

AUGUST 14, 2025



CSEC RESULTS MAY/JUNE 2025

A BRIEF ANALYSIS

CSEC Results May/June 2025 – A Brief Analysis

In May/June 2025 students across the Turks and Caicos Islands sat the Caribbean Secondary Education Certificate (CSEC) suite of exams administered by the Caribbean Examinations Council. A total of 531 students (245 males and 286 females) registered for examinations; reflecting 2823 subject entries. Of the total entries, 2694 sat exams in 29 subjects, achieving an overall pass rate of 70.97% with Grades I–III; an increase of 1.33 percentage points from the 2024 results.

The following graph, Figure 1, shows the changes in the overall pass rate and the pass rate for English A and Mathematic from 2014 to 2025.

Figure 1. Overall pass rate compared with pass rates in English A and Mathematics (2014 – 2025)

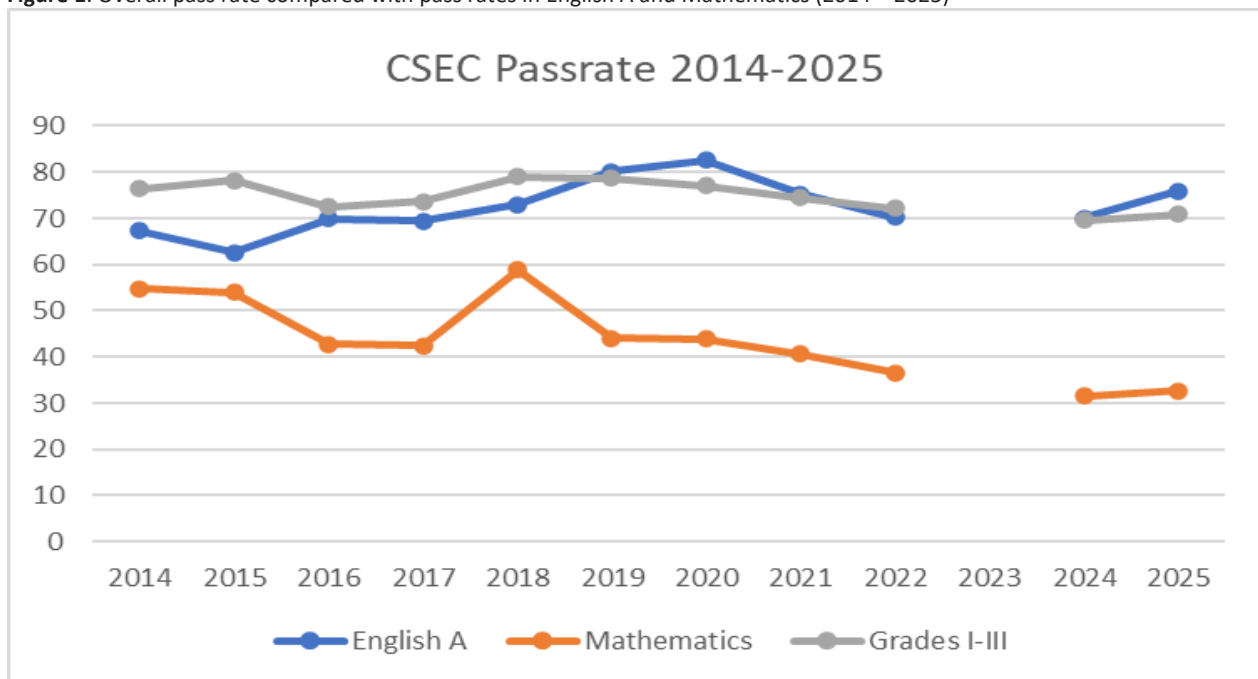


Table 1. Showing pass rates in English A and B and overall pass rate for 2014 to 2025

	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
English A	67.35	62.55	69.84	69.50	73.00	80.22	82.55	75.30	70.17		70.00	75.91
Mathematics	54.72	53.92	42.81	42.38	58.84	44.01	43.83	40.69	36.57		31.50	32.62
Grades I-III	76.39	78.18	72.59	73.59	79.03	78.66	77.15	74.42	72.17		69.64	70.97

Based on the comprehensive data spanning 2014-2025, the CSEC examination results for May/June 2025 present a mixed but cautiously optimistic picture of academic performance, with early indicators of the Ministry of Education's targeted mathematics interventions beginning to take effect.

