Data Report
for the Academic Year 2022-23

Department of Education Services
Ministry of Education
Cayman Islands Government

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

Introduction

The compulsory education system in the Cayman Islands is organised into primary and secondary levels, characterised by specific year groups and Key Stages (KS), as outlined in Table 1.

The terms “Nursery” and "Reception" denote the classes attended by a child in the two years and year respectively, immediately preceding the child reaching the age at which school attendance becomes compulsory. While Nursery and Reception are regarded as integral stages within the educational framework, they are currently not part of the compulsory education mandate. Table 1 includes information about these phases for comprehensive coverage of the public education provision.

It should be noted that at this time, all Government primary provisions have a Reception class, and Nursery classes in Government Primary Schools are currently found at Creek Primary (the infant provision of Creek and Spot Bay Primary School) in Cayman Brac, and East End Primary in Grand Cayman. It should be further noted that the East End provision commenced in the 2023-24 academic year and as such, would not be included in this report.

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**		
Nursery	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
3-4	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

The information presented in this report serves as a foundation for well-informed decision-making by education authorities and policymakers. Specifically, it offers valuable insights into the present condition of education in public schools. The analyses encompass discussions on enrollment trends, a comparative examination of private and public enrollment provisions, and an assessment of performance trends within the public education system.

Enrolment Data

The enrolment data outlined as part of this report was 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)

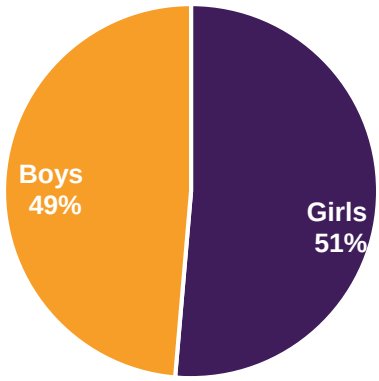
ECCE provision is categorised as:

- **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 younger than compulsory school age which are attached or affiliated with registered private schools.
- **ECCE Settings in Public Schools:** Services/programmes for children younger than compulsory school age which are attached to or affiliated with Government schools (i.e. Nursery and Reception programmes).

The private sector manages their ECCE provision, while the government provides the oversight and the regulatory framework. ECCE programmes in Government settings are managed by the school or centre at which they are delivered.

In 2022-23 academic year, there were 2,056 children enrolled in ECCE Centres across the Cayman Islands, with a gender distribution of 48.6% females to 51.4% males (See Figure 1)

Figure 1: ECCE Enrolment by gender



Generally, enrolment at ECCE Centres experienced a 2.5-percentage point (pp) increase compared to the 2021-22 figures detailed as follows: private centres reflected a modest 2% increase; government schools experienced a 1% uptick.

The distribution by sector and location of the ECCE provision is illustrated in the charts in Figure 2. Chart A represents the percentage distribution between private and public provisions. The chart indicates that 85% of the 2022-23 ECCE provision was serviced by the private sector, and 15% by the Government sector.

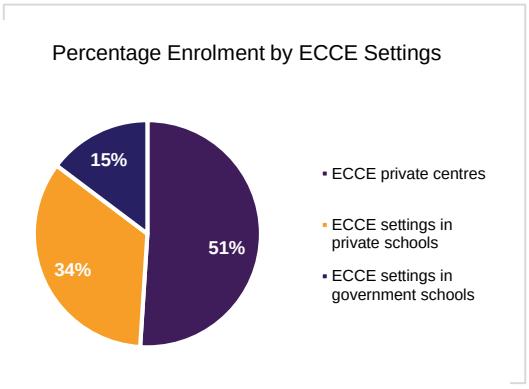
Chart B shows the distribution of ECCE centres over the various districts in the Cayman Islands. Indications are that most of the ECCE Centres (80%) are concentrated in the district of George Town.

Appendix A provides a detailed presentation of ECCE provision by centre type and district.

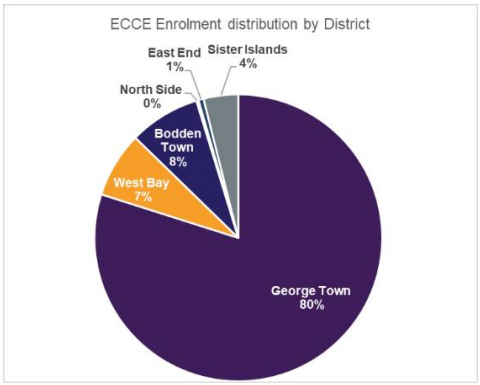
Figure 2

ECCE Enrolment Distribution by Sector and Location

A



B



Primary and Secondary Enrolment

Enrolment distribution by age is given in Appendix B.

The enrolment figures and staffing ratios in primary and secondary schools are detailed in Appendix C. Across the government, private and home school sectors, a total of 9,042 students were enrolled in compulsory education in the 2022-23 academic year. This represents a small but significant increase over the 2021-22 figures of approximately 1.2pp. The enrolment is approximately evenly distributed by gender (49.99% female, 50.01% male). This analysis does not include the 112 students enrolled in the special education provision at the Lighthouse School.

Of the mandatory school-age population considered, 49.9% was in primary education (4,515 students), and 50.1% in secondary education (4,527 students).

Figure 3 shows an analysis of the distribution of these populations by sector: Home school, Private school and public school. The chart illustrates that at the primary level, 48% are enrolled at private schools, 51% at public schools and 1% of the population is home schooled.

This trend is similar for the secondary level but with a slightly higher disparity between public and private sectors. That is, 58% of the population are enrolled in public education, 41% in private education and 1% home schooled.

Generally, the ratio of private and home school enrolment to public school enrolment has remained relatively stable over the last two years. That is, on average across the two years, 46% were enrolled in private and home school education and 54% are in public education (See Figure 4).

Figure 3

School Enrolment Distribution by Sector and Location

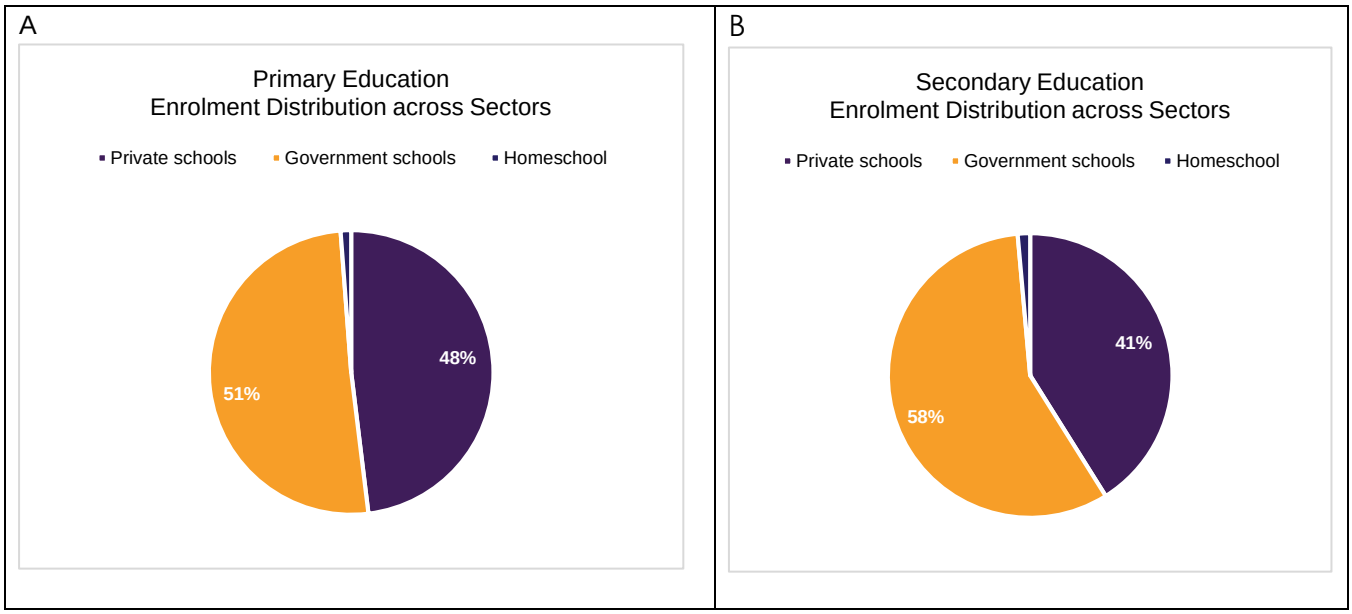
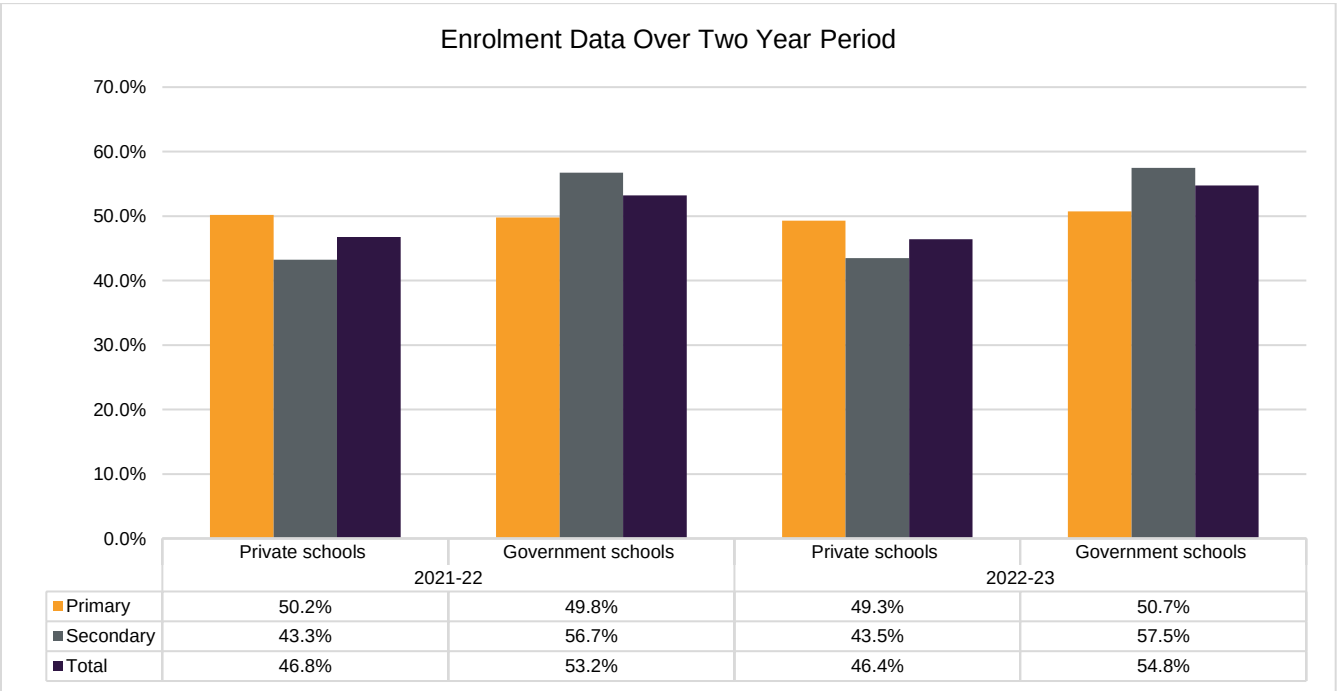


Figure 4

School Enrolment Distribution over a two-year Period



	2021-22		2022-23	
	Private schools	Government schools	Private schools	Government schools
Primary	50.2%	49.8%	49.3%	50.7%
Secondary	43.3%	56.7%	43.5%	57.5%
Total	46.8%	53.2%	46.4%	54.8%

Other details as it relates to student enrolment data are provided in Appendix A to D.

Attendance Data

Mandatory attendance is a requirement for all students of compulsory school age who are legally resident in the Cayman Islands as stipulated in The Education Law, 2016 (2017, March). The law mandates 185 days of formal instruction for all schools in the Cayman Islands. Compliance with these regulations ensures that children receive the education necessary for their overall development. The data for this report is derived from the public school system.

Overall Attendance Rate

The overall attendance rate is a crucial metric for assessing student engagement in educational activities. Research consistently supports the pivotal role and direct impact of regular attendance on academic success, demonstrating its statistically significant and quantitatively relevant influence on student learning.

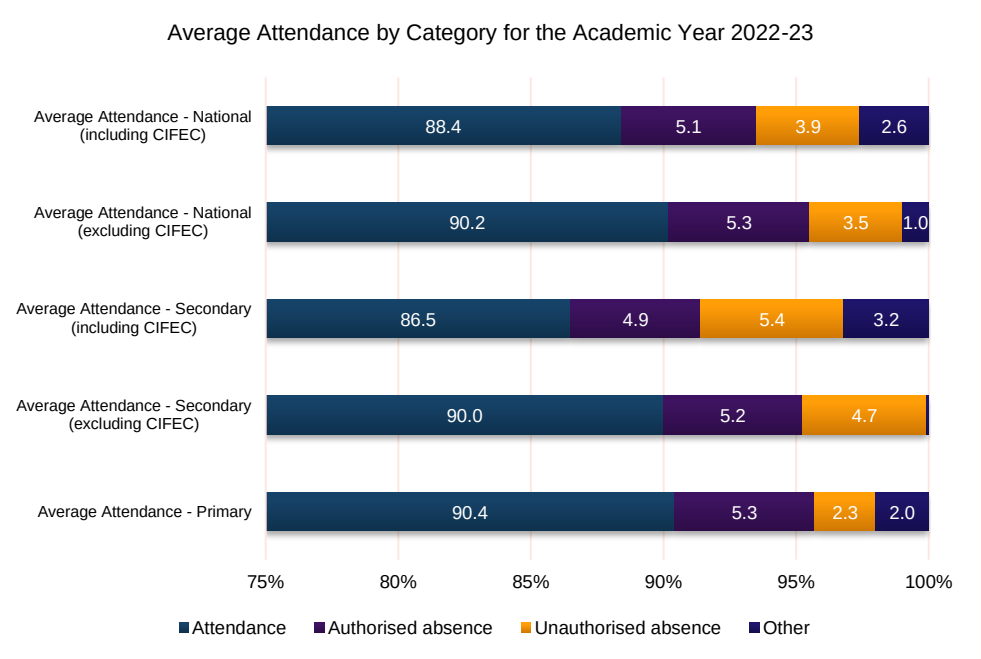
Government Schools are required to take attendance registers twice daily indicating whether students are:

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

For the academic year 2022-23, the overall attendance rate within the public education system was 88.4% (See Figure 5). This attendance rate while generally consistent with the overall attendance for the academic year 2021-22, is significantly below the national expectation of the 95% rate defined by Office of Education Standards (OES).

Figure 5

Average Attendance for the Academic Year 2022-23



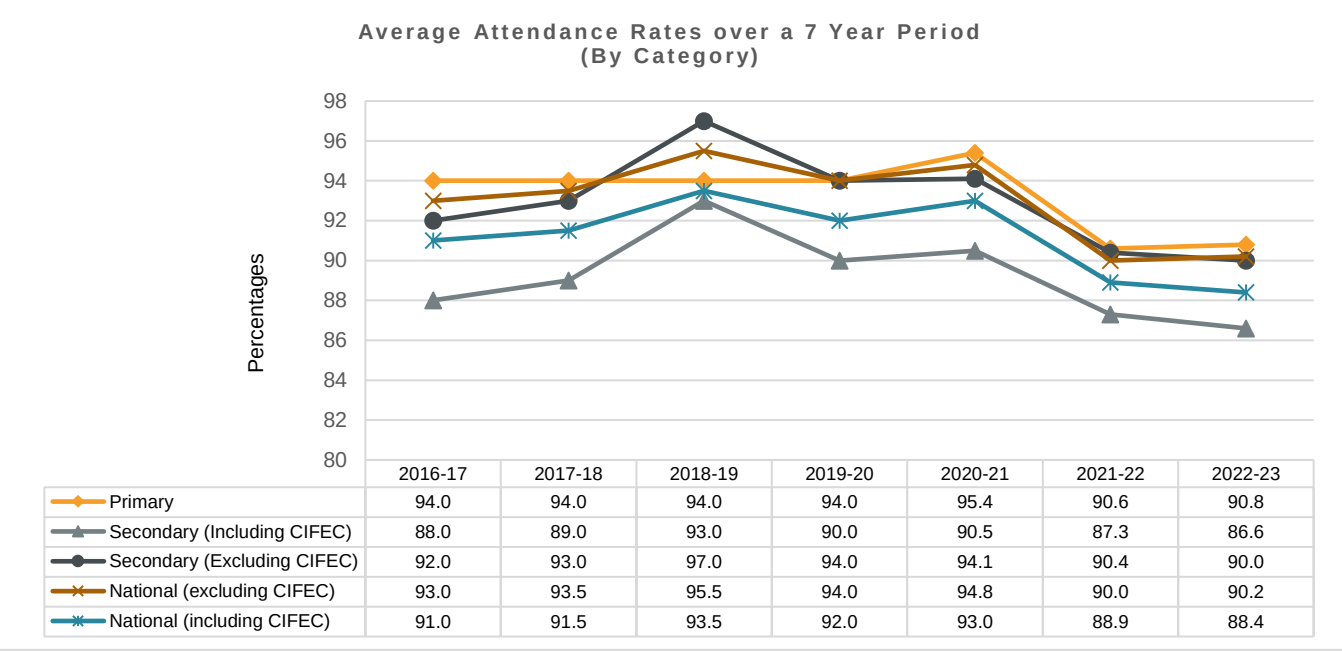
A review of the analysis by category shows that at the primary level, the average attendance was 90.4%, and at the secondary level, the average attendance is listed as 86.5%. If the attendance of the Cayman Islands Further Education Centre (CIFEC) was excluded from the statistics, the average attendance for secondary schools rose by approximately 3.5pp, to 90.0%

It is noteworthy that the average attendance at the primary level includes the Nursey and Reception metrics, although these groups are not considered part of compulsory education. Inclusion of these year groups does not significantly impact the overall attendance however.

