MINISTRY OF
EDUCATION, EMPLOYMENT
& GENDER AFFAIRS

DEPARTMENT OF
EDUCATION SERVICES

CAYMAN ISLANDS GOVERNMENT

Education Data Report 2015

(For the 2014-15 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 shown in Table 1.1.

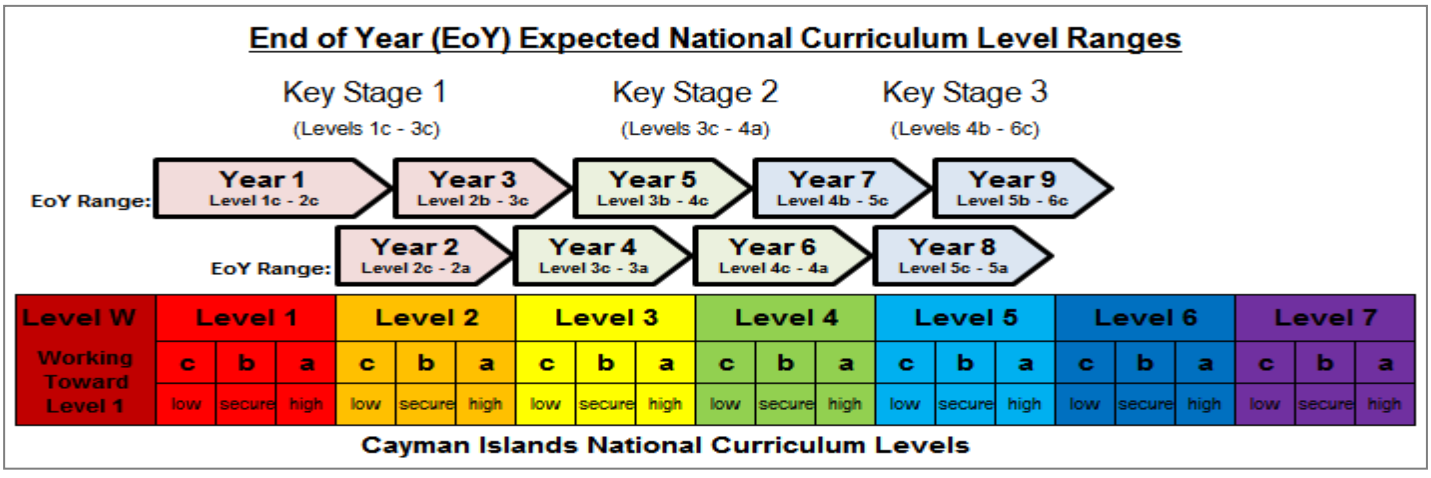
Table 1.1
Organisation of the Compulsory Education System

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

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

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

Figure 1.1
National Curriculum Levels



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

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

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

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

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

Cayman Islands National Qualifications Framework (CINQF)

The Cayman Islands' National Qualification Framework (see Table 1.2) explains that students at KS4 would be expected to take and pass subjects at what is known as **Level 2** on the Framework. Terms identified in CINQF are defined in Table 1.3.

Table 1.2
Qualifications Framework

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 (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

Table 1.3
Glossary of terms used in the CINQF

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

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

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:

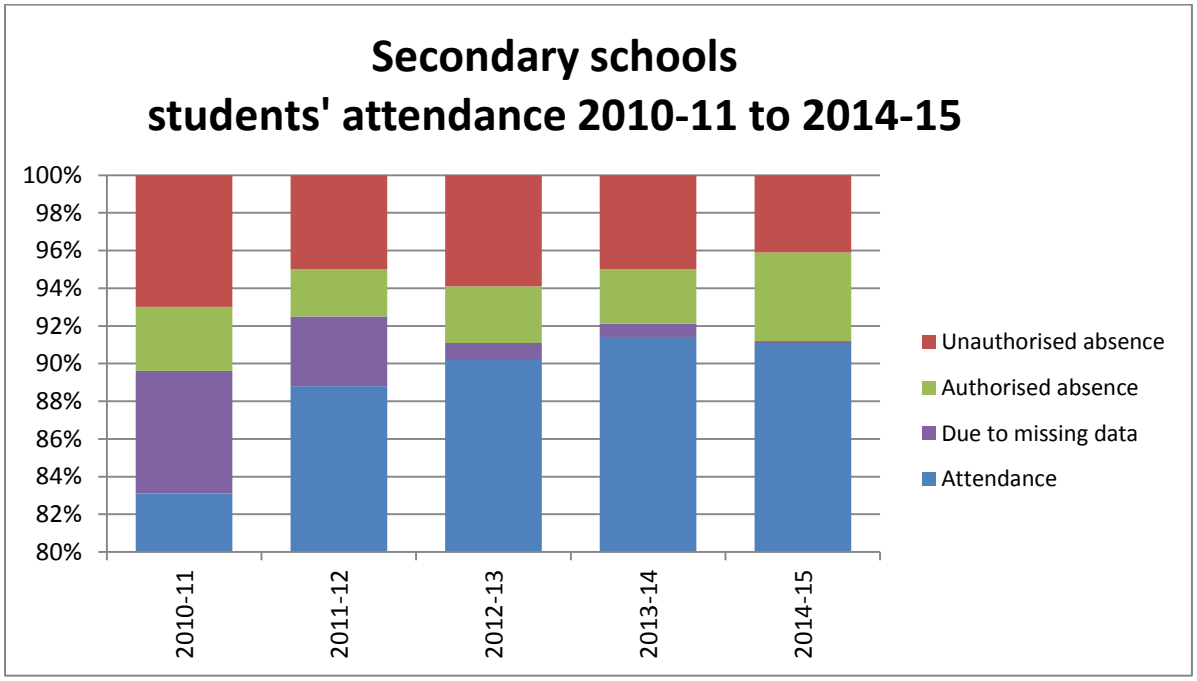
a. 90% or more attendance during Years 10-12 (authorised absences are included in this figure, provided they have been submitted by the required deadline in Year 12)
b. Less than 15 days suspension during Year 10-12

