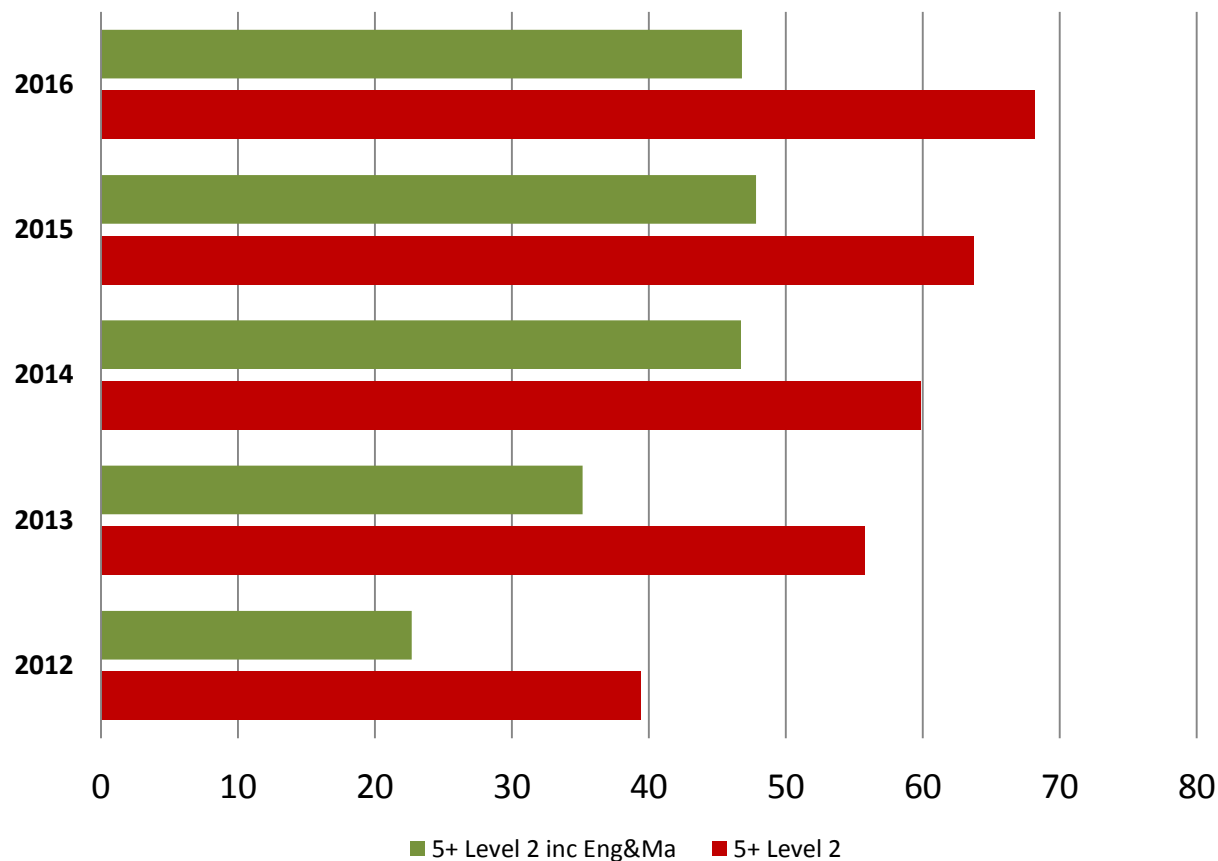


Year 12 Data	2012	2013	2014	2015	2016
<u>Percentage</u> of Year 12 students with 5 or more subjects at Level 2 including English and mathematics	23	35	47	48	47
<u>Number</u> of students with 5 or more <b>Level 2</b> subjects including English and mathematics	76	135	178	187	182
Number of students in cohort	335	384	381	391	389

**Key Point:**

- The percentage of students in **Year 12** attaining 5 or more subjects including English and mathematics at Level 2 has doubled when compared to the 2012.
- There is a marginal decline in performance over 2015 figures.
- A positive growth trend is still evident despite this marginal decline.

