

MINISTRY OF EDUCATION, TRAINING, & EMPLOYMENT | DEPARTMENT OF EDUCATION SERVICES

CAYMAN ISLANDS GOVERNMENT

# The National Education Data Report 2013 (released in 2014)

## Cayman Islands

# Introduction

The capture, analysis and communication of high quality and relevant data is a central feature of our education reform journey and the establishment of data systems, performance indicators and public reporting are significant actions within the five year National Strategic Plan for Education (2012). Unlike the data provided by many other systems in our region, the performance data used in this report is based on every student enrolled in the particular year of public education, not just those students who sat the tests and external exams.

We have systems in place for collecting and analysing student performance data on a regular and annual basis; to enable us to understand how well we are doing, to establish national benchmarks and plan a path that will lead us, step by step, to measurable success at national and school levels.

The data in previous reports have provided measures against which future progress is monitored. This third national data report makes comparisons to the data in the 2012 and 2013 reports and highlights to the public whether or not progress has been made.

The third national data report retains the same structure as the previous reports; starting with system data, then considering the end of primary school exam data, then the end of secondary school exam data. The secondary school data has been expanded this year to report whole cohort performance indicators for Year 11 students in addition to the Year 12 performance indicators.

## Some Key Messages from the Data

This report gathers together key performance data at system level. It establishes the overall performance of student populations at the primary school (Year 6) in English and mathematics and also by the various subjects at the end of secondary school (Year 12).

The data in this report indicates sustained improvement at the end of secondary school (Year 12) examinations which is the last stage before students leave compulsory education. Using the international benchmark of five or more Level 2 (CXC, GCSE or BTEC) passes, there has been an further increase in pass rate this year for the entire student population at Year 12 from 49 to 69% over the past five years (see page 22.) This compares well from a regional perspective and is approaching internationally acceptable levels.

In particular, the data for English is very encouraging with 68% of the entire Year 12 student cohort achieving a Level 2 pass. This represents 261 students succeeding at this level. It is worth noting that the data for English is approaching international levels of achievement. It is also probable that it exceeds the outcomes for public education in any other country in the region. However, direct comparisons are hampered because most of the region report outcomes are based on those selected to be entered for the exams rather than on the entre cohort eligible by age.

The data for mathematics is less impressive but shows a marked improvement on last year. 36% of students achieved a Level 2 in mathematics this year compared to 26% in 2012. Again, when compared with regional data by cohort , the evidence suggests it is higher than other countries. Whilst we are on the upward trend, it is clear that we have some way to go to in order to reach international levels of attainment.

The expected level at the end of primary school in terms our National Curriculum is Level 4. We expect, on average, 50% of our students to achieve this level threshold in the Year 6 tests. This expectation is

in line with schools with similar socio-economic profiles in England and Wales, when they were at a similar stage of their educational journey, following the introduction of the national curriculum and Key Stage testing [*Benchmark Information for Key Stage 2 DFES (1999)].* We anticipate that these expectations will increase over time, in line with rising standards as our reforms take effect.

In 2012, the data for Year 6 in this report indicates that 50% (216 students) of all students who took the test in English achieved or exceeded Level 4. 42% (180 students) achieved or exceeded Level 4 in mathematics. Outcomes at the end of Year six have therefore remained largely the same this year as for 2012. This data reinforces the issue that, in literacy and particularly in mathematics, the key concepts need to be more effectively delivered at a younger age. Internal data obtained through PIM, PIE, MaLT and PIRA assessments, indicate that many students were not attaining expected levels in the first years of primary schools. Therefore, even though progress from year to year may be as expected, too many students are not achieving the expected levels of performance at the end of primary school because they lack a foundation based on understanding. This situation is improving and is a major driver of our literacy and mathematics strategies in primary schools and our focus therefore, has been on improving practice in the first three years of primary school. We therefore expect to see improved outcomes in the future based on a more secure start to primary education.

The Cognitive Abilities Tests (CAT4), taken in Years 4, 6 and 9, provide information about students verbal, quantitative, non-verbal and spatial abilities. We use these tests to gauge the potential of our students. The tests also provide predictions for outcomes in later years. The tests also provide a valuable screening tool, because where significant variation is identified between the potential measured by CAT4 and actual outcomes, we undertake further investigation for potential barriers to learning. Currently, the CAT4 assessments suggest that approximately 70% of our students should be obtaining a Level 4 pass or higher in the Key Stage 2 tests in mathematics and English. Our current attainment is 50% achieving Level 4 or higher in English and 42% in mathematics. Our challenge therefore, is to ensure that all our students achieve their potential in these subjects.

We recognise that high levels of challenge must also be matched by high levels of support. Accordingly, each school has a broad network of support led by the assigned Senior School Improvement Officer (SSIO.) The SSIO can draw upon the services of a number of internal and external support staff including subject specialists, learning coaches, additional needs specialists, counsellors and educational psychologists

In addition to the national data that provides a baseline and reference point for schools against which they can measure their own performance, principals are also provided with more detailed specific data about their schools. The data is used to inform the dialogue between principal, senior staff and the SSIO about student performance and school improvement. Data driven discussions focus on planning the improvement of teaching and learning and student performance by putting the right measures in place. The National and School Data reports are important tools in our efforts to deliver targets for improving the education we provide in schools.

We recognise that this is a system reform journey and that, although we still have some way to go, we are pleased to recognise measurable progress in student achievement from 2012 to 2013.

# Section 1:

## System Data

(At September 2012)

# Early Childhood Care and Education Statistics 2012-13

| | Grand Cayman | Sister Islands | Total |
|---|---|---|---|
| **Number of Settings Providing Early Childhood Care and Education** | 38 | 4 | **42** |
| **ECCE Private Centres** | 21 | 1 | **22** |
| **ECCE Settings in Private Schools** | 11 | N/A | **11** |
| **ECCE Settings in Public Schools** | 6 | 3 | **9** |
| | | | |
| **Enrolment** | 1701 | 67 | **1768** |
| **ECCE Private Centres** | 1033 | 48 | **1081** |
| **ECCE Settings in Private Schools** | 467 | N/A | **467** |
| **ECCE Settings in Public Schools** | 201 | 19 | **220** |
| **Girls** | 791 | 29 | **820** |
| **Boys** | 910 | 38 | **948** |
| | | | |
| **Staff** | 242 | 14 | **256** |
| **ECCE Private Centres** | 185 | 11 | **196** |
| **ECCE Settings in Private Schools** | 43 | N/A | **43** |
| **ECCE Settings in Public Schools** | 14 | 3 | **17** |
| **Female** | 242 | 14 | **256** |
| **Male** | 0 | 0 | **0** |

| | George Town | West Bay | Bodden Town | North Side | East End | Sister Islands | Total |
|---|---|---|---|---|---|---|---|
| **Number of Centres** | **23** | **6** | **5** | **1** | **1** | **4** | **40** |
| | | | | | | | |
| **Total Enrolment** | **1369** | **165** | **141** | **12** | **14** | **67** | **1768** |
| | | | | | | | |
| **Enrolment by Setting** | | | | | | | |
| **ECCE Private Centres** | 885 | 96 | 52 | 0 | 0 | 48 | **1081** |
| **ECCE Settings in Private Schools** | 446 | 21 | 0 | 0 | 0 | 0 | **467** |
| **ECCE Settings in Public Schools** | 38 | 48 | 89 | 12 | 14 | 19 | **220** |
| | | | | | | | |
| **Enrolment by Gender** | | | | | | | |
| **Girls** | 635 | 78 | 68 | 4 | 6 | 30 | **821** |
| **Boys** | 734 | 87 | 73 | 8 | 8 | 37 | **947** |