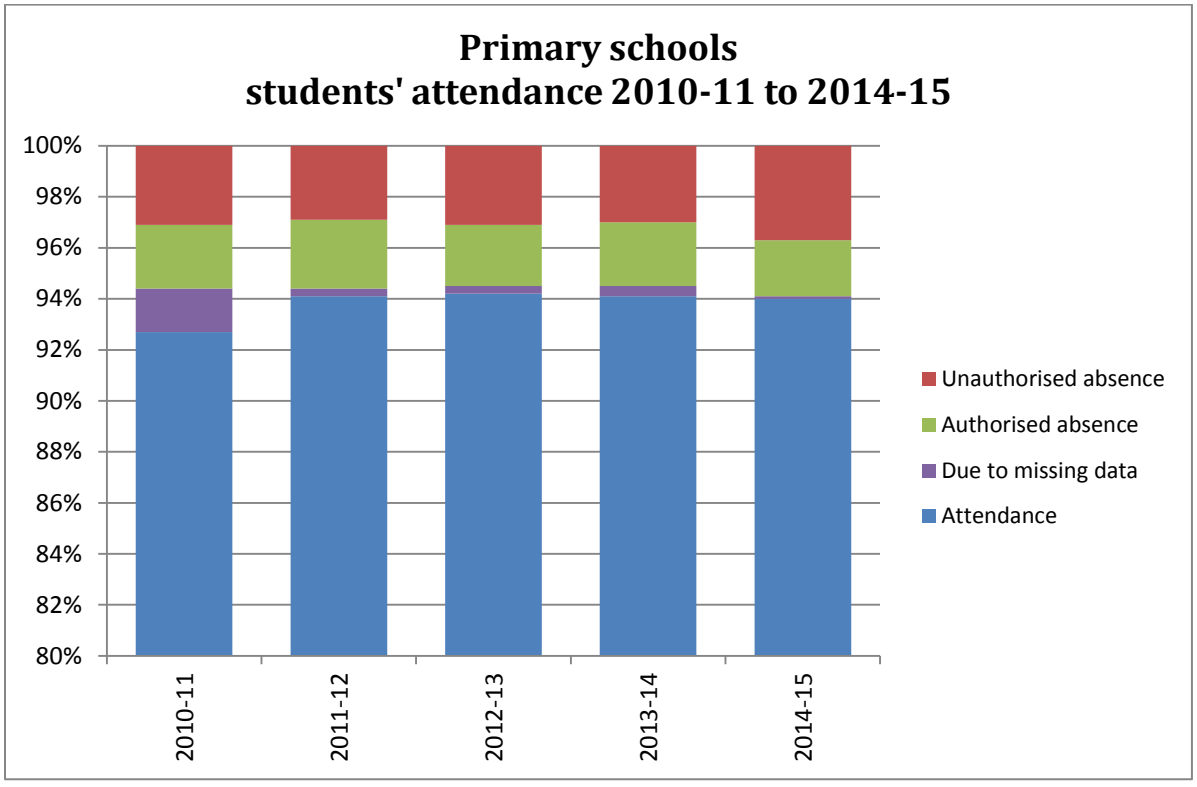
Students with special educational needs studying within mainstream education at the high schools should be able to access at least the Level 1 diploma. In exceptional cases, a Special Educational Needs Level 1 Diploma may be awarded. Students from Lighthouse School receive a separate diploma.

Government school attendance

As indicated earlier, attendance is one of the components of the graduation criteria. Figure 1.2 shows a comparative analysis of the attendance at public primary and secondary schools for the period under consideration. He occurrence of missing marks is statistically insignificant.

Figure 1.2
School Attendance





SECTION 2

2014-15 ENROLMENT DATA

GOVERNMENT AND PRIVATE SCHOOLS

Early Childhood Care and Education

The enrolment tables include data from all centres providing Early Childhood Care and Education. These centres are split into three categories as shown in the Table 2.1. In addition, Tables 2.2 to 2.6 provide detailed enrolment data for public and private schools.

Table 2.1
Enrolment by type of ECCE centre and district

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)

Table 2.2
Enrolment by type of ECCE centre and district

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
Number of Centres	**26**	**6**	**4**	**0**	**2**	**4**	**42**
Total Enrolment	**1,544**	**211**	**141**	**19**	**34**	**69**	**2018**
Enrolment by setting							
ECCE private centres	999	128	43	0	13	43	1226
ECCE settings in private schools	464	16	0	0	0	0	480
ECCE settings in government schools	81	67	98	19	21	26	312
Enrolment by Gender							
Girls	724	106	66	11	14	23	944
Boys	820	105	75	8	20	46	1074

Table 2.3
Staffing and student teacher ratios by school type

	Private Schools (All Years)	Gov. Schools Primary	Gov. Schools Secondary	Total (Excluding Special Education)		Special Education (Lighthouse School)
Students	3067	2,432	2,307	**7,806**		109
Teachers	316	181	240	**737**		18
Student Teacher Ratio	10	13	10	**33**		
Teachers (Full Time Equivalent—FTE)	274	159	191	**623**		
Student Teacher Ratio (FTE)	11	15	12	**39**		6

Table 2.4
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**	**27**
Total Enrolment	**5,236**	**682**	**627**	**909**	**91**	**261**	**7,806**
Enrolment by school							
Primary	2,613	591	627	80	91	133	**4,135**
Private schools	1,599	104	0	0	0	0	**1,703**
Government schools	1,014	487	627	80	91	133	**2,432**
Secondary	2,623	91	0	829	0	128	**3,671**
Private schools	1,273	91	0	0	0	0	**1,364**
Government schools	1,350	0	0	829	0	128	**2,307**
Enrolment by gender							
Girls	2,597	344	315	393	50	138	**3,837**
Boys	2,639	338	312	436	41	123	**3,889**

Table 2.5
Enrolment in government schools including Lighthouse School 2014-15 (Compulsory school ages only)

Age	Primary			Secondary			Total		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
3 years	0	0	**0**	0	0	**0**	0	0	**0**
4 years	136	145	**281**	0	0	**0**	136	145	**281**
5 years	197	204	**401**	0	0	**0**	197	204	**401**
6 years	214	232	**446**	0	0	**0**	214	232	**446**
7 years	230	216	**446**	0	0	**0**	230	216	**446**
8 years	208	233	**441**	0	0	**0**	208	233	**441**
9 years	207	203	**410**	0	0	**0**	207	203	**410**
10 years	162	140	**302**	50	31	**81**	212	171	**383**
11 years	4	13	**17**	166	161	**327**	170	174	**344**
12 years	0	0	**0**	208	188	**396**	208	188	**396**
13 years	0	0	**0**	216	206	**422**	216	206	**422**
14 years	0	0	**0**	181	214	**395**	181	214	**395**
15 years	0	0	**0**	169	205	**374**	169	205	**374**
16 years	0	0	**0**	126	132	**258**	126	132	**258**
17 years	0	0	**0**	28	41	**69**	28	41	**69**
18 years	0	0	**0**	0	4	**4**	0	4	**4**
19 years	0	0	**0**	0	0	**0**	0	0	**0**
20 years	0	0	**0**	0	0	**0**	0	0	**0**
Total	1358	1386	2744	1144	1182	**2326**	2,502	2,568	**5,070**

Table 2.6
Enrolment in private schools 2014-15 (Compulsory school ages only)

Age	Primary			Secondary			Total		
	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys	Total
3 years	0	0	0	0	0	0	0	0	0
4 years	99	106	205	0	0	0	99	106	205
5 years	124	135	259	0	0	0	124	135	259
6 years	147	164	311	0	0	0	147	164	311
7 years	142	129	271	0	0	0	142	129	271
8 years	126	131	257	0	0	0	126	131	257
9 years	113	130	243	0	0	0	113	130	243
10 years	105	111	216	9	9	18	114	120	234
11 years	17	21	38	105	102	207	122	123	245
12 years	0	1	1	117	108	225	117	109	226
13 years	0	0	0	104	112	216	104	112	216
14 years	0	0	0	111	79	190	111	79	190
15 years	0	0	0	96	95	191	96	95	191
16 years	0	0	0	79	66	145	79	66	145
17 years	0	0	0	63	61	124	63	61	124
18 years	0	0	0	10	14	24	10	14	24
19 years	0	0	0	2	2	4	2	2	4
20 years	0	0	0	0	1	1	0	1	1
Total	873	928	1801	696	649	1345	1569	1577	3146

SECTION 3

ACADEMIC PERFORMANCE DATA

END OF GOVERNMENT PRIMARY SCHOOLS

YEAR 6

Cognitive Abilities Tests (CAT4)

Cognitive Abilities Tests (CAT4) are taken in **Years 4 and 6** in government primary schools. The test is used to gauge the potential of students. This is a valuable screening tool; significant identified variations between the potential measured by CAT4 and actual outcomes can form the basis for further investigation of potential barriers to learning.

Currently, the CAT4 assessments (see Table 3.1) suggest that at the end of primary school

- approximately 80% of our students should be achieving National Curriculum (NC) Level 4 or higher in English
- 75% of our students should be achieving NC Level 4 or higher in mathematics

However,

- the current actual attainment in English is 68 per cent and
- the current actual attainment in mathematics is 43%

Key point: The challenge therefore is to ensure that, in the first instance, all students leaving primary school achieve their full potential in these subjects.

