MINISTRY OF
EDUCATION, EMPLOYMENT
& GENDER AFFAIRS

DEPARTMENT OF
EDUCATION SERVICES

CAYMAN ISLANDS GOVERNMENT

Education Data Report 2014

(For the 2013-14 academic year)

SECTION 1

BACKGROUND INFORMATION

Introduction

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

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

Validation Process

In order to set targets for improvement both in individual schools and for the country as a whole, it is essential that reported students' performance data be both valid and reliable. To this end, the Ministry has established procedures to independently validate the reporting process prior to the publication of the annual data reports.

Information on the Cayman Islands' education system

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

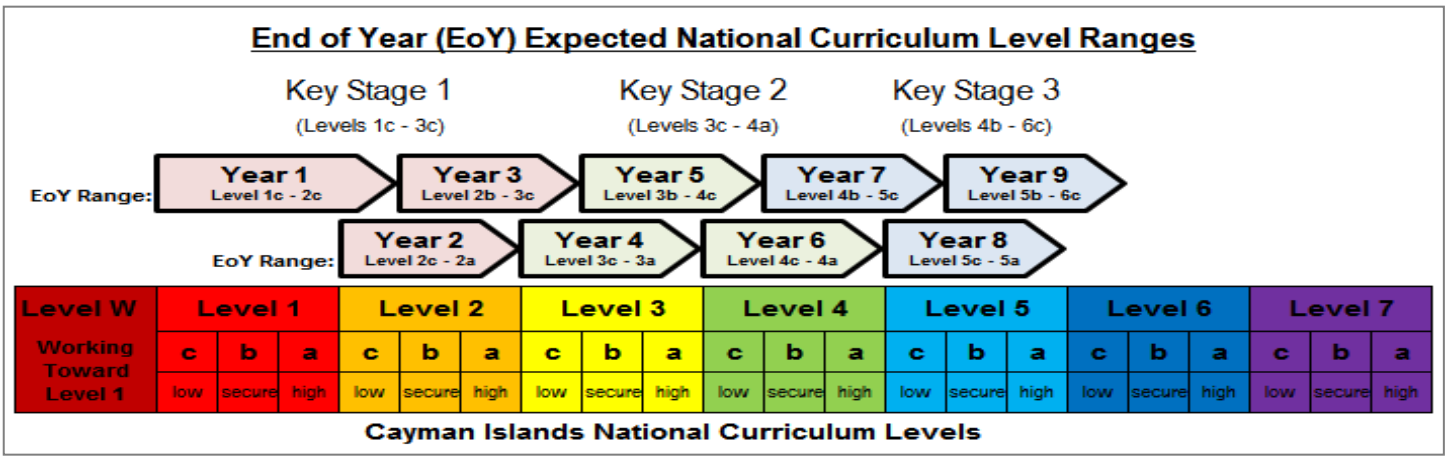
Table 1.1
Compulsory Education System

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

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

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

Figure 1.1: National Curriculum Levels



Students take external examinations in Key Stage 4 (KS4). There are many different boards that set and mark examinations. The examinations most frequently taken by the students at our government high schools are:

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

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

In the Cayman Islands, KS4 includes a **mandatory Year 12 programme**. Students entering this programme at the end of Year 11 are presented with three options through which they can continue their studies:

1. Cayman Islands Further Education Centre (CIFEC) which provides opportunities to re-sit external examinations in mathematics and/or English Language and to gain other Level 2 and Level 3 qualifications.
2. First year of A-Levels at a private school on island or any other suitably recognised institution
3. First year of an Associate Degree programme at the University College of the Cayman Islands or any other suitably recognized institution.

Cayman Islands National Qualifications Framework (CINQF)

The Cayman Islands' National Qualification Framework (shown below) is a comprehensive system approved by education council for the classification and articulation of quality-assured qualifications. According to the CINQF, students at KS4 are expected to take and pass subjects at **Level 2**. Terms identified in NQF are defined and explained in the glossary of terms (see Table.1.2)

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** ▪ **GCSE/IGCSE (Grades A*-C)** ▪ **BTEC Level 2 (Firsts)** ▪ **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

Table 1.2
Glossary of terms used in the CINQF

A-Level	Advanced level qualification.	These examinations typically allow for entrance into Bachelor level programmes
ASDAN	Award Scheme Development and Accreditation Network	This organization offers programmes and qualifications targeting skills for learning, employment and life.
BTEC	Business and Technology Educational Council	An examining body that validates and certifies vocational courses.
CAPE	Caribbean Advanced Proficiency Examination	Offered by the Caribbean Examinations Council, these examinations typically allow for entrance into Bachelor level programmes.
CCSLC	Caribbean Certificate of Secondary Level Competence	Offered by the Caribbean Examinations Council (CXC) 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.
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 is an academically rigorous certification that 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.

Graduation Criteria for government schools

In 2014, the Ministry of Education determined that in order for a student to graduate from high school, there should be some recognition of their level of academic achievement. In order to graduate, a student must pass at least five subjects, **including English and mathematics,** at Level 1, Level 2 or a combination of both. The academic level achieved by the student is identified on the Diploma. It is more desirable for a student to pass five subjects, including English and mathematics **at Level 2**, the higher level. (See the National Qualifications Framework).

The academic levels and the criteria for graduation are set out as follows:

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

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

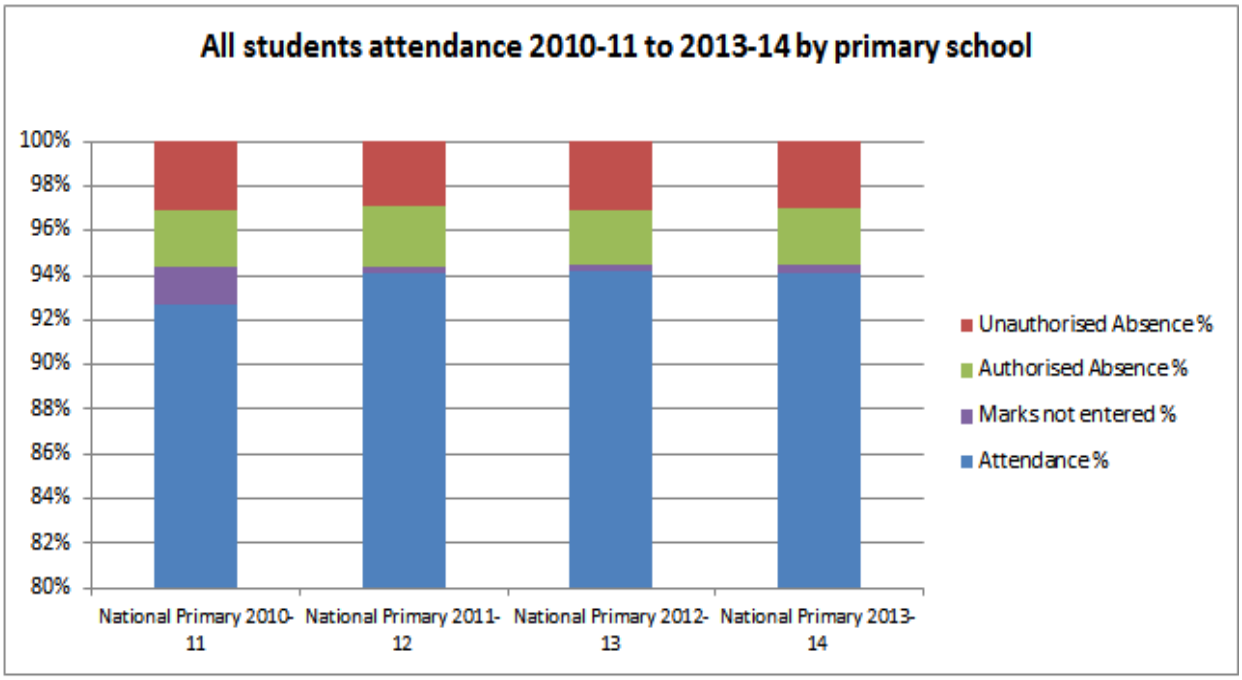
a. 90% or more attendance during Years 10-12 (authorised absences are included in this figure, provided they have been submitted by the required deadline in Year 12)
b. Less than 15 days suspension during Year 10-12

