MINISTRY OF
EDUCATION, YOUTH, SPORTS
AGRICULTURE & LANDS

DEPARTMENT OF
EDUCATION SERVICES

CAYMAN ISLANDS GOVERNMENT

Education Data Report



For the 2017-18 academic year

Cayman Islands Government

06/12/2018

Preface

This report provides an analysis of school data in each of the following areas:

1. Key Stage 2 (KS2) and 4 (KS4) end of year results for the academic year 2017-18;
2. Trends in the results KS2 and KS3 results over the five year period ending 2018;
3. Enrolment figures for the private and government schools;
4. Attendance patterns for all government schools;

Key points

1. Enrolment

The national enrolment in compulsory education was 8137 students of which 49% were female and 51% were male. On average, 43% and 57% of the mandatory school age students attend private schools and public schools, respectively. Other comparisons are detailed in the table below.

Description	Public	Private	Total Enrolment
Primary	2425 (56%)	1935 (44%)	4360
Secondary	2231 (59%)	1546 (41%)	3777
Total enrolment	4656 (57%)	3481 (43%)	8137

2. Attendance

At the primary level, 43% students of mandatory school age attended private schools while 57% were in public education. 41% and 59% were in private and public education respectively at the secondary level.

The average attendance for the academic year 2017-18 was 93.6% at the primary level and 93.0 at the secondary level. Attendance has remained relatively stable over the period 2014 to 2018 averaging 93.8%.

3. Achievement (KS2)

At the end of KS2 education, 61% of the cohort achieved the expected standard or higher in English, and 62% achieved the standard in mathematics in 2018. This represents a modest gain of 4.7 percentage points (pp) for English and a significant 10pp gain for mathematics over the 2017 figures. Writing was the main contributor to the gains in English as there was a decline the reading.

46% percent of the Year 6 cohort achieved the expected standard in reading, writing and mathematics.

This represents an 11pp increase over the 2017 results.

When compared to the expectations as defined by the CAT4 assessment, it was found that students were underachieving in English and mathematics relative to their CAT estimates. The following are worthy of note:

- While the number of students achieving the NC target (level 4) is increasing, generally students are performing well below their CAT 4 predictions.
- Performances in mathematics for 2018 are on par with English.

Effective Targeted support is required to reverse this trend.

4. Achievement (KS4)

Highlights from KS4 data are as follows:

1. At the end of Year 11,
    a. performance in English (65%) outpaced mathematics (40%) by 25 pp. 37% of the cohort achieved the expected standard (5 or more L2 subjects including English and mathematics)
    b. the impact of this low performance in mathematics has a significant overall limiting and negative impact on the percentage of students meeting national expectations – five or more subjects including English and mathematics.
    c. Student achievement declined over the 2017 figures by approximately 5pp in all the key indicators.
2. In year 12, achievement in the key performance indicators reflected marginal improvement over time:
    a. the national expected standard (5 or more Level 2 subjects including English and mathematics) has increased over the 2017 figures by a modest 3 pp. The 2018 figure for this statistic is 54%.
    b. Currently 57% of the cohort is achieving a level 2 qualification in mathematics. While this reflects a marginal 4 pp gain over 2017, growth in mathematics remained sluggish and irregular since 2014.
    c. 78% of the cohort achieved a level 2 qualification in English

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Introduction

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

The compulsory education system in the Cayman Islands is comprised of primary and secondary levels divided by year groups and key stages as shown in Table 1. Reception is not considered part of compulsory education but is included in Table 1 for completeness.

Table 1
The Organisation of the Compulsory Education System

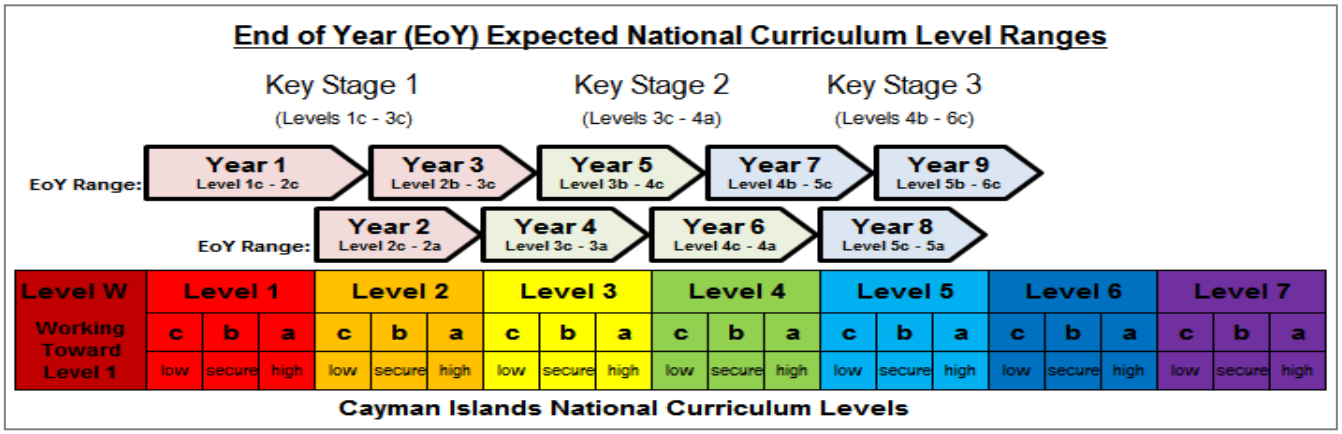
Early Years Provision	Primary Provision						Secondary Provision					
	Key Stage 1			Key Stage 2			Key Stage 3			Key Stage 4		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17

Schools gauge the attainment of students in Key Stages 1, 2 and 3 according to the National Curriculum Levels (NCL) and age-related expectations (See Figure 1). The NCL indicates the level the average student should be able to achieve by the end of each academic year. It ranges from Level 1 through to Level 8 and describes the achievement of students from age five (Year 1) to fourteen (Year 9). Each level is divided into three sub levels (e.g. 4c, 4a or 4b) defined as follows:

- **c** means the student has started to work at the level
- **b** means the student is working securely within the level
- **a** means the student has reached the top of the level and is working towards the next level.

The national expectation is that students will progress 1.5 sub levels every year. For example, a student working at level 2b at the end of Year 2 would be expected to reach 3b at the end of Year 4. Attainment above the 'expected level' is considered exceptional; working below the expected level is cause for concern.

Figure 1
National Curriculum Levels



A variety of assessments is used to determine whether students are performing below, within or above the expected level for their age group. The expectation is that the majority of students at the end of Year 6 (i.e. end of Key Stage 2) will achieve Level 4, considered the minimum requirement to successfully access secondary education.

Enrolment Data

The enrolment data outlined in this report is sourced from all government and private schools in the Cayman Islands including centres providing early childhood care and education.

Early Childhood Care and Education (ECCE) Centres

Table 2 provides details regarding the enrolment at all Early Childhood Care and Education (ECCE) Centres by district and type of centre. The provision for ECCE is largely a function of the private sector. Government provides the oversight and regulatory framework for this sector.

Table 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**	**5**	**4**	**1**	**1**	**4**	**41**
Total Enrolment	**1687**	**178**	**154**	**9**	**14**	**64**	**2106**
Enrolment by setting:							
ECCE private centres	1195	97	65	0	0	52	1409
ECCE settings in private schools	404	18	0	0	0	0	422
ECCE settings in government schools	88	63	89	9	14	12	275
Enrolment by Gender							
Girls	841	97	74	5	7	29	1053
Boys	846	81	80	4	7	35	1053

Categories of ECCE centres are detailed as follows:

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

Primary and Secondary Enrolment

Tables 3 provides enrolment and staffing data for public and private schools. There were 8137 students enrolled in compulsory education of which 49% were female and 51% were male. At the primary level, 44% students of mandatory school age attend private schools while 56% are in public education. For the secondary schools, 41% and 59% are in private and public education respectively. On average, 43% and 57% of mandatory school age attend private schools and public schools respectively.

Table 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**	**27**
Total Enrolment							
Enrolment by school	**5553**	**725**	**645**	**868**	**76**	**270**	**8137**
Primary							
Private schools	1803	132	-	-	-	-	**1935**
Government schools	1006	482	645	77	76	139	**2425**
Secondary							
Private schools	1435	111	0	0	0	0	**1546**
Government schools	1309	0	0	791	0	131	**2231**
Enrolment by gender							
Girls	2716	337	315	432	34	134	**3968**
Boys	2,837	388	330	436	42	136	**4169**

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	3481	2375	2181	**8037**		**100**
Teachers	339	177	242	**731**		**16**
Student Teacher Ratio	10	13	9	**11**		**5**

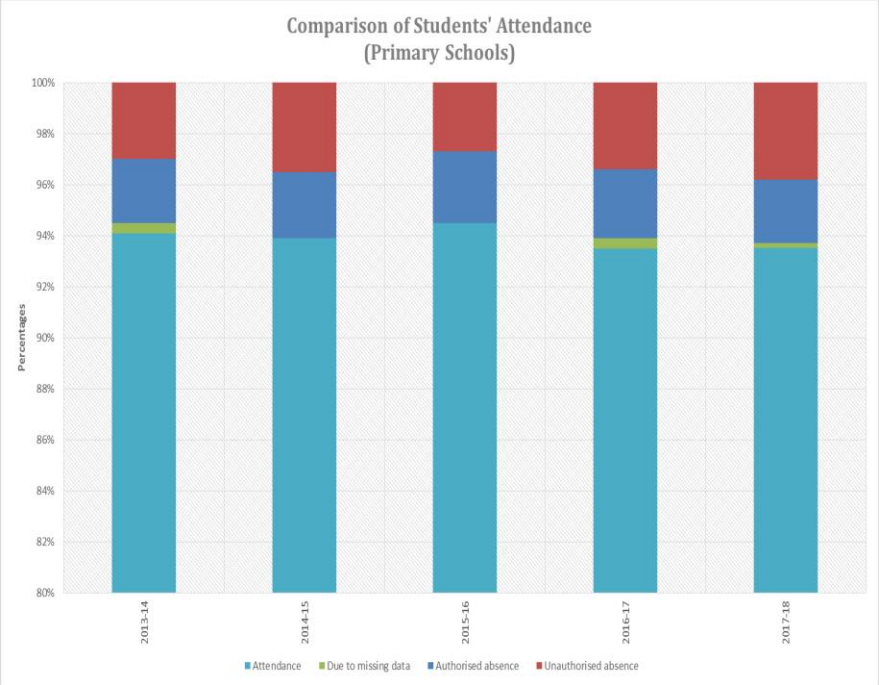
Other specific details related to enrolment data are provided in Appendix A.

Attendance Data

Figure 2 illustrates the attendance data of the public school system for the academic years 2013-14 to 2017-18. Absences are classified as either authorised or unauthorised.

Student attendance at the primary level remained relatively stable over the five year period under consideration averaging 93.8%. According to Figure 2, the attendance rate for 2017-18 was 93.6%; the absence rate 6.4%, of which 2.5% were authorised and 3.8 were unauthorised.