Data source: Schools—September 2012

# Government & Private School Statistics 2012-13

| | Primary | Secondary | Total |
|---|---|---|---|
| **Total Enrolment** | **3963** | **3780** | **7743** |
| | | | |
| **Enrolment by School** | | | |
| **Private Schools (11 schools)** | 1537 | 1250 | **2787** |
| **Public Schools (17 schools)** | 2426 | 2530 | **4956** |
| | | | |
| **Enrolment by Gender** | | | |
| **Girls** | 1968 | 1899 | **3867** |
| **Boys** | 1995 | 1881 | **3876** |

| | Private Schools (All Years) | Public Schools Primary | Public Schools Secondary | Special Education (Lighthouse School) | Total |
|---|---|---|---|---|---|
| **Students** | 2787 | 2426 | 2530 | 99 | **7743** |
| **Teachers** | 277 | 178 | 236 | 19 | **691** |
| **Student Teacher Ratio** | 10 | 14 | 11 | 5 | **11** |

| | George Town | West Bay | Bodden Town | North Side | East End | Sister Islands | Total |
|---|---|---|---|---|---|---|---|
| **Number of Schools** | **15** | **3** | **2** | **2** | **1** | **5** | **28** |
| | | | | | | | |
| **Total Enrolment** | **5173** | **718** | **584** | **906** | **93** | **269** | **7743** |
| **Enrolment by School** | | | | | | | |
| **Primary** | 2473 | 619 | 584 | 66 | 93 | 128 | **3963** |
| **Private Schools** | 1418 | 119 | 0 | 0 | 0 | 0 | **1537** |
| **Public Schools** | 1055 | 500 | 584 | 66 | 93 | 128 | **2426** |
| | | | | | | | |
| **Secondary** | 2700 | 99 | 0 | 840 | 0 | 141 | **3780** |
| **Private Schools** | 1151 | 99 | 0 | 0 | 0 | 0 | **1250** |
| **Public Schools** | 1549 | 0 | 0 | 840 | 0 | 141 | **2530** |
| | | | | | | | |
| **Enrolment by Gender** | | | | | | | |
| **Girls** | 2620 | 346 | 297 | 418 | 48 | 138 | **3867** |
| **Boys** | 2553 | 372 | 287 | 488 | 45 | 131 | **3876** |

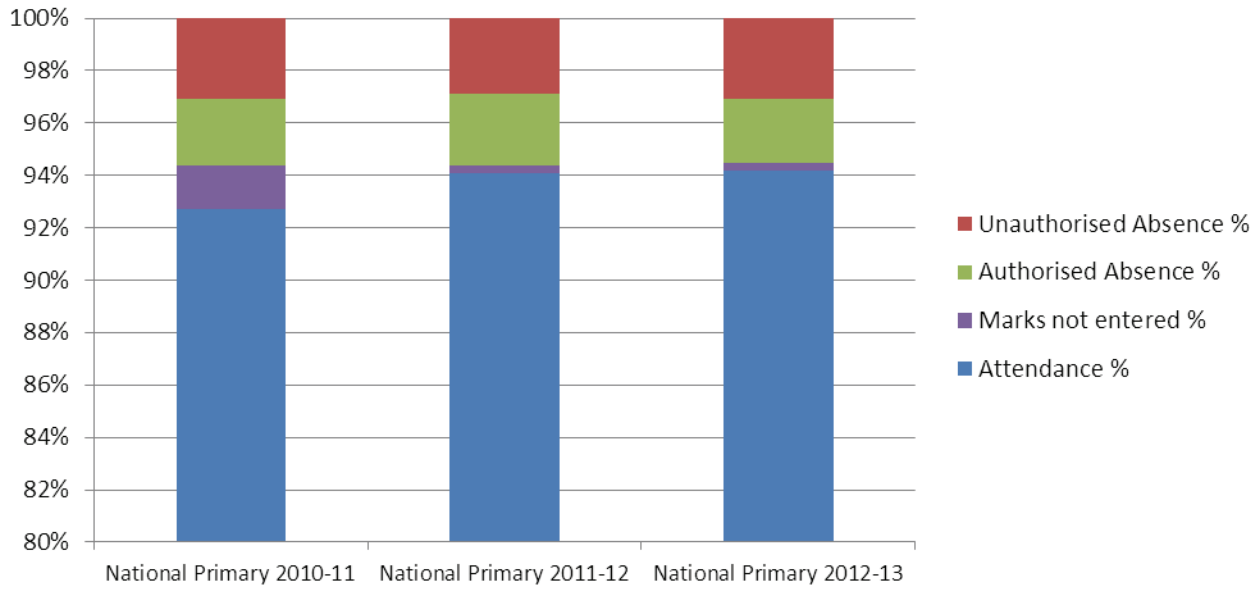
Data source: Schools—September 2012

# Enrolment in Government School by Phase, Age and Gender 2012-13

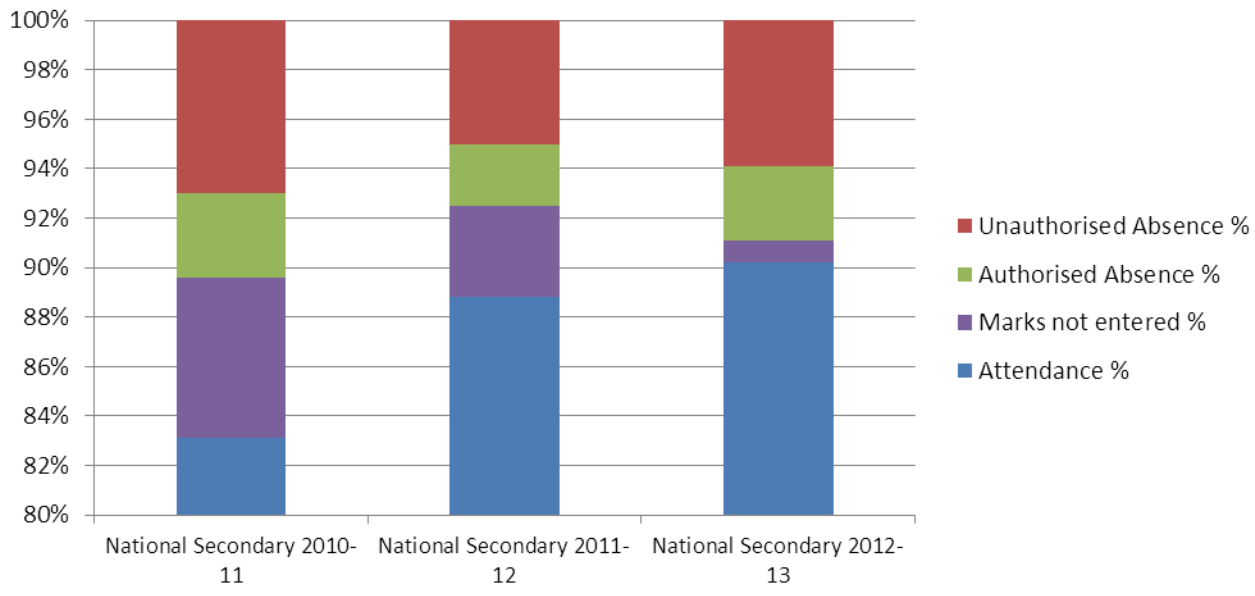
| | Total | | | Primary | | | Secondary | | |
|---|---|---|---|---|---|---|---|---|---|
| | Total | Girls | Boys | Total | Girls | Boys | Total | Girls | Boys |
| 3 years | **0** | 0 | 0 | **0** | 0 | 0 | **0** | 0 | 0 |
| 4 years | **92** | 40 | 52 | **92** | 40 | 52 | **0** | 0 | 0 |
| 5 years | 697 | 363 | 334 | 697 | 363 | 334 | **0** | 0 | 0 |
| 6 years | 683 | 326 | 357 | 683 | 326 | 357 | **0** | 0 | 0 |
| 7 years | 673 | 334 | 339 | 673 | 334 | 339 | **0** | 0 | 0 |
| 8 years | 633 | 329 | 304 | 633 | 329 | 304 | **0** | 0 | 0 |
| 9 years | 613 | 303 | 310 | 613 | 303 | 310 | **0** | 0 | 0 |
| 10 years | **623** | 323 | 300 | 502 | 247 | 255 | 121 | 76 | 45 |
| 11 years | **690** | 361 | 329 | 65 | 25 | 40 | 625 | 336 | 289 |
| 12 years | **605** | 293 | 312 | 5 | 1 | 4 | 600 | 292 | 308 |
| 13 years | 585 | 263 | 322 | 0 | 0 | 0 | 585 | 263 | 322 |
| 14 years | 577 | 300 | 277 | 0 | 0 | 0 | 577 | 300 | 277 |
| 15 years | 586 | 283 | 303 | **0** | 0 | 0 | 586 | 283 | 303 |
| 16 years | 491 | 246 | 245 | **0** | 0 | 0 | 491 | 246 | 245 |
| 17 years | 163 | 86 | 77 | **0** | 0 | 0 | 163 | 86 | 77 |
| 18 years | 31 | 16 | 15 | **0** | 0 | 0 | 31 | 16 | 15 |
| 19 years | 1 | 1 | 0 | **0** | 0 | 0 | 1 | 1 | 0 |
| 20 years | **0** | 0 | 0 | **0** | 0 | 0 | **0** | 0 | 0 |
| **Total** | **7743** | **3867** | **3876** | **3963** | **1968** | **1995** | **3780** | **1899** | **1881** |

