

Turks and Caicos Islands

Ministry of Education, Youth, Sports, and Library Services



Education Digest 2013/2014



Images, clockwise from top left: Iris Stubbs Primary School, Providenciales Primary School, and Clement Howell High

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Initialisms and Acronyms

BIO	Biology
C HIST.	Caribbean History
C&T	Clothing and Textiles
CCA	Community Christian Academy
CHEM	Chemistry
CHHS	Clement Howell High School
CONST	Construction
CSEC	Caribbean Secondary Education Certificate
E&E TECH	Electrical and Electronic Technology
ECON	Economics
EDPM	Electronic Document Preparation and Management
ENG A	English Language
ENG B	English Literature
F&N	Food and Nutrition
GCE	General Certificate of Education
GEO	Geography
GSAT	Grade Six Achievement Test
H&S BIO	Human and Social Biology
HEM	Home Economic Management
HJRHS	Helena Jones Robinson High School
ICE	International Certificate of Education
IGCSE	International General Certificate of Secondary Education
INFO TECH	Information Technology
INT SCI	Integrated Science
MATH	Mathematics
MBHS	Marjorie Basden High School
MHS	Maranatha High School
MHSP	Maranatha High School Private
PCS	Providenciales Christian School
PE	Physical Education
PHY	Physics
POA	Principles of Account
POB	Principles of Business
RE	Religious Education
RGHS	Raymond Gardiner High School
SPAN	Spanish
SS	Social Studies
SWCA	Susannah Wesley Christian Academy
TCI	Turks and Caicos Islands
TCI CC	Turks and Caicos Islands Community College
TCIP GT	Turks and Caicos Islands Private Grand Turk
TCIP NC	Turks and Caicos Islands Private North Caicos
TCIP PLS	Turks and Caicos Islands Private Providenciales

TCIP SC	Turks and Caicos Islands Private South Caicos
TD	Technical Drawing
UNESCO	United Nations Education, Scientific, and Cultural Organization
UNICEF	United Nations Children's Fund
VA	Visual Arts

Introduction

This statistical digest marks the start of the implementation of the education strategic sector plan for 2013–2017. The digest captures data for the academic year 2013/2014, as well as other important historic data. The digest includes an overview of education, teacher-related statistics, student-related statistics, and expenditures (including for preprimary, primary, secondary, and tertiary levels). Additionally, the imperatives and presented in the education sector five-year plan (2013/2017) have been included.

The information presented in this digest can be used as a guide and a point of reference for individuals involved directly or indirectly in education planning. Additionally, this digest will help individuals and organizations remain up-to-date regarding educational trends in the Turks and Caicos Islands (TCI).

The publication of this digest would not have been possible without the contributions of several individuals and organizations. Special acknowledgement must be given to the Ministry of Education, Youth, Sports, and Library Services; the Department of Education; the Department of Statistics; principals and teachers; and the local, regional and international partners.

The Ministry of Education, Youth, Sports, and Library Services was formerly known as the Ministry of Education, Youth, Sports and Culture. The name change took place in 2013.

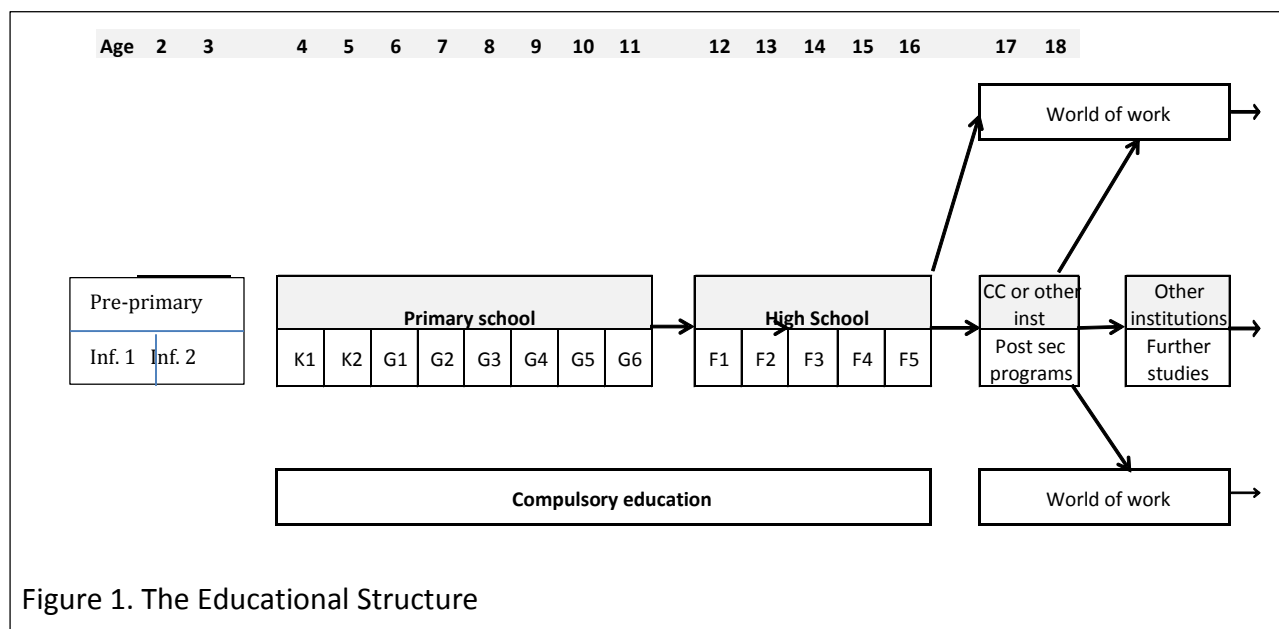
Education Sector Overview

The Education System in TCI¹

TCI has an educational system that dates back to the post-emancipation period of the early 1840s. For more than a century, a primary focus of the government was to provide primary education for all members of the population.

Following the Second World War, representatives of the population insisted on the expansion of secondary education as a prime objective of government policy. State efforts were complemented by the work of religious organizations that responded to the demand for secondary education.

It was only a matter of time before interest in access to tertiary education led to the establishment of essential structures. By 1994, TCI had established its own community college. The country now has a well-articulated educational system spanning all levels of education, even though the highest level is still emerging.



The Legal Framework²

The Education Ordinance, Chapter 100 of the Laws of TCI, is the primary legislation underpinning the operation of the educational system in TCI. The ordinance confers power

¹ Five Year Education Development Plan 2006–2010.

² Five Year Education Development Plan 2006–2010.

on the minister of education to promote the education system of TCI through the establishment of institutions devoted to developing human resources in the community.

The ordinance recognises three stages of public education—primary, secondary, and tertiary—but makes provision for preschool, special education, adult education, technical and vocational training, and health and family-life education.

The school system comprises a public system and a private system. According to the ordinance, the minister is enjoined to provide the number of public schools necessary to educate all children ages 4–16.

TCI Educational Institutions

Table 1 shows the number of public schools on each island. The most-populous island is Providenciales, with an approximate population of 20, 000³; correspondingly, this island has the largest number of schools. Grand Turk is the second-largest island and has the second-largest number of schools. The TCI’s postsecondary institution (the TCI Community College) has campuses on the two most-populated islands. Table 2 indicates that Providenciales has the largest number of private schools.

Table 1. Number of Public Schools on Each Island

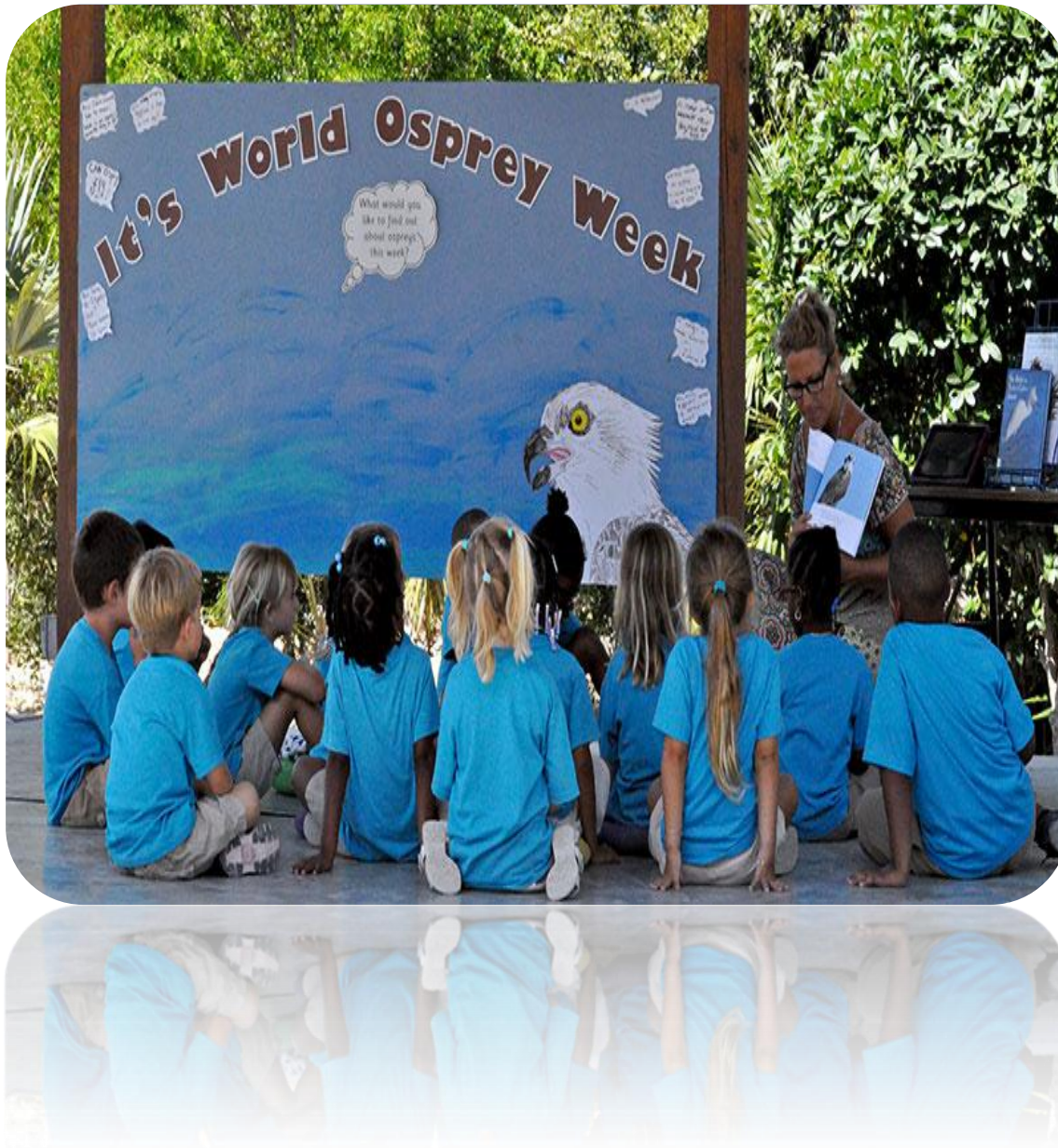
Island	Preprimary/primary	Secondary	Postsecondary	Total
North Caicos	2	1	-	3
Middle Caicos	1	-	-	1
South Caicos	1	1	-	2
Providenciales	3	1	1	5
Grand Turk	2	1	1	4
Salt Cay	1	-	-	1
Total	10	4	2	16

Table 2. Summary of Private Schools

Island	Preprimary/primary	Secondary	Postsecondary	Total
North Caicos	1	-	-	1
South Caicos	1	-	-	1
Providenciales	20	7	-	27
Grand Turk	4	-	-	4
Total	26	7	0	33

³ DEPS, 2012 Census.

Teacher Statistics



In set Providenciales Primary School

During the 2013/2014 academic year, 306 teachers were employed at public schools. Of this number, 150 (49%) were at the primary level and 156 (51%) were at the secondary level.

At private schools, 184 teachers were employed. Of this figure, 135 (73%) were employed at the primary level and 49 (27%) at the secondary level.

The data presented in Table 3 indicate that of the 150 teachers employed in public primary schools, 137 (91%) were female. Table 4 shows that of the 156 teachers working at public secondary schools, 96 (62%) were female.

Table 3. Teachers at Public Primary Schools in 2013/2014

Primary school	M	F	Total
Adelaide Oemler Primary School	1	8	9
Charles Hubert James Primary School	0	6	6
Doris Robinson Primary School*	0	2	2
Eliza Simons Primary School	1	18	19
Enid Capron Primary School	3	23	26
Ianthe Pratt Primary School	3	23	26
Iris Stubbs Primary School	0	11	11
Mary Robinson Primary School*	0	1	1
Oseta Jolly Primary School	2	24	26
Ona Glinton Primary School	3	21	24
Total	13	137	150

* Includes principals but not part-time staff.

Table 4. Teachers at Public Secondary Schools in 2013/2014

Secondary school	M	F	Total
Clement Howell High School	21	43	64
Raymond Gardiner High School	11	14	25
Marjorie Basden High School	8	12	20
Helena Jones Robinson High School	20	27	47
Total	60	96	156

*Does not include part-time staff.
Principals not included.*

Table 5 indicates that at private primary schools, female teachers far outnumbered male teachers; the ratio was approximately 13:1. As shown in Table 6, the ratio is approximately 1:1 at the secondary level. Table 7 shows teacher-to-student ratios.

Table 5. Teachers at Private Primary Schools in 2013/2014

Primary school	M	F	Total
BEST Institute	0	11	11
BRIC Academy	0	4	4
MILLS Institute	1	8	9
Newman's Preparatory	0	3	3
Provo Christian School*	0	12	12
Providenciales Primary School	3	16	19
Susanna Wesley Christian Academy	1	4	5
Wesley Methodist School	0	9	9
Community Christian Academy	0	12	12
Holy Family Academy	1	5	6
Precious Treasures Pre & Primary School	2	12	14
Richmond Hill Preparatory School	1	7	8
Shining Stars Preparatory School	0	10	10
Ashcroft School	1	12	13
Total	10	125	135

**Includes principals but not part-time staff.*

Table 6. Teachers at Private Secondary Schools in 2013/2014

Secondary school	M	F	Total
Maranatha	3	5	8
British West Indies	8	10	18
TCI Middle	4	1	5
TCIPS Comprehensive	2	4	6
Wesley Methodist	8	4	12
Total	25	24	49

Does not include part-time staff.

Principals not included.

Table 7. Average Teacher-to-Pupil Ratios at Public and Private Schools in 2013/2014

School type	Ratio
Public primary	16.8
Public secondary	9.8
Average	13.3
Private primary	9.3
Private secondary	7.2
Average	8.3

**Wesley Methodist High was not included in the calculation because no data for secondary students were provided.*

Tables 8–11 and figures 2–7 show the qualifications of teachers in 2013/2014. Individuals classified as “trained but without a degree” have completed a diploma or another certification that is not equivalent to a bachelor’s degree.

Table 8. Qualifications of Primary Public School Teachers in 2013/2014

School	Trained and has a degree	Trained but without a degree	Untrained but has a degree	Untrained and no degree	Total
Adelaide Oemler	2	2		5	
Charles Hubert James	3	3			
Doris Robinson*		2			
Mary Robinson*		1			
Eliza Simons	7	11	1		
Enid Capron	12	14			
Ianthe Pratt	12	7		7	
Iris Stubbs	7	4			
Oseta Jolly	12	14			
Ona Ginton	5	17	2		
Total	60	75	3	12	150

*Includes principals.

Figure 2 indicates that of the 150 teachers employed at public primary schools, 50% were trained but did not have a bachelor's degree.

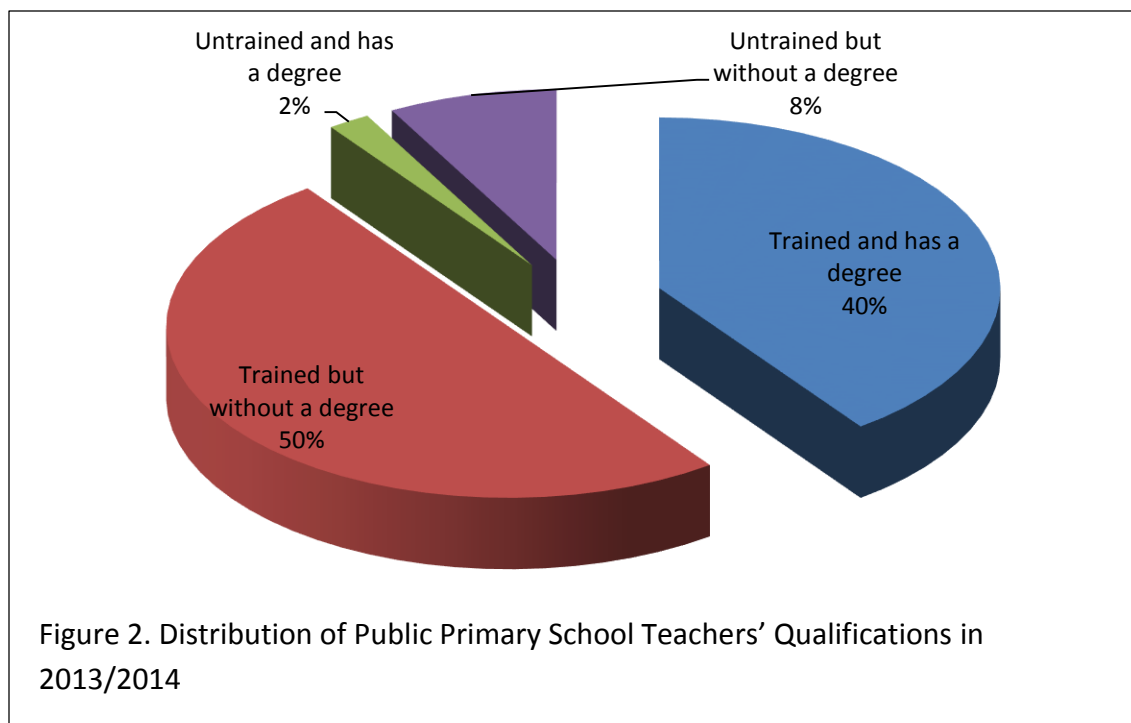


Table 9. Qualifications of Public Secondary School Teachers in 2013/2014

School	Trained and has a degree	Trained but without a degree	Untrained but has a degree	Untrained but without a degree
CHHS	46	12	6	
MBHS	13	6		1
RGHS	21	4		
HJRHS	40	7		
Total	120	29	6	1

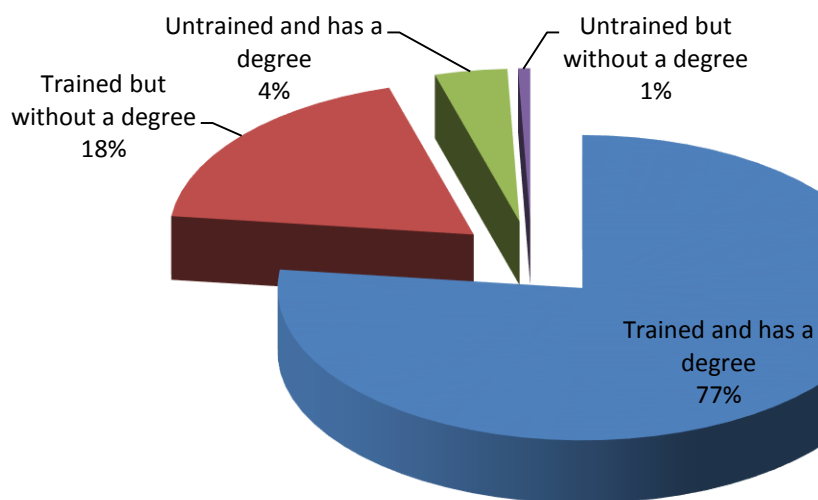


Figure 3. Distribution of Public Secondary School Teachers' Qualifications in 2013/2014

Table 10. Qualifications of Private Primary School Teachers in 2013/2014

School	Trained and has a degree	Trained but without a degree	Untrained but has a degree	Untrained but without a degree
BEST	4	6		1
BRIC	1	1		2
MILLS	3	5		1
Newman's Preparatory	2	1		
Provo Christian	4	5		3
Provo Primary	13	3		3
Susannah Wesley		5		
Wesley Methodist	4	5		
Community Christian	3	9		
Holy Family**	-	-		
Precious Treasures	1	13		
Richmond Hill	4	4		
Shining Star	5	5		
Ashcroft	13			
Total	57	62	0	10

**No data available.

Figure 4 indicates that approximately 44% of the teachers at the private primary schools were trained and had a degree. This percentage is 4 points higher than for public primary school teachers (40%).