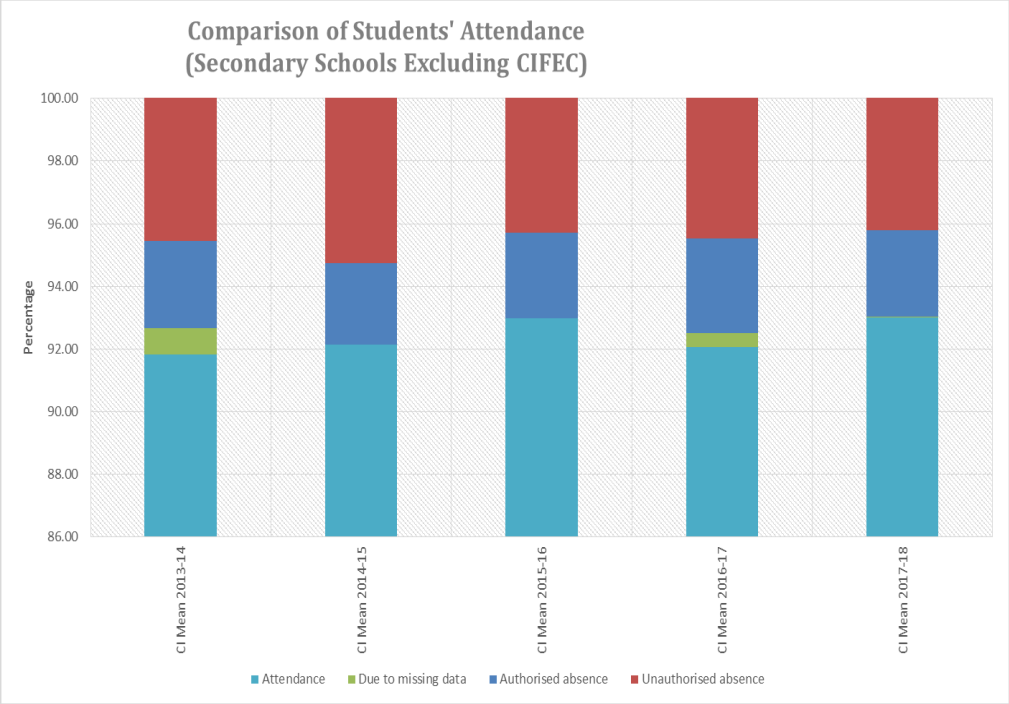
Figure 2
School Attendance - Primary

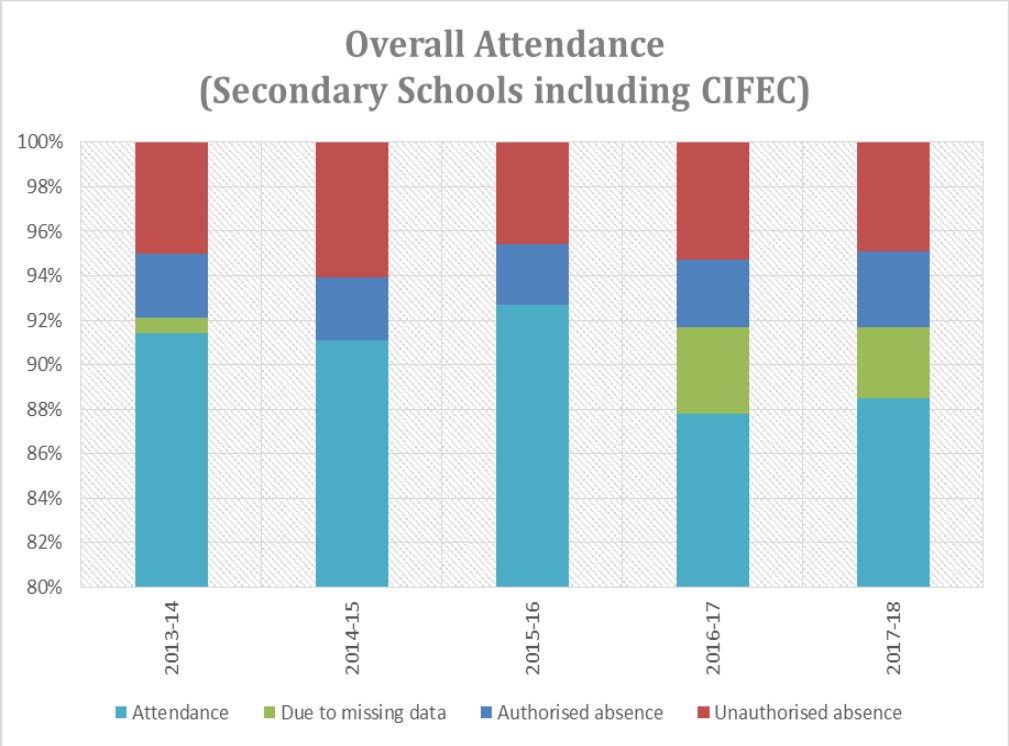


The figures for secondary schools (excluding Cayman Islands Further Education centre (CIFEC)) averaged of 92.4% for period under consideration. The overall attendance rate for 2017-18 was 93.0%; the absence rate 7.0%, of which 2.8% were authorised and 5.4 were unauthorised. The average absence rate for secondary schools (excluding CIFEC) for the past five years was 7.6%.

This average attendance shrinks to 84.2% when the figures for CIFEC are included. 'Missing data' in the electronic registration system contributed in large part to this decline (See Figure 3). Failure to accurately record attendance data remains a source of concern and needs to be addressed as a matter of urgency.

Figure 3
School Attendance - Secondary





Student Performance Data

This report reflects the performance data of students at the end of Key Stages 2 and 4.

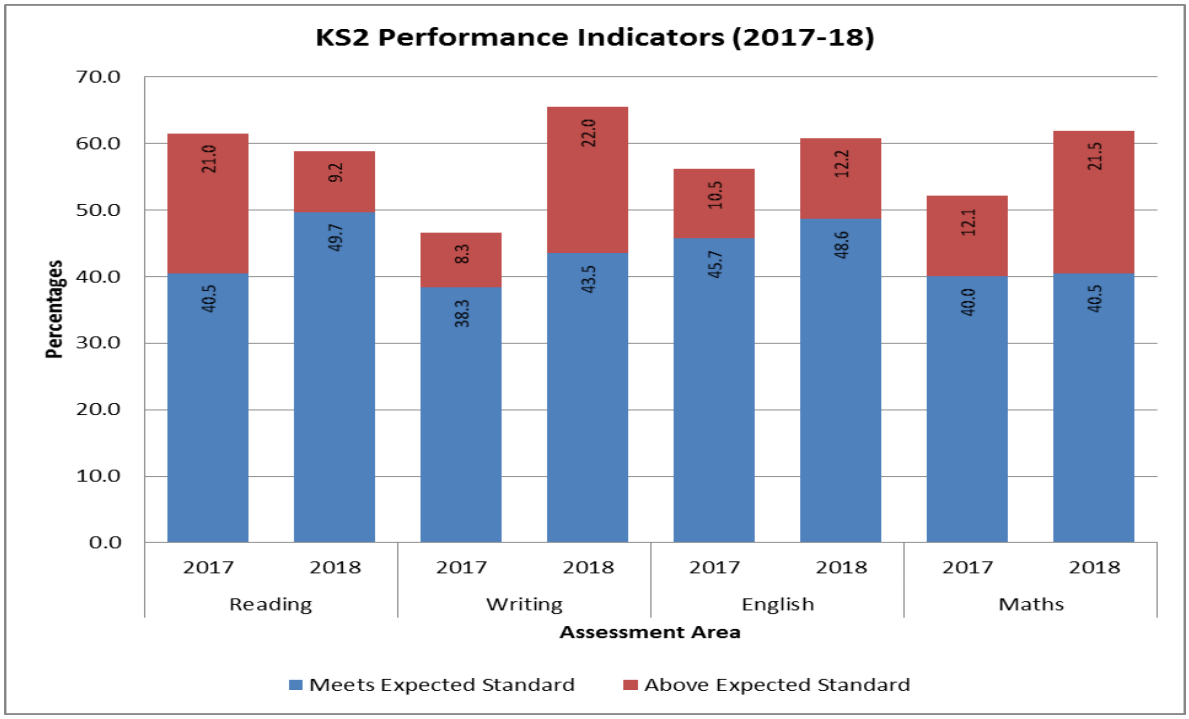
Key Stage 2 (Year 6)

Figure 4 details the KS2 performance indicators for 2017 and 2018 cohorts. In 2018 61% of the cohort achieved the expected standard or higher in English, and 62% achieved the standard in mathematics. This represents modest gains of 4.7 percentage points (pp) for English over the 2017 figures. These gains can be attributed in large part to significant improvements (18.8 pp) in the writing component of the examination; this achievement nullified the effect of a 2.4 pp decline in reading over the 2017 results.

Achievement in mathematics also improved significantly this year - approximately 10pp over the over 2017 figures.

Figure 4

KS2 Attainment Indicators (English, reading, writing and mathematics): 2017-2018



With the exception of reading, all other components of the Year 6 assessment tests experienced an increase in the 'above expected' category over the 2017 figures. This was particularly substantial (approximately 14pp) in the writing component. A general increase in the number of students achieving the expected standard in all sections of the examination is also worthy of note. This speaks to the fact that schools were able to move borderline students into the higher level; that is, level 3c to 4 and level 4a to 5. However, to raise the overall achievement standards in English, it is critical the schools give attention to

improving and maintaining high standards of achievement in both writing and reading.
The performance of boys and girls is compared in Figures 5 and 6. The data reflect improved performances in 2018 over the 2017 results for both boys and girls. It is noteworthy that Girls outperformed the boys in English, reading and writing. This was particularly significant in writing where the difference was approximately 13pp. This trend was reversed in mathematics where marginal gains in performance (approximately 2 pp) over the girls were evident. Boys outperformed the girls in the 'above expectations' category by approximately 4pp.