English A Performance: English A demonstrated a strong recovery in 2025, achieving a 75.91% pass rate after experiencing a significant decline to 70.00% in 2024. This 5.91 percentage point improvement

represents the best performance since 2020 and maintains the subject's position as the stronger performing core area.

Mathematics Performance - Signs of Recovery: Mathematics showed modest but encouraging improvement, rising from 31.50% in 2024 to 32.62% in 2025—a 1.12 percentage point increase that marks the first positive movement after years of decline.

The recruitment of additional mathematics teachers and the introduction of the Annual Mathematics Jeopardy-style competition appear to be contributing to renewed student engagement with the subject, potentially helping to shift attitudes toward mathematics learning. These early results suggest that the Ministry's multi-faceted approach to addressing mathematics performance is beginning to yield positive outcomes, though the full impact of these initiatives will likely become more evident in subsequent examination cycles.

The Ministry's participation in the UWI-led regional strategy to transform mathematics pedagogy represents a significant long-term investment in addressing the systemic challenges that led to the dramatic decline from the 2018 peak of 58.84%. This collaborative regional approach, combined with local specialist recruitment and innovative engagement strategies, positions the education system for more substantial gains in coming years.

The overall performance across all subjects improved from 69.64% in 2024 to 70.97% in 2025, representing a 1.33 percentage point increase. This general improvement, coupled with the targeted mathematics interventions, suggests that comprehensive educational reforms are beginning to stabilize and improve academic outcomes.

While the 2025 results represent early progress rather than dramatic transformation, they provide encouraging evidence that the Ministry's evidence-based interventions are moving in the right direction. The combination of specialist recruitment, innovative student engagement, and regional pedagogical collaboration creates a strong foundation for more significant improvements in mathematics performance over the medium term.

Grade Distribution

General I = 17.63%	General II = 42.63%	General III = 39.74%
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This year's General examination results demonstrate positive growth across all three grade levels, with particularly notable improvements in the middle and lower tiers.

- **General I (17.63% of total entries):** Achieved a modest but steady increase of 1.40 percentage points compared to 2024, indicating consistent high-level performance
- **General II (42.63% of total entries):** Recorded the strongest growth with a substantial 12.20 percentage points increase from the previous year, representing the largest cohort of successful candidates
- **General III (39.74% of total entries):** Showed robust improvement with a 12 percentage points increase over 2024 results.

The data reveals a healthy distribution of achievements, with General II passes comprising the largest segment at over two-fifths of all successful entries. The double-digit growth rates in both General II and III categories suggest improved preparation, teaching effectiveness, or enhanced student engagement across the broader candidate pool. While passes with General I showed more modest growth, this likely reflects the inherently challenging nature of achieving top-tier results.

Overall, the results indicate a strengthening educational landscape with expanded access to success across all performance levels.