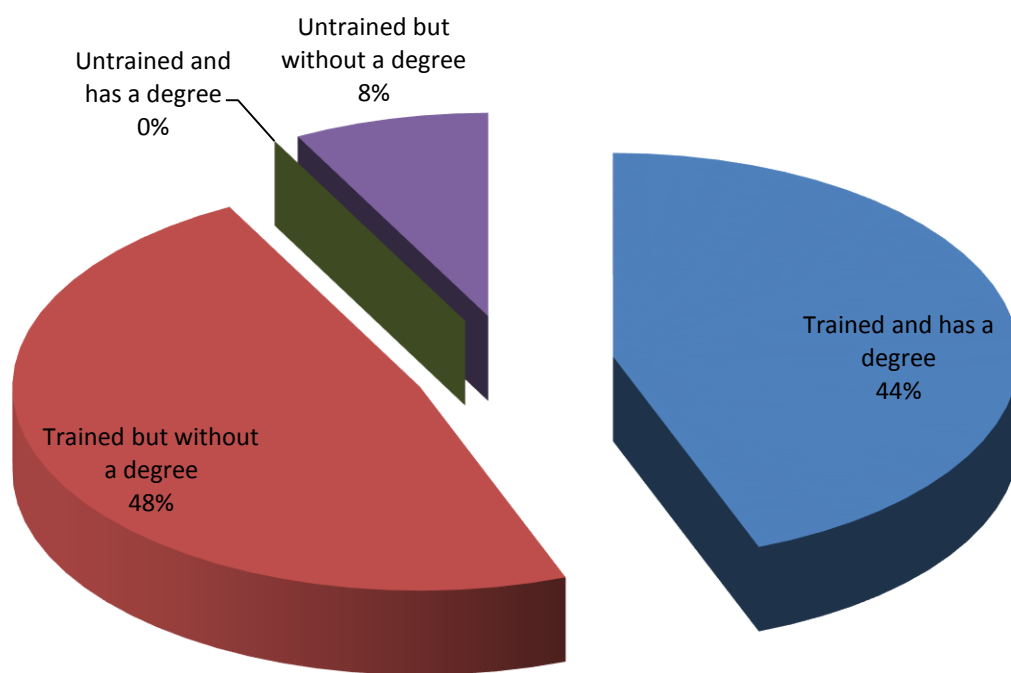


Figure 4. Distribution of Private Primary School Teachers' Qualifications in 2013/2014

Table 11. Qualifications of Private Secondary School Teachers in 2013/2014

School	Trained and has a degree	Trained but without a degree	Untrained but has a degree	Untrained but without a degree
British West Indies	17	1	0	0
Maranatha	4	4	1	0
TCIPS	3	3	0	0
Wesley Methodist	9	2	0	1
TCI Middle	4	1	0	0
Total	37	11	1	1

As figure 3 shows, 77% of public secondary school teachers were trained and had a degree in 2013/2014. In comparison, figure 5 shows that 72% of private secondary school teachers were trained and had a degree in 2013/2014.

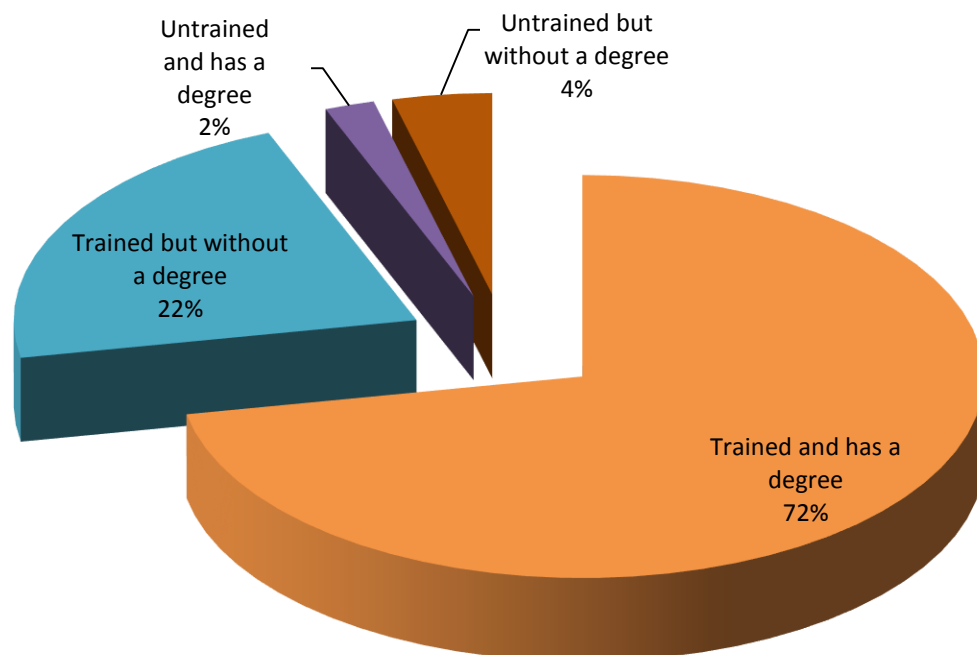


Figure 5. Distribution of Private Secondary School Teachers' Qualifications for 2013/2014

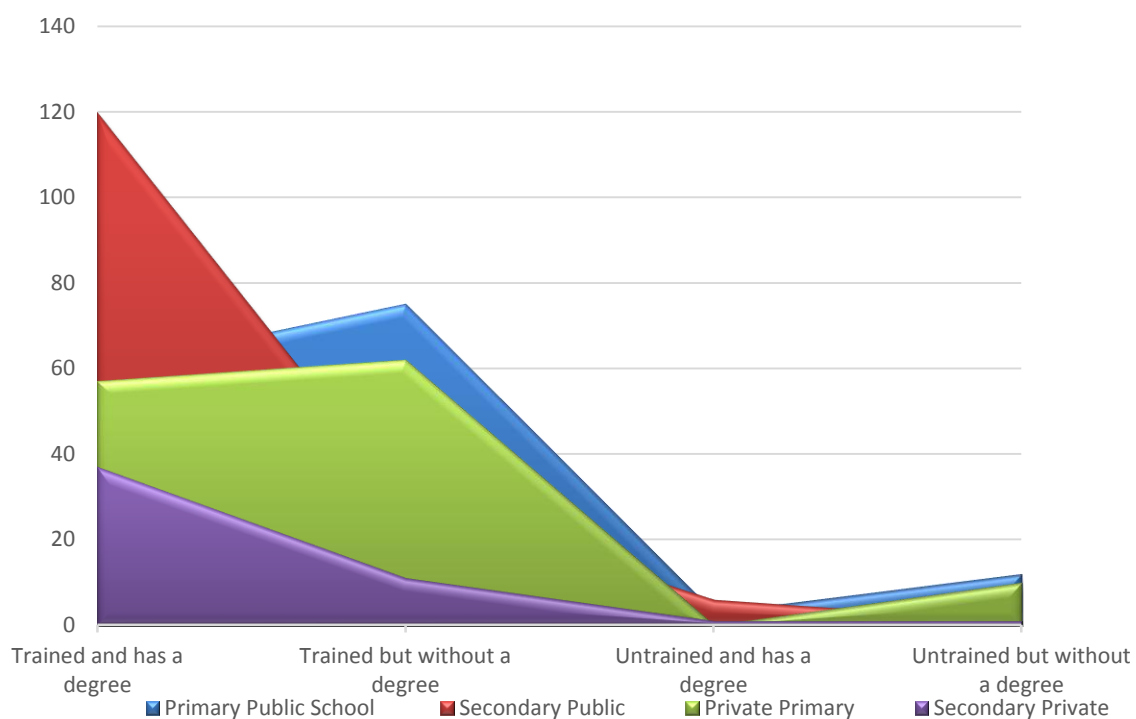


Figure 6. Distribution Summary of Public and Private School Teachers' Qualifications for 2013/2014

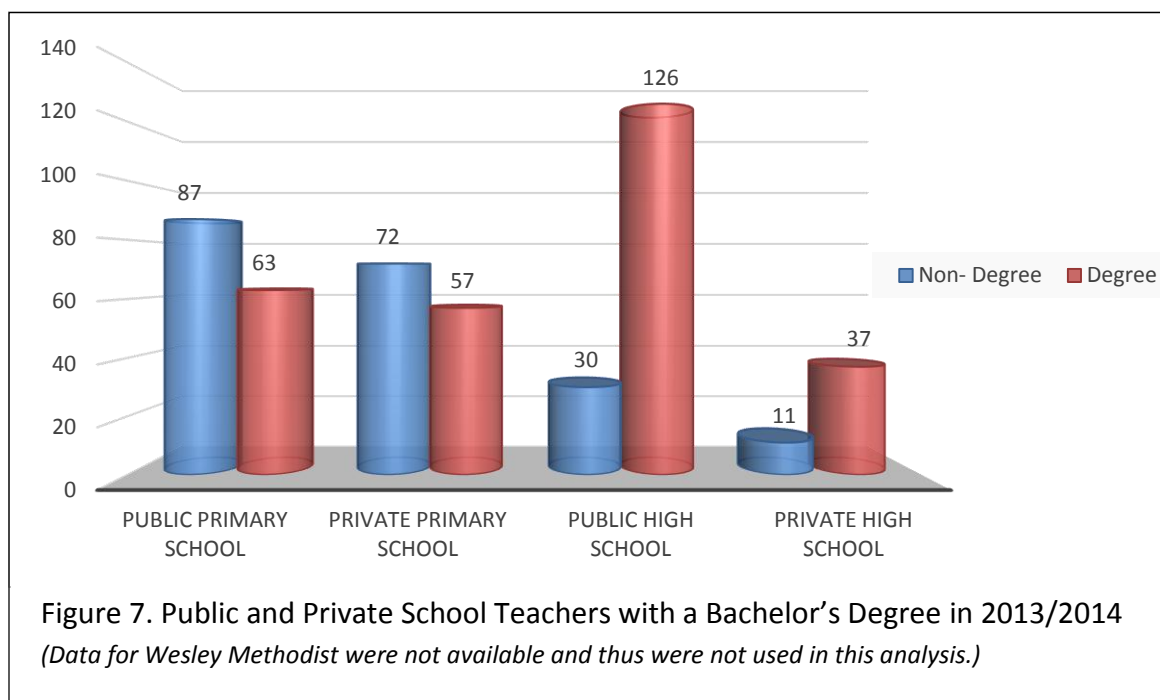


Table 12. Qualifications of Public and Private School Administrators in 2013/2014

Schools	Trained and has a degree	Trained but without a degree	Untrained but has a degree	Untrained but without a degree
Primary public	5	6	0	0
Secondary public	9		0	0
Private primary	3	3	0	0
Secondary private	3	0	0	0
Total	20	9	0	0

**School Administrators in this document refers to principals and vice principals.*

***No data provided for principals and vice principals from (a) two public primary schools, (b) nine private primary schools, and (c) two private secondary schools. Data for Doris Robinson Primary School and Mary Robinson have also been included in the administrative section.*

Figure 8 indicates that more than half (55%) of the administrators were trained but did not have a degree.

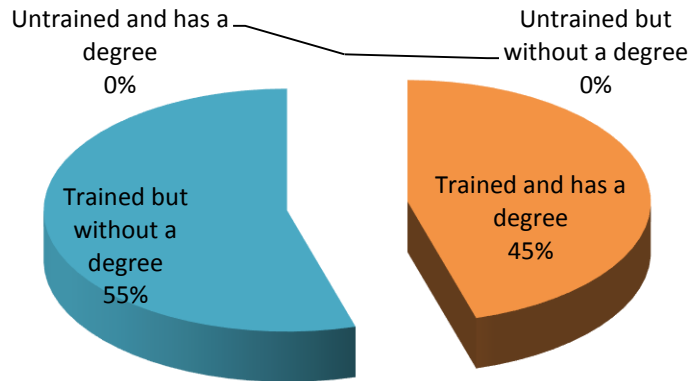


Figure 8. Distribution of Public and Private Schools Administrators' Qualifications in 2013/2014

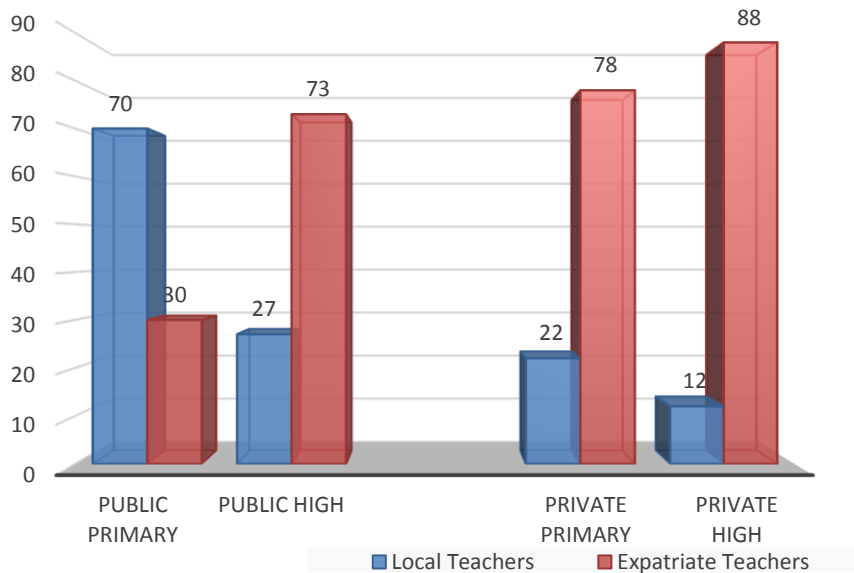


Figure 9. Local to Expatriate Teachers' Distribution in Percentage in 2013/2014

Teacher Statistics Summary

The data presented in this section indicate that of the approximately 490 teachers employed at private and public primary and secondary schools, 382 (78%) were female and 108 (22%) were male. The teacher-to-pupil ratio was 16.8 at public primary schools and 9.3 at private primary schools. At secondary schools, the teacher-to-pupil ratio was 9.8 at public schools and 7.2 at private schools.

In terms of teachers' qualifications, 40% of public primary school teachers were trained and had a degree, while 44% of private primary school teachers were trained and had a degree. Regarding secondary schools, 77% of public school teachers were trained and had a degree, compared to 72% of teachers at private schools. Among administrators at private and public schools, 45% were trained and had degrees.

At primary public schools, 30% of teachers were expatriates, while at public secondary schools, 73% were expatriates. At private primary schools, 78% of teachers were expatriates, whereas at private secondary schools, 88% were expatriates.

Students Statistics



In set image: Enid Capron Primary

In the academic year 2013/2014, a total of 4,063 students were enrolled in public primary and secondary schools. Of that number, 2,521 were at the primary level and 1,542 were at the secondary level. In comparison, in the 2012/2013 academic year, enrolment at public primary schools was 2,244⁴. Hence, student enrolment increased 10.9%. At the secondary level, enrolment for 2012/2013 was 1,603⁵; therefore, enrolment declined 3.8% from 2012/2013 to 2013/2014.

At privately owned schools, enrolment for 2013/2014 was 1,526. Of this number, 1,257 students were at the primary level and 269 were at the secondary level. During 2012/2013, the data supplied by 10 private primary schools indicate that 765 students were enrolled. The following year, 984 students were enrolled at these 10 schools, an increase of 22%.

The following tables and figures show a variety of student data, including transfers in and out, dropouts, repeaters, and nationalities.

Table 13. Enrolment from 2003 to 2013⁶

Year	Secondary school	Annual % rise	Primary school	Annual % rise
03/04	1,185		1,934	
04/05	1,282	8.2%	1,931	-0.1
05/06	1,345	4.9%	1,946	0.8
06/07	1,436	6.8%	1,998	2.7
07/08	1,485	3.4%	1,982	-0.8
08/09	1,585	6.7%	2,097	5.8
09/10	0			
10/11	1,677		2,375	
11/12	1,663	-0.8%	2,544	7.1
12/13	1,603	-3.6%	2,244	-11.7

⁴ Department of Education.

⁵ *Education Sector Plan 2013–2017*.

⁶ *Education Sector Plan 2013–2017*.

Table 14. Students Enrolled at Public Primary Schools in 2013/2014

Grade	M	F	Total
KI	140	133	273
K2	140	126	266
G1	140	159	299
G2	183	191	374
G3	149	164	313
G4	120	140	260
G5	168	151	319
G6	178	164	342
Total	1,218	1,228	2,446
Special Ed	44	31	75
Total	1,262	1,259	2,521

Table 15. Enrolment in Public Primary Schools by Grade, Age, Sex, Transfers In, Transfers Out, Drop Outs, and Repeaters in 2013/2014

					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Grades	Age	M	F	Total	M	F		M	F		M	F		M	F	
K1	<4		5	12			17									
	4	103	111	214	1		1									
	5	32	9	41	3	5	8									
	6		1	1												
Sub Total		140	133	273	4	5	9									
					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Grade	Age	M	F	Total	M	F		M	F		M	F		M	F	
K2	<5		9	15			24			1	1					
	5	121	107	228			2	2	1	3						
	6	9	3	12	2		2									
	7	1		1											1	1
	>7															
Sub Total		140	125	265	2	3	5	2	1	3					1	1
					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Grade	Age	M	F	Total	M	F		M	F		M	F		M	F	
One	<6		15	25		4	1	5								
	6	105	115	220	15	15	30	4	3	7						
	7	20	16	36	2	5	7	1		1				2	1	3
	8	2	1	3												
	>8							1		1						
Sub Total		142	157	299	21	21	42	6	3	9				2	1	3
					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Grade	Age	M	F	Total	M	F		M	F		M	F		M	F	
Two	<7		10	14		7	6	13	2	1	3					
	7	152	156	308	10	9	19	1	2	3	3		3			
	8	20	21	41	3		3									
	9	1		1												
	>9															
Sub Total		183	191	374	20	15	35	3	3	6	3		3			
					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Grade	Age	M	F	Total	M	F		M	F		M	F		M	F	
Three	<8		12	14		3	3	6	2		2					
	8	83	74	157	9	10	19		1	1						
	9	31	55	86	1	1	2							1		1
	10	1	1	2			1									
	>10															
Sub Total		127	144	271	13	15	28	2	1	3				1		1

Table 15. Enrolment in Public Primary Schools by Grade, Age, Sex, Transfer In, Transfer Out, Drop Out, and Repetition in 2013/2014 (Cont'd)

					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Grade	Age	M	F	Total	M	F		M	F		M	F		M	F	
Four	<9	10	7	17	1	1	2									
	9	90	109	199	5	7	12	5	4	9					1	1
	10	17	24	41	3	1	4	1		1						
	11	1	2	3												
	>11															
Sub Total		118	142	260	9	9	18	6	4	10				1	1	
					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Grade	Age	M	F	Total	M	F		M	F		M	F		M	F	
Five	<10	21	24	45												
	10	83	81	164	2	5	7	4	5	9						
	11	55	38	93	3	3	6		3	3	2		2	1		1
	12	8	8	16	1		1							3	1	4
	>12															
Sub Total		167	151	318	6	8	14	4	8	12	2		2	4	1	5
					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Grade	Age	M	F	Total	M	F		M	F		M	F		M	F	
Six	<11	14	8	22	1	1	2									
	11	96	105	201		1	1	2		2				4	2	6
	12	59	46	105	15	3	18		1	1				10	14	24
	13													1		1
	14															
Sub Total		155	151	328	16	5	21	2	1	3				15	16	31
Total		1172	1194	2366	91	81	172	25	21	46	5	0	5	22	18	40

**The data presented in the table reflect the numbers entered by the respective schools. Special education not included.*

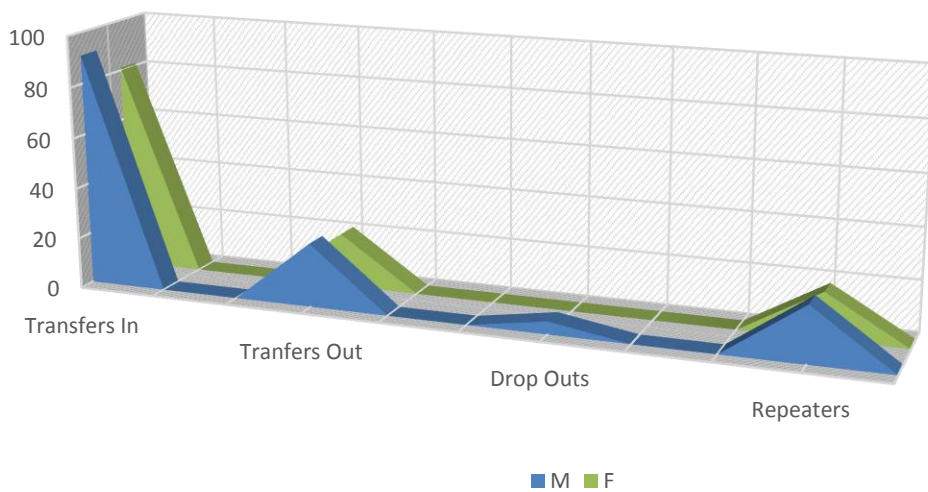


Figure 10. Distribution of Transfers In, Transfers Out, Drop Outs, and Repeaters for Public Primary Schools in 2013/2014

Table 16. Students Enrolled at Public Secondary Schools in 2013/2014

Form	M	F	Total
F1	153	132	285
F2	171	158	329
F3	155	167	322
F4	140	177	317
F5	142	147	289
Total	761	781	1,542

Table 17. Enrolment in Public Secondary Schools by Grade, Age, Sex, Transfers In, Transfers Out, Drop Outs, and Repeaters in 2013/2014

					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Form 1	Ages	M	F	Total	M	F		M	F		M	F		M	F	
	<11															
	11	7	15	22		1	1	1		1						
	12	68	75	143	7	7	14									
	13	69	42	111	5	1	6							4		4
	14	2		2	1		1							3		3
	>14															
Sub Total		146	132	278	13	9	22	1		1				7		7
					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Form 2	Ages	M	F	Total	M	F		M	F		M	F		M	F	
	<12															
	12	11	20	31	2	1	3	1		1						
	13	82	96	178	2	3	5	1		1					1	1
	14	67	38	105	6	3	9	1		1				4		4
	15	3	1	4					1	1				4	2	6
	>15															
Sub Total		163	155	318	10	7	17	3	1	4				8	3	11
					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Form 3	Ages	M	F	Total	M	F		M	F		M	F		M	F	
	<13															
	13	10	11	21		1	1		1	1						
	14	61	90	151	3	3	6	3	3	6						
	15	76	61	137		2	2	2	2	4					1	1
	16	5	3	8										3		3
	>16															
Sub Total		152	165	317	3	6	9	5	6	11				3	1	4
					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Form 4	Ages	M	F	Total	M	F		M	F		M	F		M	F	
	<14		1	1												
	14	6	15	21				1		1						
	15	49	89	138	3	5	8	1	2	3					1	1
	16	68	56	124	1	1	2	1	1	2				6	3	9
	17	7	7	14				4	1	5				1		1
	>17	3	2	5					1	1				1		1
Sub Total		133	170	303	4	6	10	7	5	12				8	4	12