Figure 5

KS2 Attainment Indicators (English, reading, writing and mathematics): 2017-2018

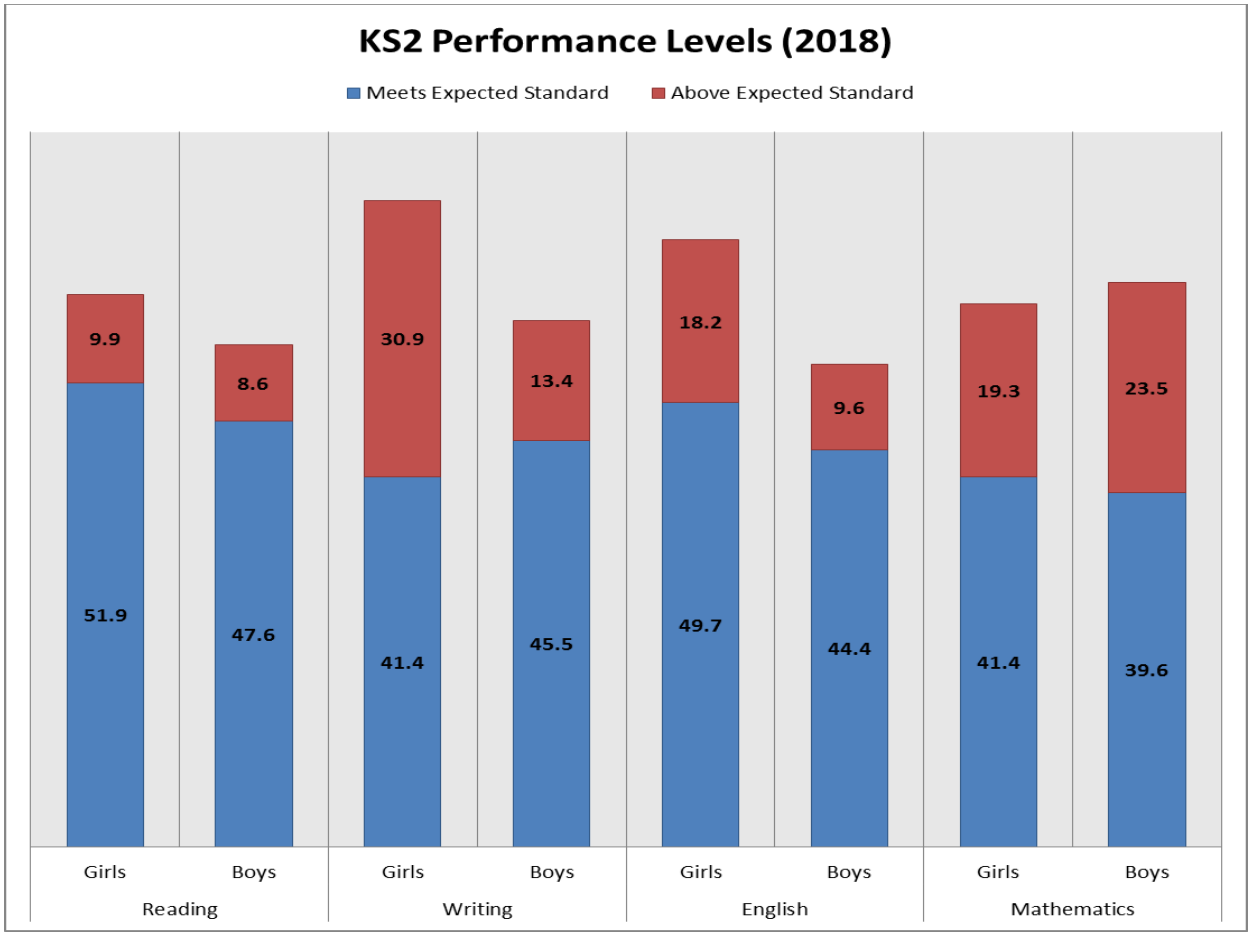
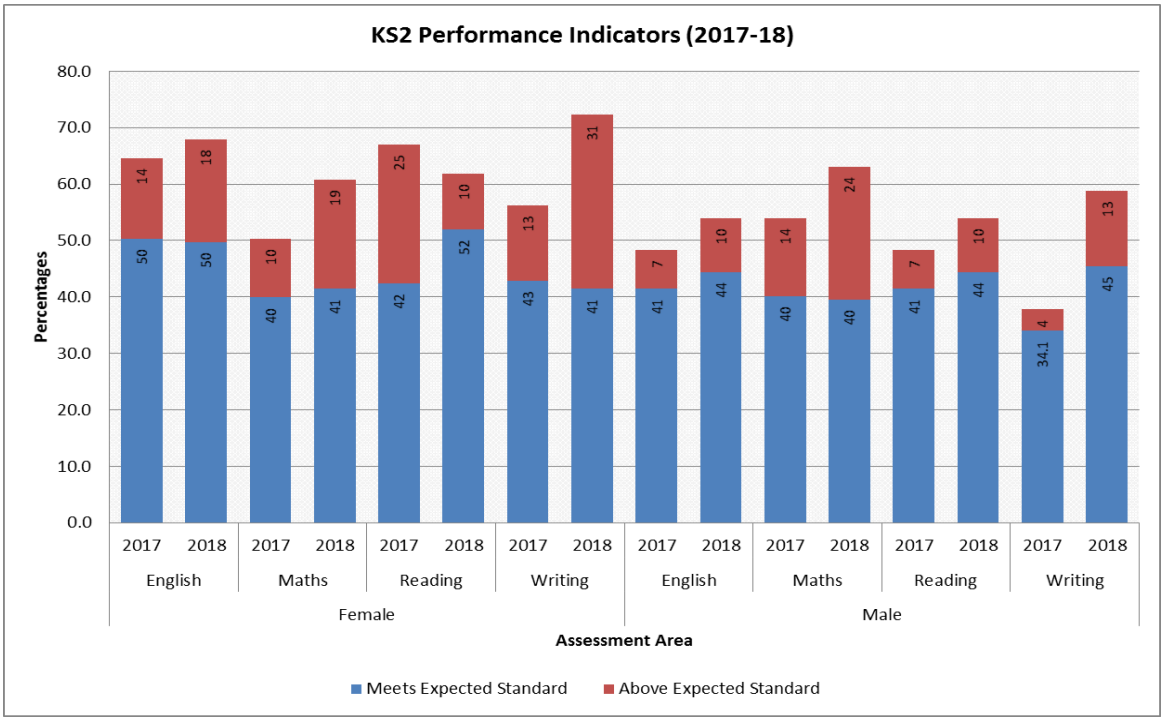


Figure 6

KS2 Attainment Indicators showing gender comparisons for the period 2017-2018

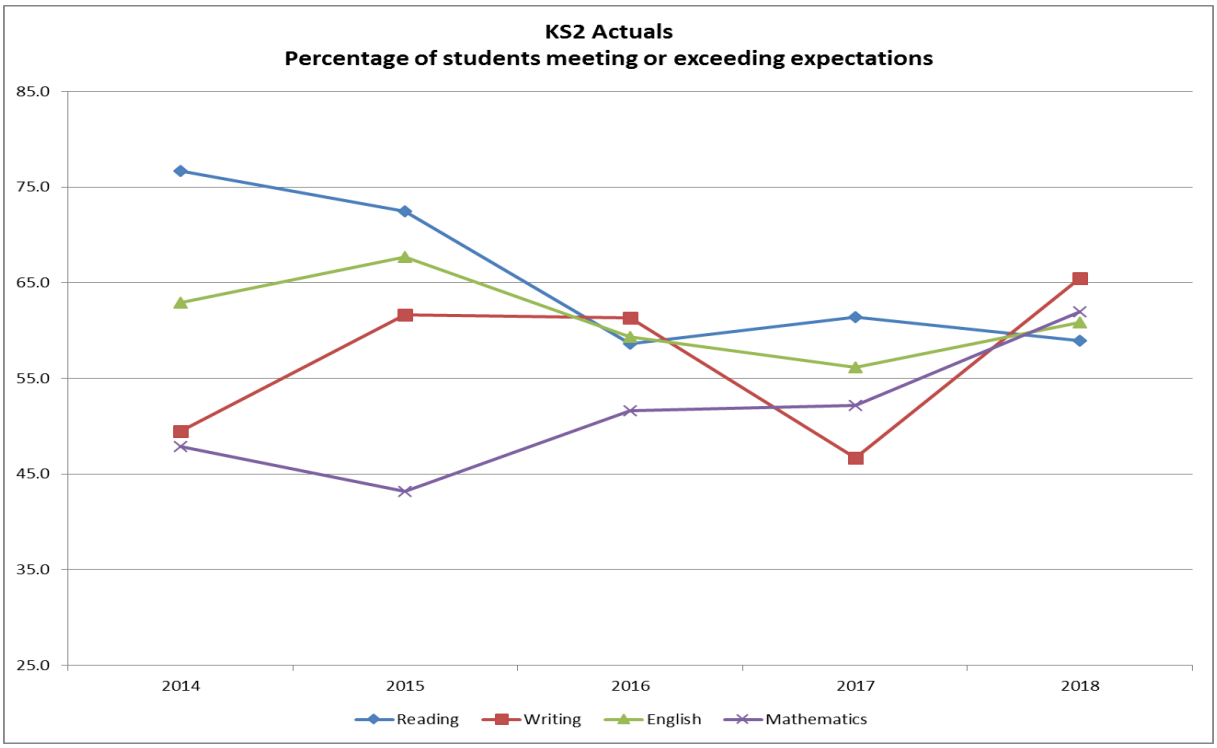


Achievement in mathematics continues to show a gradual positive trend over time. In contrast, achievement in English is demonstrating negative growth for the period considered. While marginal gains in English were registered in 2018 over the 2017 figures, the gradual negative trajectory within the system is still evident. For the first time, the percentage of students achieving the expected standard in mathematics has exceeded levels achieved in English (see Figure 7).

A detailed description of the actual performances on the KS2 examination for the 2018 Year 6 cohort is provided in Appendix B. As indicated earlier, the national expectation is that students will achieve a National Curriculum level 4 or above by the end of primary education.

