Education Evaluation Centre
The University of the West Indies
Cave Hill, Barbados

# The Academic Achievement of Barbados' Public Primary and Secondary Schools 1999-2005: A Comprehensive Report

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# MAIN CONTENTS

**CHAPTER OUTLINES..... 1**

**FOREWARD ..... 2**

**INTRODUCTION ..... 4**

**CHAPTER 1 ..... 8**

**CHAPTER 2 ..... 16**

**CHAPTER 3 ..... 26**

**CHAPTER 4 ..... 56**

**CHAPTER 5 ..... 355**

**CHAPTER 6 ..... 452**

**CHAPTER 7 ..... 469**

**SOURCES AND REFERENCES..... 476**

**APPENDICES..... 478**

# SCHOOL LISTINGS

## CHAPTER 4: Primary Schools


Page

1. All Saint's Primary ..... 58
2. Arthur Smith Primary ..... 62
3. Bay Primary ..... 66
4. Bayley's Primary ..... 70
5. Belmont Primary ..... 74
6. Boscobel Primary ..... 78
7. Carrington's Primary ..... 82
8. Chalky Mount Primary ..... 86
9. Charles F. Broome Memorial Primary ..... 90
10. Christ Church Boys' ..... 94
11. Christ Church Girls' ..... 98
12. Cuthbert Moore Primary ..... 102
13. Deacon's Primary ..... 106
14. Eagle Hall Primary ..... 110
15. Eden Lodge Primary ..... 114
16. Ellerton Primary ..... 118
17. Erdiston Primary ..... 122
18. Good Shepherd Primary ..... 126
19. Gordon Greenidge Primary ..... 130
20. Grazettes Primary ..... 134
21. Half Moon Fort Primary ..... 138
22. Hilda Skeene Primary ..... 142
23. Hillaby/Turner's Hall Primary ..... 146
24. Hindsbury Primary ..... 150
25. Holy Innocents' Primary ..... 154
26. Ignatius Byer Primary ..... 158
27. Lawrence T. Gay Memorial Primary ..... 162
28. Luther Thorne Primary ..... 166
29. Mount Tabor Primary ..... 170
30. Pine Primary School ..... 174
31. Roland Edwards Primary ..... 178
32. Selah Primary ..... 182
33. Sharon Primary ..... 186
34. Society Primary ..... 190
35. South District ..... 194
36. St. Alban's Primary ..... 198
37. St. Ambrose Primary ..... 202
38. St. Andrew's Primary ..... 206
39. St. Bartholomew's Primary ..... 210
40. St. Bernard's Primary ..... 214
41. St. Catherine's Primary ..... 218
42. St. Christopher's Primary ..... 222
44. St. Elizabeth's Primary ..... 230
45. St. George Primary ..... 234
46. St. Giles Primary ..... 238
47. St. James Primary ..... 242
48. St. John's Primary ..... 246
49. St. Joseph's Primary ..... 250
50. St. Jude's Primary ..... 254
51. St. Lawrence Primary ..... 258
52. St. Lucy Primary ..... 262
53. St Luke's-Brighton Primary ..... 266
54. St. Margaret's Primary ..... 270
55. St. Mark's Primary ..... 274
56. St. Martins Four Roads Primary ..... 278
57. St. Martin's Mangrove Primary ..... 282
58. St. Mary's Primary ..... 286
59. St. Matthew's Primary ..... 290
60. St. Patrick's Primary ..... 294
61. St. Paul's Primary ..... 298
62. St. Philip Primary ..... 302
63. St. Silas Primary ..... 306
64. St. Stephen's Primary ..... 310
65. Vauxhall Primary ..... 314
66. Welches Primary ..... 318
67. Wesley Hall Junior School ..... 322
68. West Terrace Primary ..... 326
69. Westbury Primary School ..... 330
70. Wilkie Cumberbatch Memorial ..... 334
71. Workman's Primary ..... 338


## CHAPTER 5: Secondary Schools


Page

1. Alexandra School ..... 357
2. Alleyne School ..... 361
3. Alma Parris Memorial School ..... 365
4. Christ Church Foundation School ..... 367
5. Coleridge and Parry School ..... 371
6. Combermere School ..... 375
7. Deighton Griffith Secondary School ..... 379
8. Ellerslie Secondary School ..... 383
9. Garrison Secondary School ..... 387
10. Grantley Adams Memorial School ..... 391
11. Harrison College ..... 395
12. Parkinson Memorial Secondary School ..... 399
13. Princess Margaret Secondary School ..... 403
14. Queen's College ..... 407
15. Springer Memorial Secondary School ..... 411
16. St. George Secondary School ..... 415
17. St. James Secondary School ..... 419
18. St. Leonard's Boys' Secondary School ..... 423
19. St. Lucy Secondary School ..... 427
20. The Lester Vaughan School ..... 431
21. The Lodge School ..... 435
22. The Louis Lynch Secondary School ..... 439
23. The St. Michael School ..... 443

# CHAPTER OUTLINES

The report contains seven chapters.

**Chapter 1** sets the context out of which emerged the need for a comprehensive report on the state of education in Barbados. Historical background and some information about the general structure of the Barbados system of education are presented.

**Chapter 2** details the methodology used for conducting the study. Explanation about data collection and data analysis procedures is given, and limitations of the data discussed.

**Chapter 3** provides a general description of the current status of schooling in Barbados. It details the composition of students and teachers in the government-run primary and secondary schools. Exploring certain characteristics such as location, size and capacity, as well as the quality of the teaching service. In the latter part, the chapter describes current aspects of school life including organisation and management, curriculum and assessment procedures.

**Chapter 4** provides individual reports on the 71 government-run primary schools. For each of them, the composition of the student body, the professional status of its staff and a summary of the achievement of its students on the BSSEE are presented. A summary of the findings related to these schools is included.

**Chapter 5** presents individual reports for the 23 government-run secondary schools. For each school, the composition of its student body in terms of numbers and "quality" (defined by the scores obtained on the BSSEE by the students entering the school), the composition of its staff, and the achievement of its students on the CSEC are presented. As with the primary schools, a summary of the findings related to the secondary schools is included.

**Chapter 6** is an in-depth discussion on the state of education in Barbados in light of the information conveyed in the preceding chapters. This discussion is centred on the broad areas of interest previously identified.

**Chapter 7** contains recommendations of actions aimed at addressing some of the needs in the system. There are also recommendations of further investigations that would contribute to the identification of solutions to problems in the system, while at the same time perpetuating the strengths.

# FOREWARD

To the Reader,

The University of the West Indies Education Evaluation Centre (EEC**)** was founded as a result of the Education Sector Enhancement Programme (ESEP). This unit was established to monitor and evaluate the impact of the ESEP, more commonly known as Edutech, administered by the Ministry of Education, Youth Affairs and Sports (MES). From its inception EEC's mandate was to serve in its role for ESEP and also to devise means to sustain itself beyond the reform effort. One year ago when I took over the leadership of the Centre, the staff and I reconceptualized the Centre's role in the Barbadian community and in the greater Caribbean community. We restated our mission and identified ourselves as a centre whose purpose is to provide advisory and consultancy services in the areas of programme, personnel and institutional evaluation, as well as research in the educational sector.

Out of our desire to serve the Barbadian community beyond our responsibility for the monitoring and evaluation of ESEP, came this report. We wanted to produce a comprehensive document on the academic achievement of students in the Barbados education system; a document that was accessible to educational scholars, educational administrators, teachers, parents, students, and the Barbadian community as a whole. .

We are excited to present this report to the Barbadian public, because we recognize how important education is to this country's citizens. We do not take the implications of this report's findings lightly. These findings relate to areas of the Barbados education system which we as a country can be proud of, as well as areas which highlight a need for improvement, if not radical change.

At EEC, we've worked tirelessly to ensure that all of the findings stated in this report are empirically based. We went to great lengths to ensure that not only were our results reflective of the data, but that primary stakeholders-such as individual school principals and MES officials were given ample opportunities to respond to areas of the report that pertained to them specifically.

Moreover, we shared the report with a selected group of respected colleagues in the field of education and in the professional world at large. We invited this group's feedback and endeavored to incorporate it into our revisions of the report. While we appreciated people's enthusiasm of our draft document, there were a few moments of concern when information from the unreleased draft report was used without the Centre's consultation or permission.

However, these moments spurred us on to get the final document completed and released. One of our greatest challenges was data collection. We are deeply indebted to the MES, in particular the ESEP unit under the leadership of Mr. Mark Ray, for their receptiveness and expeditious responses to our requests for data. In this regard we also thank the Principals of public primary and secondary schools, the Urban and Rural Development Commissions, the Land Valuation Department, the Barbados Statistical Department, and the Royal Barbados Police Force for providing information vital to the preparation of this report.

This report could not have been completed without the support and dedication of the following individuals: Mrs. Dorien Pile, Dr. Jonathan Lashley, Dr. Leonard Shorey, Mrs. Sharon Miller, and Mr. William Ashby who provided very helpful feedback as well as Dr. Workeley Brathwaite for his invaluable assistance in many areas of the report's preparation. We also thank the research assistants, Ms. Olivia Jackman, Ms. Toni Price and Ms. Joy-Ann Johnson for coming in at the last minute and rising to the task to which they were assigned. Finally, I thank the staff of the EEC: Dr. Coreen J. Leacock, Mrs. Benita Thompson, Mrs. Andrea Burnett, Mrs. Angela Headley, Ms. Sherryann Harvey, and Mr. Fabian Clarke for their unwavering dedication to the successful completion of this publication.

In conclusion we hope that this report inspires a societal dialogue about the status of academic achievement in Barbadian schools. We at the Centre will continue to monitor students' academic progress and report our findings to the public. We invite readers to send us their responses.

Thank you for taking the time to read this report.

Sincerely,

Jennifer E. Obidah, PhD

Director

# INTRODUCTION

In recent years, there has been much speculation about the quality of education in Barbados. Public debates about the perceived deterioration of the state of education abound in the media. The Barbadian public speculates about how much erosion in our education system has resulted from schools having to deal with issues of new immigrants, new policies, new reform movements, a perceived "top down" approach to school management, student indiscipline, and teacher dissatisfaction. There is also general concern about academic apathy among school children and much conjecture about its cause pervades every level of society, as parents, teachers, and other stakeholders in education look for answers.

In 1995 the Ministry of Education, Youth Affairs and Culture, under the leadership of then Minister of Education, the Honourable Mia Mottley, produced a document titled "White Paper on Education Reform: Preparing for the Twenty-first Century" (July 1995). The "White Paper", as the document became known, outlined a philosophical vision of education in Barbados with a mobilising theme of "Each one matters … quality education for all".

The White Paper acknowledged the progress of the Barbados education system in previous decades. One major accomplishment is universal primary and secondary education, a feat yet to be accomplished by other small developing nations. Furthermore, education for all in Barbados is supported by additional services (e.g. school meals and the textbook loan scheme) that help to ensure that all children, no matter what their circumstances, can benefit fully from the provided primary and secondary education opportunities.

Despite the many provisions however, it was recognised that there were specific areas of education in dire need of attention. Among these areas are teacher empowerment, curriculum reform, special education, the infrastructure and technological advancement in Barbadian schools. Barbadians have always expressed great pride in their education system, but citizens have become more concerned about the plight of schools with regard to issues of school and community violence, student indiscipline, students' low test scores and unsatisfactory examination results in the Barbados Secondary School Entrance Examination (BSSEE) and the Caribbean Secondary School Certificate Examination (CSEC) administered by the Caribbean Examinations Council (CXC).

Consequently, the White Paper outlined the specific reforms which the Government of Barbados would be pursuing to address these areas of need and enhance the quality of education generally, to provide adequate and appropriate education for all, and to enable the country to meet the challenges of the twenty-first century. These reform initiatives became the blueprint of the Education Sector Enhancement Programme (ESEP), more commonly known as Edutech. The Ministry of Education, Youth Affairs and Sports (MES) began the implementation of the ESEP in 1999.

The Master Plan for this school reform identified a number of needs/issues in key areas of the education system. Among these are:

(i) Concerns relating to the mentally/physically challenged and the gifted, in terms of their special educational needs;

(ii) Poor academic performance, especially in Mathematics and English, at both primary and secondary levels;

(iii) Concerns about teaching methodology, assessment of learning, school management and school organisation;

(iv) Perceived variance in the quality of education across schools, especially at the secondary level and;

(v) Concerns about the curriculum.

While working towards fulfilling its purpose, the EEC realised that information relating to policies, and the current state of the Barbados education system, though mentioned and addressed in various documents, was not compiled in a single report. We discovered that this fragmented form in which the information is currently available made it difficult for interested parties to put a "face" on education as this relates to schools and what is happening in them. For example, as the Centre studied technology access in the schools, we realised that prior to ESEP, some schools had access to technology, but information about the extent of access and use of the technology was not readily available.

It therefore became imperative to look more closely at schools and the education system to obtain a clearer picture of what currently exists, to identify areas of need and to make useful recommendations. More importantly though, it was imperative to present this information in a single document that explores the current status of education in Barbados. The EEC believes that a comprehensive description of education in Barbados needed to be provided to policy-makers, educators, parents, students and the general public. It was with this in mind that this report was undertaken.

The EEC believes that this report is therefore timely, since it adopts an evidence-based approach to shed light on some of the important issues relating to the system of education in Barbados. Though we recognise that there is a wide range of issues relating to education, this publication explores student achievement in government-run primary and secondary schools. It provides a solid basis for debate and further investigation of educational matters related to student outcomes, factors that influence these outcomes, and possible remedies for factors that have a negative impact on student outcomes. Other issues related to the Barbados education system will be explored in future research and publications of the Centre.

We hope this report gives the public a perspective of the current state of education in Barbados as it relates to schools and levels of attainment by their students; a perspective based on empirical data; a perspective that sheds light on the multifaceted nature of education and schooling; and finally, a perspective from which can emerge sound solutions to pressing issues that hinder the progress of our country's education system.

*Objectives*

The specific objectives of this report on the state of education in Barbados are as follows:

1. To provide informative profiles of government-run primary and secondary schools;
2. To report on teacher qualifications in Barbados public primary and secondary schools; and
3. To analyse pupil achievement in major subject areas over a seven-year period.

*Areas of Interest*

The EEC recognises that there are many areas of concern related to the broader perspective of the state of education in Barbados. These include, but are not limited to, the implementation of ESEP, violence in schools, equity and the BSSEE examination, and student academic achievement. In this report however, we have chosen to focus on student academic achievement. As the first of such reports we believe that student academic achievement is the primary concern of all stake holders.

No doubt, all will acknowledge that among the most important human resources of any education system are the students and teachers. Indeed, a primary role of schools is to facilitate the all-round development of the students that they serve, and investigate the extent to which this is occurring is paramount to any study of the state of education in any system. To this end, this study explored the following broad question:

- What is the range of academic achievement (based on test scores) across the primary and secondary schools in the Barbados education system?

The job of fostering the development of students in the classroom falls primarily on teachers. The extent to which they are able to do so effectively is influenced by their subject matter knowledge and their pedagogical knowledge (Good & Brophy, 1991). The quality of their knowledge can be affected by the quality of their training. Furthermore, in a climate of education reform, as has been the case in Barbados in recent times, training is vital (Evans, 1996). This is especially true when the reform initiatives involve the introduction of new

technologies. Thus, for this study, the broad research question related to this aspect is:

- What is the range of qualifications of primary and secondary school teachers across the Barbados education system?

In order to establish the background and context of this descriptive study, the remainder of this chapter gives a general and historical summary of education in Barbados.

# CHAPTER 1

## Contextualising Education in Barbados

Barbados, the most easterly of the Caribbean islands, has an area of 430 sq km/166 sq miles with a population of approximately 280 000 citizens. Barbados has maintained a long-standing history of quality education as demonstrated by a literacy rate of over 95% in the 1970s and 1980s. Although this level of literacy is presently being questioned, the standard of education in Barbados remains relatively high. Governments, past and present, have all placed a premium on education as shown by the substantial portion of the Gross Domestic Product (GDP) (approximately 18% to 20%), which has been consistently allocated to this sector annually over the past decades.

Government's commitment to education is also expressed in its policy decisions in relation to the management and administration of the education system. The Ministry of Education, Youth Affairs and Sports (MES) is the centralised body which oversees the affairs of the education system as outlined in the **organisational** chart below. The MES is divided into two sections: administrative and technical. The Chief Education Officer (CEO) heads the technical staff and the Permanent Secretary (PS) is in charge of finance and administration. The responsibility of this centralised body includes, but is not limited to, school supervision and management, planning, research and development, human resource management, education management information systems, curriculum, testing and measurement, finance and student services among others.

*Structure of the Education System*

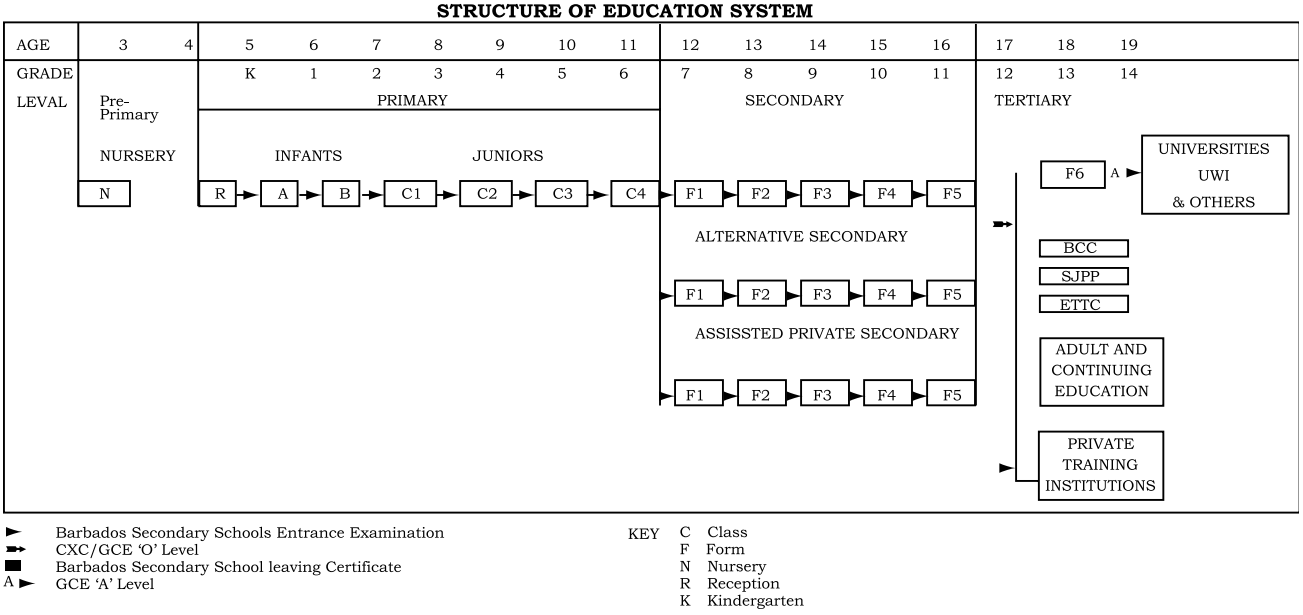
Barbados' education system consists of four tiers: nursery, primary, secondary and tertiary, as outlined in Figure 1A below.

**Nursery education** is provided for children between three and four and a half years old. The children who enter this non-compulsory stage benefit from an early childhood education programme. This programme is offered in four government-run nursery schools and in 52 of the 72 government-run primary schools throughout the island. Privately-operated nursery schools are also established in Barbados.

**Primary education** is available to children in the 4+ to 11 age group in 72 government-run schools. The primary level is subdivided into Infants (five to seven year olds) and Juniors (seven to 11+ yrs). At this stage, students follow a typical primary education programme including core areas such as Language Arts, Mathematics, Science and Social Studies

Transfer to secondary education is normally based on the students' performance at the Barbados Secondary School Entrance Examination (BSSEE). This transfer examination, administered in May, is normally written by pupils whose eleventh birthday falls on or before August 31st of the calendar year. However, with the introduction of a system of flexible transfer in 1996, students can now write the BSSEE from as early as 9+ years or be deferred for one year and write it one year after their age peers. This depends on their state of cognitive readiness. Students are tested in English (comprehension, grammar and composition writing) and basic Mathematics skills which they are expected to master prior to entering secondary school.

***Figure 1A*:**
**The Levels of Education in the Barbados System**




Source: Education in Barbados Information Handbook, 2001; p.26

**Secondary education** is available to students between the ages of 10+ to 16+ at 23 government-run and six (6) assisted privately-owned secondary schools. Typically, government-run secondary schools are organised in five year levels (Forms I-V). In some of the schools the fifth forms are divided into Lower Fifth and Upper Fifth. Thus, students may spend five to seven years in secondary education, depending on their abilities and the schools that they attend. On completing the course of secondary education, students, usually between the ages of 15 and 17, write the Caribbean Secondary Education Certificate (CSEC) examinations administered by the Caribbean Examinations Council (CXC). These examinations are offered at three levels of proficiency: Basic, General and Technical. The privately-run secondary schools operate in a similar way. Students may attend these schools by paying fees, either fully, or subsidised by the government through the granting of bursaries.

**Tertiary education** is provided at the academic, vocational and technical levels. Admission to tertiary education may be based on achievement on the CSEC or other equivalent examinations, work experience (as mature students) or other criteria determined by the various institutions that offer this level of education. Institutions that provide tertiary education include sixth form schools, the Samuel Jackman Prescod Polytechnic, the Barbados Community College, and the University of the West Indies.

***Sixth Form Schools*** – These are secondary schools that include a level beyond fifth form. Currently, there are four such schools: Combermere, Harrison College, Queen's College and The Lodge School. To be eligible to apply for places in sixth forms, students must have gained a minimum of five passes, including English Language, at the General Proficiency level of the CSEC examinations or the equivalent in one sitting. Students who enter sixth forms pursue a two-year course of study in various areas such as the humanities, the physical sciences, the social sciences, business education, and technical/vocational studies. They go on to write the Caribbean Advanced Proficiency Examinations (CAPE) administered by the CXC. These examinations are accepted for matriculation into regional and international universities.

***Samuel Jackman Prescod Polytechnic (SJPP)*** -This tertiary education institution was opened in 1970. It provides educational opportunities for students to pursue studies in technical and vocational areas such as Electrical, Mechanical and Civil Engineering, Building Technology, Business Education, Agriculture, Food Technology and Cosmetology. Students may attend either day or evening classes. Successful students are awarded certificates and diplomas from the SJPP. Students may also write examinations administered by bodies such as the City and Guilds board. Recently, the SJPP embarked on a distance education programme.

***Barbados Community College (BCC)*** – This institution, established in 1969, offers a wide range of programmes in academic, vocational and technical fields. Students may pursue certificates, diplomas, associate degrees and bachelor degrees in areas such as Fine Arts, Applied Sciences, Mass Communication, General Nursing and Medical Technology. The BCC, through the Barbados Hospitality Institute, also provides full service hospitality training. The Associate Degree awarded by the BCC is accepted for entry to the University of the West Indies.