Overall Performance by Gender

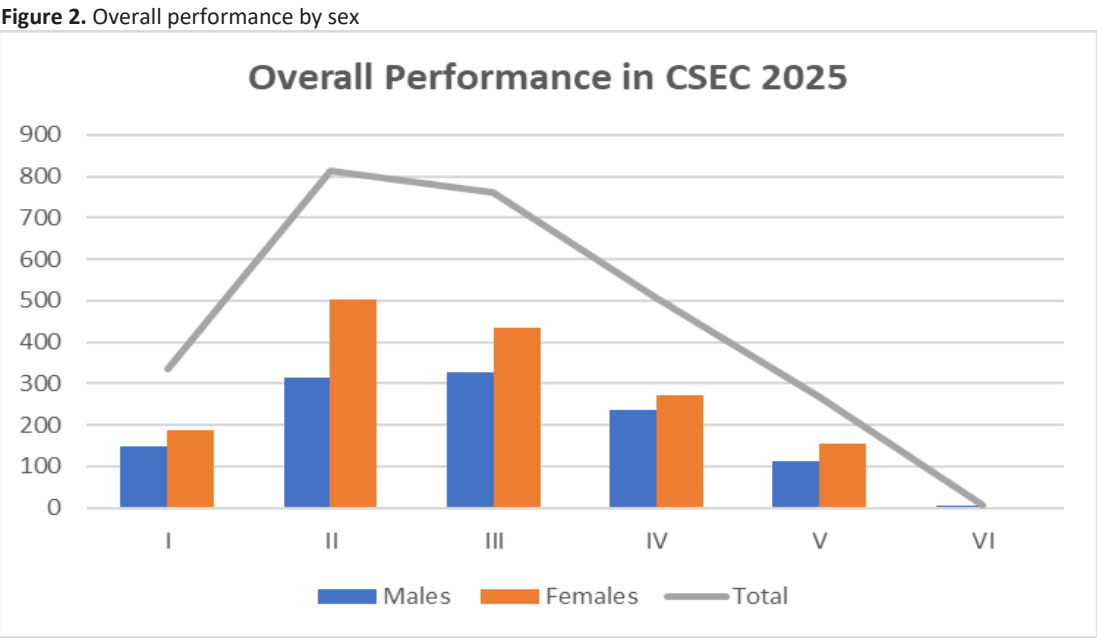


Table 2. Showing overall performance in CSEC by sex

	I	II	III	IV	V	VI
Males	149	313	326	237	112	5
Females	188	502	434	271	154	3
Total	337	815	760	508	266	8

Females significantly outnumbered males in the examination, with 1,549 female entries compared to 1,237 male entries - a difference of approximately 312 more female participants.

The results show notable gender differences across grade levels:

- Grades I-II (Highest Performance):** Males achieved 462 top grades compared to females' 690, representing about 37% and 45% of male and female candidates respectively. While females had more top performers in absolute numbers, when considering the higher female participation rate, both genders showed relatively strong performance in these top categories.
- Grade III (Satisfactory):** This grade shows the closest performance ratio, with males earning 326 Grade IIIs versus females' 434 - roughly proportional to their participation rates.

- **Grades IV-VI (Lower Performance):** Males accumulated 354 lower grades while females received 428. Proportionally, males had slightly higher rates of lower-grade outcomes (about 29% vs 28% for females).

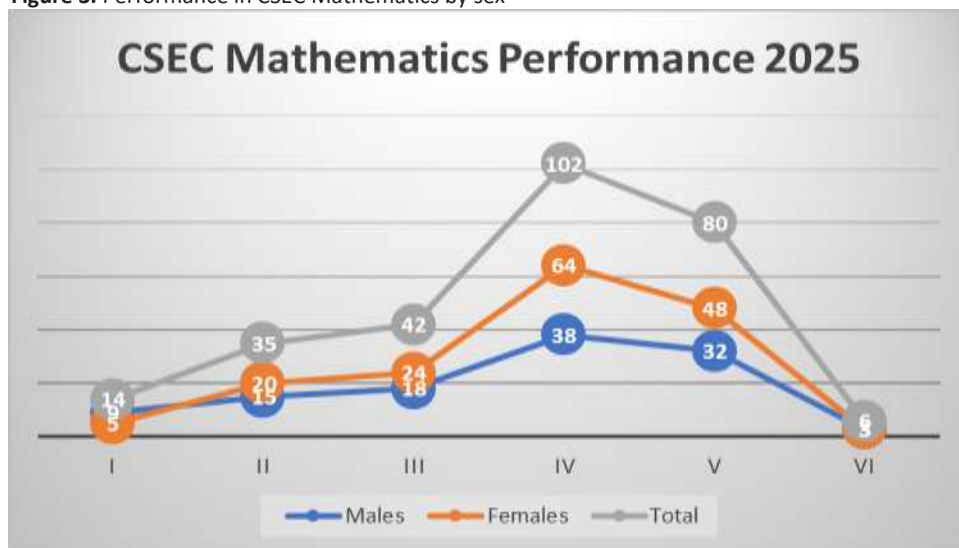
While females dominated participation and achieved more top grades in absolute terms, when adjusted for participation rates, males showed a slightly higher concentration in both the highest and lowest performing categories, suggesting greater performance variability. Females demonstrated more consistent performance across the middle-to-upper grade ranges.