Table 3.1

Comparison of Year 6 CAT 4 estimates with Actual Outcomes (2011-15)

Year	Description	English Level 4+	Mathematics Level 4+
2015	Year 6 CAT4 **estimate**	**80**	**75**
	Year 6 actual **attainment**	**68**	**43**
2014	Year 6 CAT4 **estimate**	**79**	**76**
	Year 6 actual **attainment**	**63**	**48**
2013	Year 6 CAT4 **estimate**	**75**	**75**
	Year 6 actual **attainment**	**50**	**40**
2012	Year 6 CAT4 **estimate**	**70**	**68**
	Year 6 actual **attainment**	**50**	**42**
2011	Year 6 CAT3 **estimate**	**59**	**57**
	Year 6 actual **attainment**	**33**	**25**

Key Point

The general trend is that our students are underachieving in English and mathematics relative to their CAT estimates

Table 3.2
2015 National Curriculum attainment Levels (English, reading, writing and mathematics)

	Number of students at each Level							
Subject	**A**	**WTL2**	**level 2**	**level 3**	**level 4**	**level 5**	**Total**	**Number attaining Level 4 or Above**
All pupils								
English	8	23	8	89	**207**	**61**	396	**268**
Reading Test	6	41		62	**196**	**91**	396	**287**
Writing Test	8	37		107	**195**	**49**	396	**244**
Mathematics Test	13	48	15	149	**127**	**44**	396	**171**
Girls								
English	4	2	4	39	**118**	**40**	207	**158**
Reading Test	3	13		25	**105**	**61**	207	**166**
Writing Test	4	8		50	**111**	**34**	207	**145**
Mathematics Test	6	18	8	85	**71**	**19**	207	**90**
Boys								
English	4	21	4	50	**89**	**21**	189	**110**
Reading Test	3	28		37	**91**	**30**	189	**121**
Writing Test	4	29		57	**84**	**15**	189	**99**
Mathematics Test	7	30	7	64	**56**	**25**	189	**81**

Table 3.3
2015 National Curriculum attainment Levels (English, reading, writing and mathematics)

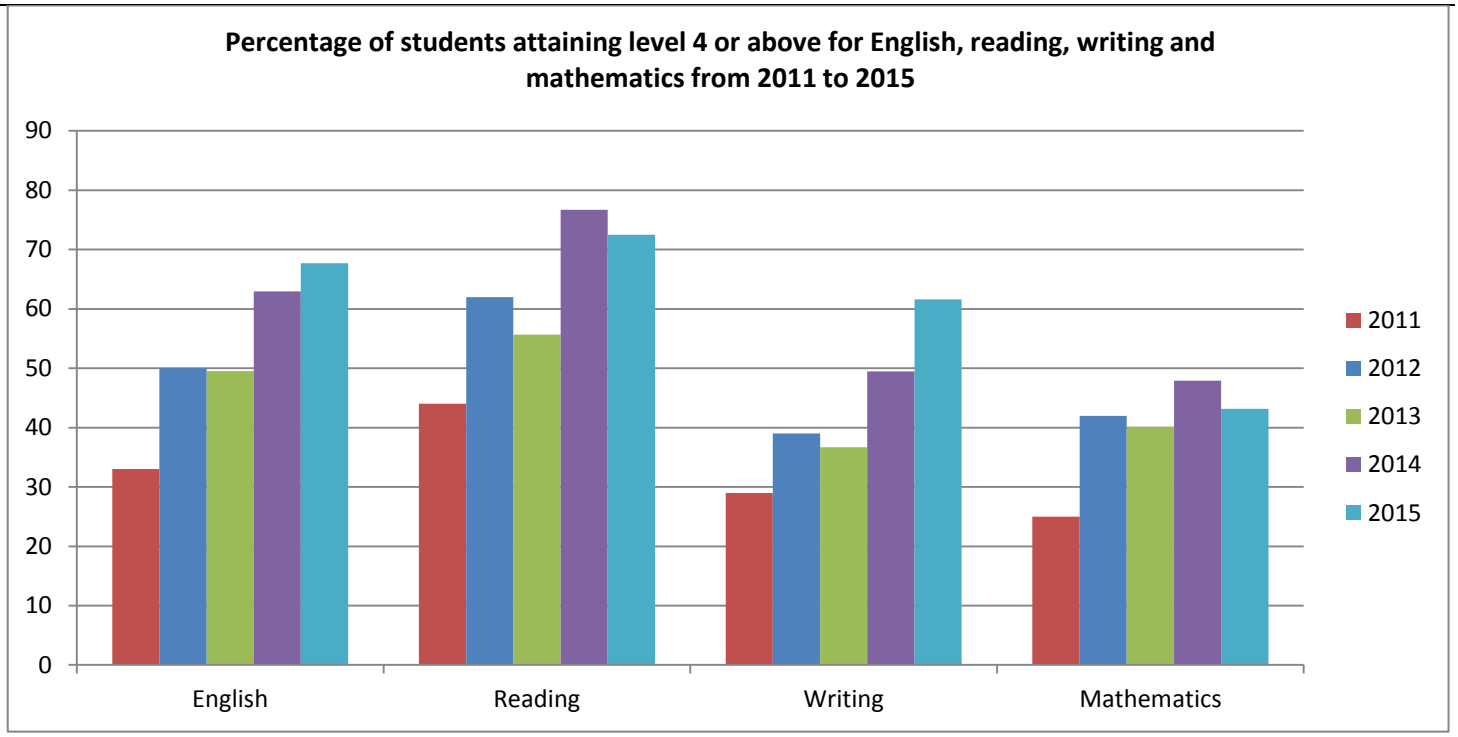
Percentage of students at each Level

Subject	A	WTL2	level 2	level 3	level 4	level 5	Total	% attaining Level 4 or above
All pupils								
English	2	6	2	22	**52**	**15**	100	**67**
Reading Test	2	10	.	16	**49**	**23**	100	**72**
Writing Test	4	20	.	57	**49**	**12**	100	**61**
Mathematics Test	3	12	4	38	**32**	**11**	100	**43**
Girls								
English	2	1	2	19	**57**	**19**	100	**76**
Reading Test	1	6	.	12	**51**	**29**	100	**80**
Writing Test	2	4	.	24	**54**	**16**	100	**70**
Mathematics Test	3	9	4	41	**34**	**9**	100	**43**
Boys								
English	2	11	2	26	**47**	**11**	100	**58**
Reading Test	2	15	.	20	**48**	**16**	100	**64**
Writing Test	2	15	.	30	**44**	**8**	100	**52**
Mathematics Test	4	16	4	34	**30**	**13**	100	**43**

Key:
A represents students who were absent.
WTL2 represents students who took the tests but were still **working towards Level 2.**
Note: The national expectation is that students will leave primary school with a **NC level 4 or above**.

Table 3.4
Comparison of Year 6 students attaining NC level 4 or above for English, reading, writing and mathematics (2011-2015)

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



Key point:

There has been a slight decrease in the percentage of students achieving NC level 4 or above in reading and mathematics this year. However, all areas have a positive trend over time.

SECTION 4

ACADEMIC PERFORMANCE DATA

END OF GOVERNMENT SECONDARY

SCHOOLS

External Examinations – 2014-15

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 KS4 programme in Year 10 at the high schools. The external examinations that students take in Year 11 will contribute to their overall results at the end of Year 12. Compulsory education terminates at the end of Year 12 and the accumulated grades for the Year 12 cohort are published as the results for KS4 performance.

The 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) - an opportunity to re-sit external mathematics and English examinations and to take other external examinations,
- First year of A-Levels at a private school on island or other suitably recognised institution
- 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).