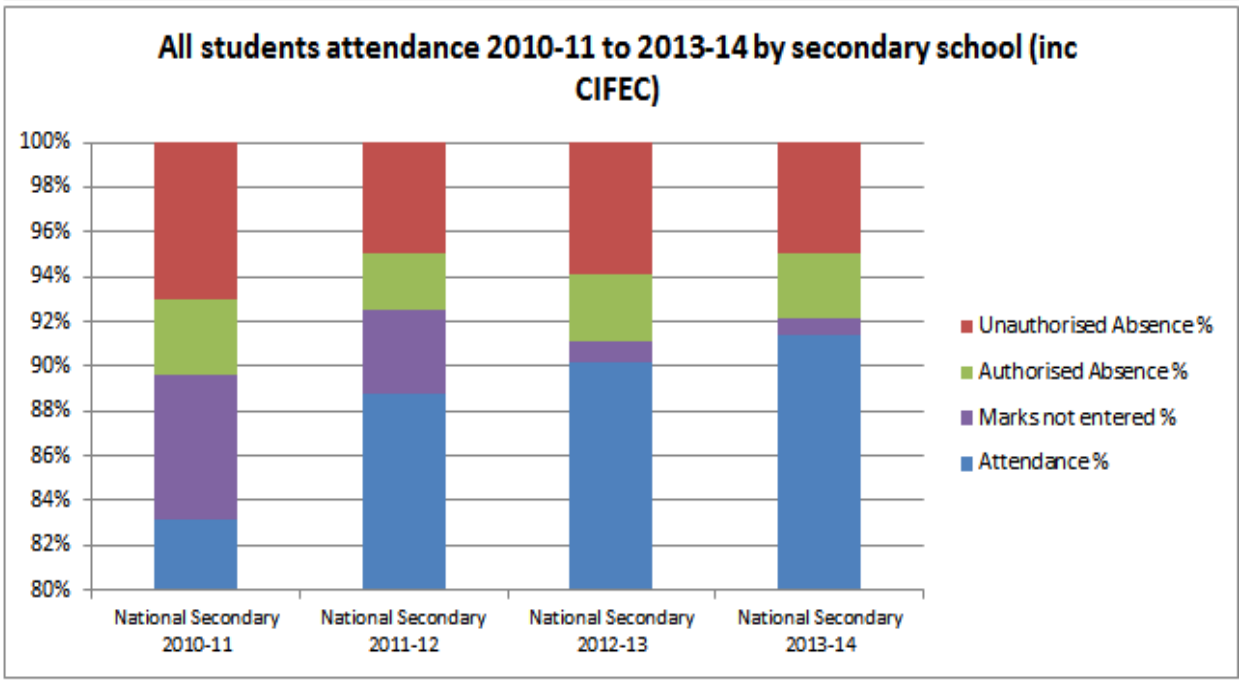
Students with special educational needs studying within mainstream education at the high schools should be able to access at least the Level 1 diploma, and so no separate diploma is required. In exceptional cases, a Special Educational Needs Level 1 Diploma may be awarded. Students from Lighthouse School will receive a separate diploma.

Government school attendance

As indicated earlier, attendance is a significant component of the graduation. Figure 1.2 illustrates the percentage attendance of students within the primary and secondary public schools. It is noteworthy that the percentage of missing marks has been significantly reduced over the period under consideration. This speaks to the success of the strategies employed in 2011 to combat this problem

Figure 1.2
National Curriculum Levels





SECTION 2

2013-14 ENROLMENT DATA

GOVERNMENT AND PRIVATE SCHOOLS

Early Childhood Care and Education

Definition

The enrolment tables include data from all centres providing Early Childhood Care and Education. These centres are split into three categories as outlined in the table below.

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

Specific details re enrolment data for public and private schools are outlined in Tables 2.1 to 2.5.

Table 2.1
Enrolment by type of ECCE centre and district

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
Number of Centres	**29**	**6**	**5**	**1**	**1**	**4**	**46**
Total Enrolment	**1558**	**210**	**150**	**10**	**11**	**66**	**2005**
Enrolment by Setting							
ECCE Private Centres	1029	101	59	0	0	43	**1232**
ECCE Settings in Private Schools	449	16	0	0	0	0	**465**
ECCE Settings in Public Schools	80	93	91	10	11	23	**308**
Enrolment by Gender							
Girls	769	104	72	5	9	25	**984**
Boys	789	106	78	5	2	41	**1021**

Table 2.2
Enrolment by type of school

	Primary	Secondary	Total
Total Enrolment	**3,981**	**3,741**	**7,722**
Enrolment by School			
Private Schools (11 schools)	1,611	1,275	**2,886**
Public Schools (17 schools)	2,370	2,466	**4,836**
Enrolment by Gender			
Girls	1,964	1,874	**3,838**
Boys	2,017	1,867	**3,884**

Table 2.3
Enrolment by school type and district

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
Number of Schools	**15**	**3**	**2**	**2**	**1**	**4**	**28**
Total Enrolment	**5,163**	**673**	**587**	**949**	**97**	**253**	**7,722**
Enrolment by School							
Primary	2,518	586	587	76	97	117	**3,981**
Private Schools	1,515	96	0	0	0	0	**1,611**
Public Schools	1,003	490	587	76	97	117	**2,370**
Secondary	2,645	87	0	873	0	136	**3,741**
Private Schools	1,188	87	0	0	0	0	**1,275**
Public Schools	1,457	0	0	873	0	136	**2,466**
Enrolment by Gender							
Girls	2,601	327	287	442	49	132	**3,838**
Boys	2,562	346	300	507	48	121	**3,884**

Table 2.4
Enrolment in government schools (including Lighthouse School) 2013-14 (Compulsory school ages only)

	Primary			Secondary			Total		
Age	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
3 years	0	0	**0**	0	0	**0**	0	0	**0**
4 years	2	0	**2**	0	0	**0**	2	0	**2**
5 years	180	209	**389**	0	0	**0**	180	209	**389**
6 years	228	210	**438**	0	0	**0**	228	210	**438**
7 years	205	230	**435**	0	0	**0**	205	230	**435**
8 years	208	208	**416**	0	0	**0**	208	208	**416**
9 years	219	184	**403**	1	0	**1**	220	184	**404**
10 years	128	138	**266**	54	48	**102**	182	186	**368**
11 years	6	14	**20**	183	172	**355**	189	186	**375**
12 years	0	1	**1**	226	202	**428**	226	203	**429**
13 years	0	0	**0**	181	212	**393**	181	212	**393**
14 years	0	0	**0**	167	213	**380**	167	213	**380**
15 years	0	0	**0**	202	177	**379**	202	177	**379**
16 years	0	0	**0**	115	161	**276**	115	161	**276**
17 years	0	0	**0**	30	33	**63**	30	33	**63**
18 years	0	0	**0**	2	2	**4**	2	2	**4**
19 years	0	0	**0**	0	0	**0**	0	0	**0**
20 years	0	0	**0**	0	0	**0**	0	0	**0**
Total	**1,176**	**1,194**	**2,370**	**1,161**	**1,220**	**2,381**	**2,337**	**2,414**	**4,751**

Table 2.5
Enrolment in private schools by phase, age and gender 2013-14 (Compulsory school ages only)

	Primary			Secondary			Total		
Age	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
3 years	0	0	**0**	0	0	**0**	0	0	**0**
4 years	40	39	**79**	0	0	**0**	40	39	**79**
5 years	138	152	**290**	0	0	**0**	138	152	**290**
6 years	133	131	**264**	0	0	**0**	133	131	**264**
7 years	124	122	**246**	0	0	**0**	124	122	**246**
8 years	109	126	**235**	0	0	**0**	109	126	**235**
9 years	116	123	**239**	0	0	**0**	116	123	**239**
10 years	116	99	**215**	15	6	**21**	131	105	**236**
11 years	12	30	**42**	109	77	**186**	121	107	**228**
12 years	0	1	**1**	113	118	**231**	113	119	**232**
13 years	0	0	**0**	113	95	**208**	113	95	**208**
14 years	0	0	**0**	97	88	**185**	97	88	**185**
15 years	0	0	**0**	84	75	**159**	84	75	**159**
16 years	0	0	**0**	20	21	**41**	20	21	**41**
17 years	0	0	**0**	9	8	**17**	9	8	**17**
18 years	0	0	**0**	2	3	**5**	2	3	**5**
19 years	0	0	**0**	0	0	**0**	0	0	**0**
20 years	0	0	**0**	0	0	**0**	0	0	**0**
Total	**788**	**823**	**1,611**	**562**	**491**	**1,053**	**1,350**	**1,314**	**2,664**

SECTION 3

YEAR 6
ACADEMIC PERFORMANCE DATA

GOVERNMENT
PRIMARY SCHOOLS

The performance data in this section is based on the Key Stage 2 tests in English and mathematics. These examinations are taken at the end of Year 6.