Data source: Schools— September 2012

## Chart 1.1 Primary Schools Attendance and Absence Percentages for 2010-11 to 2012-13




## Chart 1.2 Secondary Schools Attendance and Absence Percentages for 2010-11 to 2012-13

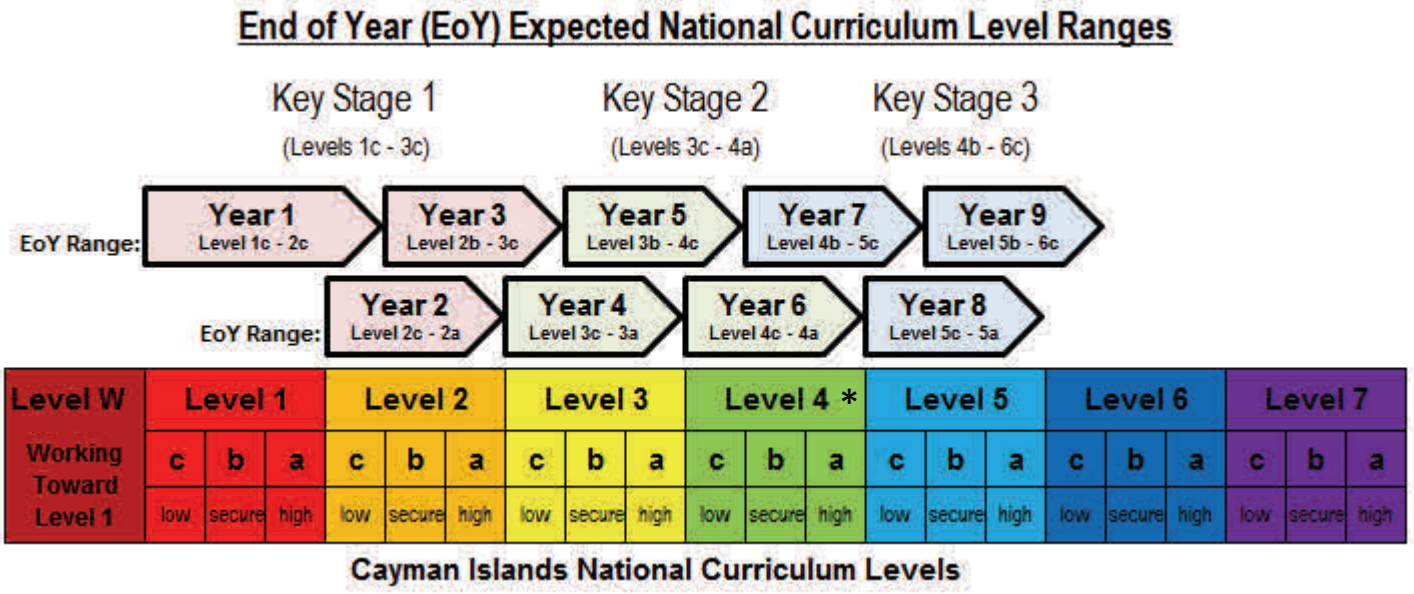


# Section 2:

National Academic Performance Data for End of Primary (Year 6)

# End of Primary (Key Stage 2) Tests

## Academic year 2012-13




*By the end of Year 6, the expectation is that students will have achieved Level 4 or higher in English and mathematics.

The performance data in this section is based on the Key Stage 2 tests in English and mathematics. These examinations are taken by students in the summer term of Year 6, which is the end of Key Stage 2.

The English tests are as follows:

- Writing paper
    - short task including a spelling test (20mins)
    - long task (45mins)
- Reading paper (60mins)

The mathematics tests are as follows:

- Mental mathematics (20mins)
- Written paper 1 (45mins)
- Written paper 2 (45mins)

In the Key Stage 2 tests students may be awarded Levels 2, 3, 4 or 5

A represents students who were absent
T represents students working at the level of the assessment but unable to access the test
B represents students who were working below the level of the test,
WTL2 represents students who are working toward Level 2

# 2013 End of Primary (Year 6) Test Data

**Table 2.1:** Levels of attainment in English, reading, writing and mathematics (all students and by gender)

## Number at each level

| | A | T | B | WTL2 | 2 | 3 | 4 | 5 | Total | Level 2 or below | Level 3 or above | Level 4 or above | Level 5 or above |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All students** | | | | | | | | | | | | | |
| English Test | 11 | 0 | 4 | 33 | 12 | 145 | 173 | 28 | 406 | 49 | 346 | 201 | 28 |
| Reading Test | 3 | 0 | 4 | 72 | . | 101 | 169 | 57 | 406 | 76 | 327 | 226 | 57 |
| Writing Test | 11 | 0 | 4 | 42 | . | 200 | 122 | 27 | 406 | 46 | 349 | 149 | 27 |
| Mathematics Test | 8 | 0 | 4 | 33 | 15 | 183 | 133 | 30 | 406 | 52 | 346 | 163 | 30 |
| **Girls** | | | | | | | | | | | | | |
| English Test | 3 | 0 | 2 | 10 | 6 | 74 | 90 | 19 | 204 | 18 | 183 | 109 | 19 |
| Reading Test | 1 | 0 | 2 | 30 | . | 50 | 87 | 34 | 204 | 32 | 171 | 121 | 34 |
| Writing Test | 3 | 0 | 2 | 12 | . | 97 | 73 | 17 | 204 | 14 | 187 | 90 | 17 |
| Mathematics Test | 2 | 0 | 2 | 16 | 6 | 96 | 71 | 11 | 204 | 24 | 178 | 82 | 11 |
| **Boys** | | | | | | | | | | | | | |
| English Test | 8 | 0 | 2 | 23 | 6 | 71 | 83 | 9 | 202 | 31 | 163 | 92 | 9 |
| Reading Test | 2 | 0 | 2 | 42 | . | 51 | 82 | 23 | 202 | 44 | 156 | 105 | 23 |
| Writing Test | 8 | 0 | 2 | 30 | . | 103 | 49 | 10 | 202 | 32 | 162 | 59 | 10 |
| Mathematics Test | 6 | 0 | 2 | 17 | 9 | 87 | 62 | 19 | 202 | 28 | 168 | 81 | 19 |