***Erdiston Teachers' Training College*** – Established in 1948, this institution is responsible for providing training for teachers. The institution offers pre-service, in-service and continuing education programmes, not only for teachers, but also for the wider public. Students successfully completing the full-time two-year initial teacher training programme are awarded Associate Degrees in Education. Diplomas in Education are offered for primary

and secondary untrained graduate teachers. Teachers may also pursue the Certificate in Educational Management and Administration. Evening continuing education courses may also be pursued in areas such as early childhood education, teaching of reading and counselling and general psychology. Recently, with the introduction of the ESEP, the training college has also been instrumental in providing school personnel with training in the use of technology for educational purposes.

***University of the West Indies (UWI)*** – The UWI is a regional institution with three main campuses: Cave Hill in Barbados, St. Augustine in Trinidad and Tobago and Mona in Jamaica. The Cave Hill campus in Barbados has four faculties (Humanities and Education; Social Sciences; Pure and Applied Sciences; and Law) in which students pursue undergraduate and post graduate degrees, as well as certificates and diplomas. Also attached to the UWI Cave Hill campus is the School of Clinical Medicine and Research, which provides education and training for physicians at the undergraduate and post graduate levels. In addition, Barbadians may pursue studies through the UWI School of Continuing Studies, the Cave Hill School of Business (formerly the Centre for Management Development) and the Distance Education Centre.

**Special Education Institutions**

Currently, the MES is promoting the concept of 'inclusion', where, whenever possible, children with special educational needs are accommodated in classrooms with their 'normal' age peers. However, there are still a number of institutions that cater to the educational needs of students with physical, mental or emotional challenges for whom mainstream classrooms might not be appropriate. These include the Irving Wilson School, Ann Hill School and the Edna Nicholls Centre.

**The Irving Wilson School** caters to students of primary and secondary age who have vision and hearing impairments.

**The Ann Hill School** provides educational and life-skills training opportunities for children of secondary school age who are mentally challenged. **The St. Giles Senior,** which also catered to these students, was closed in July 2006.

**The Edna Nicholls Centre,** established in 1998, administers the MES's Out-of-School Suspension Programme. It caters to secondary school students who persistently exhibit inappropriate behaviours that warrant their suspension from school. During their time at the Centre, students are expected not only to pursue their academic studies, but also to receive assistance from other professionals such as social workers, psychologists and counselors.

Apart from these institutions, there are five special units that are attached to government-run primary schools and two privately-operated government-assisted institutions that provide educational opportunities for children with special needs (See Chapter 3).

**Financing of Education**

The Government of Barbados continues to provide its citizens with free education from the primary to the tertiary level. In addition to paying the tuition and economic costs of students, there are several provisions and services in place to assist students attending educational institutions in Barbados. These include *subsidised transportation*, *the school lunch programme*, *school uniform grants*, the *textbook loan scheme* and *government grants, scholarships and exhibitions*.

***Subsidised Transportation*** is available to all students in uniform who pay a reduced bus fare of $1.00 per trip instead of the regular $1.50 on both public and private buses. Furthermore, students may purchase for $7.50 a bus ticket that is valid for one week. This service is also available on public transport to students of the SJPP and the BCC on presentation of institution-issued identification cards. In cases of extreme poverty, bus tickets may be issued to students free of charge. Apart from subsidised bus fares, the national transport system makes available buses designated for transporting school children to and from school. These buses leave the various terminals for particular schools, picking up students for these schools along the route. After school, they pick up students from the schools and return to the terminals, dropping students off along the way.

***The School Lunch Programme*** began in 1963 as a pilot experiment in a few schools, but was later extended to all government-run primary schools. This service is offered through the School Meals Department that has four centres for preparing meals across the island. Cooked meals and bread lunches are provided for students of all government-run primary schools, the two privately operated special schools and one privately run primary school. Bread lunches are also provided for students in need in five government-run secondary schools. The cost for school meals is BDS$1 per week for students. Teachers in the primary schools may also be provided with lunch at a cost of BDS$8 per week. During the 2005–2006 academic year, the School Meals Department prepared 24,500 meals per day at a cost of about $1.44 per meal (When factors such as labour are accounted for, this cost increased to $4.24).

***The School Uniform Grant*** was introduced in 1980. Currently, students entering secondary school for the first time are eligible for a “once-and-for-all” grant of BDS$100 to assist with the purchase of uniforms.

***The Textbook Loan Scheme*** was introduced in 1975 to ensure that all secondary students would have the necessary texts to successfully complete the various programmes of study offered at their schools. Currently, for a rental fee of BDS$75 per annum, secondary school students are issued with the textbooks they need for the academic year. Textbook rental fee may be waived in cases of genuine hardship. Table 1.1 gives an indication of the approximate number of students who had fees waived during the 2005–2006 academic year.

***Table 1.1*:**
**Approximate No. of Students who had Textbook (and other) Fees Waived in the 2005-2006 Academic Year**

| School Name | Approx. No. of Students |
|---|---|
| Alexandra School | Fewer than 20 |
| Alleyne School | 40 - 59 |
| Alma Parris Memorial Secondary | 40 - 59 |
| Christ Church Foundation | 20 - 39 |
| Coleridge & Parry School | 20 - 39 |
| Combermere School | Unknown |
| Deighton Griffith Secondary | Fewer than 20 |
| Ellerslie Secondary | Unknown |
| Garrison Secondary | 60 - 79 |
| Grantley Adams Memorial | 20 - 39 |
| Harrison College | Fewer than 20 |
| Parkinson Memorial Secondary | 100 or more |
| Princess Margaret Secondary | 100 or more |
| Queen's College | 20 - 39 |
| Springer Memorial Secondary | Fewer than 20 |
| St. George Secondary | 60 - 79 |
| St. James Secondary | 80 - 99 |
| St. Leonard's Boys' Secondary | 60 - 79 |
| St. Lucy Secondary | 80 - 99 |
| Lester Vaughan School | Fewer than 20 |
| The Lodge School | Fewer than 20 |
| The St. Michael School | Fewer than 20 |

Source: Student and Staff Information Questionnaire (SSIQ)

Assisted private secondary schools benefit from ***government grants***. These grants are disbursed in the form of subventions, salary grants and bursaries. Subventions are paid annually at the given rate for special subject areas such as science, commercial subjects, arts and crafts, home economics and remedial education. With the implementation of the ESEP, these subventions now include support for computer-related technology to match the developments of this programme in government-run schools. Salary grants are also provided to the assisted private secondary schools. These are paid monthly in the ratio of 1 teacher for every 40 pupils up to 240 and one teacher for every 80 pupils thereafter. Additionally, bursaries, currently to the tune of $375 per annum, are provided to assist students who qualify with the payment of school fees to private assisted secondary schools.

**Scholarships and exhibitions** are awarded annually to sixth form and Barbados Community College students for outstanding academic achievements in advanced level certificates and associate degrees, respectively. Barbados scholarships are awarded to sixth form students who obtain Grade 1 passes in Caribbean Studies, Communication Studies and in at least three main subjects. At the Barbados Community College scholarships are awarded to students who obtain Grade A in Caribbean Society and Politics, English and Communications, as well as a Grade Point average of 3.80 or above. These scholarships cover the full cost of tuition, related course costs and a proportionate part of the maintenance cost. Sixth form students may qualify for exhibitions by gaining at least Grade 2 in Caribbean Studies, Communication Studies or a main subject and all others at Grade 1. Students at the Barbados Community College are awarded exhibitions if they gain at least a Grade B in Caribbean Society and Politics or English and Communications as well as a Grade Point average of 3.66 to 3.79. Scholarship winners may pursue studies either within or outside of the region and exhibition winners, a regional institution. However, exhibition winners may, with special permission and arrangements, study outside of the region.

***National Development Scholarships*** were introduced in 1987. These provide funding to students who intend to pursue specialist courses identified as critical for the socioeconomic development of the country. Selection is made through a process of interviews by the National Scholarship Committee.

***The Student Revolving Loan Fund*** was established around 1976 to provide loans to assist Barbadians who qualify to pursue areas of study that are considered to be of national priority. This self-financing fund is available to citizens wishing to pursue graduate studies, undergraduate studies (locally, regionally or extra-regionally), post secondary/technical education or vocational education.

Apart from the above financial provisions, students in Barbadian primary and secondary schools have free access to other services through the MES and in conjunction with other

ministries. For example, there is a referral system for students to receive medical and dental care, as well as eye and ear care. Also, through referral, students may also receive general and educational psychological assessment. Indications are, however, that this system can sometimes be slow and the waiting list may be quite long.

**Conclusion**

The scope of financial assistance outlined speaks to the importance that governments, past and present, have placed on education. These provisions and services ensure that Barbadian citizens, regardless of their circumstances, have options that can allow them to reap benefits from the education system. However, it is becoming increasingly evident that concerned citizens are wondering whether the observed results are below expected standards, and if so to what extent. As mentioned before, policy-makers and other stakeholders in education are seeking solutions to address the perceived apathy among school children and to encourage them to become productive contributors to the social and economic development of the nation.

It is within this context that this current status report was researched. Though the presence of other levels of education in Barbados is recognised, the emphasis of this study is on the compulsory levels of primary and secondary education. The status of the nursery and tertiary education will be explored in future investigations.

# CHAPTER 2

## METHODOLOGY

The purpose of this study was to investigate the status and trends of academic achievement in the Barbados education system. This study involved asking questions about the system in general and about individual schools. Information was sought about the size of the primary and secondary schools' populations, the size and quality of teaching staff, and the academic achievement of students in government-run primary and secondary schools. Student achievement was explored by examining trends over the period of 1999 to 2005. The other areas were explored by obtaining a snapshot of what was current during the 2005-2006 academic year.

In order to investigate the areas of concern, data were acquired from a variety of sources. Some of the data, contained in other publications, were historical in nature and are reported here in their existing form. Other data were collected from other sources and analysed for this report. More data were collected specifically for this report by means of instruments designed by the Centre. Data sources include the Barbados Ministry of Education Youth Affairs and Sports (MES) and the government-run primary and secondary schools, the Urban and Rural Development Commissions, the Land Valuation Department, the Statistical Department and the Royal Barbados Police Force.

### *Data Collected*

A range of data was collected for this study. These data came in the form of electronic databases and documents, as well as from questionnaires, reports and formal and informal interviews. A summary of the data collected and how they were used for the study is presented next.

### *Barbados Secondary Schools Entrance Examinations Results*

The results of the Barbados Secondary Schools Entrance Examination (BSSEE) for the 1999 to 2005 period were acquired in electronic form from the MES. This database provided information about each student who took the examination during this period, including the student's name, address, sex, date of birth, country of birth, the primary school attended, the raw and converted scores obtained on the English and Mathematics papers, essay grade, and the secondary school to which the student was allocated. These BSSEE data were selected for use in this study because this test is the most objective standardised indicator of achievement in the core academic areas of English and Mathematics across all the primary schools.

The raw scores of the students allocated to the different secondary schools were investigated to determine if there were any trends in how students were allocated over the period 1999-2005. The BSSEE data were used primarily to report on the achievement of students in the different primary schools. The raw scores in English and Mathematics were examined to determine how many students at each school scored in defined ranges (0-30, 31-50, 51-70 and 71-100). Trends in the scores were examined for the 1999 to 2005 period. The results are presented in tables for individual schools. In addition, these ranges were used to investigate trends in the scores of students allocated to the government-run secondary schools over the same period. Note was taken of the score ranges of the students assigned to the individual secondary schools over the seven-year period. Based on this, the secondary schools were placed in four categories as explained in the Data Analysis section of this chapter.

*Caribbean Secondary Education Certificate Examinations Results*

The MES also provided an electronic database that contained the results for the students who, at the end of a course of study, wrote the Caribbean Secondary Education Certificate (CSEC) examinations administered by the Caribbean Examinations Council (CXC) in the various subject areas. Data were obtained for the 1999–2005 period. For each subject for which the student was entered, this database provided the student's name, sex, date of birth, the secondary school attended, the proficiency level of the examination (Basic, General or Technical[1]), the profile grades (A – E) and the overall grade obtained (I – VI). The database also indicated instances where the subject was not graded or where the student was absent from the examination. The MES indicated that a major reason for ungraded examinations was the non-completion or non-submission of some component (such as the school-based assessment project).

*School Population Survey*

Along with investigating trends over the 1999 to 2005 period, current information about the government-run primary and secondary schools was acquired. For the primary schools, data about the student population for the 2005–2006 academic year were obtained from the MES. The database contained the number of students, by gender, in individual classes from the Nursery level to Class 4. For each level, the numbers were summed to produce overall population for the school and separated into class levels, namely Nursery, Reception, Infants A&B, and Classes 1 through 4. Data about the teaching staff at the primary schools were also obtained from the MES. This came in the form of staff lists for individual schools. These lists gave the professional designation of each teacher. The designations were Senior Teacher, Graduate Teacher, Qualified Teacher, Teacher, Temporary Teacher, Information Technology Coordinator, Music Teacher and Special Education Teacher. For this study, the

1 Statistical Package for Social Sciences, Standard Version, Release 11.0.1 (Nov 15, 2001)

last three categories were combined under the heading Special Grade Teacher. Also, Senior Teachers were combined with the Graduate Teachers since, according to the MES, the vast majority of them held degrees. In addition, again based on the advice of the MES, those with the designation "Teacher" and "Temporary Teacher" were also combined.

At the secondary level, data on school population were collected by means of the EEC developed Student and Staff Information Questionnaire (SSIQ), since they were not readily available in a single location. The SSIQ, along with a pre-addressed envelope for convenient return, was sent to the government-run secondary schools at the start of the third term of the 2005–2006 academic year (mid-April 2006) and they were asked to return them by the end of April. The instrument was to be completed by the principals, with input from the Year Heads, Senior Teachers and Guidance Counsellors. Questionnaires were returned by mail or were collected from the schools by members of the Centre's staff. This general collection period ran up to the end of May 2006, though some schools returned theirs after this period. Twenty-one (21) of the 22 (95 per cent) questionnaires sent to the secondary schools were returned. No questionnaire was sent to The Louis Lynch Secondary School because of the disruptions that school was experiencing at the time the survey was conducted.

The nine-item SSIQ, asked the schools for student information such as their roll by year group and gender, the geographical areas from which the majority of their students came, the approximate number of students who had fees waived, whether there were school feeding programmes, the providers of any such services, and the approximate number of students for whom the programme catered. Staff information requested included the number of staff by gender and the number of teachers falling into professional status categories. These categories outlined in the 2006 Secondary Choice Guide comprised the following: Trained graduate, Trained non-graduate, Untrained graduate, Untrained non-graduate and Special grade. We also added the category of "other" to account for teachers who did not fall into the other categories. Data from the SSIQ also included the number of teachers whose highest academic qualification fell into categories such as CXC/O' Level certificates, CAPE/A, Level certificates, associate, bachelors, masters and doctoral degrees or other qualifications. This information was to be used to ascertain not only the quantity of teachers in the schools, but also their quality, where quality was defined in terms of their academic and professional qualifications.

The student information from the SSIQ and the MES was used to ascertain the quantities of students enrolled in each school and to determine the extent to which these schools were over or under-subscribed based on their intended capacity. The figures for intended (or official) capacity were obtained from the MES for comparison. The student information was also used as one of the indicators of the social, economic and cultural backgrounds of the students.

*Interviews*

Whenever necessary, formal and informal interviews were conducted with MES and other personnel who had relevant information that would help to provide a clear and accurate account of the status of schools and education in Barbados.

*Limitations of the Data*

As stated earlier, different types of data were collected from a variety of sources, and all efforts were made to collect as much data as possible. Despite these efforts, there still remained a few shortcomings. For example, there were issues relating to the assessment of the general social, economic and cultural background of the students served by the individual schools. Indicators such as the educational background and professional status of the students' parents could not be used since during the piloting phase of the SSIQ it was found that some schools did not have this information. The decision to use the geographical areas from which the majority of the students from the schools came was made since the schools kept records of addresses and it was possible to obtain information about property values and household income of residents of districts across the island.

One realization that emerged from the process of gathering data is a need in our country for more efficient mechanisms through which to gather archival and empirical data. To elaborate, we found that the institutions we contacted had the necessary information. However, delays sometimes occurred as a result of the need to synthesize the information into a manageable form, or gather information from a variety of sources/units within a particular organization, or from the need to compile the available information into a form that was useful as research data. For example, information on the professional status and academic qualifications of secondary school teachers was not readily available from one central source, but had to be collected from the individual schools.

*Data Collection Period*

Most of the data for this report were collected during the period of April-May 2006. This includes the BSSEE and CXC data and the schools population data. Additional data needed for clarification were also collected at the time of the writing, revising and editing of the report.

*Data Analysis*

Before the data could be analysed, they had to be compiled into a useable form. The BSSEE and CXC databases were received in Microsoft EXCEL databases. The variables of interest were selected, coded and exported into an SPSS database. The data from the SSIQ were also coded and entered into an SPSS database. From these databases, frequencies, means and standard deviations were generated.

*General Description*

In order to capture the picture of the number of students currently being served by the schools, frequencies were generated: by school level (primary/secondary), by year group and by sex. In the case of teaching staff, frequencies were generated for number of teachers in the service by school level, sex, and professional status.

*Categorising Schools*

The data gathered were also analysed to categorise schools according to a number of characteristics. For example, schools were classified according to their location; that is, being in rural or urban areas. For this purpose, the EEC sought the advice of the Rural Development Commission as well as the Urban Development Commission. According to the Rural Development Commission, eight parishes – St. Lucy, St. Peter, St. Andrew, St. Philip, St. Joseph, St. John, St. George and St. Thomas – were entirely rural and hence the schools in these parishes were generally categorised as rural. The Commission further advised that the remaining three parishes – St. Michael, St. James and Christ Church – were partly rural and partly urban, with St. James and Christ Church being classified as mainly rural while St. Michael was mainly urban. The Urban Development Commission was then consulted to determine boundaries for the urban districts in these three parishes and the schools that were located within these boundaries. According to the Urban Development Commission, although St. James Secondary, Christ Church Foundation and Queens College are located outside the urban boundary, they are still categorised as urban because of their proximity to Holetown and Oistins, and in the case of Queens College, close proximity to the boundary lines dividing urban and rural St. James.

Schools were also categorised by size as being small, medium or large, according to their official capacity (the number of students for which the school was built to accommodate). For the primary schools, it was found that Senior Teachers were appointed one to every 200 students. This fact was used when the primary schools were categorised according to size. Thus, small schools were those that, according to their official capacity, required one Senior Teacher (0-200 students); medium schools required two Senior Teachers (201-400 students) and large schools three or more Senior Teachers (more than 400 students). For the secondary schools, the classification used by the MES was adopted. Thus, secondary schools with an official capacity of up to 600 students were classified as small; those in the range of 601–800 were deemed medium while school built to accommodate over 800 students were classified as large.

The school population data were also analysed to categorise schools according to density. For our purposes, "density" refers to how full the schools were and whether their current rolls exceeded or fell below the official capacity. This was determined by finding the difference

between the official capacity for each school and its actual roll as obtained from the MES or from the SSIQ. In order to designate a school as over capacity or below capacity, the MES advised the Centre that the following should apply:

- **functional capacity -** when the actual roll ranges from 90% to 99% of its official capacity;
- **at capacity** - when the actual roll is 100% of its official capacity;
- **above capacity** when the actual roll is above 100% of its official capacity;
- **below functional capacity** when the actual roll is below 90% of its official capacity.

The secondary schools were classified according to their intake, based on the BSSEE results over the seven-year period of 1999-2005. In order to do this, the average percentage of students whose English and Mathematics scores fell into the 0-30, 31-50, 51-70 and 71-100 ranges over the seven-year period was found[2] . The range into which the highest average fell determined the category of the school. Thus, schools with the highest average in the 71-100 range were classified as Category 1; those with the highest average in the 51-70 range were put in Category 2; schools with the highest average in the 31-50 range were in Category 3 and those with the highest average in the 0-30 range in Category 4.

***Figure 2A:***
**Criteria for Categorising Secondary Schools According to the Score Range of the Highest Percentage of their Intake over the seven-year Period**

| Range into which Highest Average Fell | Category of the School |
|---|---|
| 71 – 100 | Category 1 |
| 51 – 70 | Category 2 |
| 31 – 50 | Category 3 |
| 00 – 30 | Category 4 |

2 These ranges represent scores in the "**low performing**" range (0-30); scores in the "**high performing**" range (71-100); scores in the "**lower middle**" range (31-50); and scores in the "**upper middle**" range (51-70).

Examples of how schools were categorised using this system are given in Table 2.1 below.

***Table 2.1:***
**Average Percentage of Students whose English & Math Scores Fell into the Various Ranges**

| | **English** (Average % of Students in each Score Range over seven-year period) | | | | **Mathematics** (Average % of Students in each Score Range over seven-year period) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **School** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** | **Category** |
| St. Lucy Secondary | 86 | 13 | 1 | 0 | 88 | 11 | 1 | 0 | 4 |
| Garrison Secondary | 4 | 62 | 34 | 1 | 13 | 60 | 24 | 4 | 3 |
| Coleridge & Parry | 0 | 16 | 70 | 14 | 0 | 19 | 56 | 25 | 2 |
| Harrison College | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 100 | 1 |

Not all schools were neatly categorised. There were some with the highest average of the percentages in different ranges for English and Mathematics. When this occurred, precedence was given to English. Thus, the range into which the highest average fell for English was used to categorise the school. Examples of how schools were classified under these circumstances are given in Table 2.2.

***Table 2.2:***
**Categorisation of Schools where the Highest Mean Percentage of Students fell into Different Ranges for English & Math**

| | **English** (Mean % of Students in each Score Range over seven-year period) | | | | **Mathematics** (Mean % of Students in each Score Range over seven-year period) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **School** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** | **Category** |
| Alexandra School | 0 | 2 | 52 | 44 | 0 | 1 | 37 | 63 | 2 |
| Ellerslie Sec. | 1 | 45 | 50 | 4 | 4 | 54 | 36 | 7 | 2 |
| Parkinson Memorial | 39 | 54 | 7 | 0 | 59 | 34 | 6 | 0 | 3 |
| St. James Sec. | 29 | 62 | 9 | 0 | 51 | 43 | 7 | 0 | 3 |

When this categorisation system was applied, four schools fell in Category 1, seven in category 2, six in Category 3 and five in Category 4.

Secondary schools were also categorised according to ***parental choices***. When students are registered to write the BSSEE, parents, in consultation with the school, can select the school(s) for which they would like the student to be considered for allocation. Parents are allowed nine choices: 2 "open choices" (chosen from any part of the island, including the zone in which the child lives) and seven from within the zone in which the child lives. Schools from the child's zone that are selected for the open choices may not be repeated among the choices in the zone; in other words, each school can be selected only once.

