



MINISTRY OF
EDUCATION, TRAINING,
& EMPLOYMENT

DEPARTMENT OF
EDUCATION SERVICES

CAYMAN ISLANDS GOVERNMENT

The National Education Data Report 2012 (released in 2013) **Cayman Islands**

Introduction

The first national data report was an important milestone in our journey to reform and improve the Cayman Islands' Education system. It was the first transparent report on standards of educational achievement and underlined our determination to improve standards and the quality of education. The establishment of data systems, performance indicators and public reporting are significant actions within the 5 year National Strategic Plan for Education (2012). Unlike the data provided by many other systems, the performance data used in this report is based on every student enrolled in the particular year of public education, not just those students who sat the tests and external exams.

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

The data in the first national data report therefore provided a national picture of student performance in 2012, which formed a baseline against which future progress is monitored. The second national data report makes comparisons to the benchmarks established in the first report. and highlights to the public whether or not progress has been made .

The second national data report has the same structure as the first, starting with system data then considering the end of primary school exam data, then the end of secondary school exam data. The system data has been expanded this year to include further key areas, such as enrolment by electoral district and enrolment by age.

Some Key Messages from the Data

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

The data in this report indicates sustained improvement at the end of secondary school (Year 12) examinations, the last stage before students leave compulsory education. Using the international benchmark of 5 or more Level 2 (CXC, GCSE or BTEC) passes, there has been an increase in pass rate for the entire student population at Year 12, from 27 to 49% over the past 5 years (see page 22). This compares well from a regional perspective, and is approaching internationally acceptable levels.

The expected levels established from our National Curriculum is Level 4 at the end of primary school tests (Year 6). We therefore expect, on average, 50% of our students to achieve these level thresholds. This expectation is in line with schools with similar socio-economic profiles in England and Wales, when they were at a similar stage of their educational journey, following the introduction of the national curriculum and Key Stage testing [*Benchmark Information for Key Stage 2 DFES (1999)*]. We anticipate that these expectations will increase over time, in line with rising standards as our reforms take effect.

In 2012 the data for Year 6 in this report indicates that 50% (216 students) of all students who

took the test in English achieved or exceeded Level 4. 42% (180 students) achieved or exceeded Level 4 in mathematics.

The data also indicates that progress in English from primary school to the end of secondary school is sustained, with 49% students achieving CXC Level 2 passes. The continued impact of our literacy strategy has contributed to this improvement. Progress in mathematics is a cause for concern however, where Level 2 pass rates at CXC and GCSE mathematics was 28% by the end of year 12. The new mathematics strategy, headed up by the Numeracy Specialist appointed in September 2011, is expected to have a significant influence on improvement in future years.

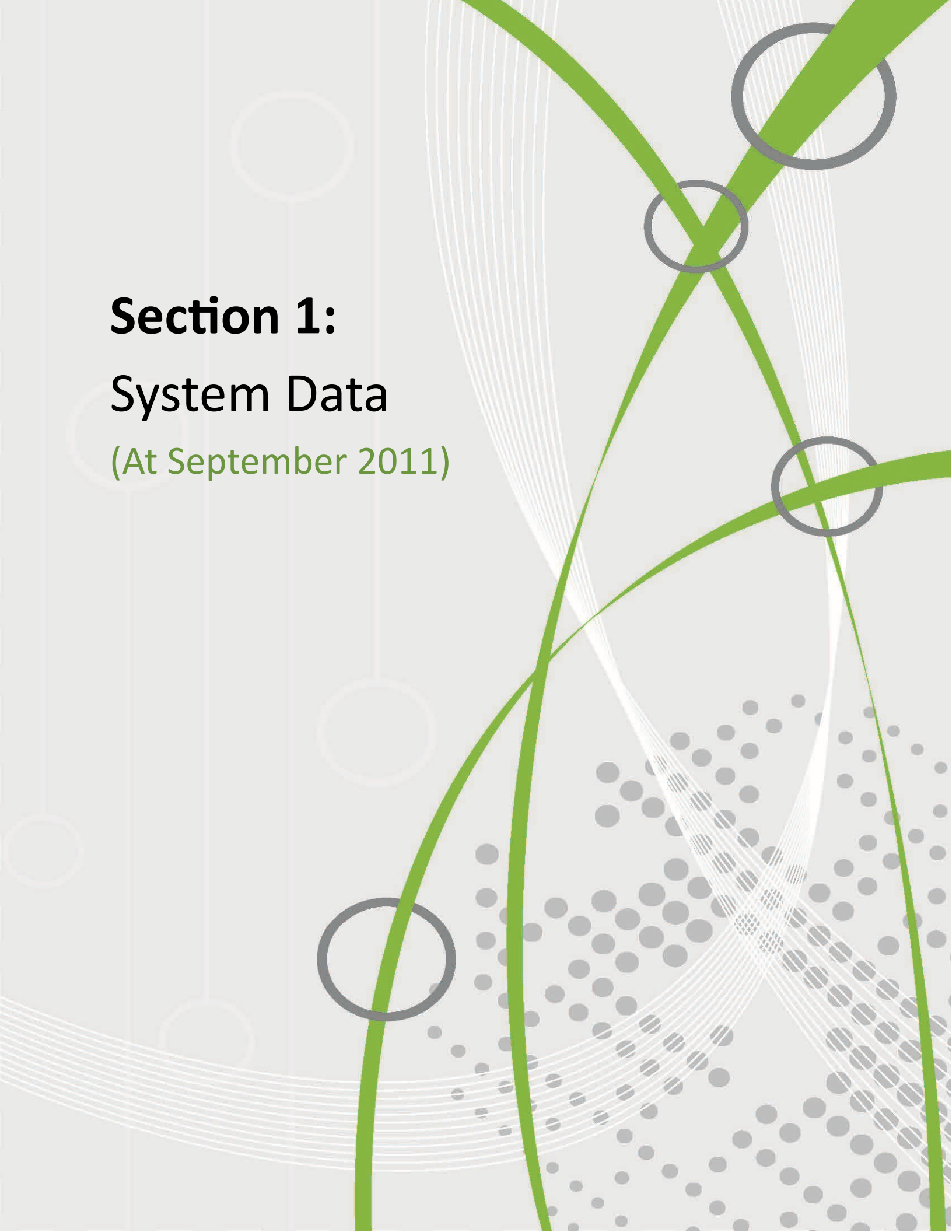
In the same way, data indicates that, in literacy but particularly in mathematics, the key concepts need to be more effectively delivered at a younger age. Too many students are not achieving the expected levels of performance because they lack a foundation based on understanding. This is a major driver of our literacy and mathematics strategies in primary schools, and of our Early Years strategy and the reintroduction of Reception into government schools.

This year we have added data relating to the Cognitive Abilities Tests (CAT3). These tests are taken in Year 4, 6 and 9 and provide information about students' verbal, quantitative, and non-verbal abilities. We use these tests to gauge the potential of our students. and the tests also provide predictions for outcomes in later years. The tests also provide a valuable screening tool, for where significant variation is identified between the potential measured by CAT3 and the actual outcome, we undertake further investigation for potential barriers to learning. Currently the CAT3 assessments suggest that approximately 70% of our students should be obtaining a Level 4 pass or higher in the Key Stage 2 tests in mathematics and English, whereas the current actual attainment is 50% achieving Level 4 or higher in English, and 42% in mathematics. Our challenge therefore is to ensure that, in the first instance, all our students achieve their potential in these subjects.