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

Secondary students take the CAT4 test in Year 9 which gives a prediction of the grades that they are capable of achieving by the end of Year 11. Table 3.1 compares the **predicted** results from the Year 9 CAT 4 test with the **actual** grades achieved on external examinations at the end of Year 11 and in Year 12.

Table 4.1
Performance indicators - predicted and actual outcomes

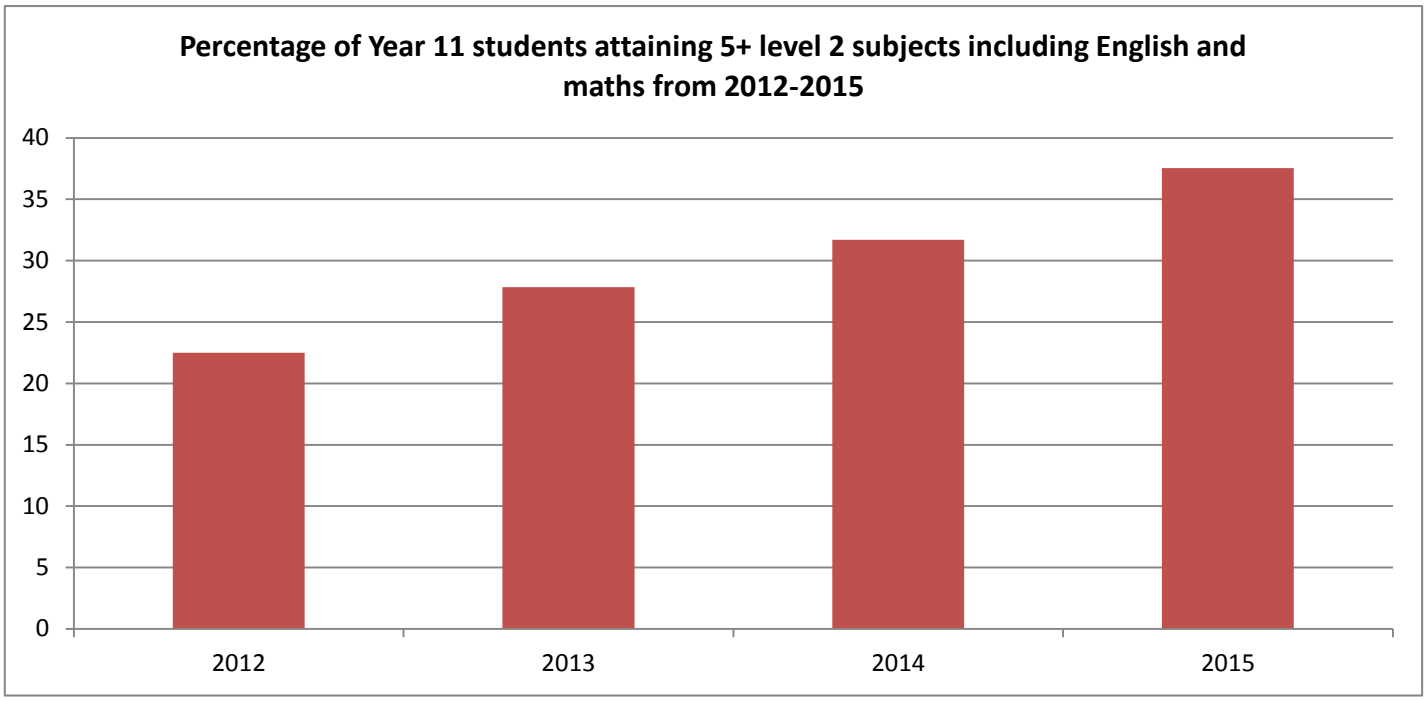
	Year 11		Year 12	
Performance Indicator	**CAT Estimate**	**End of Year 11 Actual**	**CAT Estimate**	**End of Year 12 Actual**
5+ Level 2 passes inc. En/Ma	37%	38%	32%	48%
5+ Level 2 passes	69%	51%	55%	64%
5+ Level 1 and 2 passes	96%	92%	89%	91%
Level 2 English	41%	59%	41%	69%
Level 2 Mathematics	31%	47%	31%	52%

Key points

Year 11 marginally exceeded their CAT estimates for **5 or more Level 2 passes including English and mathematics** and also exceeded the estimates for the percentage passing **Level 2 English or Level 2 mathematics.** The Year 12 percentages show the value added by the opportunity to re-sit English and mathematics a year later.

Further, Figure 3.1 and 3.2 provide a comparative analysis of the performances of students in Years 11 and 12 for the period 2012 to 2015. Results indicate positive growth trends over the period for both cohorts.

Figure 4.1
Comparison of percentages of Year 11 students achieving 5 or more subjects at Level 2 including English and mathematics