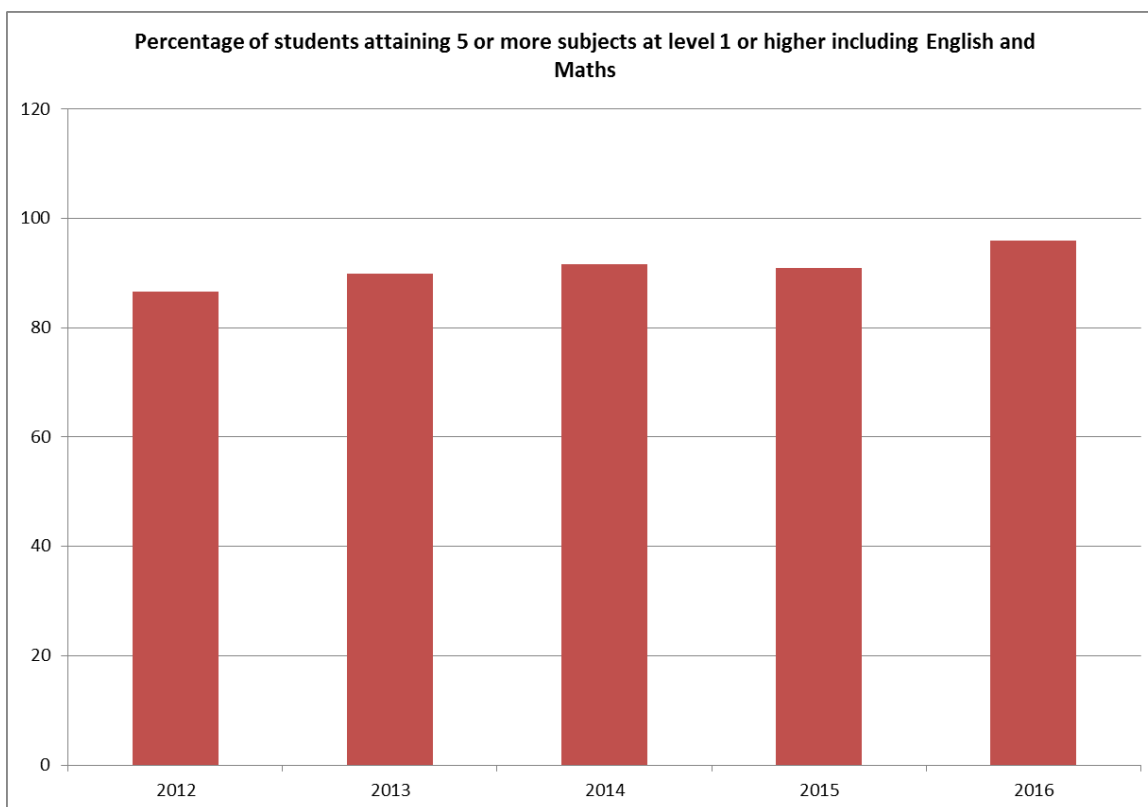
Figure 4.3  
Percentage of Year 12 students achieving 5 or more Level 2 subjects



According to the graduation criteria, a student must pass at least five subjects at either Level 1 or Level 2, two of which must be English and mathematics. (See the Cayman Islands National Qualifications Framework). Figure 4.4 displays the percentage of students who met the academic criteria for graduation for the period 2012 – 2016.

Figure 4.4

Comparison of the percentage of Year 12 students achieving 5 or more subjects at Level 1 or higher including English and Mathematics



Year	2012	2013	2014	2015	2016
Percentage of Students with 5 or more subjects at <b>Level 1</b> or higher including English and Mathematics	87	90	92	91	96
Number of Students with 5 or more subjects at <b>Level 1</b> or higher including English and Mathematics	290	345	349	354	373
Number of students in cohort	335	384	381	391	389

An analysis of other specific data and comparisons related to KS4 are made available in Appendix B to D.

## Appendix A

### End of Key Stage 2 Data

**Table A1**

Percentage of students attaining NC level 2 or below by gender for English, reading, writing and Mathematics

	Percentage of students at Level 2 or below			
	English	Reading	Writing	Mathematics
<b>All students</b>				
2016	10	19	5	13
2015	8	10	9	16
2014	4	6	6	15
2013	12	19	11	13
2012	14	13	9	16
2011	24	25	26	23
<b>Girls</b>				
2016	6	14	2	13
2015	3	6	4	13
2014	4	4	6	16
2013	9	16	7	12
2012	6	6	3	11
2011	16	19	17	22
<b>Boys</b>				
2016	14	24	9	13
2015	13	15	15	20
2014	5	9	5	14
2013	15	22	16	14
2012	23	22	17	22
2011	32	32	33	24

**Key Points:**

- Level 2 and below is the lowest recorded level a student can achieve. The decreasing trend from 2011 to 2016 is a positive feature of recent improvements. However, the expectation is that most students would have achieved a NC Level 4 by the end of Year 6.

**Table A2**

Percentage of students attaining NC level 3 by gender for English, reading, writing and Mathematics

Percentage of students at Level 3 or above				
	English	Reading	Writing	Mathematics
<b>All students</b>				
2016	86	86	91	84
2015	90	88	89	81
2014	91	93	90	81
2013	85	81	86	85
2012	82	85	87	81
2011	73	72	73	74
<b>Girls</b>				
2016	91	84	95	85
2015	95	92	94	85
2014	92	94	91	82
2013	90	84	92	87
2012	91	93	94	87
2011	80	78	80	73
<b>Boys</b>				
2016	80	72	86	82
2015	85	84	83	77
2014	90	91	89	80
2013	81	77	80	83
2012	71	76	77	74
2011	67	67	66	74

**Key Points:**

- The expectation is that most students would have achieved a NC Level 4 by the end of Year 6.