Table 17: Enrolment in Public Secondary Schools by Grade, Age, Sex, Transfers In, Transfers Out, Drop Outs, and Repeaters in 2013/2014 (Cont'd)

					Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
Form 5	Ages	M	F	Total	M	F		M	F		M	F		M	F	
	<15	1		1												
	15	6	7	13				1		1						
	16	54	85	139				1	2	3						
	17	74	50	124		1	1		1	1		1	1			
	18	6	6	12												
	>18	1		1												
Sub Total		142	148	290		1	1	2	3	5		1	1			
Total		736	770	1506	30	29	59	18	15	33		1	1	26	8	34

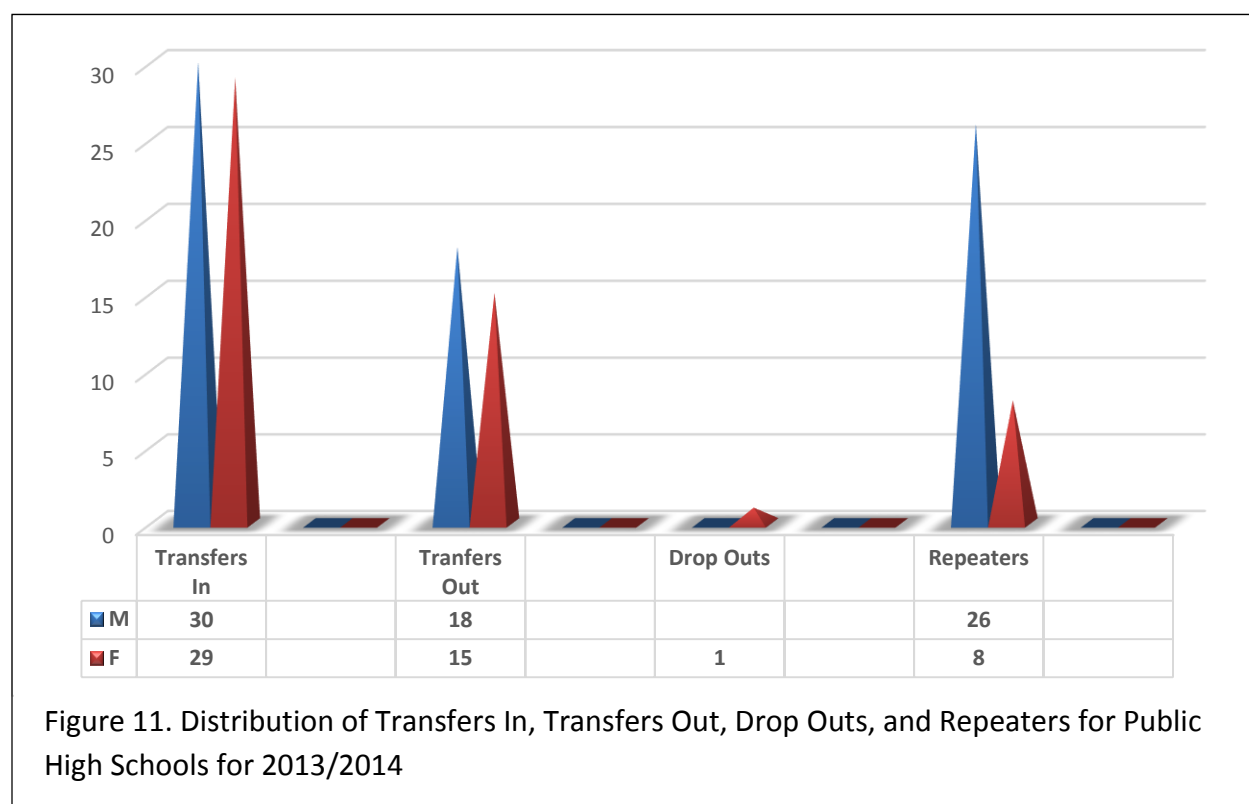


Table 18. Student Enrolment at Private Primary Schools in 2013/2014

Private primary	M	F	Total
KI	148	171	319
K2	102	96	198
G1	108	72	180
G2	70	52	122
G3	72	56	128
G4	58	60	118
G5	53	58	111
G6	46	35	81
Total	657	600	1,257

*The data supplied reflect information from 14 private schools. Numbers do not include preschool.

Table 19. Enrolment in Private Primary Schools by Grade, Age, Sex, Transfers In, Transfers Out, Drop Outs, and Repeaters in 2013/2014

Grades	Ages				Transfers In		Total	Transfers Out		Total	Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F		M	F		M	F		M	F	
K1	<4	46	46	92												
	4	84	100	184	27	31	58	22	23	45						
	5	19	14	33												
	6	2	7	9												
Sub Total		151	167	318	27	31	58	22	23	45						
Grade	Ages				Transfers In		Total	Transfers Out		Total	Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F		M	F		M	F		M	F	
K2	<5	17	18	35												
	5	63	54	117	3	1	4	7	8	15						
	6	15	7	22												
	7		1	1												
	>7															
Sub Total		95	80	175	3	1	4	7	8	15						
Grade	Ages				Transfers In		Total	Transfers Out		Total	Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F		M	F		M	F		M	F	
One	<6	15	13	28	2		2									
	6	66	52	118	3	1	4	3	8	11						
	7	12	11	23	1	1	2	2		2						
	8		1	1												
	>8															
Sub Total		93	77	170	6	2	8	5	8	13						

Table 19. Enrolment in Private Primary Schools by Grade, Age, Sex, Transfers In, Transfers Out, Drop Outs, and Repeaters in 2013/2014 (Cont'd)

Grade	Ages				Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F		M	F		M	F		M	F	
Two	<7	15	13	28	1		1	1		1						
	7	42	23	65	7	3	10	7	6	13						
	8	8	8	16												
	9															
	>9	2		2												
Sub Total		67	44	111	8	3	11	8	6	14						
Grade	Ages				Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F		M	F		M	F		M	F	
Three	<8	14	15	29	1	1	2		1	1						
	8	35	24	59	8	6	14	6	5	11						
	9	12	12	24												
	10	1		1												
	>10		1	1		1	1									
Sub Total		62	52	114	9	8	17	6	6	12						
Grade	Ages				Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F		M	F		M	F		M	F	
Four	<9	9	7	16	2	1	3	2	1	3						
	9	29	36	65	2	4	6	6	6	12						
	10	11	15	26												
	11	3		3												
	>11															
Sub Total		52	58	110	4	5	9	8	7	15						
Grade	Ages				Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F		M	F		M	F		M	F	
Five	<10	5	12	17												
	10	29	27	56	5	4	9	3	5	8						
	11	16	3	19	2	1	3	2	1	3						
	12	1	1	2												
	>12															
Sub Total		51	43	94	7	5	12	5	6	11						
Grade	Ages				Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F		M	F		M	F		M	F	
Six	<11	1	3	4												
	11	21	18	39	2		2	1		1						
	12	12	7	19												
	13	3		3												
	14		1	1												
Sub Total		37	29	66	2		2	1		1						
Total		608	550	1158	66	54	120	62	64	126						

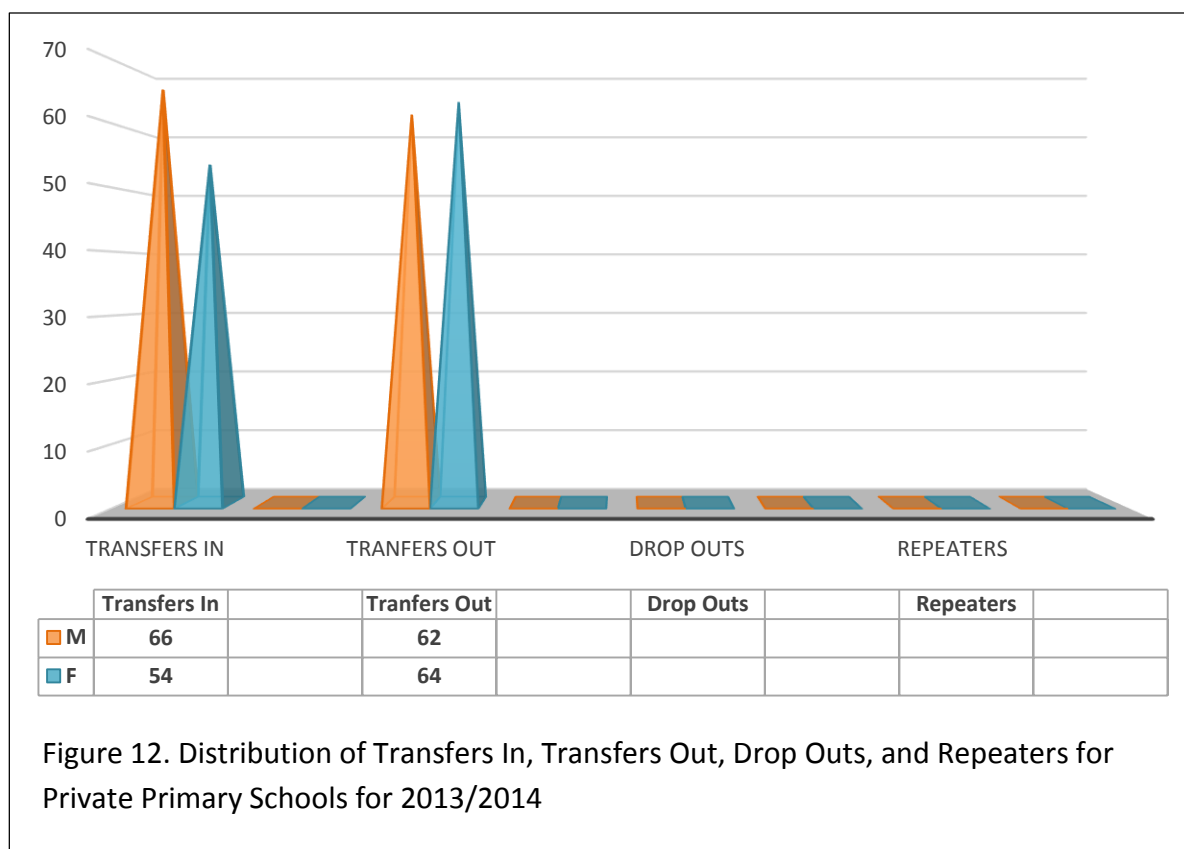


Table 20. Student Enrolment at Private Secondary Schools in 2013/2014

Form	M	F	Total
F1	33	16	49
F2	37	36	73
F3	29	32	61
F4	23	24	47
F5	15	24	39
Total	137	132	269

Table 21. Enrolment in Private Secondary Schools by Grade, Age, Sex, Transfers In, Transfers Out, Drop Outs, and Repeaters in 2013/2014

Form 1	Ages				Transfers In			Tranfers Out			Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
	<11															
	11	3	1	4	1	1	2									
	12	20	8	28	16	6	22	1	3	4						
	13	9	7	16	7	4	11	2	3	5						
	14		1	1		1	1									
	>14															
Sub Total		32	17	49	24	12	36	3	6	9						
Form 2	Ages				Transfers In			Tranfers Out			Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
	<12	1		1												
	12	2	5	7												
	13	28	26	54	2	3	5									
	14	5	5	10	1		1	1		1						
	15	1		1					1	1						
	>15															
Sub Total		37	36	73	3	3	6	1	1	2						
Form 3	Ages				Transfers In			Tranfers Out			Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total
	<13															
	13	6	2	8												
	14	8	6	14		1	1									
	15	11	23	34	3	1	4	3	2	5						
	16	4	1	5	1		1									
	>16															
Sub Total		29	32	61	4	2	6	3	2	5						

Table 21. Enrolment in Private Secondary Schools by Grade, Age, Sex, Transfers In, Transfers Out, Drop Outs, and Repeaters in 2013/2014 (Cont'd)

Form 4	Ages				Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F		M	F		M	F		M	F	
	<14															
	14	3	2	5		1	1									
	15	17	22	39	1		1								1	1
	16	2		2				4		4						
	17	1		1					1	1						
	>17															
Sub Total		23	24	47	1	1	2	4	1	5					1	1
Form 5	Ages				Transfers In		Total	Tranfers Out		Total	Drop Outs		Total	Repeaters		Total
		M	F	Total	M	F		M	F		M	F		M	F	
	<15															
	15	1	2	3												
	16	8	14	22												
	17	5	7	12												
	18	1	1	2												
	>18															
Sub Total		15	24	39												
Total		136	133	269	32	18	50	11	10	21						1

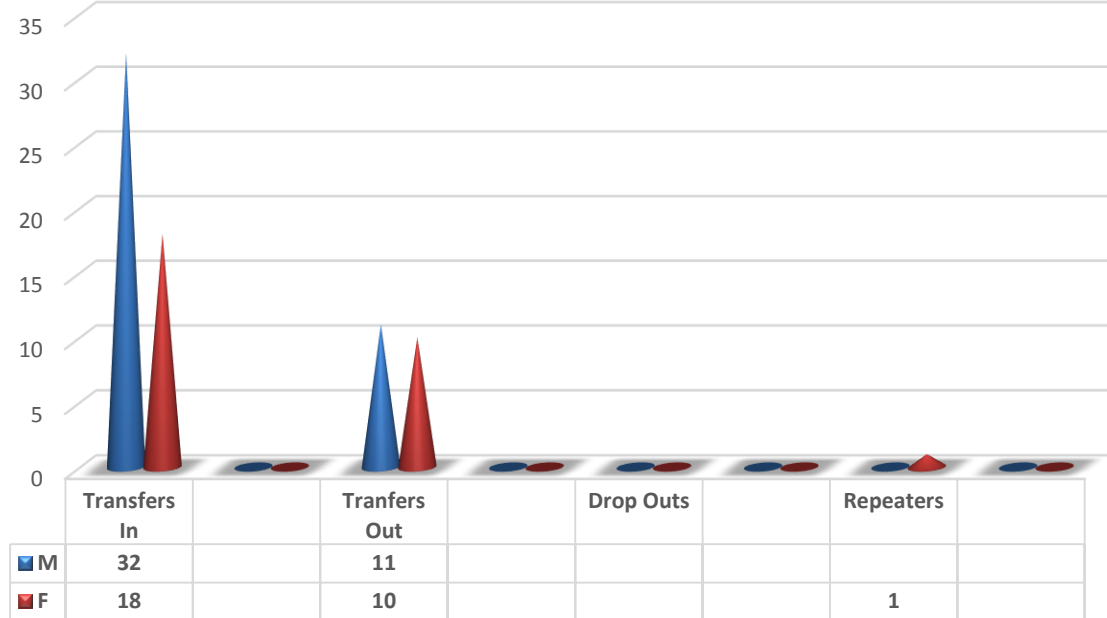


Figure 13. Distribution of Transfers In, Transfers Out, Drop Outs, and Repeaters for Private Primary Schools in 2013/2014

Table 22. Summary of Student Enrolment at Public and Private Schools in 2013/2014

Public	M	F	Total	Private	M	F	Total
Primary	1,262	1,259	2,521	Primary	657	600	1,257
High	761	781	1,542	High	137	132	269
Total	2,023	2,040	4,063	Total	794	732	1,526

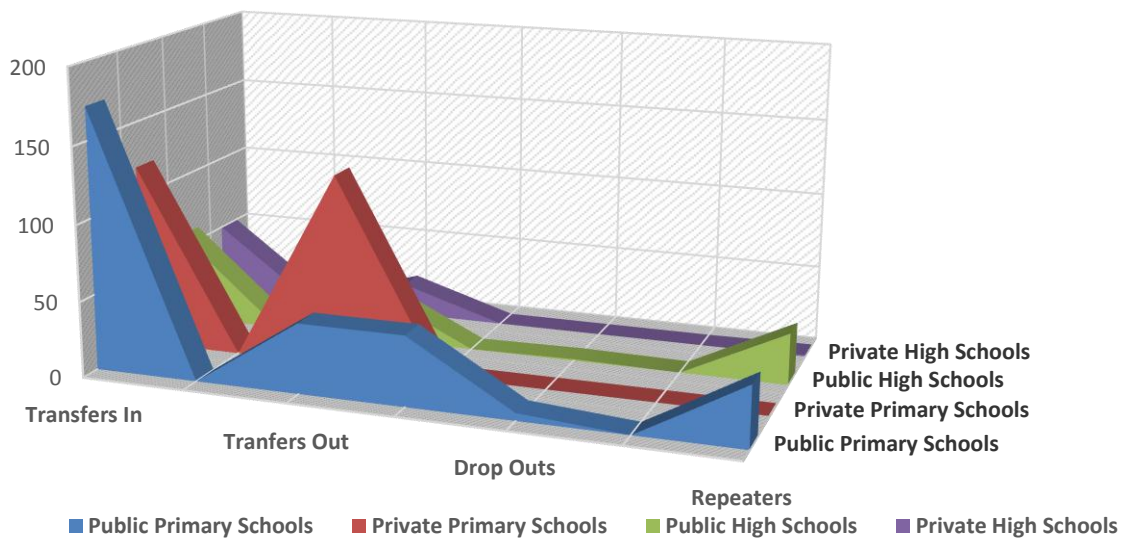


Figure 14. Public and Private School Distribution of Transfers In, Transfers Out, Drop Outs, and Repeaters in 2013/2014

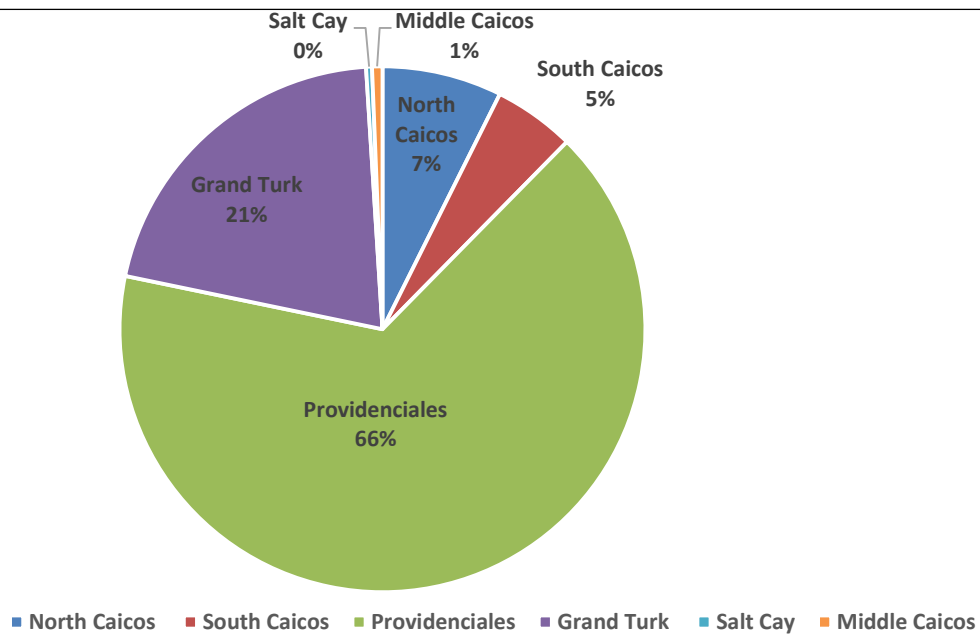


Figure 15. Public Primary School Student Proportion per Island in 2013/2014

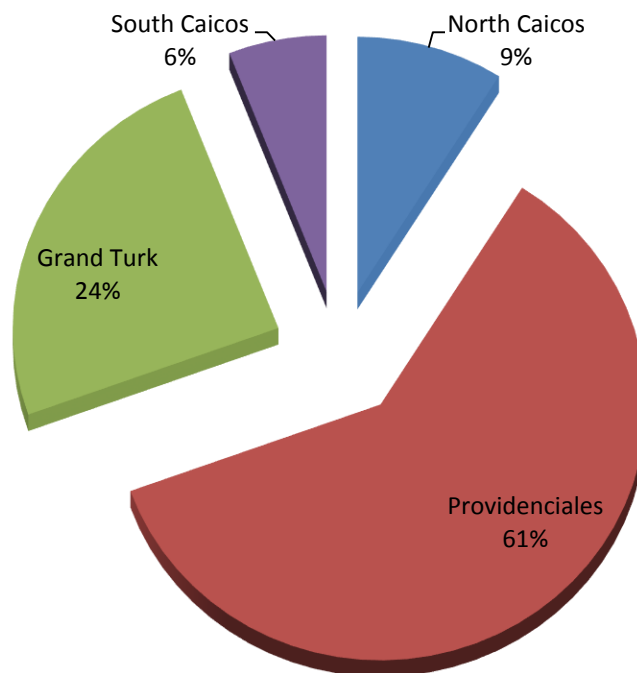


Figure 16. Public Secondary School Student Distribution per Island in 2013/2014

Table 23. Nonnational Students at Public Primary Schools in 2013/2014

Country	Total
Haiti	891
Dominican Republic	57
Jamaica	84
Bahamas	36
UK	9
USA & Canada	72
Other Caribbean	35
All others	25