The data suggests that while both genders performed well overall, targeted support strategies might benefit different groups - with males potentially needing more consistent preparation approaches and females continuing to excel in participation and achievement.

Performance in Mathematics and English A

Mathematics General Proficiency: Of the 279 candidates who sat the Mathematics exam, 91 or 32.62% obtained passing grades of General I-III. Of the 91 candidates, 15.38% obtained General I passes, 32.98% obtained Grade II passes, and 46.13% obtained Grade III passes. When compared with the pass rate in 2024, this year's pass rate represents an increase of **1.12** percent.

Figure 3. Performance in CSEC Mathematics by sex



The 2025 CSEC Mathematics results show a modest improvement in overall performance, with 279 candidates achieving a 32.62% pass rate (91 students earning General I-III grades). This represents a 1.12 percentage point increase from the previous year, indicating gradual progress in Mathematics achievement.

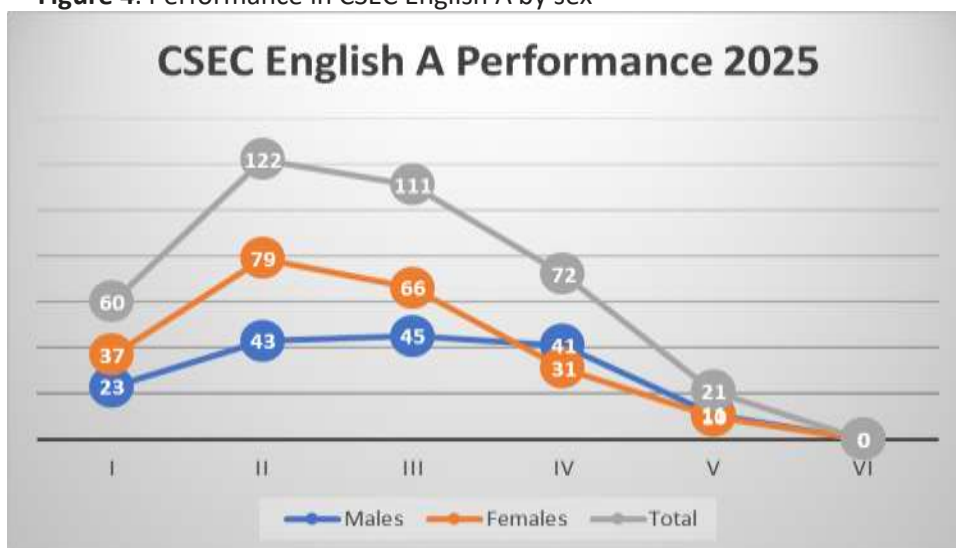
The performance distribution reveals that nearly half of successful candidates (46.13%) achieved Grade III passes, while approximately one-third (32.98%) earned Grade II passes, and only 15.38% attained the highest General I grade. This pattern suggests that while more students are reaching the passing threshold, there remains significant room for improvement in achieving higher performance levels.

The data shows notable gender disparities in Mathematics performance. Female candidates demonstrated stronger performance in Grades I-III, with 64 passes compared to 38 for males. However, both groups showed similar declining performance in Grades IV-V before dropping to minimal numbers in Grade VI. The gender gap is particularly pronounced in the middle performance ranges, suggesting different factors may be influencing male and female student outcomes in Mathematics.

With 188 candidates (67.38%) failing to achieve passing grades, there is substantial opportunity for enhanced mathematics instruction and support systems. The concentration of passes in the lower grade ranges also indicates a need for strategies to help students achieve higher levels of mathematical proficiency.

English A General Proficiency: Of the 386 candidates, 293 or 75.91% obtained passes with General I-III. Of this figure, 20.48% obtained Grade Is, 41.64% Grade IIs passes, and 37.88% obtained Grade IIIs.