Therefore, in order to classify schools by parental choice, we used only the open choices. This decision was based on the fact that these were the only choices for which all the schools were eligible. The other seven choices restricted the parents to only the schools within a particular zone and hence made some schools ineligible whether the parents liked them or not.

Parental choices for six years (2000 – 2005) were analysed to determine the categories into which each secondary school fell. The number of times the schools were selected as one of the open choices was counted. For the six-year period, a total of 43,033 choices were made. The overall total for each school ranged from 9,778 to 128. To identify the categories, the schools were divided into two groups: those chosen 1,000 times or more and those chosen fewer than 1000 times. In the first group, the number of times chosen went from 9,778 to 1,054; giving a range of over 8,724. Half of this range was calculated (4,362). From this figure, it was decided that any school that was chosen 4,000 times or more would be in one category and schools chosen 1000 to 3,999 times would be placed in another category.

The group of schools chosen fewer than 1,000 times was then examined. The number of times chosen for the schools in this group went from 998 to 128. For this group, schools chosen 500 or more times were placed in one category and schools chosen fewer than 500 times, in another. This procedure of classifying the schools by parental choice yielded four categories. Schools that were chosen 4,000 times or more were designated First Choice schools; those chosen 1,000 to 3,999 times were designated Second Choice schools; schools chosen 500 to 999 times were classified as Third Choice schools; and those chosen fewer that 500 times, Fourth Choice schools. The number of times each school was selected by parents as an open choice over the six-year period is shown in Table 2.3. The breakdown of choices for the individual years is presented in Appendix F.

| *Table 2.3:* **No. of Times Secondary Schools were Selected by Parents as 1st and 2nd Choice over the 2000-2005 Period** | | |
|---|---|---|
| **School** | **Total # of Choices** | **% of Choices** |
| Combermere School | 9778 | 22.7 |
| The St Michael School | 7585 | 17.6 |
| Queen's College | 6228 | 14.5 |
| Ch. Ch. Foundation | 2596 | 6.0 |
| Harrison College | 2347 | 5.5 |
| The Louis Lynch Sec. | 2109 | 4.9 |
| Ellerslie Sec. | 2077 | 4.8 |
| The Lodge School | 1860 | 4.3 |
| Alexandra School | 1477 | 3.4 |
| Coleridge & Parry School | 1054 | 2.4 |
| Garrison Sec. | 998 | 2.3 |
| Deighton Griffith Sec. | 959 | 2.2 |
| The Lester Vaughan School | 887 | 2.1 |
| Alleyne School | 775 | 1.8 |
| Parkinson Mem. | 603 | 1.4 |
| St James Sec. | 539 | 1.3 |
| Princess Margaret Sec. | 222 | 0.5 |
| St Leonard's Boys' | 185 | 0.4 |
| St George Sec. | 174 | 0.4 |
| Grantley Adams Mem. | 164 | 0.4 |
| Springer Memorial Sec. | 149 | 0.3 |
| Alma Parris Sec. | 139 | 0.3 |
| St Lucy Sec. | 128 | 0.3 |
| **Total** | **43033** | **100** |

When the intake categories were compared with the parental choice categories, there were some differences. For example, three of the four Category 1 schools were First Choice schools. The exception was Harrison College, which was a Second Choice school**,** having been selected by parents only 2,347 times out of a possible 43,033 times. In addition, apart from the two single-sex schools shifting from Category 3, the Fourth Choice category contained all the schools that were in Category 4 based on BSSEE results. Further, four schools that were in Category 2 were in the Third Choice category based on parental choice. The lists of schools in the various categories are presented in Appendix E.

*Exploring Achievement*

In order to explore the academic achievement of students attending the government-run primary schools, the BSSEE results for 1999 to 2005 were analysed for the individual schools. For each school, the number of students who scored in the identified ranges in English and Mathematics was found. This was done for each year in the seven-year period. In addition, the number of students allocated to each of the 23 secondary schools was also found for the seven-year period. These two sets of information were compiled in tables and examined for trends that describe the achievement of the students who attend the school.

The CSEC results were used to investigate achievement of students in the various secondary schools. For this purpose, the data were analysed to find out the number of students achieving the various grades (I – VI) across all the subject areas at the different proficiency levels. The number of subject passes (Grades I & II for Basic and Grades I – III for General and Technical) was used to calculate the overall pass rate for each school during the 1999–2005 period. Because they are considered two main subject areas, the results for English Language (English A) and Mathematics were investigated. For each school the number of students entered to write these examinations and the number obtaining a passing grade were found and the percentage passes calculated. These were examined over the seven-year period for trends.

**Summary**

This study is primarily a descriptive one, aimed at informing readers about the status of education in Barbados by the end of the 2005–2006 academic year. Since the data were obtained from different sources, efforts were made at cross-referencing as much as was possible. If there were any discrepancies between data obtained from different sources, further inquiries were made to have them reconciled. The most current information was sought, and in some cases this meant using what was available from the previous academic year. For example, the BSSEE and CSEC results were obtained up to 2005.

The methodology used for this study was selected to ensure that findings presented are as accurate and clear as possible, and that recommendations made are based on the evidence of what exists in the Barbadian education system at the time the study was conducted.

# CHAPTER 3

## THE CURRENT STATUS OF PRIMARY AND SECONDARY EDUCATION IN BARBADOS

In this chapter we present results relating to the current status of primary and secondary schools in Barbados. Data used for this section came from the Student and Staff Information Questionnaire (SSIQ) and official documents from the MES. The descriptive information relates to the number of students served by government-run primary and secondary schools; the number of teachers in these schools and their academic and professional qualifications and provisions for students with special educational needs.

The information about the number of students and teachers in schools is current up to May 2006 when the data were collected. References to BSSEE and CXC results are for the year 2005 since at the time of the preparation of this report the 2006 examinations results were not yet available. Information about special education institutions also dates back to 2005. All other information was gathered from the most recent official documents that were available at the time of the writing of the report.

### The Barbados School Population

Currently, there are approximately 117 primary and secondary schools in Barbados. Generally, these schools fall into four categories: government-run primary, privately run primary, government-run secondary and privately run secondary. The number of schools falling into each of these categories is shown in Table 3.1. In addition, there are facilities that cater to students with special needs. These include five special units that are attached to existing primary schools, three government-run special schools and two privately-operated institutions.

***Table 3.1:***
**No. of Government-run and Privately-run Primary and Secondary Schools in Barbados**

| | **Primary** | **Secondary** | Total |
|---|---|---|---|
| **Government-run** | 72 | 23 | 95 |
| **Privately-run** | 16 | 6 | 22 |
| Total | 88 | 29 | 117 |

As mentioned before, this study reports primarily on the government-run primary and secondary schools.

## The Primary Schools

In order to ascertain the number of students served by the 72 government-run primary schools, data from official databases from the Ministry of Education were used. The findings from these investigations are presented below.

*The Schools*

In this section, we explored characteristics of the primary schools in Barbados. We considered their location by parish as well as by geographical location (that is, rural versus urban) to ascertain how the parishes are served by these institutions. We also examined school size, and sought to ascertain how schools of different sizes are distributed in the two geographical locations.

Government-run primary schools are located in every parish, with the larger number of schools in the most populated parishes. The distribution of schools by parish is presented in Table 3.2.

***Table 3.2:***
**The Distribution of Primary Schools by Parish**

| Parish | No. of Primary Schools |
|---|---|
| St. Lucy | 4 |
| St. Peter | 4 |
| St. Andrew | 2 |
| St. Joseph | 3 |
| St. Thomas | 4 |
| St. James | 5 |
| St. Michael | 23 |
| St. George | 7 |
| St. John | 4 |
| St. Philip | 7 |
| Christ Church | 9 |
| **TOTAL** | **72** |

Indications are that about 32% of the island's government-run primary schools are located in the urban parish of St. Michael. Indeed, more than half of the schools are located in the three parishes of St. Michael, Christ Church and St. Philip. Therefore, when the schools were divided into urban and rural, it was found that 46 of them (61%) were located in the rural areas (See Appendix B).

The primary schools were also classified according to size, based on their official capacities (students the school was built to accommodate). There were three categories: small (up to 200 students), medium (201–400 students) and large (over 400 students). Indications are that about 46% of the schools are medium-sized and 49% are large, while only 6% are small (Table 3.3).

***Table 3.3:***
**No. of Schools in Each of Three Size categories**

| **Size of School** | **Frequency** |
|---|---|
| Small Schools | 4 |
| Medium Schools | 33 |
| Large Schools | 35 |
| **TOTAL** | **72** |

It is apparent that over the years, there has been an effort to reduce the number of small schools, resulting in the amalgamation of smaller schools to form larger ones. Figure 3A below presents examples of schools that have been amalgamated since 1991.

***Figure 3A:*** **Amalgamation of Primary Schools**

| **Year** | **Schools Amalgamated** | **New School** | **Parish** |
|---|---|---|---|
| 1991 | St. Mary's Infants St. Mary's Junior | St. Mary's Primary | St. Michael |
| 1991 | Old Mount Tabor Primary, Hothersal Primary, Cherry Grove Primary | Mount Tabor Primary | St. John |
| 1991 | Bailey's Primary Shrewsbury Primary | Bayley's Primary | St. Philip |
| 1993 | Black Bess Primary St. Boniface Primary | Gordon Greenidge Primary | St. James |
| 1993 | Hillaby Primary Turner's Hall Primary | Hillaby/Turner's Hall Primary | St. Thomas |
| 1993 | St. Stephen's Infants St. Stephens' Juniors' | St. Stephen's Primary | St. Michael |
| 1995 | Beulah Primary Holy Trinity Primary | Hilda Skeene Primary | St. Philip |
| 1996 | St. Clement's Infants St. Clement's Junior | Ignatius Byer Primary | St. Lucy |
| 1998 | St. Christopher's Girls St. Christopher's Boys | St. Christopher's Primary | Christ Church |
| 1999 | All Saint's Girls All Saint's Boys Indian Ground Primary | All Saint's Primary | St. Peter |
| 2000 | St. Andrew's Primary St. Simon's Primary St. Saviour's Primary | St. Andrew Primary | St. Andrew |

Data were analysed to determine where the schools of different sizes were located (rural or urban areas). The results indicate that 79% of the medium schools are located in the rural areas, while the majority of large schools (57%) are located in urban areas. In relation to the small schools, 75% are located in rural areas. (Table 3.4)

***Table 3.4:***
**The Distribution of Schools by Size over Rural and Urban Areas (71)***

| | **Size of School** | | | |
|---|---|---|---|---|
| **School location** | Small Schools | Medium Schools | Large Schools | **Total** |
| Rural | 3 | 26 | 15 | 44 |
| Urban | 1 | 7 | 20 | 28 |
| **Total** | 4 | 33 | 35 | 72 |

*The Primary School Population*

In this section, we consider the distribution of students across the island's primary schools. The data collected were analysed to ascertain how many children were registered in primary schools. This was done by age group and sex.

The government-run primary schools are organised into a number of year groups for students of different ages (Table 3.5).

***Table 3.5:***
**The Year Groups and Corresponding Ages of Students in Government-run Primary Schools**

| **Year Group** | **Age Range of Students** |
|---|---|
| Nursery | 3 - 4 years |
| Reception | 4 - 5 years |
| Infants A | 5 - 6 years |
| Infants B | 6 - 7 years |
| Class 1 | 7 - 8 years |
| Class 2 | 8 - 9 years |
| Class 3 | 9 - 10 years |
| Class 4 | 10 - 11 years |

By May 2006, figures indicate that the government-run primary schools in Barbados serve approximately 24185 students across the island. Table 3.6 shows the distribution of these students across the primary year groups by sex. The figures do not include those students

in the four government-run nursery schools, only the number of nursery students in the primary schools.

| ***Table 3.6:*** **The Distribution of Students Across the Primary Year Groups by Sex (No. of Schools = 72)** | | | |
|---|---|---|---|
| | **Sex of Students** | | |
| **Year Group** | Female | Male | **Total** |
| Nursery | 695 | 705 | 1400 |
| Reception | 1646 | 1735 | 3381 |
| Infants A | 1639 | 1734 | 3373 |
| Infants B | 1587 | 1650 | 3237 |
| Class 1 | 1590 | 1660 | 3250 |
| Class 2 | 1585 | 1656 | 3241 |
| Class 3 | 1549 | 1508 | 3057 |
| Class 4 | 1554 | 1692 | 3246 |
| **Total** | 11845 | 12340 | 24185 |

When the number of students served by the schools in the different geographical locations was explored, it was found that Barbados' primary school students were fairly evenly distributed. (Table 3.7)

| ***Table 3.7:*** **The Distribution of Students over Government-run Rural and Urban Schools** | |
|---|---|
| **Geographical Location** | **No. of Students** |
| Rural | 11835 |
| Urban | 12350 |
| **Total** | **24185** |

In relation to school size, it was found that small schools served 3% of the population of students in government-run primary schools, medium schools served 31% and large schools served 67%. This means that more that two-thirds of the primary school-aged students in government-run schools are being served by under a half (35 out of 72) of the schools. (Table 3.8)

| *Table 3.8:* **The Distribution of Students over 71 Government-run Schools of different Sizes** | |
|---|---|
| **Size of School (No. of Schools)** | **No. of Students** |
| Small Schools (n = 4) | 600 |
| Medium Schools (n = 33) | 7299 |
| Large Schools (n = 35) | 16286 |
| **Total** | **24185** |

The possibility that some of these schools may be catering to larger rolls than intended was explored. To this end, the 72 government-run primary schools were classified according to their density. As explained in Chapter 2, "density" refers to how full each school was and whether or not it was exceeding or fell below its capacity. To ascertain this, the difference was found between each school's official capacity and its actual roll (capacity minus actual roll). In order to designate a school as above capacity or below functional capacity, the MES advised the Centre that the following should apply:

- **functional capacity -** when the actual roll ranges from 90% to 99% of its official capacity;
- **at capacity** - when the actual roll is 100% of its official capacity;
- **above capacity** - when the actual roll is above 100% of its official capacity;
- **below functional capacity** - when the actual roll is below 90% of its official capacity.

Table 3.9 shows how many of the primary schools fell into each density category.

| *Table 3.9:* **No. of Primary Schools in Each Density Category** | |
|---|---|
| **Density of Schools** | **Frequency** |
| Functional capacity | 9 |
| At capacity | 0 |
| Above capacity | 16 |
| Below functional capacity | 47 |
| **Total** | **72** |

The results of this classification reveal that about 65% of the existing government-run primary schools are below functional capacity and 22% of them are above capacity. In Table 3.10, the number of students served by these various schools is presented.

| *Table 3.10:* **No. of Students Attending Schools with Different Levels of Density** | | |
|---|---|---|
| **Density of Schools** | **Official Capacity** | **Actual Roll** |
| Functional capacity | 3710 | 3540 |
| At capacity | 0 | 0 |
| Above capacity | 6345 | 7400 |
| Below functional capacity | 19654 | 13245 |
| **Total** | **29709** | **24185** |

There is the common perception that schools in the urban areas are above capacity. To test this, analyses were carried out to ascertain the geographical areas in which the "above capacity" schools were located. Table 3.11 shows that nine of the 16 schools which are "above capacity" are located in urban areas. Of note is that there are no "at capacity" schools in either the rural or urban areas. Also noteworthy is that 74% of the schools in rural areas are "below functional capacity". This raises the question about whether students living in rural areas attend schools in urban areas, thus contributing to the below functional capacity of rural schools, and the above capacity in some urban primary schools.

| *Table 3.11:* **The Distribution of Schools of Different Levels of Use by Geographical Area** | | |
|---|---|---|
| | **Geographical Area** | |
| **Density of Schools** | Rural locations | Urban locations |
| Functional capacity | 5 | 4 |
| At capacity | 0 | 0 |
| Above capacity | 7 | 9 |
| Below functional capacity | 34 | 13 |
| **Total** | 46 | 26 |

*Primary School Teaching Staff*

The data collected from the Ministry of Education provided the number of teachers in the primary school system and their professional status. The data indicate that as of May 2006 there were 1406 teachers in the government-runs schools. Since the quality of education delivered in these schools is only as good as the quality of the teaching staff, the professional status of the teachers in the system is important since it is an indication of how prepared they are to deal with pedagogical issues in the classroom. Table 3.12 shows the number of teachers in 72 primary schools and their professional status. These categories are the ones generally accepted by the MES.

| *Table 3.12:* **No. of Teachers in Primary Schools and their Professional Status** | |
|---|---|
| **Professional Status** | **Number of Teachers** |
| Graduate | 741 |
| Qualified | 438 |
| Special Grade | 23 |
| Teacher | 203 |
| Other * | 1 |
| **Total** | **1406** |

*Any teacher who did not fall into any of the listed categories. E.g. Part-time teachers

The figures in the table indicate that approximately 53% of the teachers in the primary schools are graduates and 31% are qualified. Indications are then that the majority of teachers in the primary schools are well qualified since 84% are either graduate or qualified.

**The Secondary Schools**

According to the records of the Ministry of Education, there are 23 government-run secondary schools.

The Student and Staff Information Questionnaire (SSIQ) was sent to 22 of the 23 government-run secondary schools. Louis Lynch School was excluded because of the challenges that that school has been facing in the past two years. However, some information on staffing was obtained from MES records. Of the 22 questionnaires distributed, 21 were returned. The questionnaire sent to Combermere School was not returned, but some information was collected from school records on student numbers. Information about the school's staff was obtained from MES records.

*The Schools*

The 23 government-run secondary schools in Barbados are distributed throughout all eleven parishes, with each parish having at least one. Thirty-nine per cent of the secondary schools are located in St. Michael alone (Table 3.13). This is not surprising, since this is the most heavily populated parish on the island.

| *Table 3.13:* **The Distribution of Secondary Schools by Parish** | |
|---|---|
| **Parish** | **No. of Schools** |
| St. Lucy | 1 |
| St. Peter | 3 |
| St. Andrew | 1 |
| St. Joseph | 1 |
| St. Thomas | 1 |
| St. James | 2 |
| St. Michael | 9 |
| St. George | 1 |
| St. John | 1 |
| St. Philip | 1 |
| Christ Church | 2 |
| **TOTAL** | **23** |

The data were examined to ascertain the distribution of the secondary schools over the rural and urban areas, bearing in mind that Christ Church and St. James are part rural. Indications are that 52% of the island's 23 government-run secondary schools are located in the urban areas (Table 3.14).

| *Table 3.14:* **The Distribution of Secondary Schools by Rural and Urban locations** | |
|---|---|
| **Type of Location** | **No. of Schools** |
| Rural | 11 |
| Urban | 12 |
| **Total** | **23** |

The secondary schools were also classified according to size based on their official capacities (the number of students the school was built to accommodate). Again, three categories were used: small (up to 650 students), medium (651–800 students) and large (over 800 students).

Indications are that there are only two secondary schools, Alma Parris School and Louis Lynch Secondary, which can be categorised as small. Alma Parris School is no doubt deliberately small in order to meet the special needs of the students that the school serves. The data indicate that 13% of the secondary schools are medium-sized and 78% large (Table 3:15).

| *Table 3.15:* **No. of Schools in Each of the Three Size Categories** | |
|---|---|
| **Size of School** | **Frequency** |
| Small Schools | 2 |
| Medium Schools | 3 |
| Large Schools | 18 |
| **Total** | **23** |

Again, in order to find out about the distribution of the schools of different sizes across the rural and urban locations, a cross-tabulation was run.

Indications are that the majority (56%) of the large schools are in urban locations, while two of the three medium schools are located in rural locations (Table 3:16).

| *Table 3.16:* **The Distribution of Schools by Size over Rural and Urban Locations** | | | | |
|---|---|---|---|---|
| | **Size of School** | | | |
| **School Location** | Small School | Medium School | Large School | **Total** |
| Rural | 1 | 2 | 8 | 11 |
| Urban | 1 | 1 | 10 | 12 |
| **Total** | 2 | 3 | 18 | 23 |

*The School Population*

In this section, we consider the distribution of students across the island's secondary schools. As with the primary schools, the data collected were analysed to find out how many students were enrolled in the secondary schools by sex and year group. Analyses were also done to determine the number of students attending medium and large schools and whether or not these schools were above capacity or below functional capacity.

The government-run secondary schools are organised in year groups, starting from Year 1 (first forms) to Year 5 (fifth form). In some schools, the fifth forms are divided into lower and upper fifth. Four of the secondary schools have a Year 6 (sixth form) where students can pursue non-compulsory education. The age ranges in the various year groups are more flexible than in the primary schools. This is because of the system of flexible transfer that allows students to move on to secondary education as early as 10 years old and as late as 12. The age ranges for the majority of students in the various year groups are given in Table 3.17.

| *Table 3.17:* **The Year Groups and Approximate Ages of Students in Government-run Secondary Schools** | |
|---|---|
| **Year Group** | **Age Range of Students** |
| Year 1 | 11 – 12 years |
| Year 2 | 12 – 13 years |
| Year 3 | 13 – 14 years |
| Year 4 | 14 – 15 years |
| Year 5 | 15 – 16 years[1] |
| Year 6 | 16 - 18 years[2] |

The figures indicate that at the end of May 2006, there were approximately 20 489 students registered at government-run secondary schools in Barbados. (Table 3.18)

| *Table 3.18:* **The Distribution of Students Across the Secondary Year Groups (No. of Schools = 22)[3]** | | | |
|---|---|---|---|
| | **Sex of Students** | | |
| **Year Group** | Female | Male | **Total** |
| Year 1 | 1685 | 1813 | 3498 |
| Year 2 | 1790 | 2003 | 3793 |
| Year 3 | 1944 | 2071 | 4015 |
| Year 4 | 1971 | 1953 | 3924 |
| Year 5 | 2367 | 2201 | 4568 |
| Year 6 | 389 | 302 | 691 |
| **Total** | 10146 | 10343 | 20489 |

As with the primary schools, the secondary schools were categorised according to various characteristics, namely geographical location, size and density. Analyses were carried out to determine the number of students being served by secondary schools with various characteristics.

For example, the data were examined to find out how many students were served by the 11 rural schools and the 11[3] urban ones. Table 3.19 shows that 55% of the students attend the 11 government-run secondary schools in urban locations.

3 Louis Lynch Secondary School is not included.

| *Table 3.19:* **The Distribution of Students over Government-run Secondary Schools by Geographical Location** | |
|---|---|
| **Geographical Location** | **No. of Students** |
| Rural | 9194 |
| Urban | 11285 |
| **Total** | **20489** |

In terms of schools of different sizes, the figures in Table 3.20 show the number of students who attend the different sized schools.

| *Table 3.20:* **The Distribution of Students over Government-run Secondary Schools of Different Sizes** | |
|---|---|
| **Size of School (No. of Schools)** | **No. of Students** |
| Small School (n = 1) | 185 |
| Medium School (n = 3) | 2409 |
| Large School (n = 18) | 17895 |
| **Total** | **20489** |

The same criteria used for classifying primary schools based on density were applied to the secondary schools. Thus the following holds:

- **functional capacity -** when the actual roll ranges from 90% to 99% of its official capacity;
- **at capacity** - when the actual roll is 100% of its official capacity;
- **above capacity** - when the actual roll is above 100% of its official capacity;
- **below functional capacity** - when the actual roll is below 90% of its official capacity.