Cognitive Abilities Test (CAT4)

The Cognitive Abilities Tests is taken in **Years 4 and 6** in government primary schools. The test is used to gauge the potential of students and to provide indicators re possible levels of attainment at the end of KS2 (Year 6) and KS3 (Year 9) respectively. This is a valuable screening tool; results from CAT4 can help in interventions, monitoring progress and the setting of targets for future attainment. Significant identified variations between the potential measured by CAT 4 and actual outcomes can form the basis for further investigation of potential barriers to learning.

Predicted and actual outcomes

Currently the CAT 4 assessments (Table 3.1 and 3.2) suggest that at the end of primary school

- 79 per cent of our students should be achieving National curriculum (NC) Level 4 or higher in English
- 76 per cent of our students should be achieving NC Level 4 or higher in mathematics

However,

- The current actual achievement in English is 63 per cent and
- The current actual achievement in mathematics is 48 per cent

The challenge therefore, is to ensure that all students leaving primary school achieve their full potential in these subjects.

Table 3.1
Comparison of CAT 4 estimates with Actual KS2 Outcomes (English)

Year	Description	Level 4+
2014	Year 6 CAT4 **estimate**	**79**
	Year 6 actual **attainment**	**63**
2013	Year 6 CAT4 **estimate**	**75**
	Year 6 actual **attainment**	**50**
2012	Year 6 CAT4 **estimate**	**70**
	Year 6 actual **attainment**	**50**
2011	Year 6 CAT3 **estimate**	**59**
	Year 6 actual **attainment**	**33**

Table 3.2
Comparison of CAT 4 estimates with Actual KS2 Outcomes (mathematics)

Year	Description	Level 4+
2014	Year 6 CAT4 **estimate**	**76**
	Year 6 actual **attainment**	**48**
2013	Year 6 CAT4 **estimate**	**75**
	Year 6 actual **attainment**	**40**
2012	Year 6 CAT4 **estimate**	**68**
	Year 6 actual **attainment**	**42**
2011	Year 6 CAT3 **estimate**	**57**
	Year 6 actual **attainment**	**25**

Key Point:

The general trend is that our students are underachieving relative to their CAT estimates

2014 Year 6 National Curriculum levels of attainment: English, reading, writing and mathematics (Actual Numbers)

In Tables 3.3 and 3.4, **A** is used to represents students who were **absent** and **WTL2** is used to represent the number of students who took the tests but are still **working towards Level 2.** The national expectation is that students will leave primary school having achieved NC level 4 or above.

Table 3.3
NC levels of attainment in English, reading, writing and mathematics

	Number at each Level							
ITEM	A	WTL2	level 2	level 3	level 4	level 5	Total	Number attaining Level 4 or above
All students								
English	17	10	6	107	163	75	**378**	**238**
Reading Test	5	23	.	60	154	136	**378**	**290**
Writing Test	16	22	.	153	140	47	**378**	**187**
Mathematics Test	15	44	13	125	125	56	**378**	**181**
Girls								
English	8	4	3	45	80	52	**192**	**132**
Reading Test	4	7	.	28	76	77	**192**	**153**
Writing Test	6	12	.	60	75	39	**192**	**114**
Mathematics Test	4	22	9	64	64	2 9	**192**	**93**
Boys								
English	9	6	3	62	83	23	**186**	**106**
Reading Test	1	16	.	32	78	59	**186**	**137**
Writing Test	10	10	.	93	65	8	**186**	**73**
Mathematics Test	11	22	4	61	61	27	**186**	**88**

Table 3.4
NC levels of attainment in English, reading, writing and mathematics (Percentages)

Item	Percentage at each Level							% attaining Level 4 or above
	A	WTL2	level 2	level 3	level 4	level 5	Total	
All students								
English	4	3	2	28	43	20	**100**	**63**
Reading Test	1	6	.	16	41	36	**100**	**77**
Writing Test	4	6	.	40	37	12	**100**	**49**
Mathematics Test	4	12	3	33	33	15	**100**	**48**
Girls								
English	4	2	2	23	42	27	**100**	**69**
Reading Test	2	4	.	15	40	40	**100**	**80**
Writing Test	3	6	.	31	39	20	**100**	**59**
Mathematics Test	2	11	5	33	33	15	**100**	**48**
Boys								
English	5	3	2	33	45	12	**100**	**57**
Reading Test	1	9	.	17	42	32	**100**	**74**
Writing Test	5	5	.	50	35	4	**100**	**39**
Mathematics Test	6	12	2	33	33	15	**100**	**47**

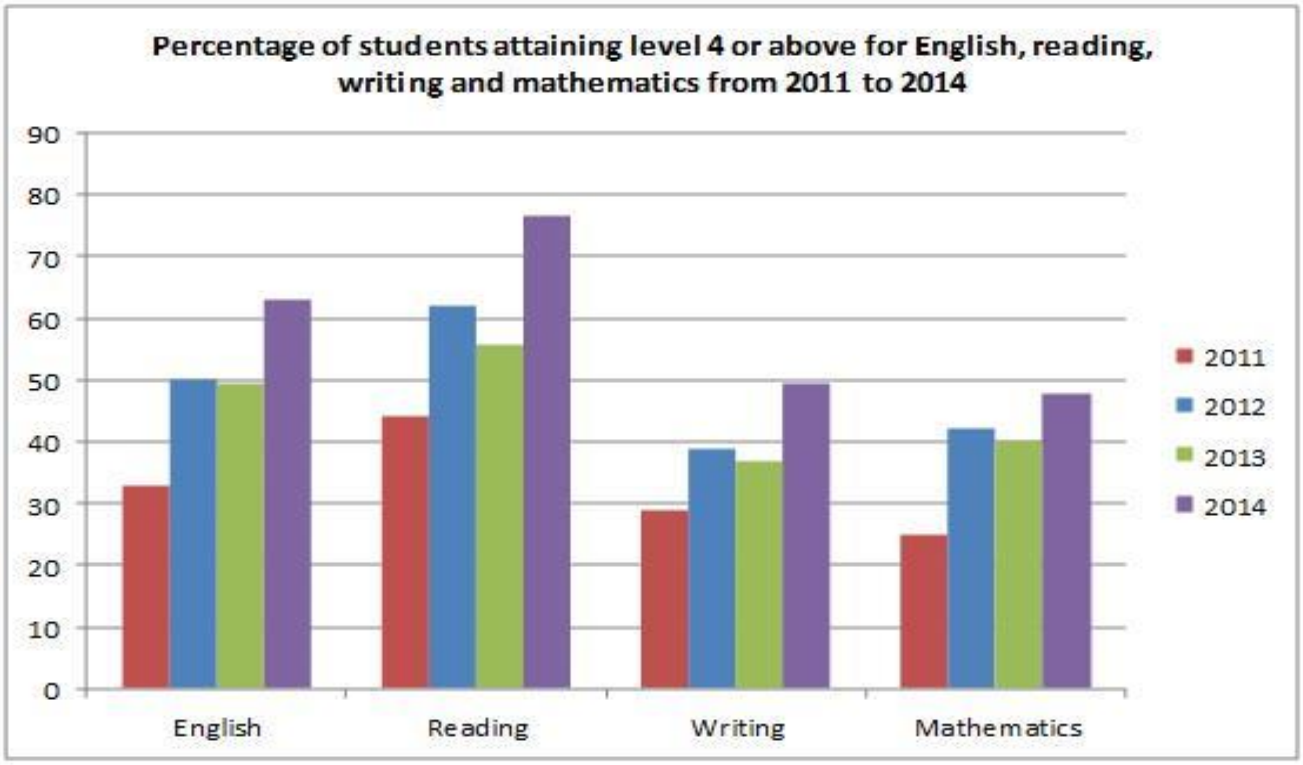
A comparative analysis of the performance over time in English, reading, writing and mathematics over time is detailed in Table 3.5. Results indicate positive growth trends in all areas over the four years under consideration despite marginal performance declines in 2013. The greatest acceleration is evident in reading.

Other performance indicators for students at KS2 are listed in Appendix A.

Table 3.5
KS2 Data – Percentage of students attaining Level 4 or higher in English, reading, writing and mathematics (2011-2014)

	English	Reading	Writing	Mathematics
All students				
2014	63	77	49	48
2013	50	56	37	40
2012	50	62	39	42
2011	33	44	29	25
Girls				
2014	69	80	59	48
2013	53	59	44	40
2012	66	73	53	44
2011	41	52	36	26
Boys				
2014	57	74	39	47
2013	46	52	29	40
2012	31	49	22	39
2011	25	35	23	24

Key point: The trend has been a general increase in the percentage achieving Level 4 in all these areas.



SECTION 4

ACADEMIC PERFORMANCE DATA FOR END OF GOVERNMENT SECONDARY SCHOOLS

External examinations: 2013-14

Background

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

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

Students begin their Key Stage 4 programme in Year 10 at the high schools. The external examinations that students take in Year 11 will contribute to their overall results at the end of Year 12. Compulsory education terminates at the end of Year 12 and the accumulated grades for the Year 12 cohort are published as the results for Key Stage 4 performance.