**Table A3**

Percentage of students attaining NC level 4 or above by gender for English, reading, writing and Mathematics

Percentage of students at Level 4 or above				
	English	Reading	Writing	Mathematics
<b>All students</b>				
2016	59	59	61	52
2015	68	72	62	43
2014	63	77	49	48
2013	50	56	37	40
2012	50	62	39	42
2011	33	44	29	25
<b>Girls</b>				
2016	67	66	71	53
2015	76	80	70	43
2014	69	80	59	48
2013	53	59	44	40
2012	66	73	53	44
2011	41	52	36	26
<b>Boys</b>				
2016	51	50	51	50
2015	58	64	52	43
2014	57	74	39	47
2013	46	52	29	40
2012	31	49	22	39
2011	25	35	23	24

**Table A4**

Percentage of students attaining NC level 5 by gender for English, reading, writing and Mathematics

Percentage of students at Level 5				
	English	Reading	Writing	Mathematics
<b>All students</b>				
2016	13	12	18	16
2015	15	23	12	11
2014	20	36	12	15
2013	7	14	7	7
2012	8	14	4	6
2011	4	10	3	5
<b>Girls</b>				
2016	17	16	24	16
2015	19	29	16	9
2014	27	40	20	15
2013	9	17	8	5
2012	11	18	5	5
2011	4	13	3	5
<b>Boys</b>				
2016	8	8	12	16
2015	11	16	8	13
2014	12	32	4	15
2013	4	11	5	9
2012	4	9	3	7
2011	4	7	2	4

**Key Points:**

- The trend over the last three years is an increase in the number of students attaining National Curriculum Level 5 in Mathematics, Writing, Reading and English. However, aside from Writing, there have been marginal performance declines over last year.
- The overall number of students is relatively small so judgments about this trend are less secure. Students achieving Level 5 are performing above the national expectation which is Level 4.