We recognise that high levels of challenge must also be matched by high levels of support. Accordingly, each school has a broad network of support lead by the assigned Senior School Improvement Officer (SSIO). The SSIO can draw upon the services of a number of internal and external support staff including Subject Specialists, Learning Coaches, Additional Needs Specialists, Counsellors and Educational Psychologists

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

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

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Section 1:

System Data

(At September 2011)

Early Childhood Care and Education Statistics 2011-12

	Grand Cayman	Sister Islands	Total
Number of Settings Providing Early Childhood Care and Education	36	4	40
ECCE Private Centres	22	1	23
ECCE Settings in Private Schools	11	N/A	11
ECCE Settings in Public Schools	3	3	6
Enrolment	1620	71	1691
ECCE Private Centres	1162	50	1212
ECCE Settings in Private Schools	415	N/A	415
ECCE Settings in Public Schools	43	21	64
Girls	775	32	821
Boys	845	38	896
Staff	245	15	260
ECCE Private Centres	192	12	204
ECCE Settings in Private Schools	47	N/A	47
ECCE Settings in Public Schools	6	3	9
Female	244	15	259
Male	1	0	1

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
Number of Centres	26	5	3	1	1	4	40
Total Enrolment	1384	168	45	11	12	71	1691
Enrolment by Setting							
ECCE Private Centres	962	155	45	0	0	50	1212
ECCE Settings in Private Schools	402	13	0	0	0	0	415
ECCE Settings in Public Schools	20	0	0	11	12	21	64
Enrolment by Gender							
Girls	666	74	24	3	8	32	807
Boys	718	94	21	8	4	39	883

Data source: Schools—September 2011

Government School Statistics 2011-12

	Primary	Secondary	Total
Total Enrolment	4164	3482	7646
Enrolment by School			
Private Schools (11 schools)	1655	1101	2756
Public Schools (17 schools)	2509	2381	4890
Enrolment by Gender			
Girls	2081	1755	3836
Boys	2083	1727	3810

	Private Schools (All Years)	Public Schools Primary	Public Schools Secondary	Special Education (Lighthouse School)	Total
Students	2756	2462	2336	92	7646
Teachers	302	171	229	17	719
Student Teacher Ratio	9	14	10	5	11

	George Town	West Bay	Bodden Town	North Side	East End	Sister Islands	Total
Number of Schools	16	3	2	1	1	5	28
Total Enrolment	5847	765	581	68	97	288	7646
Enrolment by School							
Primary	2631	659	581	68	97	128	4164
Private Schools	1527	128	0	0	0	0	1655
Public Schools	1104	531	581	68	97	128	2509
Secondary	3216	106	0	0	0	160	3482
Private Schools	995	106	0	0	0	0	1101
Public Schools	2221	0	0	0	0	160	2381
Enrolment by Gender							
Girls	2929	382	299	36	48	142	1755
Boys	2918	383	282	32	49	146	1727

Data source: Schools—September 2011

Enrolment in Government School by Phase, Age and Gender 2011-12

	Total			Primary			Secondary		
	Total	Girls	Boys	Total	Girls	Boys	Total	Girls	Boys
3 years	0	0	0	0	0	0	0	0	0
4 years	146	81	65	146	81	65	0	0	0
5 years	418	196	222	418	196	222	0	0	0
6 years	419	207	212	419	207	212	0	0	0
7 years	394	214	180	394	214	180	0	0	0
8 years	369	182	187	369	182	187	0	0	0
9 years	388	204	184	388	204	184	0	0	0
10 years	442	242	200	344	182	162	98	60	38
11 years	379	179	200	31	10	21	348	169	179
12 years	364	153	211	0	0	0	364	153	211
13 years	388	201	187	0	0	0	388	201	187
14 years	406	204	202	0	0	0	406	204	202
15 years	402	204	198	0	0	0	402	204	198
16 years	273	122	151	0	0	0	273	122	151
17 years	88	38	50	0	0	0	88	38	50
18 years	13	4	9	0	0	0	13	4	9
19 years	1	1	0	0	0	0	1	1	0
20 years	0	0	0	0	0	0	0	0	0
Total	4890	2432	2458	2509	1276	1233	2381	1156	1225

Data source: Schools— September 2011

Chart 1.1 Primary Schools Attendance and Absence Percentages for 2010-11 & 2011-12