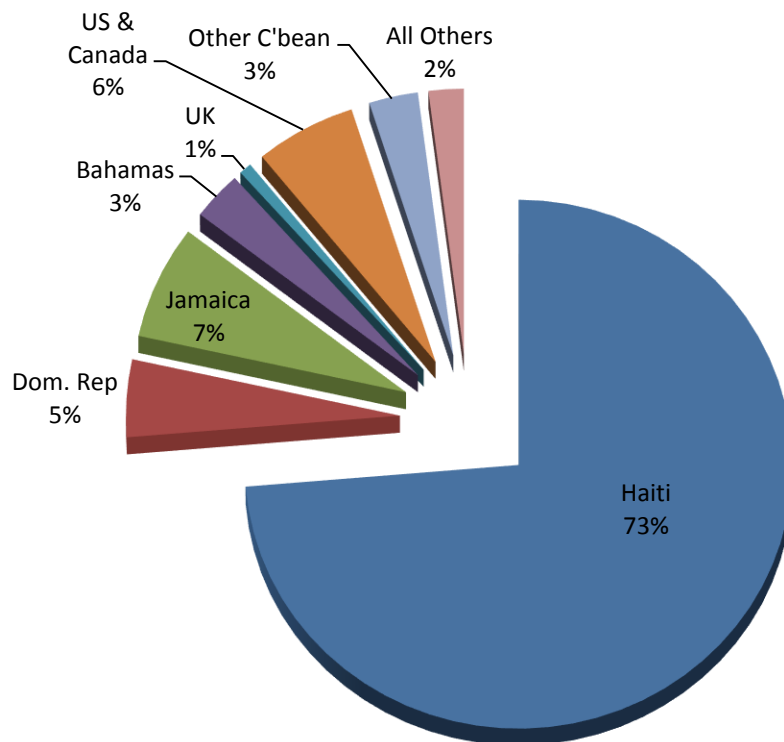


Figure 17: Proportion of Nonnational Students at Public Primary Schools in 2013/2014

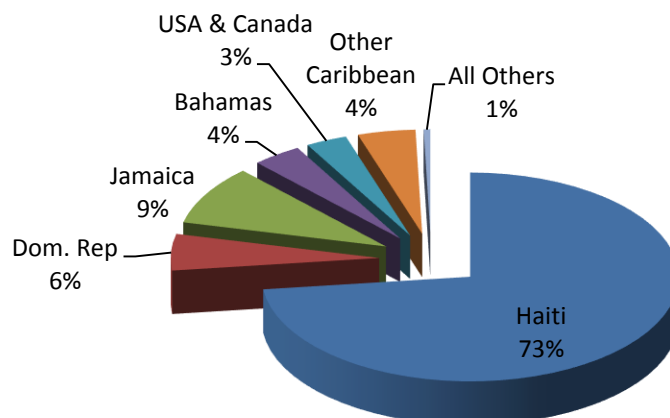


Figure 18. Proportion of Nonnational Students at Public High Schools in 2013/2014

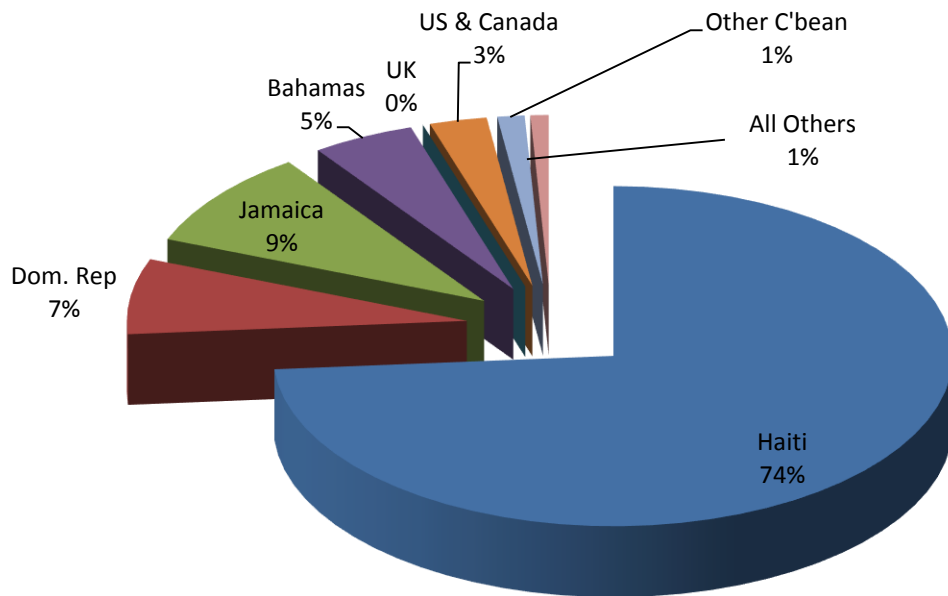


Figure 19. Proportion of Nonnational Students at Public High Schools in 2013/2014

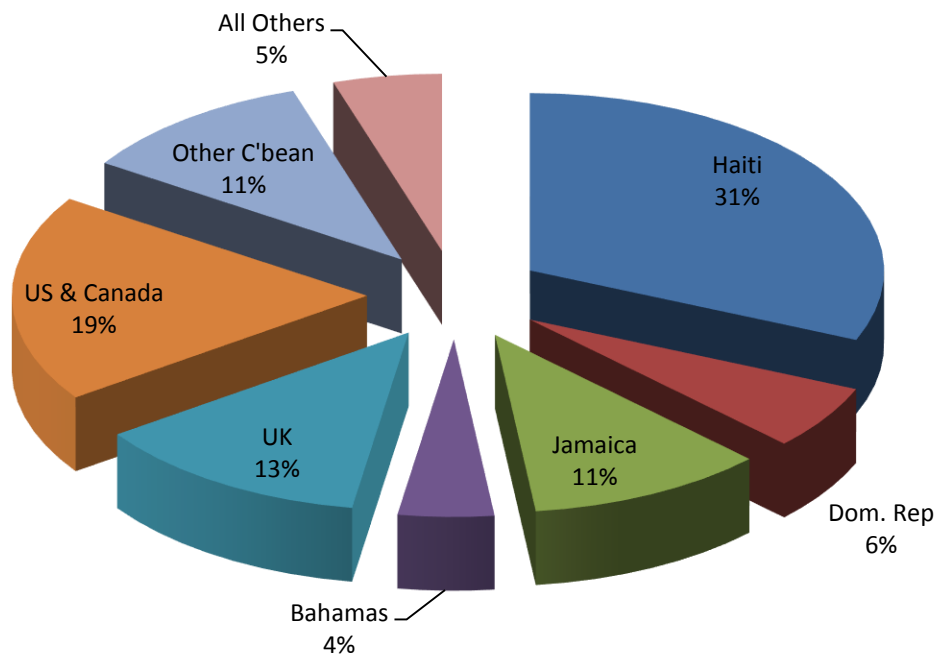


Figure 20. Proportion of Nonnational Students at Private Primary Schools in 2013/2014

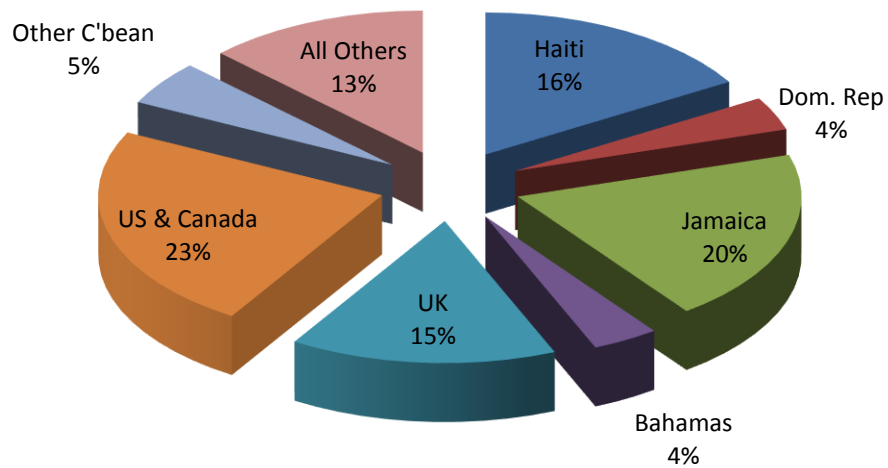


Figure 21. Proportion of Nonnational Students at Private High Schools in 2013/2014

Table 24. Nonnational Students at Public and Private Primary Schools in 2013/2014

Country	Total
Haiti	1,157
Dominican Republic	107
Jamaica	176
Bahamas	73
UK	117
US & Canada	232
Other Caribbean	127
All others	67

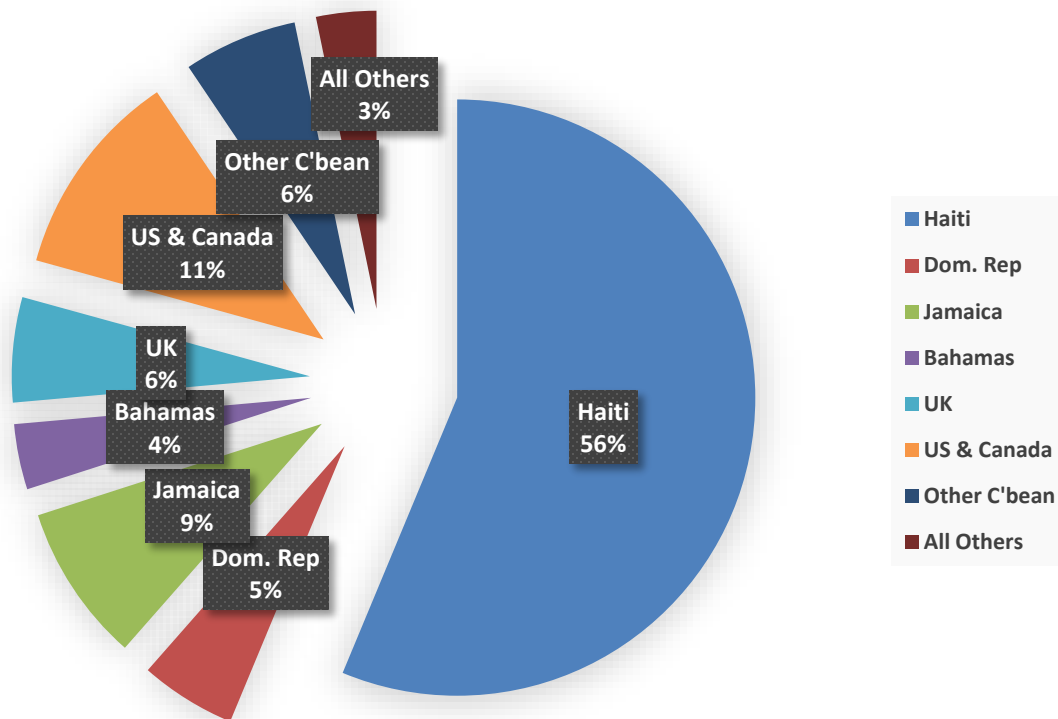


Figure 22. Proportion of Nonnational Students in Public and Private Primary Schools in 2013/2014

Table 25. Nonnational Students at Public and Private Secondary Schools in 2013/2014

Country	Total
Haiti	540
Dominican Republic	56
Jamaica	96
Bahamas	40
UK	24
US & Canada	56
Other Caribbean	17
All others	26

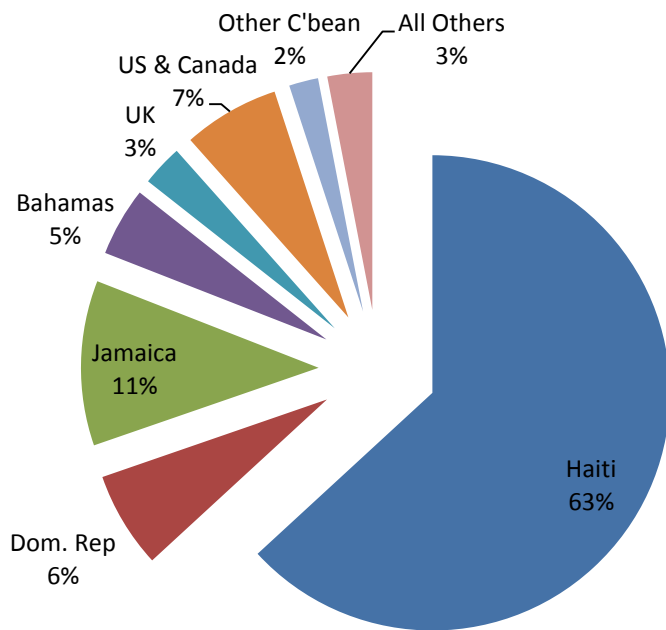


Figure 23. Proportion of Nonnational Students in Public and Private High Schools in 2013/2014

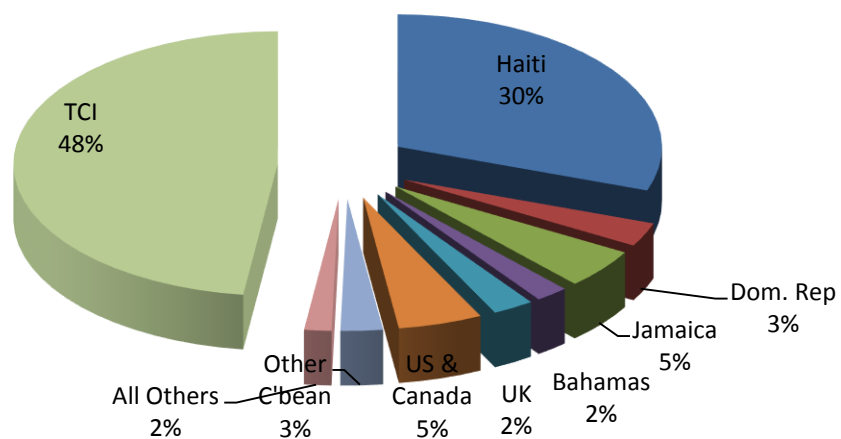


Figure 24. Proportion of Students Nationality in All Schools in 2013/2014

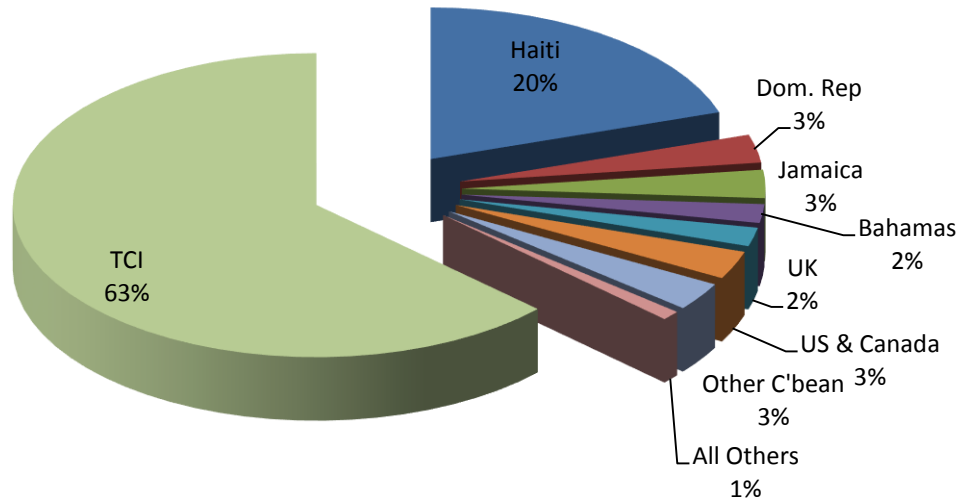


Figure 25. Proportion of Students Nationality in All Schools for 2003/2004

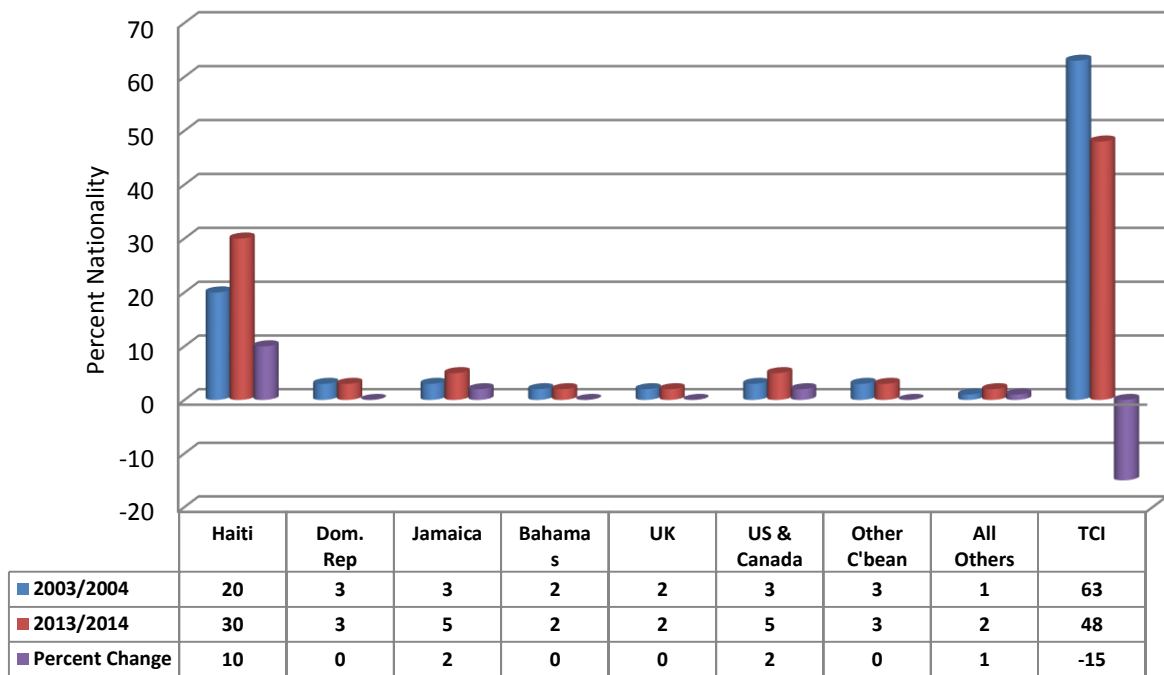


Figure 26. Percentage Change in Nationalities in All Schools between 2003/2004 and 2013/2014

Students Statistics Summary

In the academic year 2013/2014, a total of 5,589 students were enrolled in public and private primary and secondary schools. Of that number, 4,063 (72.6%) attended public schools.

At public primary schools, 1,262 students were male, while 1,259 were female. At public secondary schools, 761 were male, whereas 781 were female. The numbers at private primary schools stood at 657 males and 600 females. At private secondary schools, there were 137 males and 132 females.

In terms of transfers in, the highest number was at public primary schools, followed by private primary schools. Transfers out were highest at private primary schools, possibly because more parents are opting for public education. Secondary schools experienced similar patterns, but not as profoundly as in primary schools. Rates regarding dropouts and repeaters were not profound, with recorded values of less than 60 students.

The data also indicate that over 60% of the entire students' population is from Providenciales. In 2013/2014, 52% were nonnationals. When compared to 2003/2004, the percentage of TCI nationals decreased by approximately 15 percentage points. Of the nonnationals in all schools (public and private), Haitians accounted for 30%. This figure represents an increase of approximately 10 percentage points from 2003/2004.

Examinations



In set Doris Robinson Primary School

This section contains data and analyses regarding the Grade Six Achievement Test (GSAT), the Caribbean Secondary Education Certificate (CSEC), and Cambridge Examinations. The GSAT is a local test administered in sixth grade. The CSEC examination is a regional test completed by secondary school students in the Caribbean. The Cambridge examination is done at the secondary level.

GSAT

Table 26. Overall Public and Private School GSAT Pass Rates 2004–2014

Year	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Public schools	65.9	58.4	64.0	73.5	69.8	63.4	66.8	81.7	71.0	73.3	64.4
Private schools	93.6	91.8	71.7	91.0	73.9	67.5	76.9	87.5	86.0	92.7	83.0
Overall %*	69.1	62.9	65.2	78.3	70.9	64.4	69.3	83.3	74.8	77.8	67.6

*Overall % is based on the number of students obtaining 50% or more. From TCI Education Department.

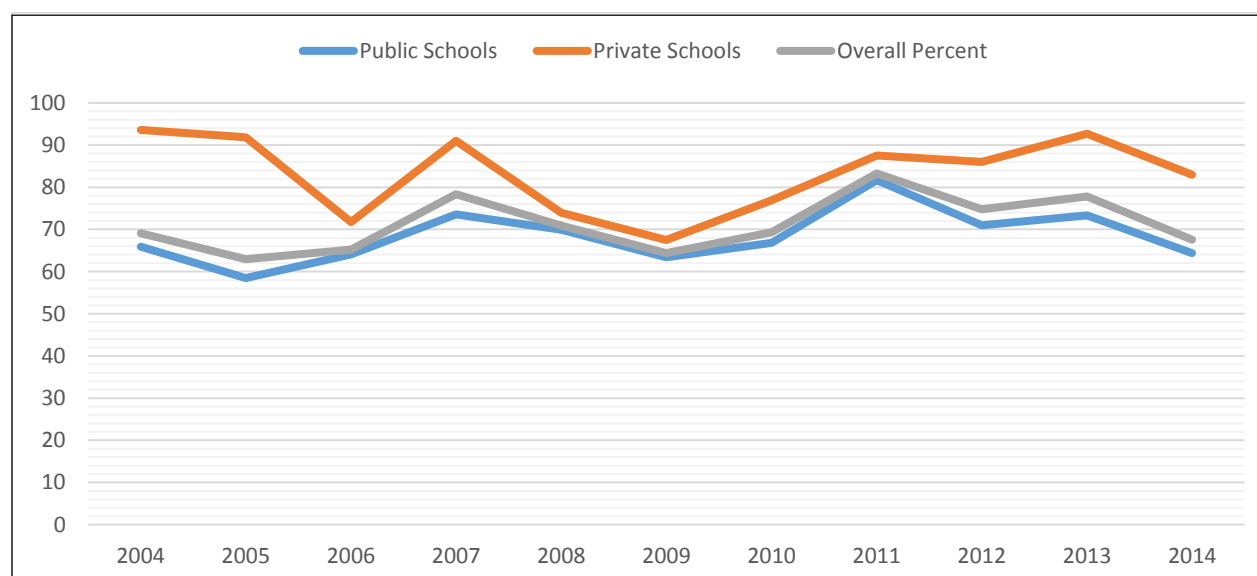


Figure 27. Distribution of GSAT pass rates in Public and Private Schools from 2004-2014⁷

⁷ TCI Education Department.