The mandatory Year 12 programme presents three options, based on academic criteria, for students who complete Year 11:

- Continuation of studies through the Cayman Islands Further Education Centre (CIFEC) and an opportunity to re-sit external mathematics and English examinations and take other external examinations,
- First year of A-Levels at a private school on island
- First year of an Associate Degree programme at the University College of the Cayman Islands.

In 2014, the Ministry of Education introduced new graduation criteria for government schools which recognised the level of students' academic achievement (as indicated in the graduation policy). The criteria stated that a student must pass at least five subjects at Level 1 or 2, two of which must be English and Mathematics. The academic level the student achieved is identified on the diploma he/she receives. The expectation is that students will pass five subjects, including English and Mathematics at Level 2, the higher level. (See the Cayman Islands National Qualifications Framework - CINQF).

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

Cognitive Abilities Tests (CAT4) - predicted and actual outcomes

Secondary students take the CAT4 test in Year 9 which gives a prediction of the grades that they are capable of achieving by the end of Year 11.

Year 11 and Year 12

Table 4.1 compares the predicted results from the Year 9 CAT 4 test with the actual grades achieved on external examinations at the end of Year 11 and Year 12. The goal is to attain 5 or more subjects at Level 2 including English and mathematics.

Table 4.1
Performance indicators (Year 11 & 12)

Performance Indicator	CAT Estimate	End of Year 11 Actual	CAT Estimate	End of Year 12 actual
5+ Level 2 passes inc. En/Ma	32%	30%	29%	48%
5+ Level 2 passes	55%	41%	48%	66%
5+ Level 1 and 2 passes	89%	87%	85%	87%
Level 2 English	41%	55%	38%	70%
Level 2 maths	31%	36%	28%	50%

Key points

Year 11 exceeded the CAT estimates in 2013-14 in the percentages passing **English or mathematics** at Level 2, but fell below the CAT estimates in the percentages attaining **5 or more subjects, including English and mathematics at Level 2.**

The **Year 12** percentages show the value added by the opportunity provided to re-sit English and mathematics and to pursue other subject options in Year 12.

Specifics regarding KS4 performances and comparisons are detailed in the Tables 4.2 to 4.8 and in Appendix B.

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Table 4.2
Comparison of Year 11 students achieving 5 or more subjects at Level 2 including English and mathematics (2012-14)

	2012	2013	2014
Percentage of students with 5 or more subjects at **Level 2 including English and maths**	23	28	32
Number of students with 5 or more subjects at **Level 2** including English and maths	88	110	123
Number of students in cohort	391	395	388

Key Point:
There has been a steady increase in the percentage of Year 11 students achieving 5 or more subjects at Level 2 or above including English and mathematics

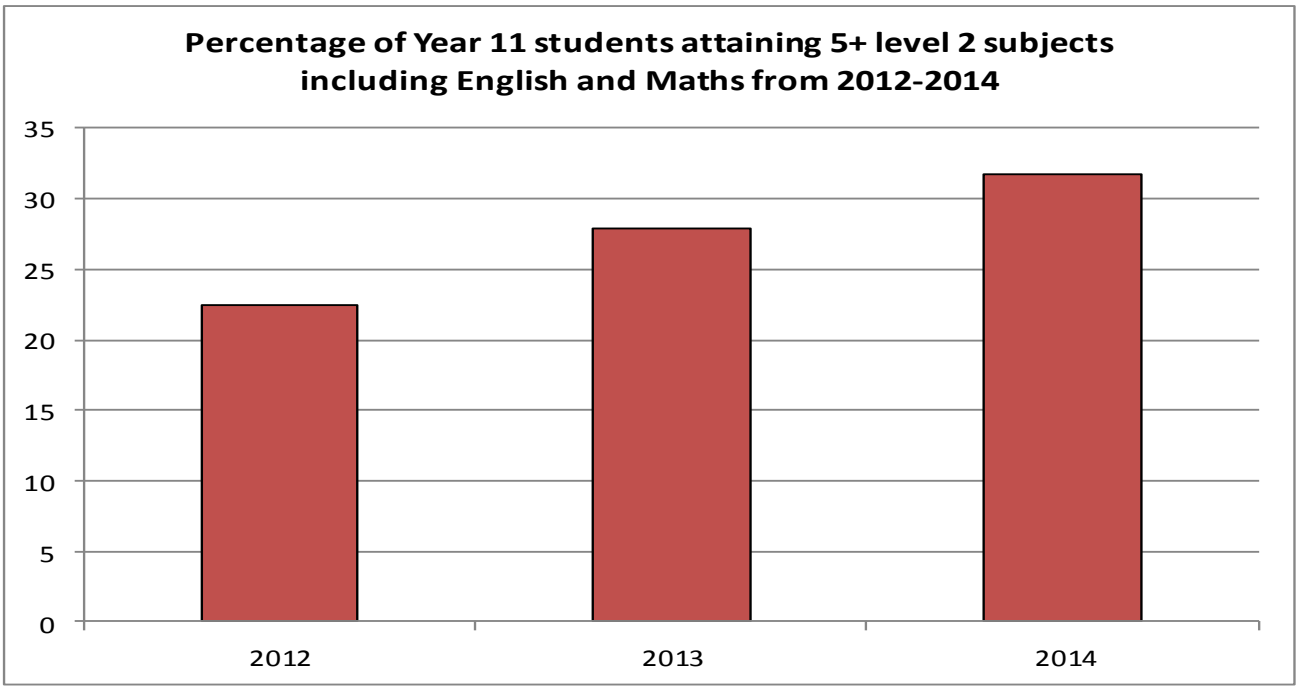


Table 4.3
Comparison of Year 11 performance data (2011-2014)

		Percentage of students by criteria					
	Cohort size	**7+ Level 2 Subjects (inc Eng & Ma)**	**7+ Level 2 Subjects**	**5+ Level 2 Subjects (inc Eng and Ma)**	**5+ Level 2 Subjects**	**Level 2 English**	**Level 2 Maths**
All Students							
2014	388	21	22	**32**	38	56	38
2013*	395	23	25	**28**	37	56	31
2012	391	18	20	**23**	35	48	26
2011	332	14	17	**18**	2	47	20
Gender							
Girls							
2014	199	29	30	**39**	46	68	43
2013*	189	30	33	**33**	N/A	65	38
2012	210	22	25	**27**	N/A	58	29
2011	149	17	21	**20**	N/A	64	22
Boys							
2014	189	13	14	**24**	31	42	32
2013*	206	17	17	**18**	N/A	47	25
2012	181	12	13	**18**	N/A	35	22
2011	183	13	14	**17**	N/A	33	19

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

Table 4.4
Comparison of Year 12 students achieving 5 or more subjects at Level 2 including English and mathematics (2012-2014)

Year 12 data	2012	2013	2014
Percentage with 5 or more subjects at **Level 2**, **including English and mathematics**	23	35	47
Number with 5 or more subjects at **Level 2,** including English and mathematics	76	135	187
Number of students in cohort	335	384	391

Key point:
The percentage of students in **Year 12** attaining 5 or more subjects at **Level2**, including English and mathematics has doubled in the last 3 years. This result suggests that students are making good use of the opportunity to consolidate and improve on their level of performance achieved in year 11 at CIFEC.