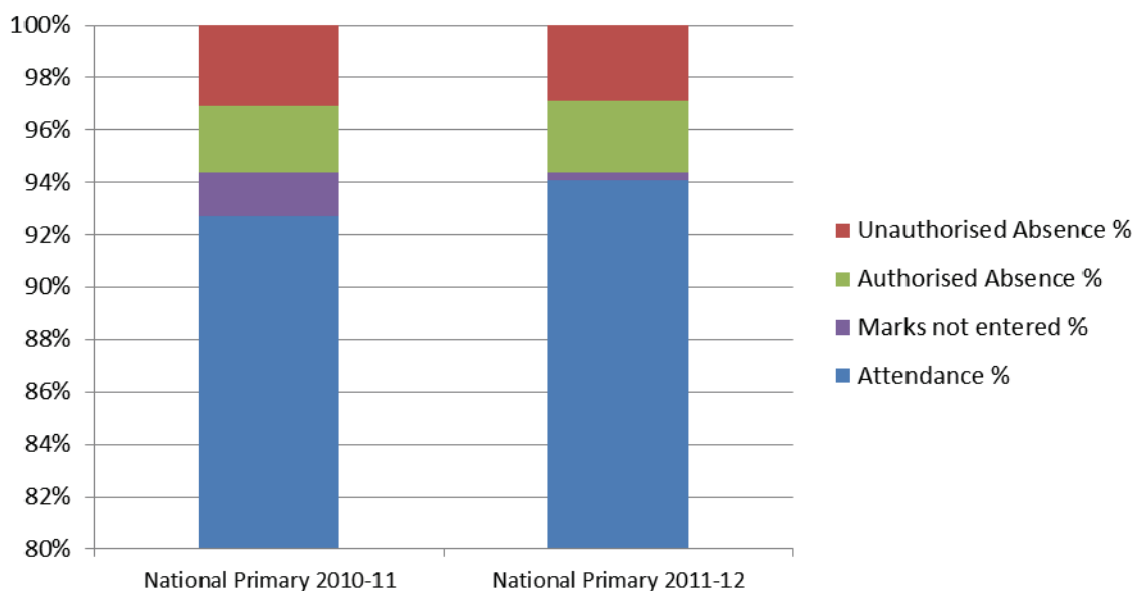
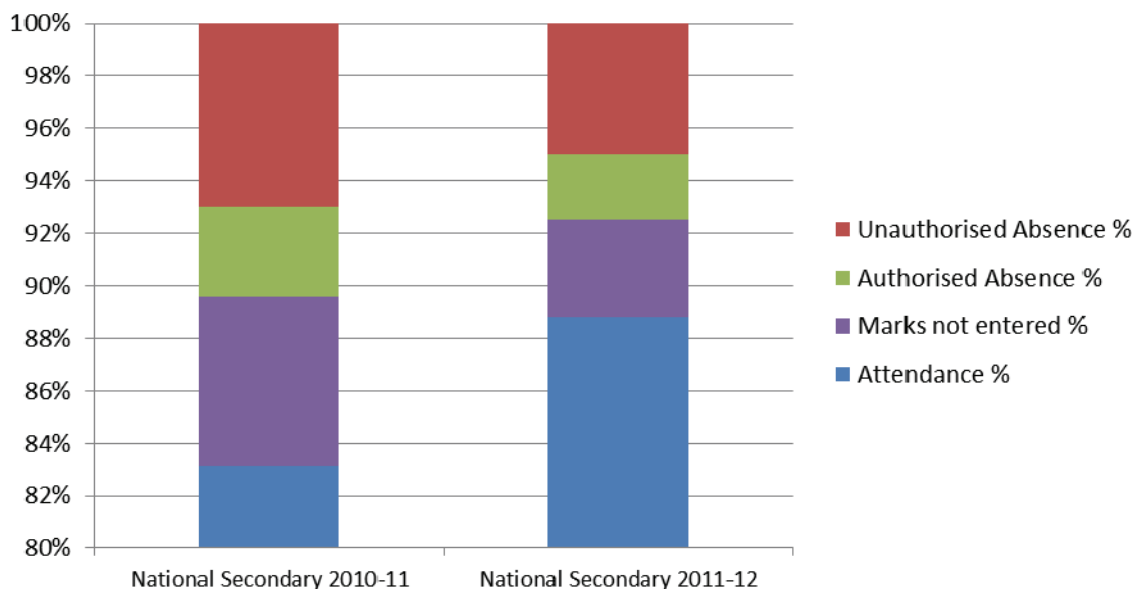
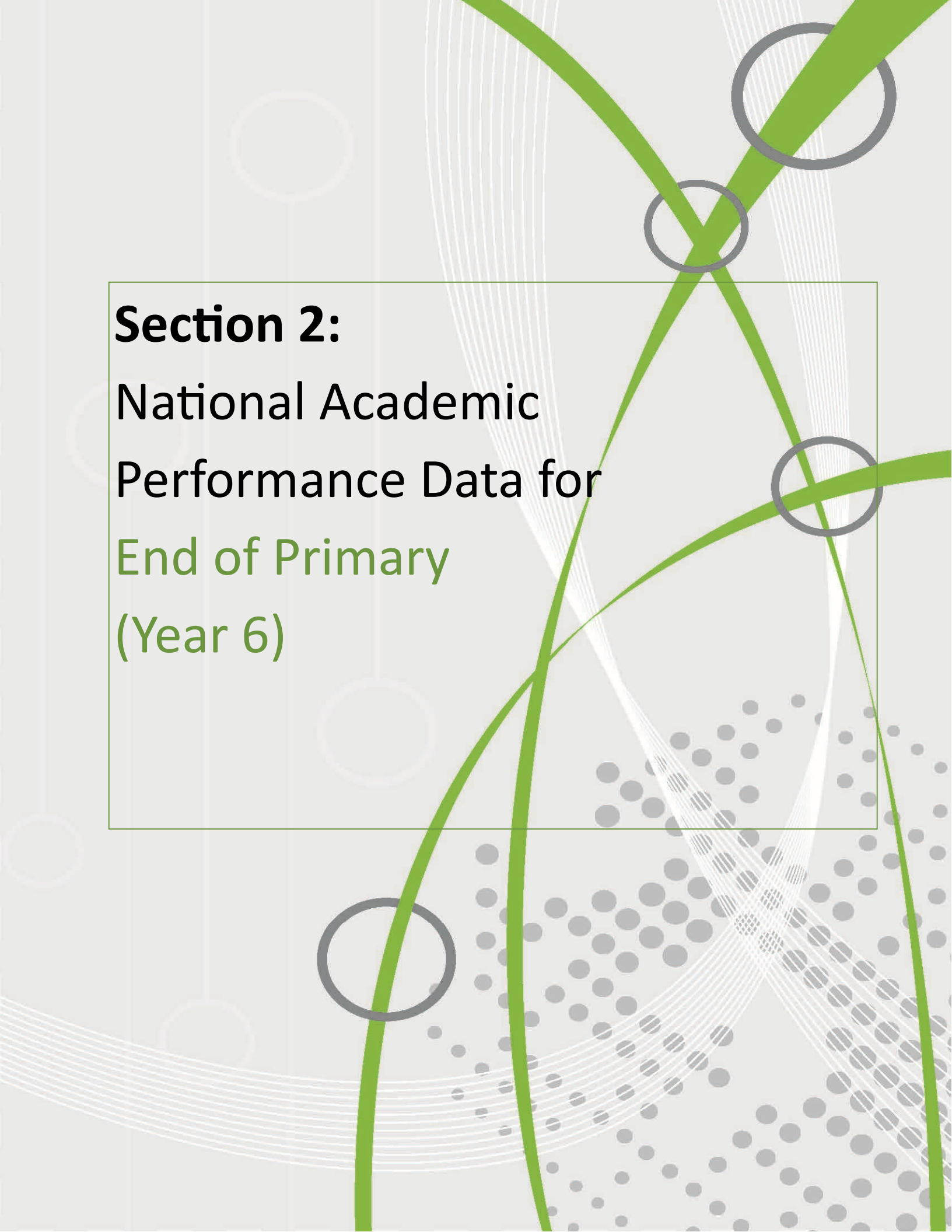


Chart 1.2 Secondary Schools Attendance and Absence Percentages for 2010-11 & 2011-12



Key points:

- The recorded attendance was over 92% in primary and 83% in secondary in 2010-11. This improved to 94% in primary and 89% in secondary for 2011-12

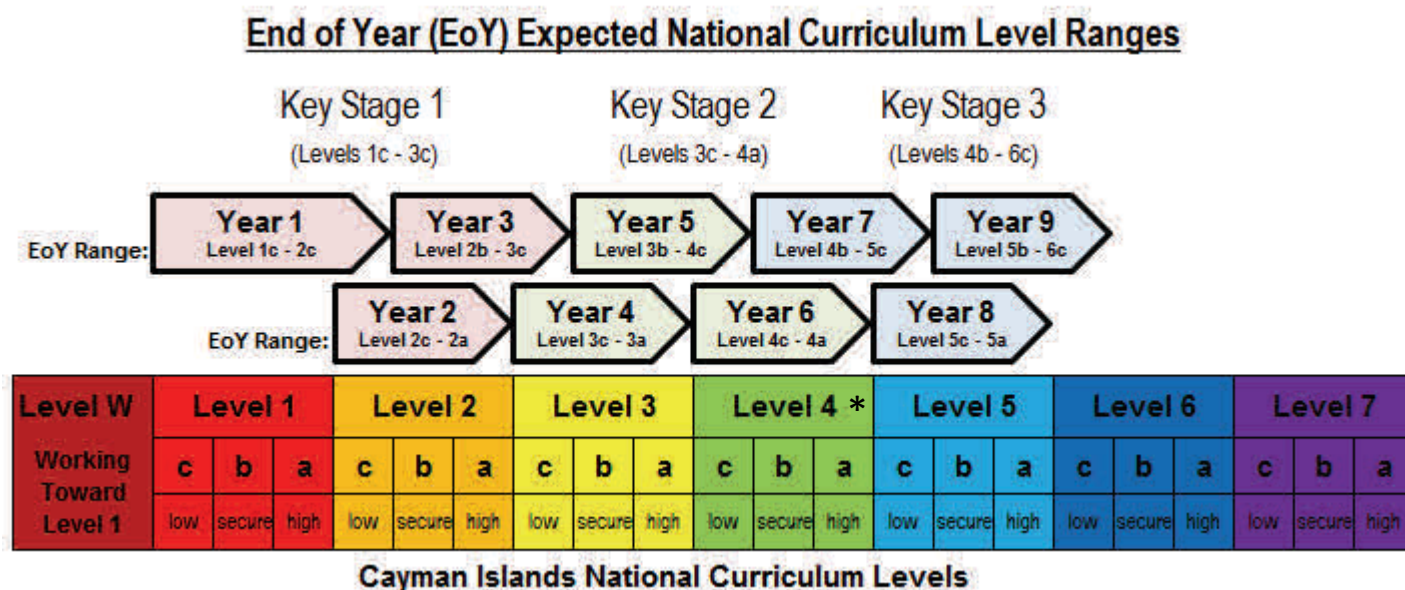
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Section 2:

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

End of Primary (Key Stage 2) Tests

Academic year 2011-12



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

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

The English tests are as follows:

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

The mathematics tests are as follows:

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

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

A represents students who were absent

T represents students working at the level of the assessment but unable to access the test

B represents students who were working below the level of the test,

WTL2 represents students who are working toward Level 2

2012 End of Primary (Year 6) Test Data

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

Number at each level													
	A	T	B	WTL2	2	3	4	5	Total	Level 2 or below	Level 3 or above	Level 4 or above	Level 5 or above
All students													
English Test	18	0	2	22	36	138	183	33	432	60	354	216	33
Reading Test	9	0	2	54	.	99	208	60	432	56	367	268	60
Writing Test	17	0	2	39	.	207	151	16	432	41	374	167	16
Mathematics Test	12	0	2	47	21	170	156	24	432	70	350	180	24
Girls													
English Test	6	0	0	4	10	60	129	25	234	14	214	154	25
Reading Test	4	0	0	13	.	46	129	42	234	13	217	171	42
Writing Test	6	0	0	7	.	97	113	11	234	7	221	124	11
Mathematics Test	5	0	0	17	9.0	100	92	11	234	26	203	103	11
Boys													
English Test	12	0	2	18	26	78	54	8	198	46	140	62	8
Reading Test	5	0	2	41	.	53	79	18	198	43	150	97	18
Writing Test	11	0	2	32	.	110	38	5	198	34	153	43	5
Mathematics Test	7	0	2	30	12	70	64	13	198	44	147	77	13
Percentage at each Level													
	A	T	B	WTL2	level 2	level 3	level 4	level 5	Total	% Level 2 or below	% Level 3 or above	% Level 4 or above	% Level 5 or above
All students													
English Test	4	0	0	5	8	32	42	8	100	14	82	50	8
Reading Test	2	0	0	13	.	23	48	14	100	13	85	62	14
Writing Test	4	0	0	9	.	48	35	4	100	9	87	39	4
Mathematics Test	3	0	0	11	5	39	36	6	100	16	81	42	6
Girls													
English Test	3	0	0	2	4	26	55	11	100	6	91	66	11
Reading Test	2	0	0	6	.	20	55	18	100	6	93	73	18
Writing Test	3	0	0	3	.	41	48	5	100	3	94	53	5
Mathematics Test	2	0	0	7	4	43	39	5	100	11	87	44	5
Boys													
English Test	6	0	1	9	13	39	27	4	100	23	71	31	4
Reading Test	3	0	1	21	.	27	40	9	100	22	76	49	9
Writing Test	6	0	1	16	.	56	19	3	100	17	77	22	3
Mathematics Test	4	0	1	15	6	35	32	7	100	22	74	39	7

A represents students who were absent, T represents students working at the level of the assessment but unable to access the test, B represents students who were working below the level of the test, WTL2 represents students who are working toward Level 2, "." = Not applicable

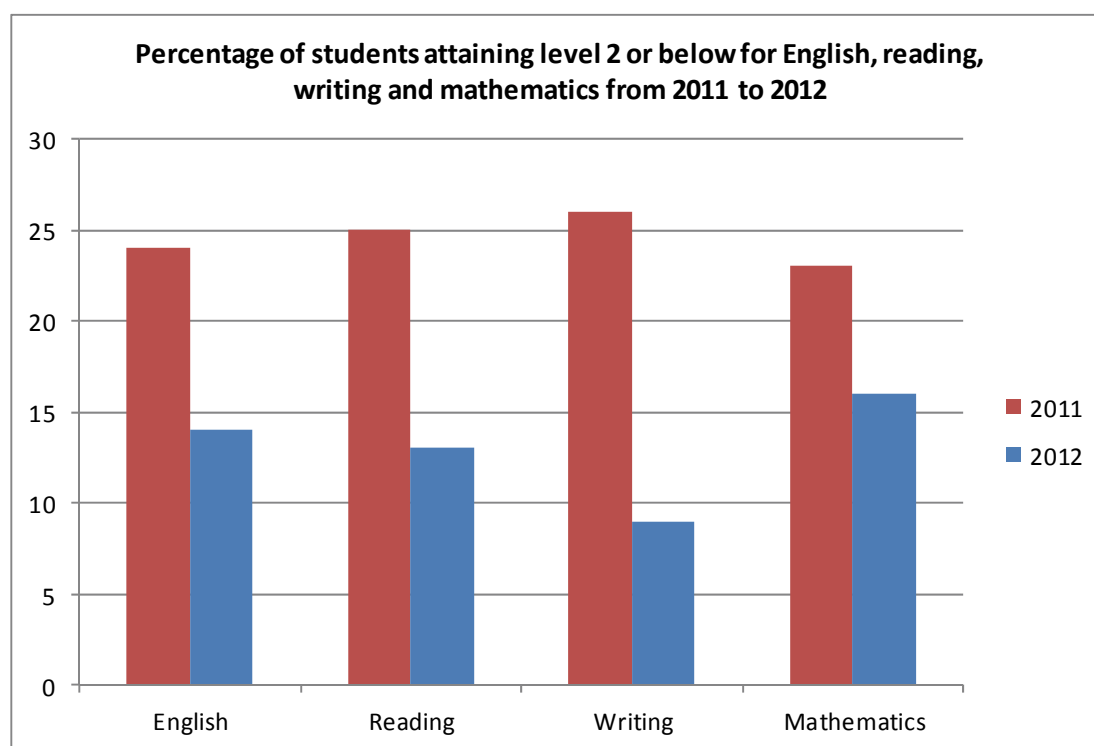
Data source: KS2 SAT tests results

Key Points:

- 50% of students in 2012 compared to 33% in 2011 attained a level 4 or above in English
- 42% of students in 2012, compared to 25% in 2011 attained a level 4 or above in mathematics
- 92% of students in 2012 compared to 79% in 2011 attained a level 2 or above in English
- 89% of students in 2012, compared to 80% in 2011 attained a level 2 or above in mathematics

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

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

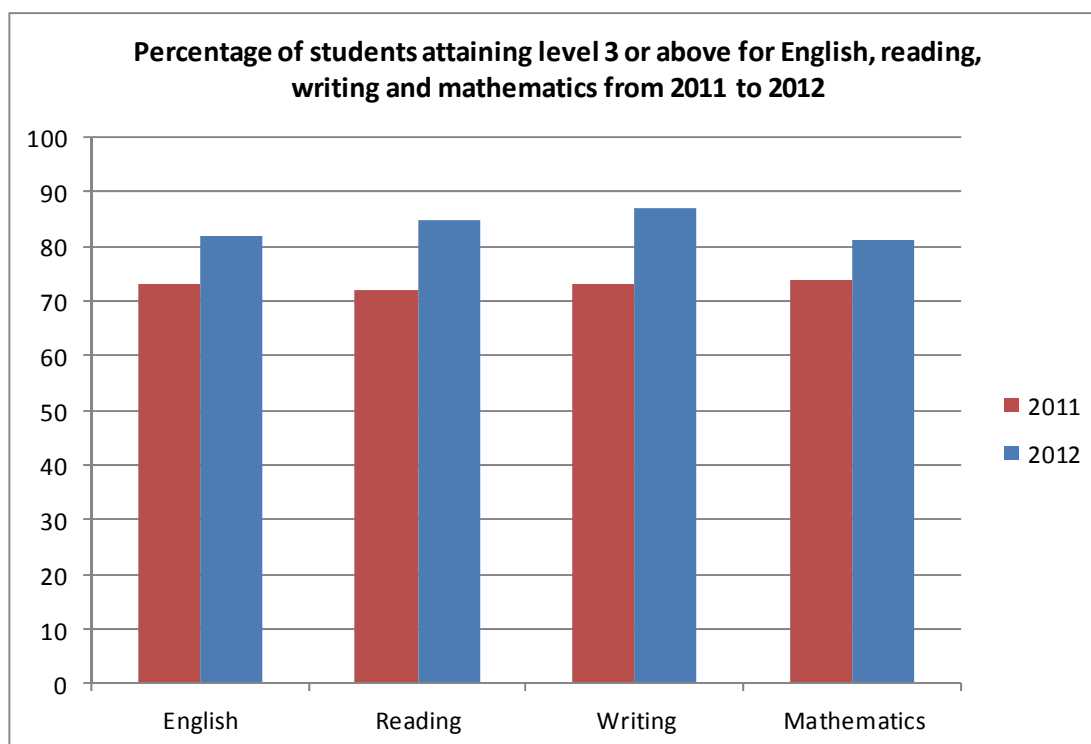


Key Points:

- 14% of students attained level 2 or below in 2012 in English compared to 24% in 2011
- 16% of students attained level 2 or below in 2012 in mathematics compared to 23% in 2011

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

Percentage of students at Level 3 or above				
	English	Reading	Writing	Mathematics
All students				
2012	82	85	87	81
2011	73	72	73	74
Girls				
2012	91	93	94	87
2011	80	78	80	73
Boys				
2012	71	76	77	74
2011	67	67	66	74

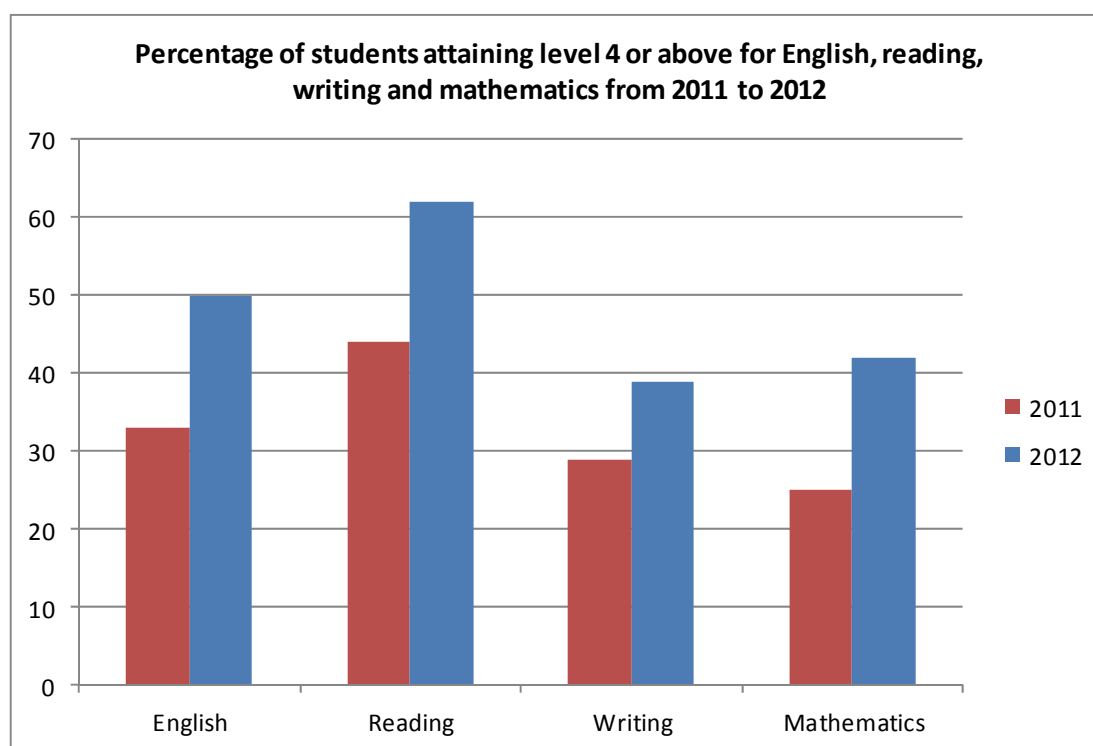


Key Points:

- In 2012 91% of girls and 77% of boys attained level 3 or above in writing. In 2011 80% of girls, compared to 66% of boys, attained a level 3 or above in writing.
- In 2012 93% of girls and 76% of boys achieved level 3 or above in writing. In 2011 78% of girls, compared to 67% of boys, attained a level 3 or above in reading.

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

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

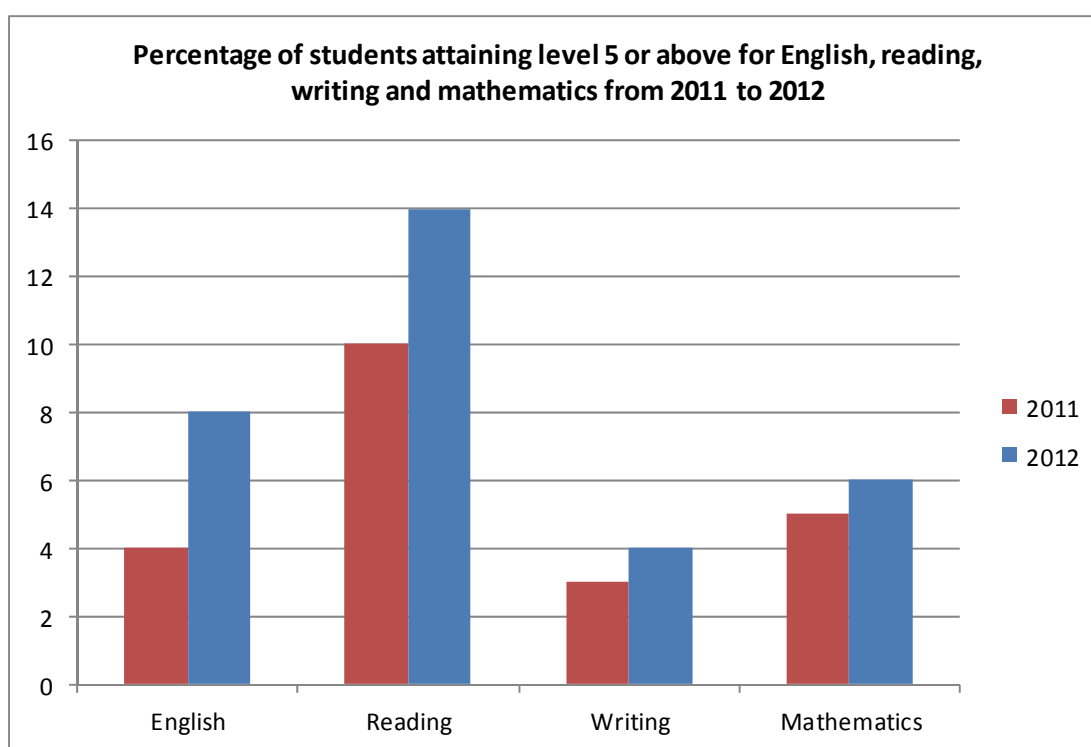


Key Points:

- In 2012 53% of girls and 22% of boys achieved level 4 or above in writing. In 2011 36% of girls, compared to 23% of boys, attained a level 4 or above in writing.
- In 2012 73% of girls and 49% of boys achieved level 4 or above in writing. In 2011 52% of girls, compared to 35% of boys, attained a level 3 or above in reading.