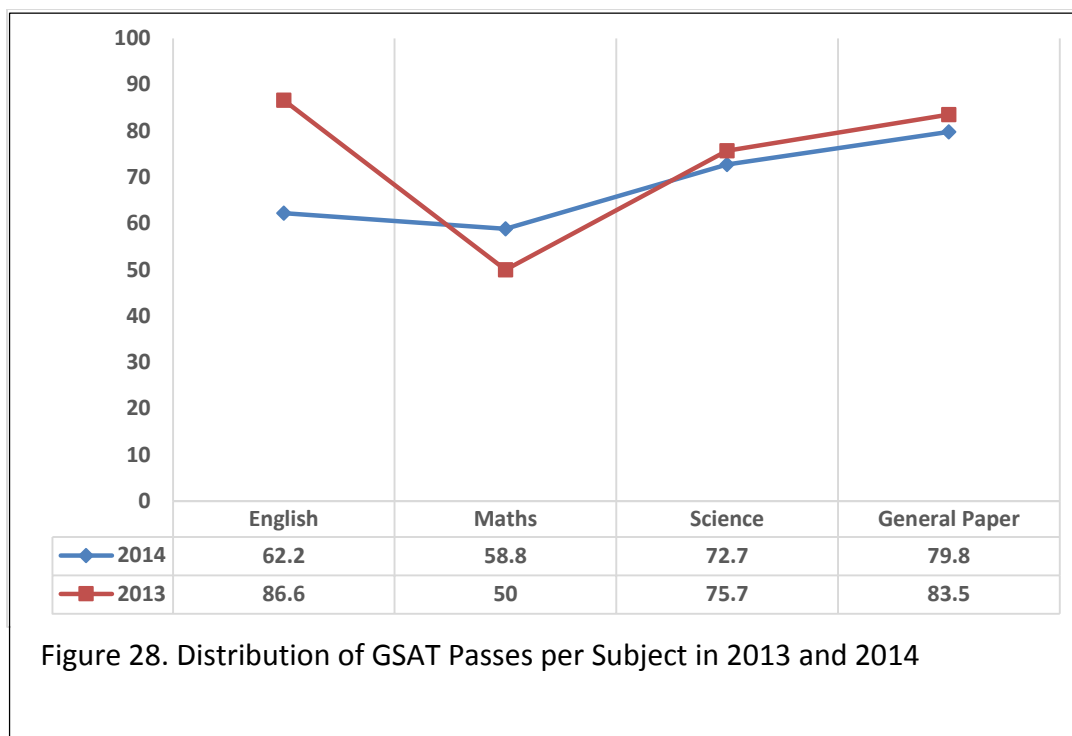
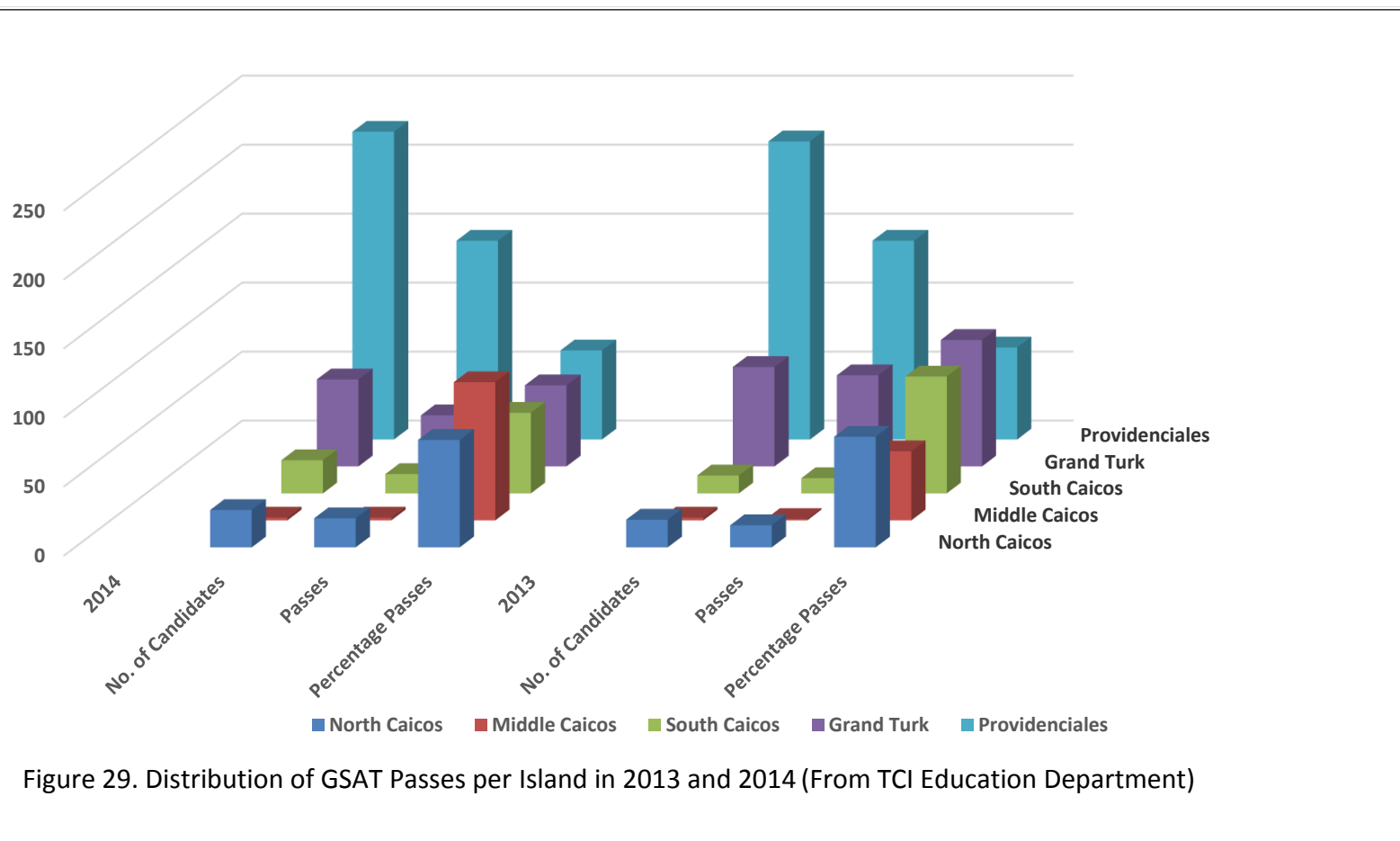


Table 27. GSAT Results by Island in 2013 and 2014

2014	North Caicos	Middle Caicos	South Caicos	Grand Turk	Providenciales
# of candidates	27	2	24	63	223
# of passes	21	2	14	37	144
% passes	77.7	100.0	58.3	58.7	64.5
2013	North Caicos	Middle Caicos	South Caicos	Grand Turk	Providenciales
# of candidates	20	2	13	72	216
# of passes	16	1	11	66	144
% passes	80.0	50.0	84.6	91.6	66.6



CSEC

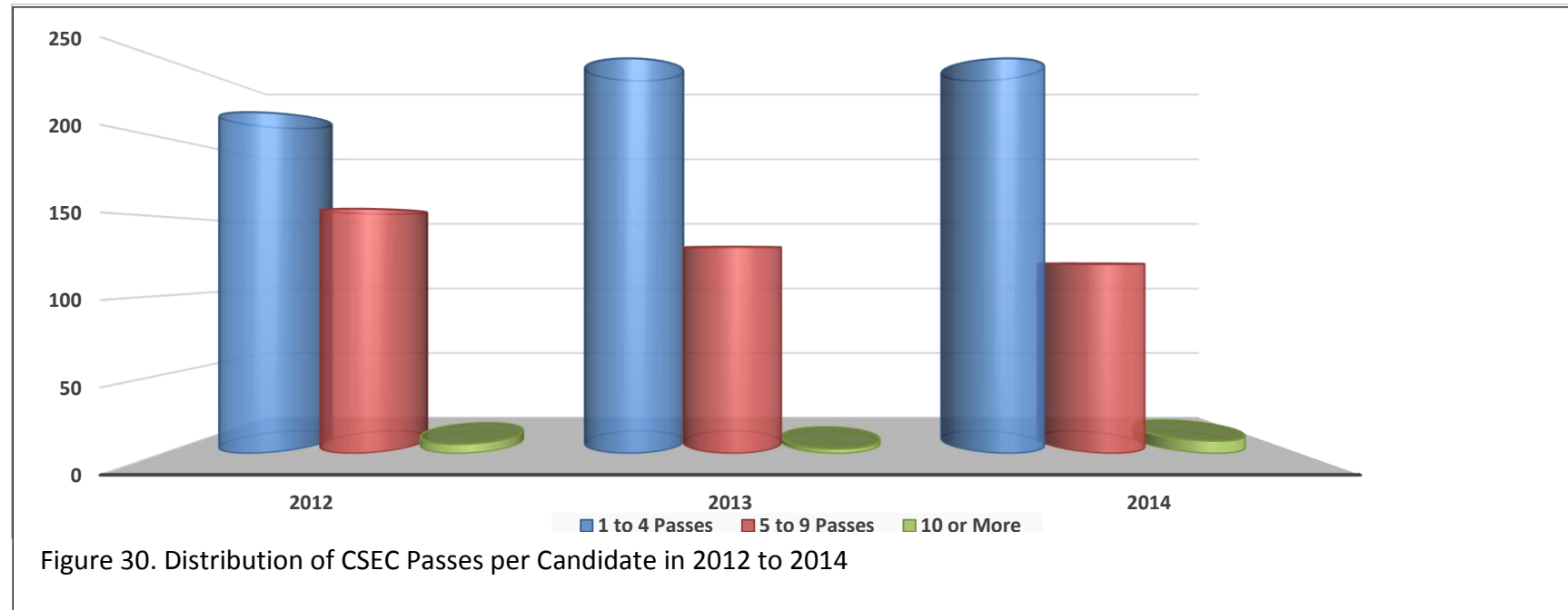


Table 28. CSEC Results by Subjects for Grades I–III in 2012–2014

	Year			Grades I–III					
	2012	2013	2014	2012		2013		2014	
Subject	# cand.	# cand.	# cand.	# pass	% pass	# pass	% pass	# pass	% pass
EDPM	158	82	56	154	97.47	73	89.02	51	91.07
INFO TECH	109	142	101	88	80.73	120	84.51	90	89.1
OA	63	53	48	60	95.24	47	88.68	44	91.66
POA	81	55	38	44	54.32	43	78.18	29	76.31
POB	83	70	65	83	100.00	60	85.71	62	95.38
C HIST	49	33	37	47	95.92	28	84.85	21	56.75
ECON	0	0	2	0	0.00	0	0.00	2	100.00
ENG A	315	305	291	152	48.25	205	67.21	196	67.35
ENG B	51	59	62	44	86.27	49	83.05	47	75.8
GEO	16	23	27	10	62.50	13	56.52	16	59.25
RE	43	63	20	38	88.37	56	88.89	19	95.00
SS	148	132	138	115	77.70	94	71.21	82	59.42
MATH	208	279	212	83	39.90	88	31.54	116	54.72
BIO	52	59	55	29	55.77	44	74.58	44	80.00
CHEM	32	37	38	16	50.00	24	64.86	28	73.68
H&S BIO	58	97	80	38	65.52	70	72.16	53	66.25
INT SCI	49	41	78	49	100.00	34	82.93	73	93.58
PE	27	28	24	27	100.00	28	100.00	24	100.00
PHY	37	36	37	31	83.78	26	72.22	31	83.78
FRENCH	20	10	10	19	95.00	9	90.00	7	70.00
SPAN	63	50	45	49	77.78	31	62.00	32	71.11
C&T	46	34	30	44	95.65	25	73.53	24	80.00
E&E TECH	15	10	13	13	86.67	10	100.00	9	69.23
F&N	85	82	81	83	97.65	76	92.68	79	97.53
HEM	76	83	61	63	82.89	77	92.77	59	96.72
MUSIC	4	5	9	4	100.00	5	100.00	9	100.00
TD	53	52	44	40	75.47	38	73.08	38	86.36
VA	31	48	27	30	96.77	48	100.00	27	100.00
WOODS	32	37	33	30	93.75	34	91.89	32	96.96
CONST	8	12	13	8	100.00	9	75.00	12	92.30
Total	2,012	2,017	1,775	1,491		1,464		1,356	
Total % pass				74.11			72.58		76.39
Total % +/-							-1.53		3.81

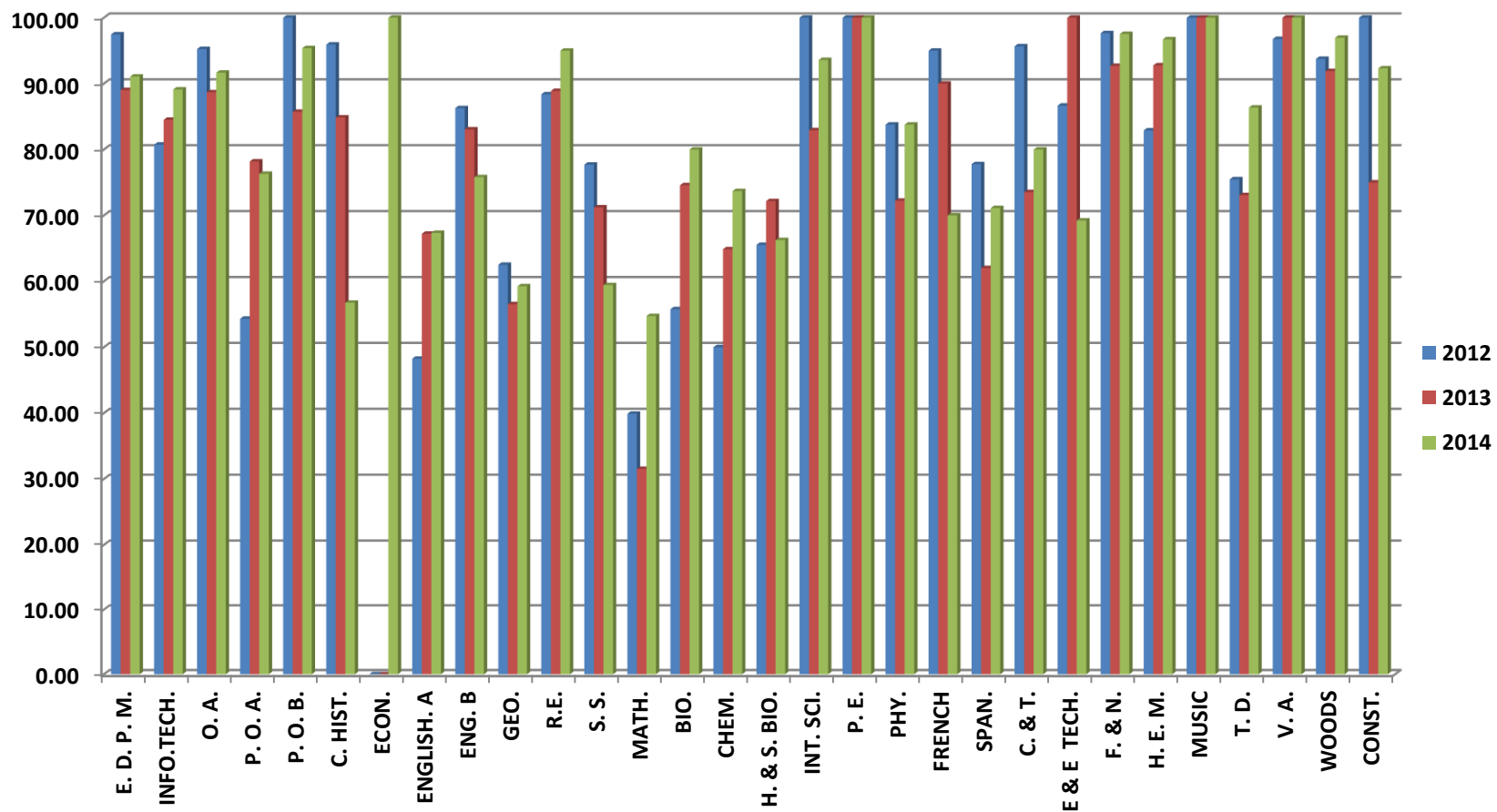


Figure 31. Distribution of CSEC Passes by Subjects at Grades I–III from 2012 to 2014

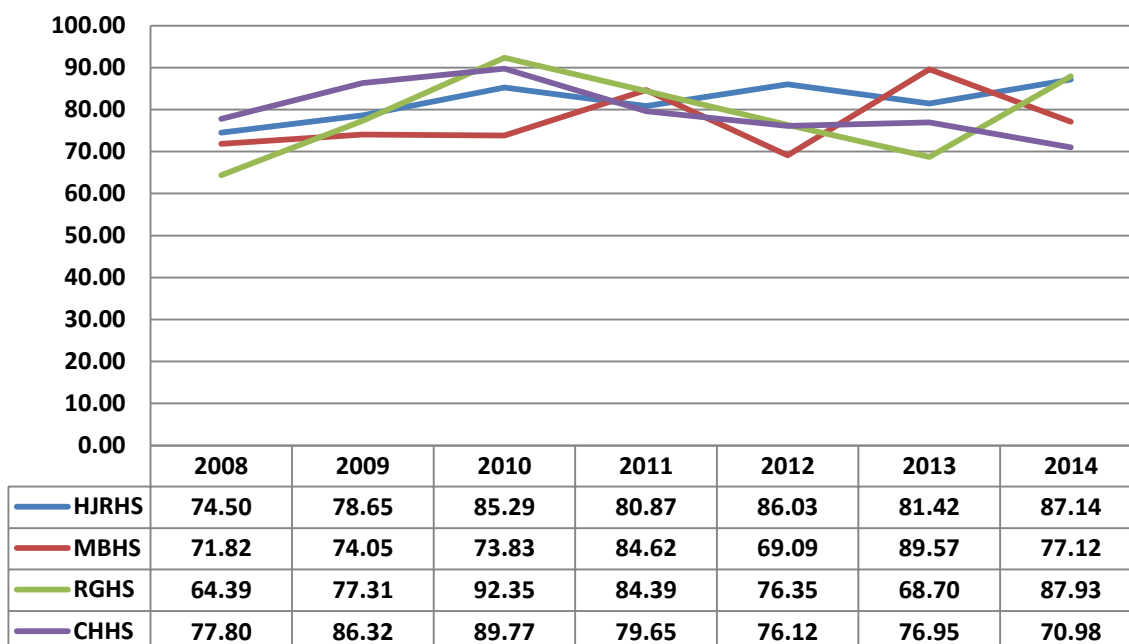


Figure 32. Public Secondary School CSEC Passes from 2008 to 2014

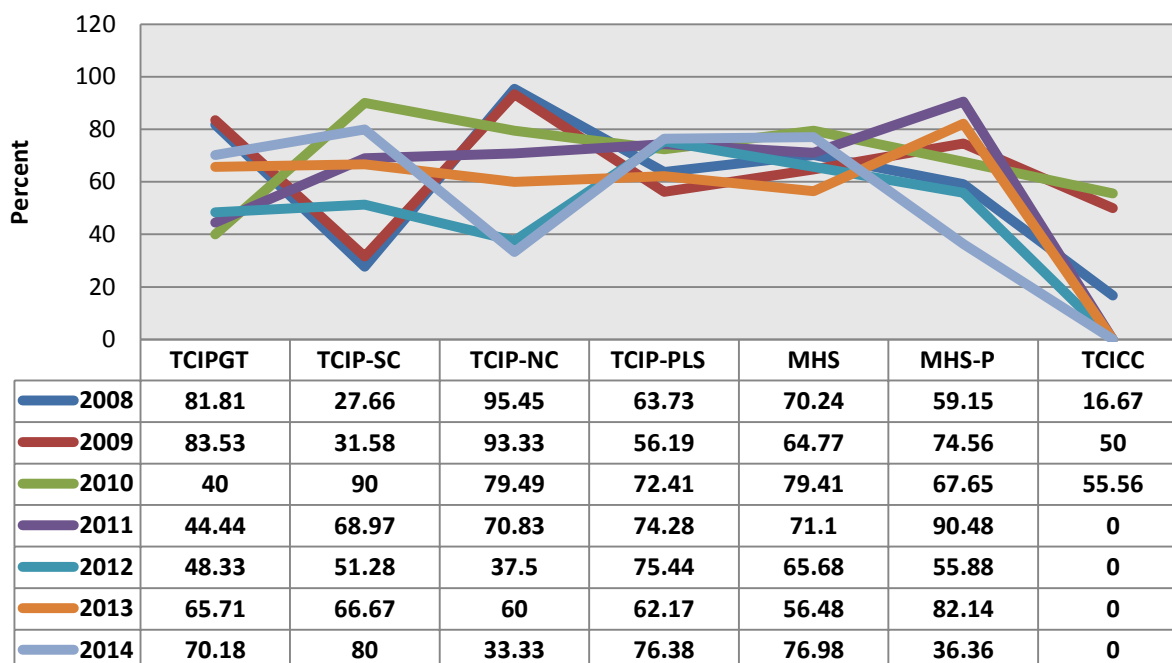


Figure 33. Private Centre CSEC Passes from 2008 to 2014

Table 29. CSEC Passes by Grade in 2012–2014

	Grade I						Grade II					
	2012		2013		2014		2012		2013		2014	
	#	%	#	%	#	%	#	%	#	%	#	%
School					Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
HJRHS	72	26.47	106	25.92	63	20.26	95	34.93	121	29.58	111	35.69
MBHS	28	16.97	38	33.04	24	20.34	45	27.27	38	33.04	38	32.20
RGHS	22	14.86	21	16.03	28	24.14	48	32.43	41	31.30	42	36.21
CHHS	99	12.71	99	15.42	83	13.33	276	35.43	204	31.78	177	26.34
TCIP-GDT	12	20.00	11	15.71	9	15.79	12	20.00	14	20.00	16	28.07
TCIP-SC	2	5.13	5	27.78	4	13.33	10	25.64	2	11.11	8	26.67
TCIP-NC	0	0.00	2	20.00	0	0.00	0	0.00	4	40.00	1	8.33
TCIP-PLS	49	14.50	44	11.64	38	12.30	101	29.88	101	26.72	98	31.72
MHS	13	7.69	12	5.56	21	15.11	49	28.99	48	22.22	51	36.69
MHS-P	0	0.00	1	3.57	0	0.00	11	32.35	10	35.71	0	0.00
TCI CC	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Total	297		339		270		647		583		542	
Total %		14.76		16.81		15.21		32.16		28.90		30.54
Total % (+/-)				2.05		-1.60				-3.26		1.64