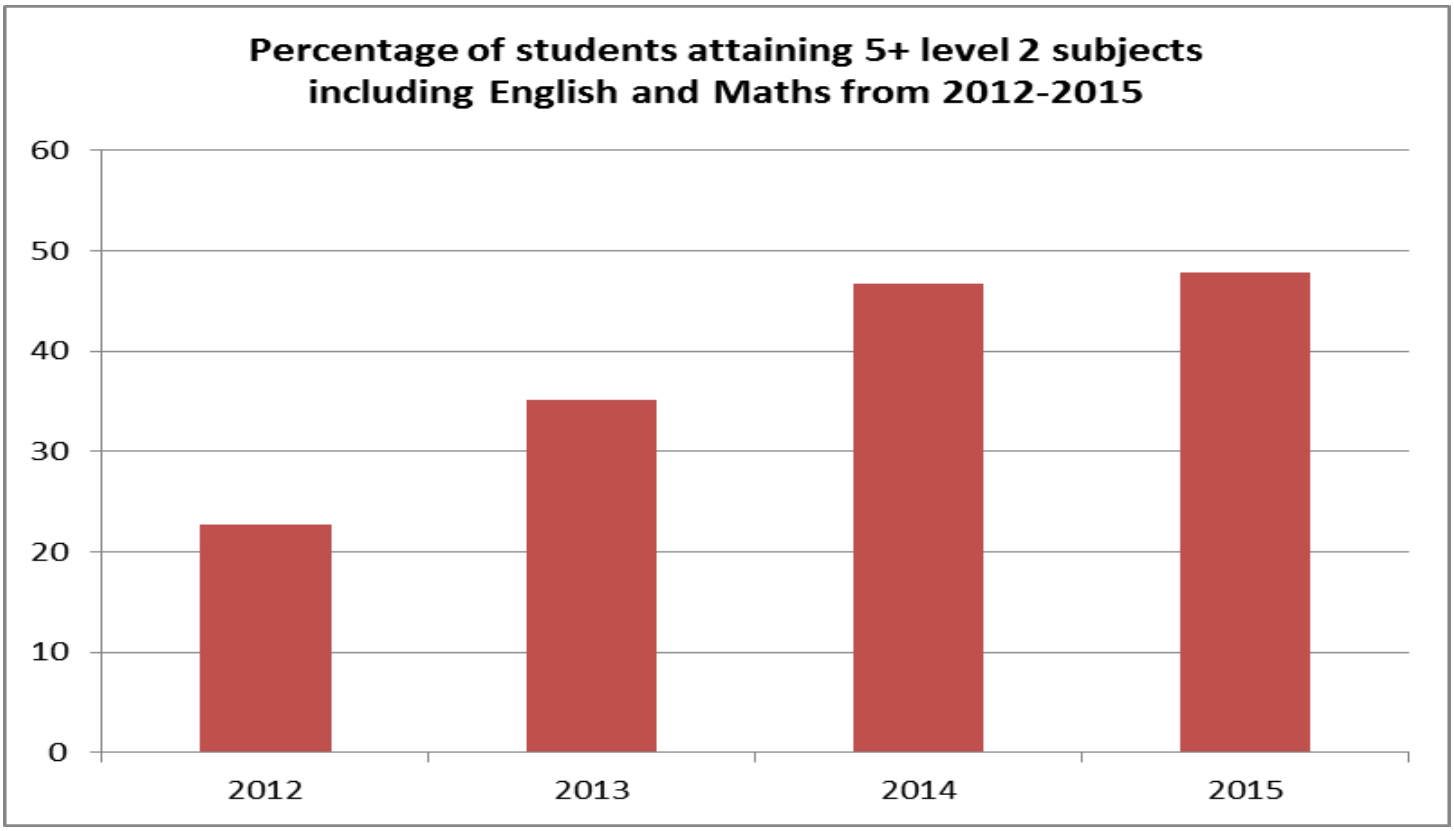


Description	2012	2013	2014	2015
Percentage of Year 11 students with 5 or more subjects at Level 2 including English and mathematics	23	28	32	38
Number of Year 11 students with 5 or more subjects at Level 2 including English and mathematics	88	110	123	146
Number of students in cohort	391	395	388	389

Key Point:

There has been a steady increase in the percentage of Year 11 students achieving 5 or more subjects at level 2 including English and mathematics.

Figure 4.2
Comparison of percentage of Year 12 students achieving 5 or more subjects at Level 2 including English and mathematics - 2012-2015



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

Key Point:

- The percentage of students in **Year 12** attaining 5 or more subjects including English and mathematics at Level 2 has doubled in the last 3 years.

Table 4.2
Comparison of Year 11 examination results - 2011-2015

	Cohort Size	7+ Level 2 Subjects (inc Eng & Mat)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng & Mat)	5+ Level 2 Subjects	L2 English	L2 Mathematics
				Percentage of students by criteria			
All Students							
2015	389	28	32	**38**	51	59	47
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**	27	47	20
Gender							
Female							
2015	178	39	46	**49**	65	76	54
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
Male							
2015	211	19	21	**28**	40	46	42
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 4.3
Comparison of Year 12 Level 2 external examination data (2011-2015)
Performance Indicators (Percentages)

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

According to the graduation criteria, a student must pass at least five subjects at either Level 1 or Level 2, two of which must be English and mathematics. (See the Cayman Islands National Qualifications Framework). Table 4.4 displays the percentage of students that meet the academic criteria for graduation for the period 2012 – 2015.

Table 4.4
Comparison of Year 12 students achieving 5 or more subjects at Level 1 or Level 2 including English and Mathematics

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

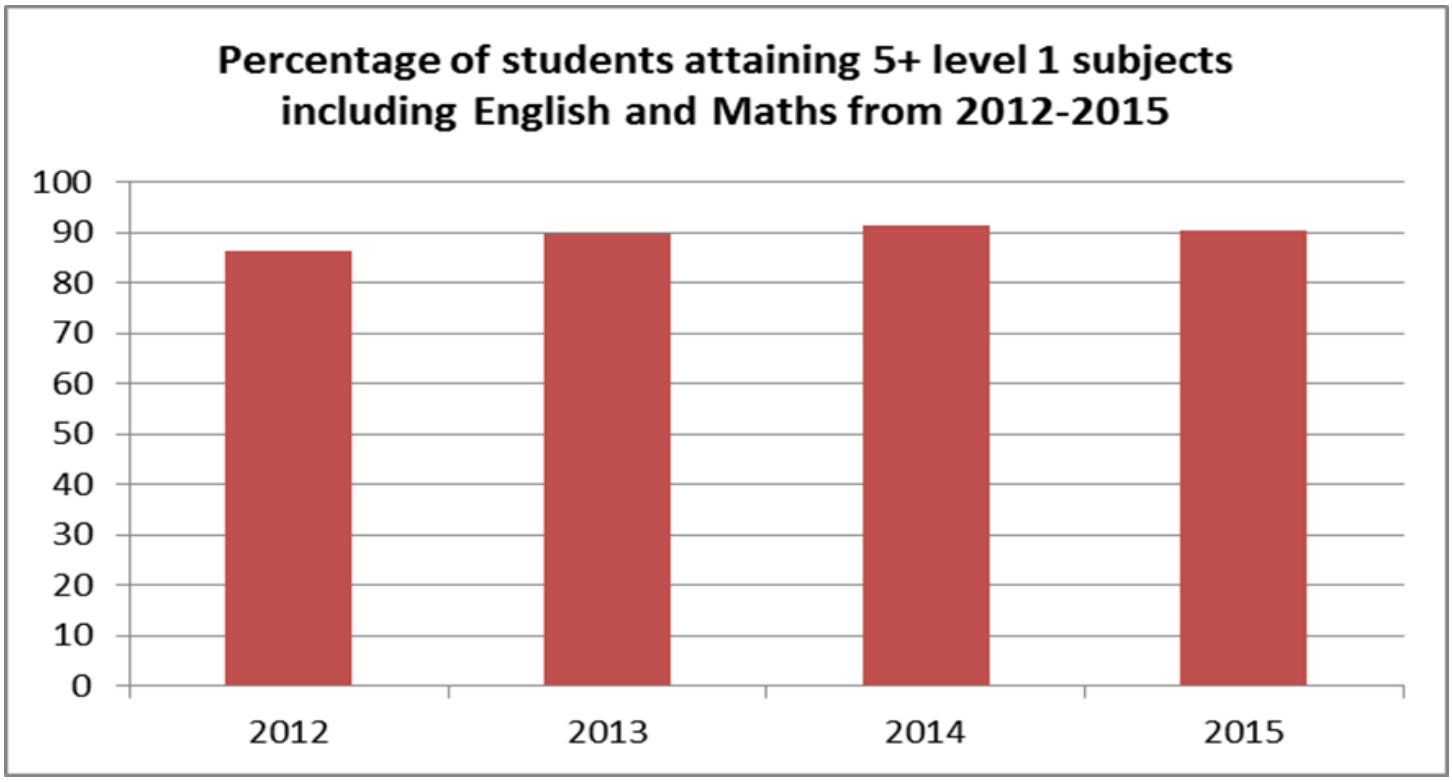


Table 4.5
Subject performance for Year 12 – Percentages by Entry (Cohort Size: 391)