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

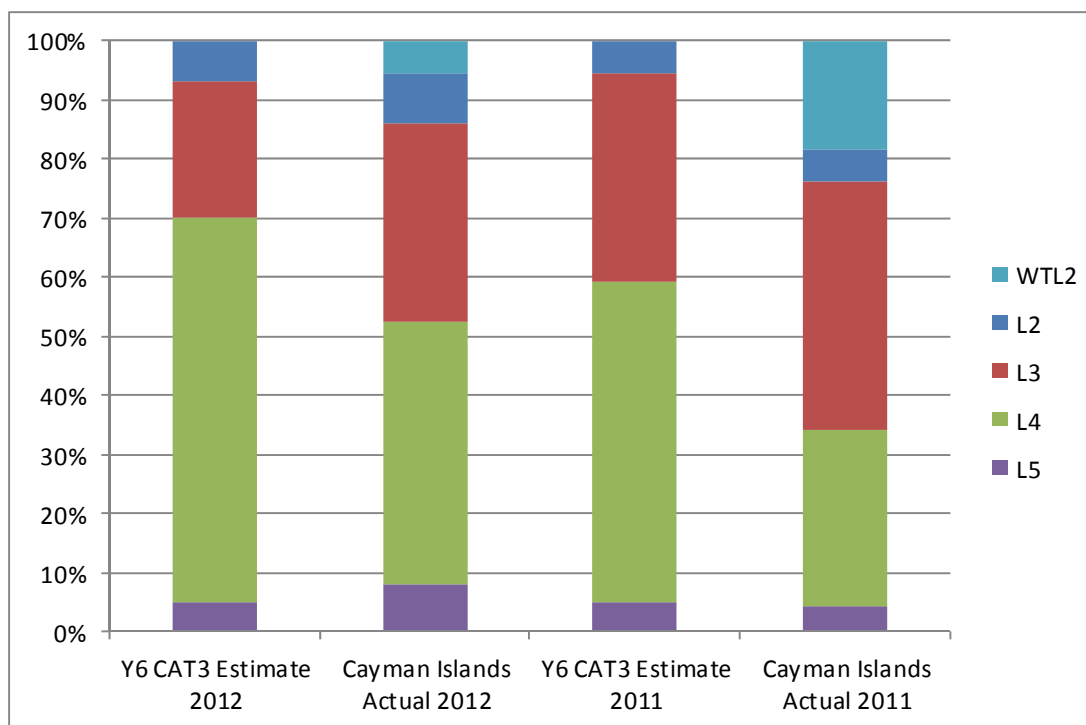
Percentage of students at Level 5				
	English	Reading	Writing	Mathematics
All students				
2012	8	14	4	6
2011	4	10	3	5
Girls				
2012	11	18	5	5
2011	4	13	3	5
Boys				
2012	4	9	3	7
2011	4	7	2	4



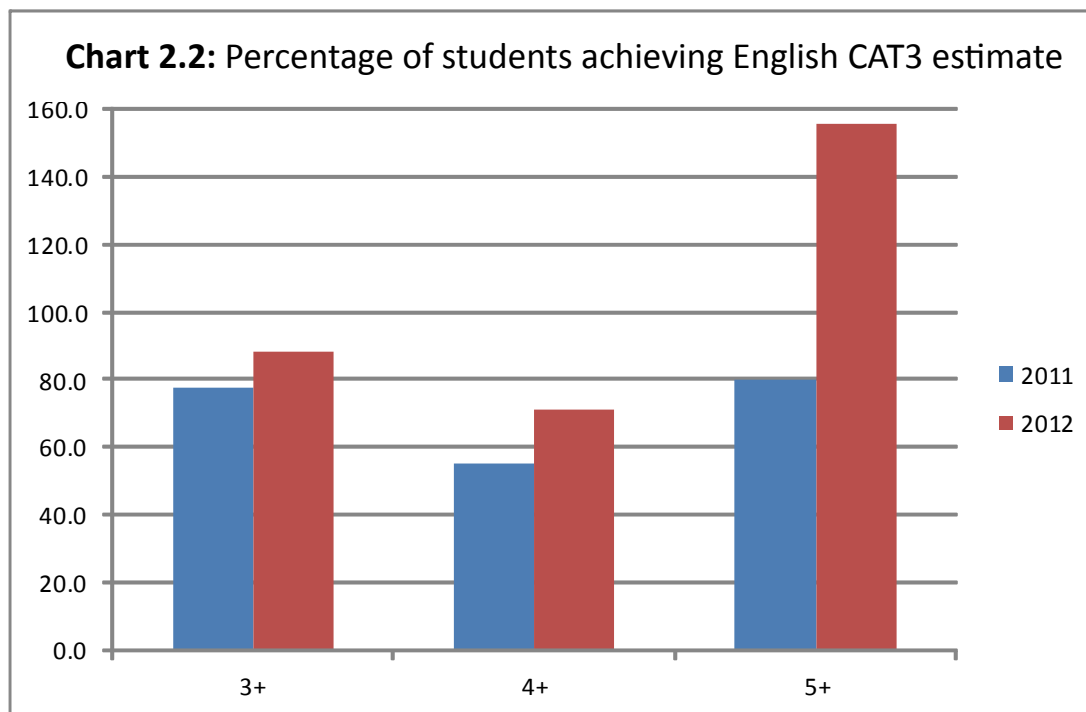
Key Points:

- Although there seems to be an improvement from 2011 to 2012 the numbers are too small to be secure in this judgment

Chart 2.1: Distribution of 2011 and 2012 Key Stage 2 English levels—
CAT3 Estimates vs National Performance

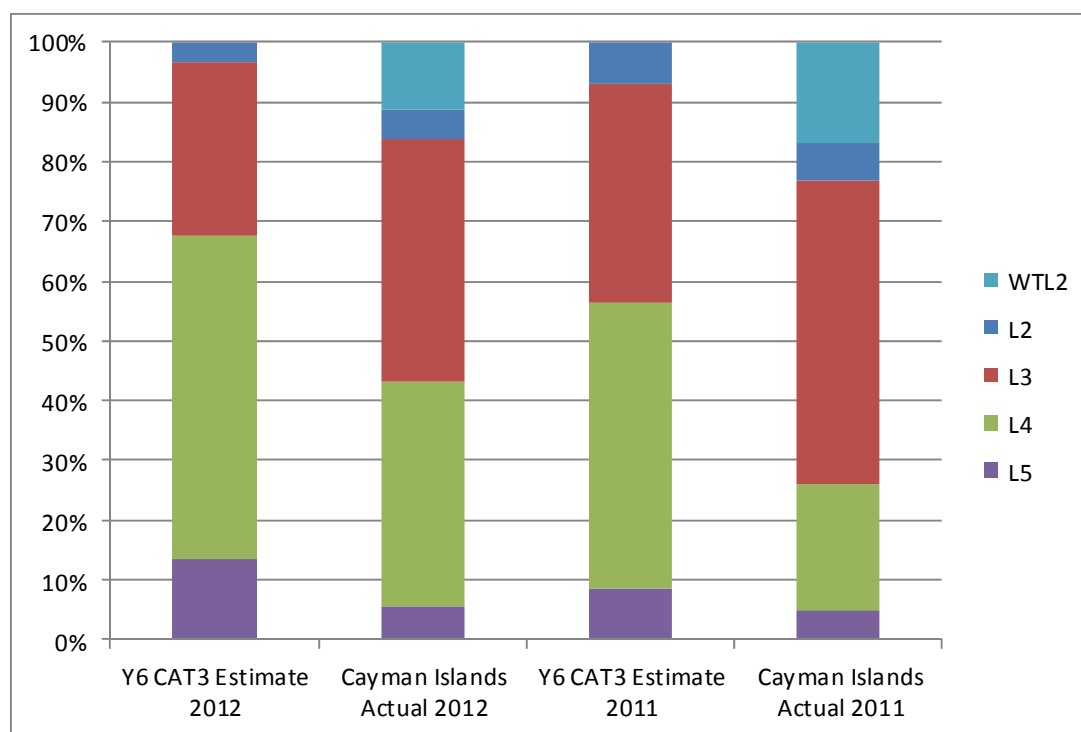


WTL2 represents students who are working toward Level 2, Only students who completed the test are included in this chart