At the national level, excluding CIFEC, the attendance graph exhibits a significant uptrend, averaging 90.2% over the analysed period. This modest but noteworthy improvement is reflected in the national attendance metrics when CIFEC is omitted from consideration. Over the past seven years, a decline in overall attendance is apparent (See Figure 6). This decline is particularly pronounced over the last three years, underscoring the lingering effects of the COVID-19 pandemic and subsequent respiratory illnesses. The chart highlights the fact that attendance at the primary and secondary levels (excluding the impact of the CIFEC attendance on secondary attendance figures) has remained relatively flat over the last two years averaging 90% and 90.2% respectively.

Figure 6

Attendance trends over the period 2016-17 to 2022-23



	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Primary	94.0	94.0	94.0	94.0	95.4	90.6	90.8
Secondary (Including CIFEC)	88.0	89.0	93.0	90.0	90.5	87.3	86.6
Secondary (Excluding CIFEC)	92.0	93.0	97.0	94.0	94.1	90.4	90.0
National (excluding CIFEC)	93.0	93.5	95.5	94.0	94.8	90.0	90.2
National (including CIFEC)	91.0	91.5	93.5	92.0	93.0	88.9	88.4

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

Attainment Data

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

End of Key Stage 2 (Year 6) Assessment

The assessment model for end of Key Stage 2 (KS2) defines attainment in terms of a scaled score which ranges from 80 to 120.

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

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

A **scaled score** is a best practice representation of a transformed raw score - the total number of correct responses provided by a candidate in the end of KS2 test, which has been adjusted or converted to a common scale to facilitate comparison across different versions or forms of the test. While the KS2 tests are developed to the same specification each year, the use of a scaled score accounts for the potential differences in difficulty across test forms and facilitates accurate comparisons of performance over time.

Scaled scores are interpreted as follows: 100 or more indicates that the student has met or exceeded the age-related expected standard; 99 or less means that the student has not met the expected standard in the test. Students achieving a scaled score of 110 or higher are deemed to be 'working at greater depth', or 'meeting the higher standard'.

Students are also assessed in **writing.** Assessment of 'writing proficiency' relies on teacher evaluations, referred to as Teacher Judgements. It draws upon a diverse array of classroom evidence such as the analysis of students' work in their notebooks, the outcomes of class tests and published assessments, ongoing meticulous marking, and recorded observations of students' work in terms of its alignment with the defined teacher assessment frameworks.

To ensure objectivity and reliability, Teacher Judgements undergo external moderation and quality assurance. Trained Moderators, possessing comprehensive knowledge and insight with respect to the assessment frameworks as well as a proven track record of recognising the expected standard, review and validate the accuracy of the writing assessment outcomes. A grade of 'expected standard' is considered the minimum requirement for students to independently navigate the primary and secondary education provision successfully.

End of KS2 Performance Data

The KS2 Standard Assessment Tests (SATS) were administered during the report period for the second time since the implementation of the new curriculum in August 2019. A summary of the results is shown in Figure 7.

Results indicate that:

59% of the cohort achieved the expected standard in grammar, punctuation, and spelling.

43% of the cohort achieved the expected standard in reading.

41% of the cohort achieved the expected standard in mathematics.

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

26% of the cohort achieved the expected standard in reading, writing and mathematics.

Figure 7

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

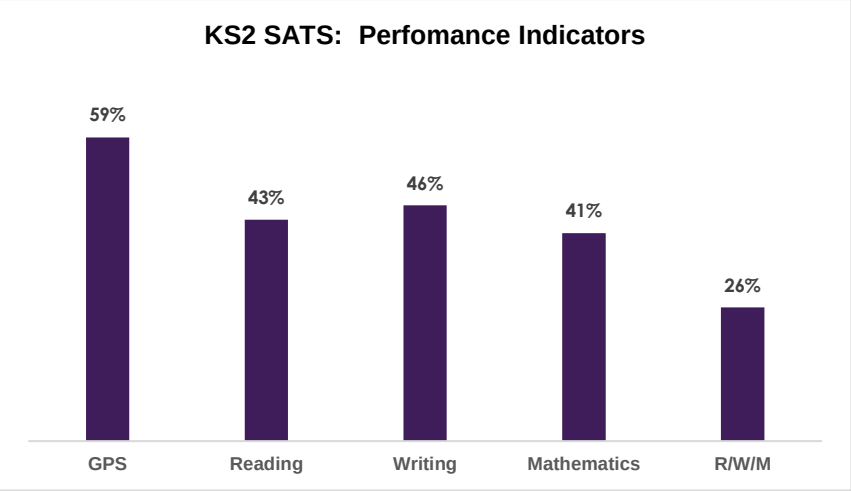


Figure 8 presents a comparison of performance results from the previous year. The chart highlights minor fluctuations in performance across various subject areas, but the overall variance remains relatively stable.

Figure 8

Year 6 performance two-year comparison

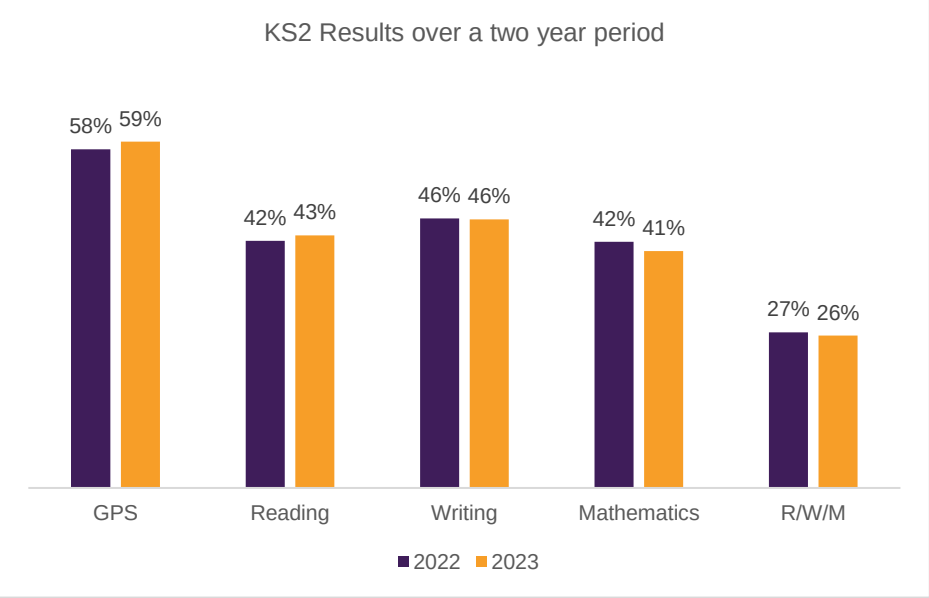
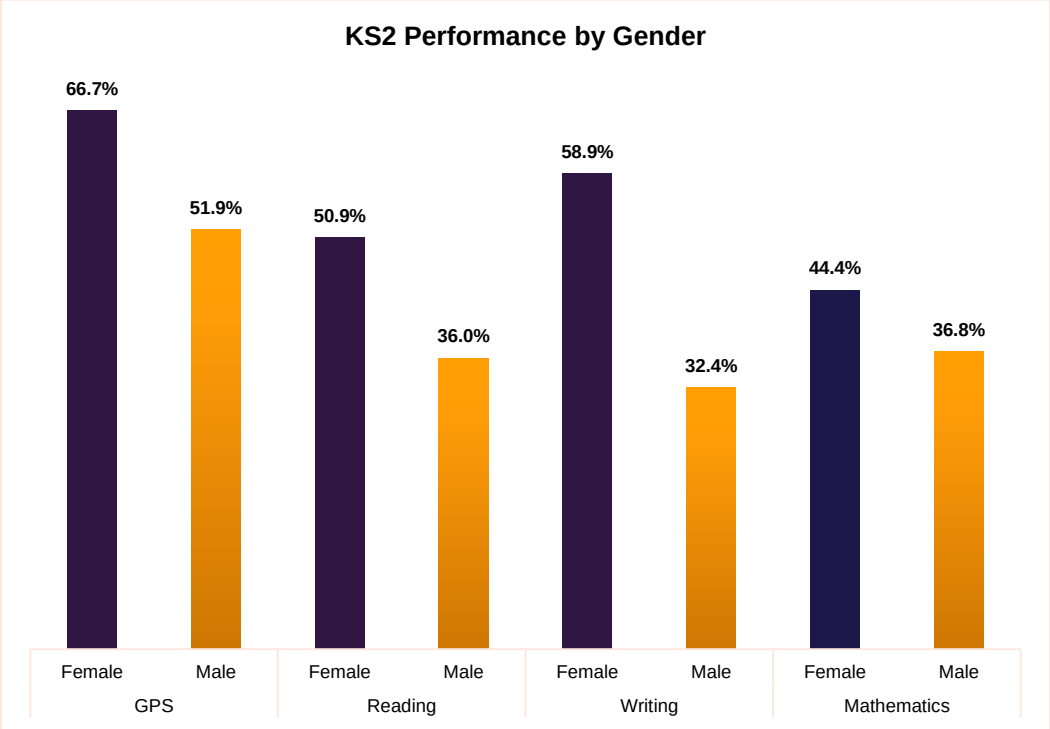


Figure 9 presents a comparison of KS2 performance based on gender. The data reveals that, on average, girls outperformed boys by on average 16 percentage points (pp), with the most significant difference observed in writing (27pp). While fluctuations are evident across different subject areas, this pattern aligns with global assessment trends indicating that, on average, girls tend to outperform boys in specific academic domains, notably in reading and writing.

Figure 9

Year 6 performance indicators by gender



KS2 Prior Attainment Metrics

"Prior attainment metrics" refers to the quantitative measures or indicators used to assess a student's academic achievements, skills, or knowledge before entering a particular educational level or program. These metrics provide insights into a student's academic history and can be valuable in understanding students' baseline knowledge and skills as they progress through their education.

Cognitive Abilities Test Fourth Edition (CAT4): The CAT4 is employed as a valuable set of prior attainment metrics. The metrics, derived from CAT4 assessments, provide a detailed overview of a student's cognitive abilities and serve as a baseline measure of their academic potential.

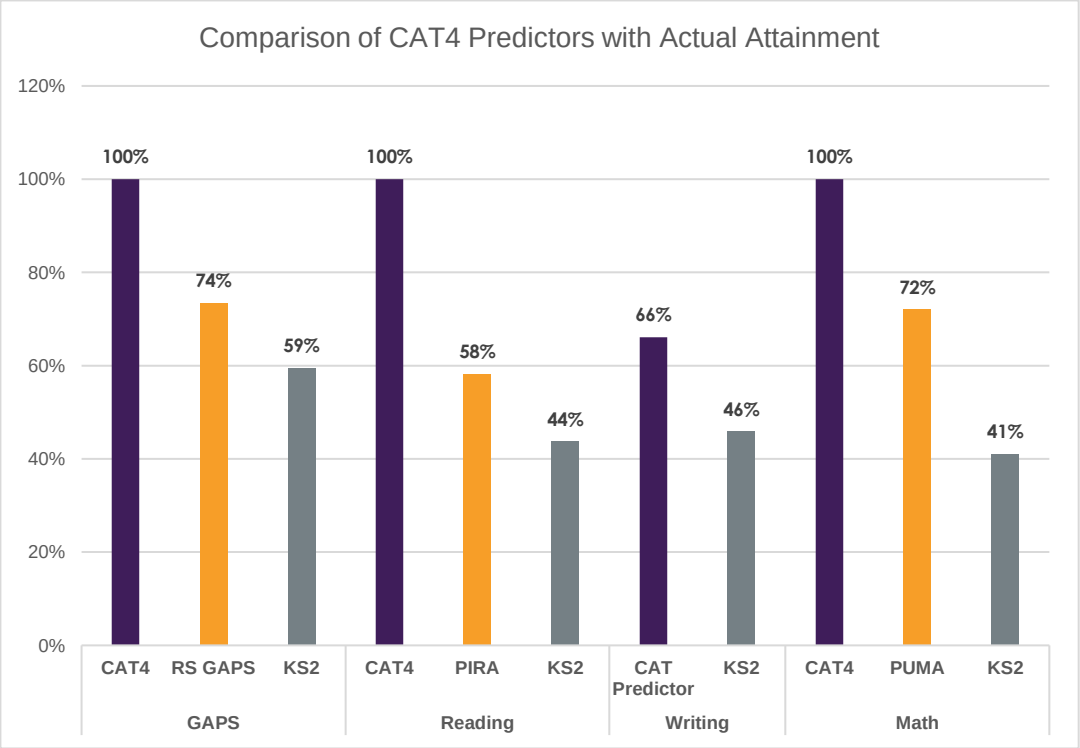
CAT4's four batteries — Verbal Reasoning, Quantitative (or Numerical) Reasoning, Non-verbal Reasoning, and Spatial Ability — offer a comprehensive evaluation of a student's cognitive skills and provide a basis for an understanding of a student's strengths, weaknesses, and preferred learning style. The population distribution for the CAT4 test is a 'normal' bell curve with a mean score of 100.

Progress Tests: Hodder Assessments: The system also uses a set of Rising Stars (RS) standardised progress tests, namely progress in reading assessment (PiRA), progress in understanding mathematics (PUMA), and progress in grammar, punctuation and spelling (GAPS), to track student attainment and progress. Standardised assessments refer to tests or exams that are administered and scored in a consistent and predetermined manner. These assessments are designed to measure a student's knowledge, skills, abilities, or other characteristics in a uniform way so that results can be compared across individuals or groups with consistency, reliability, and validity.

When the KS2 data is compared against both CAT4 predictors and Rising Stars estimates for this cohort, students fell below their predicted or estimated levels across all areas. Of note are the significant variances in reading and mathematics: 56pp and 14pp for CAT4 and RS (PiRA), respectively, in reading, and 59pp and 31pp for CAT4 and RS (PUMA), respectively, in mathematics. (See Figure 10).

Figure 10

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



Further analysis of the KS2 results by school are detailed in Appendix F and G.

Key Stage 4 (KS4)

This section of the report provides an overview of KS4 performance, detailing the outcomes based on nationally defined standards and the predominant performance trends. In particular, it summarises and describes the cumulative achievements of the cohort across the various Level 1 (L1) or Level 2 (L2) qualifications, including but not limited to the Caribbean Secondary Certificate of Education (CSEC), General Certificate of Secondary Education (GCSE), International General Certificate of Secondary Education (iGCSE), BTEC awards, IMI awards, ASDAN awards, and City & Guilds certificates.

To facilitate a nuanced understanding, student accomplishments are systematically categorised based on the difficulty level of their qualifications. Adhering to the established convention, the interpretation of qualification levels follows the principle that higher levels indicate greater difficulty, reflecting the standards of knowledge, skills, and competencies required for each qualification.

For a detailed breakdown of the categorisation of qualifications in the Cayman Islands, refer to the Cayman Islands' National Qualification Framework (CINQF) as outlined in Appendix H. It is important to note that at KS4, students are expected to pursue Level 2 qualifications. The national expectation is that students successfully achieve a minimum of five Level 2 qualifications, including proficiency in English and mathematics, by the conclusion of KS4.

Performance Indicators - Year 11

Figure 11 presents the cumulative key performance indicators for the 2023 Year 11 cohort. Indications are that:

79.8% of the cohort achieved a L2 qualification in English Language;

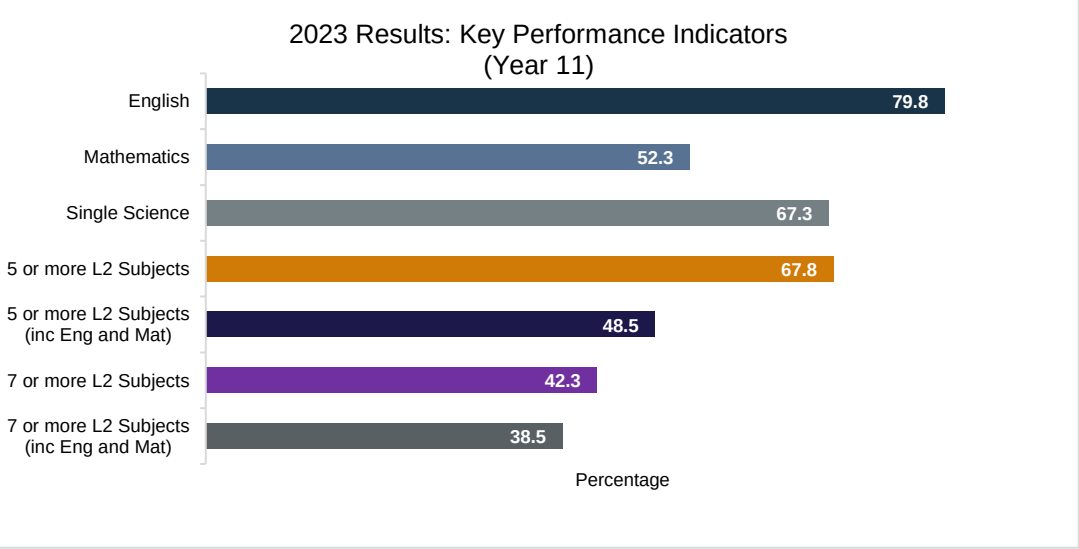
52.3% achieved a L2 qualification in mathematics;

67.3% achieved a L2 qualification in science; and,

48.5% achieved the nationally expected standard of 5 or more L2 qualifications including English and mathematics.