Table 3.21 shows how many schools fell into each category. It appears that over half of the schools (55%) were above capacity. Twenty-three per cent of the schools fell into the "below functional capacity" and another 23% were at "functional capacity" category, while none of the schools in Barbados were "at capacity".

| *Table 3.21:* **No. of Schools in Each Density Category** | |
|---|---|
| **Density of Schools** | **Frequency** |
| Functional capacity | 5 |
| At capacity | 0 |
| Above capacity | 12 |
| Below functional capacity | 5 |
| **Total** | **22** |

An analysis was run to ascertain how many students were served in "above capacity" or "below functional capacity" schools. The results are presented in Table 3.22 which indicates that 58% of the student population is served by schools which are above capacity.

| *Table 3.22:* **No. of Students Attending Secondary Schools of Different Density** | | |
|---|---|---|
| **Density of Schools** | **Official Capacity** | **Actual Roll** |
| Functional capacity | 5027 | 4818 |
| At capacity | 0 | 0 |
| Above capacity | 11170 | 11904 |
| Below functional capacity | 4850 | 3767 |
| **Total** | 21047 | 20489 |

In order to find out whether rural or urban schools were more likely to be above capacity or below capacity, a cross-tabulation was run. The cross-tabulation (Table 3.23) revealed that the urban areas had the majority (80%) of "functional capacity" schools, while the rural areas had had the majority (80%) of "below functional capacity".

| *Table 3.23:* **The Distribution of Secondary Schools of Different Density by Geographical Area** | | | |
|---|---|---|---|
| **Density of Schools** | Rural areas | Urban areas | **Total** |
| Functional capacity | 1 | 4 | 5 |
| At capacity | 0 | 0 | 0 |
| Above capacity | 6 | 6 | 12 |
| Below functional capacity | 4 | 1 | 5 |
| **Total** | 11 | 11 | 22 |

Table 3.24 below provides a summary of location, size and density characteristics of each of the 22 government-run secondary schools in Barbados.

***Table 3.24:***
**The Geographical location, size and density of the Government-run Secondary Schools**

| School Name | Geographical Location | Size | Density |
|---|---|---|---|
| Alexandra School | Rural | Medium | Above capacity |
| Alleyne School | Rural | Medium | Above capacity |
| Alma Parris Memorial Secondary | Rural | Small | Below functional capacity |
| Ch. Ch. Foundation School | Urban | Large | Functional capacity |
| Coleridge & Parry School | Rural | Large | Above capacity |
| Combermere School | Urban | Large | Above capacity |
| Deighton Griffith Secondary | Rural | Large | Functional capacity |
| Ellerslie Secondary | Urban | Large | Above capacity |
| Garrison Secondary | Urban | Large | Above capacity |
| Grantley Adams Memorial | Rural | Large | Above capacity |
| Harrison College | Urban | Large | Functional capacity |
| Parkinson Memorial Secondary | Urban | Large | Functional capacity |
| Princess Margaret Secondary | Rural | Large | Above capacity |
| Queen's College | Urban | Large | Below functional capacity |
| Springer Memorial Secondary | Urban | Large | Above capacity |
| St. George Secondary | Rural | Large | Below functional capacity |
| St. James Secondary | Urban | Large | Above capacity |
| St. Leonard's Boys' Secondary | Urban | Large | Functional capacity |
| St. Lucy Secondary | Rural | Large | Below functional capacity |
| The Lester Vaughan School | Rural | Large | Below functional capacity |
| The Lodge School | Rural | Large | Above capacity |
| The St. Michael School | Urban | Medium | Above capacity |

*The Secondary Schools' Teaching Staff*

Information about the teaching staff at the secondary schools was requested on the SSIQ. As with the primary schools, schools were asked to indicate the size of their staff, as well as the academic and professional qualifications of the teachers. The data on professional qualifications presented in this section for Louis Lynch Secondary and Combermere School were obtained from the BSSEE School Choice Guide 2006. The data presented here were up to date for May 2006.

The survey results indicated that there were 1,248 teachers in the 21 schools that returned the questionnaire: 731 female and 517 male. In addition, there were 97 teachers in Louis Lynch Secondary and Combermere School[4]. This gives a total of 1,345 teachers in the 23 Government-run secondary schools.

The academic qualifications of the 1,248 teachers in 21 secondary schools were explored. Table 3.25 shows the number of teachers with the highest academic qualification at various levels. It is evident that about 84% (1,043) of the teachers in the 21 secondary schools surveyed held either a bachelor's degree or a postgraduate degree as their highest academic qualification. If the number holding associate degrees are added, this proportion increases to 90%.

***Table 3.25:***
**No. of Secondary School Teachers with Highest Academic Qualification at Various Levels**

| Highest Academic Qualification | No. of Teachers |
|---|---|
| CXC - CSEC / GCE Ordinary Level | 60 |
| CXC – CAPE / GCE Advanced Level | 18 |
| Associate Degree | 83 |
| Bachelor Degree | 889 |
| Master's Degree | 145 |
| Doctoral Degree | 9 |
| Other qualifications (e.g. LCP) | 21 |
| Unknown* | 23 |
| **Total** | **1 248** |

*the highest academic qualification was unavailable to the time

As mentioned earlier, we used the professional status of the teachers to indicate their preparedness for teaching. Data on the professional status of the 23 secondary school teachers were also analysed.

The numbers of secondary school teachers in the different professional categories are shown in Table 3.26. Evidence suggests that 61% (825) of these teachers are trained, while 80% (1,080) of the secondary teachers are graduates. Of interest is the fact that 9% of the secondary teachers are untrained non-graduates.

4 Data for Louis Lynch Secondary and Combermere were obtained from the BSSEE School Choice Guide 2006

| *Table 3.26:* **The Number of Secondary School Teachers in the Different Categories of Professional Status** | |
|---|---|
| **Professional Status** | **No. of Teachers** |
| Trained Graduate | 760 |
| Trained Non-graduate | 65 |
| Untrained Graduate | 320 |
| Untrained Non-graduate | 121 |
| Special Grade | 44 |
| Others* | 35 |
| **Total** | **1 345** |

*Any teacher who did not fall into any of the listed categories. eg. Part-time teachers

These data suggest that the overall quality of primary and secondary teachers in Barbadian government-run schools is good. The combined number of teachers in primary (72) and secondary (23) schools surveyed is 2,751, at least 84% of whom are trained, hold degrees, or both.

This section of the report considered general information and presented factors about primary and secondary schools in Barbados. It highlighted various characteristics of the schools in terms of location, size, density of the student population and the quality of the teaching staff. This information as it relates to the individual schools, along with data on the achievement of students, will be presented in later chapters.

**The Special Schools**

An efficient education system puts programmes in place to meet the needs of all children of school age, including those with special educational needs. Generally, this group comprises children with physical, mental, psychological and emotional challenges who require special conditions under which they can best benefit from education. In Barbados there are a number of special schools and units within schools that cater to the needs of these children. The data about these schools were obtained from the MES. The results presented here are based on the figures for the 2004–2005 academic year.

Records indicate that in 2005, there were 10 special schools and units across the island with 8 of them being government-run (Figure 3B) and two, the Challenor Creative Arts & Training Centre and the Learning Centre, were privately operated but received significant government subventions

| *Figure 3B:* **The Government-run Special Schools and Units within Schools** |
|---|
| - All Saint's' Primary Special Unit<br>- Charles F. Broomes Special Unit<br>- Eagle Hall Primary Special Unit<br>- Ellerton Primary Special Unit<br>- Erdiston Primary Special Unit<br>- St. Giles Senior School<br>- Ann Hill School<br>- Irving Wilson School |

**School Organisation**

As with any education system, the Barbadian education system has policies and guidelines that regulate the functioning of schools. In this section, we present policies and guidelines relating to the organisation of (1) teaching and learning time, (2) schools' on-site administration, (3) the curriculum, (4) assessment/examinations, and (5) non-academic activities. In addition, the criteria for selecting people for the teaching service and opportunities for training are also explored.

**Organisation of Teaching and Learning Time**

In Barbados, the academic year runs from September to August. During this time, children at the primary and secondary levels attend schools for 38 weeks. This time is spread over three terms: Term 1 runs for 14 weeks from September to early/mid December; Term 2 runs for 12 weeks from early/mid January to March; and Term 3 runs for 12 weeks from mid/late April to early July. The terms are separated by periods of school vacation: two or three weeks in December (Christmas vacation); two or three weeks in March/April (Easter vacation) and eight to nine weeks from July to August/September (summer vacation). Schools are also closed on public holidays as well as on special days such as Teachers' Professional Day in October and Interschool Sports Days in March. Special permission has to be granted from the MES if a school wants to close for any time outside of these periods. Other reasons for closure include special funerals, utility problems, health risk situations, inclement weather, or any situation that makes it difficult for a safe, supervised environment to be maintained for the teachers and students.

During the term, primary and secondary schools are open from Monday to Friday. A typical schools day runs from 8:45 a.m. until 3:00 p.m. The first 15 minutes are normally used for registration and assembly and teaching begins at 9:00 a.m. There may be some variations of this start to the school day at some schools. For example, in some cases, the first bell

is rung at 8:30 a.m. to alert students to make their way to their classrooms or whatever meeting places they need to reach. At both primary and secondary levels the school day is divided into seven teaching sessions (periods), one-hour lunchtime and a 15-minute break. Some of the secondary schools have made minor changes to this routine. For example, at The St. Michael School teaching begins at 8:40 a.m., the lunch break runs for 40 minutes and school ends at 2:35 p.m. Other schools, such as Grantley Adams Memorial, have eliminated the 15-minute break, and school closes at 2:45 p.m. Whatever the configuration though, students in Barbadian schools spend approximately five hours and 40 minutes in teaching and learning activities each day.

**Organisation of Schools' On-Site Administration**

As mentioned before, education in Barbados is centrally administered by the MES. However, at each school there is an administration team that is responsible for ensuring that policies from central administration are implemented and to facilitate the smooth day-to-day running of the institutions.

At the primary level, each school has a principal who answers directly to the MES. The principal is assisted by senior teachers assigned to the schools in the ratio of one to every 200 students enrolled. Not an established post in the schools, but informally and internally appointed are "department heads": Head of the Infants Department and Head of the Junior Department. The former supervises activities among the infant classes (Infants A and B) while the latter supervises those in classes 1 to 4. Currently the IT co-ordinator serves on the administration team at some schools. Though not yet officially instituted, there are plans for subject co-ordinators for primary schools. Management committees for the primary schools are also to be established in the future.

Though the MES has general oversight of secondary schools in Barbados, each school is directly managed by a board of management. Each board is made up of nine members who legally have voting privileges. These include a chairman, a deputy chairman, a representative of the school's Parent Teacher Association, a Representative of the Congress of Trade Union and Staff Associations of Barbados and other members of the community (e.g. from among the clergy, the business community, the legal and medical professions). Board meetings are also attended by a Representative of the MES, the principal and the board's secretary treasurer. These three have no voting privileges. At each secondary school, the board maintains an office which is overseen by the secretary treasurer, and also employs an executive officer and a clerk/typist. This office looks after the financial aspects

of the school's operations. For example, it is responsible for collecting textbook and other fees from the students and for disbursing funds for operational purposes.

The day-to-day running of the secondary schools falls on the principal as instructional leader. The principal is supported by a deputy principal and an administration team usually made up of the year heads and the heads of departments.

**Organisation of the Curriculum**

In this section, we present a summary of the programmes to which students are exposed in the schools. The curriculum currently being offered in the primary and secondary schools was recently reformed under the Education Sector Enhancement Programme (ESEP). This reformed curriculum aims to promote other areas that contribute to the development of well-balanced citizens as much as the traditional curriculum emphasizes academic learning. These areas include social, emotional, cultural and spiritual. A major intention of the reformed curriculum is to fuse the best of the traditional (teacher-centred) approaches to teaching and learning with more student-sensitive approaches in order to better meet the learning needs of all the students in the system, ensuring that students become active rather than passive learners.

The programmes that the students at different levels are expected to follow are presented in the *Curriculum 2000 Barbados* document. There are also syllabuses for each subject areas that provide guidelines for teaching in different year groups. These guidelines include attainment targets for which the students are expected to aim.

At both the primary and secondary levels, the curriculum offers a wide range of subjects across several disciplines. These are listed in Figure 3C.

| *Figure 3C:* **Learning Areas Offered at Primary and Secondary Education Institutions in Barbados** | |
|---|---|
| **Areas in Primary Curriculum** | **Areas in Secondary Curriculum** |
| • Language Arts<br>• Mathematics<br>• Science<br>• Social Studies<br>• Physical Education<br>• Conversational Spanish<br>• Health & Family Life Education<br>• Music<br>• Moral & Religious Education<br>• Visual Arts | • English Language and Literature<br>• Mathematics<br>• Science (Integrated Science, Biology, Chemistry, Physics)<br>• Agricultural Science<br>• Social Studies (inc. African Heritage Studies & Citizenry)<br>• Foreign Languages<br>• Business Education<br>• Design Technology<br>• Geography<br>• History<br>• Home Economics<br>• Industrial Arts (Technical Drawing, Woodwork, Metal Work, Mechanical Drawing)<br>• Information Technology<br>• Performing Arts (e.g. Music, Drama, Dance)<br>• Physical Education<br>• Moral & Religious Education / Comparative Religion<br>• Technical & Vocational Education<br>• Visual Arts |

The primary curriculum is arranged according to class groups based on the age of the students. For example, there is a mathematics programme for Class 2 students (in the eight to nine age group). At the secondary schools, however, the organisation is somewhat different, allowing for some flexibility among the schools. For example, the reformed secondary curriculum allows students to follow a course of study that involves a compulsory core of subjects plus other foundation and electives to complement the core. In addition there are enrichment activities such as sports and games, clubs, voluntary organisations and semi-disciplined organisations from which students are expected to select at least one.

Another feature of the reformed secondary curriculum is that it is arranged from Level I to Level VI. With this arrangement, students entering secondary school may begin at either Level I or Level II, depending on their perceived ability. Level I is designed to help students who are perceived to be weak to consolidate basic skills and competencies of primary education before making the transition into secondary education. Level II is the entry point for students who have demonstrated competency in the primary school programme. The intention is that students may be at different levels in different subjects, and this difference is addressed in the reformed curriculum.

According to the *Curriculum 2000 Barbados* document, students who successfully complete Level V are eligible to write the exit competency test to be awarded the Barbados National Diploma of Secondary Education (BNDSE). However, this national diploma scheme is yet to be implemented. Students going on to Level VI are those who are to write the General Proficiency Examinations that are administered by the Caribbean Examinations Council or equivalent examinations. This is the final stage of secondary education and matriculation into post-secondary studies.

The intention of the reformed curriculum is to reduce the number of students who leave school each year with no certification as evidence of having passed through an educational programme. Its success cannot be commented on at this point since some aspects of the programme have not yet been fully implemented and research is still in progress.

The decision as to whether students should move to the next class (at the primary schools) or level (at the secondary schools) is influenced largely by their mastery of curriculum materials at their current stage. The reformed curriculum makes provisions for assessment of student learning at various points of the teaching/ learning process. The next section presents information about forms of assessment administered at the national level.

**Organisation of the System of Assessment**

An important part of any school system is the means of assessing students' progress and certifying them as having reached some standard of education. In Barbados, the task of overseeing this process generally falls under the Testing and Measuring Section of the MES. This section is responsible for monitoring the progress of students in the primary and secondary schools and for administering local, regional and international examinations that are sanctioned by the MES.

*Assessment at the Primary Level*

Following is a summary of the two main assessment activities of the MES.

- The *Barbados Secondary Schools Entrance Examination* (BSSEE), better known as the 11-plus examination that is administered in May, is a major assessment activity for the island's primary schools. This examination is written by students in Class 4 and the results are used as a means of transferring them to secondary schools. In 1996, a system of flexible transfer that widened the age range at which the examination could be written was introduced. Thus, currently, students between the ages of nine and 12 may take the test, though the approval of the MES is needed for students to write the examination at an age younger than 11 years or to be deferred to do so after age 11. Since 2001, the CXC has been responsible for setting, producing and marking the BSSEE. However, its administration is still overseen by the MES.

  For the BSSEE, candidates are tested in English and Mathematics. Students are ranked based on their combined scores and generally allocated to secondary schools according to this ranking in addition to parental choice and school capacity. With this arrangement, there are some schools that usually receive students from the top of the ranking, and others that are assigned the students at the end of the order. Over the 1999 to 2005 period, an average of 4,000 students wrote the BSSEE annually.

- *Criterion Referenced Testing* was introduced into Barbadian primary school classrooms in 1997. For this, students in Infants B (six to seven years old) and Class 2 (eight to nine years old) are tested in English and Mathematics. The purpose of this testing activity is to provide classroom teachers with profiles of the strengths and weaknesses of each student so that difficulties may be addressed at an early stage.

*Examinations at the Secondary Level*

Currently, the MES's Testing and Measuring Section oversees the administration of a number of local, regional and extra-regional examinations in secondary schools in Barbados. At this level, the general purposes of these examinations are for matriculation into post-secondary studies or for certification for entry into the workforce. Following is a summary of major examinations written by secondary school students.

- *The Barbados Secondary School Certificate Stage 1* (formerly the Barbados Secondary School Leaving Certificate) is written in the third term of the school year by students who qualify to do so after at least three years of secondary education. This certifies the standard of basic education attained by students at the secondary level. Under the reformed curriculum, this is to be replaced by the Barbados National Diploma

of Secondary Education (BNDSE). Currently, the Barbados Secondary School Certificate Stage 1 is written primarily by students who seem unlikely to achieve the standard required to qualify for the more widely recognised tests administered by the Caribbean Examinations Council (CXC) during the years of compulsory schooling. However, it is being proposed that its replacement, the BNDSE, be written by all students who reach Level V on the reformed curriculum.

- *Caribbean Secondary Education Certificate Examinations* (CSEC) are administered in the months of January and May/June by the CXC. Students usually write these examinations in the fifth form, though some schools allow accelerated students to do so earlier in the fourth form. There are three proficiency levels at which these examinations may be written: Basic, General and Technical. The Basic proficiency provides students with the knowledge, skills and attitude usually associated with completing a secondary course. The General and Technical proficiencies provide students with the foundation for further studies and entry to the workplace. At the Basic proficiency level, grades I and II are passing grades, while at the General and Technical Proficiency levels, passing grades are I, II or III. These grades may be acceptable for entry to post-secondary education and the workforce. Over the 1999 to 2005 period, there was an average of 20 740 subject entries across the secondary schools.

- *Caribbean Advanced Proficiency Examinations* (CAPE) are held in May/June. These examinations are written by students who pursue a further two years of study after completing the CSEC. Most of these students pursue these courses in the four schools that have sixth forms. CAPE and CSEC certification is accepted for matriculation by universities, tertiary and other educational institutions, regionally as well as in the US and the UK.

- *Cambridge International Examinations Ordinary and Advanced Levels* are held in May/June and November. The Ordinary Level examinations are equivalent to the CSEC, and the Advanced Level to CAPE.

Examinations in the more academic areas of the curriculum have traditionally been the driving force behind schooling in Barbados. However, the literature indicates that examination processes can influence what is taught in the classroom (Evans, 2001), and this appeared to be the case in Barbadian schools. Concerns arose that concentrating on getting students to pass examinations was causing an imbalance in the curriculum, resulting in the neglect of other aspects of the students' overall development. These concerns contributed to proposed changes in the curriculum under the reformed curriculum.

For example, the notion of continuous assessment to replace the one-shot BSSEE as a means of transferring students from primary to secondary education is being explored. There is also the proposed BNDSE to be awarded to students who meet certain minimum requirements of secondary education, not all of which are academic. The non-academic requirements include participation in the enrichment activities mentioned earlier. The idea is to help students to develop into well-balanced, socially-responsible citizens.

**Sporting Activities**

Primary and secondary school in Barbados participate in a wide range of sporting activities. These activities, sanctioned by the MES, are organised and staged by the Ministry of Sports through agencies such as the National Sports Council. Figure 3D shows the sports in which competitions are held throughout the year at both primary and secondary school levels.

***Figure 3D:***
**Sporting Events in which Competitions are held in Schools**

| | |
|---|---|
| - Athletics | - Hockey |
| - Badminton | - Lawn Tennis |
| - Basketball | - Netball |
| - Chess | - Swimming |
| - Cricket | - Table Tennis |
| - Football | - Volleyball |

There are opportunities for students who participate in sporting activities to represent their schools in local and overseas competitions, as well as to represent Barbados in regional and international competitions.

**Other Programmes and Activities**

There are other programmes and activities that are included in the reformed curriculum. The general aims of these are to contribute to the overall development of the students by paying attention to their social and emotional needs, exposing them to desired values and allowing them to develop and showcase their creativity and talents. These programmes and activities include:

- *The National Independence Festival of Creative Arts* (NIFCA) – This is a cultural event that allows entrants to exhibit in the culinary arts, the visual arts, performing arts, and literary arts. Groups and individual students from both primary and secondary schools participate in this festival.

- *The Cultural and Historical Exposure for Kids in Schools (CHEKS)* – This programme is one which is designed to sensitise students about the indigenous music of Barbados, the art of stiltwalking and about the sociology and composition of the Land Ship. The programme is now in its sixth year and approximately 5 152 students have been exposed to the various art forms thus far.

- *Music Programmes* – Special attention is currently being paid to the teaching of music in the primary schools. In this regard, a programme designed to assist with the training of music teachers in primary schools had been implemented in September 2001. Facilitators have been assigned on a zonal basis to serve as master teachers. This programme is now going into its sixth year. In addition, there has been a String Programme designed to develop a cadre of good string players for the Barbados Youth Orchestra and a Barbados National Orchestra. The programme began in September, in Class one, using five pilot schools and one teacher. In September 2003, students in Class 3 started to benefit from the programme.

- *The Schools' Industrial Arts Craft and Technology Exhibition* – This event showcases the work of students in the secondary schools. Schools produce items such as furniture from raw materials including woods and metal. These are judged by experts in the field and awarded prizes.

- *Science and Technology Fair* – Students in primary and secondary schools are encouraged to enter exhibits for this event. Schools and individual students compete for prizes by displaying their scientific and technological knowledge and creativity.

- *Primary Schools' Garden Competition* – Students in primary schools are encouraged to cultivate, display and label vegetable gardens. Their produce is sometimes packaged and offered for sale in local supermarkets.

- *The Drug Abuse Resistance Education* (D.A.R.E) *Programme* – A programme in primary schools conducted by members of the Royal Barbados Police Force. Its aim is to sensitise children to the dangers of substance abuse and to help them to develop strategies for resisting becoming involved in drug and alcohol use.