Figure 4. Performance in CSEC English A by sex



Looking at the CSEC English A performance data for 2025, several key patterns emerge from the results:

The examination shows a clear performance gradient across all grade levels, with the highest concentration of candidates achieving General II passes (41.64%), followed by General III (37.88%), and General I (20.48%). This distribution suggests that while most successful candidates performed at intermediate levels, fewer reached the highest achievement tier.

The data reveals significant gender differences in performance outcomes. Female candidates demonstrated superior performance in the higher grade categories, with notably more achieving General I passes compared to their male counterparts. Conversely, male candidates were more heavily represented in the General III passes, indicating a concentration toward the lower end of the passing spectrum.

The grade distribution pattern from the chart shows that female performance peaks earlier (General II) and maintains strength in higher grades, while male performance follows a more gradual decline across

grade levels. This suggests that female candidates not only achieved higher grades more frequently but also showed more consistent performance at advanced levels.

With 75.91% of the 386 candidates achieving passing grades (General I-III), the overall success rate demonstrates solid preparation levels. However, the gender disparities within these passes highlight the need for targeted support strategies, particularly for male candidates who showed lower representation in the top performance categories.

The results indicate that while the majority of candidates successfully met the examination requirements, there remains room for improvement in achieving more equitable outcomes across gender lines and in elevating more candidates to the highest performance levels.

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Table 3. Showing entries and pass rate by subject for the period 2018-2021