**Figure A1**  
KS2 Year 6 Cohort performances

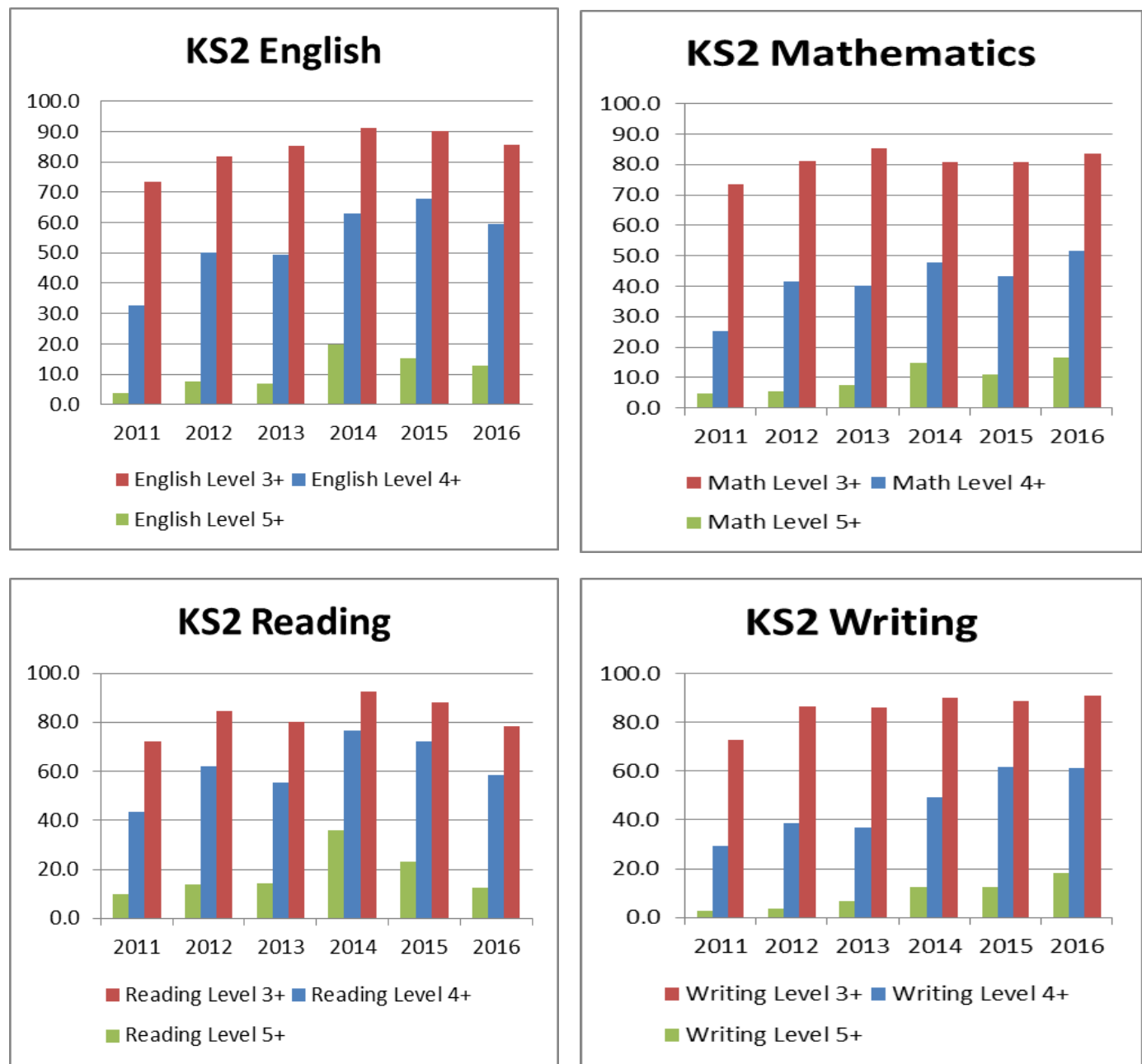




Figure A2  
Mathematical performance trends