Figure 7

KS2 Performance Trends over the period 2014 – 2018



Cognitive Abilities Tests (CAT) predictors

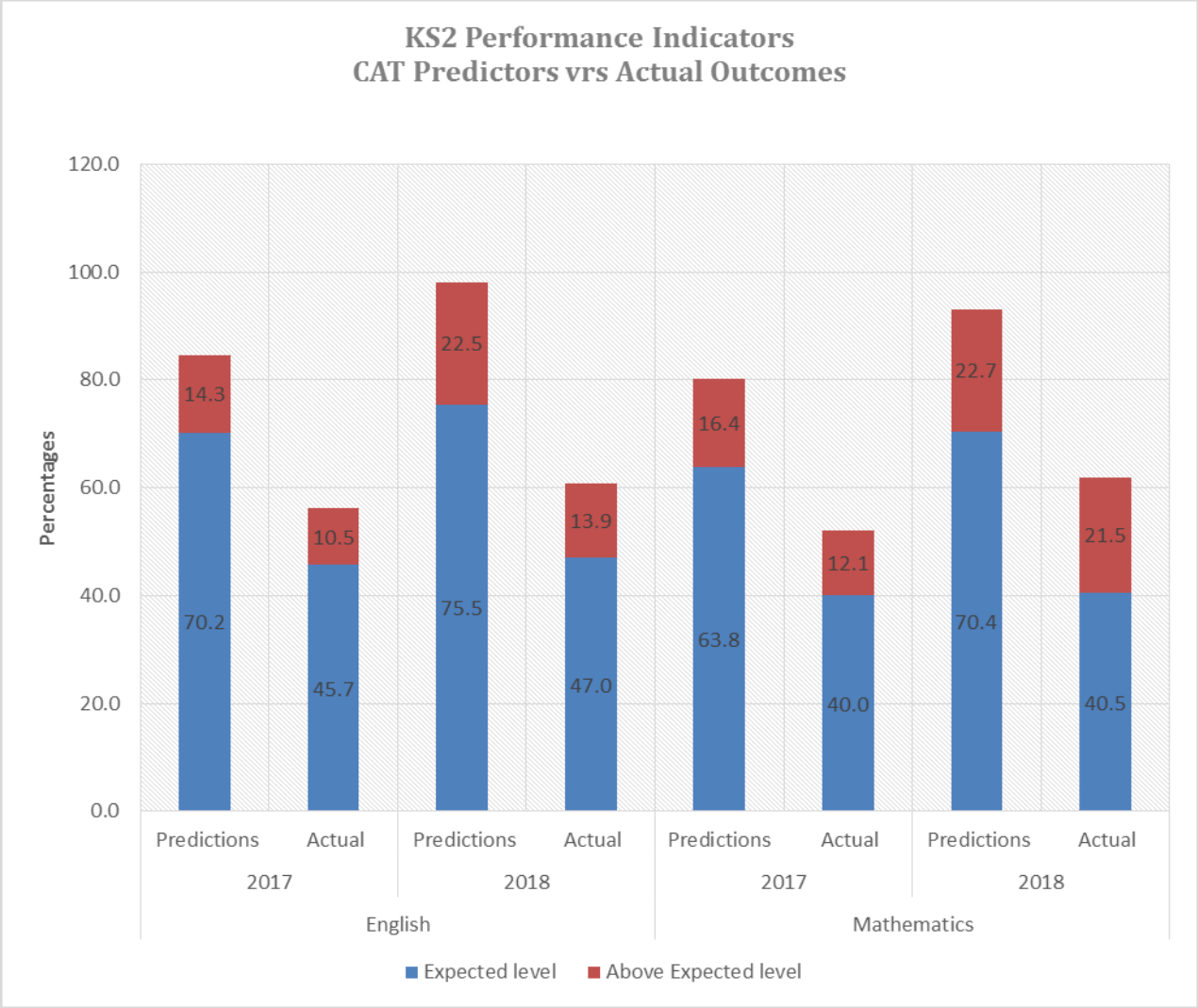
The Cognitive Abilities Test Fourth Edition (CAT4) is a suite of tests which assesses a student's reasoning (thinking) abilities in key areas that support educational development and academic attainment. CAT4 comprises the following sections or batteries: Reasoning Battery – thinking with words; Quantitative (or Numerical) Reasoning Battery – thinking with numbers; Non-verbal Reasoning Battery – thinking with shapes; Spatial Ability Battery – thinking with shape and space.

CAT4 is also used as a valuable screening tool to identify a pupil's strengths, weaknesses and learning preferences and to help set challenging but realistic targets. Significant identified variations between the potential measured by CAT4 and actual outcomes can form the basis for further investigation of potential barriers to learning. Currently, CAT4 tests are taken in Years 4, 6 and 9.

Figure 8 is a comparative analysis of actual attainment levels achieved by students against the corresponding CAT 4 predictors for the Year 6 cohort for the period 2016 to 2018. In 2018, the CAT4 assessments indicate that approximately 98% (English) and 93% (mathematics) of our students should be achieving the expected National Curriculum Level (NCL), that is, Level 4 or higher. The actual attainment stands at 61% for English and 62% for mathematics, a difference of 37pp and 31pp respectively.

Hence, for the period under consideration, it is evident that students are underachieving in English and mathematics relative to their CAT estimates (CAT4). The challenge therefore, is for schools to get better at identifying and supporting students that are performing below age level expectations and may be deemed borderline - level 3a (See Appendix B). Early identification and the provision of the necessary targeted support will assist in minimising underachievement within the cohort.

Figure 8
KS2 achievement actuals vs. CAT 4 predictors



Key Points:

- While the number of students achieving the NC target (level 4) is increasing, generally students are performing well below their CAT 4 predictions.
- Performances in mathematics for 2018 are on par with English.
- More targeted support and interventions are needed to raise the standard of achievement among students in level 3 band.

Key Stage 4 (KS4)

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

A combination of the following Level 1 or 2 qualifications are reported:

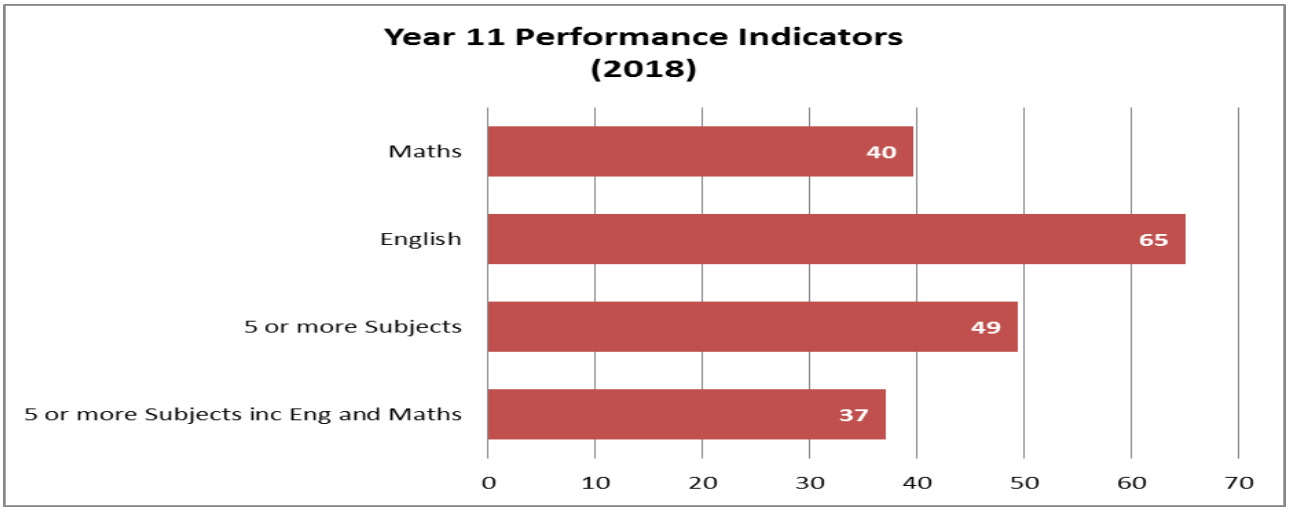
- Caribbean Secondary Certificate of Education (CSEC)
- General Certificate of Secondary Education (GCSE)
- International General Certificate of Secondary Education (IGCSE)
- Business and Technical Education Council (BTEC) awards
- Institute of the Motor Industry (IMI) awards
- Award Scheme Accreditation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

The external examinations that students take in Years 10 and 11 contribute to their cumulative results at the end of compulsory education (Year 12). The national expectation is that students will pass at least five subjects, including English and Mathematics at Level 2. Attainment results at both the end of year 11 and 12 are captured in this report. An analysis of the subjects' performance in these various categories at KS4 is itemised in Appendices D and E.

Year 11: Performance Indicators

Figure 9 specifies the cumulative external examinations results obtained by students at the end of Year 11 (2018). Results indicate that performance in English outpaces mathematics by 25 pp. The impact of this low performance in mathematics has a significant overall limiting and negative impact on the percentage of students meeting national expectations – five or more subjects including English and mathematics.

Figure 9
Year 11 performance indicators

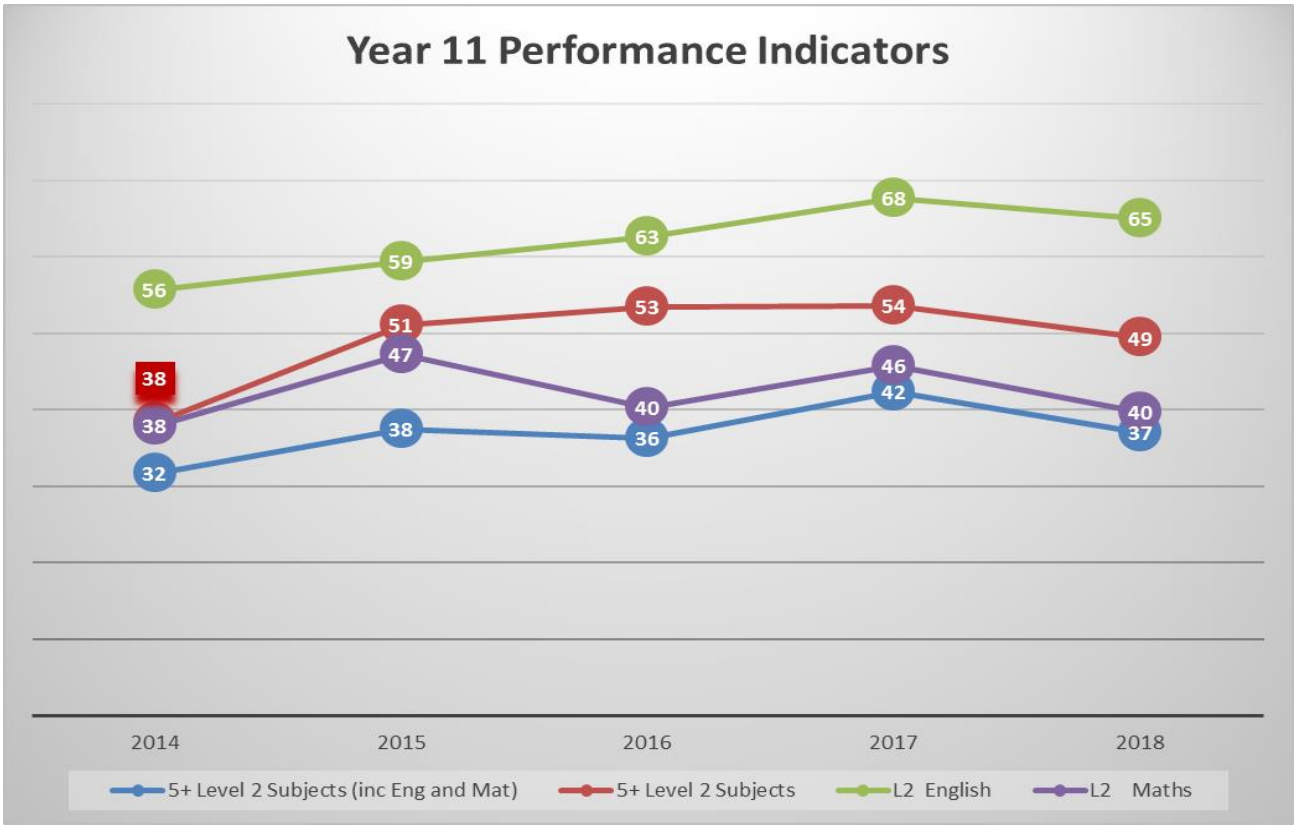


This limiting effect is evident in Figure 10 which compares performance trends over time in English, mathematics and the percentage of students meeting the expected standard. The following are worthy of note:

1. Achievement in English has grown by 9pp over the 2014 figures; mathematics, on the other hand has only increased by 2pp while at the same time starting 18pp below performance levels in English.
2. Student achievement has declined over the 2017 figures by on average 5pp in all the key indicators.