## Percentage at each Level

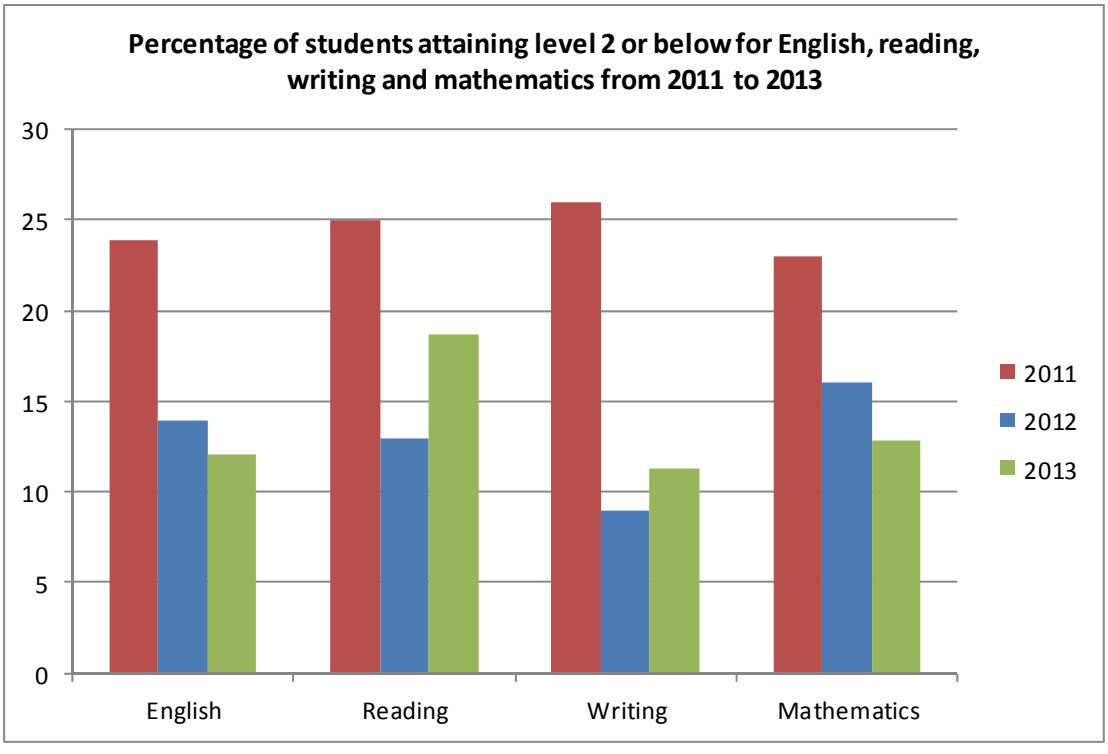
| | A | T | B | WTL2 | level 2 | level 3 | level 4 | level 5 | Total | % Level 2 or below | % Level 3 or above | % Level 4 or above | % Level 5 or above |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All students** | | | | | | | | | | | | | |
| English Test | 3 | 0 | 1 | 8 | 3 | 36 | 43 | 7 | 100 | 12 | 85 | 50 | 7 |
| Reading Test | 1 | 0 | 1 | 18 | . | 25 | 42 | 14 | 100 | 19 | 81 | 56 | 14 |
| Writing Test | 3 | 0 | 1 | 10 | . | 49 | 30 | 7 | 100 | 11 | 86 | 37 | 7 |
| Mathematics Test | 2 | 0 | 1 | 8 | 4 | 45 | 33 | 7 | 100 | 13 | 85 | 40 | 7 |
| **Girls** | | | | | | | | | | | | | |
| English Test | 1 | 0 | 1 | 5 | 3 | 36 | 44 | 9 | 100 | 9 | 90 | 53 | 9 |
| Reading Test | 0 | 0 | 1 | 15 | . | 25 | 43 | 17 | 100 | 16 | 84 | 59 | 17 |
| Writing Test | 1 | 0 | 1 | 6 | . | 48 | 36 | 8 | 100 | 7 | 92 | 44 | 8 |
| Mathematics Test | 1 | 0 | 1 | 8 | 3 | 47 | 35 | 5 | 100 | 12 | 87 | 40 | 5 |
| **Boys** | | | | | | | | | | | | | |
| English Test | 4 | 0 | 1 | 11 | 3 | 35 | 41 | 4 | 100 | 15 | 81 | 46 | 4 |
| Reading Test | 1 | 0 | 1 | 21 | . | 25 | 41 | 11 | 100 | 22 | 77 | 52 | 11 |
| Writing Test | 4 | 0 | 1 | 15 | . | 51 | 24 | 5 | 100 | 16 | 80 | 29 | 5 |
| Mathematics Test | 3 | 0 | 1 | 8 | 4 | 43 | 31 | 9 | 100 | 14 | 83 | 40 | 9 |

*__A__ represents students who were absent, __T__ represents students working at the level of the assessment but unable to access the test, __B__ represents students who were working below the level of the test, __WTL2__ represents students who are working toward Level 2, "__.__"* = Not applicable

*Data source: KS2 SAT tests results*

**Table 2.2a:** Percentage of students attaining level 2 or below by gender for English, reading, writing and mathematics

| Percentage of students at Level 2 or below | | | | |
|---|---|---|---|---|
| | English | Reading | Writing | Mathematics |
| **All students** | | | | |
| 2013 | 12 | 19 | 11 | 13 |
| 2012 | 14 | 13 | 9 | 16 |
| 2011 | 24 | 25 | 26 | 23 |
| **Girls** | | | | |
| 2013 | 9 | 16 | 7 | 12 |
| 2012 | 6 | 6 | 3 | 11 |
| 2011 | 16 | 19 | 17 | 22 |
| **Boys** | | | | |
| 2013 | 15 | 22 | 16 | 14 |
| 2012 | 23 | 22 | 17 | 22 |
| 2011 | 32 | 32 | 33 | 24 |

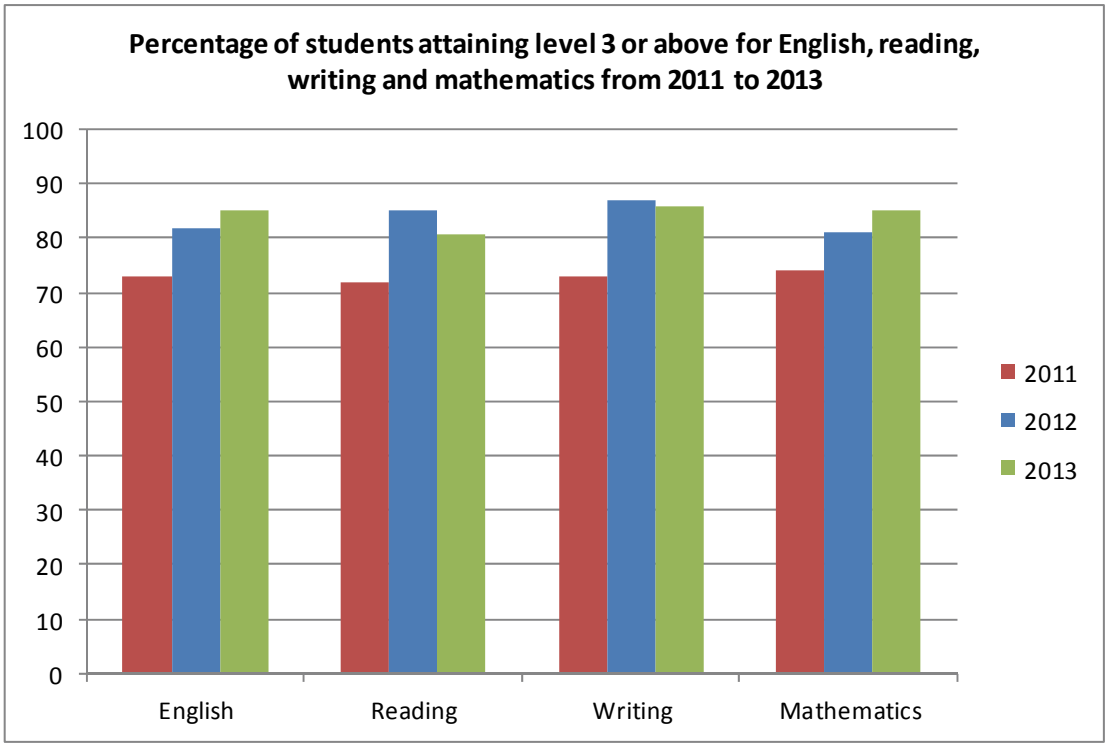



**Key Points:**

- **The trend over the last three years is a decrease in the number of students failing to attain Level 3 in both mathematics and English.**

**Table 2.2b:** Percentage of students attaining level 3 or above by gender for English, reading, writing and mathematics

| Percentage of students at Level 3 or above | | | | |
|---|---|---|---|---|
| | English | Reading | Writing | Mathematics |
| **All students** | | | | |
| 2013 | 85 | 81 | 86 | 85 |
| 2012 | 82 | 85 | 87 | 81 |
| 2011 | 73 | 72 | 73 | 74 |
| **Girls** | | | | |
| 2013 | 90 | 84 | 92 | 87 |
| 2012 | 91 | 93 | 94 | 87 |
| 2011 | 80 | 78 | 80 | 73 |
| **Boys** | | | | |
| 2013 | 81 | 77 | 80 | 83 |
| 2012 | 71 | 76 | 77 | 74 |
| 2011 | 67 | 67 | 66 | 74 |