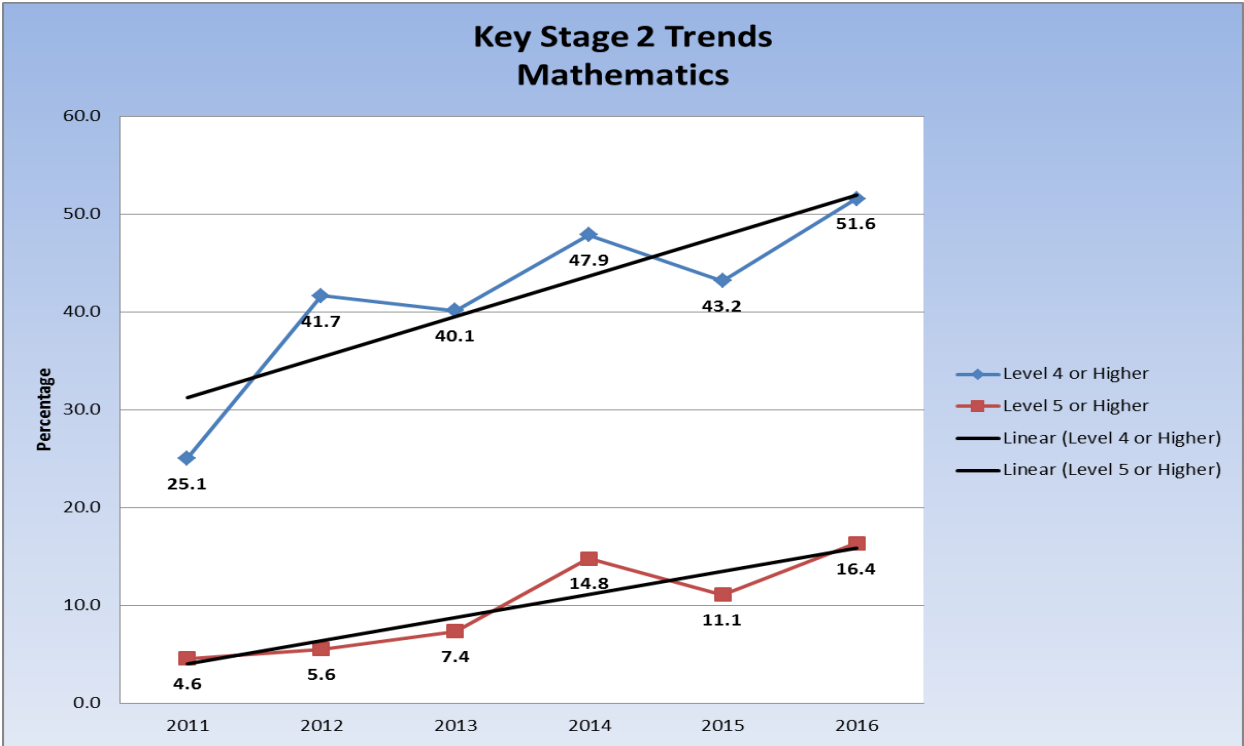
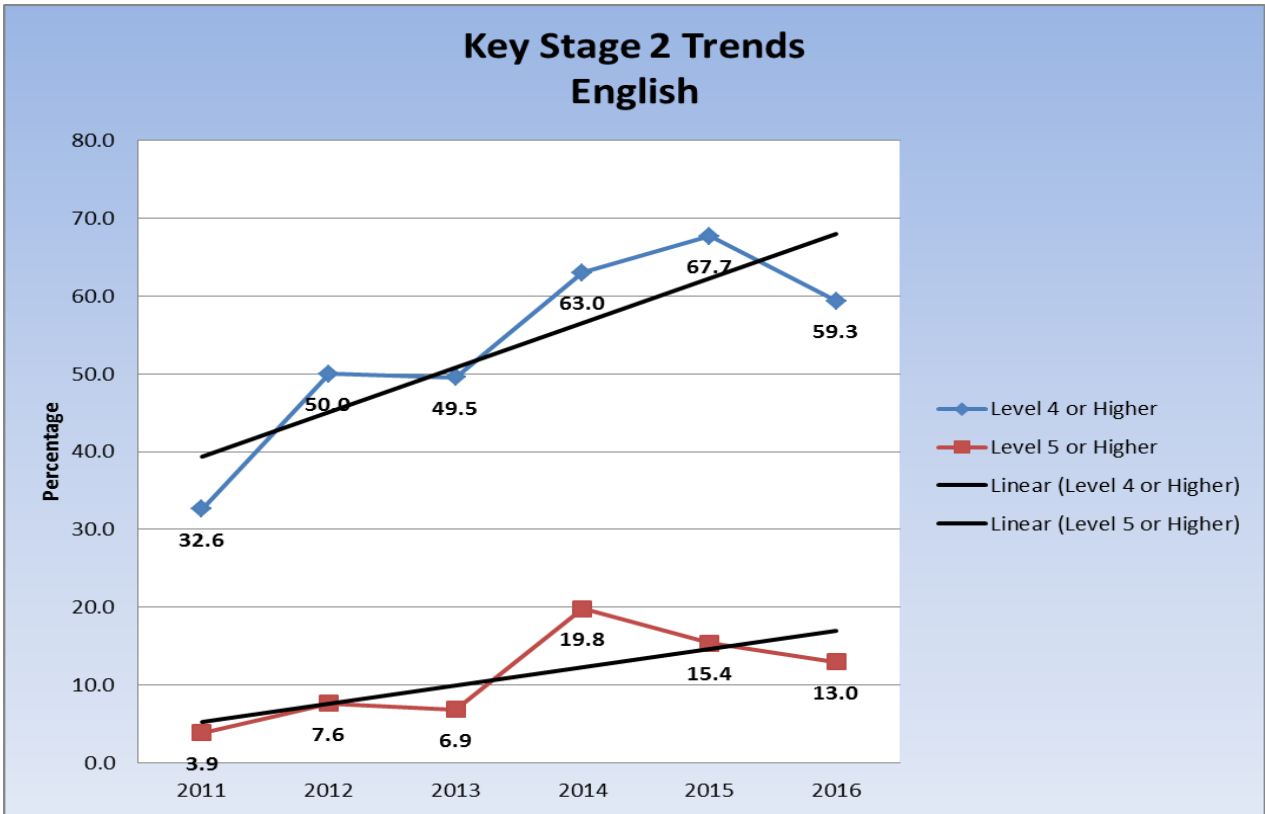
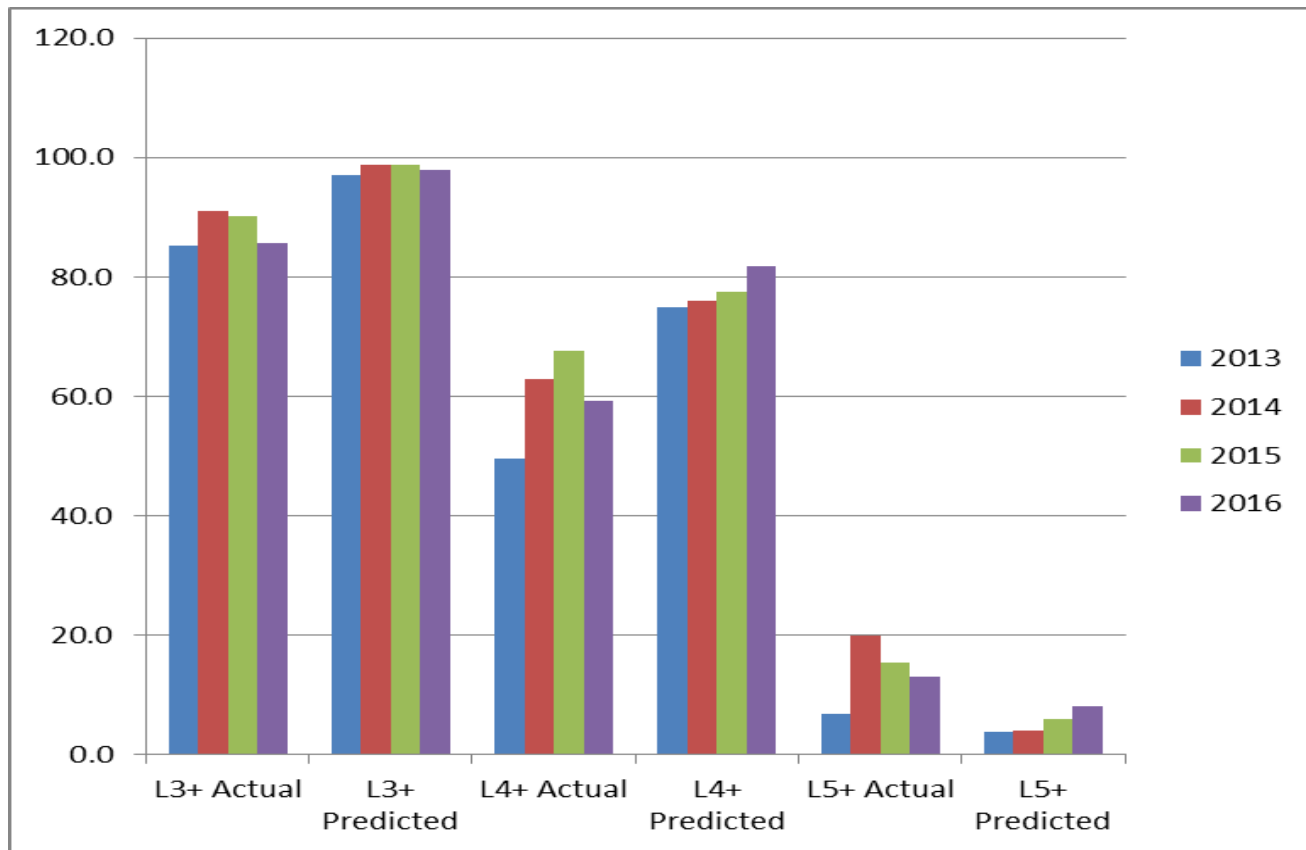