Academic Subjects (GCSE & CXC)	No of Entries	Percentage of cohort entered	Top grades (A*/A/I)	Level 2	Level 1&2	Ungraded	Absent/ No Result
Accounts	55	14%	13%	**53%**	96%	0%	4%
Applied Performing Arts	9	2%	0%	**11%**	78%	22%	0%
Art	62	16%	6%	**34%**	90%	10%	0%
Biology	65	17%	5%	**57%**	98%	2%	0%
Building Technology	28	7%	32%	**79%**	96%	0%	4%
Business	87	22%	16%	**61%**	99%	0%	1%
Chemistry	45	12%	20%	**69%**	100%	0%	0%
Child Dev IGCSE	76	19%	3%	**16%**	80%	9%	11%
Design & T	12	3%	17%	**67%**	100%	0%	0%
English as an Additional Language	10	3%	0%	**50%**	100%	0%	0%
Electronic Document Preparation & Management	365	93%	10%	**65%**	90%	2%	7%
Electronics & Electrical Technology	24	6%	0%	**67%**	96%	0%	4%
English Language	387	99%	12%	**69%**	98%	2%	0%
English Literature	141	36%	17%	**68%**	97%	0%	3%
Food & Nutrition	102	26%	4%	**78%**	92%	0%	8%
Geography	25	6%	4%	**76%**	100%	0%	0%
History CXC	14	4%	0%	**43%**	93%	0%	7%
Home Economics Management	6	2%	17%	**100%**	100%	0%	0%
Human & Social Biology	27	7%	19%	**74%**	96%	0%	4%
Integrated Science	20	5%	35%	**100%**	100%	0%	0%
Information Technology	55	14%	20%	**67%**	98%	0%	2%
Leisure & Tourism	24	6%	8%	**21%**	83%	17%	0%
Mathematics	13	3%	0%	**54%**	92%	8%	0%
Mathematics CXC	361	92%	6%	**52%**	98%	0%	2%
Mathematics	22	6%	23%	**86%**	100%	0%	0%
Mathematics GCSE	83	21%	0%	**0%**	36%	64%	0%
Media Studies	31	8%	0%	**19%**	81%	10%	10%
Music GCSE	5	1%	40%	**80%**	80%	20%	0%
Music GCSE	36	9%	6%	**28%**	81%	11%	8%
Music IGCSE Result	3	1%	0%	**100%**	100%	0%	0%
Office Administration	46	12%	15%	**54%**	98%	0%	2%
Physical Education	45	12%	33%	**67%**	98%	0%	2%
Physics	40	10%	20%	**80%**	100%	0%	0%
Religious Education	29	7%	7%	**38%**	79%	10%	10%
Religious Education (SC)	3	1%	0%	**67%**	100%	0%	0%
Science Additional	16	4%	6%	**50%**	100%	0%	0%
Science	307	79%	0%	**12%**	91%	9%	0%
Social Studies	33	8%	3%	**58%**	97%	0%	3%
Spanish	49	13%	29%	**67%**	100%	0%	0%
Statistics	24	6%	13%	**92%**	100%	0%	0%
Technical Drawing	28	7%	14%	**57%**	96%	0%	4%

Table 4.6
Year 12 Subject performance - Percentages by entry

Technical / vocational subjects	No of Entries	Percentage of cohort entered	Top grades (A*/A/ I)	Level 2	Level 1&2	Ungraded	Absent /No Result	Incomplete /Results Pending
Applied Science ((BTEC Certificate)	20	5%	0%	**100%**	100%	0%	0%	0%
Art & Design (BTEC Certificate)	13	3%	0%	**46%**	46%	0%	54%	54%
Beauty Therapy (BTEC Extended Certificate)	17	4%	0%	**76%**	76%	12%	12%	12%
Business (BTEC Certificate)	66	17%	11%	**86%**	86%	14%	0%	0%
Business BTEC (BTEC Extended Certificate)	51	13%	16%	**100%**	100%	0%	0%	0%
Creative Media Production (BTEC Certificate)	33	1%	16%	**100%**	100%	0%	0%	0%
Construction (BTEC Certificate)	13	3%	0%	**0%**	0%	0%	100%	100%
Certificate of Personal Effectiveness (L1 & L2)	129	33%	0%	**97%**	97%	0%	0%	0%
Employability (BTEC Certificate)	239	61%	0%	**58%**	58%	0%	42%	42%
Health &Social Care (BTEC Certificate)	2	1%	0%	**0%**	0%	0%	100%	100%
Health &SC BTEC (BTEC Extended Certificate)1	18	5%	6%	**61%**	61%	11%	28%	28%
Health &SC BTEC (BTEC Extended Certificate)2	18	5%	6%	**61%**	61%	11%	28%	28%
Higher Project (Level 2)	76	5%	14%	**42%**	42%	25%	33%	33%
Hospitality (BTEC Certificate)	82	5%	0%	**100%**	100%	0%	0%	0%
Information Technology (BTEC Certificate)	47	12%	19%	**81%**	81%	0%	19%	19%
Music Technology (BTEC Extended Certificate)	18	5%	11%	**100%**	100%	0%	0%	0%
Performing Arts (BTEC Extended Certificate)	25	6%	0%	**24%**	24%	12%	64%	64%
Sport & Leisure (BTEC Certificate)	20	5%	0%	**10%**	10%	0%	90%	90%
Sport & Leisure (BTEC Extended Certificate)	19	5%	5%	**100%**	100%	0%	0%	0%
Workskills (BTEC Certificate - L2)	64	16%	0%	**73%**	73%	19%	8%	8%

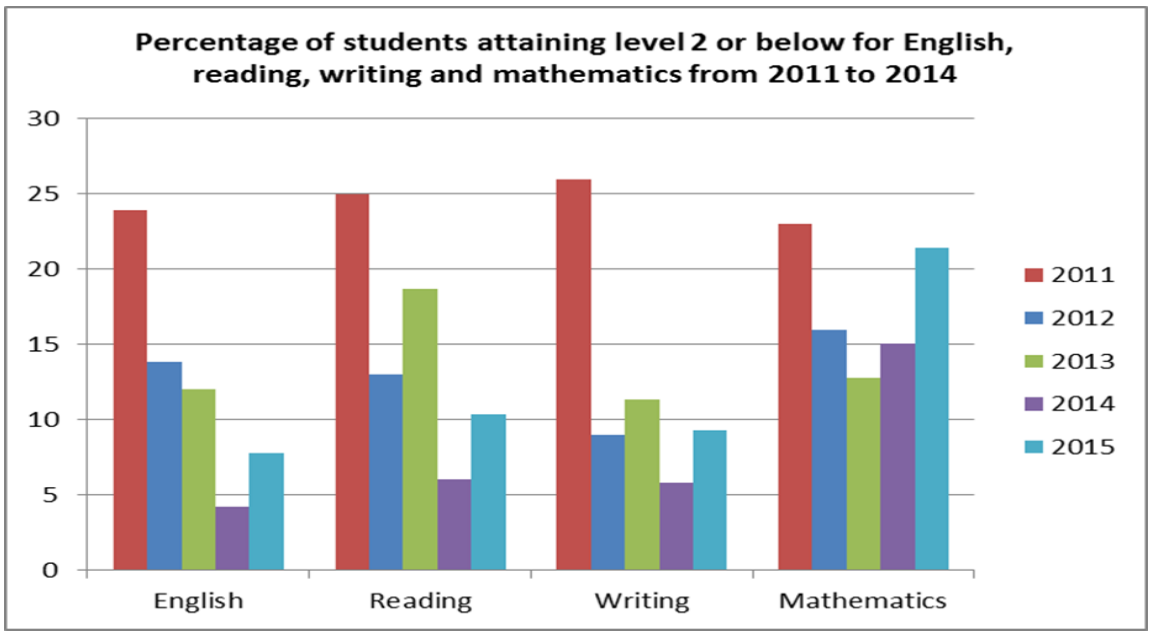
Note: Cohort Size: 391

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					
	2015	8	10	9	21
	2014	4	6	6	15
	2013	12	19	11	13
	2012	14	13	9	16
	2011	24	25	26	23
Girls					
	2015	3	6	4	13
	2014	4	4	6	16
	2013	9	16	7	12
	2012	6	6	3	11
	2011	16	19	17	22
Boys					
	2015	13	15	15	20
	2014	5	9	5	14
	2013	15	22	16	14
	2012	23	22	17	22
	2011	32	32	33	24