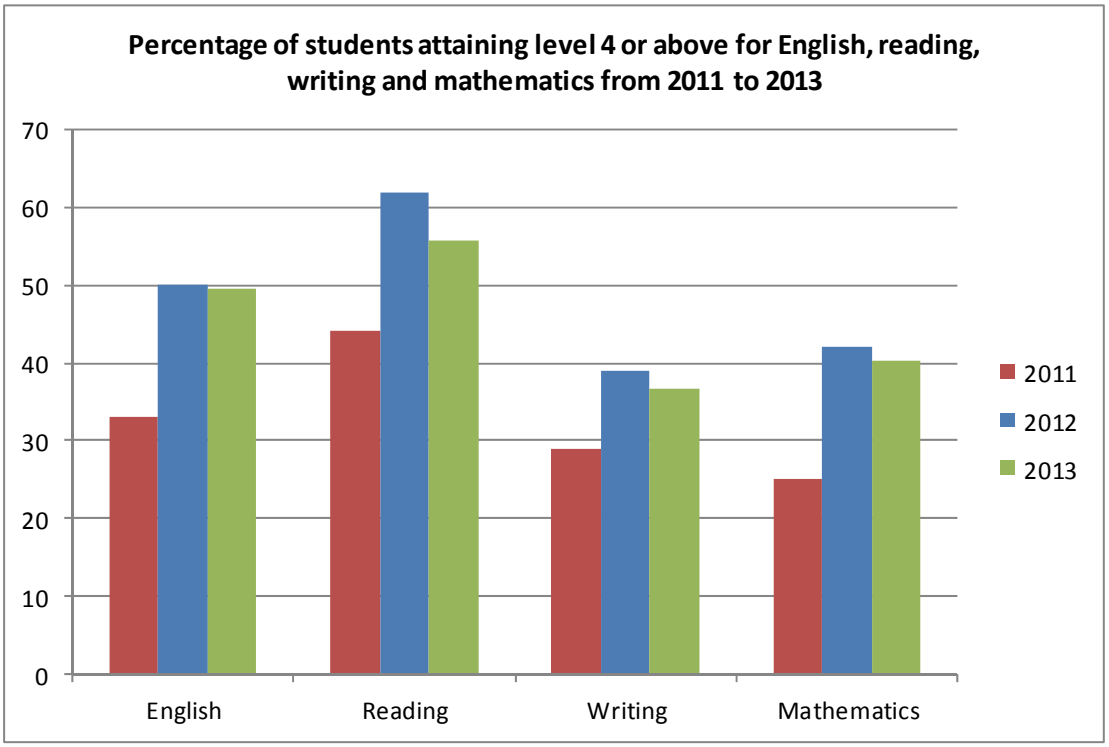



**Key Points:**

- **The trend over the last three years is an increase in the number of students attaining Level 3 or higher in both mathematics and English.**

**Table 2.2c:** Percentage of students attaining level 4 or above by gender for English, reading, writing and mathematics

| Percentage of students at Level 4 or above | | | | |
|---|---|---|---|---|
| | English | Reading | Writing | Mathematics |
| **All students** | | | | |
| 2013 | 50 | 56 | 37 | 40 |
| 2012 | 50 | 62 | 39 | 42 |
| 2011 | 33 | 44 | 29 | 25 |
| **Girls** | | | | |
| 2013 | 53 | 59 | 44 | 40 |
| 2012 | 66 | 73 | 53 | 44 |
| 2011 | 41 | 52 | 36 | 26 |
| **Boys** | | | | |
| 2013 | 46 | 52 | 29 | 40 |
| 2012 | 31 | 49 | 22 | 39 |
| 2011 | 25 | 35 | 23 | 24 |

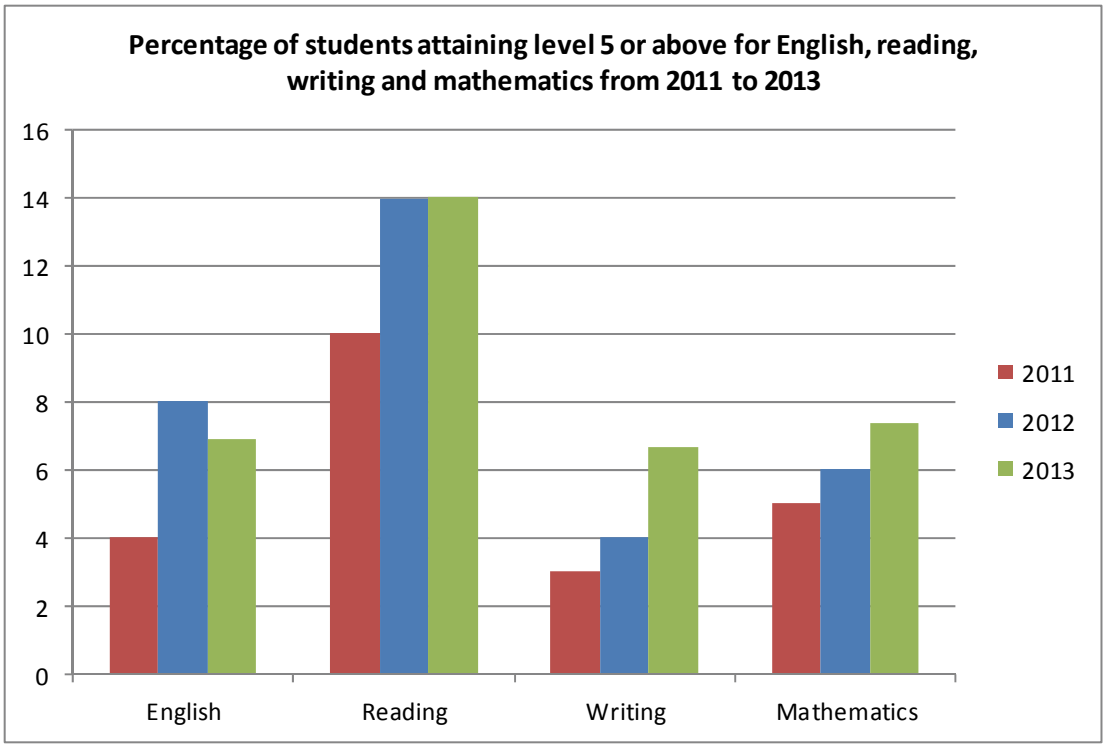



**Key Points:**

- **The trend over the last three years is an increase in the number of students attaining Level 4 or higher in both mathematics and English.**

**Table 2.2d:** Percentage of students attaining level 5 by gender for English, reading, writing and mathematics

| Percentage of students at Level 5 | | | | |
|---|---|---|---|---|
| | English | Reading | Writing | Mathematics |
| **All students** | | | | |
| 2013 | 7 | 14 | 7 | 7 |
| 2012 | 8 | 14 | 4 | 6 |
| 2011 | 4 | 10 | 3 | 5 |
| **Girls** | | | | |
| 2013 | 9 | 17 | 8 | 5 |
| 2012 | 11 | 18 | 5 | 5 |
| 2011 | 4 | 13 | 3 | 5 |
| **Boys** | | | | |
| 2013 | 4 | 11 | 5 | 9 |
| 2012 | 4 | 9 | 3 | 7 |
| 2011 | 4 | 7 | 2 | 4 |



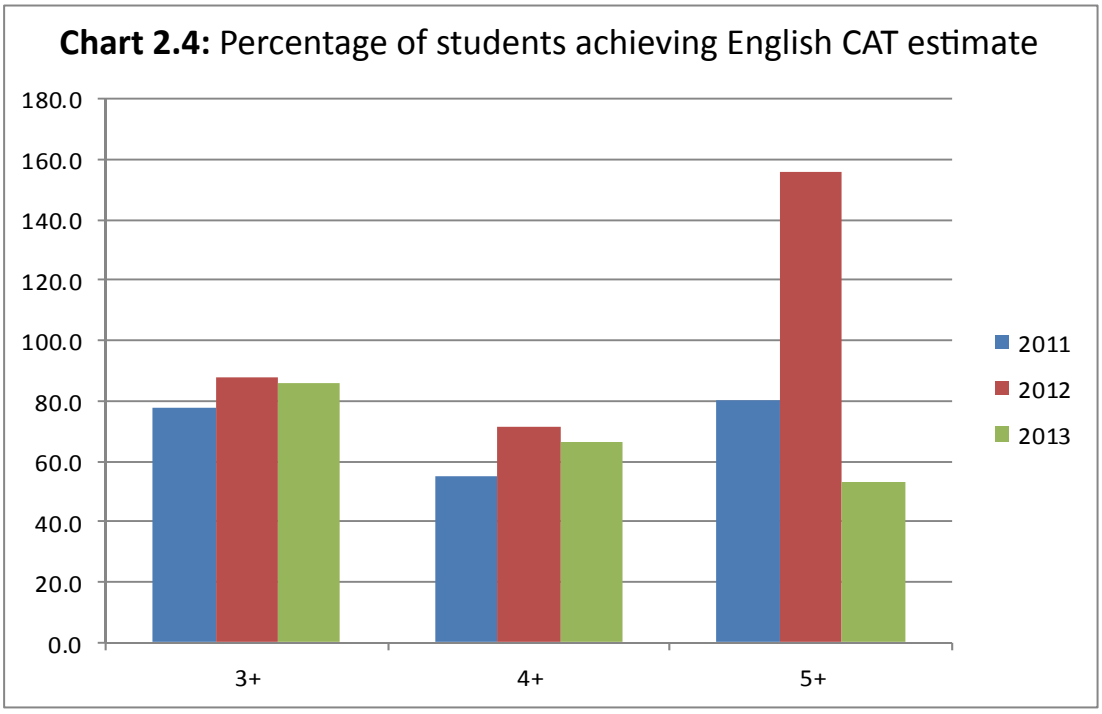

**Key Points:**

- **The trend over the last three years is an increase in the number of students attaining Level 5 in both mathematics and English.**
- **The overall number of students is relatively small so judgments about this trend are less secure.**