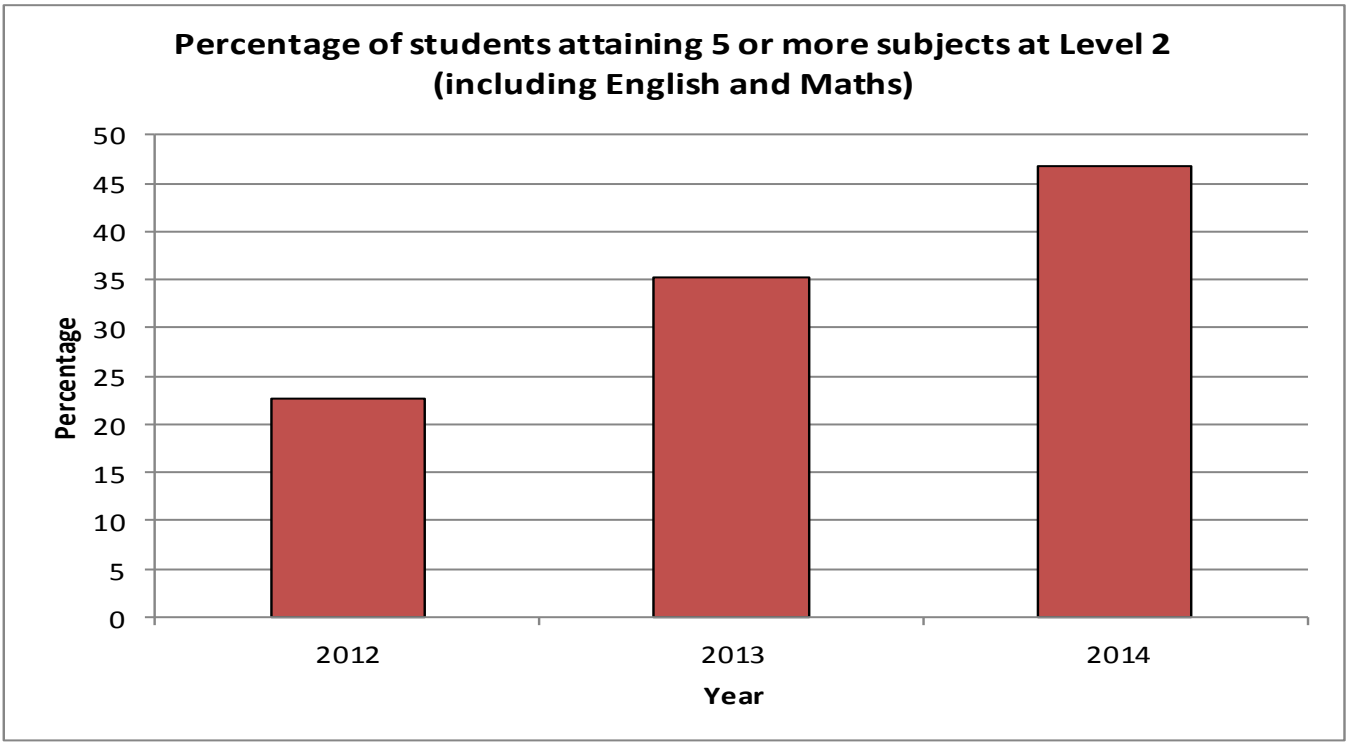


Table 4.5
Year 12 performance data (2011-14)

		7+ Level 2 Subjects (inc Eng & Ma)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng & Ma)	5+ Level 2 Subjects	Level 2 English	Level 2 Maths
All Students							
2014	381	35%	38%	**47%**	60%	70%	50%
2013	384	27%	30%	**35%**	56%	68%	38%
2012	335	17%	21%	**23%**	39%	54%	26%
2011	342	15%	15%	**25%**	N/A	59%	27%*
Gender							
Girls							
2014	183	45%	50%	**56%**	68%	79%	57%
2013	204	33%	37%	**40%**	63%	76%	41%
2012	149	21%	26%	**27%**	49%	69%	28%
2011	176	19%	20%	**29%**	N/A	71%	31%*
Boys							
2014	198	25%	26%	**39%**	53%	62%	42%
2013	180	19%	22%	**30%**	47%	59%	33%
2012	186	15%	17%	**20%**	32%	41%	24%
2011	166	10%	10%	**20%**	N/A	47%	24%

Table 4.6
Percentage of Year 12 students achieving 5 or more subjects at Level 1 or higher including English and Maths (2012-2014)

According to the graduation criteria, a student must pass at least five subjects, **two of which must be English and mathematics.** (See graduation criteria – page 4**)** The figures below indicate the percentage of students that met the criteria for graduation for the period 2012-14.

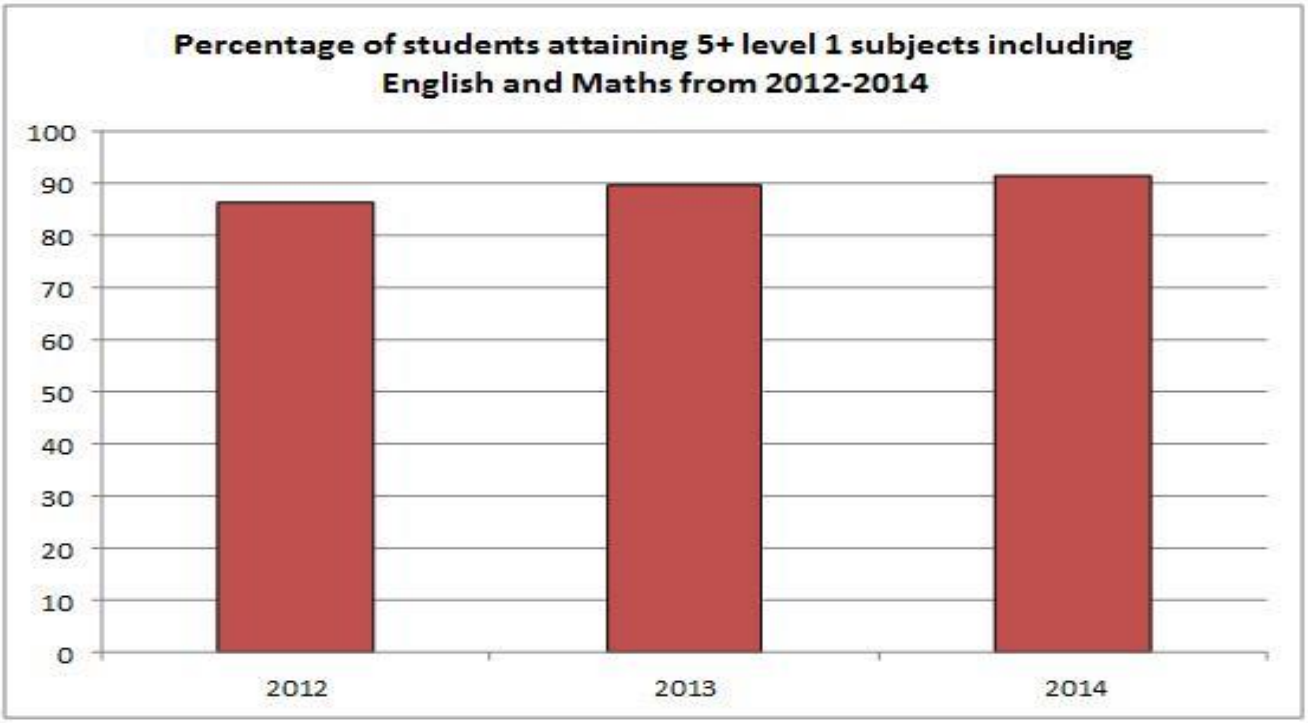


Table 4.7
Subject Results (Actual Numbers)

Cohort size - 381	Percentages by Entry						
Subject	No of Entries	Percent of cohort entered	Top grades (A*/A/I)	Level 2	Level 1&2	Ungraded	Absent /No result
Academic Subjects -GCSE & CXC							
• **Accounts**	35	9%	37%	**77%**	100%	0%	0%
• **Applied Performing Arts**	5	1%	40%	**40%**	80%	0%	20%
• **Art**	78	20%	3%	**33%**	96%	4%	0%
• **Biology**	53	14%	26%	**74%**	100%	0%	0%
• **Building Technology**	13	3%	23%	**62%**	92%	0%	8%
• **Business**	81	21%	10%	**70%**	96%	0%	4%
• **Caribbean History**	23	6%	9%	**70%**	96%	0%	4%
• **Chemistry**	59	15%	27%	**81%**	100%	0%	0%
• **Child Development**	69	18%	0%	**22%**	84%	13%	3%
• **Design & Technology**	20	5%	0%	**40%**	90%	10%	0%
• **English as Additional Language**	10	3%	0%	**40%**	100%	0%	0%
• **Electrical Document Preparation & Management**	348	91%	8%	**59%**	92%	1%	7%
• **Electronics & Electrical Technology**	35	9%	11%	**69%**	97%	0%	3%
• **English**	380	100%	15%	**71%**	98%	0%	2%
• **English Literature**	113	30%	33%	**75%**	100%	0%	0%
• **Food & Nutrition**	105	28%	4%	**65%**	90%	0%	10%
• **Geography**	31	8%	6%	**55%**	100%	0%	0%
• **Human & Social Biology**	19	5%	21%	**89%**	95%	0%	5%
• **Human Physiology**	76	20%	0%	**0%**	61%	29%	11%
• **Information Technology**	50	13%	28%	**80%**	92%	4%	4%
• **Leisure & Tourism**	19	5%	0%	**26%**	84%	16%	0%
• **Mathematics**	376	99%	8%	**50%**	97%	2%	2%
• **Media Studies**	21	6%	0%	**10%**	76%	24%	0%
• **Music**	4	1%	0%	**25%**	100%	0%	0%
• **Office Administration**	45	12%	11%	**62%**	98%	0%	2%
• **PE**	34	9%	38%	**97%**	97%	0%	3%
• **Physics**	59	15%	17%	**81%**	100%	0%	0%
• **Psychology**	5	1%	20%	**80%**	100%	0%	0%
• **Religious Education**	24	6%	29%	**63%**	100%	0%	0%
• **Science**	310	81%	5%	**16%**	91%	8%	1%
• **Science Additional**	14	4%	0%	**71%**	100%	0%	0%
• **Social Studies**	53	14%	13%	**72%**	94%	0%	6%
• **Spanish**	67	18%	46%	**75%**	100%	0%	0%
• **Statistics**	43	11%	0%	**44%**	93%	7%	0%
• **Technical Drawing**	24	6%	13%	**71%**	96%	0%	4%