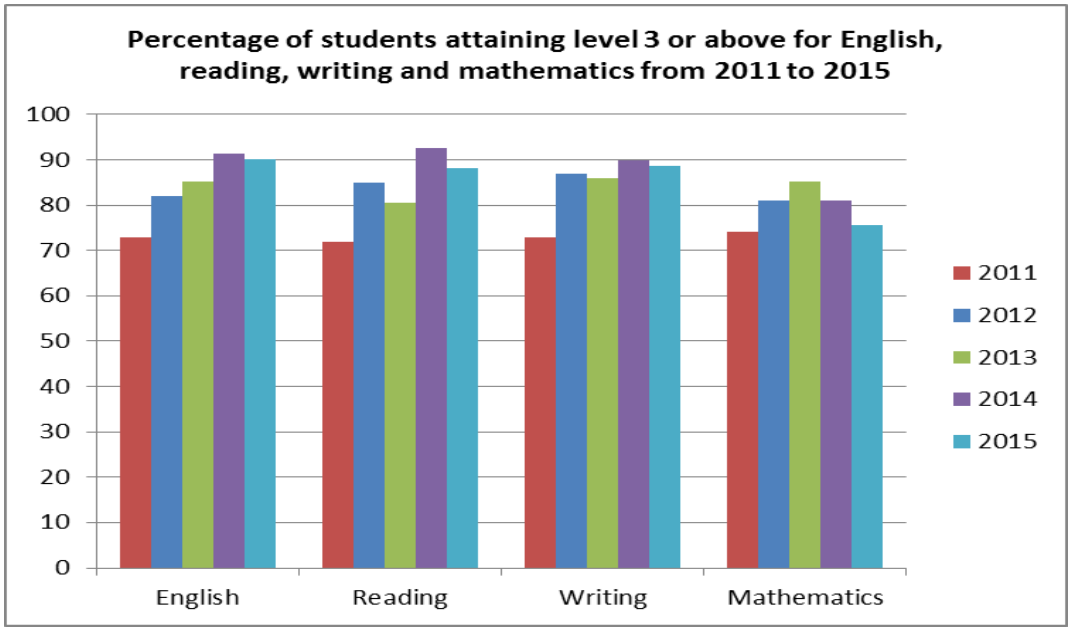


Key Points:

- Level 2 and below is the lowest recorded level a student can achieve. The decreasing trend from 2011 to 2015 is a positive feature of recent improvements. However, the expectation is that most students would have achieved a 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

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

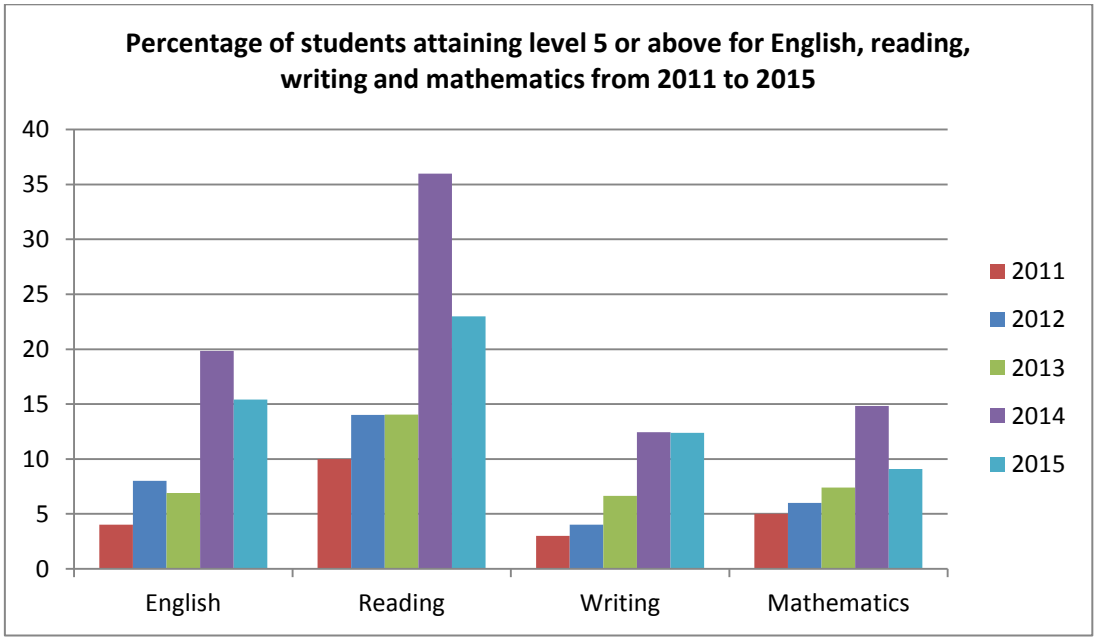


Key Points:

- The 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				
2015	15	23	12	9
2014	20	36	12	15
2013	7	14	7	7
2012	8	14	4	6
2011	4	10	3	5
Girls				
2015	19	29	16	9
2014	27	40	20	15
2013	9	17	8	5
2012	11	18	5	5
2011	4	13	3	5
Boys				
2015	11	16	8	13
2014	12	32	4	15
2013	4	11	5	9
2012	4	9	3	7
2011	4	7	2	4



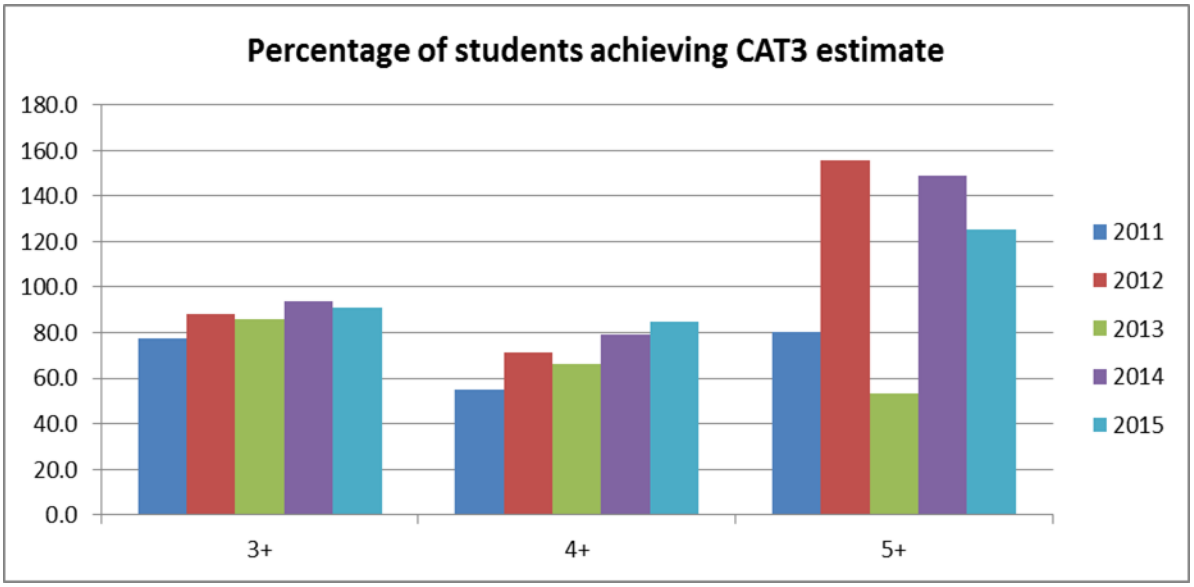
Key Points:

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

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+**
2015	Year 6 CAT4 estimate	99.5	80.0	12.3
	Year 6 actual attainment	90.2	67.7	15.4
	Percentage of students achieving CAT estimate	90.6	84.6	124.9
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**