While the number of students achieving 5 or more higher level passes including English and mathematics grew for the period considered, it has not kept pace with the number of students achieving five subjects. This in some measure may be attributed to difference in performance between mathematics and English (25pp).

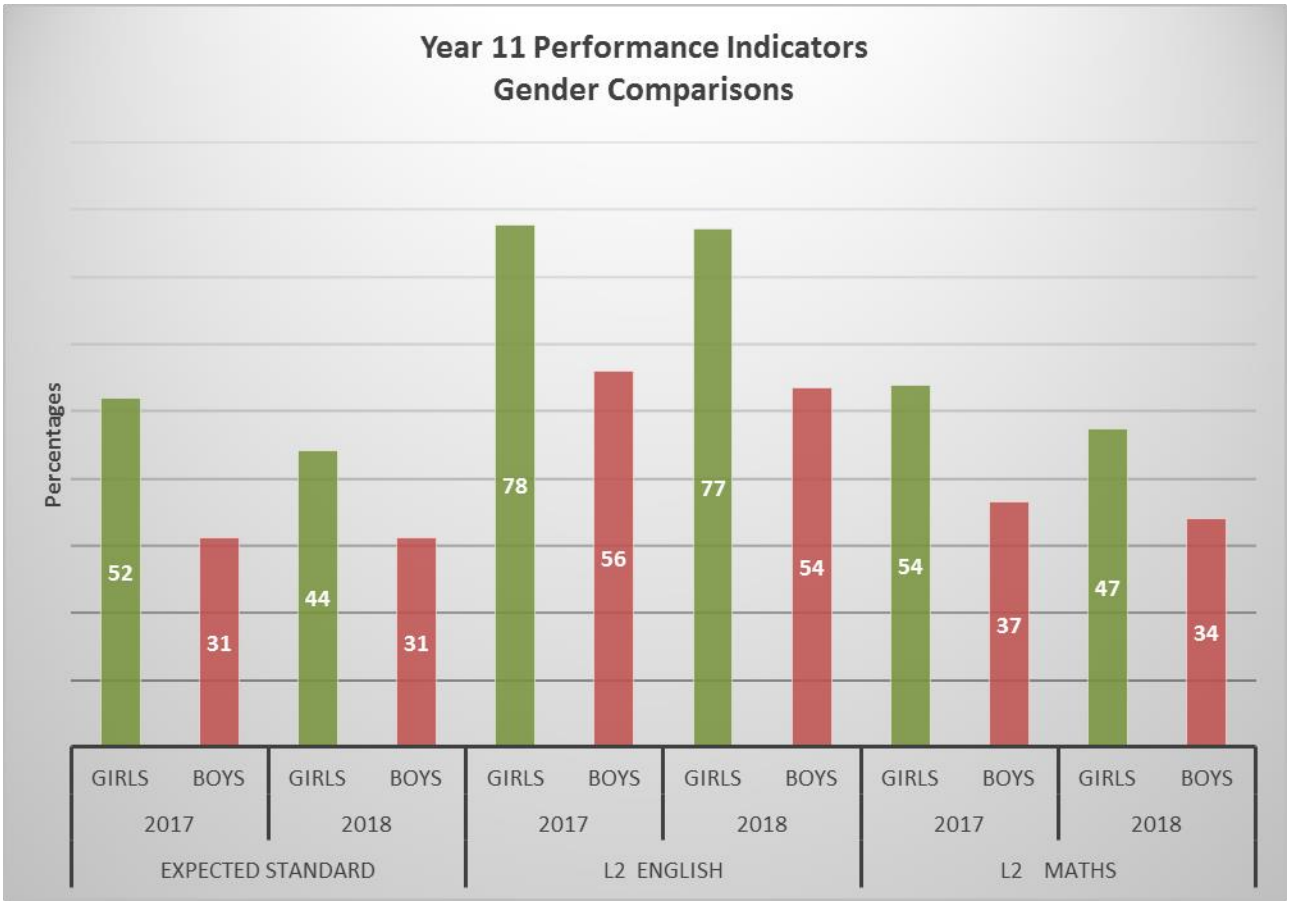
Figure 10
Title: Year 11 performance indicators over the period 2014-18



Year 11 achievement comparisons by gender for 2017 and 2018 are illustrated in Figure 11. The data indicates that girls are outperforming boys by significant margins. This is particularly evident in:

- English where the diffence was 24pp in 2017 and 23pp in 2018;
- students meeting the expected standard where the difference was 20pp in 2017 and 13pp in 2018.

While the performance for both boys and girls declined over the 2017 figures, this decline is more apparent for the girls: an 8pp decline for students meeting national expectations.
Figure 11
Title: Year 11 performance indicators



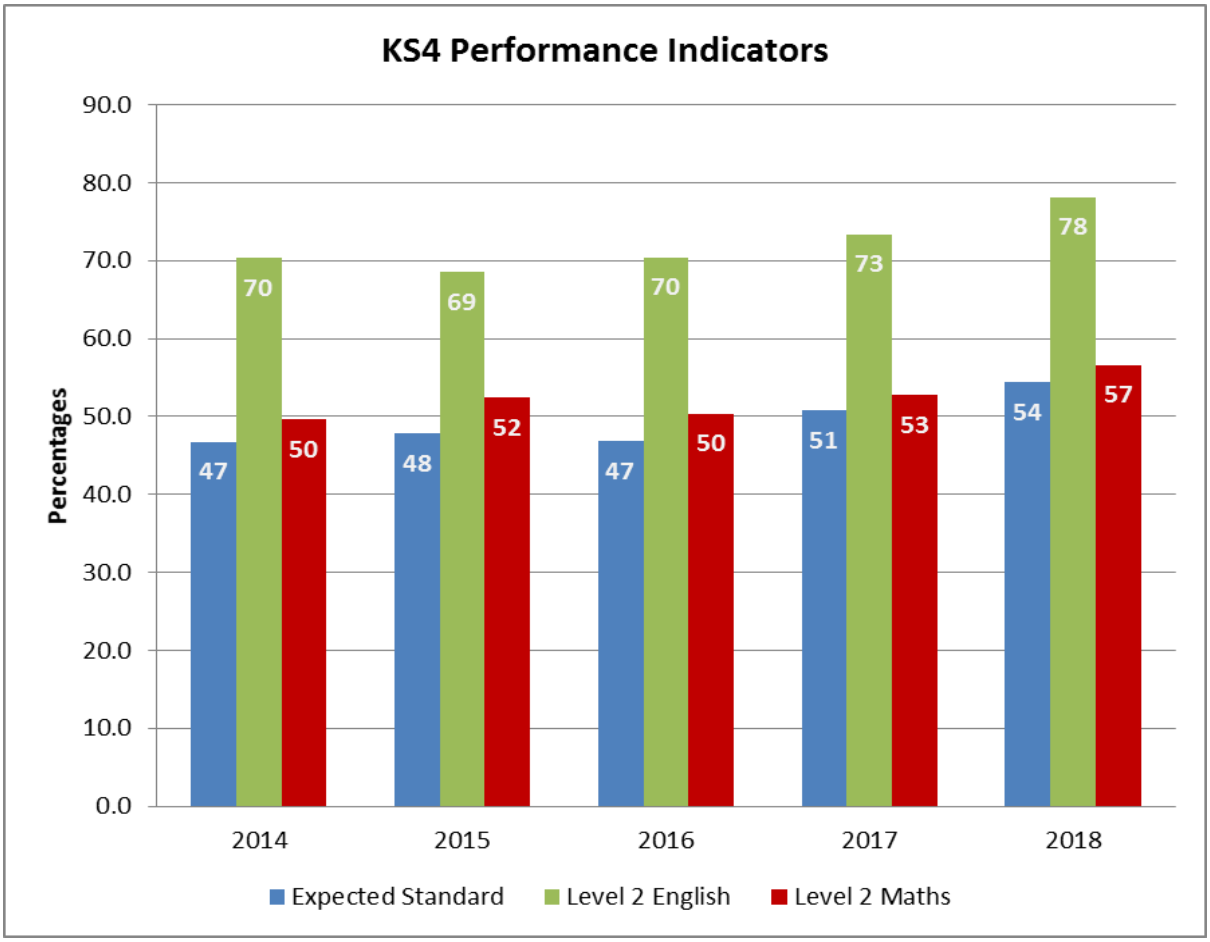
Year 12: Performance Indicators

Achievement in the key performance indicators continue to reflect marginal improvement over time. More specifically, the national expected standard (5 or more Level 2 subjects including English and mathematics) has increased over the 2017 figures by a modest 3 pp (see Figure 12). The 2018 figure for this statistic is 54%. While this reflects a modest growth in the region of 7pp since 2014, the overall performance for the period under consideration has been uneven.

There is need for an effective strategy that will reap greater and more consistent gains within the system. The data suggests that discussions surrounding improvement in achieving expected standards will continue to be tied to system wide improvements in the standards achieved in mathematics. Currently 57% of the cohort is achieving a level 2 qualification in mathematics. While this reflects a marginal 4 pp gain over 2017, growth in mathematics over the period can be described as sluggish and irregular.

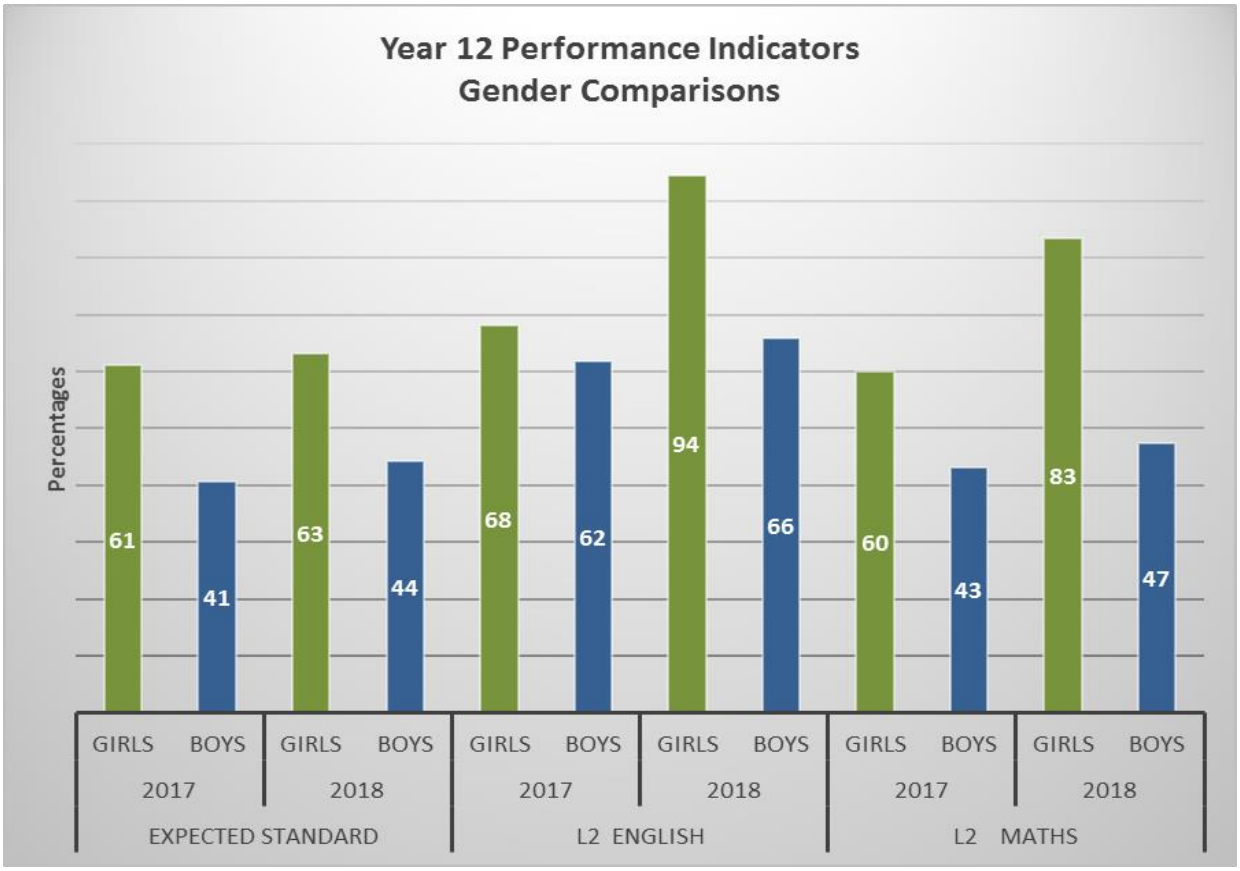
It is also noteworthy that of the approximate 54% of students achieving the expected standard, 79% of them achieved honours status (7 or more subjects including English and mathematics). The data shown Appendix E is reflective of the small but steady gains achieved in this category. Of note also is the continued growth in the number of students achieving 5 or more subjects.