Figure A3  
Performance trends in English



**Figure A4**

**Comparison of Actual Outcomes with Predicted Outcomes**



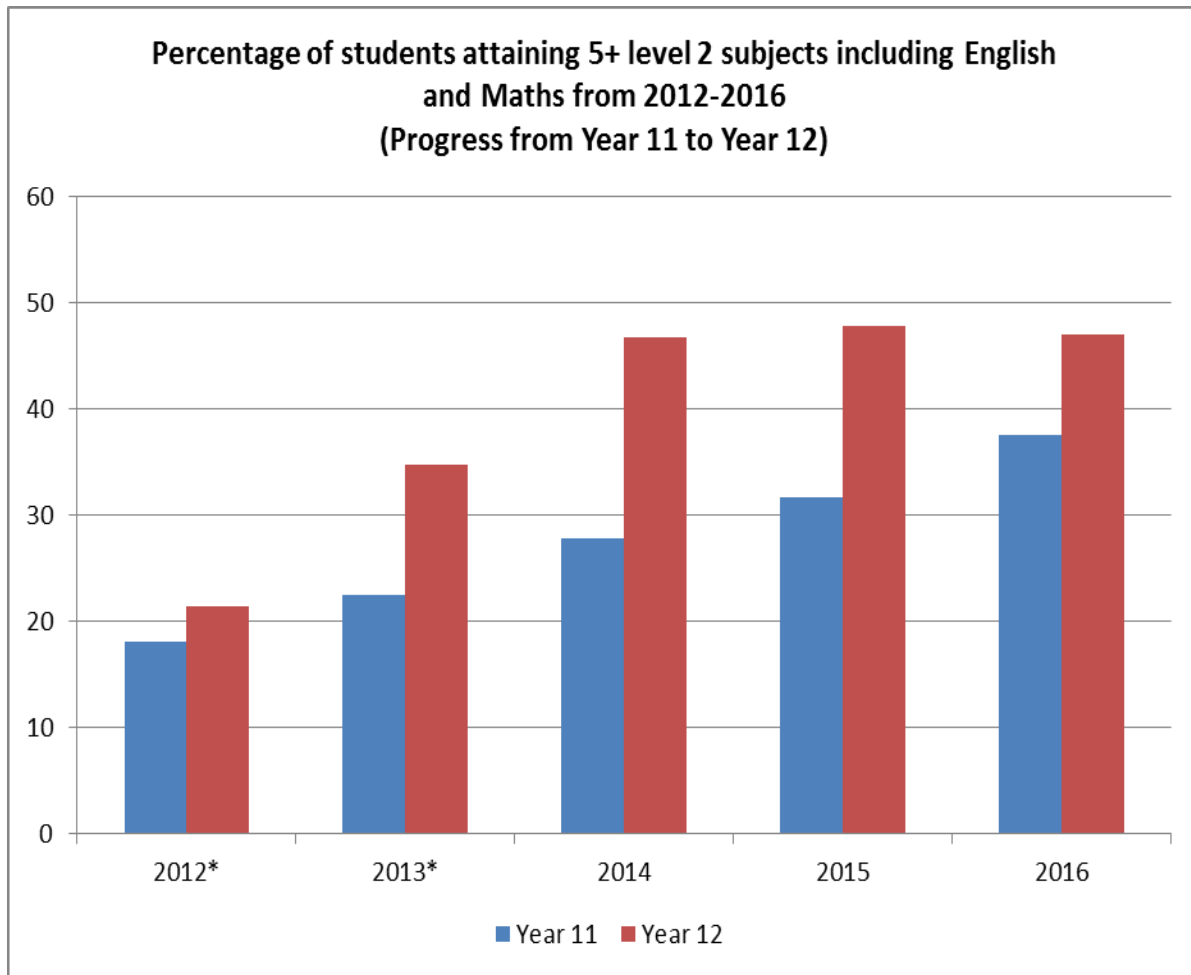
**Key Points:**

- While the number of students achieving the NC target (level 4) is increasing, generally students are performing well below their CAT 4 predictions. Additionally, performances in English exceed those in mathematics.
- There is significant value adding at the higher end of the cohort.
- More targeted support and interventions are needed to raise the standard of achievement among students in level 3 band.