Figure 11

Year 11 Key Performance Indicators (2023)



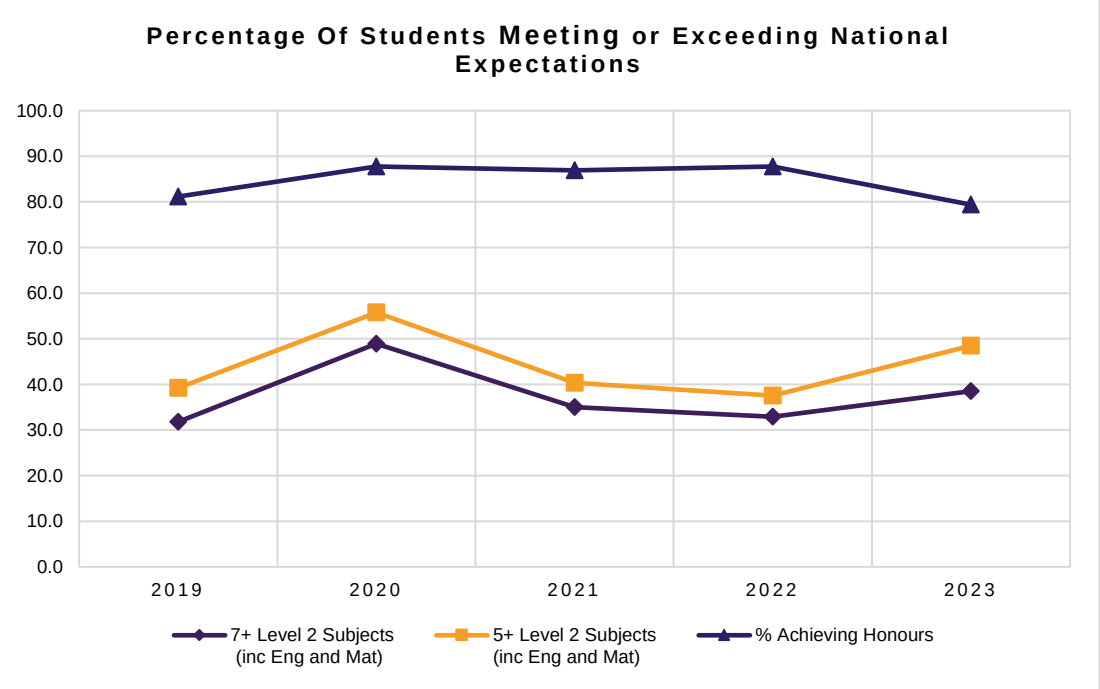
The data also reveals that a significant 38.5% of the cohort surpassed the national standard, earning the distinction of being classified as an 'honours' students. These students would have achieved 7 or more subjects including English and mathematics (honours), or 9 or more subjects including English and mathematics (high honours). Of significance also is the fact that 79.3% of the students achieving the national standard (five or more subjects including English and mathematics) achieved this pivotal metric of honours student.

Year 11 General Performance Trends

Despite a slight decline (approximately 8pp) of this metric (honours student) in 2023, the ratio of students meeting this attainment level has remained relatively stable since 2019 (See Figure 12). It should be noted that the honours student percentage represented in Figure 12, is the percentage of the students that achieved **at least** 5 or more subjects including English and mathematics, that actually qualified for honours designation as per the criteria set out above.

Figure 12

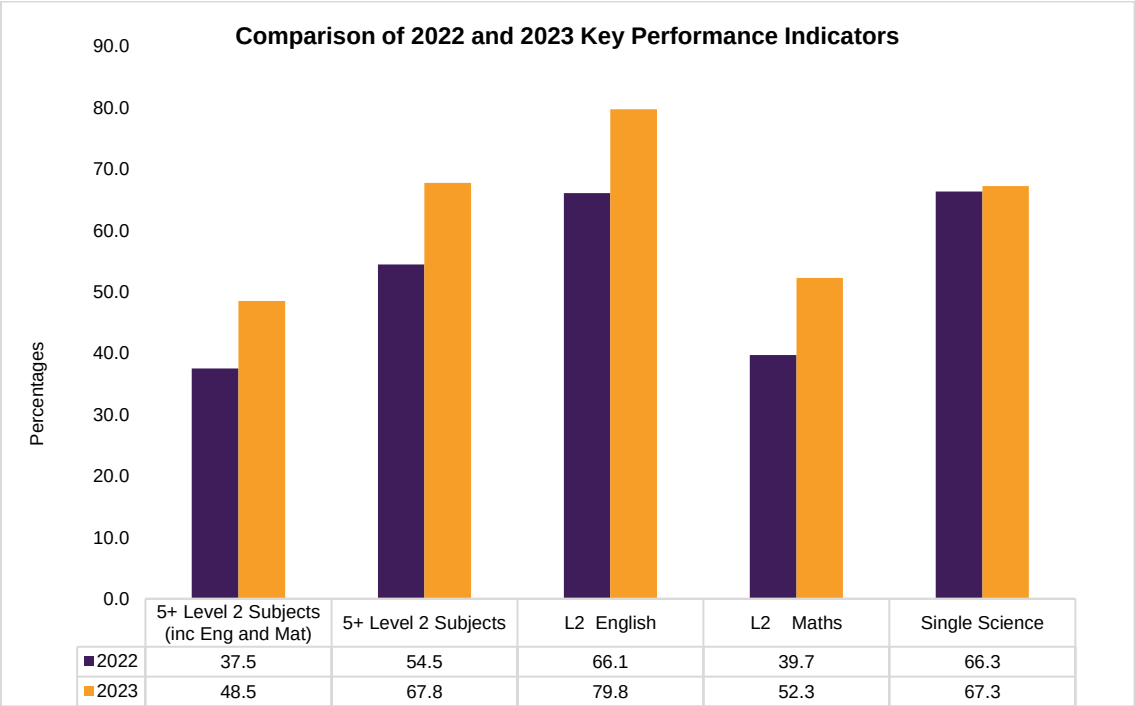
Percentage of students meeting the expected standard including the ratio of students achieving the standard that qualified for honours



An analysis of the 2022 and 2023 figures, as depicted in Figure 13, highlights a significant improvement across all key performance metrics. On average, there is an increase of 10.3pp. Specifically, the data reveals an increase in English scores by 13.7pp, mathematics by 12.6pp, single science by 1pp, 5 or more Level 2 Subjects (including English and mathematics) by 11pp, and 5+ Level 2 Subjects by 13.3pp.

Figure 13

Comparison between 2022 and 2023 Year 11 Key Performance Indicators



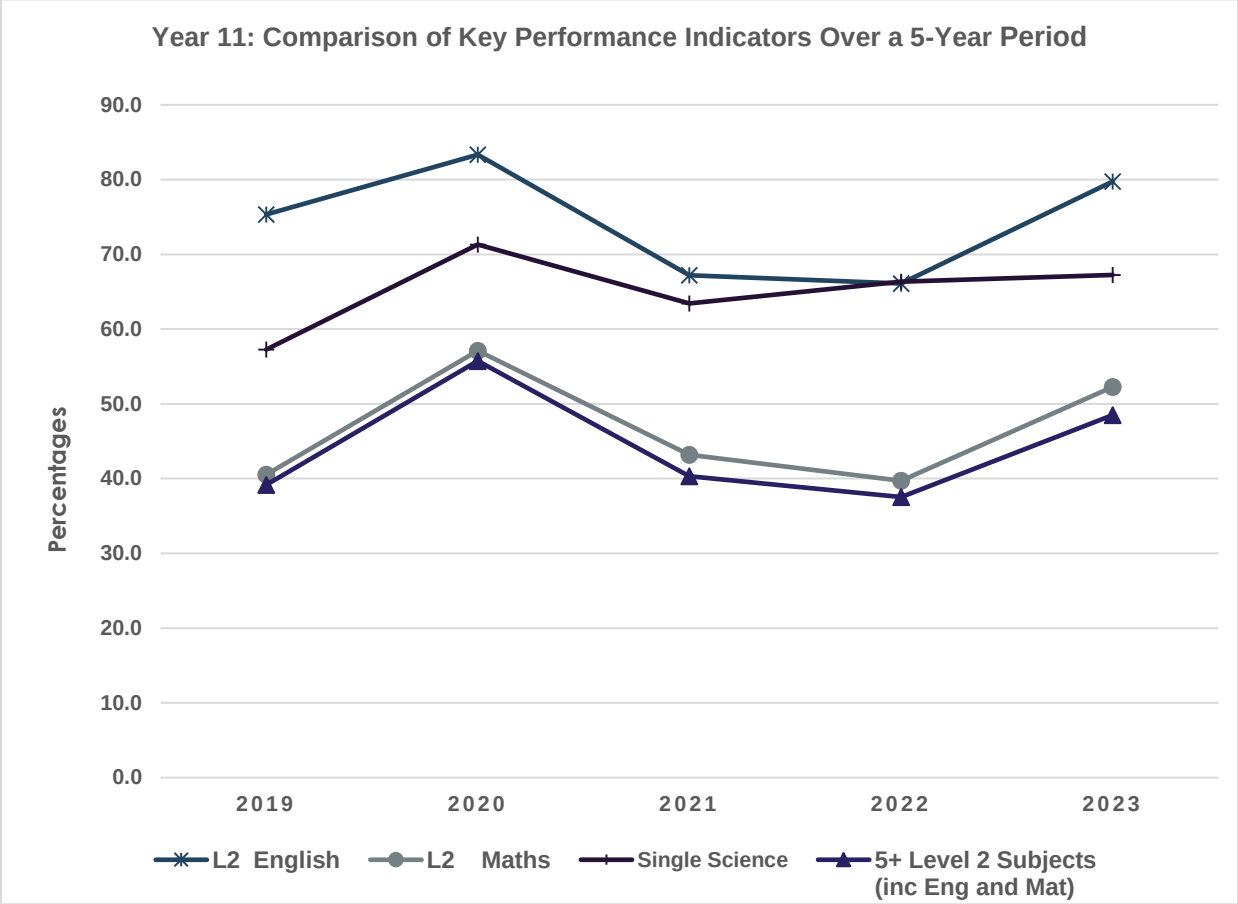
	5+ Level 2 Subjects (inc Eng and Mat)	5+ Level 2 Subjects	L2 English	L2 Maths	Single Science
2022	37.5	54.5	66.1	39.7	66.3
2023	48.5	67.8	79.8	52.3	67.3

Figure 14 provides an overview of performance trends in key areas spanning a five-year period. Analysis of these trends reveals that, excluding the assessment periods in 2020 and 2021 (the results of which were impacted by the COVID outbreak and seen as anomalies), most performance indicators have maintained a relatively stable growth trajectory over time based on the 2019 (or pre-pandemic) figures (See Appendix I). That is, a discernible marginal growth trend is observed across all indicators for the period considered.

The chart further highlights a consistent trend where attainment in English consistently surpasses that of mathematics by an average 26.4pp margin over the five-year period considered (See Figure 14).

Figure 14

Year 11 Key performance indicators (2019 - 2023)



Additionally, a clear correlation emerges between meeting the national expectation (five or more subjects, including English and mathematics) and success in mathematics. This implies that efforts to enhance the number of students meeting the national standard are intricately linked to the capacity to elevate standards in mathematics.

Student Characteristics

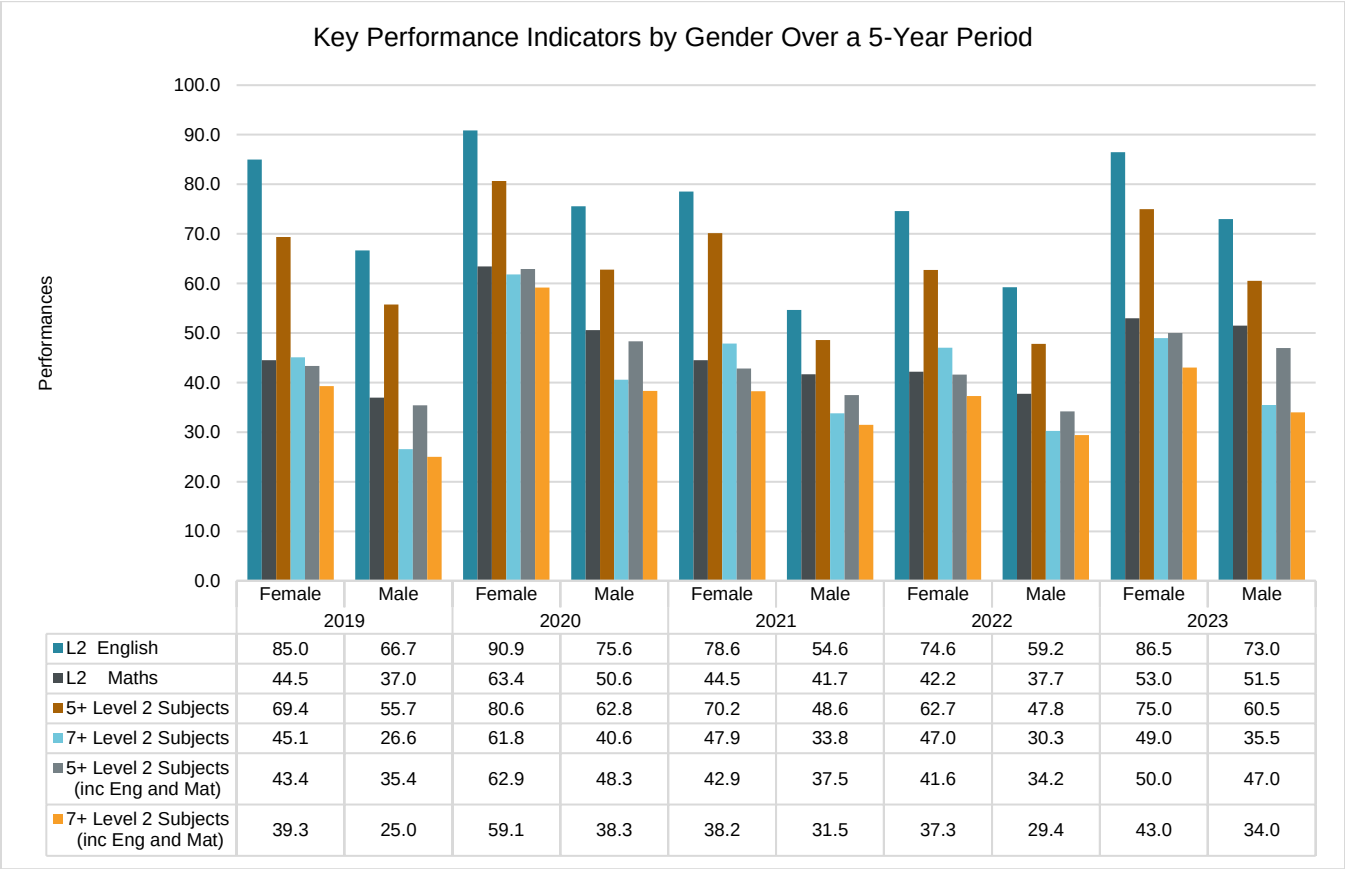
1. Gender

There were 413 students in this cohort of which 228 (55.2%) were boys and 185 (44.8%) were girls.

Figure 15 compares the performances of boys and girls relative to their respective cohorts across the six key performance measures over time. The chart reveals that in general, girls outperform boys across all the indicators considered. English accounts for the largest average performance difference to the tune of 17.3pp. The average difference for mathematics is approximately 5.8pp and 7.7pp for the national expected standard.

Figure 15

Year 11 Key performance indicators by gender



	Female 2019	Male 2019	Female 2020	Male 2020	Female 2021	Male 2021	Female 2022	Male 2022	Female 2023	Male 2023
L2 English	85.0	66.7	90.9	75.6	78.6	54.6	74.6	59.2	86.5	73.0
L2 Maths	44.5	37.0	63.4	50.6	44.5	41.7	42.2	37.7	53.0	51.5
5+ Level 2 Subjects	69.4	55.7	80.6	62.8	70.2	48.6	62.7	47.8	75.0	60.5
7+ Level 2 Subjects	45.1	26.6	61.8	40.6	47.9	33.8	47.0	30.3	49.0	35.5
5+ Level 2 Subjects (inc Eng and Mat)	43.4	35.4	62.9	48.3	42.9	37.5	41.6	34.2	50.0	47.0
7+ Level 2 Subjects (inc Eng and Mat)	39.3	25.0	59.1	38.3	38.2	31.5	37.3	29.4	43.0	34.0

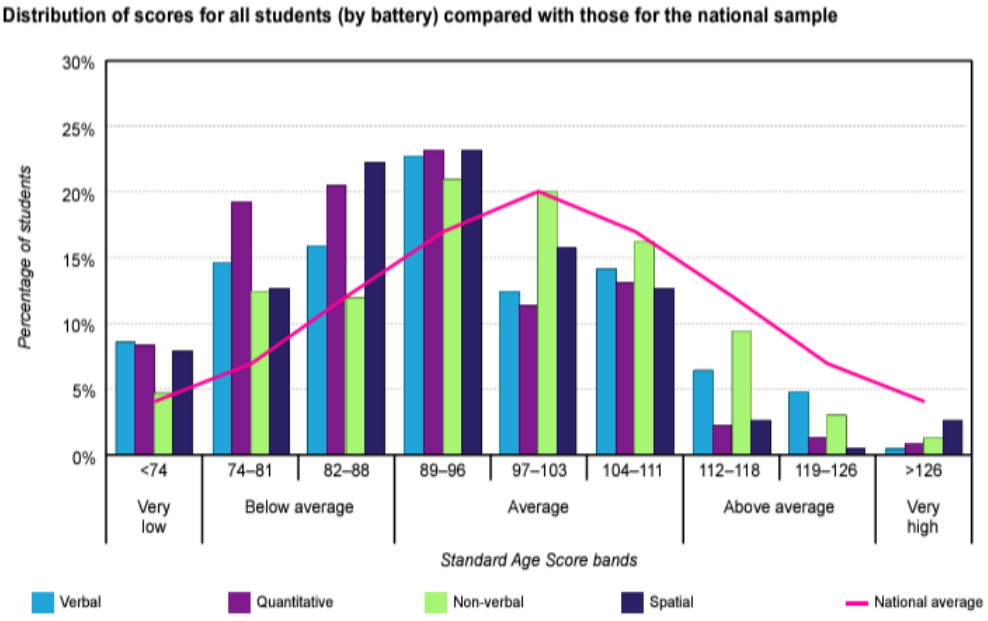
2. Prior Attainment

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

The population distribution for the CAT4 test is a ‘normal’ bell-shaped curve with a mean score of 100. The distribution for the 2023 Year 11 cohort is illustrated in Figure 16.