Figure 12
Year 12 Achievement: End of compulsory secondary education performance indicators



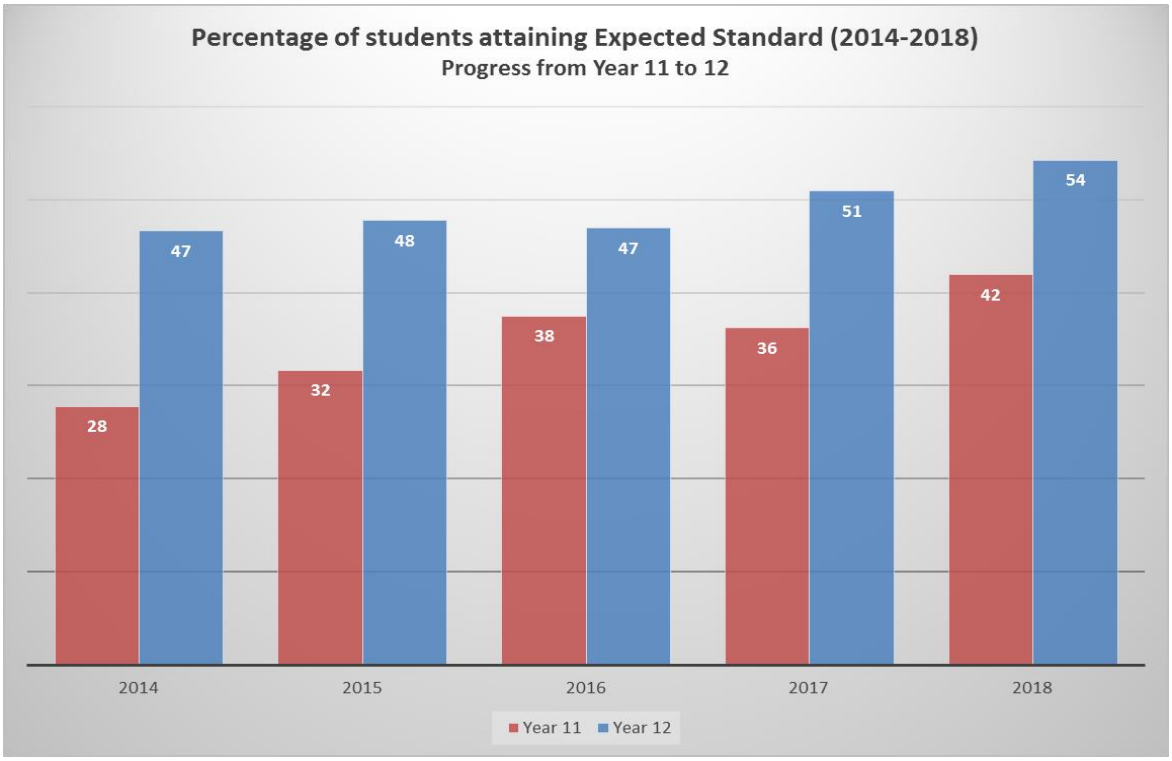
Results also indicate that girls continue to outperform the boys by significant margins in all the key performance indicators considered. 94% of the girls and 66% of the boys achieved a L2 pass in English while 83% of the girls and 47% of the boys achieved a L2 pass in mathematics (See Figure 13). These figures represent significant gains (on average 24pp) in performance for the girls over the 2017 figures and extremely modest gains (on average 4pp) for the boys.

Figure 13
Year 12 Achievement: Gender comparisons over a two year period



The data shown in Figure 14 underscores the value added by the compulsory educational provision in Year 12 over the period 2014 to 2018. The number of students achieving the expected standard (54%) increased by 12 pp in 2018 over the performance standard (42%) achieved at the end of year 11.

Figure 14
KS4 Indicators: Percentage of Year 12 students achieving 5 or more subjects at Level 2 including English and Mathematics from 2012-2017 (Comparative performance in Year 11 and 12 – same cohort)



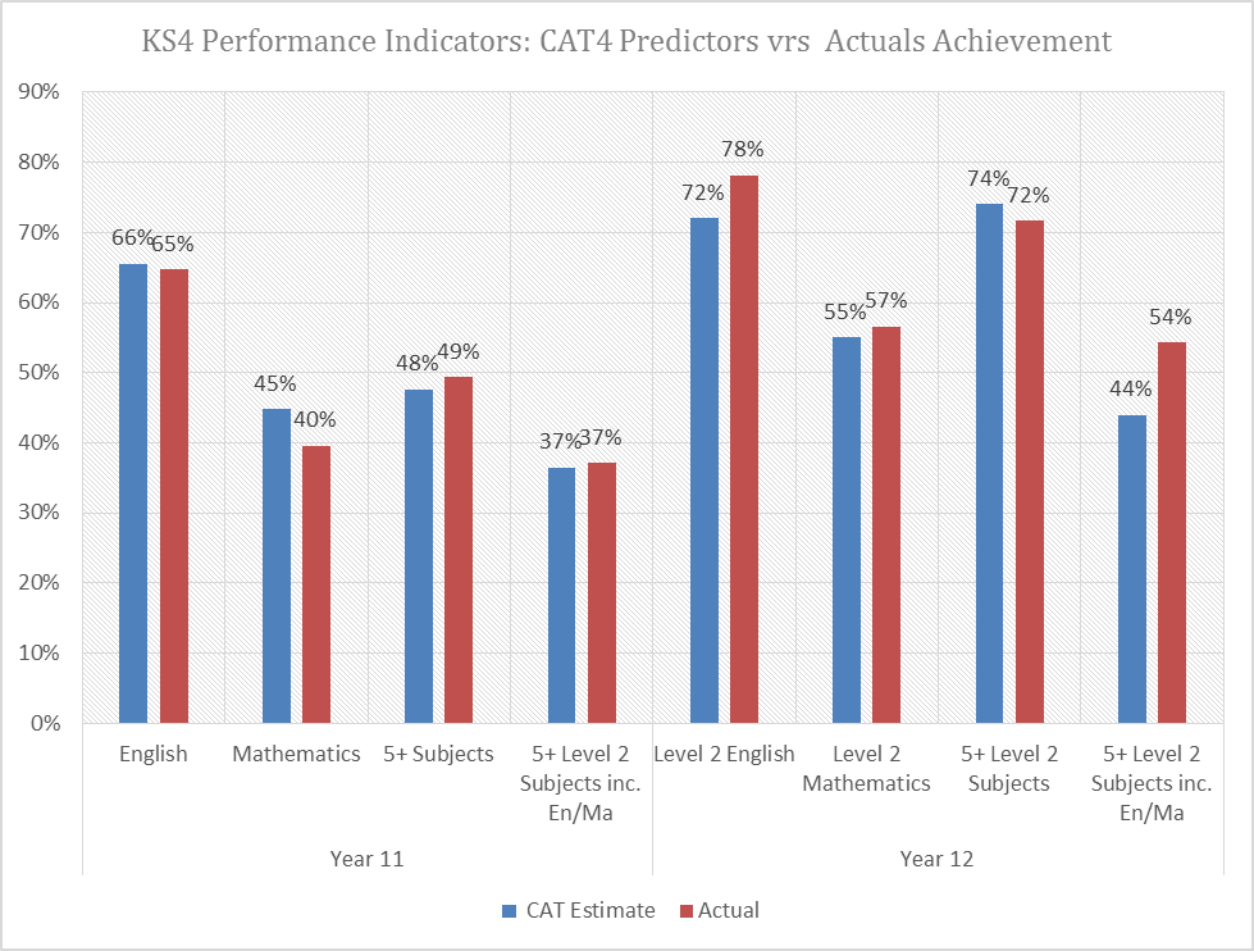
Cognitive Abilities Tests (CAT4) – KS4

Secondary students take the CAT4 test in Year 9. Figure 15 compares the predicted results derived from the CAT 4 assessments with the actual grades achieved on external examinations at the end of the end of compulsory education in the Cayman Islands.

According to Figure 15, the year 11 cohort marginally underachieved in most the performance indicators considered when compared to the CAT expectations: English (1pp), mathematics (5pp), five or more subjects (2pp). Performances were on par with the predicted outcomes in the category '5 or more Level 2 passes including English and mathematics'.

The Year 12 cohort exceeded the CAT 4 predictors in three of the performance targets considered: English (5 pp); mathematics (2 pp); 5 subjects including English & maths (10 pp). There was a slight decline of 2 pp for students achieving five or more subjects.

Figure 15
KS4 Achievement: CAT4 predictors compared with Actual Outcomes (2018)



Further analysis of other data and comparisons related to KS4 results are made available in Appendices F to G.