**Table 2.3:** Performance in Key Stage 2 English tests relative to CAT Estimates

| Percentage of Year 6 students achieving CAT estimates in English | | | |
|---|---|---|---|
| | **Level 3+** | **Level 4+** | **Level 5+** |
| **2013** | | | |
| Year 6 CAT4 estimate | 99 | 75 | 12 |
| Year 6 actual attainment | 85 | 50 | 7 |
| **Percentage of students achieving CAT estimate** | **86** | **66** | **53** |
| **2012** | | | |
| Year 6 CAT4 estimate | 93 | 70 | 5 |
| Year 6 actual attainment | 82 | 50 | 8 |
| **Percentage of students achieving CAT estimate** | **88** | **71** | **156** |
| **2011** | | | |
| Year 6 CAT3 estimate | 94 | 59 | 5 |
| Year 6 actual attainment | 73 | 33 | 4 |
| **Percentage of students achieving CAT estimate** | **78** | **55** | **80** |

**Chart 2.4:** Percentage of students achieving English CAT estimate

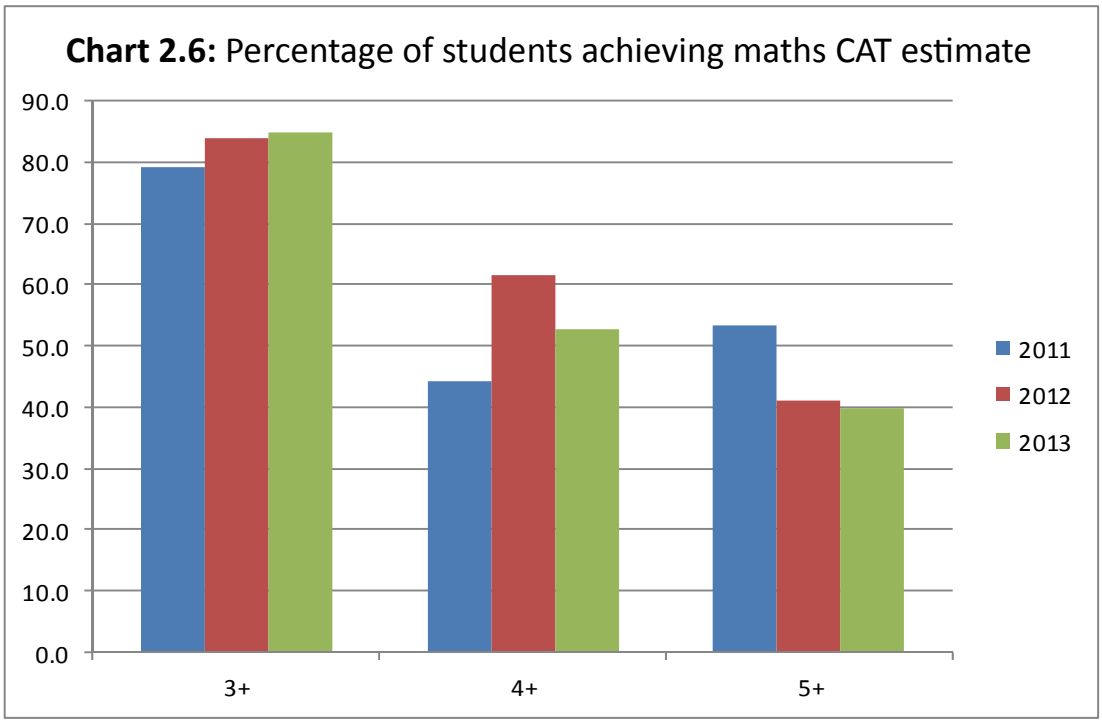



**Key Points**

- **The general trend is for our students to underachieve relative to their CAT estimate.**

**Table 2.5:** Performance in Key Stage 2 mathematics tests relative to CAT Estimates

| Percentage of Year 6 students achieving CAT estimates in mathematics | | | |
|---|---|---|---|
| | **Level 3+** | **Level 4+** | **Level 5+** |
| **2013** | | | |
| Year 6 CAT4 estimate | 100 | 75 | 18 |
| Year 6 actual attainment | 85 | 40 | 7 |
| **Percentage of students achieving CAT estimate** | **85** | **53** | **40** |
| **2012** | | | |
| Year 6 CAT4 estimate | 97 | 68 | 14 |
| Year 6 actual attainment | 81 | 42 | 6 |
| **Percentage of students achieving CAT estimate** | **84** | **61** | **41** |
| **2011** | | | |
| Year 6 CAT3 estimate | 93 | 57 | 9 |
| Year 6 actual attainment | 74 | 25 | 5 |
| **Percentage of students achieving CAT estimate** | **79** | **44** | **53** |




**Key Points**

- **The general trend is for our students to underachieve relative to their CAT estimate.**

# Section 3:

National Academic Performance Data for End of Secondary (Year 12)

# End of Secondary School Examinations

## Academic year 2012-13

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

- Caribbean Examinations Council— Secondary Certificate (CXC)
- 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 Key Stage 4 programme in Year 10 at the High Schools. Year 11 is a stepping stone to Year 12, providing students with an opportunity to take examinations that will contribute to their overall end of Key Stage 4 results at the end of Year 12 (CIFEC).

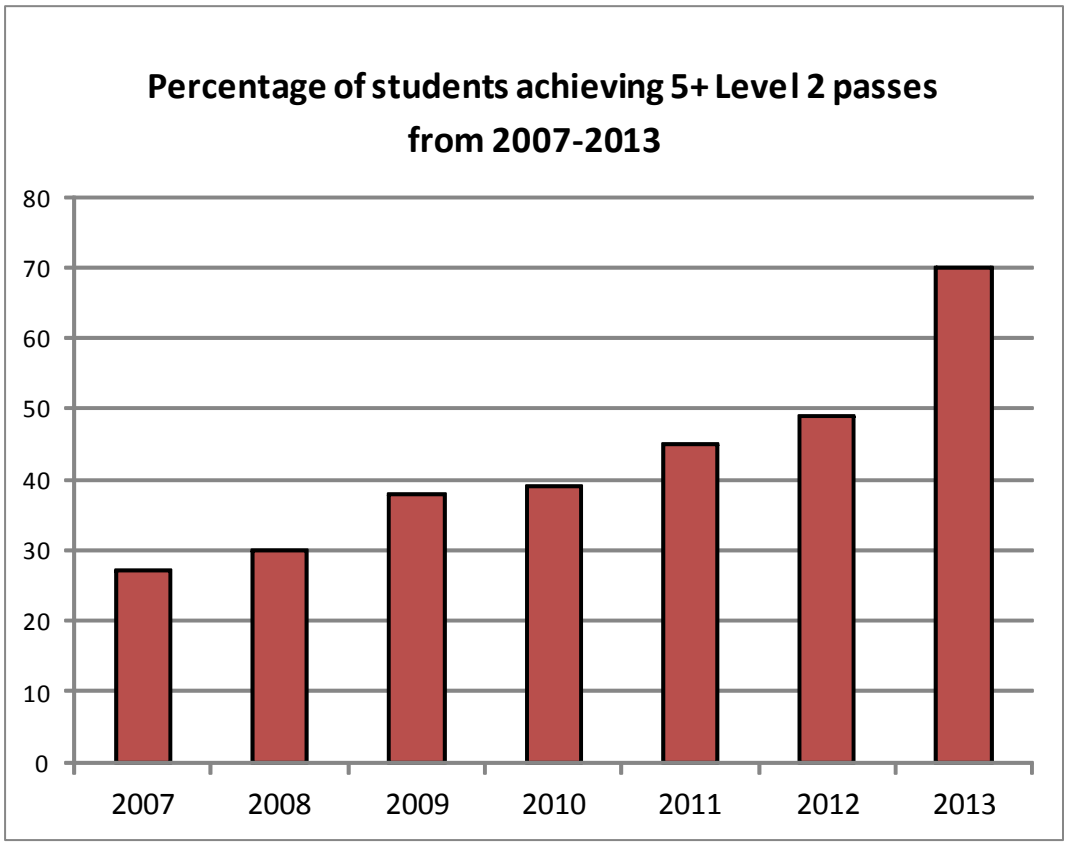
Compulsory education terminates at the end of Year 12 and the accumulated grades for the Year 12 cohort are published as the results for Key Stage 4 performance.