Table 4.8
Subject Results (Percentages)

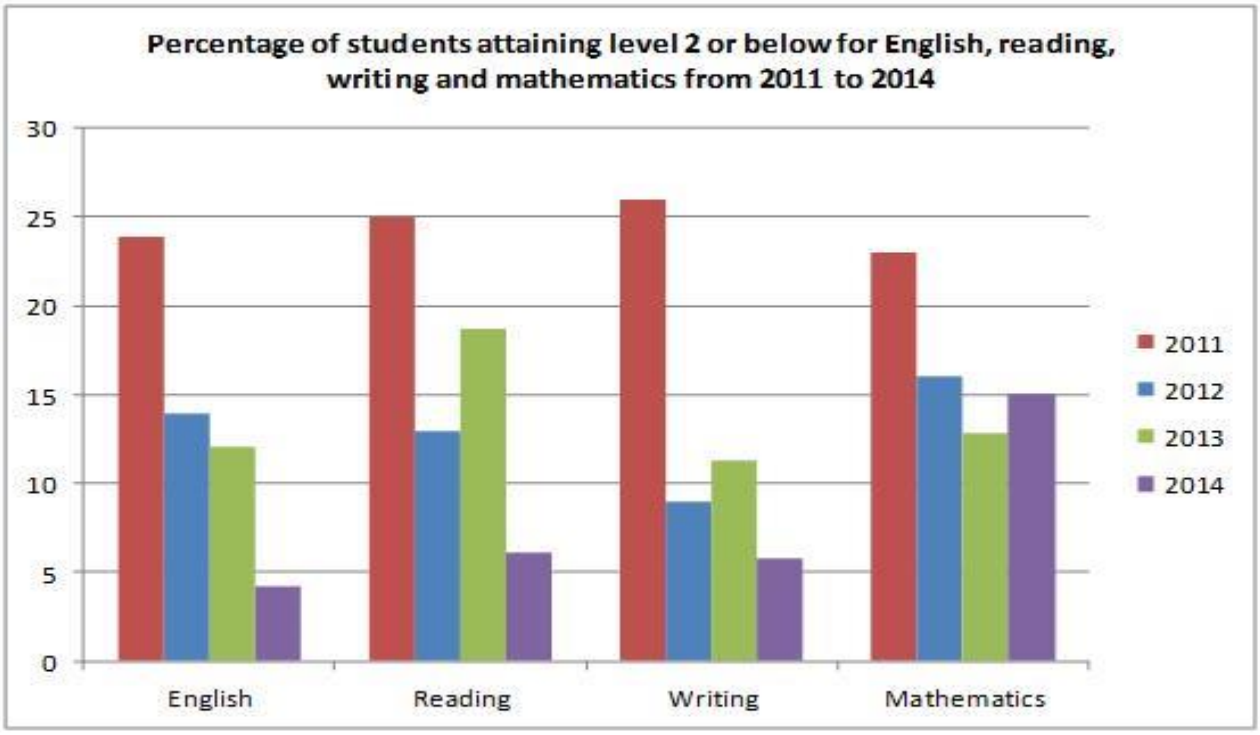
Cohort size 381	Percentages by Entry						
	No of Entries	**Percent of cohort entered**	Top grades (A*/A/I)	**Level 2**	Level 1&2	Ungraded	Incomplete /result Pending
Level 1 and 2 technical and vocational subjects							
• **Applied Science BTEC**	18	5%	0%	**61%**	61%	0%	39%
• **Art & Design BTEC**	12	3%	0%	**83%**	83%	8%	8%
• **Beauty Therapy BTEC**	18	5%	0%	**0%**	0%	0%	100%
• **Business BTEC**	91	24%	13%	**96%**	96%	0%	4%
• **Child Care Learning & Development BTEC**	12	3%	17%	**17%**	17%	8%	75%
• **Creative Media & Production BTEC**	31	8%	6%	**100%**	100%	0%	0%
• **Health & Social Care BTEC**	16	4%	13%	**81%**	81%	0%	19%
• **Hospitality BTEC**	35	9%	0%	**46%**	46%	0%	54%
• **Information Technology BTEC**	19	5%	0%	**95%**	95%	0%	5%
• **Music Technology BTEC**	15	4%	47%	**100%**	100%	0%	0%
• **Performing Arts BTEC**	17	4%	29%	**100%**	100%	0%	0%
• **Sport & Leisure BTEC**	11	3%	0%	**100%**	100%	0%	0%
• **Employability BTEC**	265	70%	0%	**65%**	65%	0%	35%
• **Motor Vehicle IMI (Level 1 & Level 2)**	79	21%	0%	**0%**	67%	14%	19%
• **Workskills BTEC (Level 1)**	28	7%	0%	**0%**	57%	0%	43%
• **Certificate of Personal Effectiveness (Level 1 & Level 2)**	184	48%	0%	**56%**	100%	0%	0%
• **Adult Literacy (Level 1 & Level 2)**	5	1%	0%	**0%**	100%	0%	0%
• **Number & Measure (Level 1 & Level 2)**	6	2%	0%	**33%**	100%	0%	0%
Level 3 BTEC Results							
• **Creative Media & Production Level 3 Subsidiary Diploma BTEC**	4	1%	0%	**0%**	0%	0%	100%

Appendix A
End of Key Stage 2 Data

Table A1

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

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



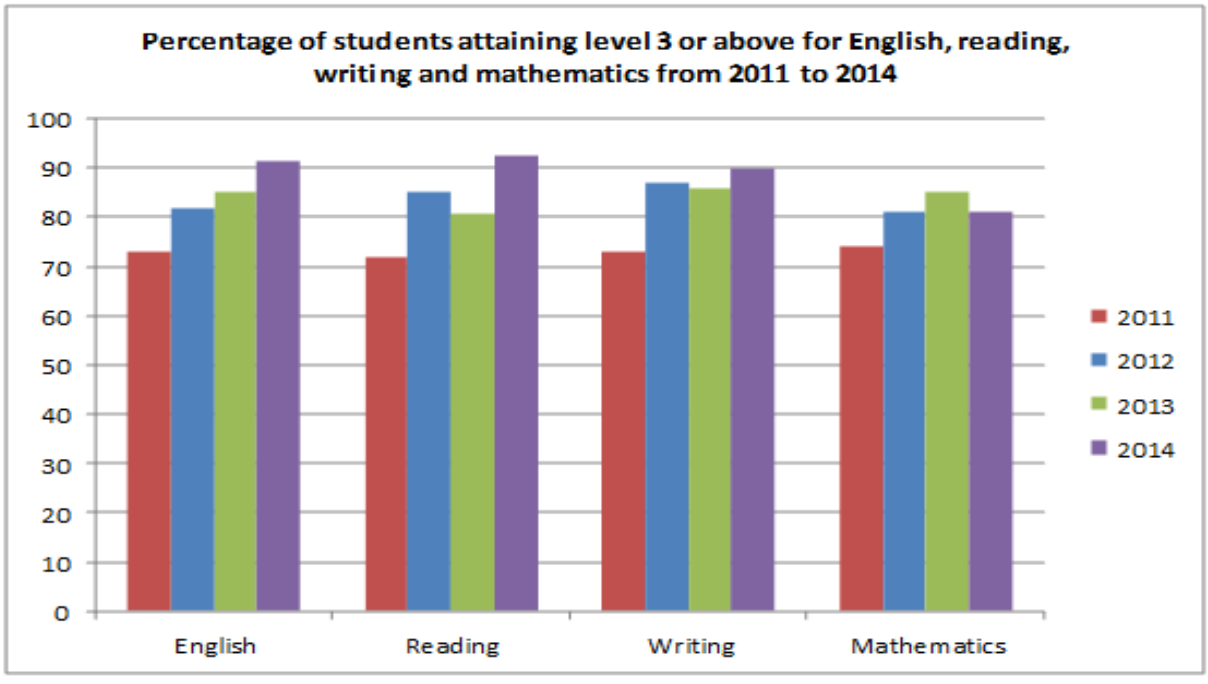
Key Points:

- Level 2 or below is the lowest recorded level a student can achieve. The decrease from

2011 to 2014 is a positive feature of recent improvements; however, the expectation is that most students should have achieved National Curriculum Level 4 by the end of Year 6.