Appendix A
Enrolment Data

Table A1
Enrolment in government schools including Lighthouse School 2017-18

Age	Primary			Secondary			Total		
	Girls	**Boys**	**Total**	**Girls**	**Boys**	**Total**	**Girls**	**Boys**	**Total**
3 years	0	0	**0**	0	0	**0**	0	0	**0**
4 years	0	0	**0**	0	0	**0**	0	0	**0**
5 years	171	152	**323**	0	0	**0**	171	152	**323**
6 years	174	209	**383**	0	0	**0**	174	209	**383**
7 years	199	219	**418**	0	0	**0**	199	219	**418**
8 years	213	222	**434**	0	0	**0**	213	222	**434**
9 years	240	257	**497**	0	0	**0**	240	257	**497**
10 years	168	182	**350**	61	49	**110**	229	231	**460**
11 years	8	11	**19**	183	205	**388**	191	216	**407**
12 years	0	0	**0**	192	194	**386**	192	194	**386**
13 years	0	0	**0**	210	172	**382**	210	172	**382**
14 years	0	0	**0**	159	179	**338**	159	179	**338**
15 years	0	0	**0**	166	182	**348**	166	182	**348**
16 years	0	0	**0**	107	137	**244**	107	137	**244**
17 years	0	0	**0**	14	19	**33**	14	19	**33**
18 years	0	0	**0**	0	2	**2**	0	2	**2**
19 years	0	0	**0**	0	0	**0**	0	0	**0**
20 years	0	0	**0**	0	0	**0**	0	0	**0**
Total	**1173**	**1252**	**2425**	**1092**	**1139**	**2231**	**2265**	**2391**	**4656**

Table A2
Enrolment in private schools 2015-16

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	7	2	**9**	0	0	**0**	7	2	**9**
5 years	153	153	**306**	0	0	**0**	153	153	**306**
6 years	147	149	**296**	0	0	**0**	147	149	**296**
7 years	164	152	**316**	0	0	**0**	164	152	**316**
8 years	123	162	**285**	0	0	**0**	123	162	**285**
9 years	128	161	**289**	0	0	**0**	128	161	**289**
10 years	121	113	**234**	9	15	**24**	130	128	**258**
11 years	16	32	**48**	96	119	**215**	112	151	**263**
12 years	2	1	**3**	136	134	**270**	138	135	**273**
13 years	0	0	**0**	126	131	**257**	126	131	**257**
14 years	0	0	**0**	108	104	**212**	108	104	**212**
15 years	0	0	**0**	71	67	**138**	71	67	**138**
16 years	0	0	**0**	125	142	**267**	125	142	**267**
17 years	0	0	**0**	60	67	**127**	60	67	**127**
18 years	0	0	**0**	14	11	**25**	14	11	**25**
19 years	0	0	**0**	0	0	**0**	0	0	**0**
20 years	0	0	**0**	0	0	**0**	0	0	**0**
Total	**861**	**925**	**1786**	**745**	**790**	**1535**	**1606**	**1715**	**3321**

Appendix B
End of Key Stage 2 Data

Key Stage 2 results by subject and gender

Number of students at each Level

	A	B	WTL 2	Level 2	Level 3	Level 4	Level 5	Total	Meeting/Exceeding Expectations	Above Expectations
All pupils										
English Test	5	6	21	8	104	173	51	368	**224**	**51**
Reading Test	4	9	60	0	78	183	34	368	**217**	**34**
Writing Test	5	6	16	0	100	160	81	368	**241**	**81**
Mathematics Test	4	4	16	12	104	149	79	368	**228**	**79**
Girls										
English Test	2	2	5	4	45	90	33	181	**123**	**33**
Reading Test	2	4	26		37	94	18	181	**112**	**18**
Writing Test	2	2	5		41	75	56	181	**131**	**56**
Mathematics Test	1	1	8	6	55	75	35	181	**110**	**35**
Boys										
English Test	3	4	16	4	59	83	18	187	**101**	**18**
Reading Test	2	5	34		41	89	16	187	**105**	**16**
Writing Test	3	4	11		59	85	25	187	**110**	**25**
Mathematics Test	3	3	8	6	49	74	44	187	**118**	**44**

Percentage at each Level

	A	B	WTL 2	level 2	level 3	level 4	level 5	Total	Meeting/Exceeding Expectations	Above Expectations
All pupils										
English Test	1	2	6	2	28	47	14	100	**61**	**14**
Reading Test	1	2	16	.	21	50	9	100	**59**	**9**
Writing Test	1	2	4	.	27	43	22	100	**65**	**22**
Mathematics Test	1	1	4	3	28	40	21	100	**62**	**21**
Girls										
English Test	1	1	3	2	25	50	18	100	**68**	**18**
Reading Test	1	2	14	.	20	52	10	100	**62**	**10**
Writing Test	1	1	3	.	23	41	31	100	**72**	**31**
Mathematics Test	1	1	4	3	30	41	19	100	**61**	**19**
Boys										
English Test	2	2	9	2	32	44	10	100	**54**	**10**
Reading Test	1	3	18	.	22	48	9	100	**56**	**9**
Writing Test	2	2	6	.	32	45	13	100	**59**	**13**
Mathematics Test	2	2	4	3	26	40	24	100	**63**	**24**

Key:

A represents pupils who were absent.

B represents pupils who were working below the level of the test.

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

Appendix C

Cayman Islands National Qualifications Framework (CINQF)

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

Glossary of terms used in the CINQF

A-Level	Advanced level qualification.	These examinations typically allow for entrance into Bachelor level programmes
ASDAN	Award Scheme Development and Accreditation Network	This 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.

Appendix D
KS4 Results (Year 11)

Table D1
Percentages of Year 11 students achieving 5 or more subjects at Level 2 including English and mathematics for the period 2014-18

Year	Cohort Size	Average no. Of entries/ student	7+ Level 2 Subjects (inc Eng and Mat)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng and Mat)	5+ Level 2 Subjects	L2 English	L2 Maths
All Students								
2018	391	7.6	30.2	33.2	37.1	49.4	65.0	39.6
2017	406	7.9	31.8	33.0	42.4	53.7	67.7	45.8
2016	410	8.2	27.6	31.5	36.3	53.4	62.7	40.2
2015	389	8.4	28.0	32.4	37.5	51.2	59.4	47.3
2014	388	8.0	21.4	22.4	31.7	38.4	55.7	37.9
Female								
2018	194	7.9	36.6	41.2	44.3	60.3	77.3	47.4
2017	217	8.2	42.9	45.2	52.1	66.4	77.9	53.9
2016	200	8.9	39.0	46.5	46.5	68.0	79.5	48.0
2015	178	9.1	38.8	45.5	48.9	64.6	75.8	53.9
2014	199	8.3	29.1	30.2	38.7	45.7	68.3	43.2
Male								
2018	202	7.3	23.8	25.2	31.2	39.1	53.5	34.2
2017	189	7.4	19.0	19.0	31.2	39.2	56.1	36.5
2016	210	7.5	16.7	17.1	26.7	39.5	46.7	32.9
2015	211	7.8	19.0	21.3	28.0	39.8	45.5	41.7
2014	189	7.6	13.2	14.3	24.3	30.7	42.3	32.3

Key Points:

- There is negative growth in all performance indicators over 2017.
- While performance in English has remained relatively stable, there was a significant decline in mathematics.
- Girls are significantly out performing boys in all performance indicators.

Table D2
Year 11 examination results for the period 2014-2018

	Numbers of Students							
	Cohort Size	*Average no. Of entries/ student*	*7+Level 2 Subjects (inc Eng and Mat)*	*7+ Level 2 Subjects*	***5+ Level 2 Subjects (inc Eng and Mat)***	***5+ Level 2 Subjects***	*L2 English*	*L2 Maths*
All Students								
2018	391	7.6	118	130	**145**	193	254	155
2017	406	7.9	129	134	**172**	218	275	186
2016	410	8.2	113	129	**149**	219	257	165
2015	389	8.4	109	126	**146**	199	231	184
2014	388	8.0	83	87	**123**	149	216	147
Female								
2018	194	7.9	71	80	**86**	117	150	92
2017	217	8.2	93	98	**113**	144	169	117
2016	200	8.9	78	93	**93**	136	159	96
2015	178	9.1	69	81	**87**	115	135	96
2014	199	8.3	58	60	**77**	91	136	86
Male								
2018	202	7.3	48	51	**63**	79	108	69
2017	189	7.4	36	36	**59**	74	106	69
2016	210	7.5	35	36	**56**	83	98	69
2015	211	7.8	40	45	**59**	84	96	88
2014	189	7.6	25	27	**46**	58	80	61

Appendix E
KS4 Performance Summaries (Year 12)

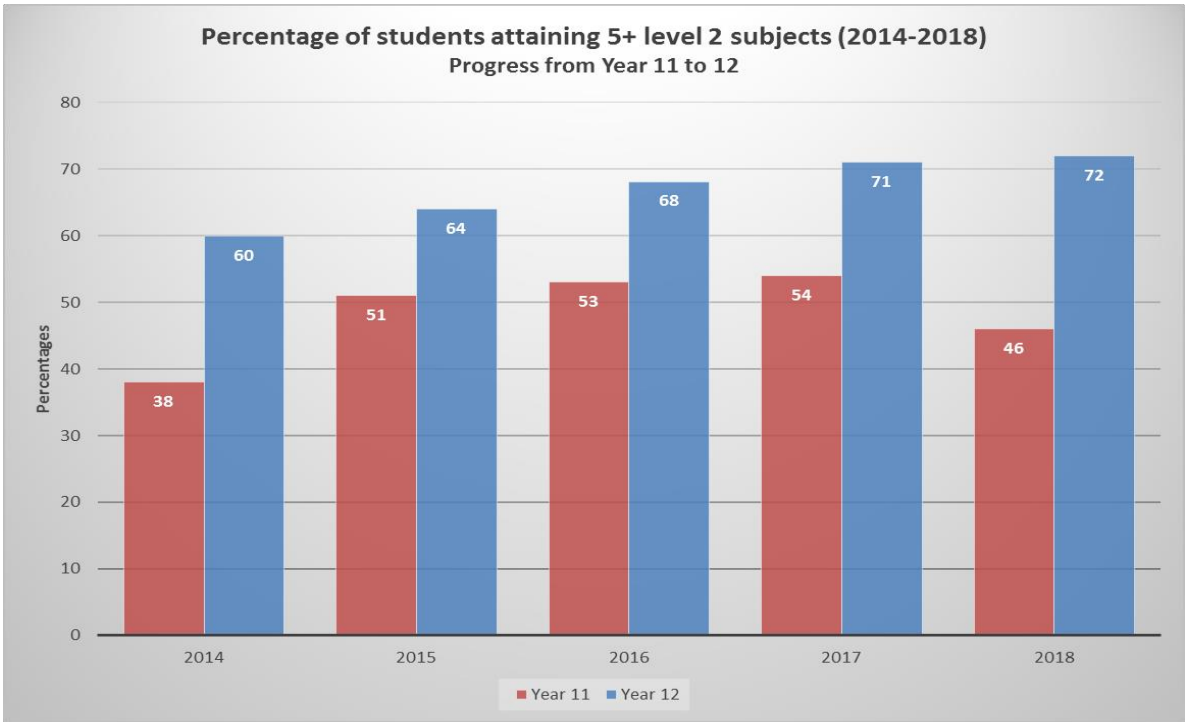
Table E1
Year 12 Level 2 external examinations' data (2014-2018)