In addition to listing the results for each subject, key indicators are also represented for year on year comparisons. The most significant of these is the indicator of five passes at Level 2 because this is the indicator that the Cayman Islands have been using as a measure of KS4 student outcomes for the longest time period.

Level 2 passes are indicated by grades 1-3 at CXC, A*-C at GCSE or IGCSE, and as L2 in the other examinations.

The headline figure for 2013 is therefore the Cayman Islands 5+ Level 2 passes of 70% which represents the highest outcome by this measure since such records have been taken.

# Chart 3.1 Percentage of Year 12 students achieving 5+ level 2 passes from 2007-2013

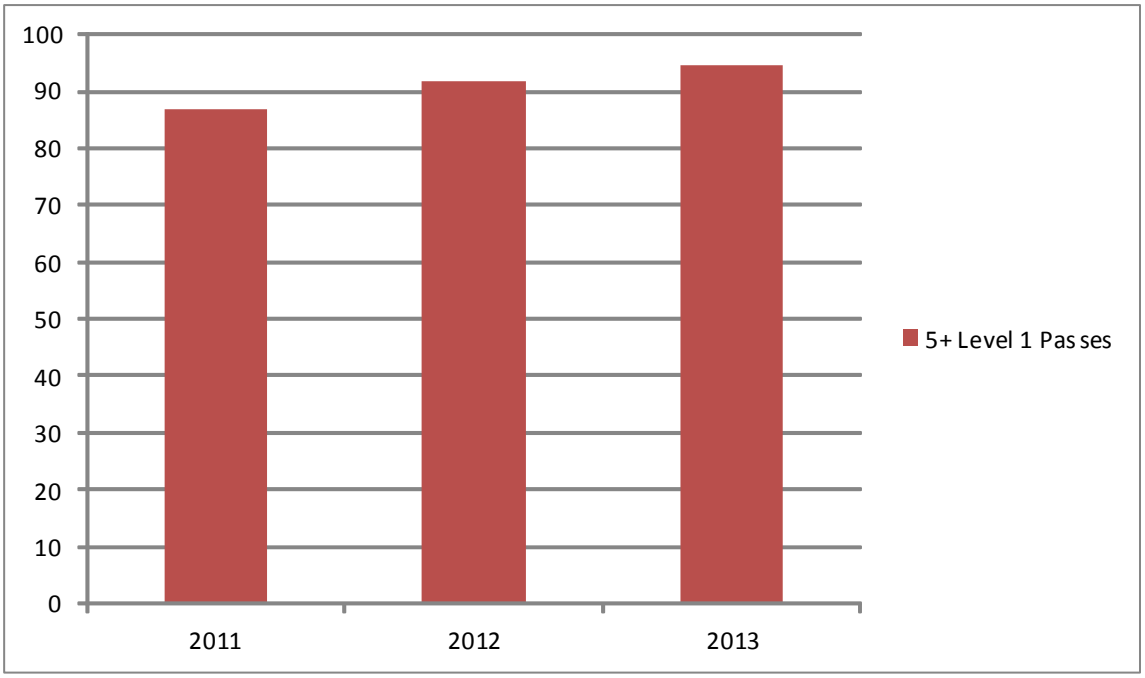



| Year | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|---|---|---|---|---|---|---|---|
| % of students with 5+ Level 2 passes | 27 | 30 | 38 | 39 | 45 | 49 | 70 |
| Number of students with 5 Level 2 Passes | 88 | 99 | 139 | 140 | 155 | 165 | 267 |
| Number of students in cohort | 328 | 334 | 365 | 362 | 342 | 335 | 384 |

**Key Points:**

- **There has been a steady improvement in performance over the last six years (2007-2013)**
- **The percentage of students achieving 5 or more level 2 passes has increased by 159% over the same period**

# Chart 3.2 Percentage of Year 12 students achieving 5+ level 1 passes from 2011-2013




| Year | 2011 | 2012 | 2013 |
|---|---|---|---|
| % of students with 5+ Level 1 passes | 87 | 92 | 95 |
| Number of students with 5+ level 1 Passes | 297 | 308 | 363 |
| Number of students in cohort | 342 | 335 | 384 |

**Key Points:**

- **There has been a small upward trend in the number of students achieving 5 or more level 1 passes compared to 2011**
- **The main reason for students not achieving 5 level 1 passes or above was absence from examinations**

# Key Stage 4 Examination Data

**Table 3.1:** 2011-2013 Whole Cohort Performance Indicators - Year 12

| | | Percentage of students by criteria | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Cohort size | 7+ Level 2 Subjects | 7+ Level 2 Subjects (inc En & Ma) | 7+ Level 2 Passes | 7+ Level 2 Passes (inc En & Ma) | 5+ Level 2 Passes | 5+ Level 2 (inc En & Ma) | 5+ Level 1 Passes | 5+ Level 1 (inc En & Ma) | 1+ Level 1 Pass | Level 2 English | Level 2 Maths |
| **All Students** | | | | | | | | | | | | |
| 2013 | 384 | 31.0 | 27.6 | 44.0 | 29.7 | 69.5 | 35.9 | 94.5 | 90.9 | 98.7 | 68.0 | 37.5 |
| 2012 | 335 | 20.9 | 17.3 | 28.4 | 18.5 | 49.3 | 23.9 | 91.9 | 88.4 | 99.7 | 53.7 | 26.0 |
| 2011 | 342 | 15.2 | 14.6 | 22.2 | 16.1 | 45.3 | 24.6 | 86.5 | 82.2 | 100.0 | 59.1 | 27.5 |
| **Gender** | | | | | | | | | | | | |
| **Girls** | | | | | | | | | | | | |
| 2013 | 204 | 38.2 | 34.8 | 48.0 | 35.3 | 74.4 | 40.7 | 97.1 | 94.1 | 99.0 | 76.0 | 41.2 |
| 2012 | 149 | 25.5 | 20.8 | 36.2 | 22.1 | 61.1 | 26.8 | 96.6 | 93.3 | 99.3 | 69.1 | 28.2 |
| 2011 | 176 | 19.9 | 18.8 | 30.1 | 19.9 | 56.3 | 29.0 | 90.9 | 85.8 | 100.0 | 70.5 | 31.3 |
| **Boys** | | | | | | | | | | | | |
| 2013 | 180 | 22.8 | 19.4 | 39.4 | 23.3 | 64.4 | 30.6 | 91.7 | 87.2 | 98.3 | 58.9 | 33.3 |
| 2012 | 186 | 17.2 | 14.5 | 22.0 | 15.6 | 39.8 | 21.5 | 88.2 | 84.4 | 100.0 | 41.4 | 24.2 |
| 2011 | 166 | 10.2 | 10.2 | 16.3 | 12.0 | 33.7 | 19.9 | 81.9 | 78.3 | 100.0 | 47.0 | 23.5 |