Table A2
Percentage of students attaining NC level 3 by gender for English, reading, writing and mathematics

	English	Reading	Writing	Mathematics
All students				
2014	91	93	90	81
2013	85	81	86	85
2012	82	85	87	81
2011	73	72	73	74
Girls				
2014	92	94	91	82
2013	90	84	92	87
2012	91	93	94	87
2011	80	78	80	73
Boys				
2014	90	91	89	80
2013	81	77	80	83
2012	71	76	77	74
2011	67	67	66	74

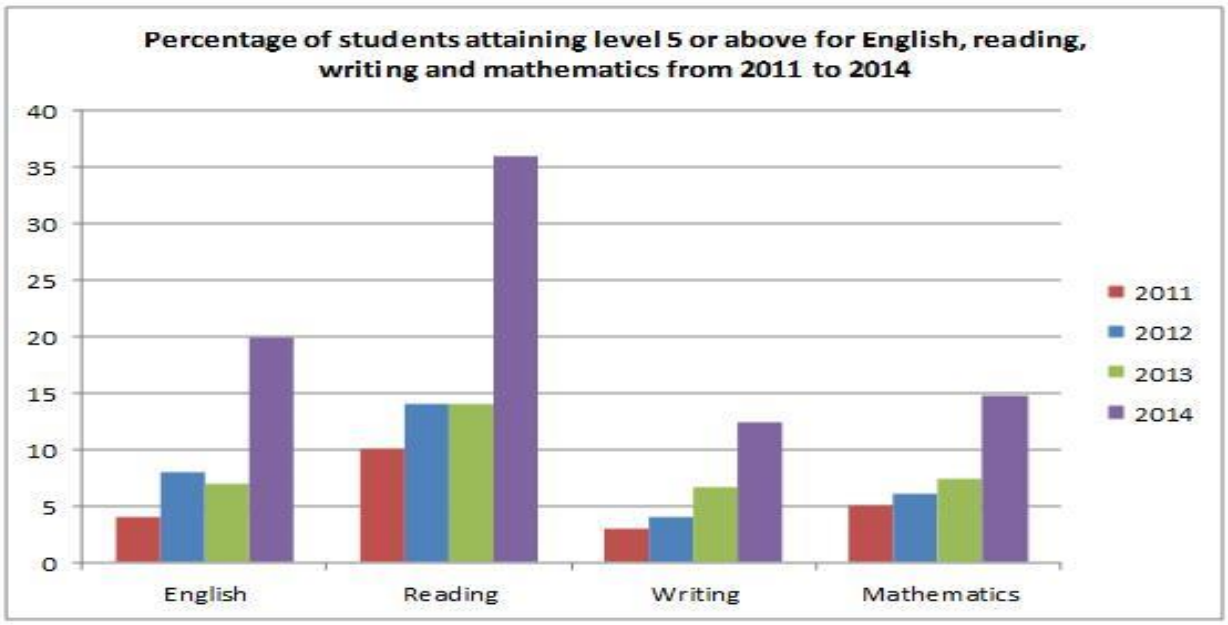


Key Points:

- The trend over the last three years is an increase in the number of students attaining National Curriculum Level 3 or higher in both mathematics and English at the end of Year 6.
- The expectation is that most students would have achieved a National Curriculum Level 4 by the end of Year 6.

Table A3
Percentage of students attaining NC level 5 by gender for English, reading, writing and mathematics

	Percentage of students at Level 5			
	English	**Reading**	**Writing**	**Mathematics**
All students				
2014	20	36	12	15
2013	7	14	7	7
2012	8	14	4	6
2011	4	10	3	5
Girls				
2014	27	40	20	15
2013	9	17	8	5
2012	11	18	5	5
2011	4	13	3	5
Boys				
2014	12	32	4	15
2013	4	11	5	9
2012	4	9	3	7
2011	4	7	2	4



Key Points:

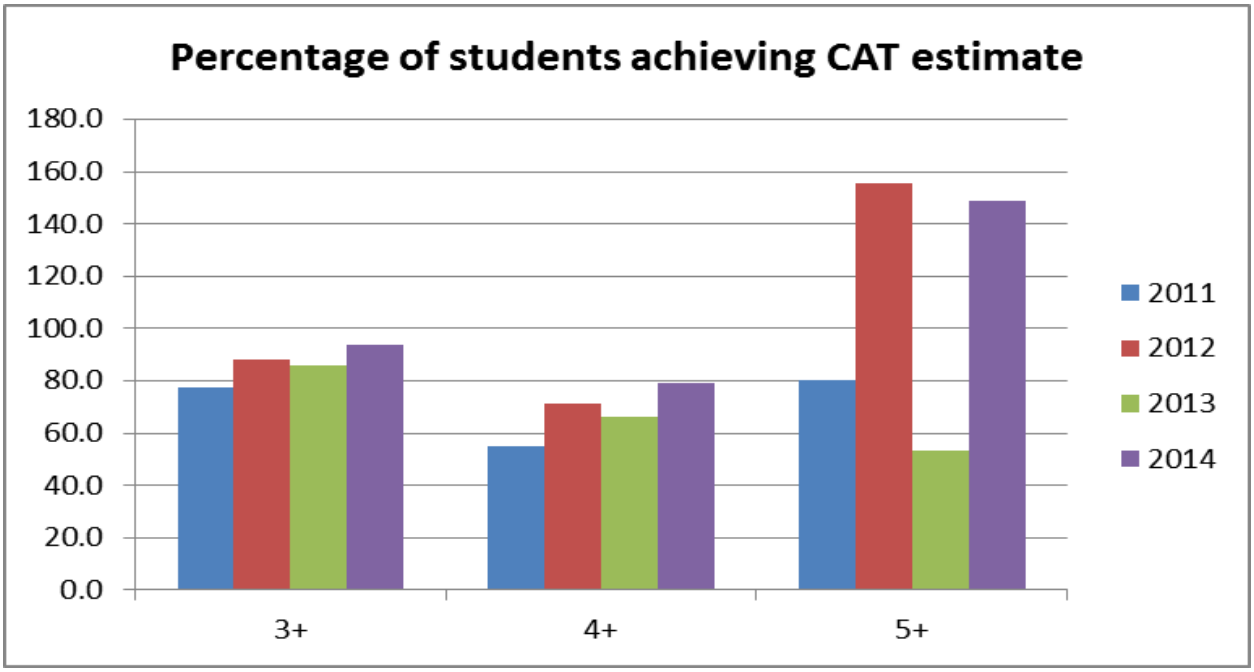
- The trend over the last three years is an increase in the number of students attaining National Curriculum Level 5 in Mathematics, Writing, Reading and English.
- The overall number of students is relatively small so judgments about this trend are less secure.

Students achieving Level 5 are performing above the national expectation which is Level 4.

Table A4

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+**
2014	Year 6 CAT4 estimate	97	79	13
	Year 6 actual attainment	91	63	20
	Percentage of students achieving CAT estimate	**94**	**79**	**149**
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**