Figure 16

Prior Attainment: Distribution for scores obtained in CAT4 test



The Cognitive Abilities Tests (CAT4) play a crucial role in contextualising overall achievement when interpreting examination results within our system. The population distribution for the CAT4 test typically conforms to a 'normal' bell-shaped curve, with a mean score of 100. This distribution for the 2023 Year 11 cohort is visually represented in Figure 16.

Examination of the test results reveals a distribution curve exhibiting positive skewness, characterised by a mean standard age score of 94. In practical terms, the majority of scores obtained by the cohort are concentrated within the left tail, indicating a prevalence of lower scores on the scale. This departure from a perfectly symmetric (normal) distribution implies that fewer scores are observed on the higher end of the scale.

Positive skewness in the CAT4 distribution can be indicative of potential challenges within the educational environment, variations in test preparation, or other factors influencing performance. The asymmetry suggests a need for further exploration into the underlying factors contributing to the results. The information gleaned serves to provide the fodder for the development of targeted interventions and school improvement strategies.

For the purposes of this analysis, the Year 11 cohort was divided into attainment groups based on the mean CAT4 score achieved on the test. Students were grouped and their results analysed based on the attainment categories defined Table 2.

Table 2

Prior Attainment Groupings by the Mean Score Obtained in the CAT4 Test

Group	CAT4 Mean Score	No. of Students	% of Cohort
High Attainment	Greater 105	60	15%
Average Attainment	From 95 – 105	122	31%
Low Attainment	Below 95	192	48%
No CAT 4 Score	Students who did not take the test	26	7%
Cohort Total		400	100%

Attainment groups, defined in Table 2, guided the analysis of English, mathematics, and science performance. Notably, at least 46% of the cohort were projected to attain acceptable grades in all the core subject areas – English, mathematics and single science. The actual results across the core subjects on average met these expectations.

In addition, English and science individually surpassed these benchmarks by 34pp and 22pp, respectively, while math exceeded it by 6pp. Table 3 provides a breakdown of the grades achieved in each category.

Table 3

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

Group	Other	VI (E/G)	V (E)	IV (D)	III (C)	II (B)	I (A/A+)	Grand Total	Acceptable Grades (%)
English									
High:CAT Score greater than 105	2				5	18	35	60	97%
Average: CAT Score between 94 and 106	4		1	6	21	49	41	122	91%
Low: CAT Score below 95	6		23	35	61	50	17	192	67%
No CAT Score available	0		2	2	5	10	7	26	85%
Grand Total	**12**		**26**	**43**	**92**	**127**	**100**	**400**	80%
Mathematics									
High:CAT Score greater than 105	0			2	7	34	17	60	97%
Average: CAT Score between 94 and 106	8		4	32	36	32	14	122	67%
Low: CAT Score below 95	76	2	23	74	37	17	1	192	29%
No CAT Score available	0		6	6	5	7	2	26	54%
Grand Total	84	**2**	**33**	**114**	**85**	**90**	**34**	**400**	52%
Science									
High:CAT Score greater than 105	2			4	6	20	28	60	90%
Average: CAT Score between 94 and 106	3		4	14	34	41	26	122	83%
Low: CAT Score below 95	12	1	28	53	64	28	6	192	51%
No CAT Score available	3		2	4	8	6	3	26	65%
Grand Total	**20**	**1**	**34**	**75**	**112**	**95**	**63**	**400**	68%

Table 3 also depicts that following metrics:

***High Category*.** 97% in this category achieved acceptable grades in English, 97% in mathematics, and 90% in science.

***Average Category*.** 91% of the students in this category achieved acceptable grades in English, 67% in

mathematics, and 83% in science.

Low Category. 67% of the students in this category achieved acceptable grades in English, 29% in mathematics, and 51% in science.

No CAT4 Score. 85% in this category achieved acceptable grades in English, 54% in mathematics, and 65% in science.

The data suggests that high and average categories perform at or above expectations in English and science; a high level of success was also achieved in mathematics for these groups as well.

3. Added Value Metric

The term "value-added" refers to the measurable improvement or enhancement that the educational process or institution contributes to a student's knowledge, skills, and overall development. It focuses on assessing the progress a student makes during their educational journey, taking into account their starting point and the value that the educational experience adds to their academic and personal growth.

The concept of value-added is often used to evaluate the effectiveness of schools, teachers, or educational programs. It goes beyond merely looking at standardised test scores and considers the educational impact on students over time. This approach helps identify the value that an educational entity brings to its students in terms of academic achievement and other relevant outcomes.

The scatter plots shown in Figures 17, 18 and 19 compare the value-added relative to the CAT4 mean obtained by students, for the core subjects: English mathematics and single science. The charts reveal significant value added, particularly for less capable students to achieve satisfactory grades, notably in English and science. On average, the value-added grade point scores are 1.84 and 1.2 for English and science, respectively; this translates into the education provision within schools moving students approximately one and a half to two grade points for English and one grade points above expectations for science.

While the impact in mathematics is less pronounced, there is still a positive influence exerted on overall outcomes in the amount of 0.74, or just over half a grade point.

Figure 17

Student Progress: Scatter Plot Chart Showing the Value Added Indicators for English

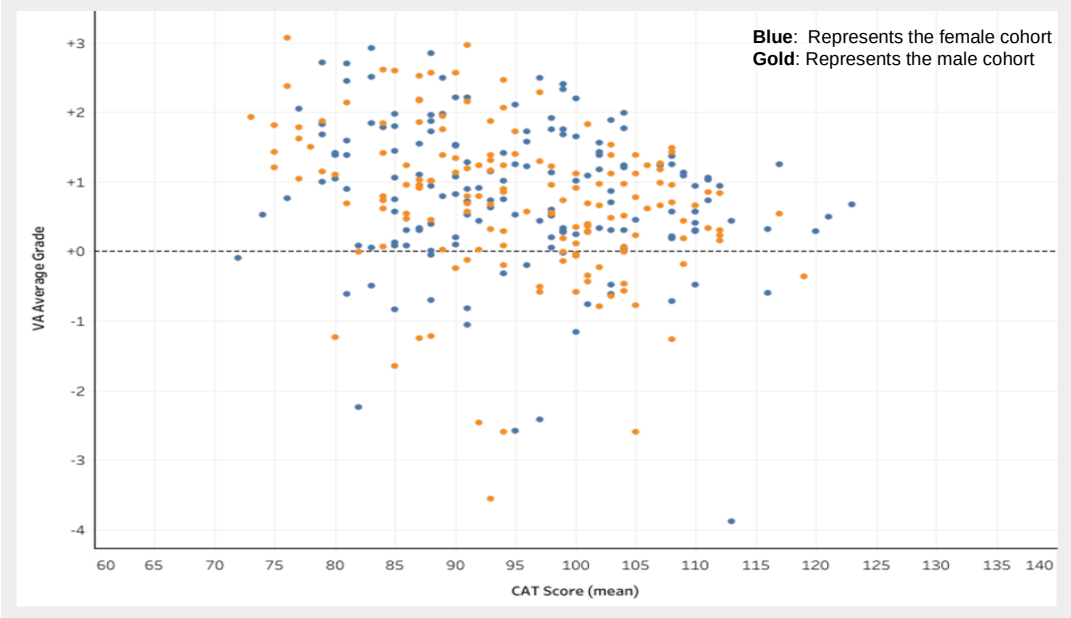


Figure 18

Student Progress: Scatter Plot Chart Showing the Value Added Indicators for Mathematics

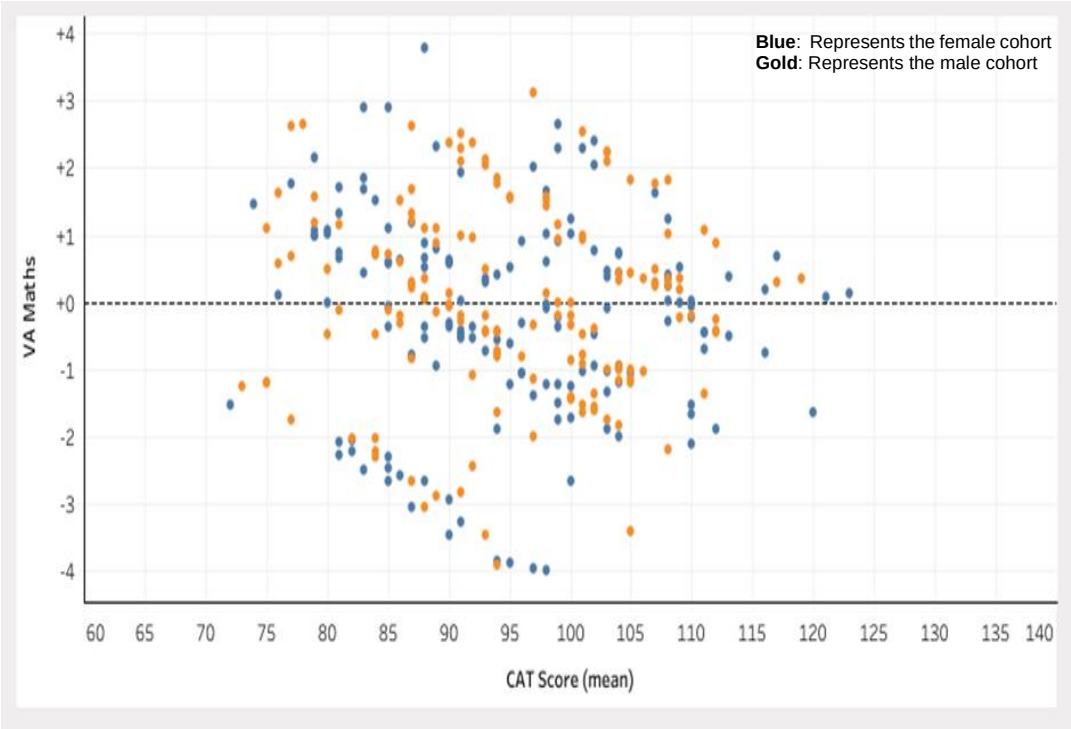
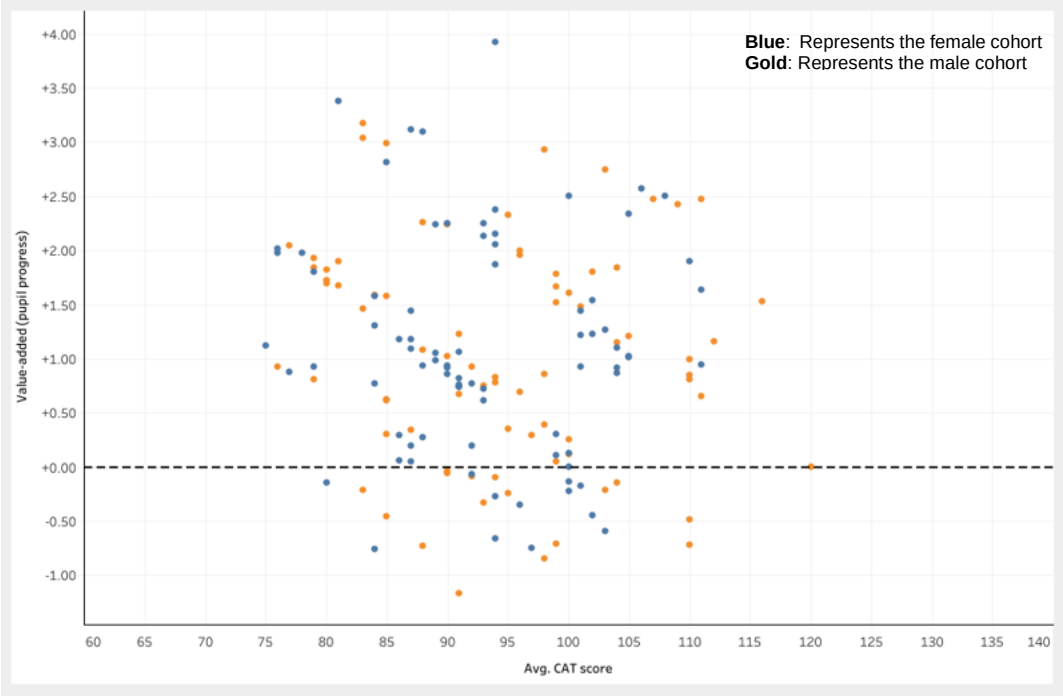


Figure 19

Student Progress: Year 11 Scatter Plot Chart Showing the Value Added Indicators for Science



Additional Learning Needs

Students with additional needs are identified based on the intervention strategies utilised to support their ongoing development.

P1. **Teacher Action (TA)** - Early Screening and Progress Monitoring: This Differentiated Instruction Plan is typically crafted by the classroom teacher.

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

P3. **School Action Plus (SA+)** - Special Educational Needs and Disabilities (SEND) Eligibility and Learning Support Plans.

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

Table 4 provides details on the number of students and the relative proportions of students achieving acceptable grades in each category. For instance, about 8.75% (35) of the Year 11 cohort required SEND+ type provision. Among these students, 29% achieved acceptable grades in English, 17% in mathematics, and 40% in science.

It's crucial to highlight that schools have the authority to implement various intervention strategies aimed at fostering the continuous development and success of these students. Although the specific details of SEND needs and provisions extend beyond this report's scope, the results indicate a degree of success in these intervention programs.

Table 6

Year 11 Key performance indicators by Additional Learning Needs Categories

Category	No Grade	VI(F/G)	V(E)	IV(D)	III (C)	II (B)	I (A/A*)	Grand Total	Acceptable Grade (%)
English									
No SEND Need	8	0	5	17	63	110	99	302	90%
ESL	1		4	2	2	4		13	46%
TA	1		3	2	8	5		19	68%
SA	1	0	6	6	12	5	1	31	58%
SA+	1		8	16	7	3		35	29%
Grand Total	**12**		**26**	**43**	**92**	**127**	**100**	**400**	**80%**
Mathematics									
No SEND Need	14	0	20	84	68	83	33	302	61%
ESL	3		2	5	3			13	23%
TA	4		2	7	4	2		19	32%
SA	6	1	5	9	6	3	1	31	32%
SA+	15	1	4	9	4	2		35	17%
Grand Total	**42**	**2**	**33**	**114**	**85**	**90**	**34**	**400**	**52%**
Science									
No SEND Need	11	1	13	49	78	88	62	302	75%
ESL			6	3	2	2		13	31%
TA	3		4	2	7	3		19	53%
SA	5	0	2	10	11	2	1	31	45%
SA+	1		9	11	14			35	40%
Grand Total	**20**	**1**	**34**	**75**	**112**	**95**	**63**	**400**	**68%**

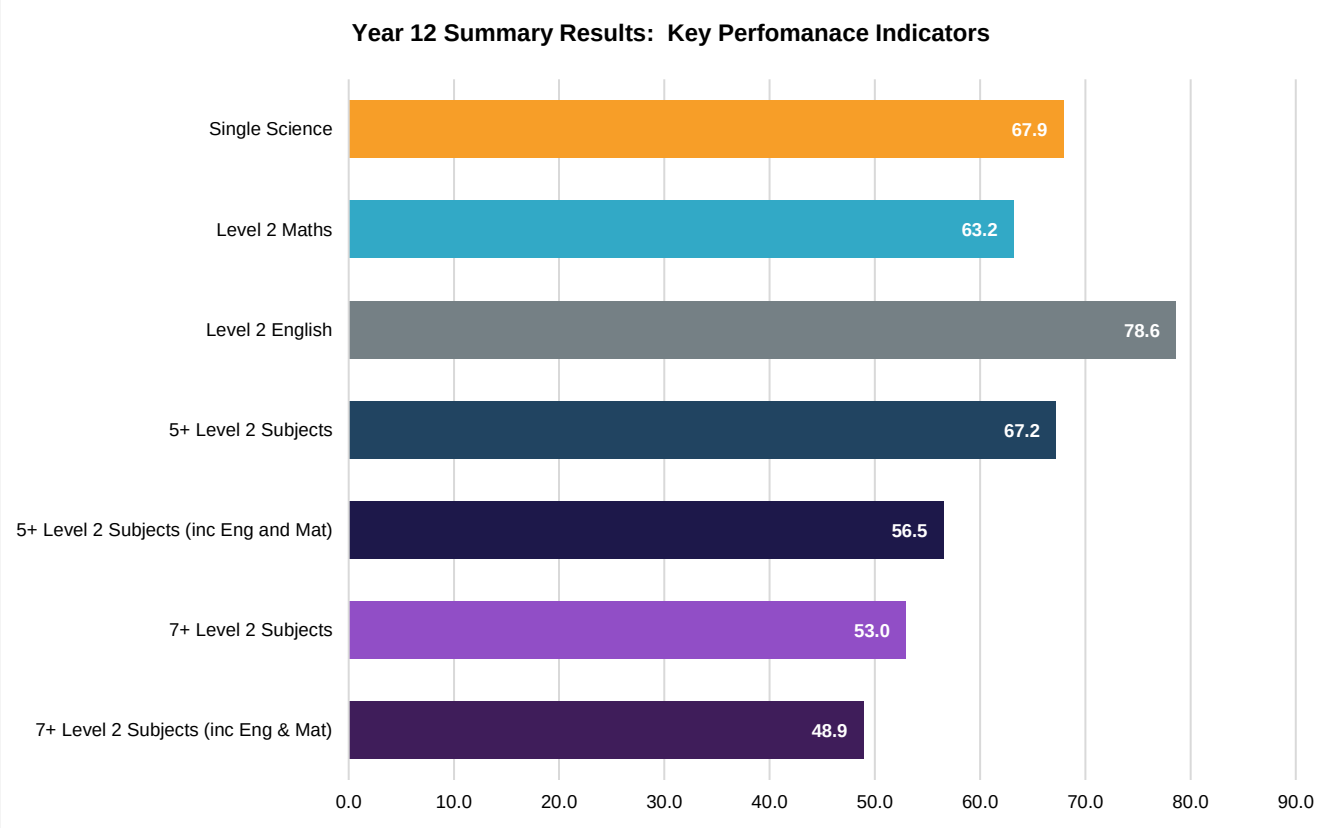
Other specific indicators and findings regarding the cumulative attainment and data analytics for the 2022-23 Year 11 cohort are provided in Appendix J and K**.**

Year 12: Performance Metrics

The key highlights and interconnectivity among the cumulative national key performance indicators for the Year 12 cohort are illustrated in Figure 20.