- *The Personal Empowerment through Arts and Creative Education* (PEACE) *Programme* – This programme promotes the use of performing arts skills to empower primary school children. Its aim is to teach important values and skills such as trust, confidence, self-assurance, self-discipline, self-reliance, self-worth, cooperation, cohesion, collectivity and collaboration. Classroom teachers are trained to integrate performing arts into their lessons with a view to not only help students to acquire academic knowledge and skills, but also to promote their personal and social emotional development.

- *Spanish Programme* – Conversational Spanish was introduced as a pilot project to 21 primary schools in 1997. The Ministry of Education, Youth Affairs and Sports and the Modern Languages Department of the Erdiston Teachers' Training College collaborated on the design, development and implementation of the programme. All schools are today benefiting from the introduction of the programme. The 19 persons responsible for this programme are native Spanish speakers.

- *Summer School* – This caters to students who deferred writing the BSSEE. It is also intended to make provision for those children who have the greatest need for additional help, to receive it through special programmes before transferring to secondary school.

- *Season of Emancipation: Africa Day* – In order to complement the African Studies modules which are set out in the primary and secondary Social Studies syllabuses and enhance students' awareness of African heritage and culture, the Ministry of Education has been hosting a special programme for 'Africa Day'. This programme provides opportunities for students to showcase their knowledge and skills regarding African heritage and culture. It features displays of art and craft, fashion, music, dance and food.

- *Hype Day* – This was introduced in 2005 as an annual event to increase public awareness of the Physical Education programme in schools. The activity also seeks to involve students in an enjoyable event which encourages continued involvement in physical activity and highlights the various aspects of the Physical Education curriculum.

Evidently then, though some aspects of the Barbadian education system may have remained unchanged over the last two decades, there have been some changes designed to make education more effective and relevant to the needs of Barbadian students both now and in the future. For example, despite the many debates about its role in the education system, the BSSEE has been retained. However, the MES has introduced measures that it believes will make this method of transferring students to secondary education more efficient and equitable. Further, the MES is seeking to put in place measures such as continuous assessment, the BNDSE, curriculum levels in secondary schools, and other programmes to help students become rounded citizens. Many of these measures are still in the infant stages, and the extent to which they are achieving their goals is yet to be determined.

Whatever programmes are put in place, a crucial part of the education system is the teaching staff. The next section examines provisions currently available to help Barbadian teachers to develop their craft.

**Current Provisions for Teacher Development**

In order for students to receive quality instruction in schools, teachers must be well equipped with appropriate knowledge and skills. This means that not only should people entering the teaching service have a solid educational background, but they should also have opportunities to acquire professional training. In this section, current provisions for teachers' development will be examined.

Currently, there are several courses and programmes through which teachers can obtain training. These are offered primarily through Erdistion Teachers' Training College (ETTC), the Barbados Community College (BCC) and the University of the West Indies (UWI). Other extra-regional institutions also offer training courses. Training is offered in a face-to-face setting or by distance.

*Erdiston Teachers' Training College Programmes*

In Barbados, teacher training is primarily provided by ETTC. Programmes offered include:

- A 4-week *Induction Course* which is offered in the schools' summer holidays. This course is generally taken by people who have recently entered the teaching service and have no training or by those who expect to start teaching in the new academic year.

- A one-year *Pre-In-service Course* as a precursor to full training. Teachers attend classes for three hours, three evenings a week.

- A two-year *Associate Degree in Education*. This associate degree replaces the two-year in-service certificate programme that was the mark of a professional qualification of teachers. The associate degree, offered in both primary and secondary education, may be pursued by practising teachers or by people who wish to enter the teaching profession.

- A *Certificate in Educational Administration*. This programme is pursued by selected practising teachers who hold or are eligible to hold administrative positions (e.g. principal, head of department, year head) in the primary and secondary schools. Participants attend classes during the school holidays and on a one-day release basis during the school terms.

- A *Diploma in Education* that provides pedagogical training for teachers who hold a first degree in a subject area. This programme is pursued on a one-day release basis by teachers from both primary and secondary schools.

Along with the above programmes, the ETTC also offers other "general interest" courses that are accessible to teachers. For example, teachers and other members of the public may pursue evening courses in areas such as teaching of reading, counselling, classroom management, sign language, social and general psychology, early childhood education, information technology, special needs education, and effective written communication. These courses usually run for two semesters. In addition, the College also runs training workshops for teachers during the Easter vacation.

The ETTC has also been instrumental in providing training for teachers under the ESEP. Personnel from schools preparing to enter the programme received training in areas such as the Mastery of Technology, Indigenous Software Development, Change Management, Educational Leadership, Teaching Methodologies, School Financial Management, School Administrative Procedures and Management of School Libraries and Media Resources. At the time of the preparation of this report, there was a hiatus in teacher training, since the rate at which teachers were being trained outpaced the rate at which the schools were entering the ESEP, resulting in teachers being trained years before their schools were equipped for them to use that training.

*Barbados Community College Programmes*

Prior to 1997, teachers in the technical/vocation areas of Home Economics and Industrial Arts could only be trained to the certificate level for teaching in those areas. To pursue higher levels of training they had to go abroad. In this year, the BCC introduced programmes to fill this void in the Barbadian system. Currently, teachers in these areas can pursue a *Diploma in Technical/Vocational Education* or a *Bachelor of Education degree*, majoring in Home Economics or Industrial Arts. In order to be eligible for the degree programme, teachers must possess the ETTC certificate or an equivalent qualification.

The BCC also offers other programmes that, though not restricted to teachers, can be pursued by people in the teaching profession. These include *Associate Degrees in physical education, music and visual arts as well as Bachelor's Degrees in Visual Arts and Technical and Vocational areas.*

*University of the West Indies*

Barbadian teachers may also access training through the UWI. Programmes can be pursued by distance mode or face-to-face. For example, the School of Education at the Cave Hill campus offers *Bachelor of Education degrees* with majors in areas such as Curriculum, Testing and Measurement, Educational Administration, Educational Psychology, Special Education, Language Arts Education, Mathematics Education, and Social Studies Education.

Teachers may also pursue *Master's degrees* in these areas as well as in Policy and Planning. These studies may be pursued on a part-time or full-time basis. Apart from these face-to-face programmes, teachers may undertake a *Bachelor of Education degree (Educational Administration)* or a *Master's degree (Counselling)* by distance through the UWI's Distance Education Centre.

*Other Training Programmes*

In 2002, in response to a perceived need, the MES introduced a distance education programme out of the Mount St. Vincent University in Canada. Teachers registered in this programme, pursue B*achelor's* and M*aster's* degrees in *special needs education*.

Generally then, there appears to be several opportunities for training available to teachers, and as reported earlier, by May 2006, 72 per cent of the primary school teachers and 61 per cent of those in secondary schools had taken advantage of these provisions.

**Summing Up**

In this chapter, the current status of aspects of the Barbadian education system was explored. Information presented was derived from data collected from the government-run primary and secondary schools, official records from the MES, and communication with some institutions. Areas explored include the composition of the primary and secondary schools student population, the quality of teaching staff, and school organisation in terms of time, administration, the curriculum, examinations, and teacher development. Information was also presented about the schools that serve students with special educational needs in Barbados. Main observations include:

- 65% of the government-run primary schools are below functional capacity;
- 22% of the government-run primary schools are above capacity;
- 23% of the government-run secondary schools are below functional capacity;
- 55% of the government-run secondary schools are above capacity;
- 1% of the school population was enrolled in special schools or units during the 2004/2005 academic year;
- 53% of the teachers in government-run primary schools are graduates;
- 31% of the teachers in government-run primary schools are qualified.
- 14% of the teachers in government-run primary schools hold the status of teacher.
- 2% of the teachers in government-run primary schools are special grade teachers.

- 61% of the teachers in government-run secondary schools are trained;
- 80% of the teachers in government-run secondary schools are graduates;
- 56% of the teachers in government-run secondary schools are trained graduates;
- 24 185 students are currently enrolled in government-run primary schools;
- 20 000 students are currently enrolled in government-run secondary schools;
- During the 1999–2005 period, an average of about 4,000 primary school students wrote the BSSEE annually;
- During the 1999–2005 period, there was an average of about 20,740 subject entries for CSEC across secondary schools;
- There are several non-academic activities included in the reformed national curriculum.

# CHAPTER FOUR

## PROFILES OF GOVERNMENT PRIMARY SCHOOLS IN BARBADOS

This chapter focuses on the primary schools in Barbados. A profile of each school is presented with emphasis on three key areas. These include:

1. **General information about the school.** Here the school is described in terms of its location, its size and its density as defined in Chapters 2 and 3. Details of the composition of the student and staff bodies are also presented. This includes information about teacher–student ratio and the professional status of the schools' teachers. In presenting information on the teachers' professional status, emphasis is placed on the percentage of graduate and qualified teachers. **Graduate Teachers** hold degrees and may or may not be teacher-trained. Conversely, **Qualified Teachers** have received teacher training but do not hold degrees. It is noteworthy that the post of **Senior Teacher** was included in the "graduate" category. This stance was taken since, according to the MES, the majority of Senior Teachers do in fact hold degrees. The category of **Special Grade Teacher** includes those who have received specific training in areas such as Information Technology, as in the case of Information Technology Coordinators (ITC), special education and physical education. Of note is the fact that some of the special grade teachers may hold degrees in their area of expertise. For example, a number of special education teachers hold bachelor's and/or master's degrees from the Mount St. Vincent University out of Nova Scotia, Canada. The title of **Teacher** includes untrained graduate and non-graduate teachers allocated to schools on a temporary basis. Finally, **Other** refers to those teachers who did not fall into the above categories e.g. part-time teachers.

2. **Performance in the Barbados Secondary Schools Entrance Examination (BSSEE).** Here the emphasis is on the percentage of students who scored 30 marks or less in each school over seven years. For the period under consideration 1999-2005, special attention was paid to the percentages of students scoring 30 marks or less in the BSSEE. This scoring range is one of concern to the Ministry of Education and therefore that institution's focus is on seeking to reduce the number of students who receive such marks in the examinations. The Ministry attempts to carry out this initiative through reform efforts such as the ESEP. ESEP's logical framework also highlights the need to focus on those students scoring 30 marks or less. Although the variations in the number of students receiving marks 30 or less may be as a result of the changes which occurred in the setting of the BSSEE, an analysis of test scores over a seven- year period helps to gauge the schools' overall performance.

**3. The allocation of students to secondary schools.** Each secondary school is placed in a category based on the BSSEE scores of the students allocated to the school. Thus, each secondary school is designated as a Category 1, 2, 3 or 4 school as listed in Appendix B. In light of the assignment of each secondary school to a category, the overall number of students from each primary school who took the BSSEE over the seven-year period was examined to determine how many students were allocated to schools in each category. A table is presented for each primary school, with the number of students allocated to each secondary school from 1999 to 2005, followed by a discussion on the allocation of the students.

Following are profiles for the individual schools. These schools are arranged in alphabetical order and numbered 1 to 71. No individual profile is given for Wesley Hall Infants' School.

## 1. All Saint's Primary

All Saint's Primary is a large rural school in the parish of St. Peter. With an official capacity of 630, this school is below functional capacity with its current roll of 312 students.

***Table 4.1.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 29 | 28 | 57 | Graduate | 10 |
| Infants A | 17 | 24 | 41 | Qualified | 6 |
| Infants B | 20 | 24 | 44 | Special Grade | 2 |
| Class 1 | 25 | 16 | 41 | Teacher | 0 |
| Class 2 | 24 | 19 | 43 | Other | 0 |
| Class 3 | 19 | 23 | 42 | **Total** | **18** |
| Class 4 | 22 | 22 | 44 | | |
| **Total** | **156** | **156** | **312** | | |

The school has a total of 18 teachers: 16 females and two males. The teacher- student ratio is approximately 1:17. Fifty-six per cent of the staff hold degrees and 33% are qualified.

***Table 4.1.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=37) | 19 | 19 | 32 | 30 | 8 | 38 | 35 | 19 |
| 2000 (N=39) | 26 | 36 | 36 | 3 | 36 | 41 | 23 | 0 |
| 2001 (N=56) | 41 | 36 | 23 | 0 | 27 | 23 | 14 | 36 |
| 2002 (N=42) | 24 | 19 | 10 | 48 | 29 | 17 | 29 | 26 |
| 2003 (N=52) | 21 | 19 | 25 | 35 | 29 | 35 | 10 | 27 |
| 2004 (N=44) | 41 | 14 | 34 | 11 | 48 | 11 | 14 | 27 |
| 2005 (N=41) | 27 | 29 | 37 | 7 | 34 | 10 | 24 | 32 |

**Range of BSSEE Scores**

At All Saint's Primary, the number of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999-2005 in both English and Mathematics. In English, the percentage ranged from 19% to as high as 41%, while in Mathematics, the percentage ranged from as low as 8% to as high as 48%.

In 1999 the percentage of students who scored in the 0-30 range in English was 19%. This increased to 26% in 2000 and even further to 41% in 2001, the highest over the seven-year period. For the next two years the school's performance improved as the percentage decreased significantly reaching 24% in 2002 and 21% in 2003. However, by 2004, a significant increase was recorded as 41% of the students scored 30 marks or below. In 2005 this performance improved as the percentage decreased to 27%.

In Mathematics the percentage of students who scored 30 marks or less in the BSSEE was at an all time low of 8% in 1999, which was the best performance recorded for the school over the period under review. In 2000, the school's performance declined significantly as the percentage increased to 36%. For the next three years (2001-2003) the average percentage was 28%, increasing to a high of 48% in 2004 and then declining moderately to 34% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. At this school the highest average percentage of students (28%) scored in the 0-30 range for English and for Mathematics the highest percentage of students (30%) also scored in the 0-30 range.

***Table 4.1.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (37) | N= (39) | N= (56) | N= (42) | N= (52) | N= (44) | N= (41) | |
| Unplaced | 0 | 0 | 3 | 0 | 0 | 1 | 0 | 4 |
| Alexandra (AX) | 6 | 2 | 11 | 9 | 12 | 4 | 7 | 51 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 9 | 12 | 5 | 7 | 5 | 9 | 6 | 53 |
| Combermere School (CS) | 3 | 0 | 0 | 0 | 1 | 1 | 2 | 7 |
| Ellerslie (EL) | 3 | 7 | 6 | 2 | 5 | 3 | 5 | 31 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 0 | 0 | 0 | 2 | 1 | 1 | 1 | 5 |
| The Lodge School (LS) | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Queen's College (QC) | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 6 |
| St. James Secondary (SJ) | 7 | 8 | 10 | 9 | 8 | 8 | 8 | 58 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Leonard's Boys' (SLB) | 2 | 0 | 1 | 1 | 3 | 0 | 3 | 10 |
| The St. Michael School (SM) | 2 | 0 | 2 | 2 | 2 | 0 | 0 | 8 |
| St. Lucy Secondary (LU) | 2 | 7 | 11 | 9 | 12 | 14 | 3 | 58 |
| Springer Memorial (SP) | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Alma Parris (AP) | 0 | 1 | 2 | 0 | 0 | 1 | 0 | 4 |
| Bursary | 0 | 1 | 5 | 0 | 0 | 0 | 0 | 6 |
| **Total** | 37 | 39 | 56 | 42 | 52 | 44 | 41 | 311 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of All Saint's Primary are eligible to be transferred to secondary schools located in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are St. Lucy Secondary, Alexandra, Alma Parris Memorial Secondary, Queen's College, St. James Secondary, Springer Memorial Secondary (for girls only), St. Leonard's Boys' and Ellerslie Secondary. However, students who attend All Saint's Primary but live outside of the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition students writing the examination have two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, 311 students wrote the BSSEE. Of these 64 (21%) gained places at Category 4 schools of which 58 were allocated to St. Lucy Secondary. Category 2 schools received 140 (45%) students and of these the majority were placed at Coleridge and Parry (53) and Alexandra (51). Seventy-one (23%) students were allocated to Category 3 and the vast majority (58), were placed at St. James Secondary. Over the seven-year period 26 (8%) of the 311 students were allocated to Category 1 schools. Four (1%) students were unplaced and 6 (2%) received bursaries.

## 2. Arthur Smith Primary

Arthur Smith Primary is a large urban school in the parish of Christ Church. With an official capacity of 408, this school is above capacity with its current roll of 438.

***Table 4.2.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 20 | 17 | 37 | | |
| Reception | 36 | 31 | 67 | Graduate | 8 |
| Infants A | 42 | 32 | 74 | Qualified | 12 |
| Infants B | 35 | 27 | 62 | Special Grade | 0 |
| Class 1 | 28 | 22 | 50 | Teacher | 2 |
| Class 2 | 26 | 20 | 46 | Other | 0 |
| Class 3 | 27 | 16 | 43 | | |
| Class 4 | 31 | 28 | 59 | **Total** | **22** |
| **Total** | **245** | **193** | **438** | | |

This school has a total of 22 teachers: 19 females and three males. The teacher student ratio is approximately 1:20. Thirty-six per cent of the staff hold degrees and 55% are qualified.

***Table 4.2.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=51) | 27 | 29 | 27 | 16 | 31 | 27 | 31 | 10 |
| 2000 (N=42) | 21 | 33 | 38 | 7 | 31 | 45 | 14 | 10 |
| 2001 (N=40) | 60 | 13 | 28 | 0 | 30 | 30 | 8 | 33 |
| 2002 (N=38) | 13 | 24 | 34 | 29 | 32 | 18 | 24 | 26 |
| 2003 (N=42) | 10 | 21 | 48 | 21 | 24 | 29 | 19 | 29 |
| 2004 (N=47) | 19 | 36 | 28 | 17 | 26 | 23 | 19 | 32 |
| 2005 (N=50) | 22 | 38 | 32 | 8 | 32 | 38 | 18 | 12 |

**Range of BSSEE Scores**

At Arthur Smith Primary, the percentage of students who scored in the 0-30 range in the BSSEE fluctuated widely in English but remained fairly consistent for Mathematics over the seven-year period 1999-2005. In English, the percentage of students ranged from as low as 10% to as high as 60%, while in Mathematics, the percentage ranged from 24% to 32%.

In 1999 the percentage of students who scored in the 0-30 range in English was 27%. This decreased slightly to 21% in 2000 and then increased sharply to 60% in 2001, the highest over the seven-year period. As previously stated the students' performance over the years fluctuated widely. This is evidenced in the significant decrease from 60% in 2001 to 13% in 2002. The school's performance continued to improve as only 10% scored in the 0-30 range in 2003. Over the next two years, however, there was a decline in performance as the percentage increased from 19% in 2004 to 22% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 31% in 1999 and 2000. For the next two years the percentage remained fairly consistent as 30% and 32% of the students scored in the 0-30 range in 2001 and 2002, respectively. The school's performance improved moderately in 2003 when the percentage decreased to 24% and before it increased to 26% in 2004 and then 32% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (34%) scoring in the 51-70 range in English and the highest average percentage of students (30%) scoring in the 31-50 range in Mathematics.

| *Table 4.2.3:* **Number of Students Allocated to Secondary Schools (1999- 2005)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (51)** | **N= (41)** | **N= (40)** | **N= (38)** | **N= (42)** | **N= (47)** | **N= (50)** | |
| Unplaced | 1 | 0 | 4 | 0 | 2 | 0 | 0 | 7 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 4 |
| Ch. Ch. Foundation (CF) | 5 | 3 | 1 | 4 | 5 | 3 | 3 | 24 |
| Coleridge and Parry (CP) | 2 | 0 | 0 | 1 | 2 | 1 | 1 | 7 |
| Combermere School (CS) | 2 | 1 | 2 | 1 | 1 | 3 | 0 | 10 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 3 | 1 | 1 | 5 |
| Garrison Secondary (GS) | 10 | 6 | 2 | 6 | 11 | 8 | 15 | 58 |
| Harrison College (HC) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| The Lodge School (LS) | 3 | 4 | 1 | 5 | 1 | 0 | 0 | 14 |
| Parkinson Memorial (PA) | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 6 |
| Princess Margaret (PM) | 6 | 6 | 5 | 8 | 3 | 8 | 9 | 45 |
| Queen's College (QC) | 2 | 2 | 1 | 0 | 2 | 0 | 4 | 11 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| St. George Secondary (SG) | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| St. Leonard's Boys' (SLB) | 0 | 1 | 4 | 5 | 1 | 3 | 4 | 18 |
| The St. Michael School (SM) | 1 | 1 | 2 | 1 | 1 | 0 | 0 | 6 |
| St. Lucy Secondary (LU) | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 3 |
| Springer Memorial (SP) | 3 | 4 | 1 | 0 | 1 | 3 | 2 | 14 |
| Grantley Adams Memorial (GA) | 4 | 3 | 1 | 1 | 0 | 1 | 1 | 11 |
| The Louis Lynch Memorial (LL) | 1 | 0 | 1 | 0 | 0 | 3 | 1 | 6 |
| Deighton Griffith Memorial (DG) | 2 | 3 | 4 | 2 | 7 | 11 | 8 | 37 |
| The Lester Vaughan (LV) | 2 | 0 | 0 | 1 | 0 | 0 | 0 | 3 |
| Alma Parris (AP) | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Bursary | 1 | 3 | 9 | 0 | 0 | 0 | 0 | 13 |
| **Total** | 51 | 41 | 40 | 38 | 42 | 47 | 50 | 309 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Arthur Smith Primary are eligible for transfer to Zone 3 schools based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are Christ Church Foundation, Deighton Griffith Secondary, Garrison Secondary, The Lodge School, Princess Margaret Secondary, Springer Memorial Secondary (for girls only), St. Leonard's Boys' and The St. Michael School. However, students who attend Arthur Smith Primary but live outside of the catchment area would be transferred to secondary schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 309 students who sat the BSSEE during the period 1999 to 2005, ninety-seven (31%) were placed at Category 2 schools. Most of these students were allocated to Deighton Griffith Secondary (37) and to Christ Church Foundation (24). Of the sixty-three (20%) students who were allocated to Category 4 schools, the majority (45) were placed at Princess Margaret Secondary. Category 3 schools received 101 (33%) students, 58 of whom were placed at Garrison Secondary. Over the seven-year period, 28 (9%) students gained places at Category 1 schools. Seven (2%) students were unplaced and 13 (4%) received bursaries.

### 3. Bay Primary

Bay Primary is a large urban school situated in the parish of St. Michael. With an official capacity of 570 students, this school is below functional capacity with its current roll of 421.

***Table 4.3.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 33 | 40 | 73 | Graduate | 18 |
| Infants A | 28 | 30 | 58 | Qualified | 4 |
| Infants B | 18 | 24 | 42 | Special Grade | 0 |
| Class 1 | 37 | 30 | 67 | Teacher | 3 |
| Class 2 | 32 | 37 | 69 | Other | 0 |
| Class 3 | 21 | 36 | 57 | | |
| Class 4 | 24 | 31 | 55 | **Total** | **25** |
| **Total** | **193** | **228** | **421** | | |

The school has a total of 25 teachers: 17 females and eight males. The teacher-student ratio is approximately 1:17. Seventy-two per cent of the staff hold degrees and 16% are qualified.