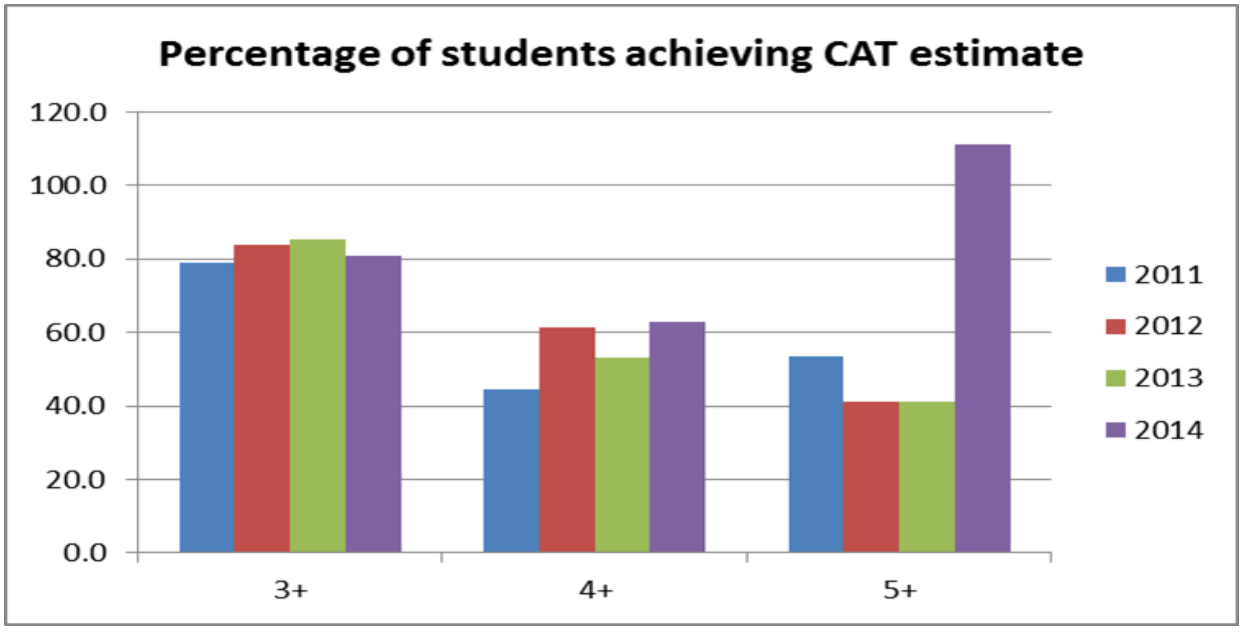


Key Points

- The "+" means "exceeding" i.e. 3+ means meeting or exceeding the level 3 target.
- The general trend is for our students to underachieve relative to their CAT estimate.

Table A5
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+**
2014	Year 6 CAT4 estimate	100	76	13
	Year 6 actual attainment	81	48	15
	Percentage of students achieving CAT estimate	**81**	**63**	**111**
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**

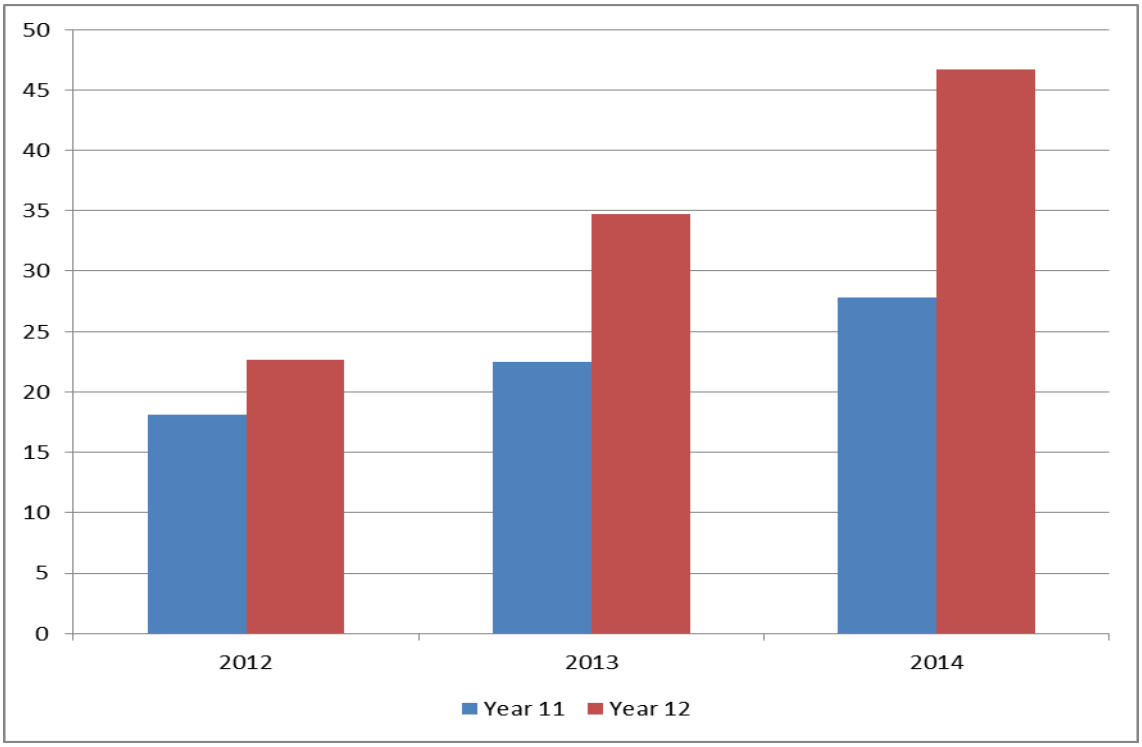


Key Points
The general trend is for our students to underachieve relative to their CAT estimate.

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

Figure B1
Percentage of Year 12 students achieving 5 or more subjects at Level 2 including English and Maths from 2012-2014

This chart shows the number of students who were able to achieve 5 or more passes at Level 2 after having the opportunity to re-sit maths and English and to sit other external examinations.



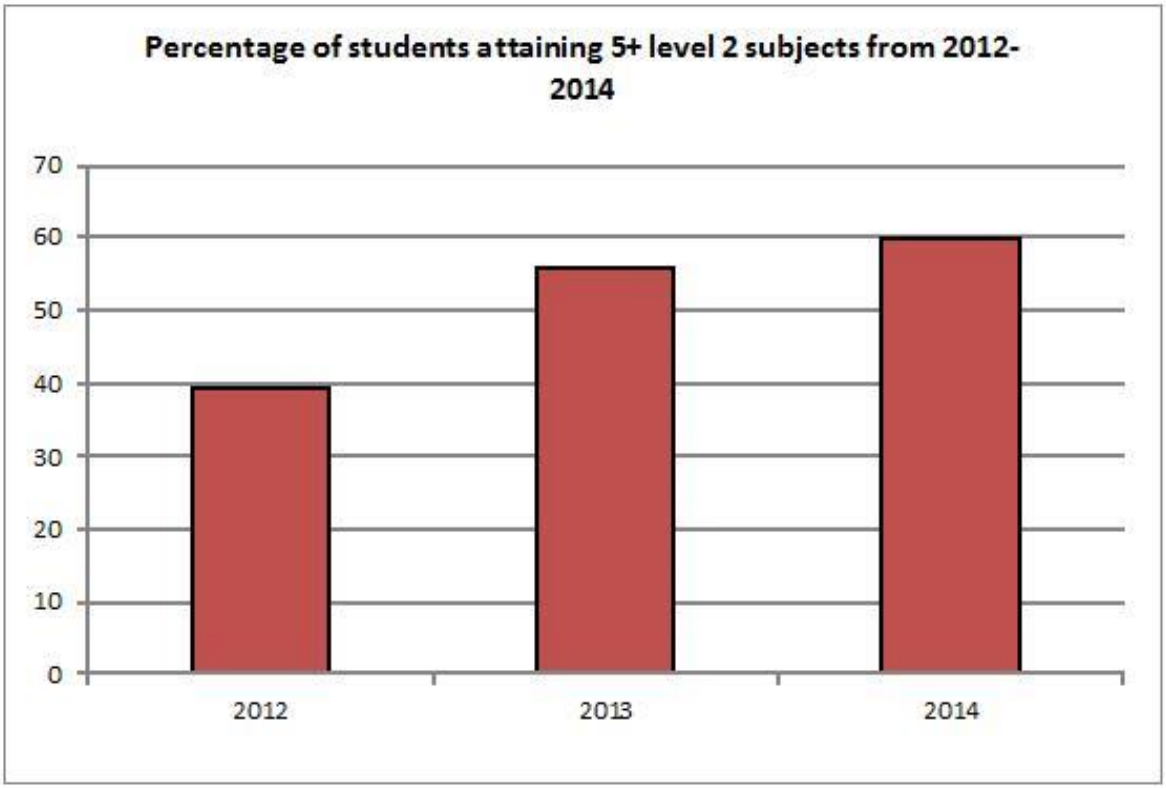
Year 12 Data	2012*	2013*	2014
Percentage of Students with 5+ Level 2 subjects including English and maths	23	35	47
Number of Students with 5+ Level 2 subjects including English and maths	76	126	178
Number of students in cohort	335	363	381

Year 11 Data	2011*	2012*	2013
Percentage of Students with 5+ Level 2 subjects including English and maths	18	23	28
Number of Students with 5+ Level 2 subjects including English and maths	60	88	110
Number of students in cohort	332	391	395

*Note: 2014 was the first year of the Year 12 program at Layman Scott High School so Layman

Scott High School data is not included in the 2012 and 2013 data

Figure B2
Percentage of Year 12 students achieving 5 or more subjects at Level 2 from 2012-2014



Year	2012	2013	2014
Percentage of Students with 5+ Level 2 subjects	39	56	60
Number of students with 5+ Level 2 subjects	132	214	228
Number of students in cohort	335	384	381

Key Points:

- There has been a steady increase in the number of students achieving 5 or more subjects at level 2. This number has increased significantly in the last three years.