# Subject performance for Year 12 students graduating from government schools in 2013

| | | | Percentages by entry | | | | |
|---|---|---|---|---|---|---|---|
| | No of Entries | Percent of cohort | Top grades (A*/A/I) | **Level 2** | Level 1&2 | Ungraded | Absent/ No result |
| **Academic Subjects (GCSE & CXC)** | | | | | | | |
| **Accounts** | 54 | 14% | 9% | **54%** | 94% | 0% | 4% |
| **Art** | 77 | 20% | 6% | **56%** | 100% | 0% | 0% |
| **Biology** | 45 | 12% | 11% | **62%** | 98% | 0% | 2% |
| **Building Technology** | 15 | 4% | 27% | **80%** | 100% | 0% | 0% |
| **Business** | 102 | 27% | 12% | **66%** | 97% | 1% | 2% |
| **Caribbean History** | 16 | 4% | 6% | **63%** | 88% | 6% | 6% |
| **Chemistry** | 48 | 13% | 10% | **56%** | 100% | 0% | 0% |
| **Child Development** | 79 | 22% | 1% | **16%** | 91% | 4% | 5% |
| **Dance** | 6 | 2% | 0% | **17%** | 100% | 0% | 0% |
| **Design & Technology** | 24 | 7% | 0% | **29%** | 88% | 13% | 0% |
| **Electrical Document Preparation & Management (EDPM)** | 362 | 94% | 7% | **68%** | 95% | 1% | 4% |
| **Electronics & Electrical Technology** | 23 | 6% | 0% | **48%** | 96% | 0% | 4% |
| **English** | 376 | 98% | 11% | **69%** | 98% | 0% | 2% |
| **English as Additional Language** | 9 | 2% | 0% | **44%** | 89% | 11% | 0% |
| **English Literature** | 136 | 35% | 18% | **74%** | 95% | 0% | 4% |
| **Food & Nutrition** | 101 | 26% | 2% | **62%** | 92% | 0% | 8% |
| **Geography** | 14 | 4% | 0% | **86%** | 93% | 0% | 7% |
| **Health & Social Care** | 26 | 7% | 0% | **8%** | 81% | 19% | 0% |
| **Information Technology** | 38 | 10% | 8% | **89%** | 97% | 0% | 3% |
| **Leisure & Tourism** | 21 | 6% | 14% | **52%** | 90% | 10% | 0% |
| **Mathematics** | 375 | 98% | 6% | **38%** | 97% | 2% | 1% |
| **Media Studies** | 25 | 7% | 0% | **44%** | 96% | 4% | 0% |
| **Music** | 12 | 3% | 25% | **67%** | 92% | 8% | 0% |
| **Office Administration** | 60 | 17% | 22% | **73%** | 100% | 0% | 0% |
| **Performing Arts** | 22 | 6% | 18% | **45%** | 82% | 18% | 0% |
| **Physical Education** | 18 | 5% | 6% | **72%** | 100% | 0% | 0% |
| **Physics** | 32 | 8% | 3% | **84%** | 100% | 0% | 0% |
| **Religious Education** | 20 | 5% | 20% | **45%** | 100% | 0% | 0% |
| **Science** | 327 | 85% | 1% | **18%** | 96% | 4% | 0% |
| **Spanish** | 55 | 14% | 27% | **75%** | 100% | 0% | 0% |
| **Statistics** | 1 | 0% | 100% | **100%** | 100% | 0% | 0% |
| **Social Studies** | 55 | 14% | 5% | **69%** | 84% | 7% | 7% |
| **Technical Drawing** | 27 | 7% | 7% | **52%** | 67% | 15% | 19% |

# Subject performance for Year 12 students graduating from government schools in 2013

| | | | | Percentages by entry | | | |
|---|---|---|---|---|---|---|---|
| | No of Entries | Percent of cohort | Top grades (A*/A/I) | **Level 2** | Level 1&2 | Incomplete | Absent/ No result |
| **Applied Subjects (Level 2 BTEC and vocational)** | | | | | | | |
| **Art & Design** | 16 | 4% | 0% | **81%** | 81% | 19% | 0% |
| **Beauty Therapy (Results pending)** | 12 | 3% | 0% | **0%** | 0% | 0% | 0% |
| **Business** | 84 | 22% | 24% | **93%** | 93% | 7% | 0% |
| **Childcare Learning & Development** | 14 | 4% | 0% | **71%** | 71% | 29% | 0% |
| **Creative Media Production** | 33 | 9% | 6% | **88%** | 88% | 12% | 0% |
| **Drama** | 16 | 4% | 0% | **100%** | 100% | 0% | 0% |
| **Health & Social Care** | 19 | 5% | 63% | **74%** | 74% | 26% | 0% |
| **Hospitality** | 15 | 4% | 0% | **53%** | 53% | 47% | 0% |
| **Information Technology** | 37 | 10% | 3% | **95%** | 95% | 5% | 0% |
| **Music Technology** | 12 | 3% | 25% | **100%** | 100% | 0% | 0% |
| **Sport & Leisure** | 7 | 2% | 0% | **100%** | 100% | 0% | 0% |
| **Travel & Tourism** | 25 | 7% | 8% | **96%** | 96% | 4% | 0% |
| **Motor Vehicle** | 65 | 18% | 0% | **28%** | 77% | 23% | 0% |
| **Workskills (Level 1)** | 17 | 5% | 0% | **0%** | 47% | 53% | 0% |
| **Employability (Level 2)** | 271 | 75% | 0% | **65%** | 65% | 35% | 0% |
| **Certificate of Personal Effectiveness (Level 1 & Level 2)** | 39 | 11% | 0% | **97%** | 100% | 0% | 0% |
| **Adult Literacy (Level 1 & Level 2)** | 23 | 6% | 0% | **100%** | 100% | 0% | 0% |
| **Level 3 BTEC Results** | | | | | | | |
| **Business Level 3 Certificate** | 23 | 6% | 0% | **65%** | 65% | 35% | 0% |
| **Business Level 3 Subsidiary Diploma** | 8 | 2% | 13% | **100%** | 100% | 0% | 0% |

# End of Year 11 School Examinations

## Academic year 2012-13

The performance data in this section is based on the examinations that students take during Years 10-11. The following examinations are offered:

- Caribbean Examinations Council— Secondary Certificate (CXC)
- 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 Key Stage 4 programme in Year 10 at the High Schools. Year 11 is a stepping stone to Year 12, providing students with an opportunity to take examinations that will contribute to their overall end of Key Stage 4 results at the end of Year 12 (CIFEC).

Compulsory education terminates at the end of Year 12 and the accumulated grades for the Year 12 cohort are published as the results for Key Stage 4 performance.

In addition to listing the results for each subject, key indicators are also represented for year on year comparisons. The most significant of these is the indicator of 5 passes at Level 2, because this is the indicator that the Cayman Islands have been using as a measure of KS4 student outcomes for the longest time period.

Level 2 passes are indicated by grades 1-3 at CXC, A*-C at GCSE or IGCSE, and as L2 in the other examinations.

The headline figure for 2012 is therefore the Cayman Islands 5+ Level 2 passes of 49.3% which represents the highest outcome by this measure since such records have been taken.

# Key Stage 4 Examination Data

**Table 3.1:** 2011-2013 Whole Cohort Performance Indicators - Year 11

| | | Percentage of students by criteria | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Cohort size | 7+ Level 2 Subject | 7+ Level 2 Subjects (inc En & Ma) | 7+ Level 2 Passes | 7+ Level 2 Passes (inc En & Ma) | 5+ Level 2 Passes | 5+ Level 2 (inc En & Ma) | 5+ Level 1 Passes | 5+ Level 1 (inc En & Ma) | 1+ Level 1 Pass | Level 2 English | Level 2 Maths |
| **All Students** | | | | | | | | | | | | |
| 2013 | 367 | 22.3 | 20.7 | 23.4 | 21.3 | 37.3 | 25.6 | 85.0 | 76.0 | 97.0 | 53.7 | 28.6 |
| 2012 | 391 | 19.7 | 17.6 | 22.0 | 18.7 | 39.1 | 22.8 | 89.0 | 81.6 | 98.5 | 47.6 | 25.6 |
| 2011 | 332 | 16.9 | 14.2 | 17.5 | 14.8 | 28.6 | 18.1 | 85.2 | 77.4 | 98.2 | 47.0 | 20.2 |
| **Gender** | | | | | | | | | | | | |
| **Girls** | | | | | | | | | | | | |
| 2013 | 177 | 31.6 | 28.2 | 32.8 | 28.8 | 47.5 | 33.3 | 89.8 | 78.5 | 98.3 | 63.3 | 35.6 |
| 2012 | 210 | 25.2 | 22.4 | 27.6 | 22.9 | 47.6 | 27.1 | 93.8 | 87.6 | 99.0 | 58.1 | 28.6 |
| 2011 | 149 | 20.8 | 16.8 | 21.5 | 17.4 | 34.9 | 19.5 | 92.6 | 83.2 | 98.0 | 64.4 | 21.5 |
| **Boys** | | | | | | | | | | | | |
| 2013 | 190 | 13.7 | 13.7 | 14.7 | 14.2 | 27.9 | 18.4 | 80.5 | 73.7 | 95.8 | 44.7 | 22.1 |
| 2012 | 181 | 13.3 | 12.2 | 15.5 | 13.8 | 29.3 | 17.7 | 83.4 | 74.6 | 97.8 | 35.4 | 22.1 |
| 2011 | 183 | 13.7 | 12.6 | 14.2 | 12.6 | 23.5 | 16.9 | 79.2 | 72.1 | 98.4 | 32.8 | 19.1 |