Appendix B  
Key Stage 4 Summaries  
(Year 11 and 12 Comparative Analyses)

**Figure B1**

Percentage of Year 12 students achieving 5 or more subjects at Level 2 including English and Mathematics from 2012-2016 (Comparative performance in Year 11 and Year 12 – same cohort)



\*Note: 2014 was the first year of the Year 12 program at Layman Scott High School so Layman Scott High School data is not included in the 2012 and 2013 data

# Appendix C

## Key Stage 4 Subject Performance Summaries (Year 11)

Table C1  
Comparison of Year 11 examination results (2011-2016)

Percentage of students by criteria							
	Cohort Size	7+ Level 2 Subjects (inc Eng & Mat)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng & Mat)	5+ Level 2 Subjects	L2 English	L2 Mathematics
<b>All Students</b>							
2016	410	28	32	<b>36</b>	53	63	40
2015	389	28	32	<b>38</b>	51	59	47
2014	388	21	22	<b>32</b>	38	56	38
2013*	395	23	25	<b>28</b>	37	56	31
2012	391	18	20	<b>23</b>	35	48	26
2011	332	14	17	<b>18</b>	27	47	20
<b>Gender</b>							
<b>Female</b>							
2016	200	39	47	<b>47</b>	68	80	48
2015	178	39	46	<b>49</b>	65	76	54
2014	199	29	30	<b>39</b>	46	68	43
2013*	189	30	33	<b>33</b>	N/A	65	38
2012	210	22	25	<b>27</b>	N/A	58	29
2011	149	17	21	<b>20</b>	N/A	64	22
<b>Male</b>							
2016	210	17	17	<b>27</b>	40	47	33
2015	211	19	21	<b>28</b>	40	46	42
2014	189	13	14	<b>24</b>	31	42	32
2013*	206	17	17	<b>18</b>	N/A	47	25
2012	181	12	13	<b>18</b>	N/A	35	22
2011	183	13	14	<b>17</b>	N/A	33	19

\*Layman Scott High School Year 11 results are included from 2013.

# Appendix D

## Key Stage 4 Subject Performance Summaries

### (Year 12)

Table D1

Comparison of Year 12 Level 2 external examination data (2011-2016)  
Performance Indicators (Percentages)

	<b>Cohort Size</b>	<b>7+ Level 2 Subjects (inc Eng &amp; Mat)</b>	<b>5+ Level 2 Subjects (inc Eng and Mat)</b>	<b>Level 2 English</b>	<b>Level 2 Mathematics</b>
<b>All Students</b>					
2016	389	37	<b>47</b>	70	50
2015	391	33	<b>48</b>	69	52
2014	381	35	<b>47</b>	70	50
2013	384	27	<b>35</b>	68	38
2012	335	17	<b>23</b>	54	26
2011	342	15	<b>25</b>	59	27
<b>Female</b>					
2016	177	49	58	85	58
2015	202	45	<b>57</b>	82	58
2014	183	45	<b>56</b>	79	57
2013	204	33	<b>40</b>	76	41
2012	149	21	<b>27</b>	69	28
2011	176	19	<b>29</b>	71	31
<b>Male</b>					
2016	212	26	<b>38</b>	58	44
2015	189	21	<b>38</b>	55	46
2014	198	25	<b>39</b>	62	42
2013	180	19	<b>30</b>	59	33
2012	186	15	<b>20</b>	42	24
2011	166	10	<b>20</b>	47	24