SUBJECT	2025				2024				2022				2021				2020				2019				2018			
	ENTERED	SAT	PASSED	%PASSED	ENTERED	SAT	PASSED	%PASSED	ENTERED	SAT	PASSED	%PASSED	ENTERED	SAT	PASSED	%PASSED	ENTERED	SAT	PASSED	%PASSED	ENTERED	SAT	PASSED	%PASSED	ENTERED	SAT	PASSED	%PASSED
ADDITIONAL MATHEMATICS	4	3	1	33.33	3	3	1	33.33	6	5	4	80.00	2	2	1	50.00	10	9	7	77.78	4	1	1	100	4	4	3	75
BIOLOGY	48	48	47	97.92	32	30	28	93.33	35	34	33	97.06	55	53	38	71.70	64	63	51	80.95	89	81	67	82.71	65	63	51	80.95
CARIBBEAN HISTORY	36	33	27	81.82	37	35	15	42.86	28	25	18	72.00	35	32	18	56.25	25	25	17	68.00	30	28	25	89.28	24	11	6	54.54
CHEMISTRY	36	36	22	61.11	30	28	19	67.86	29	27	17	62.96	49	48	24	50.00	58	57	41	71.93	63	62	55	88.71	49	49	35	71.43
ECONOMICS	0	0	0	0.00	0	0	0	0.00	0	0	0	0.00	0	0	0	0.00	2	2	2	100	3	3	3	100	-	-	-	-
ELECTRONIC DOCUMENT PREPARATION AND MANAGEMENT	179	173	126	72.83	130	111	90	81.08	100	88	85	96.59	94	81	77	95.06	100	91	83	91.21	107	99	93	93.93	128	113	111	98.23
ENGLISH A	405	386	293	75.91	337	310	217	70.00	259	238	167	70.17	264	219	165	75.34	297	258	213	82.56	307	266	211	79.32	328	263	192	73
ENGLISH B	68	62	30	48.39	46	41	18	43.90	36	33	21	63.64	33	32	14	43.75	38	34	24	70.59	38	27	18	66.66	25	24	20	83.33
FAMILY AND RESOURCE MANAGEMENT	89	86	80	93.02	85	80	79	98.75	57	47	43	91.49	50	46	43	93.48	65	62	61	98.39	53	52	51	98.07	83	80	76	95
FOOD, NUTRITION AND HEALTH	68	66	64	96.97	75	74	72	97.30	58	57	54	94.74	71	65	63	96.92	82	79	78	98.73	94	90	80	88.89	88	87	78	89.66
FRENCH	82	76	49	64.47	42	37	19	51.35	7	6	6	100.00	2	1	1	100	18	14	10	71.43	29	26	18	69.23	67	46	30	65.22
GEOGRAPHY	35	35	16	45.71	42	41	10	24.39	23	19	9	47.37	19	18	5	27.78	43	43	26	60.47	38	36	34	94.44	19	19	15	78.95
HUMAN AND SOCIAL BIOLOGY	134	131	92	70.23	137	126	95	75.40	92	82	64	78.05	117	84	69	82.14	142	108	63	58.33	137	113	72	63.71	150	111	86	77.48
INDUSTRIAL TECHNOLOGY (BUILDING)	95	88	83	94.32	98	88	80	90.91	53	35	24	68.57	64	60	46	76.67	61	51	44	86.27	59	59	57	96.61	55	47	43	91.49
INDUSTRIAL TECHNOLOGY (ELECTRICAL)	26	21	7	33.33	30	22	13	59.09	19	4	1	25.00	32	31	23	74.19	20	18	18	100	25	25	15	60	18	16	10	62.5
INFORMATION TECHNOLOGY	172	166	132	79.52	107	102	63	61.76	117	112	101	90.18	119	112	105	93.75	84	82	80	97.56	125	115	110	95.65	127	124	118	95.16
INTEGRATED SCIENCE	15	14	14	100.00	2	2	2	100.00	10	8	7	87.50	11	10	10	100	36	36	34	94.44	46	45	37	82.22	20	17	17	100
MATHEMATICS	300	279	91	32.62	267	200	63	31.50	228	216	79	36.57	257	231	94	40.69	248	219	96	43.84	282	259	114	44.02	303	243	143	58.85
MUSIC	26	25	25	100.00	11	11	8	72.73	14	13	13	100.00	7	7	7	100	20	18	18	100	12	11	11	100	13	10	10	100
OFFICE ADMINISTRATION	112	112	95	84.82	68	55	51	92.73	67	63	56	88.89	54	47	43	91.49	81	52	42	80.77	56	49	42	85.72	67	64	58	90.62
PHYSICAL EDUCATION AND SPORT	106	105	105	100.00	75	70	67	95.71	42	39	37	94.87	67	52	52	100	55	49	49	100	58	47	47	100	118	110	103	93.64
PHYSICS	34	34	25	73.53	32	30	19	63.33	34	34	21	61.76	42	41	27	65.85	48	48	43	89.58	69	64	47	73.44	48	47	31	65.96
PRINCIPLES OF ACCOUNTS	50	49	33	67.35	58	48	32	66.67	49	44	35	79.55	56	48	40	83.33	56	55	39	70.91	50	50	45	90	66	56	40	71.44
PRINCIPLES OF BUSINESS	196	190	143	75.26	113	93	67	72.04	105	95	81	85.26	87	76	68	89.47	118	112	92	82.14	104	95	79	83.16	109	95	84	88.42
RELIGIOUS EDUCATION	21	20	10	50.00	12	12	10	83.33	23	20	11	55.00	5	5	5	100	4	0	0	0.00	25	25	24	96	26	25	21	84
SOCIAL STUDIES	223	213	115	53.99	195	174	118	67.82	136	125	75	60.00	134	110	72	65.45	149	129	90	69.77	187	178	127	71.35	205	166	102	61.45
SPANISH	69	62	42	67.74	47	41	23	56.10	44	42	31	73.81	66	46	26	56.52	49	37	31	83.78	59	55	38	69.09	69	50	34	68
TECHNICAL DRAWING	102	91	61	67.03	100	92	70	76.09	95	83	49	59.04	88	73	68	93.15	91	88	55	62.50	80	78	74	94.87	74	64	62	96.87
TEXTILES CLOTHING AND FASHION	50	50	44	88.00	24	22	21	95.45	40	39	33	84.62	20	17	16	94.12	25	24	23	95.83	26	26	26	100	26	24	20	83.33
VISUAL ARTS	42	40	40	100.00	31	31	29	93.55	32	27	23	85.19	28	22	22	100	40	36	35	97.22	42	40	35	87.5	37	28	26	92.86
TOTAL	2823	2694	1912	70.97	2266	2009	1399	69.64	1838	1660	1198	72.17	1928	1669	1242	74.42	2129	1899	1465	77.15	2297	2105	1656	78.66	2411	2056	1625	79.03

The 2025 examination results reveal significant variations in performance across subjects, with an overall pass rate of 70.97%. While some subjects achieved perfect pass rates, others showed concerning performance gaps that warrant immediate attention and intervention strategies.