***Table 4.3.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=61) | 33 | 43 | 18 | 7 | 28 | 44 | 21 | 7 |
| 2000 (N=65) | 34 | 43 | 17 | 6 | 54 | 28 | 15 | 3 |
| 2001 (N=72) | 51 | 33 | 15 | 0 | 39 | 32 | 25 | 4 |
| 2002 (N=66) | 11 | 36 | 35 | 18 | 33 | 38 | 17 | 12 |
| 2003 (N=84) | 29 | 43 | 19 | 10 | 67 | 18 | 12 | 4 |
| 2004 (N=67) | 31 | 25 | 25 | 18 | 39 | 18 | 19 | 24 |
| 2005 (N=43) | 42 | 26 | 28 | 5 | 44 | 28 | 23 | 5 |

**Range of BSSEE Scores**

At Bay Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999-2005 in both English and Mathematics. In English, the percentage of students ranged from 11% to a high of 51%, while in Mathematics, the percentage ranged from 28% to a high of 67%.

In 1999 and 2000 the percentage of students who scored in the 0-30 range in English was 33% and 34%, respectively. This increased significantly to 51% in 2001 and then declined dramatically to 11% in 2002. In 2003 and 2004, the percentage remained fairly consistent with percentages of 29% and 31% in the respective years. By 2005, however, the percentage increased to 42% signalling another decline in the school's performance.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 28% in 1999. This increased significantly to 54% in 2000. For the next two years the percentage declined moderately to 39% in 2001 and 33% in 2002. By 2003 the school's performance declined considerably as the percentage increased to a high of 67%. The next year, 2004, the school's performance improved as the percentage declined to 39% and then increased again to 44% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (36%) scoring in the 31-50 range in English and the highest average percentage of students (43%) scoring in the 0-30 range in Mathematics.

| *Table 4.3.3:* **Number of Students Allocated to Secondary Schools 1999-2005** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (61)** | **N= (65)** | **N= (72)** | **N= (66)** | **N= (84)** | **N= (67)** | **N= (43)** | |
| Unplaced | 0 | 0 | 15 | 1 | 5 | 0 | 0 | 21 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Alleyne School (AL) | 2 | 6 | 3 | 4 | 4 | 4 | 4 | 27 |
| Ch. Ch. Foundation (CF) | 1 | 1 | 0 | 3 | 3 | 6 | 2 | 16 |
| Coleridge and Parry (CP) | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 4 |
| Combermere School (CS) | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 3 |
| Ellerslie (EL) | 3 | 1 | 0 | 1 | 2 | 2 | 1 | 10 |
| Garrison Secondary (GS) | 3 | 7 | 2 | 8 | 7 | 6 | 3 | 36 |
| Harrison College (HC) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| The Lodge School (LS) | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 3 |
| Parkinson Memorial (PA) | 8 | 8 | 11 | 12 | 5 | 7 | 6 | 57 |
| Princess Margaret (PM) | 3 | 7 | 3 | 3 | 4 | 4 | 4 | 28 |
| Queen's College (QC) | 1 | 0 | 2 | 1 | 0 | 1 | 0 | 5 |
| St. James Secondary (SJ) | 0 | 0 | 1 | 1 | 2 | 1 | 1 | 6 |
| St. George Secondary (SG) | 3 | 7 | 3 | 1 | 14 | 3 | 2 | 33 |
| St. Leonard's Boys' (SLB) | 9 | 5 | 7 | 6 | 7 | 6 | 1 | 41 |
| The St. Michael School (SM) | 4 | 2 | 1 | 1 | 0 | 2 | 0 | 10 |
| St. Lucy Secondary (LU) | 0 | 1 | 2 | 0 | 1 | 1 | 0 | 5 |
| Springer Memorial (SP) | 8 | 5 | 1 | 1 | 3 | 2 | 4 | 24 |
| Grantley Adams Memorial (GA) | 3 | 6 | 8 | 7 | 15 | 8 | 6 | 53 |
| The Louis Lynch Memorial (LL) | 2 | 2 | 0 | 2 | 3 | 7 | 3 | 19 |
| Deighton Griffith Memorial (DG) | 2 | 0 | 0 | 1 | 3 | 1 | 2 | 9 |
| The Lester Vaughan (LV) | 6 | 3 | 5 | 10 | 5 | 4 | 3 | 36 |
| Alma Parris (AP) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Bursary | 1 | 1 | 6 | 1 | 0 | 0 | 0 | 9 |
| **Total** | 61 | 65 | 72 | 66 | 84 | 67 | 43 | 458 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Bay Primary are eligible for transfer to Zone 2 schools based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch, Parkinson Memorial, Springer Memorial Secondary (for girls), St. Leonard's Boys' and Lester Vaughan. However, students who attend Bay Primary but live outside of the catchment area would be transferred to secondary schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 458 students who sat the BSSEE during the period 1999 to 2005, one hundred and twenty (26%) students were placed at Category 4 schools; mainly Grantley Adams Memorial (53) and St. George Secondary (33). Category 3 schools received 200 (44%) students, with the majority being placed at St. Leonard's Boys' (41) and Garrison Secondary (33). Eighty-nine (19%) students were allocated to Category 2 schools; mainly placed at Alleyne School (27). Over the seven-year period, 19 of the 458 (4%) students gained places at Category 1 schools. Twenty-one (5%) of the students were unplaced and nine (2%) received bursaries.

## 4. Bayley's Primary

Bayley's Primary is a large rural school situated in the parish of St. Philip. With an official capacity of 630 students, this school is below functional capacity with its current roll at 475.

***Table 4.4.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 18 | 7 | 25 | | |
| Reception | 30 | 43 | 73 | Graduate | 12 |
| Infants A | 34 | 26 | 60 | Qualified | 11 |
| Infants B | 39 | 39 | 78 | Special Grade | 0 |
| Class 1 | 37 | 27 | 64 | Teacher | 5 |
| Class 2 | 27 | 31 | 58 | Other | 0 |
| Class 3 | 33 | 28 | 61 | | |
| Class 4 | 30 | 25 | 55 | **Total** | **28** |
| **Total** | **248** | **227** | **475** | | |

The school has a total of 28 teachers: 20 females and eight males. The teacher-student ratio is approximately 1:17. Forty-three per cent of the staff hold degrees and 39% are qualified.

***Table 4.4.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=81) | 11 | 25 | 36 | 28 | 11 | 27 | 36 | 26 |
| 2000 (N=78) | 17 | 27 | 42 | 14 | 19 | 29 | 29 | 22 |
| 2001 (N=64) | 20 | 34 | 45 | 0 | 17 | 13 | 23 | 47 |
| 2002 (N=66) | 3 | 24 | 38 | 35 | 15 | 17 | 39 | 29 |
| 2003 (N=70) | 14 | 17 | 39 | 30 | 31 | 23 | 26 | 20 |
| 2004 (N=59) | 15 | 22 | 37 | 25 | 19 | 19 | 22 | 41 |
| 2005 (N=53) | 8 | 38 | 38 | 17 | 8 | 26 | 34 | 32 |

**Range of BSSEE Student Scores**

At Bayley's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999-2005 in both English and Mathematics. In English, the percentage of students ranged from as low as 3% to 20%, while in Mathematics, the percentage ranged from 8% to 31%.

In 1999 the percentage of students who scored in the 0-30 range in English was 11%. This percentage increased over the next two years to 17% in 2000 and 20% in 2001. In 2002, the school's performance improved significantly as only 3% of the students scored in the 0-30 range. In 2003 and 2004 the percentages increased to 14% and 15% respectively. However, in 2005, the school's performance again improved as only 8% of the students scored in the 0-30 range.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 11% in 1999 and increased moderately to 19% in 2000. In 2001 and 2002 the percentages decreased slightly to 17% and 15% in the respective years. The school's performance declined in 2003 as the percentage increased to 31%, the highest over the seven-year period. Over the next two years the school's performance increased as the percentage decreased from 19% in 2004 to a low of 8% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (39%) scoring in the 51-70 range in English and the highest average percentage of students (31%) scoring in the 71-100 range in Mathematics.

| *Table 4.4.3:* **Number of Students Allocated to Secondary Schools (1999- 2005)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (81)** | **N= (78)** | **N= (64)** | **N= (66)** | **N= (71)** | **N= (59)** | **N= (53)** | |
| Unplaced | 0 | 0 | 4 | 1 | 6 | 1 | 0 | 12 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 16 | 9 | 8 | 5 | 10 | 8 | 7 | 63 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Combermere School (CS) | 5 | 9 | 3 | 2 | 2 | 2 | 2 | 25 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Garrison Secondary (GS) | 10 | 15 | 8 | 11 | 11 | 8 | 9 | 72 |
| Harrison College (HC) | 1 | 1 | 4 | 4 | 1 | 1 | 3 | 15 |
| The Lodge School (LS) | 8 | 8 | 4 | 6 | 3 | 5 | 8 | 42 |
| Parkinson Memorial (PA) | 2 | 1 | 1 | 3 | 0 | 2 | 1 | 10 |
| Princess Margaret (PM) | 16 | 13 | 9 | 10 | 9 | 8 | 5 | 70 |
| Queen's College (QC) | 7 | 2 | 1 | 3 | 1 | 3 | 1 | 18 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 4 |
| St. Leonard's Boys' (SLB) | 0 | 1 | 1 | 2 | 2 | 3 | 3 | 12 |
| The St. Michael School (SM) | 3 | 6 | 1 | 3 | 5 | 3 | 2 | 23 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 3 | 1 | 5 | 4 | 4 | 2 | 1 | 20 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| Deighton Griffith Memorial (DG) | 9 | 7 | 10 | 10 | 12 | 8 | 10 | 66 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 5 | 5 | 0 | 2 | 1 | 1 | 14 |
| **Total** | 81 | 78 | 64 | 66 | 71 | 59 | 53 | 472 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Bayley's Primary are eligible to be transferred to secondary schools in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The St. Michael School, Christ Church Foundation, Deighton Griffith Secondary, The Lodge School, Princess Margaret Secondary, Garrison Secondary, Springer Memorial Secondary (for girls) and St. Leonard's Boys. However, students who attend Bayley's Primary but live outside of the catchment area would be transferred to secondary schools based on the above criteria as well as their place of residence. In addition students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 472 students who sat the BSSEE during the period 1999 to 2005, one hundred and seventy-five (37%) were placed at Category 2 schools. Most of these students were allocated to Deighton Griffith Secondary (66) and Christ Church Foundation (63). Category 3 schools received 116 (25%) students whereas Category 4 schools received 74 (16%) students. In the case of Category 3 schools, the majority of students (72) were placed at Garrison Secondary whereas the majority of Category 4 students (70) were allocated to Princess Margaret Secondary. Over the seven-year period 81 students (17%) gained places at Category 1 schools. Twelve (3%) students were unplaced and 14 (3%) received bursaries.

## 5. Belmont Primary

Belmont Primary is a medium-sized urban school in the parish of St. Michael. With an official capacity of 390, this school is below functional capacity with its current roll of 295 students.

***Table 4.5.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll by Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 17 | 14 | 31 | | |
| Reception | 24 | 16 | 40 | Graduate | 14 |
| Infants A | 24 | 23 | 47 | Qualified | 7 |
| Infants B | 12 | 20 | 32 | Special Grade | 0 |
| Class 1 | 21 | 16 | 37 | Teacher | 0 |
| Class 2 | 19 | 24 | 43 | Other | 0 |
| Class 3 | 16 | 13 | 29 | | |
| Class 4 | 21 | 15 | 36 | **Total** | **21** |
| **Total** | **154** | **141** | **295** | | |

The school has a total of 21 teachers: 15 females and six males. The ratio of teacher–student is approximately 1:14. Sixty-seven per cent of the staff hold degrees and 33% are qualified.

***Table 4.5.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=39) | 27 | 35 | 31 | 8 | 35 | 38 | 13 | 13 |
| 2000 (N=34) | 34 | 34 | 19 | 13 | 55 | 23 | 15 | 6 |
| 2001 (N=39) | 40 | 48 | 12 | 0 | 23 | 29 | 31 | 17 |
| 2002 (N=37) | 21 | 23 | 45 | 11 | 45 | 28 | 19 | 9 |
| 2003 (N=39) | 20 | 37 | 33 | 11 | 59 | 17 | 17 | 7 |
| 2004 (N=57) | 35 | 37 | 22 | 6 | 52 | 24 | 13 | 11 |
| 2005 (N=34) | 50 | 41 | 9 | 0 | 53 | 41 | 6 | 0 |

**Range of BSSEE Student Scores**

At Belmont Primary, the percentage of students who scored in the 0-30 range in the BSSEE was high in both English and Mathematics over the seven years (1999 to 2005). This is especially true for Mathematics where the percentage reached as high as 59%.

In 1999 the percentage of students who scored in the 0-30 range in English was 27%. Over the next two years the school's performance declined when the percentage increased from 34% in 2000 to 40% in 2001. However, over the period 2002 to 2003 there was some improvement in the school's performance with the percentage of students receiving 30 marks or less decreasing from 21% in 2002 to 20% in 2003. The school's performance declined again in 2004 with the percentage increasing to 35%, with a further increase to 50% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 35% in 1999. In 2000 over half the students scored in the 0-30 range (55%). There was some improvement in the school's performance in 2001 when the percentage decreased to 23%. In 2002, 45% of the students scored 30 marks or less in Mathematics. Over the next three years over half of the students consistently scored 30 marks or below: 59% in 2003, 52% in 2004 and 53% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (36%) scoring in the 31-50 range in English and the highest average percentage of students (46%) scoring in the 0-30 range in Mathematics.

| *Table 4.5.3:* **Number of Students Allocated to Secondary Schools (1999- 2005)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | |
| | **N= (52)** | **N= (47)** | **N= (52)** | **N= (47)** | **N= (46)** | **N= (54)** | **N= (32)** | **TOTAL** |
| Alexandra (AX) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Alleyne School (AL) | 3 | 2 | 1 | 4 | 2 | 3 | 2 | 17 |
| Ch. Ch. Foundation (CF) | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 7 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 1 | 0 | 0 | 2 | 0 | 2 | 0 | 5 |
| Ellerslie (EL) | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 3 |
| Garrison Secondary (GS) | 2 | 1 | 1 | 0 | 3 | 1 | 0 | 8 |
| Harrison College (HC) | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 5 |
| The Lodge School (LS) | 2 | 1 | 2 | 0 | 3 | 0 | 2 | 10 |
| Parkinson Memorial (PA) | 4 | 7 | 7 | 7 | 5 | 9 | 5 | 44 |
| Princess Margaret (PM) | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Queen's College (QC) | 7 | 4 | 6 | 6 | 1 | 6 | 6 | 36 |
| St. James Secondary (SJ) | 3 | 1 | 4 | 1 | 3 | 0 | 0 | 12 |
| St. George Secondary (SG) | 1 | 7 | 1 | 0 | 2 | 2 | 0 | 13 |
| St. Leonard's Boys' (SLB) | 6 | 6 | 7 | 11 | 6 | 7 | 3 | 46 |
| The St. Michael School (SM) | 2 | 2 | 1 | 2 | 2 | 4 | 3 | 16 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 2 | 2 | 5 | 6 | 5 | 4 | 1 | 25 |
| Grantley Adams Memorial (GA) | 2 | 5 | 5 | 1 | 6 | 8 | 3 | 30 |
| The Louis Lynch Memorial (LL) | 3 | 0 | 0 | 1 | 0 | 0 | 1 | 5 |
| Deighton Griffith Memorial (DG) | 7 | 3 | 1 | 2 | 2 | 5 | 4 | 24 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 3 | 1 | 1 | 0 | 0 | 0 | 0 | 5 |
| Bursary | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 4 |
| Unplaced | 0 | 0 | 8 | 1 | 2 | 1 | 0 | 12 |
| **Total** | 52 | 47 | 52 | 47 | 46 | 54 | 32 | 330 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Belmont Primary are eligible to be transferred to secondary schools located in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary, St. George Secondary, St. Leonard's Boys' and Lester Vaughan School. However, students who attend Belmont Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 330 students who sat the BSSEE during the period 1999 to 2005, ninety-seven (29%) were placed at Category 4 schools. Most of these students were allocated to Grantley Adams Memorial (44) and St. George Secondary (30). Category 3 schools received 146 (44%) students with Parkinson Memorial Secondary being allocated 46 of these students. Of the 59 students allocated to Category 2 schools, Alleyne received 17. During the period 1999 to 2005, 12 (4%) students who wrote the BSSEE gained entry into a Category 1 school, with the majority from that group being allocated to Combermere School. Four (1%) students received bursaries and 12 (4%) unplaced.

## 6. Boscobel Primary

Boscobel Primary is a medium-sized rural school in the parish of St. Peter. With an official capacity of 330 students, this school is below functional capacity with its current roll of 154.

***Table 6.1:***
**The Distribution of Students and Teachers (2005-2006)**

| **School Roll By Year Group and Gender** | | | | **Teachers' Professional Status** | |
|---|---|---|---|---|---|
| Class Name | Male | Female | Total | **Professional Status** | **Number of Teachers** |
| Nursery | 10 | 18 | 28 | | |
| Reception | 12 | 11 | 23 | Graduate | 4 |
| Infants A | 11 | 8 | 19 | Qualified | 3 |
| Infants B | 8 | 9 | 17 | Special Grade | 0 |
| Class 1 | 6 | 6 | 12 | Teacher | 3 |
| Class 2 | 11 | 7 | 18 | Other | 0 |
| Class 3 | 12 | 6 | 18 | | |
| Class 4 | 15 | 4 | 19 | **Total** | **10** |
| **Total** | **85** | **69** | **154** | | |

The school has a total of 10 teachers: 5 females and five males. The teacher-student ratio is approximately 1:15. Forty per cent of the staff hold degrees and 30 % are qualified.

***Table 4.6.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | **English** | | | | **Mathematics** | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=26) | 27 | 27 | 27 | 19 | 23 | 23 | 23 | 31 |
| 2000 (N=15) | 40 | 27 | 33 | 0 | 40 | 33 | 20 | 7 |
| 2001 (N=19) | 42 | 47 | 11 | 0 | 11 | 21 | 32 | 37 |
| 2002 (N=17) | 18 | 6 | 47 | 29 | 18 | 24 | 29 | 29 |
| 2003 (N=18) | 28 | 56 | 17 | 0 | 17 | 44 | 33 | 6 |
| 2004 (N=13) | 38 | 8 | 54 | 0 | 31 | 8 | 31 | 31 |
| 2005 (N=13) | 8 | 23 | 54 | 15 | 8 | 15 | 38 | 38 |

**Range of BSSEE Scores**

At Boscobel Primary the percentage of students who scored in the 0-30 range in the BSSEE fluctuated widely over the seven years 1999-2005. In English, the percentages ranged from 8% to 42%, while in Mathematics the percentages ranged from 8% to 40%.

In 1999 the percentage of students who scored in the 0-30 range in English was 27%. Over the following two years the percentages increased to 40% in 2000 and 42% in 2001. In 2002 the school's performance improved as the percentage of students who scored in the 0-30 range decreased to 18%. There was then a decline in the school's performance between 2003 and 2004 as percentages increased to 28% and 38%, respectively. In 2005 the school recorded its best performance in English, during the period under consideration, when only 8% of the students scored in the 0-30 range.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 23% in 1999 before increasing to 40% in 2000, the highest over the period 1999 to 2005. In 2001 there was considerable improvement as the percentage of students who scored 30 marks or less decreased to 11%. The percentage increased to 18% in 2002 and dropped slightly to 17% the following year. In 2004, however, the percentage of students who scored 30 marks or below increased to 31% but then reduced considerably to its lowest of 8% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (35%) scoring in the 51-70 range in English and the highest average percentage of students (29%) also scoring in the 51-70 range in Mathematics. Of significance also is the fact that in 2000, 2001, 2003 and 2004 none of the students scored in the 71-100 range in English.

| *Table 4.6.3:* **Number of Students Allocated to Secondary Schools (1999- 2005)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (26)** | **N= (15)** | **N= (19)** | **N= (17)** | **N= (18)** | **N= (14)** | **N= (13)** | |
| Unplaced | 0 | 0 | 2 | 0 | 1 | 1 | 0 | 4 |
| Alexandra (AX) | 6 | 0 | 3 | 4 | 2 | 1 | 5 | 21 |
| Alleyne School (AL) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 4 | 4 | 1 | 4 | 5 | 6 | 3 | 27 |
| Combermere School (CS) | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 4 |
| Ellerslie (EL) | 2 | 1 | 5 | 3 | 3 | 0 | 2 | 16 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| St. James Secondary (SJ) | 3 | 6 | 0 | 2 | 5 | 2 | 0 | 18 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Leonard's Boys' (SLB) | 2 | 0 | 2 | 0 | 1 | 0 | 0 | 5 |
| The St. Michael School (SM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Lucy Secondary (LU) | 5 | 0 | 6 | 4 | 1 | 4 | 1 | 21 |
| Springer Memorial (SP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Bursary | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| **Total** | 26 | 15 | 19 | 17 | 18 | 14 | 13 | 122 |

**Source: Ministry of Education database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Boscobel Primary are eligible to be transferred to those secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial, Coleridge and Parry, Ellerslie Secondary, Queen's College, Springer Memorial Secondary (all girls), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend Boscobel Primary but live outside of the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 122 students who sat the BSSEE during the period 1999 to 2005, sixty-five (53%) were placed in Category 2 schools. Most of these students were allocated to Alexandra School (21) and Coleridge and Parry (27). Categories 3 and 4 schools received 19% and 18% respectively. In the case of Category 3 the majority of students (18) were placed at St. James Secondary whereas students allocated to Category 4 schools, the majority (21) went to St. Lucy Secondary. Over the seven-year period, six (5%) gained entry at Category 1 schools. Four (3%) students were unplaced and two (2%) received bursaries.

## 7. Carrington's Primary

Carrington's Primary is a medium-sized urban school in the parish of St. Michael. With an official capacity of 210 students, this school is at functional capacity with its current roll of 199 students.

***Table 4.7.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 19 | 12 | 31 | | |
| Reception | 19 | 9 | 28 | Graduate | 2 |
| Infants A | 11 | 13 | 24 | Qualified | 7 |
| Infants B | 14 | 12 | 26 | Special Grade | 0 |
| Class 1 | 16 | 7 | 23 | Teacher | 1 |
| Class 2 | 15 | 6 | 21 | Other | 0 |
| Class 3 | 15 | 8 | 23 | | |
| Class 4 | 11 | 12 | 23 | **Total** | **10** |
| **Total** | **120** | **79** | **199** | | |

The school has a total of 10 teachers: 7 females and three males. The teacher-student ratio is approximately 1:20. Twenty per cent of the staff hold degrees and 70% are qualified.