Table D2  
Cumulative Subject Performance for Year 12 Cohort

Cohort Size: 389			Percentages by Entry				
Academic Subjects (GCSE, CXC & BTEC)	No of Entries	Percentage of cohort	Top grades (A*/A/I)	Level 2	Level 1&2	Ungraded	Absent/No Result
Accounts (CXC)	30	8%	30%	67%	97%	3%	0%
Art (GCSE)	52	13%	13%	52%	92%	8%	0%
Biology (CXC)	56	14%	2%	68%	100%	0%	0%
Biology (GCSE)	19	5%	11%	79%	100%	0%	0%
Building Technology (CXC)	41	11%	41%	61%	90%	0%	10%
Business (CXC)	86	22%	27%	93%	99%	0%	1%
Chemistry (CXC)	20	5%	0%	55%	95%	0%	5%
Chemistry (GCSE)	19	5%	0%	68%	100%	0%	0%
Chemistry (iGCSE)	4	1%	50%	75%	100%	0%	0%
Child Dev (iGCSE)	37	10%	0%	24%	95%	0%	5%
Design & Technology (GCSE)	11	3%	36%	73%	100%	0%	0%
Digital Media (CXC CAPE)	15	4%	0%	60%	100%	0%	0%
EAL (En. Add. Lang) (iGCSE)	7	2%	0%	14%	100%	0%	0%
Economics (CXC)	2	1%	0%	100%	100%	0%	0%
EDPM (CXC)	367	94%	15%	73%	96%	2%	2%
Electrical (CXC)	25	6%	4%	60%	100%	0%	0%
English Language (CXC)	388	100%	13%	71%	99%	0%	1%
English (iGCSE)	1	0%	0%	100%	100%	0%	0%
English Literature (CXC)	185	48%	12%	57%	97%	0%	3%
Food & Nutrition (CXC)	101	26%	2%	63%	98%	0%	2%
Geography (CXC)	46	12%	4%	48%	89%	0%	11%
History (CXC)	32	8%	3%	31%	100%	0%	0%
Home Management (CXC)	24	6%	8%	83%	100%	0%	0%
Human & Social Biology (CXC)	138	35%	4%	40%	96%	0%	4%
Integrated Science (CXC)	69	18%	19%	86%	97%	0%	3%
IT (CXC)	77	20%	18%	74%	97%	0%	3%
Leisure & Tourism (GCSE)	31	8%	6%	39%	100%	0%	0%
Mathematics (iGCSE)	16	4%	0%	38%	100%	0%	0%
Maths (CXC)	387	99%	10%	51%	99%	0%	1%
Media Studies (GCSE)	4	1%	0%	0%	50%	50%	0%
Music (iGCSE)	3	1%	33%	67%	67%	0%	33%
Office Administration (CXC)	44	11%	0%	70%	98%	0%	2%
PE (CXC)	52	13%	63%	100%	100%	0%	0%
Physics (CXC)	16	4%	19%	88%	100%	0%	0%
Physics (GCSE)	19	5%	16%	79%	100%	0%	0%
Physics (iGCSE)	5	1%	20%	80%	100%	0%	0%
RE SA (GCSE)	12	3%	0%	58%	100%	0%	0%
RE SC (GCSE)	7	2%	29%	71%	100%	0%	0%

Science - Additional (GCSE)	27	7%	0%	<b>19%</b>	100%	0%	0%
Science - Single Award (GCSE)	149	38%	0%	<b>13%</b>	91%	9%	0%
Social Studies (CXC)	59	15%	3%	<b>68%</b>	98%	0%	2%
Spanish (CXC)	24	6%	79%	<b>100%</b>	100%	0%	0%
Spanish (GCSE)	71	18%	27%	<b>49%</b>	97%	3%	0%
Statistics (GCSE)	49	13%	2%	<b>80%</b>	100%	0%	0%
Technical Drawing (CXC)	33	8%	3%	<b>39%</b>	94%	6%	0%

Table D3  
Year 12 Subject performance - Percentages by entry

Cohort Size: 389			Percentages by Entry				
Academic Subjects (GCSE, CXC & BTEC)	No of Entries	Percentage of cohort	Top grades (A*/A/I)	Level 2	Level 1&2	Ungraded	Absent/No Result
Art & Design (BTEC Ext Cert)	5	1%	0%	<b>60%</b>	60%	40%	0%
Beauty Theory (BTEC Ext Cert)	13	3%	0%	<b>100%</b>	100%	0%	0%
Business (BTEC Ext Cert)	30	8%	17%	<b>100%</b>	100%	0%	0%
Business (BTEC Cert)	76	20%	3%	<b>67%</b>	67%	33%	0%
CMP (BTEC Cert)	19	5%	11%	<b>79%</b>	79%	21%	0%
CMP (BTEC Ext Cert)	10	3%	10%	<b>100%</b>	100%	0%	0%
Construction (BTEC Cert)	17	4%	41%	<b>65%</b>	65%	35%	0%
Health & Social Care (BTEC Ext Cert)	13	3%	8%	<b>77%</b>	77%	23%	0%
Hospitality (BTEC Cert)	80	21%	0%	<b>65%</b>	65%	35%	0%
IT (BTEC Cert)	69	18%	19%	<b>67%</b>	67%	32%	1%
Motor Vehicle Award (IMI)	55	14%	0%	<b>0%</b>	93%	0%	7%
Motor Vehicle Cert (IMI)	6	2%	0%	<b>0%</b>	100%	0%	0%
Music Technology (BTEC Ext Cert)	31	8%	13%	<b>97%</b>	97%	0%	3%
Music Technology (BTEC Cert)	26	7%	0%	<b>100%</b>	100%	0%	0%
Public Service (BTEC Dip)	1	0%	0%	<b>100%</b>	100%	0%	0%
Performing Arts (BTEC Ext Cert)	12	3%	58%	<b>100%</b>	100%	0%	0%
Sport & Leisure (BTEC Ext Cert)	29	7%	0%	<b>83%</b>	83%	17%	0%
Workskills L1 (BTEC Cert)	19	5%	0%	<b>0%</b>	95%	5%	0%
Workskills L2 (BTEC Cert)	197	51%	0%	<b>75%</b>	75%	17%	8%