Overall Performance Metrics

- **Total Students Entered:** 2,823
- **Total Students Who Sat Exams:** 2,694 (95.43% attendance rate)
- **Total Students Passed:** 1,912
- **Overall Pass Rate:** 70.97%

The high attendance rate of 95.43% indicates strong student engagement and institutional support in getting students to examination venues.

High-Performing Subjects (90%+ Pass Rate)

Several subjects demonstrated exceptional performance:

Perfect Pass Rates (100%):

- Integrated Science (14 students)
- Music (25 students)
- Physical Education and Sport (105 students)
- Visual Arts (40 students)

Near-Perfect Performance (90-99%):

- Biology (97.92% pass rate, 47/48 students)
- Food, Nutrition and Health (96.97%, 64/66 students)
- Industrial Technology (Building) (94.32%, 83/88 students)
- Family and Resource Management (93.02%, 80/86 students)

Subjects of Concern (Below 50% Pass Rate)

Several subjects require immediate intervention:

Critical Performance Issues:

- Mathematics (32.62% pass rate, 91/279 students) - particularly concerning given its foundational importance
- Additional Mathematics (33.33%, 1/3 students) - sample size is very small
- Industrial Technology (Electrical) (33.33%, 7/21 students)
- Geography (45.71%, 16/35 students)
- English B (48.39%, 30/62 students)

The mathematics performance is especially troubling, as mathematical literacy is fundamental to many career paths and higher education opportunities.

Mid-Range Performance (50-89% Pass Rate)

Many core subjects fall into this category:

- English A: 75.91% (293/386 students)
- Information Technology: 79.52% (132/166 students)
- Electronic Document Preparation and Management: 72.83% (126/173 students)
- Principles of Business: 75.26% (143/190 students)

While these pass rates are reasonable, there's still significant room for improvement, particularly in English A, which is fundamental for communication and further academic success.

Subject-Specific Observations

Large Enrollment Subjects: English A (405 entered), Mathematics (300 entered), and Social Studies (223 entered) represent core subjects with substantial student populations. The mixed performance in these areas has broad implications for the student body.

Specialized Technical Subjects: Industrial Technology shows a stark contrast between Building (94.32% pass rate) and Electrical (33.33% pass rate).

Language Subjects: Performance varies significantly, with French at 64.47% and Spanish at 67.74%, while English B significantly underperforms at 48.39%.

Science Subjects: Biology excels (97.92%), while Physics performs moderately (73.53%) and Chemistry shows concerning results (61.11%).

Recommendations

Immediate Actions Required

1. **Mathematics Intervention Programme:** Implement intensive remedial mathematics support, review teaching methodologies, and consider additional resources for this critical subject.
2. **English B Support:** Investigate factors contributing to poor performance and develop targeted literacy improvement programs.
3. **Industrial Technology (Electrical) Review:** Examine resource allocation, equipment availability, and instructional quality in this technical field.

Strategic Improvements

1. **Teacher Professional Development:** Focus on subjects with consistently lower pass rates and those that have been trending downwards over the past three years, sharing best practices from high-performing subjects.
2. **Resource Allocation:** Ensure adequate materials, equipment, and facilities for all subjects, particularly those showing performance disparities.
3. **Early Warning Systems:** Implement monitoring mechanisms to identify struggling students before final examinations.
4. **Curriculum Review:** Assess whether curriculum expectations align with student preparation levels and available instructional time.

5. **Gender Specific Instruction:** Focus on activities and support with males potentially needing more consistent preparation approaches and females continuing to excel in participation and achievement.

Conclusion

While the overall pass rate of 70.97% represents reasonable performance, the significant variation across subjects indicates systemic issues that require targeted intervention. The exceptional performance in certain subjects demonstrates the potential for improvement across the curriculum. Priority should be given to mathematics and language arts, as these foundational skills impact success across all academic areas and future career prospects.