Figure 20

Year 12 Cumulative Results: Key Performance Indicators



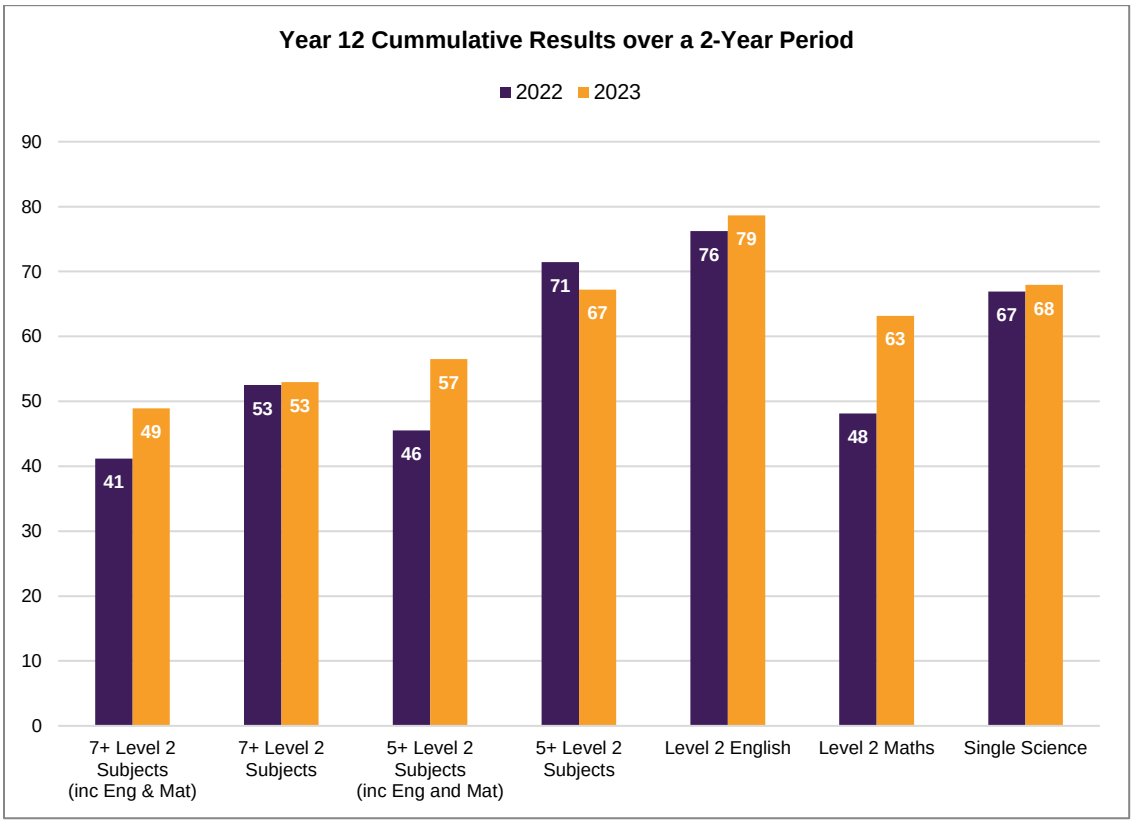
The chart illustrates that 78.6% and 67.9% of the cohort achieved level 2 qualifications in English and a single science, respectively. Additionally, 63.2% of the cohort obtained a qualification in mathematics, with 56.5% meeting the expected standard of 5 or more subjects including English and mathematics, and 48.9% surpassing it.

Overall, there was a positive growth trend in performance compared to the previous year across all indicators except one. There was a slight decline of 4.2 percentage points in the '5+ Level subjects' category (See Figure 21).

Notably, mathematics shows the most substantial improvement, with a 15-percentage point increase over the 2022 figures. There is also an 11-percentage point rise in the number of students meeting the expected standard and a 7.8 pp increase in the number of students exceeding the national standard. This reinforces the conclusion that attainment of the national expected standard is strongly correlated with the performance in mathematics.

Figure 21

Year 12 Cumulative Results: Key Performance Indicators

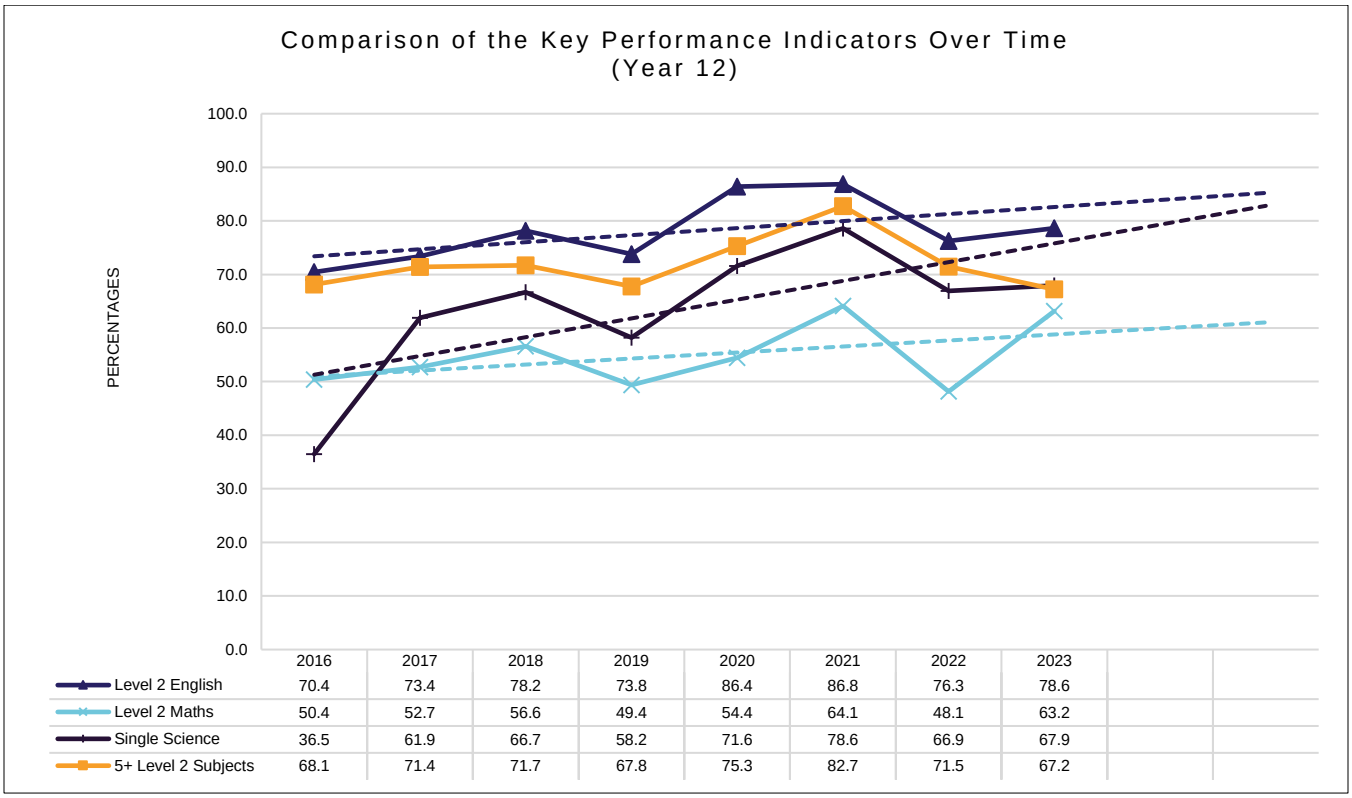


As shown in Figure 22, over the past seven years, on average 72% of students have consistently reached the benchmark of '5 or more Level 2 qualifications.' This salient pattern reveals that, on average, 20% of each cohort excels academically but falls short of meeting the nationally defined expected standard which includes obtaining passes in English **and** mathematics.

Of note also is the transformation observed in the percentage of students securing a Level 2 qualification in science over period considered (See Figure 22). Despite fluctuations from the lowest point of 37% in 2016 to 79% in 2021, the trend line indicates an overarching substantial and positive improvement over time. Further, the 31-percentage point difference between the initial point in 2016 and 2023 underscores commendable progress in science education within the system.

Figure 22

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



	2016	2017	2018	2019	2020	2021	2022	2023
Level 2 English	70.4	73.4	78.2	73.8	86.4	86.8	76.3	78.6
Level 2 Maths	50.4	52.7	56.6	49.4	54.4	64.1	48.1	63.2
Single Science	36.5	61.9	66.7	58.2	71.6	78.6	66.9	67.9
5+ Level 2 Subjects	68.1	71.4	71.7	67.8	75.3	82.7	71.5	67.2

Gender Comparisons

Figure 23 illustrates the strides made in 2023, showcasing the percentage of males and females attaining or exceeding the nationally expected standard. The chart shows that 50.8% of males and 63.8% of females reached the expected standard in 2023. This signifies a 9.7 percentage point increase for males and an even more significant 14.2 percentage point increase for females compared to the preceding year's figures.

While these statistics indicate a notable performance edge for females, they also underscore the noteworthy progress and success achieved across both gender groups. This underscores a promising trajectory of achievement and excellence (See Figure 24).

Figure 23

Year 12 Indicators: Gender performance comparisons

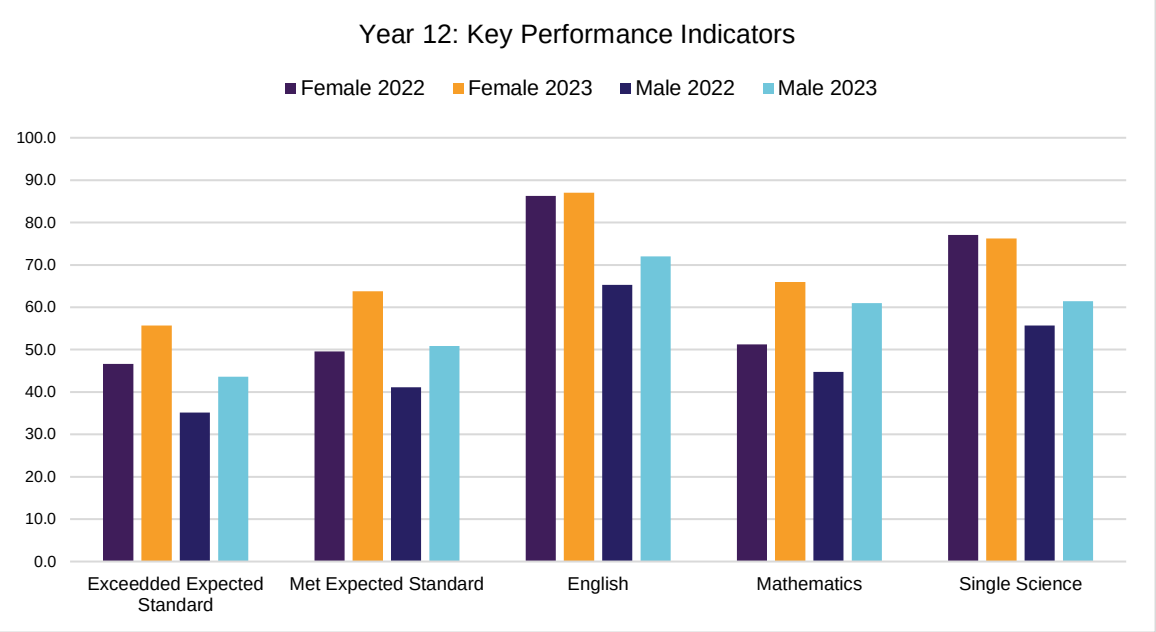
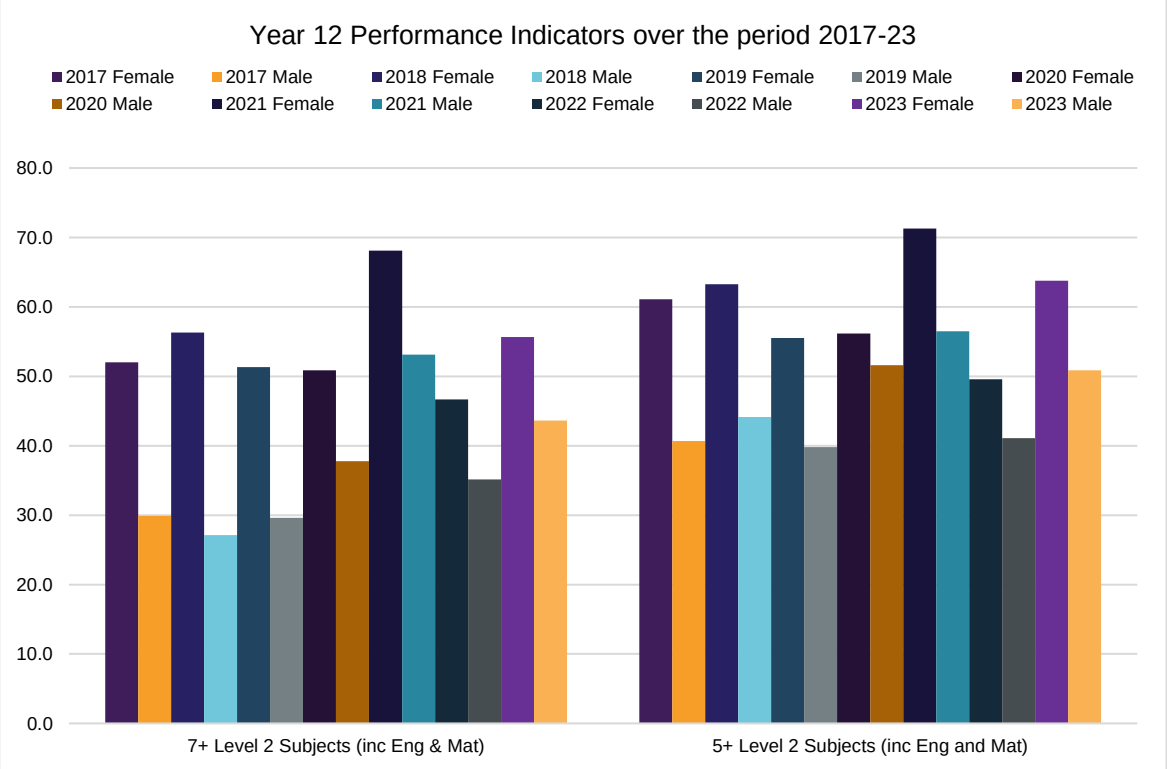


Figure 24

Year 12: Comparison of National performance indicators over a 7-Year period by gender



General Trends

The continual evidence of value added at the Year 12 level over the Year 11 results is notable, as illustrated in Figures 25 and 26. These charts reveal a noteworthy trend: an average increase of 12 percentage points annually. While the growth trajectory displays some variability, it is particularly noteworthy that both English and mathematics exhibit robust average growth rates: 9.5 and 12.0 percentage points, respectively.

This year's data reflect the significance even further; mathematics experienced a 23.5 percentage point surge and English demonstrated an equally noteworthy increase of 12.5 percentage points. Beyond these key indicators, the statistics related to '5 or more subjects (including English and mathematics)' and '7 or more subjects (including English and mathematics)' also reflect proportional increments (See Figure 26).