	Student Numbers							
	Cohort Size	*Average no. Of entries/ student*	*7+ Level 2 Subjects (inc Eng & Mat)*	*7+ Level 2 Subjects*	*5+ Level 2 Subjects (inc Eng and Mat)*	*5+ Level 2 Subjects*	*L2 English*	*L2 Maths*
All Students								
2018	**403**	9.2	172	198	**219**	289	315	228
2017	**402**	9.6	164	209	**204**	287	295	212
2016	**389**	9.6	142	186	**182**	265	274	196
2015	**391**	9.5	129	141	**187**	249	268	205
2014	**381**	9.8	132	144	**178**	228	268	189
Female								
2018	**215**	9.7	121	139	**136**	175	190	139
2017	**198**	10.1	103	126	**121**	167	169	124
2016	**177**	10.0	86	115	**102**	154	151	103
2015	**202**	10.0	90	95	**115**	148	165	118
2014	**183**	9.9	83	92	**102**	125	145	105
Male								
2018	**188**	8.7	51	59	**83**	114	124	89
2017	**204**	9.1	61	83	**83**	120	126	88
2016	**212**	9.3	56	71	**80**	111	123	93
2015	**189**	8.9	39	46	**72**	101	103	87
2014	**198**	9.6	49	52	**77**	104	123	84

Table E2
Year 12 Achievement: comparison of performance indicators over 5 years

Year	Cohort Size	Average no. Of entries/ student	7+ Level 2 Subjects (inc Eng & Mat)	7+ Level 2 Subjects	5+ Level 2 Subjects (inc Eng and Mat)	5+ Level 2 Subjects	Level 2 English	Level 2 Maths
All Students								
2018	**403**	**9.2**	**42.7**	**49.1**	**54.3**	**71.7**	**78.2**	**56.6**
2017	**402**	**9.6**	**40.8**	**52.0**	**50.7**	**71.4**	**73.4**	**52.7**
2016	**389**	**9.6**	**36.5**	**47.8**	**46.8**	**68.1**	**70.4**	**50.4**
2015	**391**	**9.5**	**33.0**	**36.1**	**47.8**	**63.7**	**68.5**	**52.4**
2014	**381**	**9.8**	**34.6**	**37.8**	**46.7**	**59.8**	**70.3**	**49.6**
Female								
2918	**215**	**9.7**	**56.3**	**64.7**	**63.3**	**81.4**	**88.4**	**64.7**
2017	**198**	**10.1**	**52.0**	**63.6**	**61.1**	**84.3**	**85.4**	**62.6**
2016	**177**	**10.0**	**48.6**	**65.0**	**57.6**	**87.0**	**85.3**	**58.2**
2015	**202**	**10.0**	**44.6**	**47.0**	**56.9**	**73.3**	**81.7**	**58.4**
2014	**183**	**9.9**	**45.4**	**50.3**	**55.7**	**68.3**	**79.2**	**57.4**
Male								
2018	**188**	**8.7**	**27.1**	**31.4**	**44.1**	**60.6**	**66.0**	**47.3**
2017	**204**	**9.1**	**29.9**	**40.7**	**40.7**	**58.8**	**61.8**	**43.1**
2016	**212**	**9.3**	**26.4**	**33.5**	**37.7**	**52.4**	**58.0**	**43.9**
2015	**189**	**8.9**	**20.6**	**24.3**	**38.1**	**53.4**	**54.5**	**46.0**
2014	**198**	**9.6**	**24.7**	**26.3**	**38.9**	**52.5**	**62.1**	**42.4**

Figure E1
Cohort progress from Year 11 to 12: Percentage of Year 12 students achieving 5 or more subjects at Level 2



Appendix F

Key Stage 4 – Cumulative Subject Performance Summaries

Subjects	No of Entries	Level 2 A*-C	%Level 2 Pass	%Level 1	Level 2 (Percentage of Cohort)	Percentage of Cohort (Entries)
Accounts (CSEC)	47	33	**70.2%**	97.9%	8.6%	12.2%
Additional Mathematics (CSEC)	9	4	**44.4%**	100.0%	1.0%	2.3%
Art & Design BTEC Ext. Certificate	7	7	**100.0%**	100.0%	1.8%	1.8%
Art (GCSE)	40	5	**12.5%**	85.0%	1.3%	10.4%
Beauty Therapy BTEC Ext. Certificate	10	7	**70.0%**	70.0%	1.8%	2.6%
Biology (CSEC)	83	72	**86.7%**	98.8%	18.7%	21.6%
Biology (iGCSE)	2	2	**100.0%**	100.0%	0.5%	0.5%
Building Technology (CSEC)	31	24	**77.4%**	93.5%	6.2%	8.1%
Business (CSEC)	125	105	**84.0%**	99.2%	27.3%	32.5%
Business BTEC Certificate	48	36	**75.0%**	75.0%	9.4%	12.5%
Business BTEC Ext. Certificate	25	19	**76.0%**	76.0%	4.9%	6.5%
C&G English Skills Stage 1	1	0	**0.0%**	100.0%	0.0%	0.3%
C&G English Skills Stage 2 (L1)	45	0	**0.0%**	40.0%	0.0%	11.7%
C&G English Skills Stage 3 (L1)	78	0	**0.0%**	30.8%	0.0%	20.3%
C&G Math Skills Stage 1	1	0	**0.0%**	100.0%	0.0%	0.3%
C&G Math Skills Stage 2 (L1)	65	0	**0.0%**	26.2%	0.0%	16.9%
C&G Math Skills Stage 3 (L1)	145	0	**0.0%**	48.3%	0.0%	37.7%
Chemistry (CSEC)	50	38	**76.0%**	98.0%	9.9%	13.0%
Chemistry (iGCSE)	6	4	**66.7%**	100.0%	1.0%	1.6%
Creative Media Production BTEC Certificate	7	7	**100.0%**	100.0%	1.8%	1.8%
Creative Media Production BTEC Ext. Certificate	15	13	**86.7%**	86.7%	3.4%	3.9%
Communication Studies (CSEC)	15	13	**86.7%**	100.0%	3.4%	3.9%
Construction BTEC Certificate	7	7	**100.0%**	100.0%	1.8%	1.8%
CoPE L1/L2	67	67	**100.0%**	200.0%	17.4%	17.4%
Design & Technology (GCSE)	23	11	**47.8%**	100.0%	2.9%	6.0%
Digital Media (CAPE) Un	10	7	**70.0%**	100.0%	1.8%	2.6%
Drama (GCSE)	6	0	**0.0%**	100.0%	0.0%	1.6%
EAL (En. Add. Lang) (iGCSE)	7	3	**42.9%**	100.0%	0.8%	1.8%
EDPM (CSEC)	384	349	**90.9%**	96.6%	90.6%	99.7%
Electrical (CSEC)	26	15	**57.7%**	96.2%	3.9%	6.8%
English (CSEC)	401	315	**78.6%**	98.5%	81.8%	104.2%

English Literature (CSEC)	183	88	**48.1%**	100.0%	22.9%	47.5%
Food & Nutrition (CSEC)	91	69	**75.8%**	96.7%	17.9%	23.6%
Geography (CSEC)	44	16	**36.4%**	97.7%	4.2%	11.4%
Health &Social Care BTEC Ext. Certificate	14	14	**100.0%**	100.0%	3.6%	3.6%
History (CSEC)	38	19	**50.0%**	94.7%	4.9%	9.9%
Home Economics Management (CSEC)	23	22	**95.7%**	95.7%	5.7%	6.0%
Hospitality BTEC Certificate	40	33	**82.5%**	82.5%	8.6%	10.4%
Hospitality BTEC Ext. Certificate	9	9	**100.0%**	100.0%	2.3%	2.3%
Human & Social Biology	273	173	**63.4%**	96.0%	44.9%	70.9%
Integrated Science (CSEC)	187	132	**70.6%**	97.9%	34.3%	48.6%
Information Technology (CSEC)	60	52	**86.7%**	98.3%	13.5%	15.6%
Information Technology BTEC Certificate	13	10	**76.9%**	76.9%	2.6%	3.4%
Information Technology BTEC Ext. Certificate	9	9	**100.0%**	100.0%	2.3%	2.3%
Leisure & Tourism (GCSE)	45	13	**28.9%**	91.1%	3.4%	11.7%
Mathematics (iGCSE)	11	6	**54.5%**	100.0%	1.6%	2.9%
Maths (CSEC)	400	230	**57.5%**	99.0%	59.7%	103.9%
Maths (iGCSE)	1	1	**100.0%**	100.0%	0.3%	0.3%
Media Studies (GCSE)	14	1	**7.1%**	71.4%	0.3%	3.6%
Motor Vehicle (Award)	48	0	**0.0%**	0.0%	0.0%	12.5%
Motor Vehicle Certificate	10	0	**0.0%**	0.0%	0.0%	2.6%
Music (GCSE)	5	1	**20.0%**	80.0%	0.3%	1.3%
Music (iGCSE)	1	1	**100.0%**	100.0%	0.3%	0.3%
Music Technology BTEC Certificate	7	7	**100.0%**	100.0%	1.8%	1.8%
Music Technology BTEC Ext. Certificate	12	10	**83.3%**	83.3%	2.6%	3.1%
Office Administration (CSEC)	59	41	**69.5%**	98.3%	10.6%	15.3%
Physical Education (CSEC)	65	65	**100.0%**	100.0%	16.9%	16.9%
Performing Arts BTEC Ext. Certificate	34	27	**79.4%**	79.4%	7.0%	8.8%
Physics (CSEC)	48	35	**72.9%**	97.9%	9.1%	12.5%
Physics (iGCSE)	5	4	**80.0%**	100.0%	1.0%	1.3%
Religious Education SA (GCSE)	16	8	**50.0%**	87.5%	2.1%	4.2%
Religious Education SC (GCSE)	11	5	**45.5%**	81.8%	1.3%	2.9%
Social Studies (CSEC)	75	49	**65.3%**	97.3%	12.7%	19.5%
Spanish (CSEC)	47	29	**61.7%**	85.1%	7.5%	12.2%
Spanish (GCSE)	28	16	**57.1%**	96.4%	4.2%	7.3%
Sport & Leisure BTEC Certificate	37	30	**81.1%**	81.1%	7.8%	9.6%

Sport & Leisure BTEC Ext. Certificate	20	16	**80.0%**	80.0%	4.2%	5.2%
Statistics (GCSE)	39	24	**61.5%**	100.0%	6.2%	10.1%
Technical Drawing (CSEC)	25	12	**48.0%**	96.0%	3.1%	6.5%
Textiles Clothing & Fashion (CSEC)	10	5	**50.0%**	100.0%	1.3%	2.6%
Visual Arts (CSEC)	4	3	**75.0%**	100.0%	0.8%	1.0%
Workskills L1 BTEC Certificate	17	0	**0.0%**	0.0%	0.0%	4.4%
Workskills L2 BTEC Certificate	35	33	**94.3%**	94.3%	8.6%	9.1%
Workskills Level 2 BTEC Award	164	3	**1.8%**	1.8%	0.8%	42.6%

Appendix G

Year 11 – Cumulative Subject Performance Summaries (Science)