Table 29. CSEC Passes by Grade in 2012–2014 (Cont'd)

	2012		2013		2014		2012		2013		2014	
	#	%	#	%	#	%	#	%	#	%	#	%
School	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass
HJRHS	67	24.63	106	25.92	97	31.19	234	86.03	333	81.42	271	87.14
MBHS	41	24.85	27	23.48	29	24.58	114	69.09	103	89.57	91	77.12
RGHS	43	29.05	28	21.37	32	27.59	113	76.35	90	68.70	102	87.93
CHHS	218	27.98	191	29.75	217	32.29	593	76.12	494	76.95	477	70.98
TCIP-GDT	5	8.33	21	30.00	15	26.32	29	48.33	46	65.71	40	70.18
TCIP-SC	8	20.51	5	27.78	12	40.00	20	51.28	12	66.67	24	80.00
TCIP-NC	3	37.50	0	0.00	3	25.00	3	37.50	6	60.00	4	33.33
TCIP-PLS	105	31.07	90	23.81	100	32.36	255	75.44	235	62.17	236	76.38
MHS	49	28.99	62	28.70	35	25.18	111	65.68	122	56.48	107	76.98
MHS-P	8	23.53	12	42.86	4	36.36	19	55.88	23	82.14	4	36.36
TCI CC	0	0.00	0	0.00	0	0.00	0	0.00	0	0.000	0	0.00
Total	547		542		544		1,491		1,464		1,356	
Total %		27.19		26.87		30.65		74.11		72.58		76.39
Total % (+/-)				-0.32		3.78				-1.53		3.81

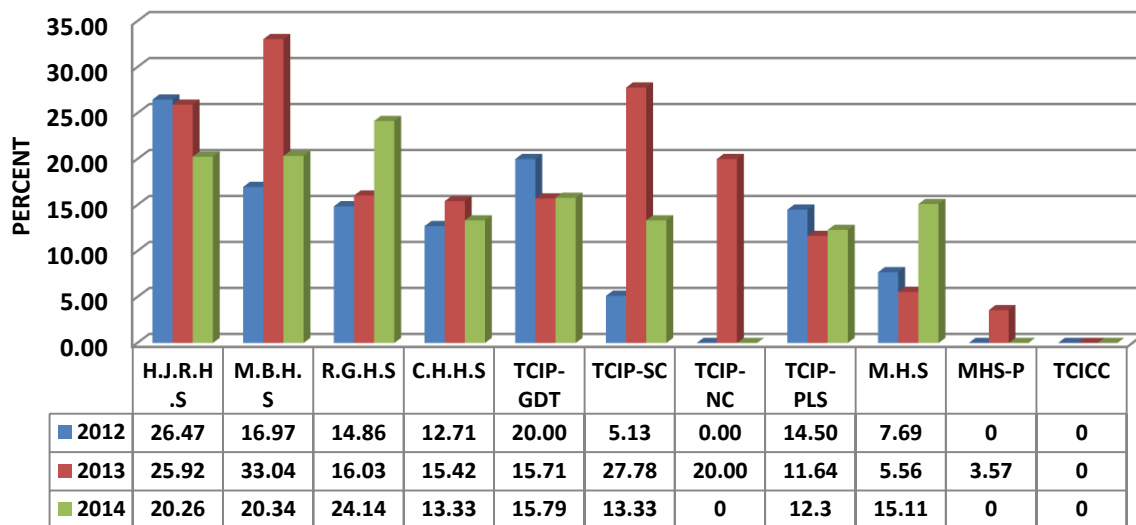


Figure 34. CSEC Grade I Passes from 2012 to 2014

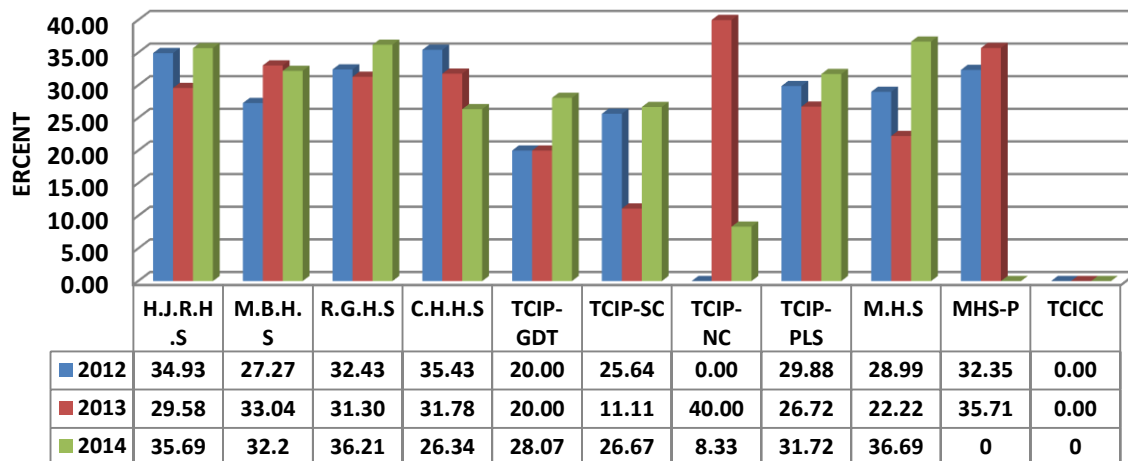


Figure 35. CSEC Grade II Passes from 2012 to 2014

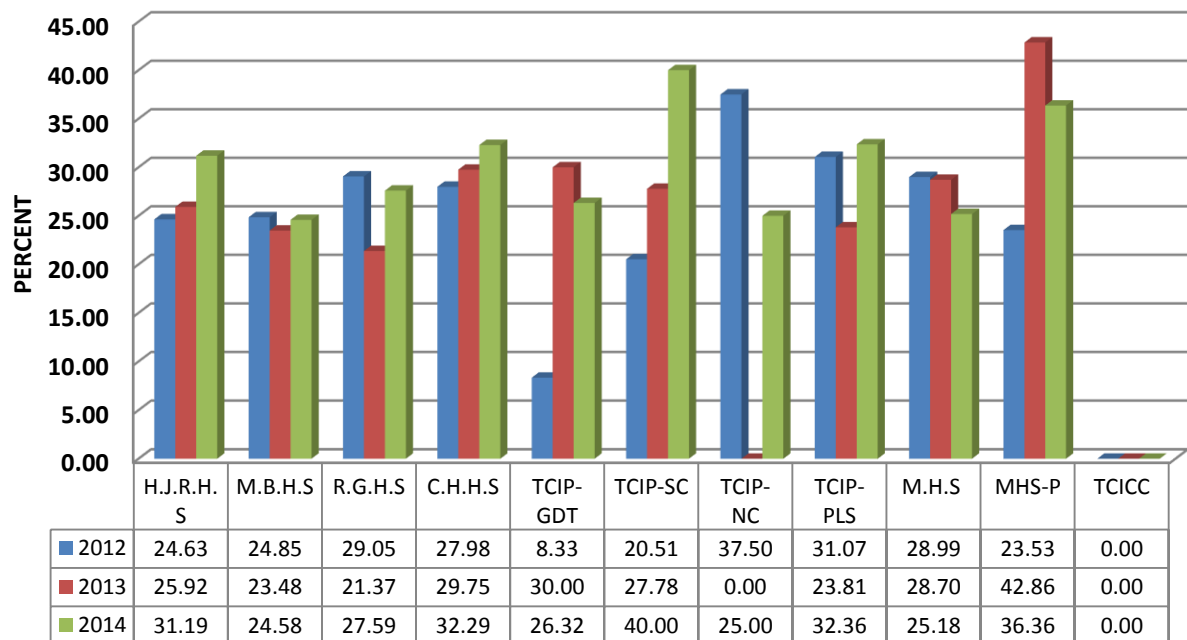


Figure 36. CSEC Grade III Passes from 2012 to 2014

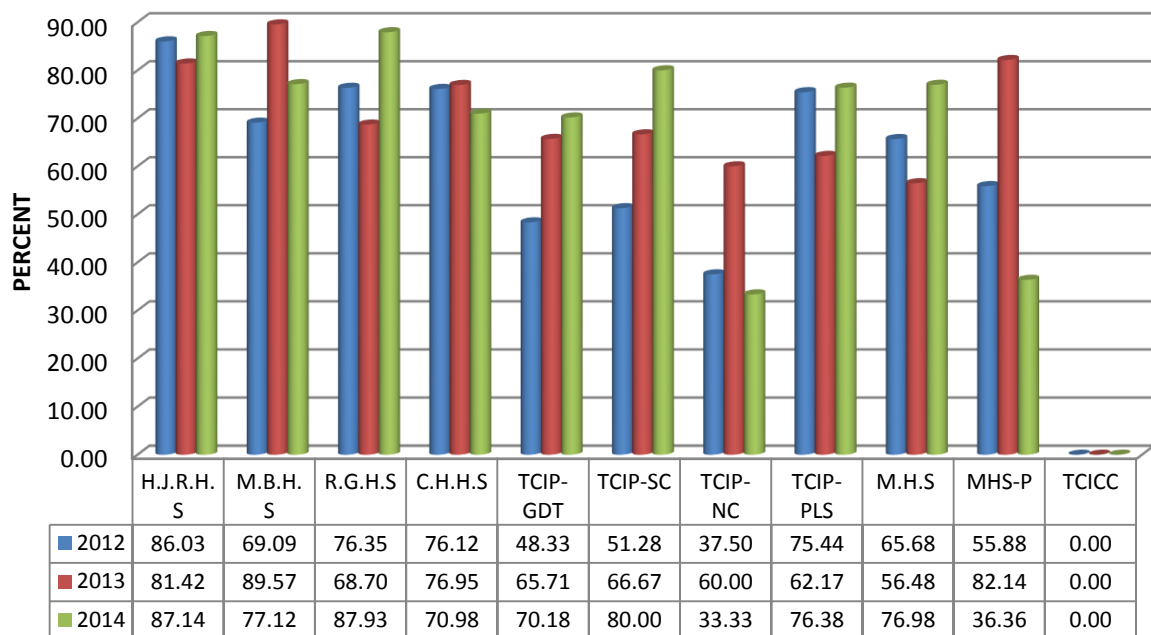


Figure 37. CSEC Grades I-III Passes from 2012 to 2014

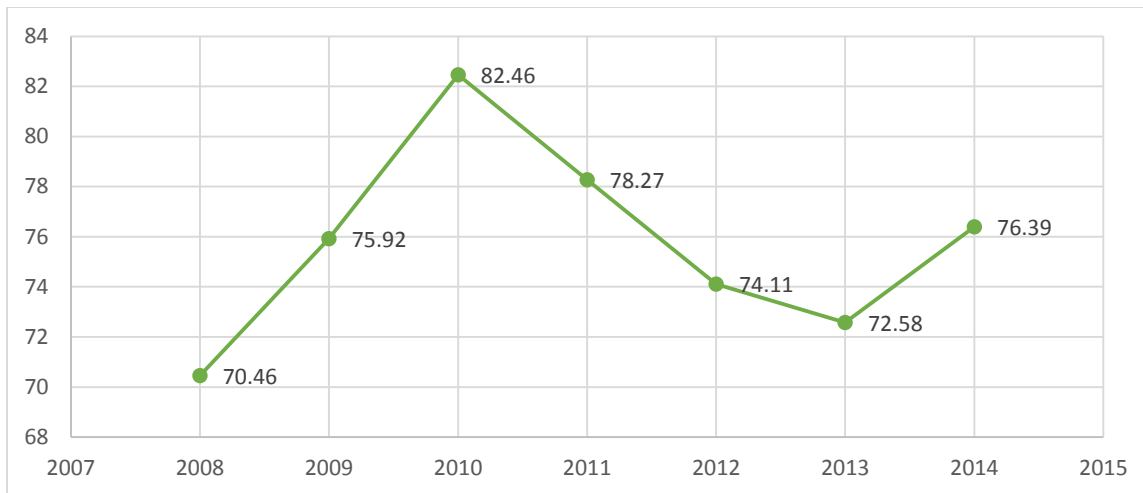


Figure 38. TCI CSEC National Pass Rates from 2008 to 2014

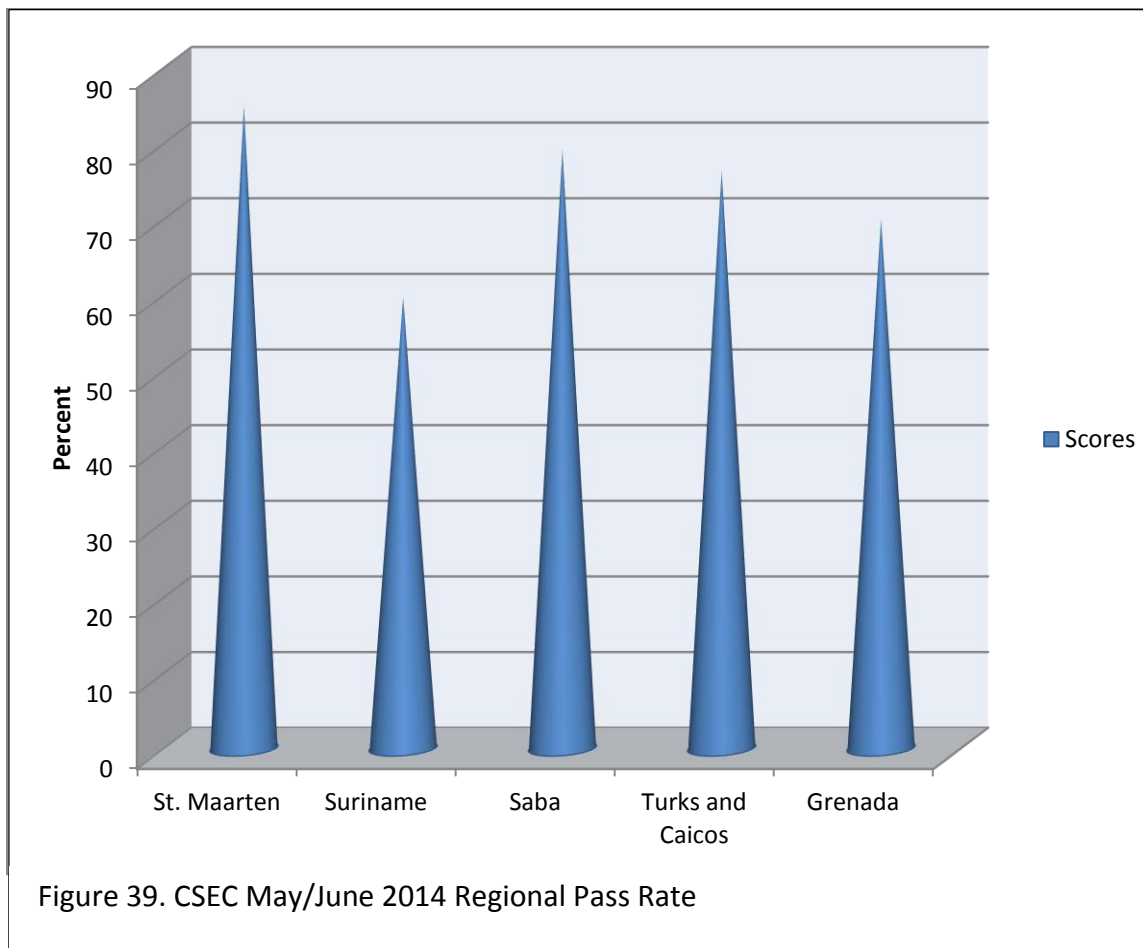


Figure 39. CSEC May/June 2014 Regional Pass Rate

Cambridge Examinations

Table 30. General Certificate of Education AS and A Levels in June 2014, Results by Candidate

Applied ICT	Art/design	Biology	Business studies	Chemistry	English language	Geography	History	Mathematics	Physics
			C		C	D			
		B		B				A	
	A		B						
		A*		A	A				
					B	B	C		
		A		A	A			B	
			B		C	C			
		D		D					E
			A				A*	B	
					B	D	D		
			C		C	E			
		A		A*					A*
			C		C		C		
		c^				c^			d^
a^		d^			b^				
					b^	d^	a^		
c^		c^		c^					
		c^			a^			X	
c^	b^				c^				
a^		c^							d^
					c^				
		c^		b^				e^	
c^		c^			d^				
c^			d^				e^		
		e^				c^		e^	
		e^		e^	b^				
		d^		e^	d^				

*The symbol ^ indicates an AS-level award.

Table 31. IGCSE Results in June 2014, by Candidate

Art/ design	Biology	Business studies	Chemistry	First lang. English	Foreign lang. Spanish	Geography	History	Information tech. & communication	Literature (English)	Mathematics (w/o coursework)	Physics
										B	
	A		A	B	A	A		B	A*	A	B
B	B	A		A		A*		B	A*	B	
D	C	C		B	B	C		B	B	C	
	B		B	A*	B	C		B	C	C	C
A	B	A		A			B	B	A*	B	
	A*		A*	A	A*	A		A*	A	A*	A*
A	A*			A	A*		A	A*	A*	A*	A*
	A	A	A	A*	A*		A	A	A*	A	
	A*	A*	A	A			A	B	B	B	
	A*		A*	A*	A	A		B	B	A	C
A	A*			A*	A*	A*		A*	A	A*	A*
	D			C			C	C	D	C	
	G	E		D		E		E	E	D	
	A*	A*	A*	A*	A*		A*	A*	A*	A*	
	A*		A*	A*	A	A*		A	A*	B	B
	A		B	A	B		B	A	B	B	C
A	A*			B	A		A	A*	A*	A*	A
A	A*	A*		A*	A		B	A*	A*	A*	

Advanced-level results are reported based on a 6-point scale of grades: A(a*), A(a), B(b), C(c), D(d), and E(e). A grade of A*(a*) is the highest. In the information technology and communication category, 10 candidates obtained Distinction and three obtained Merit.

Examination Statistics Summary

GSAT

In 2014, the overall percentage of passes for public and private schools was 67.6%. At private primary schools, 83% of students obtained marks of 50% or higher. At public primary schools, 64.4% obtained grades of 50% or higher.

Data from 2004 through 2014 indicate that private primary schools have higher pass rates than do public primary schools. The 2014 average pass rate of 67.6% reflects a 10.2% decreased from 2013, when the rate was 77.8%.

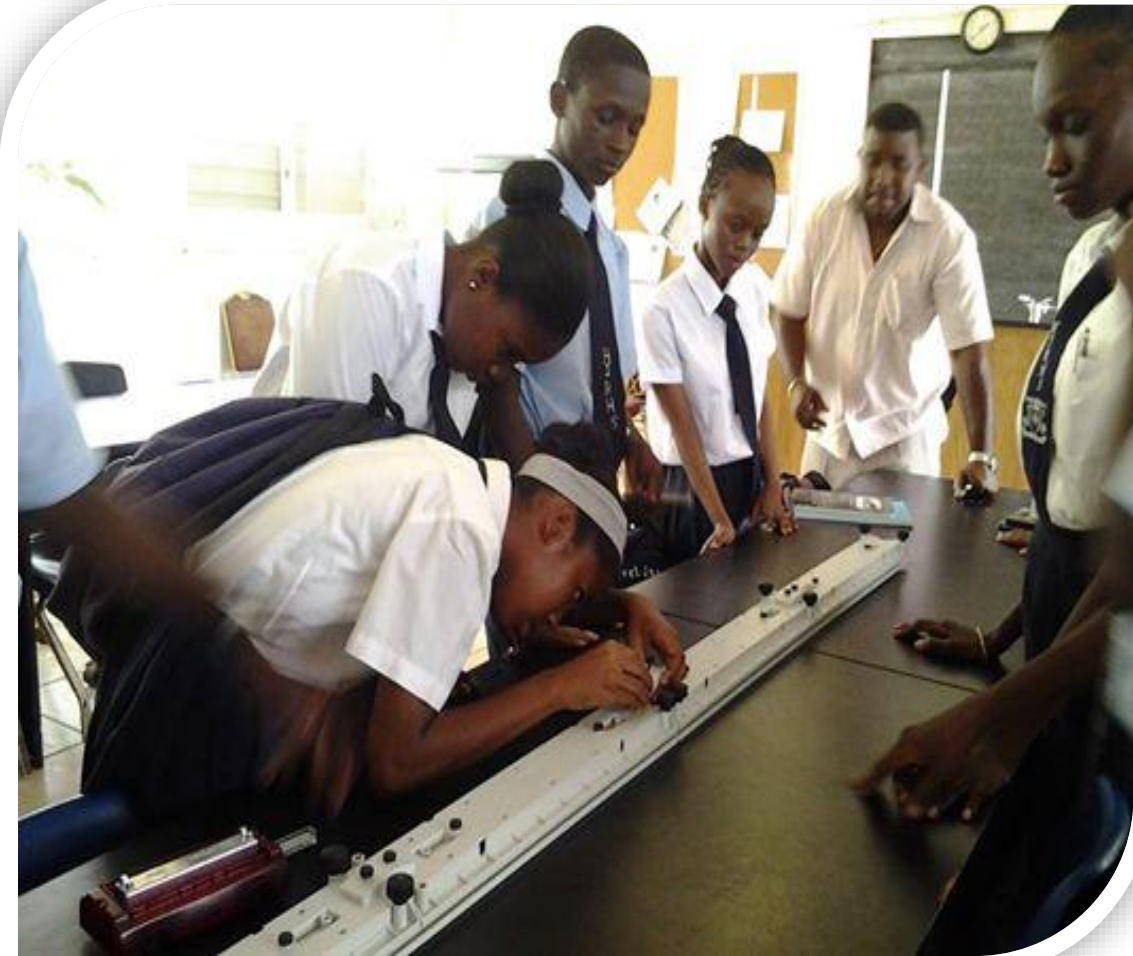
CSEC Examinations

In 2014, a total of 2,030 candidates were entered for CSEC; 767 candidates were male, and 1,263 were female. Of the 2,030 candidates, 1,775 (639 males and 1,136 females) sat exams in disciplines such as mathematics, English A and B, sciences, food and home management, art, modern languages, business, and information technology.