Figure 25

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

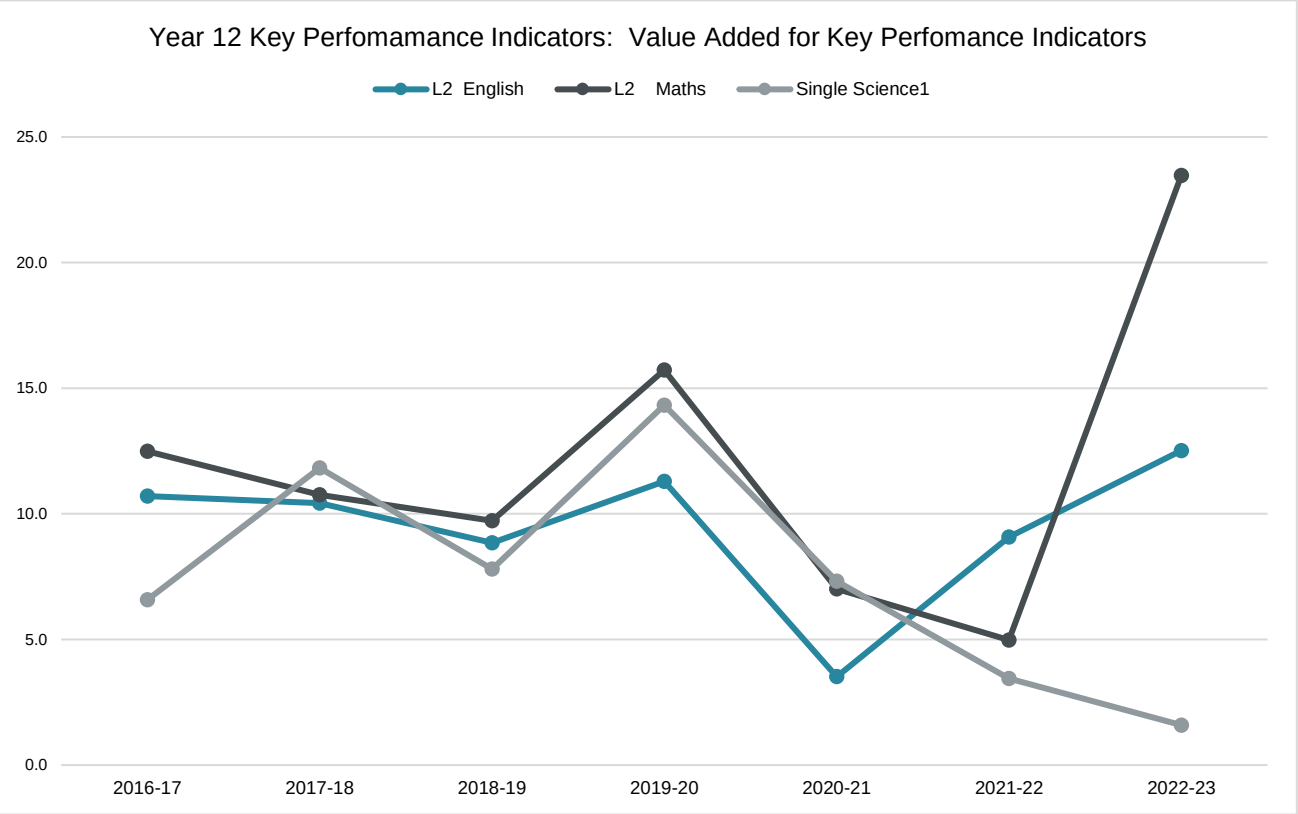
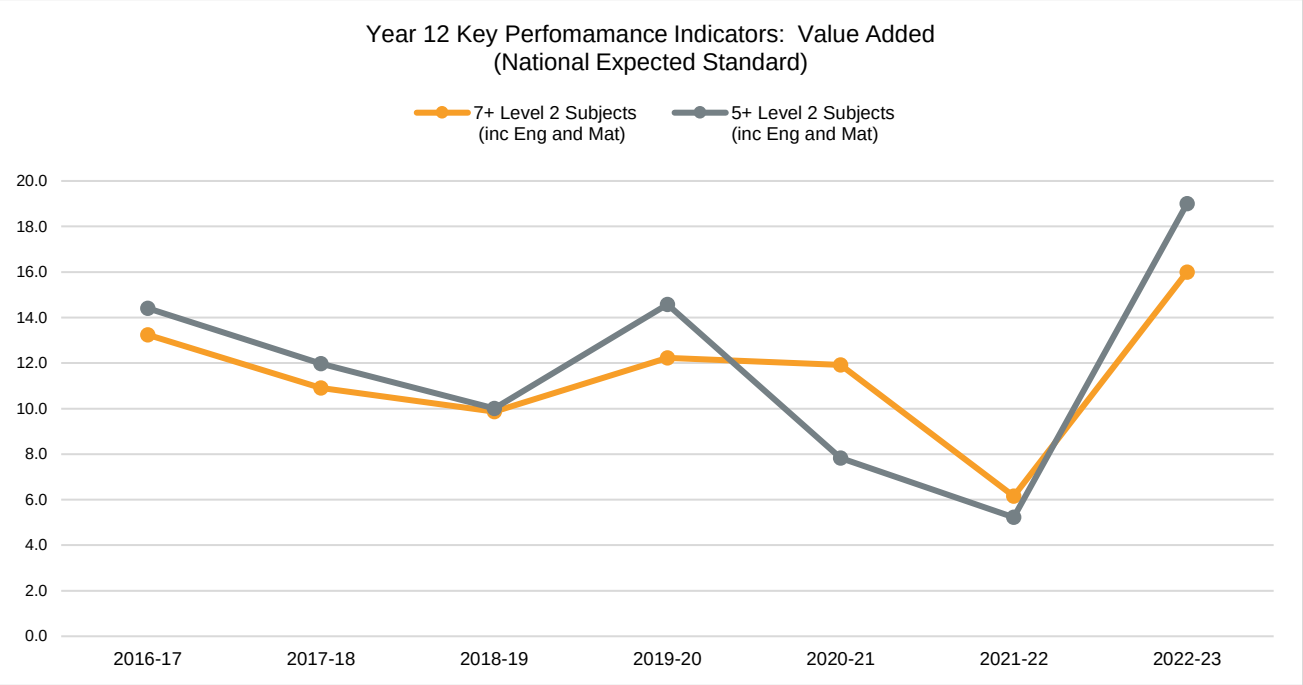


Figure 25

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



Further data analyses and comparisons related to KS4 Year 12 results are made available in Appendix L through Appendix O.

Attainment Data Comparative Analysis

While the attainment data presented at Year 11 and Year 12 represents a cumulative value for the passes obtained in the years prior to and including that particular year, a comparison was undertaken across Cayman Islands public school results for the 2023 sitting only, and the 2023 sittings for the region for CSEC examinations and England's GCSE results. The comparison shows public schools performing on par with the region, and exceeding England in English Language; and marginally outperforming England in the area of Science.

Year	Category	English Language	Mathematics	Integrated Science (Public and Regional) Single Science (England)
2023	**Public**	76.2	42.0	58.2
	Regional	76.6	42.8	65.2
	England	64.2	61.0	56.6

Appendix A

Enrolment Data

Enrolment by type of ECCE centre and district

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
Number of Centres	**32**	**5**	**4**	**1**	**1**	**4**	**43**
Total Enrolment	**1643**	**152**	**164**	**5**	**12**	**80**	**2056**
Enrolment by setting:							
ECCE private centres	847	87	82	-	-	33	**1049**
ECCE settings in private schools	696	8	-	-	-	-	**704**
ECCE settings in government schools	100	57	82	5	12	47	**303**
Enrolment by Gender							
Girls	854	74	83	1	8	36	**1056**
Boys	789	78	81	4	4	44	**1000**

Appendix B

Enrolment Data

Enrolment Distribution (by age) for government schools 2022-23 - 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	168	173	341	0	0	0	168	173	341
6 years	121	110	231	0	0	0	121	110	231
7 years	225	247	472	0	0	0	225	247	472
8 years	193	179	372	0	0	0	193	179	372
9 years	217	203	420	0	0	0	217	203	420
10 years	220	220	440	0	1	1	220	221	441
11 years	5	10	15	193	231	424	198	241	439
12 years	0	0	0	232	230	462	232	230	462
13 years	0	0	0	237	226	463	237	226	463
14 years	0	0	0	221	242	463	221	242	463
15 years	0	0	0	196	226	422	196	226	422
16 years	0	0	0	186	143	329	186	143	329
17 years	0	0	0	28	10	38	28	10	38
18 years	0	0	**0**	0	1	**1**	0	1	**1**
19 years	0	0	**0**	0	0	**0**		0	**0**
Total	**1149**	**1142**	**2291**	**1293**	**1310**	**2603**	**2442**	**2452**	**4894**

Appendix C

Enrolment Data

Enrolment and staffing data by school type and district

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Totals	Percentage by category
Number of Schools	**15**	**3**	**2**	**2**	**1**	**4**	**27**	
Total Enrolment								
Enrolment by school	**6452**	**623**	**676**	**947**	**67**	**277**	**9042**	**100.0%**
Primary							**4515**	**49.9%**
Private schools	2080	90					**2170**	**48.1%**
Government schools	946	431	645	79	66	124	**2291**	**50.7%**
Home school	25	15	10	4			**54**	**1.2%**
Total (private and home school)	**2105**	**105**	**10**	**4**	**0**	**0**	**2224**	**49.3%**
Secondary							**4527**	**50.1%**
Private schools	1785	75					**1860**	**41.1%**
Government schools	1593			858	-	152	**2603**	**57.5%**
Home school	24	11	21	6	1	1	**64**	**1.4%**
Total (private and home school)	**1809**	**86**	**21**	**6**	**1**	**1**	**1924**	**42.5%**
Enrolment by gender								
Girls	3243	307	322	487	28	135	**4522**	**50.0%**
Boys	3209	316	354	460	39	142	**4520**	**50.0%**
Total	**6452**	**623**	**676**	**947**	**67**	**277**	**9042**	**100.0%**

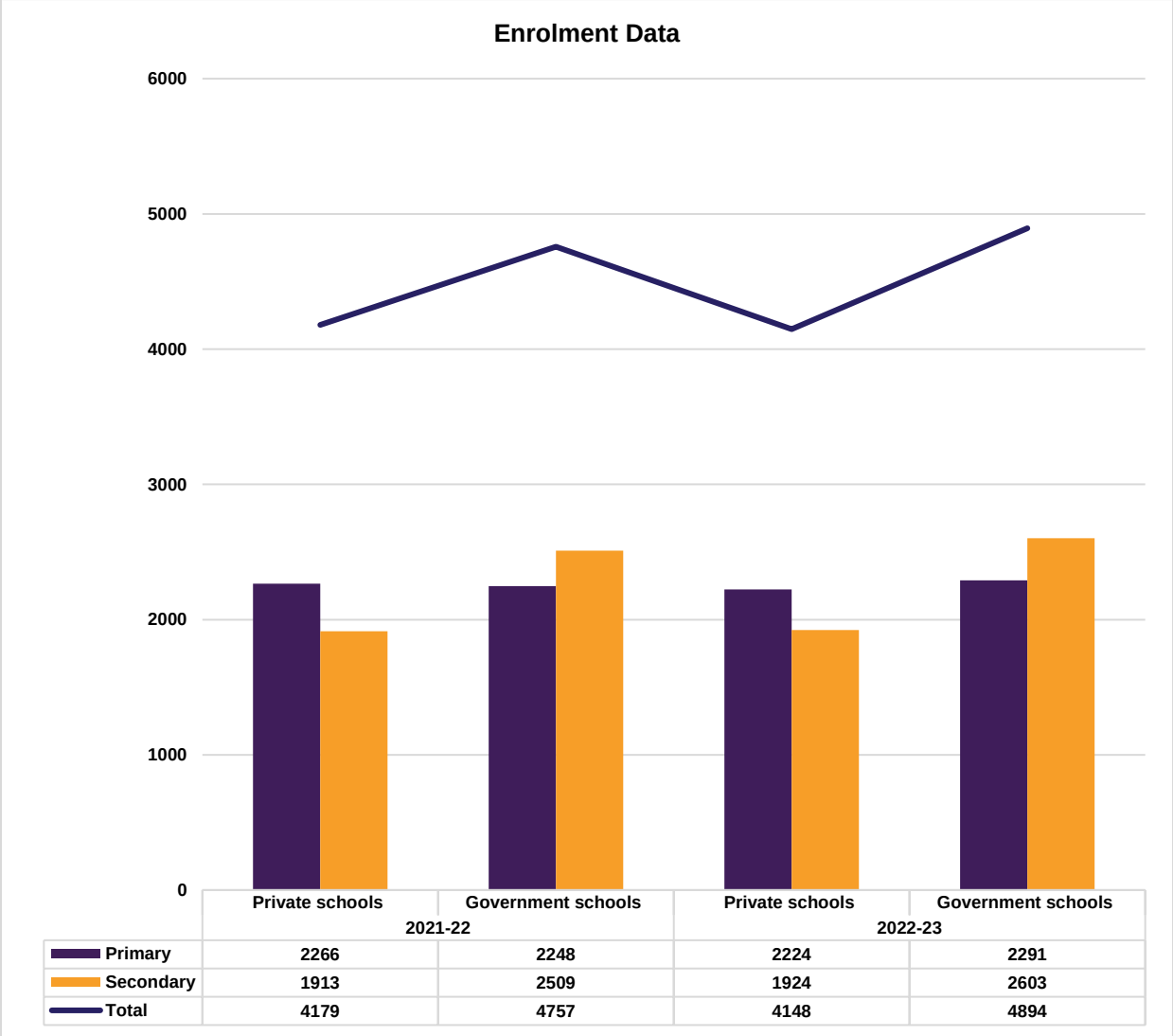
Staffing and student teacher ratios by school type

	Private Schools *(All Years)*	**Gov. Schools Primary**	**Gov. Schools Secondary**	**Home school**	**Total** *(Excluding Special Education)*	**Special Education** *(Lighthouse School)*
Students	4030	2291	2603	118	9042	**112**
Teachers	426	203	244	-	838	**19**
Student Teacher Ratio	9	11	11	-	11	**6**

Appendix D

Enrolment Data

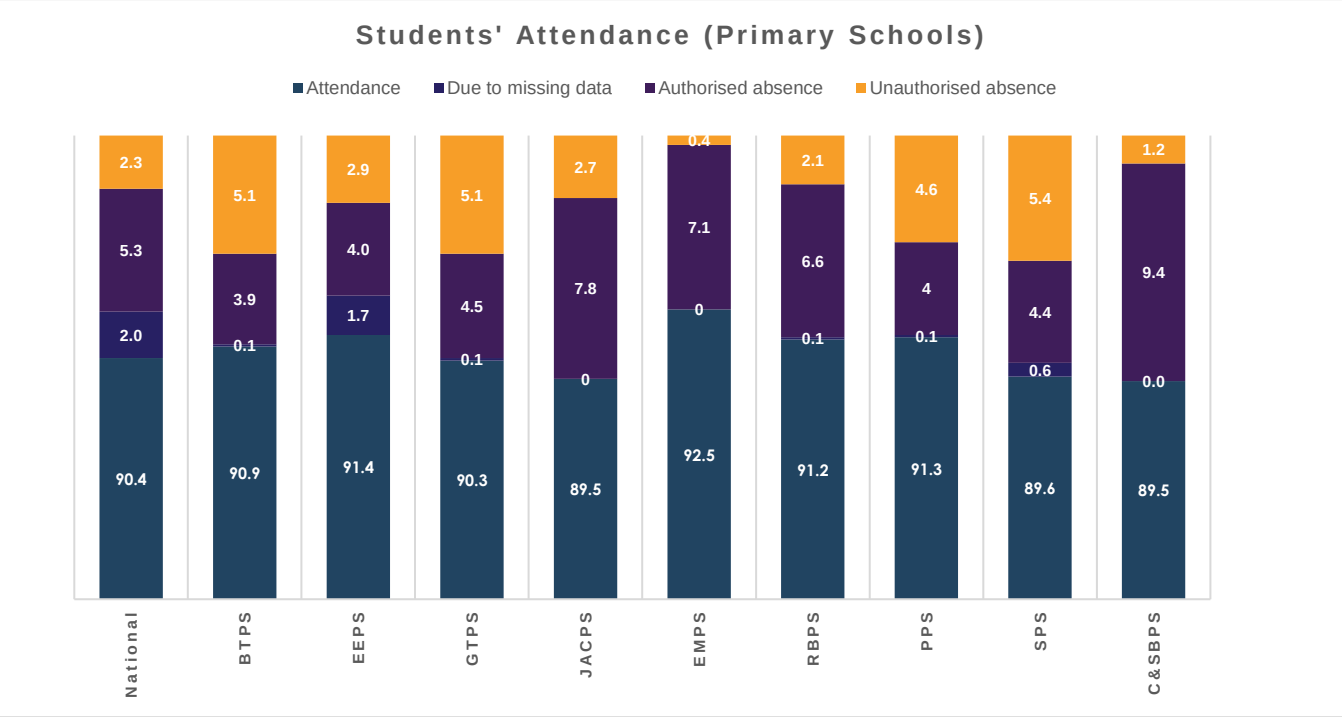
Enrolment Distribution by school type

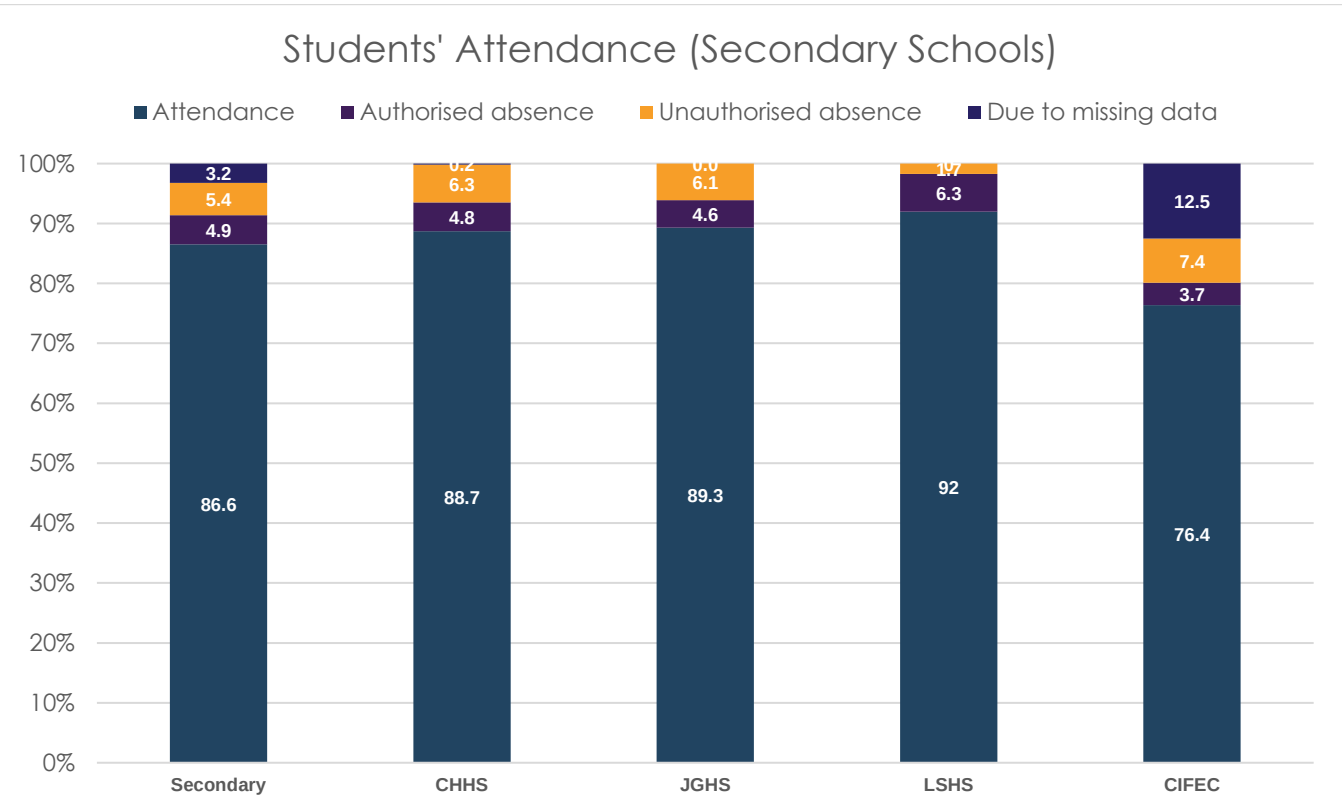


	2021-22		2022-23	
	Private schools	Government schools	Private schools	Government schools
Primary	2266	2248	2224	2291
Secondary	1913	2509	1924	2603
Total	4179	4757	4148	4894