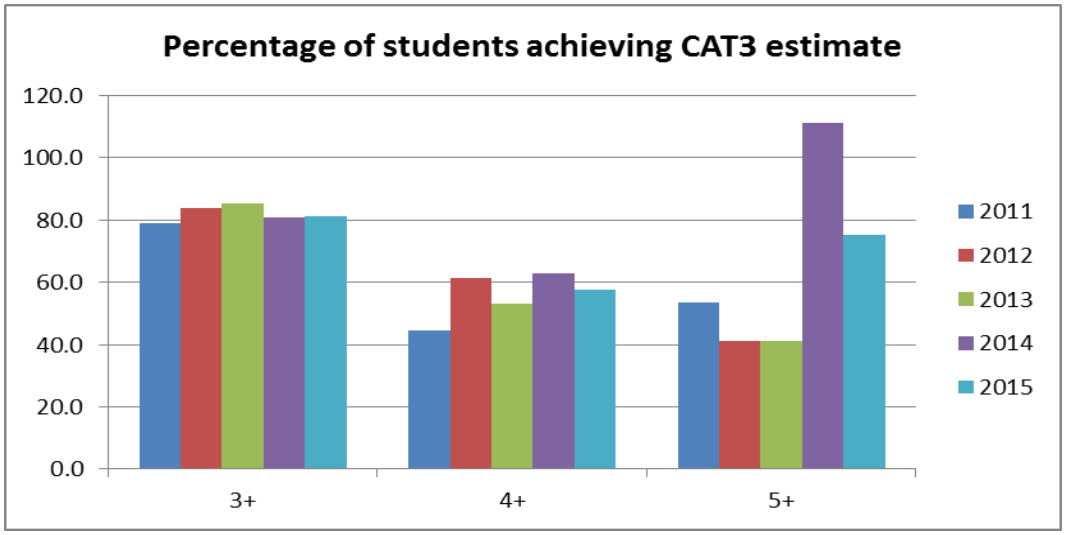


Key Points

- The "+" means "exceeding" i.e. 3+ means meeting or exceeding the level 3 target.
  The general trend is that our students are underachieving relative to their CAT estimates.

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+**
2015	Year 6 CAT4 estimate	99.5	75.1	14.8
	Year 6 actual attainment	80.8	43.2	11.1
	Percentage of students achieving CAT estimate	81.3	57.5	75.1
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**



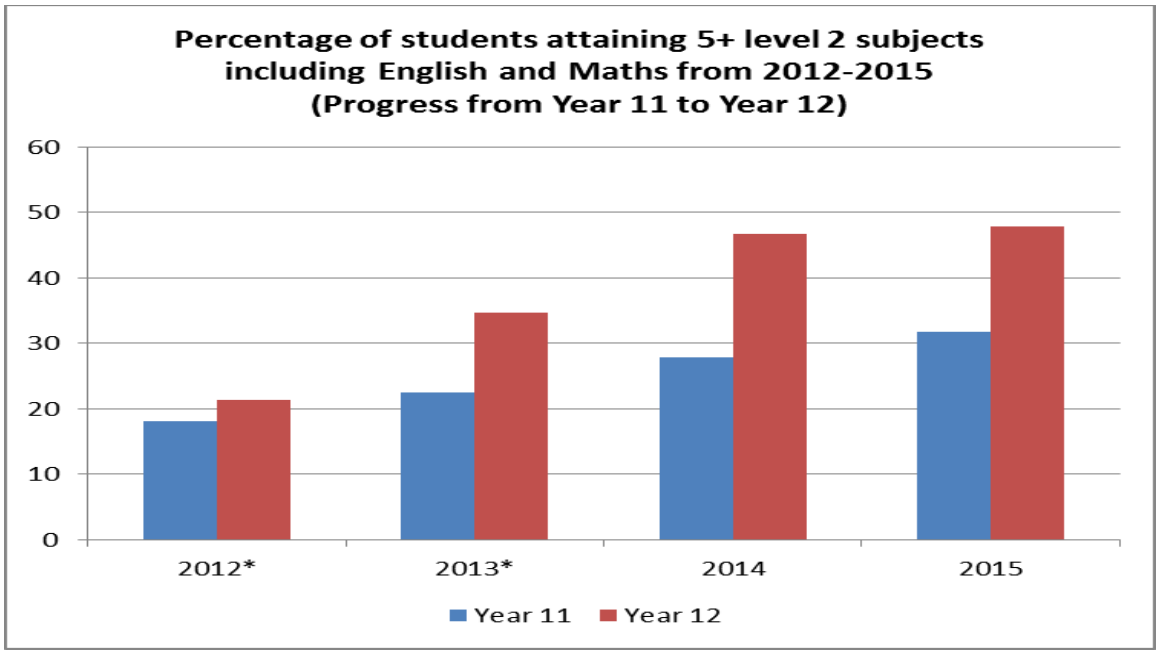
Key Points

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

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

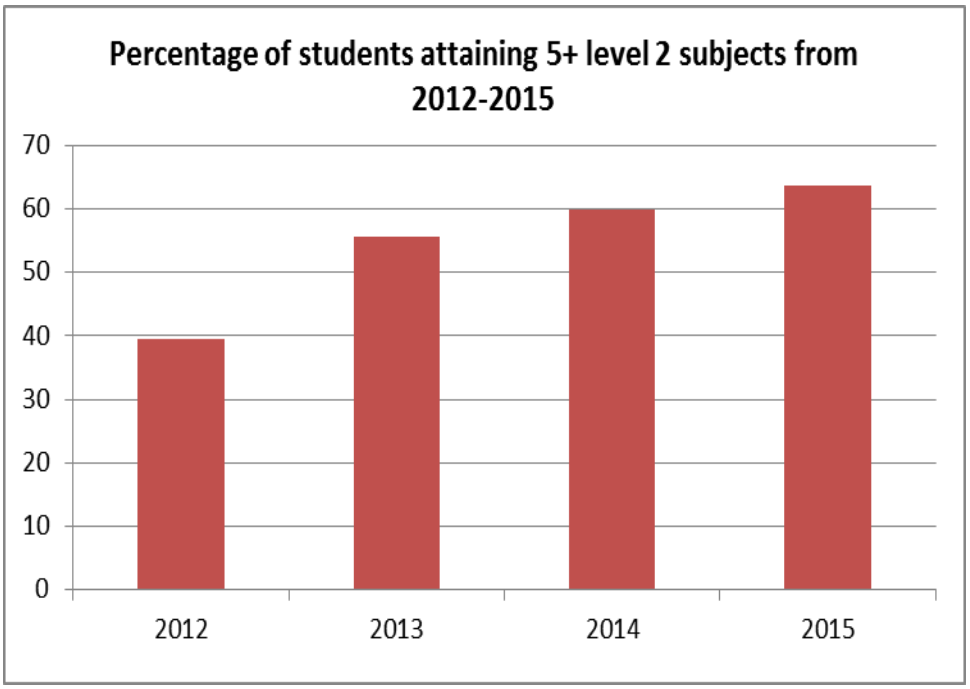
Table B1
Percentage of Year 12 students achieving 5 or more subjects at Level 2 including English and Mathematics from 2012-2015 (Comparative performance in Year 11 and 12 – same cohort)

Year 12 Data	2012*	2013*	2014	2015
Percentage of Students with 5+ Level 2 subjects including English and Mathematics	21	35	47	48
Number of Students with 5+ Level 2 subjects including English and Mathematics	66	126	178	187
Number of students in cohort	308	363	381	391
Year 11 High School Data	**2011***	**2012***	**2013**	**2014**
Percentage of Students with 5+ Level 2 subjects including English and Mathematics	18	23	28	32
Number of Students with 5+ Level 2 subjects including English and Mathematics	60	88	110	123
Number of students in cohort	332	391	395	388



*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 2012-2015



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Year	2012	2013	2014	2015
Percentage of Students with 5+ Level 2 subjects	39	56	60	64
Number of students with 5+ Level 2 subjects	132	214	228	249
Number of students in cohort	335	384	381	391

Key Points:

- There has been a steady increase in the number of students achieving 5 or more subjects at level 2.
- Subjects attained is the new measure is in-line with the graduation criteria