***Table 4.7.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005** **English Mathematics**

| Year | 0-30 | 31-50 | 51-70 | 71-100 | 0-30 | 31-50 | 51-70 | 71-100 |
|---|---|---|---|---|---|---|---|---|
| 1999 (N=18) | 39 | 11 | 44 | 6 | 33 | 28 | 39 | 0 |
| 2000 (N=21) | 48 | 43 | 10 | 0 | 52 | 38 | 10 | 0 |
| 2001 (N=27) | 56 | 26 | 19 | 0 | 30 | 41 | 15 | 15 |
| 2002 (N=21) | 52 | 19 | 19 | 10 | 62 | 29 | 10 | 0 |
| 2003 (N=28) | 46 | 14 | 36 | 4 | 64 | 29 | 7 | 0 |
| 2004 (N=22) | 77 | 9 | 14 | 0 | 86 | 14 | 0 | 0 |
| 2005 (N=20) | 50 | 25 | 25 | 0 | 45 | 35 | 15 | 5 |

**Range of BSSEE Scores**

At Carrington's Primary the percentage of students who scored in the 0-30 range in the BSSEE has been consistently high for both English and Mathematics over the seven years 1999-2005. In English, the percentages ranged from 39% to 77%, while in Mathematics the percentages ranged from 33% to 86%.

In 1999 the percentage of students who scored in the 0-30 range in English was 39%, the lowest over the seven-year period. During the following two years the percentage increased to 48% in 2000 and 56% in 2001. For the next two years, the percentages decreased to 52% in 2002 and 46% in 2003. A significant increase was then recorded in 2004, as 77% of the students scored in the 0-30 range; however, the percentage decreased to 50% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 33% in 1999. The percentage increased to 52% in 2000 and then decreased to 30% in 2001. For the next three years (2002-2004) a consistent increase was evidenced as 62% scored 30 marks or less in 2002, 64% in 2003 and 86% in 2004, the highest over the period under consideration. In 2005, however, the percentage of students who scored in the 0-30 range decreased to 45%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (53%) scoring in the 0-30 range in English and the highest average percentage of students (53%) also scoring in the 0-30 range in Mathematics. Of significance also is the fact that in 2000, 2001 and 2004 none of the students scored in the 71-100 range in English. In Mathematics students only gained in the 71-100 range in 2001 and 2005.

| *Table 4.7.3:* **Number of Students Allocated to Secondary Schools (1999- 2005)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (18)** | **N= (21)** | **N= (27)** | **N= (22)** | **N= (28)** | **N= (22)** | **N= (20)** | |
| Unplaced | 0 | 0 | 7 | 2 | 2 | 0 | 0 | 11 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 4 | 3 | 2 | 0 | 3 | 0 | 4 | 16 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 3 |
| Coleridge and Parry (CP) | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 3 |
| Combermere School (CS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ellerslie (EL) | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| Garrison Secondary (GS) | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 3 | 0 | 1 | 0 | 0 | 0 | 0 | 4 |
| Parkinson Memorial (PA) | 1 | 5 | 3 | 4 | 3 | 3 | 3 | 22 |
| Princess Margaret (PM) | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 3 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. James Secondary (SJ) | 2 | 0 | 1 | 1 | 2 | 0 | 1 | 7 |
| St. George Secondary (SG) | 0 | 1 | 1 | 1 | 5 | 4 | 0 | 12 |
| St. Leonard's Boys' (SLB) | 0 | 1 | 1 | 3 | 1 | 2 | 3 | 11 |
| The St. Michael School (SM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 0 | 2 | 1 | 1 | 2 | 1 | 0 | 7 |
| Grantley Adams Memorial (GA) | 0 | 3 | 8 | 3 | 5 | 5 | 6 | 30 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 0 | 3 | 1 | 0 | 1 | 1 | 2 | 8 |
| Alma Parris (AP) | 3 | 1 | 0 | 4 | 0 | 4 | 0 | 12 |
| Bursary | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| **Total** | 18 | 21 | 27 | 22 | 28 | 22 | 20 | 158 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Carrington's Primary, are eligible to be transferred to those secondary schools in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary School, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and Lester Vaughan School. However, students who attend Carrington's Primary but live outside of the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 158 students who sat the BSSEE during the period 1999 to 2005, fifty-seven (36%) were placed in Category 4 schools. Most of these students were allocated to Grantley Adams Memorial (30). Categories 2 and 3 schools received 19% and 37% respectively. In the case of Category 2 the majority of students (16) were placed at Alleyne School whereas the majority of students (8) allocated to Category 3 schools were placed at Parkinson Memorial. Of significance is the fact that over the seven-year period, none of the 158 students gained entry to Category 1 schools. Eleven (7%) students were unplaced and two (1%) received bursaries.

## 8. Chalky Mount Primary

Chalky Mount Primary is a medium-sized rural school in the parish of St. Andrew. With an official capacity of 250 students, this school is below functional capacity with its current roll of 131.

***Table 4.8.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 6 | 8 | 14 | | |
| Reception | 8 | 6 | 14 | Graduate | 5 |
| Infants A | 7 | 10 | 17 | Qualified | 3 |
| Infants B | 9 | 9 | 18 | Special Grade | 0 |
| Class 1 | 11 | 5 | 16 | Teacher | 2 |
| Class 2 | 10 | 8 | 18 | Other | 0 |
| Class 3 | 10 | 9 | 19 | | |
| Class 4 | 6 | 9 | 15 | **Total** | **10** |
| **Total** | **67** | **64** | **131** | | |

The school has a total of 10 teachers: 8 females and two males. The teacher-student ratio is approximately 1:13. Fifty per cent of the staff hold degrees and 30% are qualified.

***Table 4.8.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=22) | 27 | 32 | 32 | 9 | 27 | 50 | 18 | 5 |
| 2000 (N=22) | 32 | 41 | 23 | 5 | 50 | 27 | 18 | 5 |
| 2001 (N=16) | 19 | 63 | 19 | 0 | 6 | 31 | 38 | 25 |
| 2002 (N=21) | 19 | 29 | 38 | 14 | 33 | 29 | 29 | 10 |
| 2003 (N=21) | 19 | 19 | 33 | 29 | 33 | 33 | 19 | 5 |
| 2004 (N=13) | 38 | 15 | 38 | 8 | 46 | 3 | 31 | 23 |
| 2005 (N=21) | 33 | 43 | 14 | 10 | 29 | 24 | 38 | 5 |

**Range of BSSEE Scores**

At Chalky Mount Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999-2005 in both English and Mathematics. In English, the percentage of students ranged from 19% to 38%, while in Mathematics, the percentage ranged from as low as 6% to as high as 50%.

In 1999 the percentage of students who scored in the 0-30 range was 27%. The percentage increased moderately to 32% in 2000. For the next three years (2001-2003) the school's performance improved and the proportion of students scoring in the 0-30 range remained consistent at 19%. The school's performance declined the following year (2004) as the percentage increased to 38% before it decreased slightly to 33% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 27% in 1999, before it increased significantly to 50% in 2000. The percentage then decreased to 6% in 2001, the lowest over the seven-year period. In 2002, the school's performance declined as the percentages increased considerably to 33% in 2002 and 2003 and further to 46% in 2004. By 2005 there was some improvement in the school's performance as the percentage decreased to 29%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (35%) scoring in the 31-50 range in English and the highest average percentage of students (32%) scoring in the 0-30 range in Mathematics.

| *Table 4.8.3:* **Number of Students Allocated to Secondary Schools (1999- 2005)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (22)** | **N= (22)** | **N= (16)** | **N= (21)** | **N= (21)** | **N= (13)** | **N= (21)** | |
| Unplaced | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Alexandra (AX) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Alleyne School (AL) | 3 | 1 | 0 | 3 | 3 | 2 | 3 | 15 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 3 |
| Combermere School (CS) | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 3 |
| Ellerslie (EL) | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| Garrison Secondary (GS) | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 3 |
| Harrison College (HC) | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkinson Memorial (PA) | 2 | 2 | 1 | 4 | 0 | 0 | 1 | 10 |
| Princess Margaret (PM) | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| St. James Secondary (SJ) | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| St. George Secondary (SG) | 0 | 2 | 0 | 1 | 2 | 2 | 0 | 7 |
| St. Leonard's Boys' (SLB) | 2 | 3 | 2 | 0 | 1 | 0 | 0 | 8 |
| The St. Michael School (SM) | 0 | 2 | 0 | 0 | 1 | 0 | 0 | 3 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Springer Memorial (SP) | 3 | 1 | 3 | 1 | 1 | 0 | 2 | 11 |
| Grantley Adams Memorial (GA) | 2 | 3 | 2 | 6 | 5 | 3 | 4 | 25 |
| The Louis Lynch Memorial (LL) | 0 | 2 | 3 | 2 | 5 | 2 | 0 | 14 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 3 | 2 | 3 | 2 | 1 | 1 | 8 | 20 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| **Total** | 22 | 22 | 16 | 21 | 21 | 13 | 21 | 136 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Chalky Mount Primary are eligible to be transferred to secondary schools in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary School, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and Lester Vaughan School. However, students who attend Chalky Mount Primary but live outside of the catchment area would be transferred to secondary schools based on the above criteria as well as their place of residence. In addition students writing the examination have two open choices which allow them to select two schools from any zone.

Of the 136 students who sat the BSSEE during the period 1999 to 2005, thirty-five (26%) were placed in Category 4 schools and the majority (25) were allocated to Grantley Adams Memorial. Fifty-four students (40%) attended Category 3 schools of whom the largest number (20) was placed at Lester Vaughan School. Of the thirty-five students (26%) who were allocated to Category 2 schools the majority attended Alleyne School (15) and Louis Lynch Secondary (14). Over the seven-year period, of 136 students who wrote the BSSEE, nine (7%) students gained places at Category 1 schools. Two (1%) students were unplaced and one (1%) received a bursary.

## 9. Charles F. Broome Memorial Primary

Charles F. Broome Primary is a large urban school situated in the parish of St. Michael. With an official capacity of 630 students, this school is above capacity with its current roll of 631.

***Table 4.9.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 43 | 51 | 95 | Graduate | 21 |
| Infants A | 47 | 48 | 95 | Qualified | 4 |
| Infants B | 41 | 46 | 87 | Special Grade | 0 |
| Class 1 | 37 | 52 | 89 | Teacher | 2 |
| Class 2 | 34 | 52 | 86 | Other | 0 |
| Class 3 | 47 | 38 | 85 | | |
| Class 4 | 60 | 35 | 95 | **Total** | **27** |
| **Total** | **309** | **322** | **631** | | |

The school has a total of 27 teachers: 26 females and one male. The teacher-student ratio is approximately 1:23, making it one of the highest teacher-student ratios in the primary schools. Seventy-eight per cent of the staff hold degrees and 15% are qualified.

***Table 4.9.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=97) | 4 | 15 | 31 | 49 | 3 | 20 | 30 | 47 |
| 2000 (N=93) | 5 | 15 | 31 | 48 | 9 | 15 | 27 | 49 |
| 2001 (N=87) | 8 | 22 | 70 | 0 | 2 | 11 | 17 | 69 |
| 2002 (N=93) | 3 | 3 | 29 | 65 | 9 | 13 | 25 | 54 |
| 2003 (N=99) | 8 | 6 | 25 | 61 | 13 | 15 | 16 | 56 |
| 2004 (N=88) | 0 | 8 | 36 | 56 | 2 | 10 | 20 | 67 |
| 2005 (N=109) | 9 | 17 | 33 | 40 | 9 | 19 | 17 | 54 |

**Range of BSSEE Scores**

Over the seven-year period, 1999 to 2005, the percentage of students scoring in the 0-30 range has been consistently low in both English and Mathematics. In English the percentage ranged from 3% to 9%, while in Mathematics it range from 3% to 13%.

In 1999 the percentage of students who scored in the 0-30 range in English was 4%. This increased marginally to 5% in 2000 and 8% in 2001. In 2002 the lowest percentage was recorded for English when three of 93 students (3%) scored in the 0-30 range. The school's performance declined slightly in 2003 when 8% of the students scored 30 marks or less. The next year, however, the school's performance improved significantly as none of the students scored 30 marks or below in English. In 2005 the school recorded its highest percentage of students (9%) who scored in the 0-30 range during the seven-year period.

In Mathematics the percentage of students who scored in the 0-30 range was only 3%. The percentage increased to 9% in 2000 and then declined to 2% in 2001, the lowest over the seven years under consideration. For the next two years there was a steady increase. In 2002 the percentage increased to 9% and then to 13% in 2003. For the next two years the school's performance fluctuated with a low of 2% in 2004 and a high of 9% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (46%) scoring in the 71-100 range in English and the highest average percentage of students (57%) also scoring in the 71-100 range in Mathematics.

| *Table 4.9.3:* **Number of Students Allocated to Secondary Schools (1999- 2005)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (97)** | **N= (93)** | **N= (87)** | **N= (93)** | **N= (100)** | **N= (88)** | **N= 109)** | |
| Unplaced | 0 | 0 | 5 | 2 | 1 | 0 | 0 | 8 |
| Alexandra (AX) | 1 | 1 | 0 | 2 | 1 | 2 | 3 | 10 |
| Alleyne School (AL) | 3 | 7 | 5 | 4 | 8 | 5 | 5 | 37 |
| Ch. Ch. Foundation (CF) | 6 | 9 | 8 | 8 | 3 | 8 | 12 | 54 |
| Coleridge and Parry (CP) | 2 | 2 | 1 | 2 | 3 | 1 | 1 | 12 |
| Combermere School (CS) | 13 | 15 | 7 | 7 | 8 | 12 | 9 | 71 |
| Ellerslie (EL) | 5 | 3 | 3 | 3 | 1 | 0 | 1 | 16 |
| Garrison Secondary (GS) | 3 | 0 | 3 | 3 | 2 | 3 | 5 | 19 |
| Harrison College (HC) | 12 | 13 | 10 | 8 | 19 | 11 | 13 | 86 |
| The Lodge School (LS) | 3 | 3 | 3 | 2 | 5 | 4 | 6 | 26 |
| Parkinson Memorial (PA) | 0 | 4 | 2 | 1 | 4 | 1 | 4 | 16 |
| Princess Margaret (PM) | 0 | 1 | 4 | 0 | 1 | 0 | 3 | 9 |
| Queen's College (QC) | 15 | 14 | 11 | 14 | 7 | 10 | 11 | 82 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 1 | 0 | 0 | 4 | 5 |
| St. George Secondary (SG) | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 2 |
| St. Leonard's Boys' (SLB) | 1 | 1 | 0 | 4 | 1 | 1 | 5 | 13 |
| The St. Michael School (SM) | 4 | 7 | 7 | 5 | 11 | 6 | 11 | 51 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Springer Memorial (SP) | 9 | 6 | 4 | 6 | 4 | 2 | 2 | 33 |
| Grantley Adams Memorial (GA) | 1 | 0 | 3 | 0 | 2 | 0 | 1 | 7 |
| The Louis Lynch Memorial (LL) | 6 | 2 | 8 | 3 | 4 | 6 | 2 | 31 |
| Deighton Griffith Memorial (DG) | 7 | 3 | 2 | 9 | 5 | 10 | 7 | 43 |
| The Lester Vaughan (LV) | 2 | 0 | 1 | 4 | 5 | 6 | 3 | 21 |
| Alma Parris (AP) | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 3 |
| Bursary | 4 | 1 | 0 | 2 | 3 | 0 | 0 | 10 |
| **Total** | 97 | 93 | 87 | 93 | 100 | 88 | 109 | 667 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Charles F. Broome Primary are eligible to be transferred to secondary schools in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. Leonard's Boys' and Lester Vaughan. However, students who attend Charles F. Broome but live outside of the catchment area would be transferred to secondary schools based on the above criteria as well as their place of residence. In addition students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 667 students who sat the BSSEE during the period 1999 to 2005, two hundred and ninety (43%) were placed at Category 1 schools. Of these 86 and 82 was allocated to Harrison College and Queen's College, respectively. Thirty-four per cent of the students (229) were allocated to Category 2 schools with the largest number allocated to Christ Church Foundation (54) and Deighton Griffith Secondary (43). Category 3 schools received 107 (16%) of the 667 students. Of these students, the largest number (33) was allocated to Springer Memorial. Twenty-three students (3%) attended Category 4 schools. Eight (1%) students were unplaced and 10 (1%) students received bursaries.

## 10. Christ Church Boys'

Christ Church Boys' is a large rural school. With an official capacity of 670 students, this school is below functional capacity with its current roll of 582.

***Table 4.10.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 28 | 0 | 28 | | |
| Reception | 78 | 0 | 78 | Graduate | 18 |
| Infants A | 86 | 0 | 86 | Qualified | 11 |
| Infants B | 74 | 0 | 74 | Special Grade | 1 |
| Class 1 | 75 | 0 | 75 | Teacher | 0 |
| Class 2 | 88 | 0 | 88 | Other | 0 |
| Class 3 | 70 | 0 | 70 | | |
| Class 4 | 83 | 0 | 83 | **Total** | **30** |
| **Total** | **582** | **0** | **582** | | |

The school has a total of 30 teachers: 21 females and nine males. The ratio of teacher–student is approximately 1:19. Sixty per cent of the staff hold degrees and 37% are qualified.

***Table 4.10.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=64) | 20 | 28 | 27 | 25 | 20 | 25 | 31 | 23 |
| 2000 (N=74) | 39 | 35 | 16 | 9 | 50 | 20 | 20 | 9 |
| 2001 (N=101) | 40 | 31 | 30 | 0 | 16 | 26 | 24 | 35 |
| 2002 (N=78) | 27 | 21 | 32 | 21 | 32 | 23 | 27 | 18 |
| 2003 (N=73) | 33 | 29 | 22 | 16 | 52 | 19 | 11 | 18 |
| 2004 (N=88) | 36 | 24 | 23 | 17 | 34 | 23 | 15 | 28 |
| 2005 (N=70) | 40 | 30 | 24 | 6 | 41 | 24 | 19 | 16 |

**Range of BSSEE Scores**

At Christ Church Boys', the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years (1999 to 2005) in both English and Mathematics.

The percentage of students who scored in the 0-30 range in English, consistently increased from 20% in 1999 to 40% 2001. There was some improvement in 2002 when the percentage decreased to 27%. However, over the next three years the school's performance consistently declined when the percentage of students who scored 30 marks or less increased from 33% in 2003 to 40% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less increased

significantly from 20% in 1999 to 50% in 2000. The school's performance improved in 2001 when the percentage decreased to 16%. However, over the next two years the percentage of students who scored in the 0-30 range increased to 32% in 2002 and then to 52% in 2003, the highest over the seven-year period. The percentage fluctuated from 34% in 2004 to 41% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (34%) scoring in the 0-30 range in English and the highest average percentage of students (35%) also scoring in the 0-30 range in Mathematics.

***Table 4.10.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (64) | N= (74) | N= (101) | N= (78) | N= (73) | N= (88) | N= (70) | |
| Unplaced | 0 | 0 | 20 | 2 | 1 | 3 | 0 | 26 |
| Alexandra (AX) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Ch. Ch. Foundation (CF) | 6 | 6 | 7 | 8 | 6 | 10 | 5 | 48 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 3 |
| Combermere School (CS) | 5 | 3 | 4 | 1 | 2 | 5 | 4 | 24 |
| Ellerslie (EL) | 2 | 0 | 1 | 1 | 0 | 0 | 1 | 5 |
| Garrison Secondary (GS) | 10 | 11 | 19 | 11 | 11 | 12 | 13 | 87 |
| Harrison College (HC) | 0 | 2 | 3 | 1 | 2 | 2 | 1 | 11 |
| The Lodge School (LS) | 8 | 5 | 5 | 3 | 1 | 3 | 1 | 26 |
| Parkinson Memorial (PA) | 5 | 2 | 1 | 3 | 9 | 6 | 6 | 32 |
| Princess Margaret (PM) | 6 | 12 | 9 | 14 | 11 | 8 | 13 | 73 |
| Queen's College (QC) | 3 | 1 | 1 | 2 | 0 | 1 | 1 | 9 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| St. George Secondary (SG) | 0 | 3 | 2 | 3 | 4 | 4 | 2 | 18 |
| St. Leonard's Boys' (SLB) | 3 | 8 | 10 | 6 | 6 | 9 | 6 | 48 |
| The St. Michael School (SM) | 6 | 2 | 2 | 3 | 3 | 2 | 1 | 19 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grantley Adams Memorial (GA) | 2 | 1 | 0 | 1 | 2 | 2 | 2 | 10 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Deighton Griffith Memorial (DG) | 8 | 6 | 10 | 13 | 8 | 11 | 10 | 66 |
| The Lester Vaughan (LV) | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 3 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 3 |
| Bursary | 0 | 11 | 6 | 5 | 6 | 5 | 0 | 33 |
| **Total** | 64 | 74 | 101 | 78 | 73 | 88 | 70 | 548 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Christ Church Boys' are eligible to be transferred to those secondary schools in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary Schools in Zone 3 are Christ Church Foundation, Deighton Griffith Secondary, Garrison Secondary, The Lodge School, Princess Margaret Secondary, Springer Memorial Secondary (for girls only), St. Leonard's Boys and The St. Michael School. However, students who attend Christ Church Boys' but live outside of the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, each student writing the examination has two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, 548 students at Christ Church Boys wrote the BSSEE. Of the students who wrote the BSSEE, 104 (19%) gained places at the Category 4 schools. More than half (73) of these students were allocated to Princess Margaret Secondary. In addition, 171 (31%) were placed at Category 3 schools. Of this group, 87 students were placed at the Garrison Secondary. One hundred and fifty-one (28%) of the students were allocated to Category 2 schools, mainly Deighton Griffith Secondary. Of the 548 students who have written the BSSEE over the seven-year period, 63 (11%) students gained entry into Category 1 schools of whom the majority were allocated to Combermere School. Twenty-six (4%) students were unplaced and 33 (6%) received bursaries.

## 11. Christ Church Girls'

Christ Church Girls' is a large rural school. With an official capacity of 600 students, this school is above capacity with its current roll of 628 students.

***Table 4.11.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 49 | 49 | | |
| Reception | 0 | 97 | 97 | Graduate | 20 |
| Infants A | 0 | 113 | 113 | Qualified | 4 |
| Infants B | 0 | 72 | 72 | Special Grade | 1 |
| Class 1 | 0 | 80 | 80 | Teacher | 4 |
| Class 2 | 0 | 82 | 82 | Other | 0 |
| Class 3 | 0 | 71 | 71 | | |
| Class 4 | 0 | 64 | 64 | **Total** | **29** |
| **Total** | **0** | **628** | **628** | | |

The school has a total of 29 teachers: 27 females and two males. The ratio of teacher–student is approximately 1:22. Sixty-nine per cent of the staff hold degrees and 14% are qualified.