Appendix E

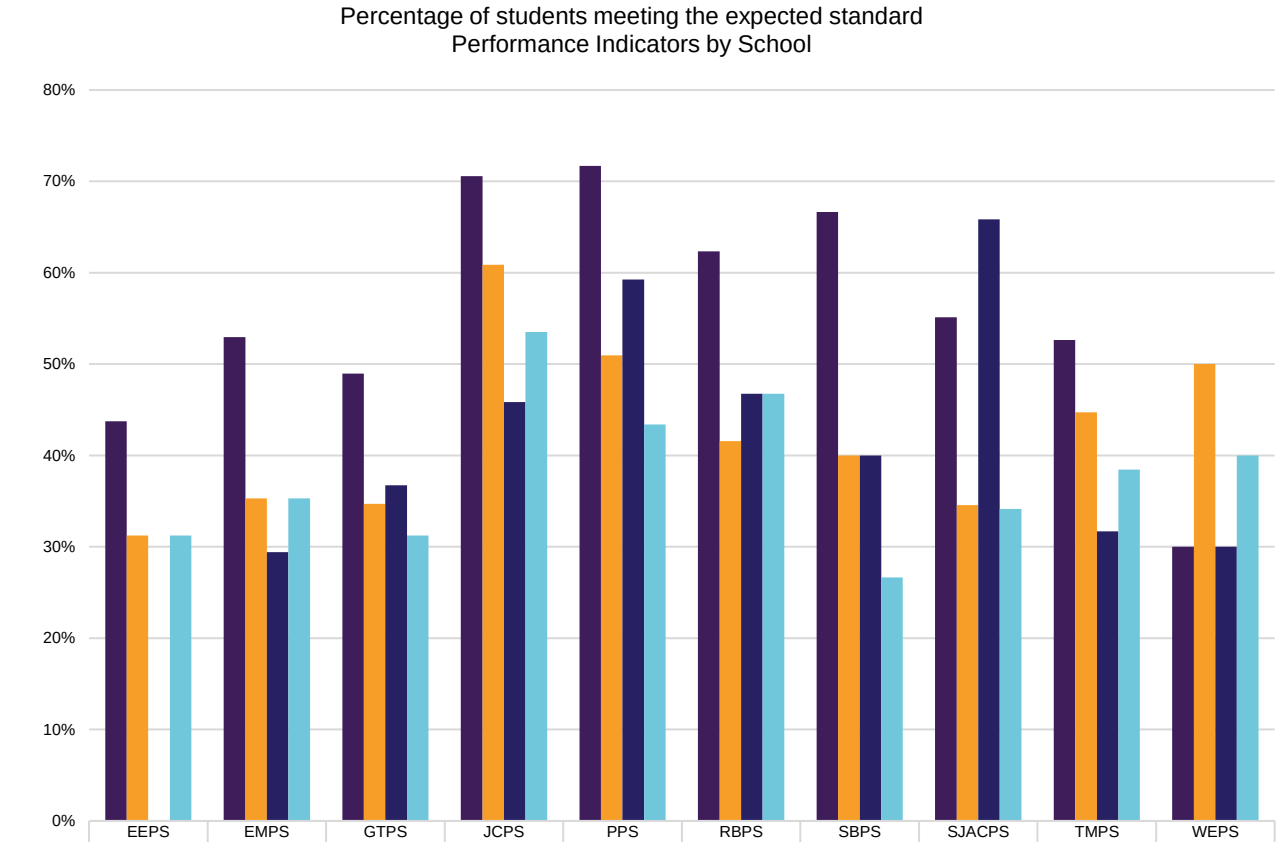
Average Student Attendance for Primary and Secondary Schools





Appendix F

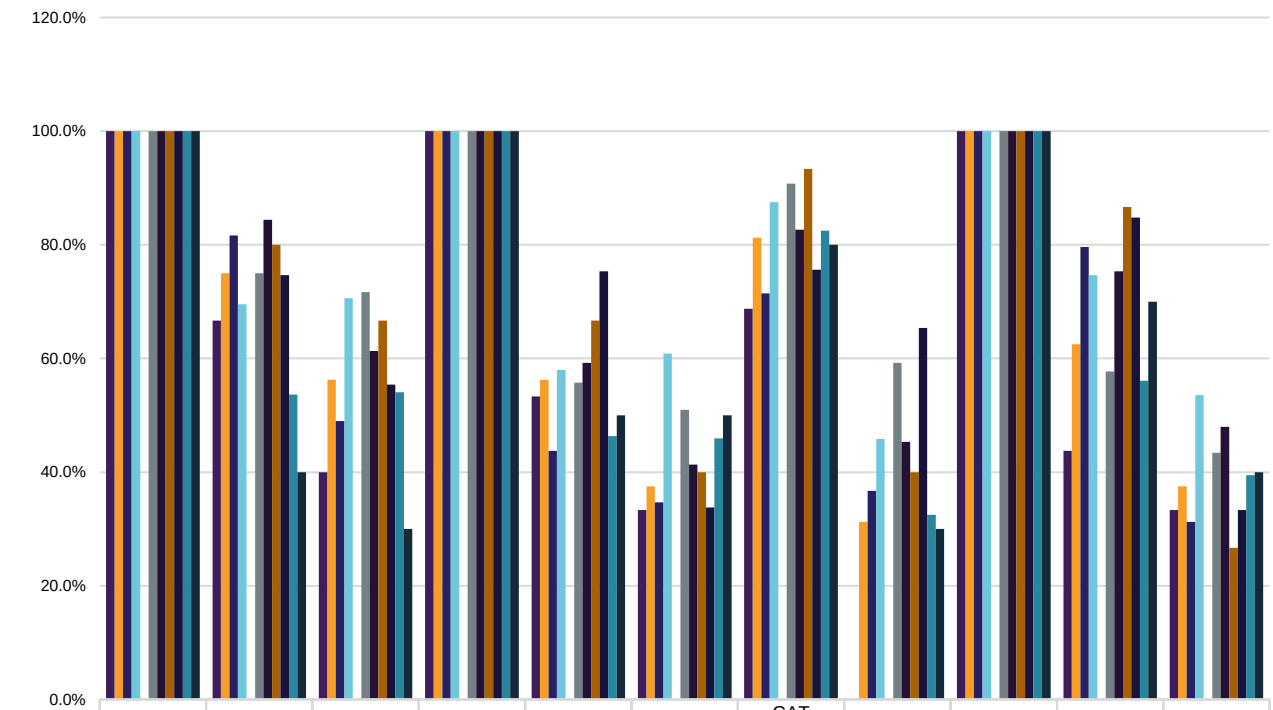
Key Stage 2 SATs results by school



	EEPS	EMPS	GTPS	JCPS	PPS	RBPS	SBPS	SJACPS	TMPS	WEPS
GAPS	44%	53%	49%	71%	72%	62%	67%	55%	53%	30%
Reading	31%	35%	35%	61%	51%	42%	40%	35%	45%	50%
Writing	0.0%	29.4%	36.7%	45.8%	59.3%	46.8%	40.0%	65.9%	31.7%	30.0%
Math	31%	35%	31%	54%	43%	47%	27%	34%	38%	40%

Appendix G

End of Key Stage 2: Comparison of the Y6 performance metrics by school



	CAT4	RS GAPS	KS2	CAT4	PIRA	KS2	CAT Predictor	KS2	CAT4	PUMA	KS2
	GAPS			Reading			Writing		Math		
EEPS	100.0%	66.7%	40.0%	100.0%	53.3%	33.3%	68.8%	0.0%	100%	44%	33%
EMPS	100.0%	75.0%	56.3%	100.0%	56.3%	37.5%	81.3%	31.3%	100%	63%	38%
GTPS	100.0%	81.6%	49.0%	100.0%	43.8%	34.7%	71.4%	36.7%	100%	80%	31%
JCPS	100.0%	69.6%	70.6%	100.0%	58.0%	60.9%	87.5%	45.8%	100%	75%	54%
LCES											
PPS	100.0%	75.0%	71.7%	100.0%	55.8%	50.9%	90.7%	59.3%	100%	58%	43%
RBPS	100.0%	84.4%	61.3%	100.0%	59.2%	41.3%	82.7%	45.3%	100%	75%	48%
SBPS	100.0%	80.0%	66.7%	100.0%	66.7%	40.0%	93.3%	40.0%	100%	87%	27%
SJACPS	100.0%	74.7%	55.4%	100.0%	75.3%	33.8%	75.6%	65.4%	100%	85%	33%
TMPS	100.0%	53.7%	54.1%	100.0%	46.3%	45.9%	82.5%	32.5%	100%	56%	39%
WEPS	100.0%	40.0%	30.0%	100.0%	50.0%	50.0%	80.0%	30.0%	100%	70%	40%

Appendix H

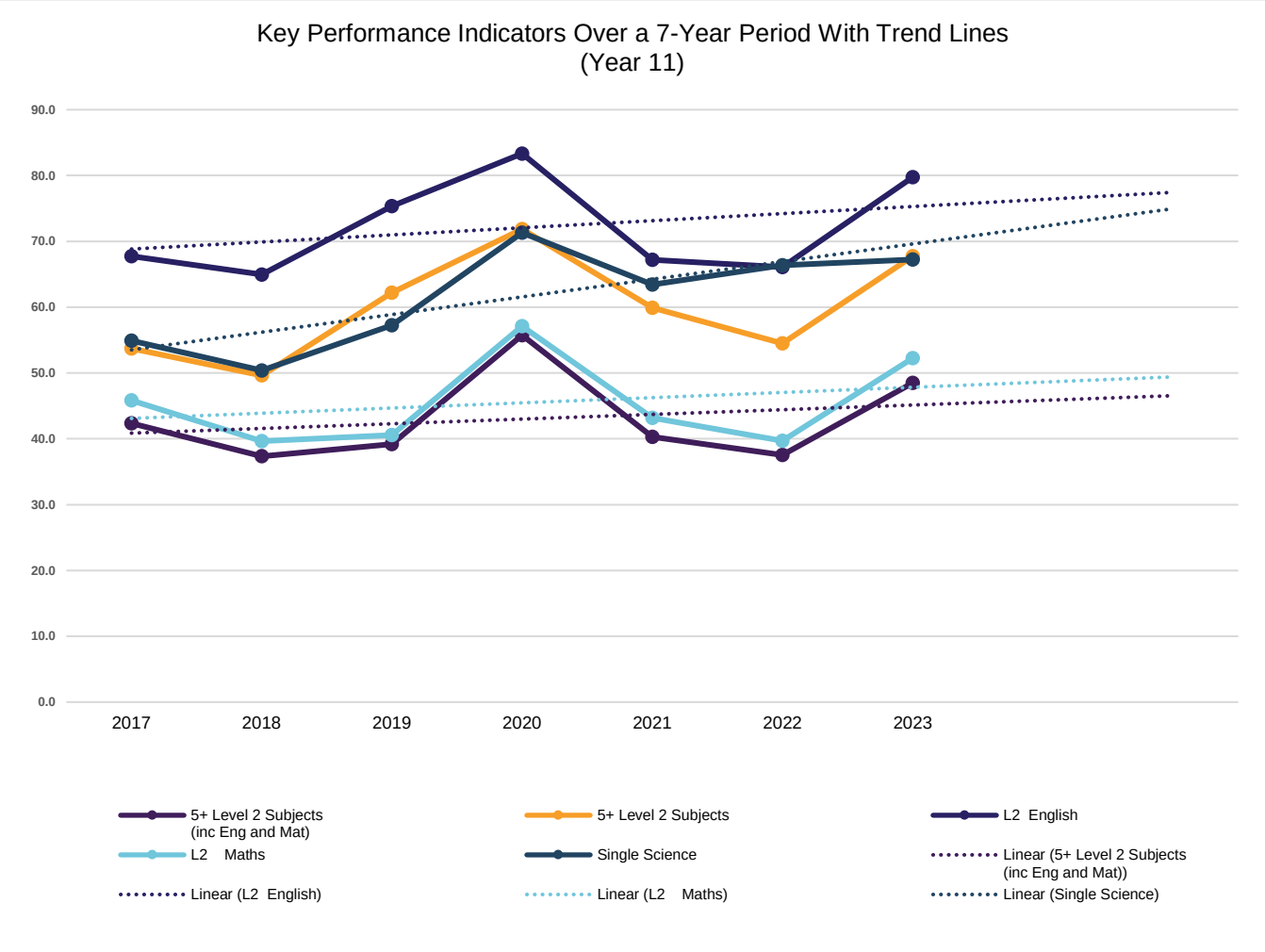
Cayman Islands National Qualifications Framework (CINQF)