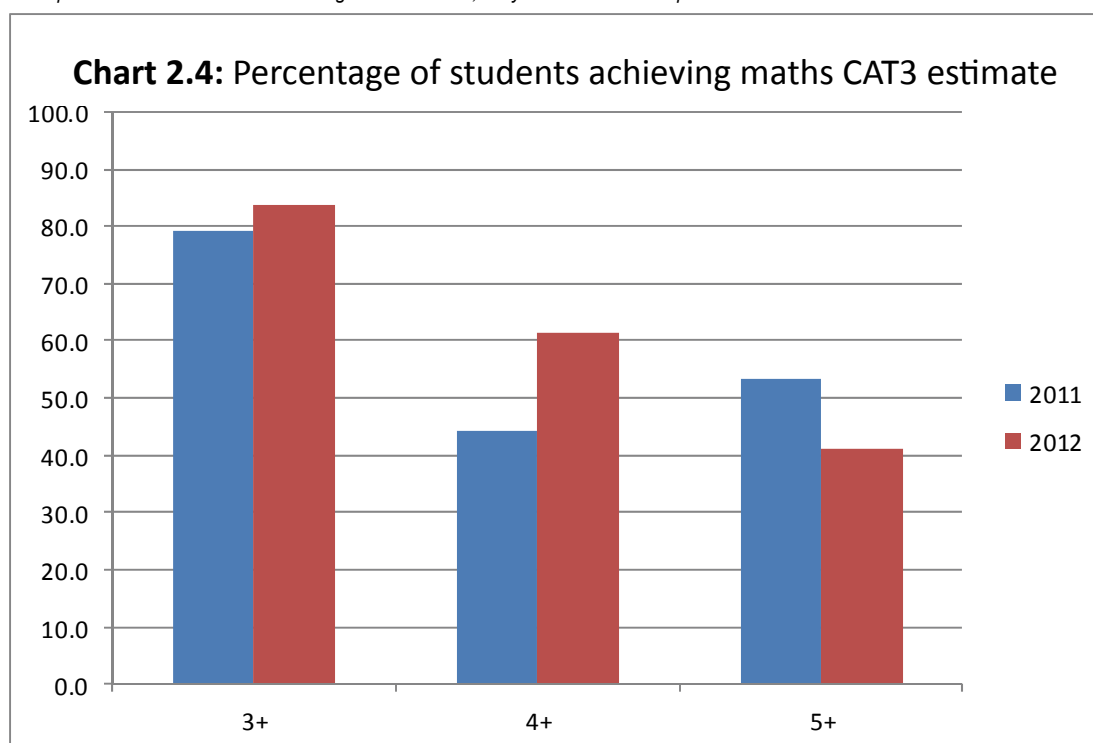


Key Points

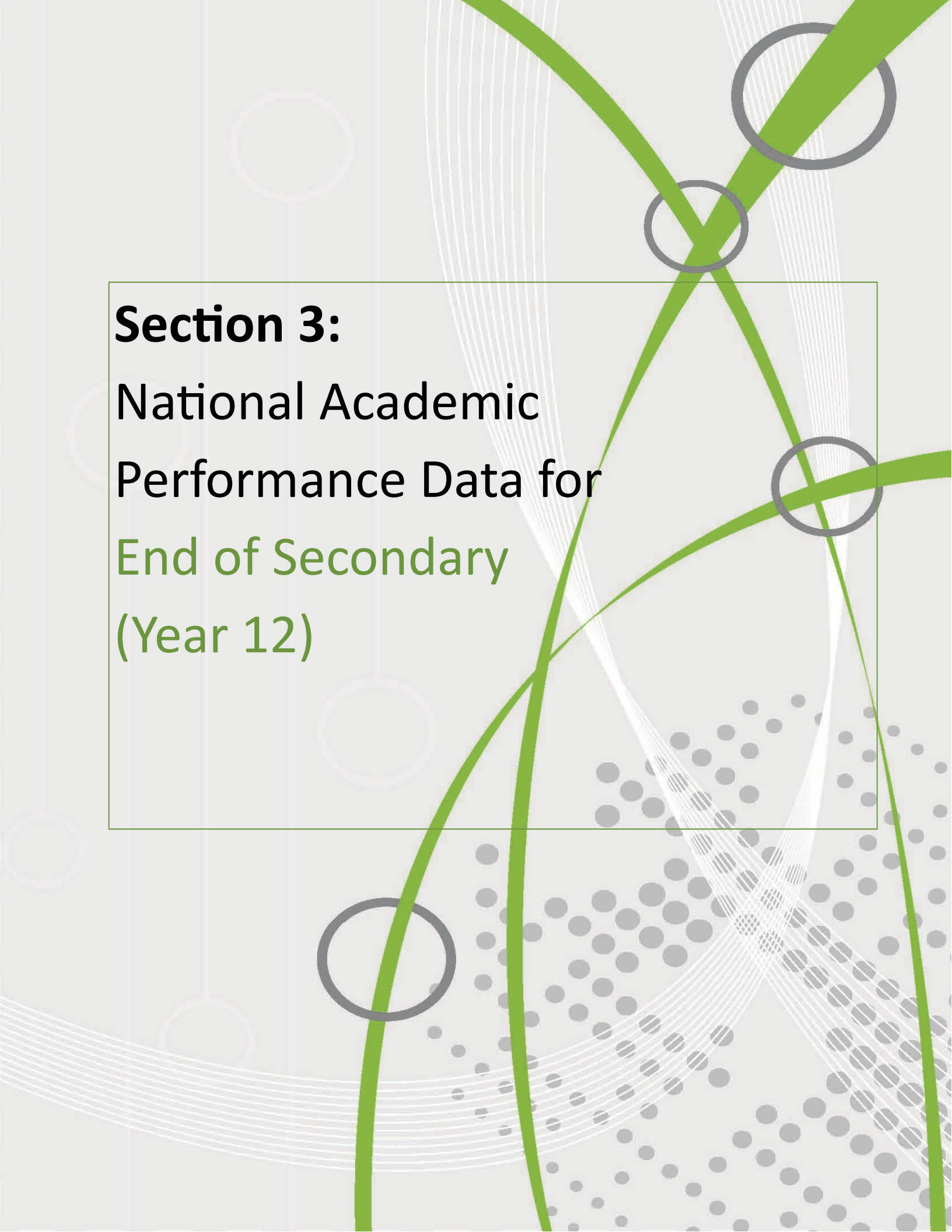
- In 2011 CAT3 predicted that approximately 60% of students would achieve Level 4 or above in English, whereas 33% of students actually achieved this level
- In 2012 CAT3 predicted that approximately 70% of students would achieve Level 4 or above in English, whereas 50% of students actually achieved this level
- In 2011 approximately 55% of students achieved or exceeded their CAT3 estimate for Level 4 or above, compared to over 70% in 2012

Chart 2.3: Distribution of 2011 and 2012 Key Stage 2 mathematics levels—**CAT3 Estimates vs National Performance**

WTL2 represents students who are working toward Level 2, Only students who completed the test are included in this chart

**Key Points**

- In 2011 CAT3 predicted that approximately 57% of students would achieve Level 4 or above in mathematics, whereas 25% of students actually achieved this level
- In 2012 CAT3 predicted that approximately 68% of students would achieve Level 4 or above in mathematics, whereas 42% of students actually achieved this level
- In 2011 approximately 44% of students achieved or exceeded their CAT3 estimate for Level 4 or above, compared to over 60% in 2012

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Section 3:

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

End of Secondary School Examinations

Academic year 2011-12

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

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

Students begin their Key Stage 4 programme in Year 10 at the High Schools. Year 11 is a stepping stone to Year 12, providing students with an opportunity to take examinations that will contribute to their overall end of Key Stage 4 results at the end of Year 12 (CIFEC).