Based on the analysis, 1,356 (76.39%) of the candidates obtained grades of I–III in 2014. This rate is 3.81 percentage points higher than the 2013 pass rate of 72.58%. Of all students who completed the examinations, 15.21% received a grade of I, 30.54% received a grade of II, and 30.65% received a grade of III.

A further breakdown indicates that for mathematics, 116 (54.72%) of the 212 candidates obtained grades of I–III. The pass rate increased by 23.18 percentage points from 2013. Of the students in 2014 who passed, 6.6% earned a grade of I, 18.87% earned a grade of II, and 29.25% earned a grade of III. Regarding English A general proficiency, of the 291 candidates, 196 (67.35%) obtained passing grades of I–III. Of these students, 12.37% obtained a grade of I, 23.02% obtained a grade of II, and 31.96% obtained a grade of III. The pass rate in 2013 was 67.21%, indicating the pass rate increased 0.14%.

Tertiary and Higher Education



In set: Helena Jones Robinson High

The TCI Community College is the premier provider of tertiary education in TCI. The college has two campuses, with the main one on Grand Turk and the other on Providenciales. The college offers several areas of studies and certification (see table 32). This section also includes scholarships allocation and historical enrolment data.

Table 32. Community College Areas of Study for Grand Turk and Providenciales Campuses 2013/2014⁸

Associate degree programs	Grand Turk	Providenciales	Total
General studies—science	15	0	15
General studies—humanities	11	0	11
Primary education	18	20	38
Environmental science	1	0	1
Building and design technology	2	10	12
Computer studies	12	0	12
Business studies	28	45	73
Hospitality	0	26	26
Computer studies and electronics	3	0	3
Auto mechanics	2	0	2
Bachelor degree programs	Grand Turk	Providenciales	Total
Business studies	29	19	48
Hospitality and tourism mgmt.	0	7	7
Education	15	10	25
Other			
Academic upgrading	3	6	9
Certificate	0	3	3
UWI advanced certificate	0	1	1

* *mgmt. (management)*

⁸ TCI CC.

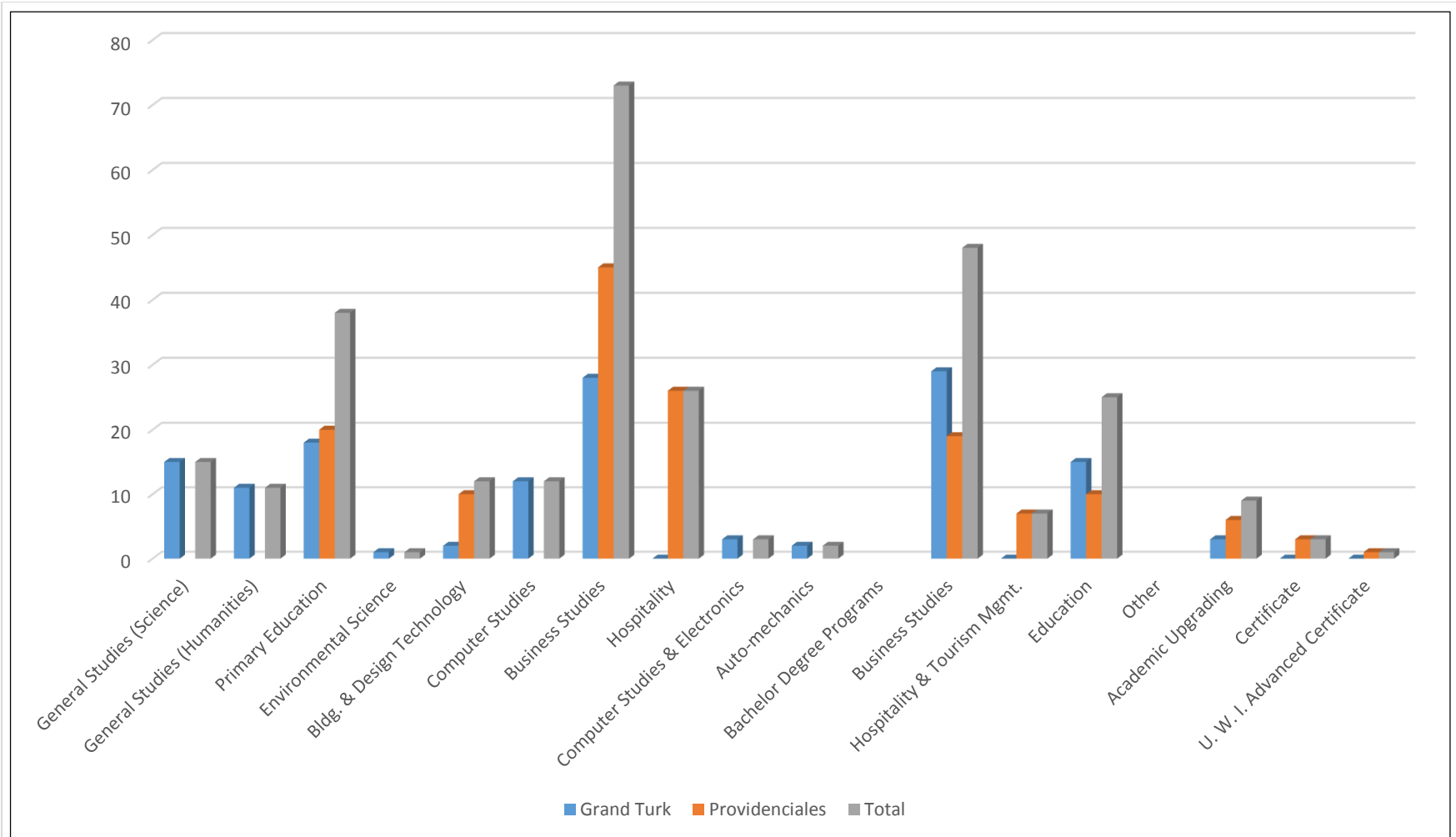


Figure 40. Distribution of TCI Community College Areas of Study for Grand Turk and Providenciales Campuses 2013/2014 (From TCI Community College)

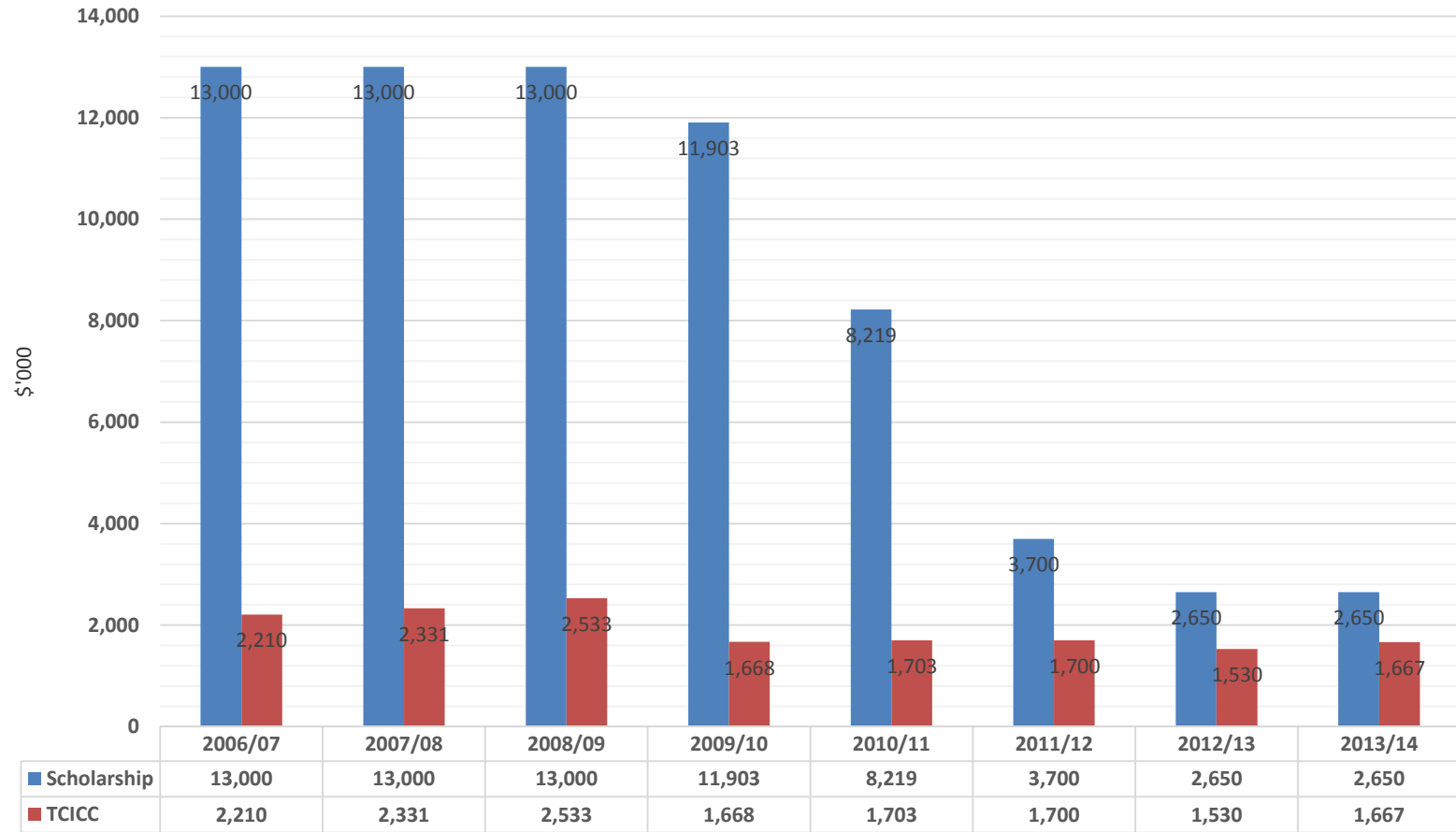


Figure 41. Scholarships and TCICC Appropriation by Year (in \$000s) (From *Education Sector Plan 2013–2017*)

*\$000 (millions)

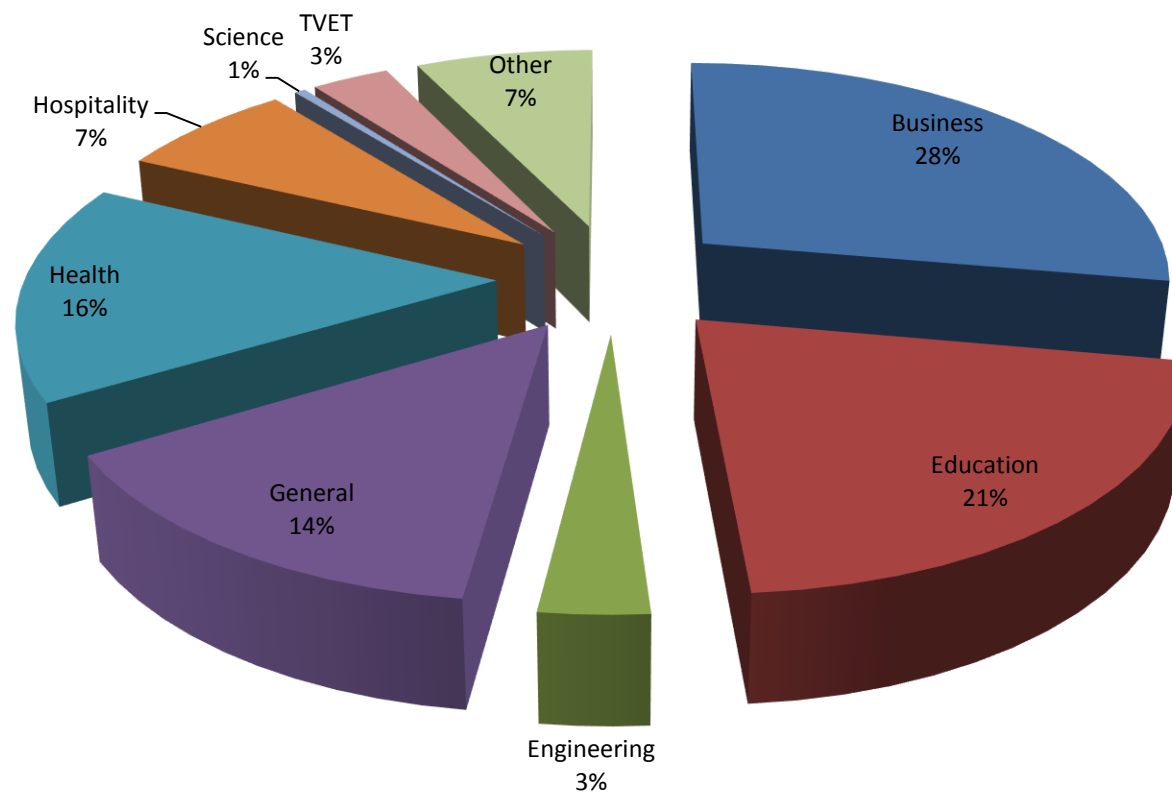


Figure 42. Percent Distribution of Scholarship Allocation by Category, 2013 (From *Education Sector Plan, 2013–2017*)

Table 33. TCI CC Data 2008–2012

	2008	2009	2010	2011	2012
Graduates	95	72	89	95	55
Grand Turk graduates	43	35	39	57	30
Providenciales graduates	52	37	50	38	25
Certificates awarded	39	18	22	23	6
Areas of certification*	BS, CN, CA, HRM, ECE, CAS	BS, HS, ECE, EEET, HRM, CAS	HRM, ECD, CN, BS	BS, CA, EEET, HOSP. HRM, SWW	BS, EEET, HRM
Associate degrees awarded	56	54	66	52	45
Associate degree areas of concentration*	BS, GS, EEET, PE, CS, BT, HS	BS, GS, ECT, BDT, PE, CS, SE, HS, PSM, EEET	BS, SE, PE, BDT, GS, PSM, CS, EEET, HS	BDT, BS, CEE, EET, ES, GSH, GSS	BDT, BS, CS, EET, GSH, GSS, HS, PE, PSM
Bachelor degrees awarded	0	0	0	0	0
Bachelor degree areas of concentration	0	0	0	0	0
Faculty members—full-time	26	28	26	26	33
Faculty members—part-time	23	18	19	25	25
Faculty members in Providenciales—full-time	12	13	13	13	13
Faculty members in Providenciales—part-time	16	12	13	25	13
Faculty members in Grand Turk— full-time	14	15	12	13	12
Faculty members in Grand Turk— part-time	7	6	6	25	11

*BS = business studies; BDT = building and designing technology; CA= computer applications; CAS = corporate administrative secretaryship; CN = clinical nursing; ECE = early childhood education; EEET = electrical/electronic engineering technology; ES = environmental studies; GSH = general humanities studies; GSS = general science studies; HRM = human resource management, HS = hospitality studies; PE = primary education; PSM = public sector management; SE = secondary education; SWW = social work and welfare.

Tertiary Education Summary

The data for 2013/2014 indicate that 193 students were enrolled in associate degree programmes. At the baccalaureate level, 80 students were enrolled, while 13 were pursuing other certifications.

In the 2013/2014 fiscal year, the community college received approximately US\$1.67 million in scholarship grants from the TCI government budget.

In terms of the distribution of scholarship funds, business studies received 28%; education, 21%; health, 16%; general studies, 14%; hospitality, 7%; engineering, 3%; Technical Vocational Education and Training (TVET), 3%; science, 1%; and other areas, 7%.

Financial Statistics



In set Raymond Gardiner High School

For fiscal year 2013/2014, the Ministry of Education, Youth, Sports, and Library Services received US\$20,964,725, or approximately 11.5% of the recurrent budget. This amount is an increase of approximately 1.1% from the 2012/2013 fiscal year.

The ministry received US\$4,574,476, or 31.5%, of the capital budget. Of that amount, US\$1,210,000 was allocated for new projects.

Primary Education

In fiscal year 2013/2014, the Ministry of Education, Youth, Sports, and Library Services spent US\$6,734,595 of the recurrent education budget on primary education. In comparison, in 2012/2013 the total amount spent on primary education was US\$6,176,634.

Secondary Education

In fiscal year 2013/2014, the ministry spent US\$6,932,744 of the recurrent education budget on secondary education. In comparison, in 2012/2013 the total amount spent on secondary education was US\$6,525,738.

Tertiary Education

In fiscal year 2013/2014, the ministry spent US\$4,317,001 of the recurrent education budget on tertiary and further education. In 2012/2013, the total amount spent on tertiary education was US\$4,180,000.

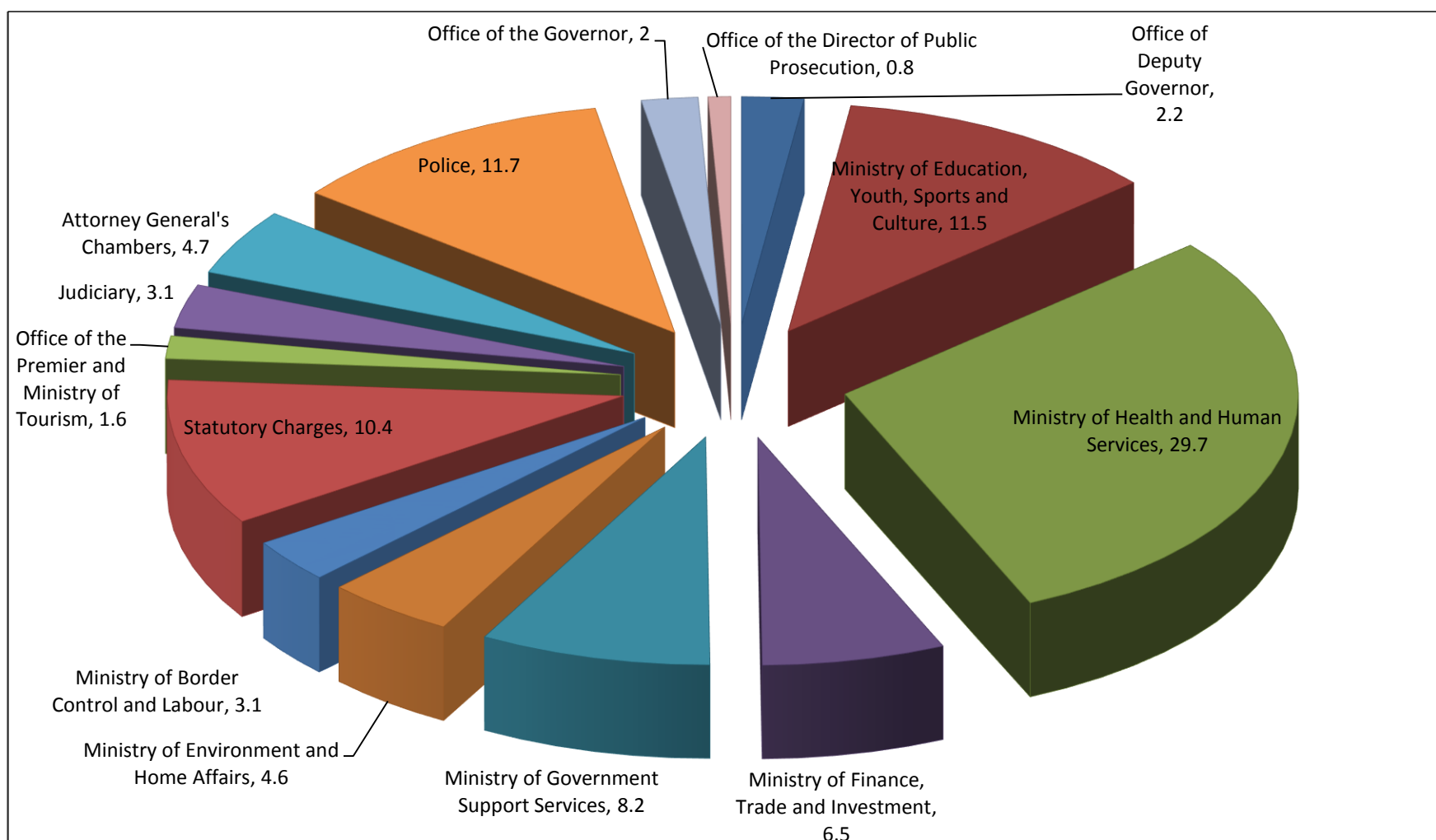


Figure 43. Expenditures and Administrative Units by TCI Ministry in Fiscal Year 2013/2014 (From 2013–2014 TCI Budget)