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

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

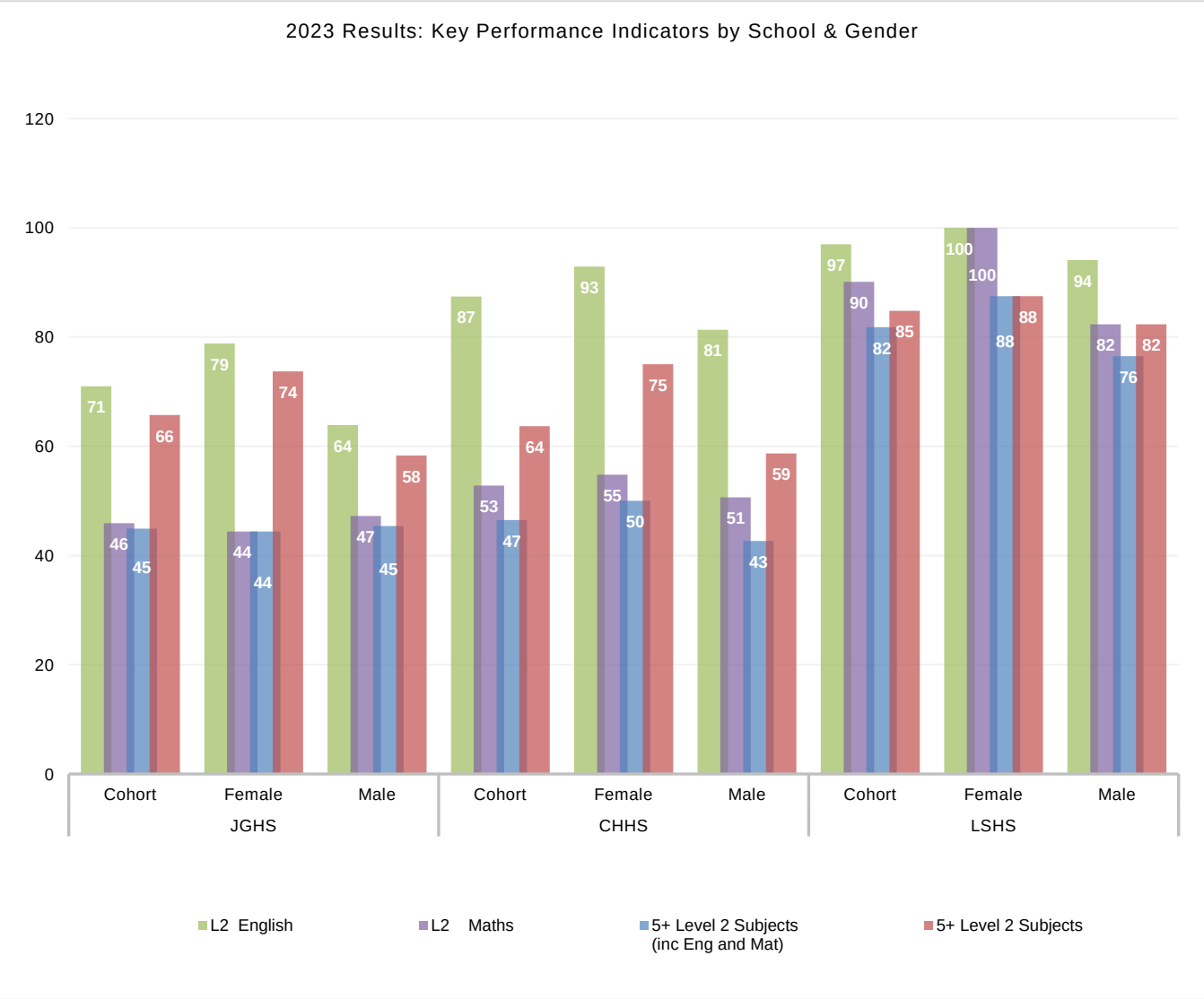
Appendix I

Year 11 Key Performance Indicators Chart showing Trend Lines



Appendix J

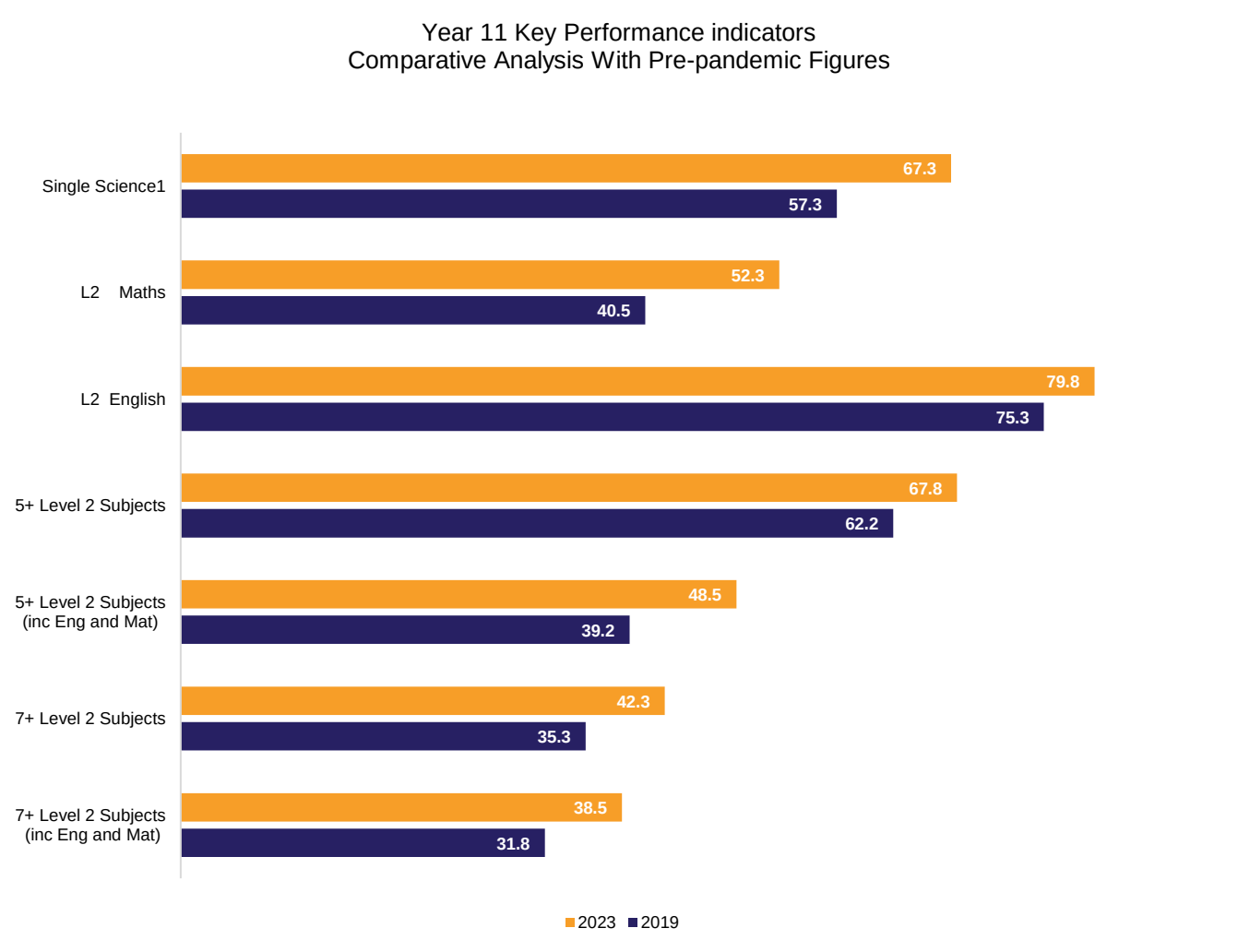
KS4 Performance Summary (Year 11)



Appendix K

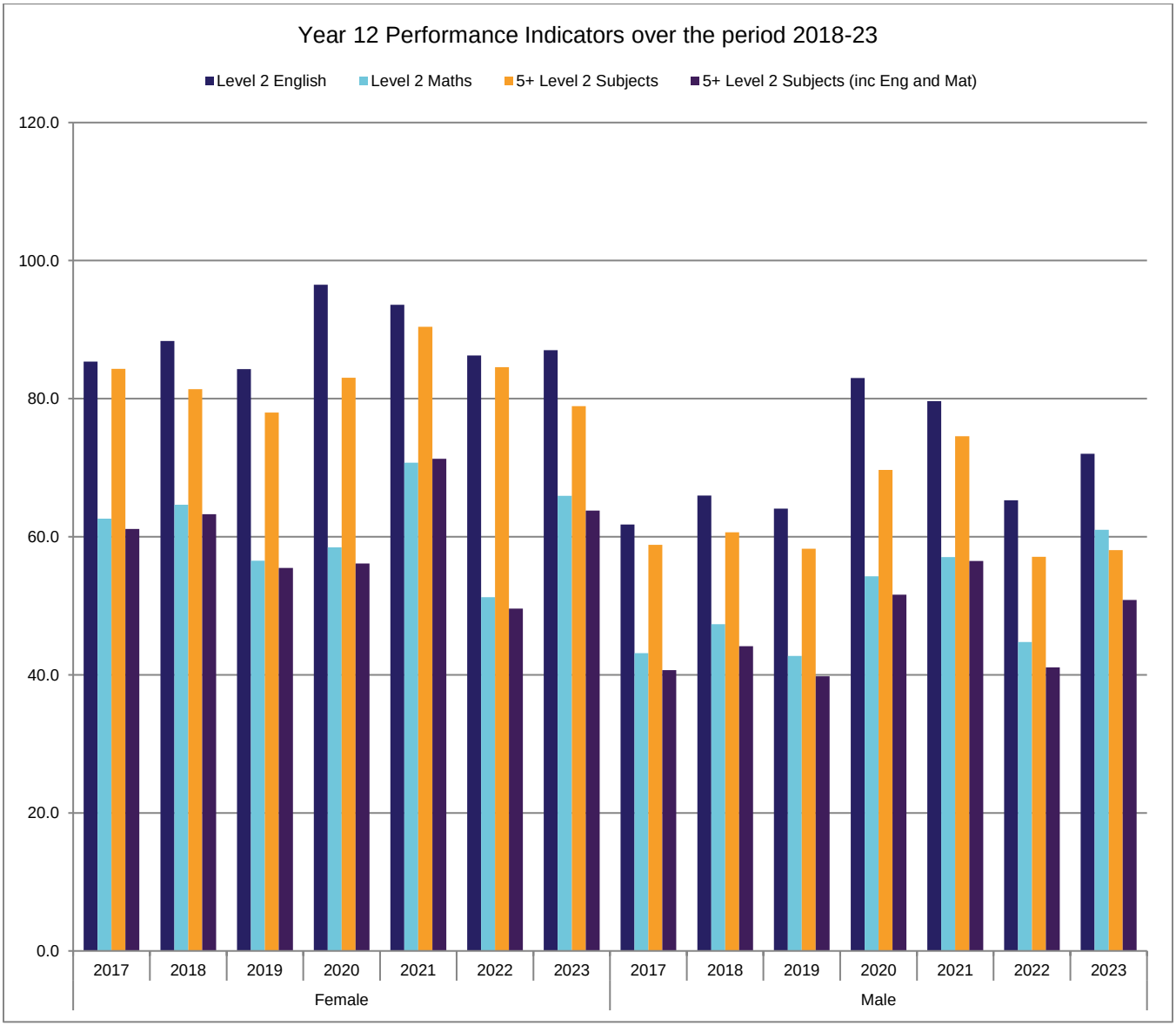
KS4 Performance Summary (Year 11)

Comparison of results from 2019 with 2023 results



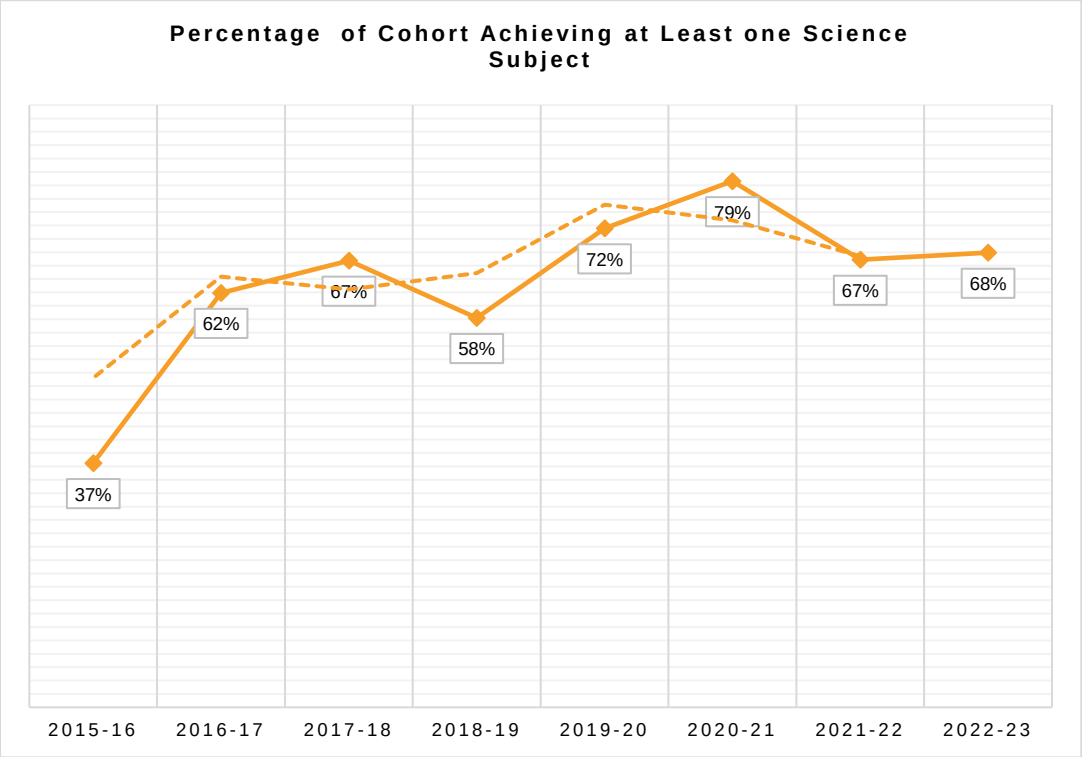
Appendix L

Year 12 Performance Summary by Gender

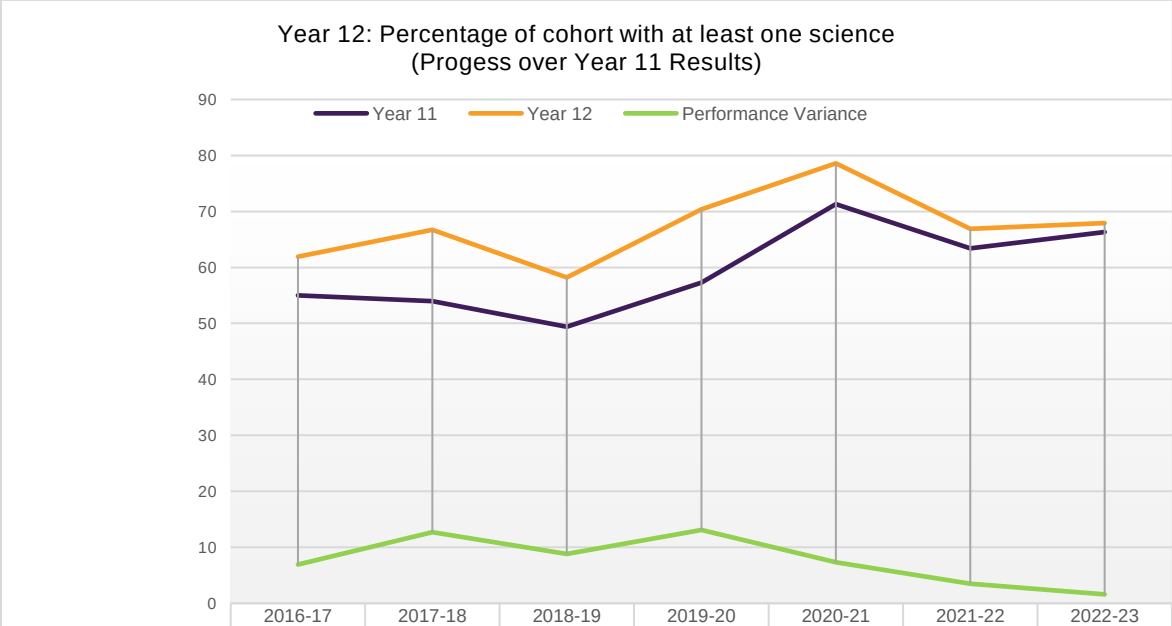


Appendix M

Percentage of students achieving at least one science subject



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

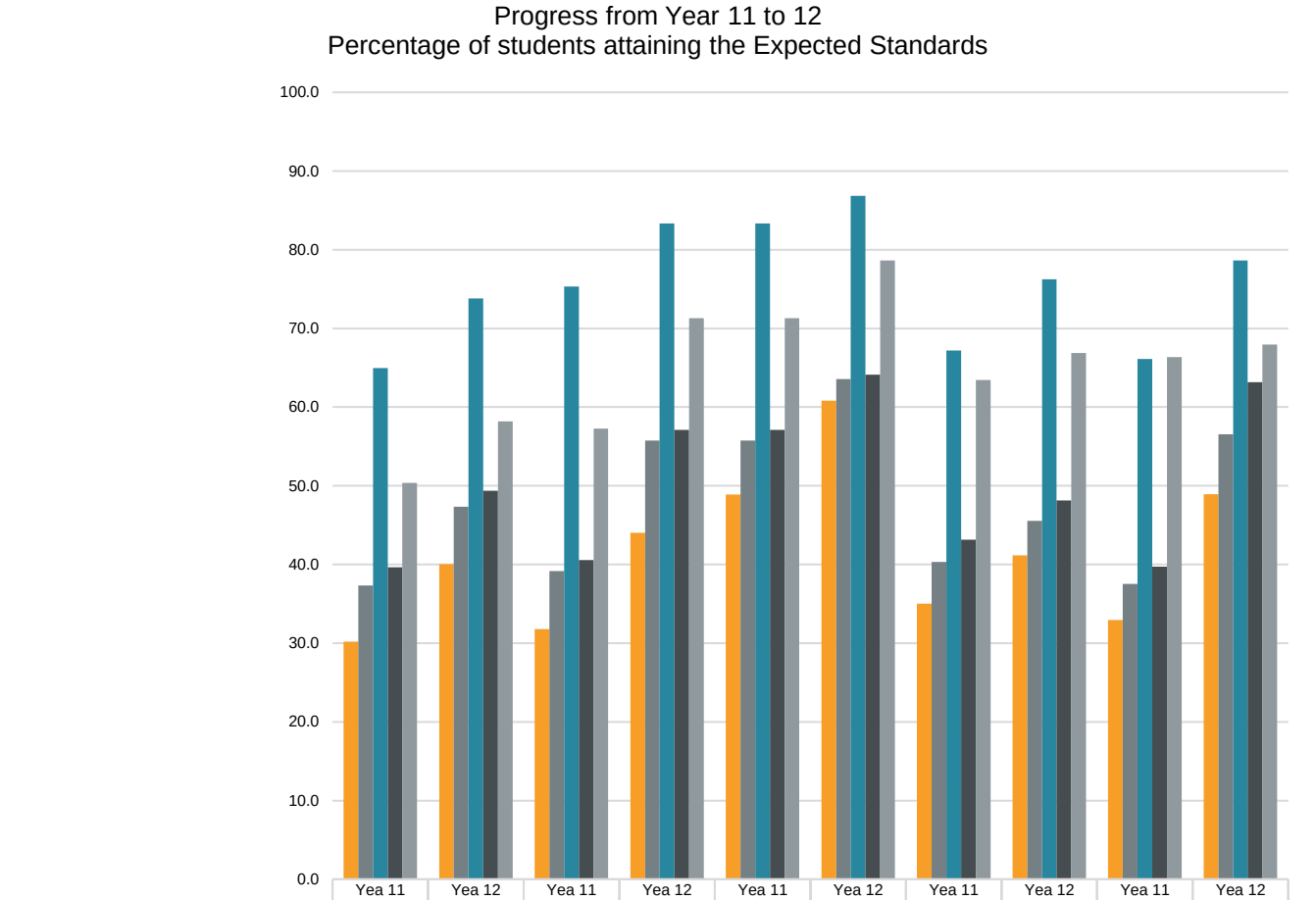


	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Year 11	55.0	54.0	49.4	57.3	71.3	63.4	66.3
Year 12	61.9	66.7	58.2	70.4	78.6	66.9	67.9
Performance Variance	7	13	9	13	7	4	2

Appendix N

Year 12 Performance Summary

Progress from Year 11 to 12 Percentage of students attaining the National Expected Standard



	Yea 11	Yea 12	Yea 11	Yea 12	Yea 11	Yea 12	Yea 11	Yea 12	Yea 11	Yea 12
	2018-19		2019-20		2020-21		2021-22		2022-23	
7+ Level 2 Subjects (inc Eng & Mat)	30.2	40.1	31.8	44.0	48.9	60.8	35.0	41.2	32.9	48.9
5+ Level 2 Subjects (inc Eng and Mat)	37.3	47.4	39.2	55.7	55.7	63.6	40.3	45.5	37.5	56.5
Level 2 English	65.0	73.8	75.3	83.3	83.3	86.8	67.2	76.3	66.1	78.6
Level 2 Maths	39.6	49.4	40.5	57.1	57.1	64.1	43.2	48.1	39.7	63.2
Single Science	50.4	58.2	57.3	71.3	71.3	78.6	63.4	66.9	66.3	67.9

Appendix O

Year 12 Performance Summary

Progress from Year 11 to 12Percentage of students attaining the National Expected Standard