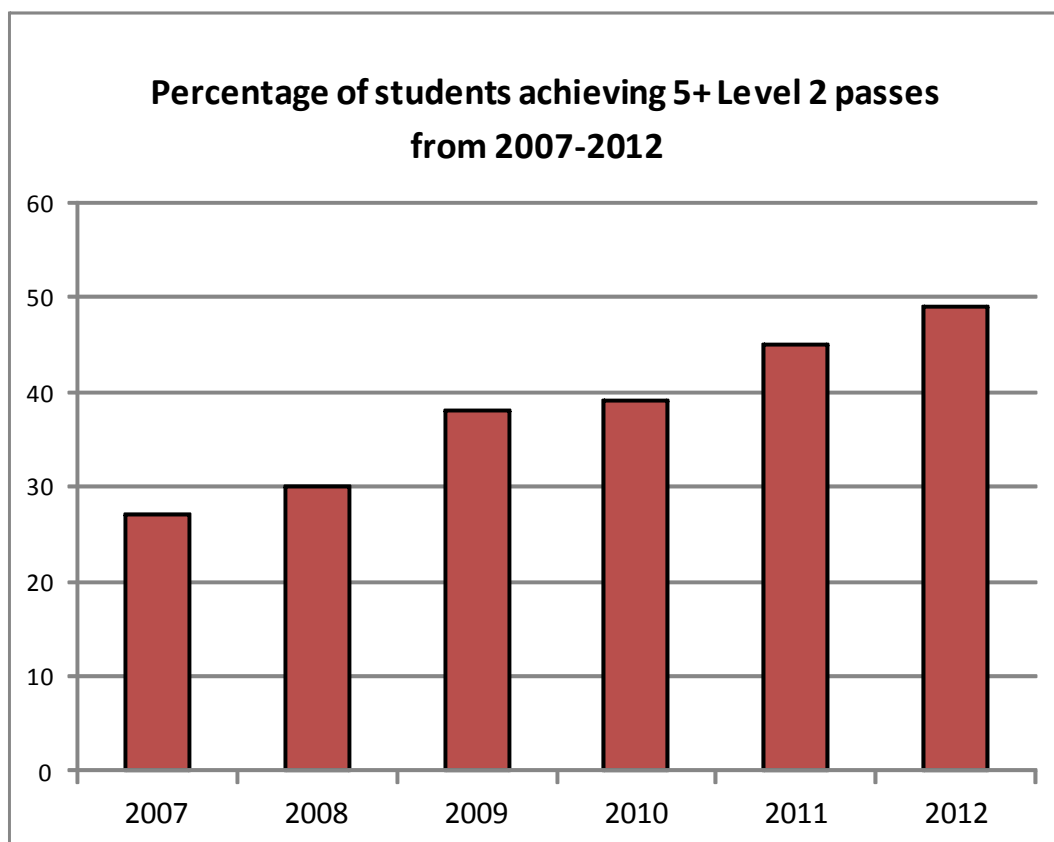
Compulsory education terminates at the end of Year 12 and the accumulated grades for the Year 12 cohort are published as the results for Key Stage 4 performance.

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

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

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

Chart 3.1 Percentage of Year 12 students achieving 5+ level 2 passes from 2007-2012

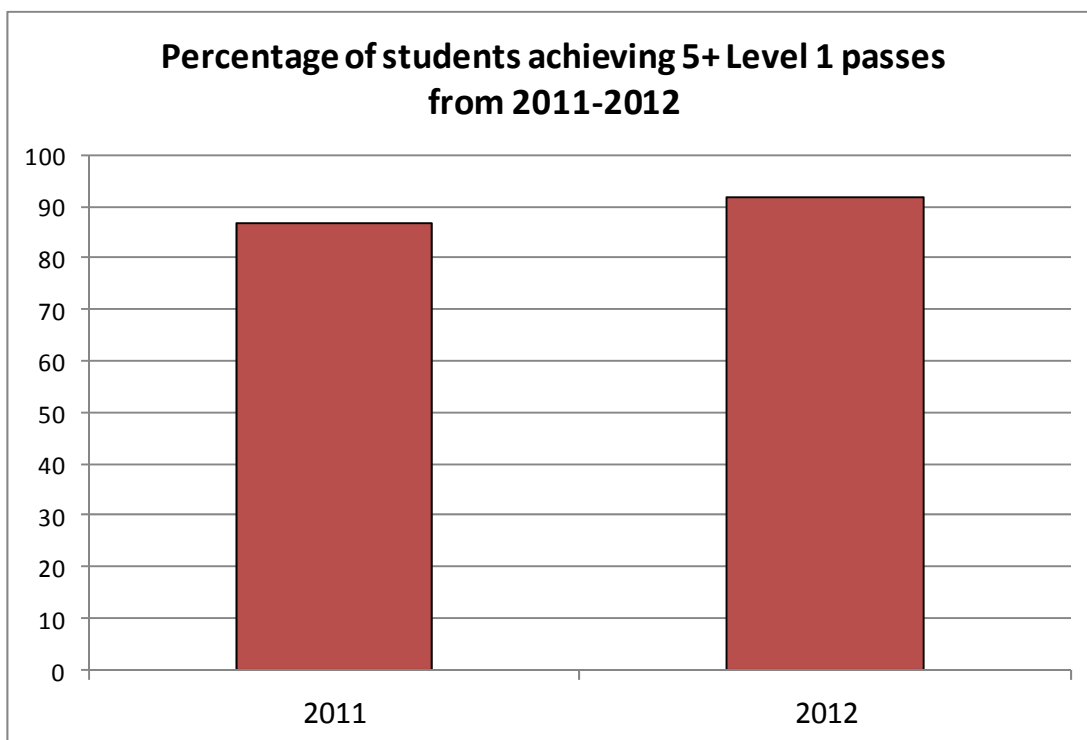


Year	2007	2008	2009	2010	2011	2012
% of students with 5+ Level 2 passes	27	30	38	39	45	49
Number of students with 5 Level 2 Passes	88	99	139	140	155	165
Number of students in cohort	328	334	365	362	342	335

Key Points:

- There has been a steady improvement in performance over the last five years (2007-2012)
- The percentage of students achieving 5 or more level 2 passes has increased by 81% over the same-period

Chart 3.2 Percentage of Year 12 students achieving 5+ level 1 passes from 2011-2012



Year	2011	2012
5+ Level 1 passes	87	92
Number of students with 5+ level 1 Passes	297	308
Number of students in cohort	342	335

Key Points:

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

Key Stage 4 Examination Data

Table 3.1: 2011-2012 Whole Cohort Performance Indicators - Year 12

Percentage of students by criteria									
	Cohort size	7+ Level 2 Passes	7+ Level 2 Passes (inc En & Ma)	5+ Level 2 Passes	5+ Level 2 (inc En and Ma)	5+ Level 1 Passes	1+ Level 1 Pass	L2 English	L2 Maths
All Students									
2012	335	28.1	18.5	49.3	23.9	91.9	99.7	53.7	26.0
2011	342	22.2	16.1	45.3	24.6	86.8	100.0	59.1	27.5
Gender									
Girls									
2012	149	35.6	22.1	61.1	26.8	96.6	99.3	69.1	28.2
2011	176	30.1	19.9	56.3	29.0	90.9	100.0	70.5	31.3
Boys									
2012	186	22.0	15.6	39.8	21.5	88.2	100.0	41.4	24.2
2011	166	16.3	12.0	33.7	19.9	81.9	100.0	47.0	23.5

Key Points:

- In 2012 61% of girls and 40% of boys achieved 5 or more level 2 passes. In 2011 56% of girls compared to 34% of boys achieved 5 or more level 2 passes.