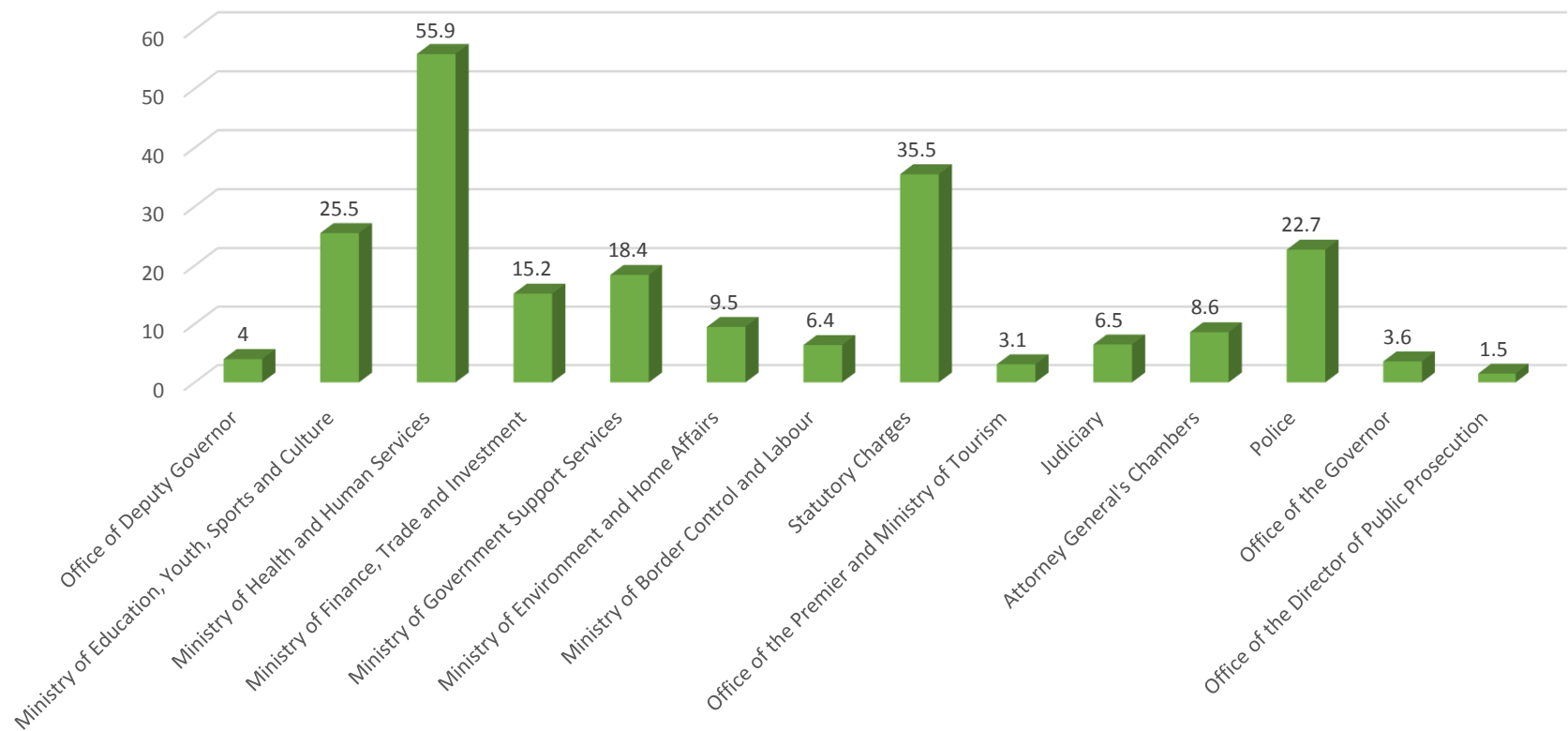
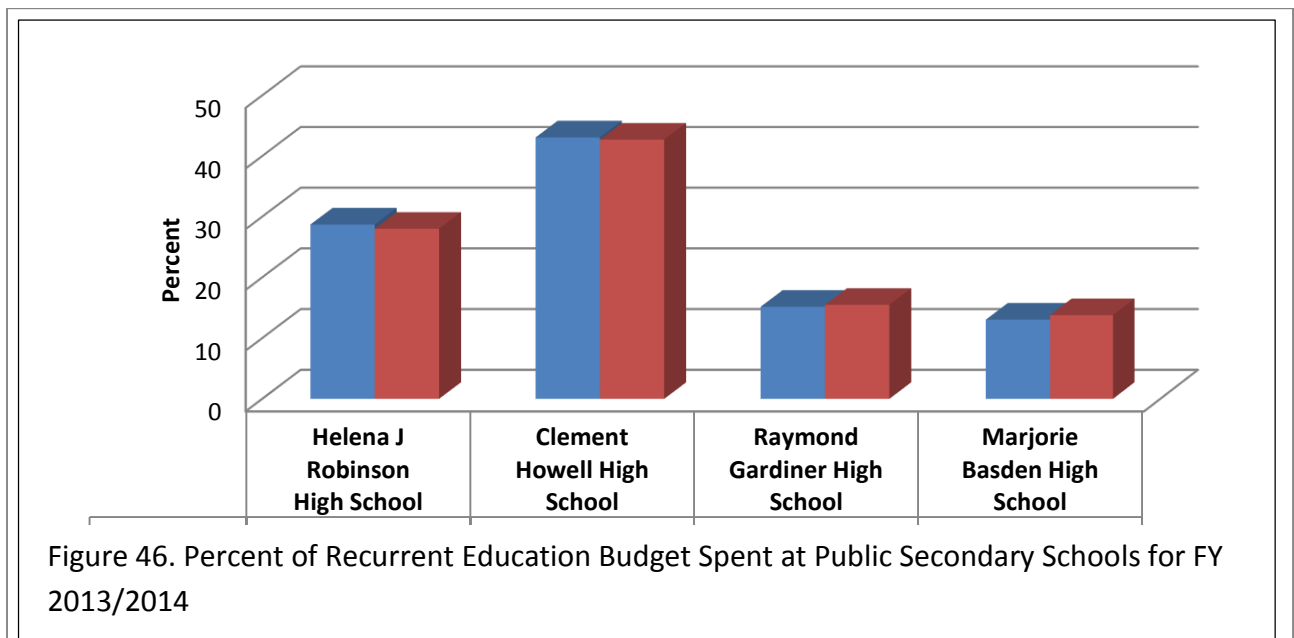
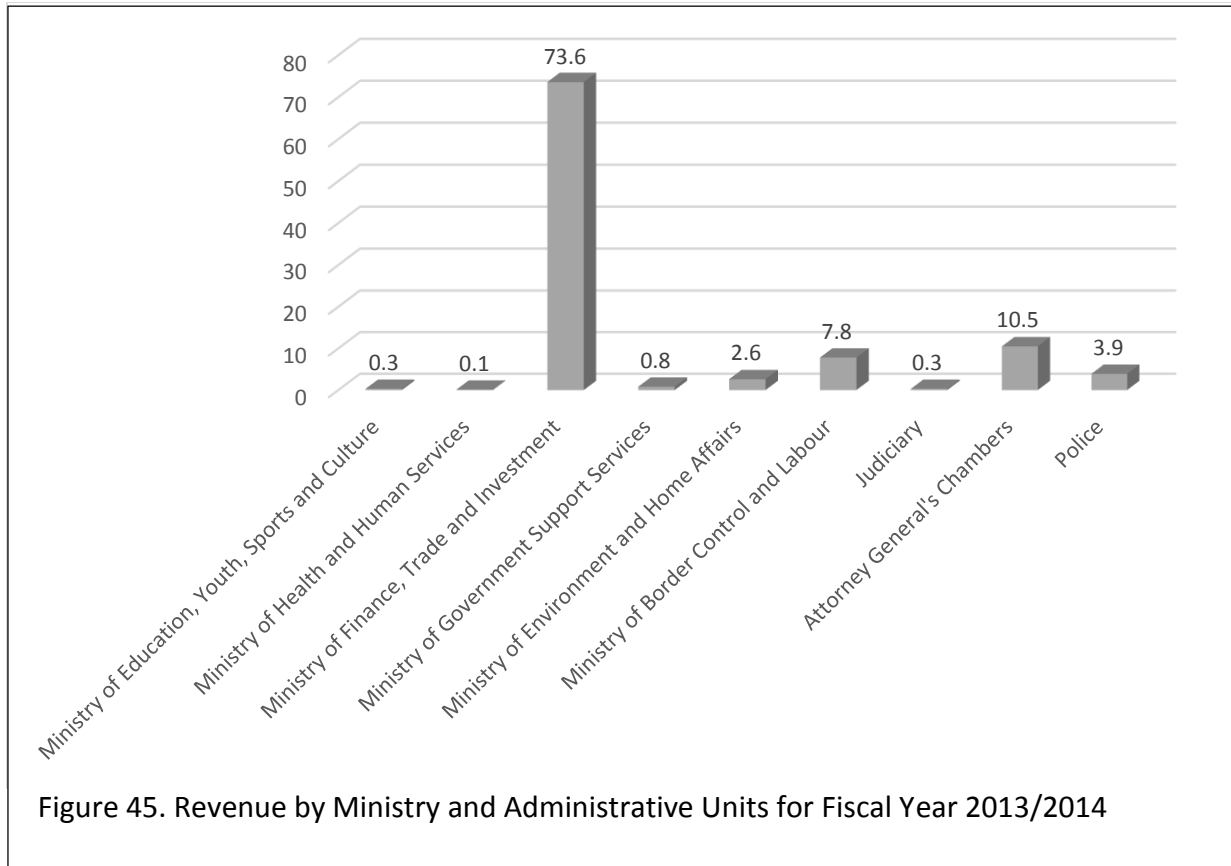


Figure 44. Government of the TCI Total Expenditure (Including Capital) in Million for Fiscal Year 2013/2014 (From 2013–2014 TCI Budget)



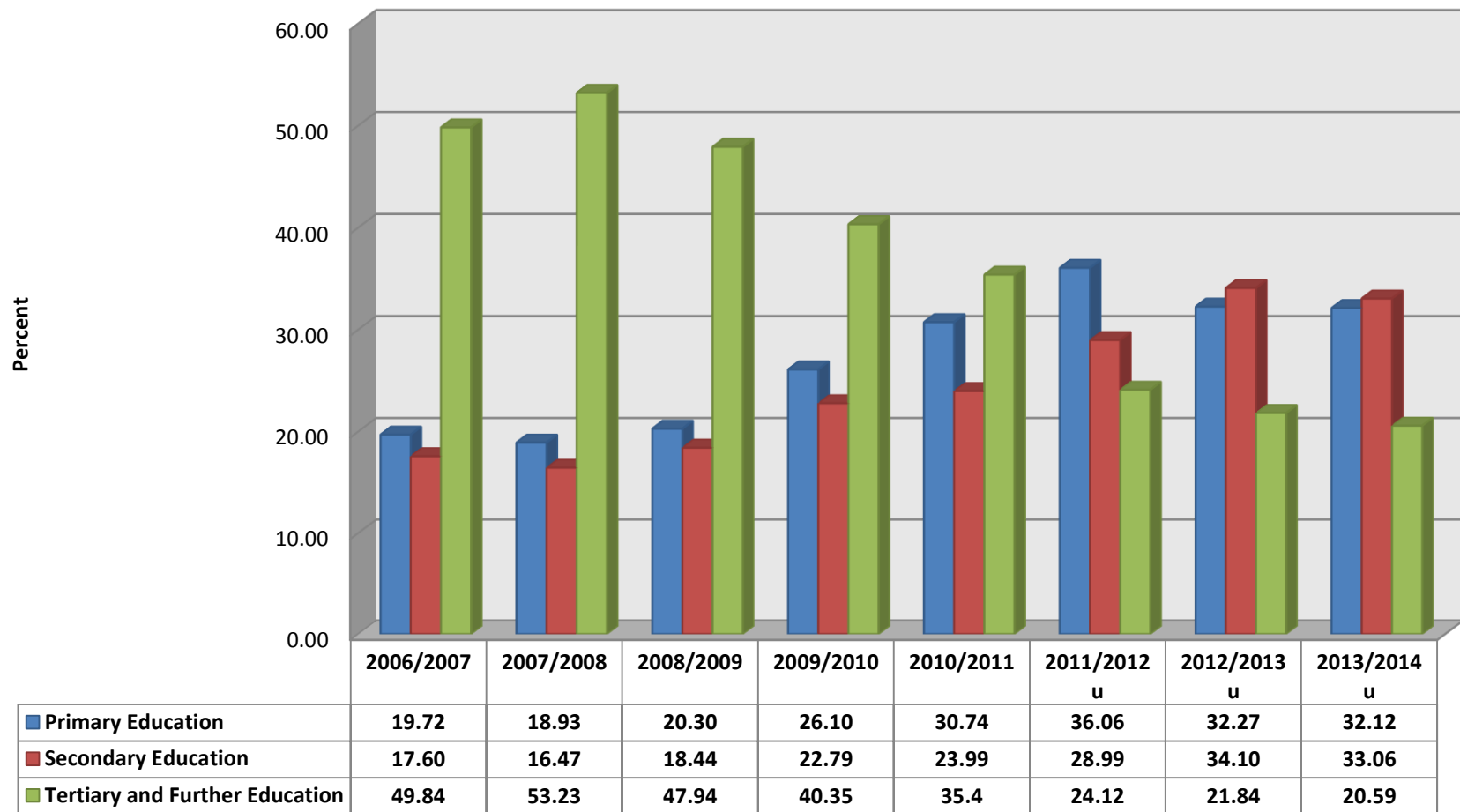


Figure 47. Education Expenditure in the Recurrent Budget from 2006/2007 to 2013/2014 (u = unaudited figures)

Table 34. Ministry Expenditures in the Recurrent Budget

Code	Department head	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
33	Ministry of Education, Youth, Sports, & Library Services	4,395,390	4,188,201	4,656,739	2,848,667.95	2,178,646	1,830,297	1,552,355	2,339,061
34	Education Department zone I	3,654,050	3,816,754	3,518,472	3,652,259.8	3,900,573	3,275,393	2,239,318	2,347,954
35	Tertiary and further education	19,691,753	23,503,822	19,558,386	13,107,365.38	10,263,995	5,499,322	4,180,000	4,317,001
36	Education administration zone I	498,586	524,734	486,860	3,601,77.96	371,791	274,594	380,046	391,182
37	Helena J Robinson High School	1,962,033	20,000,73	2,091,741	2,110,814.75	1,933,362	1,843,654	1,873,643	1,942,194
38	Clement Howell High School	2,704,359	2,920,578	3,158,144	3,180,027.76	3,096,943	2,871,373	2,810,788	2,961,627
39	Raymond Gardiner High School	1,337,840	1,377,449	1,348,497	1,187,027.76	1,078,208	1,066,668	990,023	1,073,497
40	Marjorie Basden High School	949,149	973,011	922,532	924,519.08	844,904	824,450	851,284	955,426
79	Education Department zone II	4,135,563	4,542,785	4,760,102	4,826,298.39	5,010,254	4,944,024	3,937,316	4,386,641
80	Education administration zone II	179,700	305,843	288,265	284,068.67	309,354	361,451	324,202	250,142
	Total	39,508,423	44,153,250	40,789,738	32,481,227.5	28,988,030	22,791,226	19,138,975	20,964,725

Table 34. Ministry Expenditures in the Recurrent Budget (Cont'd)

	Total recurrent expenditure	201,938,205	234,622,909	215,626,706	152,150,304	198,126,649	197,184,904	180,048,014	182,988,601
	Education expenditure as a percentage of total recurrent expenditure	19.56	18.81	18.91	21.34	14.63	11.55	10.62	11.45
	Amount spent on secondary education	6,953,381	7,271,111	7,520,914	7,402,389.35	6,953,417	6,606,145	6,525,738	6,932,744
	Number of students	1,436	1,485	1,585	NA	1,677	1,677	1,603	1,542
	Expenditure per student on secondary education	4,842.18	4,896.37	4,745.05	NA	4,146.34	3,939.2636	4,070.9532	4,495.94
	Percentage of education budget	17.59	16.46	18.43	22.78	23.98	28.98	34.09	33.06
	Amount spent on primary education	7,789,613	8,359,539	8,278,574	8,478,558.19	8,910,827	8,219,417	6,176,634	6,734,595
	Percentage of education budget	19.71	18.93	20.29	26.10	30.73	36.06	32.27	32.12
	Number of students	1,998	1,982	2,097	NA	2,375	2,544	2,244	2,521
	Expenditure per student on primary education	3,898.7052	4,217.72906	3,947.8178	NA	3,751.9272	3,230.9029	2,752.51	2,671.39

Annex: TCI Education Sector Plan 2013–2017

Strategic Imperatives and Cross-Cutting Issues

Strategic Imperative 1

Provide the number of school places needed to equitably meet government targets and international commitments.

Outcome 1: Sufficient places in an appropriate and safe environment for the 4- to 11-year age group

- Establish a sufficient number of primary schools.
- Keep schools adequately maintained.

Outcome 2: Sufficient places in an appropriate and safe environment for the 12- to 16-year age group

- Establish a sufficient number of schools to cater for Forms 1 to 5.
- Keep high schools adequately maintained.

Outcome 3: Suitable opportunities for students to continue their studies beyond Form 5

- Provide opportunities for students to continue studies beyond Form 5.

Strategic Imperative 2

Improve the quality and accountability of leadership and management.

Outcome 1: Qualified leaders in place across the education system and supported by boards (where applicable) and governing bodies

- Provide leadership and management training opportunities for school leaders.
- Provide a program of development for all ministry/department staff.
- Establish governing bodies in all schools.
- Develop school plans.
- Maintain sound and transparent governance of the education system.

Outcome 2: An administrative structure that is sensitive to the needs of the system

- Restructure the ministry/department to reflect the needs of the system.
- Establish data requirements and reporting procedures with relevant accountability frameworks.
- Formulate a communications policy.

Outcome 3: Effective management of teachers

- Appraisal of teachers and schools on an annual basis
- Deploy teachers in an efficient and cost effective fashion
- Undertake a review of teacher terms and conditions

Strategic Imperative 3

Improve teachers' professional development.

Outcome 1: Improved teacher quality

- Develop and implement a preservice teacher training program.
- Develop and implement a national teacher development program.

Outcome 2: Sufficient number of teachers in schools

- Ensure that sufficient funds are budgeted to cover all teacher salaries and entitlements.
- Prepare the required number of appropriately trained teachers.

Outcome 3: Increased number of TCI natives teaching in secondary schools

- Provide opportunities for TCI natives to train as secondary school teachers.

Strategic Imperative 4

Improve the quality of teaching and learning.

Outcome 1: Learners are engaged in all parts of the teaching and learning process

- Ensure teachers take a child-centred approach to teaching.

Outcome 2: Availability of learning resources in schools

- Ensure that all schools and children have sufficient teaching materials.
- Reestablish school libraries in all primary schools.
- Integrate technology into classroom instruction.

Strategic Imperative 5

Improve curriculum and strategies for assessment.

Outcome 1: A curriculum that is relevant to the children of the TCI

- Review the primary school curriculum, and produce curriculum and support materials for all subjects at the primary level on a regular basis.
- Review the secondary school curriculum and assessment support materials for all subjects.
- Measure and monitor the standard of education at the primary level.

Outcome 2: Technology fully integrated into the teaching and learning process

- Design and develop multimedia support materials for students and teachers.

Strategic Imperative 6

Increase access to high-quality early childhood development services.

Outcome 1: Guidelines reviewed and refined to allow all children an opportunity to enrol at ages 2 and 3 years

- The Department of Education registers and supervises a sufficient number of schools to allow all children the opportunity to enrol.
- Review the curriculum guidelines to ensure they are appropriate for use in TCI.

Outcome 2: Government to provide support for early childhood education services

- Provide both preservice and professional development opportunities for early childhood teachers.
- Provide professional and technical assistance in early childhood centres.

Strategic Imperative 7

Provide opportunities for all learners in technical and vocational education and training.

Outcome 1 School curricula, teaching and learning incorporate skills development that develop basic competencies and an appreciation for the world of work

- Integrate skills development into primary school curriculum.
- Strengthen and expand skills development components of secondary school curriculum.

Outcome 2 Competency based curricula linked to the Caribbean Vocational Qualification framework established

- Establish a Technical Training Institute.
- Provide access to technical and vocational courses.

Strategic Imperative 8

Increase provisions for tertiary and continuing education.

Outcome 1: Sustainable funding mechanisms for tertiary and continuing education to meet the economic, social, and labour market needs of TCI

- Make the most efficient use of the scholarship awards.
- Conduct urgent strategic review of options for funding of tertiary and continuing education courses.

Outcome 2: Accredited tertiary and continuing education institutions in and outside the TCI that provide high-quality, relevant programmes

- Expand the range of courses offered.

Cross-Cutting Issues

Outcome 1: Provide children with special education needs with support that they require

- Re-create the special needs officer position in the Department of Education.
- Establish formal linkages between the Ministry of Education and the Department of Health.

Outcome 2: Raise the standing of boys in the community

- Improve the performance of boys in all examinations.
- Raise boys' self-esteem.

Outcome 3: Drill all children in disaster preparedness

- Ensure disaster management plans are in place.

Outcome 4: Make support available to all children in need.

- Facilitate linkages between the Department of Social Development and Gender Affairs and schools.
 - Support the efforts of NGOs in providing opportunities for second-chance learners.
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