***Table 4.11.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=71) | 17 | 15 | 41 | 27 | 20 | 17 | 42 | 21 |
| 2000 (N=58) | 5 | 22 | 31 | 41 | 12 | 22 | 38 | 28 |
| 2001 (N=88) | 16 | 38 | 47 | 0 | 8 | 19 | 31 | 42 |
| 2002 (N=103) | 6 | 17 | 23 | 54 | 17 | 17 | 21 | 45 |
| 2003 (N=106) | 9 | 17 | 34 | 40 | 32 | 17 | 21 | 30 |
| 2004 (N=83) | 4 | 16 | 41 | 40 | 7 | 12 | 24 | 57 |
| 2005 (N=79) | 8 | 29 | 43 | 20 | 13 | 25 | 27 | 35 |

**Range of BSSEE Student Scores**

At Christ Church Girls', the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years (1999 to 2005) in both English and Mathematics. In English, the percentage ranged from 5% to 17%, while in Mathematics it ranged from 7% to 32%.

In 1999 the percentage of students who scored in the 0-30 range in English was 17%. The school's performance improved significantly in 2000 when the percentage decreased to only 5%. There was some decline in the school's performance in 2001 when the percentage of students who scored 30 marks or less increased to 16%. Over the next four years the school's performance was quite good with the percentage being consistently less than 10%: six percent in 2002, 9% in 2003, 4% in 2004 and 8% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less decreased each year from 20% in 1999 to 8% in 2001. There was a decline in the school's performance over the next two years when the percentage increased to 17% in 2002 and then to 32% in 2003. There was considerable improvement in the school's performance in 2004 with the percentage of students who scored in the 0-30 range decreasing to 7%. In 2005 the percentage increased to 13%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (37%) scoring in the 51-70 range in English and the highest average percentage of students (37%) scoring in the 71-100 range in Mathematics.

***Table 4.11.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (72) | N= (58) | N= (88) | N= (103) | N= (106) | N= (83) | N= (79) | |
| Unplaced | 1 | 0 | 7 | 5 | 1 | 0 | 0 | 14 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 10 | 9 | 11 | 18 | 12 | 13 | 12 | 85 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 1 | 6 | 5 | 8 | 7 | 2 | 2 | 31 |
| Ellerslie (EL) | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 5 |
| Garrison Secondary (GS) | 9 | 5 | 19 | 8 | 17 | 10 | 15 | 83 |
| Harrison College (HC) | 5 | 4 | 1 | 4 | 8 | 7 | 6 | 35 |
| The Lodge School (LS) | 10 | 6 | 3 | 9 | 2 | 7 | 7 | 44 |
| Parkinson Memorial (PA) | 5 | 0 | 1 | 1 | 1 | 3 | 1 | 12 |
| Princess Margaret (PM) | 7 | 4 | 13 | 13 | 14 | 6 | 8 | 65 |
| Queen's College (QC) | 3 | 3 | 2 | 3 | 4 | 6 | 2 | 23 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 4 |
| St. Leonard's Boys' (SLB) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The St. Michael School (SM) | 1 | 6 | 2 | 7 | 4 | 5 | 5 | 30 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 4 | 10 | 3 | 12 | 9 | 7 | 5 | 50 |
| Grantley Adams Mem. (GA) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Mem. (DG) | 11 | 5 | 12 | 12 | 17 | 15 | 12 | 84 |
| The Lester Vaughan (LV) | 2 | 0 | 0 | 0 | 0 | 1 | 2 | 5 |
| Alma Parris (AP) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Bursary | 0 | 0 | 6 | 1 | 8 | 0 | 1 | 16 |
| **Total** | 72 | 58 | 88 | 103 | 106 | 83 | 79 | 589 |

**Source: Ministry of Education**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51-70 marks (AX, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (EL, GS, LV, SP, SLB, PA, SJ)
Category 4 schools: (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Christ Church Girls' are eligible to be transferred to those secondary schools in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are Christ Church Foundation, Deighton Griffith Secondary, Garrison Secondary, The Lodge School, Princess Margaret Secondary, Springer Memorial Secondary (for girls only), St. Leonard's Boys' and The St. Michael School. However, students who attend Christ Church Girls' but live outside of the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, each student writing the examination has two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, 589 students at Christ Church Girls' wrote the BSSEE. Of these students, 71 (12%) gained places at the Category 4 schools with the majority (65) of those students being allocated to Princess Margaret Secondary. In addition, 150 (25%) were placed at Category 3 schools. Of this group, 83 students were placed at Garrison Secondary. Category 2 schools received 219 (37%) students with 85 being placed at Christ Church Foundation and 84 at Deighton Griffith Secondary. Of the 548 students who have written the BSSEE over the seven-year period, 119 (20%) gained entry into Category 1 schools with the largest number of these students allocated to Harrison College (35). Fourteen (2%) students were unplaced and 16 (3%) received bursaries.

## 12. Cuthbert Moore Primary

Cuthbert Moore Primary is a large rural school in the parish of St. George. With an official capacity of 420 students, this school is below functional capacity with its current roll of 350.

***Table 4.12.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 13 | 15 | 28 | | |
| Reception | 25 | 29 | 54 | Graduate | 9 |
| Infants A | 26 | 19 | 45 | Qualified | 6 |
| Infants B | 26 | 23 | 49 | Special Grade | 2 |
| Class 1 | 19 | 25 | 44 | Teacher | 3 |
| Class 2 | 21 | 19 | 40 | Other | 0 |
| Class 3 | 17 | 29 | 46 | **Total** | **20** |
| **Total** | **147** | **306** | **453.** | | |

The school has a total of 20 teachers: 15 females and five males. The teacher–student ratio is approximately 1:18. Forty-five per cent of the staff hold degrees and 30% are qualified.

***Table 4.12.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=43) | 42 | 16 | 26 | 16 | 42 | 21 | 28 | 9 |
| 2000 (N=48) | 38 | 25 | 29 | 8 | 42 | 33 | 15 | 10 |
| 2001 (N=49) | 20 | 45 | 35 | 0 | 4 | 20 | 43 | 33 |
| 2002 (N=56) | 23 | 16 | 43 | 18 | 43 | 29 | 14 | 14 |
| 2003 (N=45) | 31 | 27 | 29 | 13 | 56 | 24 | 11 | 9 |
| 2004 (N=38) | 37 | 24 | 26 | 13 | 39 | 18 | 26 | 16 |
| 2005 (N=30) | 37 | 47 | 13 | 3 | 43 | 30 | 20 | 7 |

**Range of BSSEE Student Scores**

At Cuthbert Moore Primary, the percentage of students who scored in the 0-30 range in the BSSEE fluctuated widely over the seven-year period 1999-2005. This is especially the case for Mathematics. In English, the percentage ranged from 20% to 42% in English, while in Mathematics the percentages ranged from as low as 4% to as high as 56%.

In 1999 the percentage of students who scored in the 0-30 range in English was 42%, the highest over the seven-year period. The percentage decreased to 38% in 2000 before it reached the lowest point over the seven-year period of 20% in 2001. The percentage of students who scored 30 marks or less increased consistently each year from 23% in 2002 to 37% in 2004 and 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 42% in 1999 and 2000. The school's performance improved considerably when the percentage decreased to only 4% in 2001. In 2002, however, the percentage of students who scored in the 0-30 range increased considerably to 43% and to 56% in 2003. This inconsistency continued over the next two years with a decrease to 39% in 2004 and an increase to 43% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (33%) scoring in the 0-30 range in English and the highest average percentage of students (38%) also scoring in the 0-30 range in Mathematics.

***Table 4.12.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (44) | N= (48) | N= (49) | N= (56) | N= (45) | N= (38) | N= (30) | |
| Unplaced | 2 | 0 | 3 | 3 | 0 | 1 | 0 | 9 |
| Alexandra (AX) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Alleyne School (AL) | 5 | 5 | 7 | 7 | 2 | 5 | 1 | 32 |
| Ch. Ch. Foundation (CF) | 2 | 3 | 0 | 0 | 1 | 0 | 1 | 7 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 1 | 2 | 1 | 0 | 1 | 1 | 1 | 7 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Garrison Secondary (GS) | 2 | 1 | 3 | 0 | 0 | 0 | 0 | 6 |
| Harrison College (HC) | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 3 |
| The Lodge School (LS) | 1 | 1 | 3 | 3 | 2 | 2 | 0 | 12 |
| Parkinson Memorial (PA) | 4 | 6 | 4 | 7 | 5 | 4 | 4 | 34 |
| Princess Margaret (PM) | 2 | 0 | 0 | 1 | 2 | 2 | 0 | 7 |
| Queen's College (QC) | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 3 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 1 | 0 | 0 | 2 | 3 |
| St. George Secondary (SG) | 2 | 0 | 2 | 2 | 7 | 3 | 0 | 16 |
| St. Leonard's Boys' (SLB) | 0 | 0 | 2 | 5 | 5 | 2 | 5 | 19 |
| The St. Michael School (SM) | 2 | 1 | 2 | 1 | 0 | 0 | 0 | 6 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 2 | 4 | 6 | 3 | 3 | 5 | 4 | 27 |
| Grantley Adams Memorial (GA) | 9 | 14 | 3 | 10 | 7 | 5 | 5 | 53 |
| The Louis Lynch Memorial (LL) | 6 | 3 | 2 | 3 | 1 | 1 | 1 | 17 |
| Deighton Griffith Memorial (DG) | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 3 |
| The Lester Vaughan (LV) | 1 | 5 | 8 | 8 | 7 | 7 | 4 | 40 |
| Alma Parris (AP) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Bursary | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 4 |
| **Total** | 44 | 48 | 49 | 56 | 45 | 38 | 30 | 310 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Cuthbert Moore Primary are eligible to be transferred to those secondary schools in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls only), St. George Secondary, St. Leonard's Boys' and Lester Vaughan. However, students who attend Cuthbert Moore Primary but live outside of the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 310 students who sat the BSSEE during the period 1999 to 2005, seventy-seven (25%) were placed in Category 4 schools. Most of these students were allocated to Grantley Adams Memorial (53) and Parkinson Memorial Secondary (34). Categories 2 and 3 schools received 23% and 42%, respectively. In the case of Category 2 the largest number of students (32) was placed at Alleyne School. The largest number of students (40) placed in Category 3 schools were allocated to Lester Vaughan School. Over the seven-year period, 19 (6%) gained entry at Category 1 schools. Nine students (3%) were unplaced and four (2%) received bursaries.

## 13. Deacon's Primary

Deacon's Primary is a medium-sized urban school located in the parish of St. Michael. With an official capacity of 400 students, this school is above capacity with its current roll of 417.

***Table 4.13.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 35 | 19 | 54 | | |
| Reception | 42 | 30 | 72 | Graduate | 13 |
| Infants A | 30 | 28 | 58 | Qualified | 4 |
| Infants B | 29 | 18 | 47 | Special Grade | 1 |
| Class 1 | 22 | 19 | 41 | Teacher | 3 |
| Class 2 | 28 | 25 | 53 | Other | 0 |
| Class 3 | 25 | 23 | 48 | | |
| Class 4 | 29 | 15 | 44 | **Total** | **21** |
| **Total** | **240** | **177** | **417** | | |

The school has a total of 21 teachers: 18 females and three males. The teacher–student ratio is approximately 1:20. Sixty-two per cent of the staff hold degrees and 19% are qualified.

***Table 4.13.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=43) | 51 | 23 | 14 | 12 | 51 | 23 | 16 | 9 |
| 2000 (N=36) | 31 | 28 | 42 | 0 | 44 | 31 | 19 | 6 |
| 2001 (N=53) | 42 | 40 | 19 | 0 | 25 | 30 | 21 | 25 |
| 2002 (N=50) | 36 | 16 | 32 | 16 | 48 | 36 | 12 | 4 |
| 2003 (N=60) | 28 | 33 | 20 | 18 | 58 | 18 | 17 | 7 |
| 2004 (N=52) | 42 | 21 | 21 | 15 | 50 | 10 | 12 | 29 |
| 2005 (N=30) | 33 | 40 | 20 | 7 | 43 | 17 | 30 | 10 |

**Range of BSSEE Scores**

At Deacon's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999-2005 in both English and Mathematics. In English, the percentage ranged from 28% to 51%, while in Mathematics, the percentage ranged from 25% to as high as 58%.

In 1999 the percentage of students who scored in the 0-30 range in English was 51%. There was some improvement in the school's performance in 2000 as the percentage decreased to 31%. However, the following year there was an increase in the percentage of students who scored 30 marks or less, to 42% in 2001. In 2002 and 2003 the percentages declined to 36% and 28% respectively. The following year the school's performance declined again as the percentage increased to 42%. In 2005 the percentage of students who scored in the 0-30 range decreased to 33%.

In Mathematics, like English, the percentage of students who scored in the 0-30 range was 51%. The following two years the school's performance improved as percentages decreased to 44% in 2000 with a further decrease to 25% in 2001, the lowest over the seven-year period. The school's performance declined over the next two years as the percentage of students who scored 30 marks or less increased to 48% in 2002 with a further to 58% in 2003. Fifty per cent of the students who wrote the examination in 2004 receive 30 marks or less. The percentage decreased to 43% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (38%) scoring in the 0-30 range in English and the highest average percentage of students (46%) also scoring in the 0-30 range in Mathematics.

***Table 4.13.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (42) | N= (35) | N= (53) | N= (50) | N= (60) | N= (53) | N= (30) | |
| Unplaced | 0 | 0 | 9 | 2 | 2 | 4 | 0 | 17 |
| Alexandra (AX) | 0 | 2 | 4 | 1 | 3 | 4 | 4 | 18 |
| Alleyne School (AL) | 0 | 6 | 3 | 0 | 0 | 0 | 0 | 9 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 5 | 3 | 6 | 6 | 4 | 4 | 3 | 31 |
| Combermere School (CS) | 2 | 0 | 0 | 0 | 1 | 3 | 1 | 7 |
| Ellerslie (EL) | 5 | 5 | 5 | 6 | 8 | 4 | 6 | 39 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Harrison College (HC) | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Parkinson Memorial (PA) | 1 | 1 | 1 | 2 | 0 | 4 | 2 | 11 |
| Princess Margaret (PM) | 2 | 0 | 0 | 1 | 1 | 1 | 0 | 5 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| St. James Secondary (SJ) | 8 | 5 | 5 | 7 | 8 | 4 | 5 | 42 |
| St. George Secondary (SG) | 2 | 0 | 0 | 5 | 2 | 1 | 0 | 10 |
| St. Leonard's Boys' (SLB) | 3 | 4 | 1 | 3 | 5 | 2 | 0 | 18 |
| The St. Michael School (SM) | 0 | 0 | 3 | 0 | 1 | 3 | 0 | 7 |
| St. Lucy Secondary (LU) | 7 | 4 | 6 | 8 | 18 | 12 | 4 | 59 |
| Springer Memorial (SP) | 1 | 1 | 2 | 2 | 0 | 1 | 3 | 10 |
| Grantley Adams Memorial (GA) | 0 | 1 | 3 | 0 | 1 | 2 | 1 | 8 |
| The Louis Lynch Memorial (LL) | 1 | 2 | 0 | 0 | 1 | 1 | 0 | 5 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| The Lester Vaughan (LV) | 1 | 0 | 1 | 2 | 2 | 1 | 0 | 7 |
| Alma Parris (AP) | 1 | 1 | 2 | 1 | 0 | 0 | 0 | 5 |
| Bursary | 3 | 0 | 2 | 1 | 0 | 1 | 0 | 7 |
| **Total** | 42 | 35 | 53 | 50 | 60 | 53 | 30 | 323 |

**Source: Minstry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Deacons Primary are eligible to be transferred to secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial Secondary, Coleridge and Parry, Ellerslie Secondary, Queen's College, Springer Memorial Secondary (for girls), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend Deacon's Primary but live outside of the catchment area would be transferred to secondary schools based on the above criteria as well as their place of residence. In addition students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 323 students who sat the BSSEE during the period 1999 to 2005, one hundred and four (32%) were placed at Category 2 schools. Of the 104 students placed at Category 2 schools, 39 were allocated to Ellerslie Secondary and 31 to Coleridge and Parry School. Category 3 schools received 89 (28%) students and of these 42 were placed at St. James Secondary. Eighty-seven (27%) students were allocated to Category 4 schools of whom 59 were allocated to St. Lucy Secondary. Over the seven-year period under review, 19 (6%) were placed at Category 1 schools. Seventeen (5%) students were unplaced and seven (2%) students received bursaries.

## 14. Eagle Hall Primary

Eagle Hall Primary is a large urban school in the parish of St. Michael. With an official capacity of 480 students, this school is below functional capacity with its current roll of 278.

***Table 4.14.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 19 | 13 | 32 | | |
| Reception | 22 | 20 | 42 | Graduate | 12 |
| Infants A | 19 | 16 | 35 | Qualified | 7 |
| Infants B | 25 | 18 | 43 | Special Grade | 0 |
| Class 1 | 16 | 19 | 35 | Teacher | 4 |
| Class 2 | 11 | 10 | 21 | Other | 0 |
| Class 3 | 19 | 17 | 36 | | |
| Class 4 | 16 | 18 | 34 | **Total** | **23** |
| **Total** | **147** | **131** | **278** | | |

The school has a total of 23 teachers: 20 females and three males. The teacher-student ratio is approximately 1:12. Fifty-two per cent of the staff hold degrees and 30% are qualified.

***Table 4.14.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=39) | 38 | 21 | 28 | 13 | 33 | 28 | 31 | 8 |
| 2000 (N=53) | 51 | 34 | 11 | 4 | 55 | 30 | 9 | 6 |
| 2001 (N=41) | 54 | 24 | 22 | 0 | 34 | 17 | 22 | 27 |
| 2002 (N=49) | 22 | 24 | 31 | 22 | 37 | 29 | 18 | 16 |
| 2003 (N=40) | 28 | 20 | 38 | 15 | 50 | 23 | 20 | 8 |
| 2004 (N=41) | 29 | 32 | 24 | 15 | 46 | 20 | 10 | 24 |
| 2005 (N=39) | 49 | 28 | 21 | 3 | 59 | 18 | 8 | 15 |

**Range of BSSEE Scores**

At Eagle Hall Primary, the percentage of students who scored in the 0-30 range in the BSSEE varied over the seven years 1999-2005 in both English and Mathematics. In English, the percentage of students ranged from 22% to 54%, while in Mathematics, the percentage ranged from 33% to as high as 59%.

In 1999 the proportion of students scoring in the 0-30 range in English was 38%. This proportion increased to 51% in 2000 and increased again to 54% in 2001, the highest over the seven-year period. In 2002 the school's performance improved significantly as the percentage of students who scored 30 marks or less decreased to 22%. Over the next two years the percentages gradually increased to 28% in 2003 and 29% in 2004. By 2005 the school's performance declined substantially when the percentage of students who scored in the 0-30 ranged increased to 49%.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 33% in 1999 before it increased to 55% in 2000. In 2001 the percentage of students who scored in the 0-30 range decreased to 34% and then increased marginally to 37% in 2002. The school's performance declined in 2003 as 50% of the students scored 30 marks or less. In 2004 the percentage decreased slightly to 46%. However, in 2005 the percentage was at its highest over the period under consideration at 59%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (39%) scoring in the 0-30 range in English and the highest average percentage of students (45%) also scoring in the 0-30 range in Mathematics.

| *Table 4.14.3:* **Number of Students Allocated to Secondary Schools (1999- 2005)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (39)** | **N= (52)** | **N= (41)** | **N= (49)** | **N= (40)** | **N= (41)** | **N= (39)** | |
| Unplaced | 0 | 0 | 6 | 0 | 2 | 2 | 0 | 10 |
| Alexandra (AX) | 2 | 1 | 2 | 2 | 5 | 5 | 1 | 18 |
| Alleyne School (AL) | 3 | 1 | 3 | 1 | 4 | 0 | 0 | 12 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Coleridge and Parry (CP) | 4 | 3 | 2 | 4 | 3 | 2 | 4 | 22 |
| Combermere School (CS) | 0 | 2 | 3 | 2 | 0 | 1 | 3 | 11 |
| Ellerslie (EL) | 5 | 5 | 4 | 4 | 7 | 6 | 5 | 36 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Parkinson Memorial (PA) | 1 | 5 | 1 | 10 | 2 | 2 | 1 | 22 |
| Princess Margaret (PM) | 2 | 0 | 0 | 0 | 0 | 1 | 2 | 5 |
| Queen's College (QC) | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 3 |
| St. James Secondary (SJ) | 3 | 3 | 2 | 3 | 3 | 3 | 5 | 22 |
| St. George Secondary (SG) | 0 | 2 | 3 | 4 | 0 | 1 | 2 | 12 |
| St. Leonard's Boys' (SLB) | 3 | 1 | 2 | 4 | 1 | 6 | 2 | 19 |
| The St. Michael School (SM) | 1 | 1 | 0 | 3 | 0 | 1 | 0 | 6 |
| St. Lucy Secondary (LU) | 2 | 8 | 1 | 3 | 4 | 4 | 7 | 29 |
| Springer Memorial (SP) | 0 | 3 | 0 | 4 | 1 | 2 | 2 | 12 |
| Grantley Adams Memorial (GA) | 7 | 4 | 5 | 2 | 3 | 2 | 2 | 25 |
| The Louis Lynch Memorial (LL) | 2 | 1 | 0 | 0 | 0 | 0 | 0 | 3 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 1 | 5 | 2 | 1 | 1 | 1 | 0 | 11 |
| Alma Parris (AP) | 1 | 2 | 4 | 1 | 3 | 1 | 1 | 13 |
| Bursary | 0 | 5 | 0 | 1 | 0 | 0 | 0 | 6 |
| **Total** | 39 | 52 | 41 | 49 | 40 | 41 | 39 | 301 |

**Source: Ministry of Education**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Eagle Hall Primary are eligible to be transferred to secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial Secondary, Coleridge and Parry, Ellerslie, Queen's College, Springer Memorial Secondary (for girls), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend Eagle Hall Primary but live outside the catchment area would be transferred to secondary schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 301 students who sat the BSSEE during the period 1999 to 2005, eighty-eight (29%) were placed at Category 3 schools, mainly Parkinson Memorial Secondary and St. James Secondary, which were allocated 22 students each. Eighty-four students (28%) were allocated to Category 4 schools with the largest number (29) placed at St. Lucy Secondary. Category 2 schools received 93 (31%) students. Of the 83 allocated to Category 2 schools, 22 were placed Coleridge and Parry and 36 at Ellerslie Secondary. Over the seven-year period 20 (7%) were allocated to Category 1 schools, with the majority (11) being allocated to Combermere. Ten (3%) students were unplaced and six (2%) received bursaries.

## 15. Eden Lodge Primary

Eden Lodge Primary is a large urban school in the parish of St. Michael. With an official capacity of 840 students, this school is below functional capacity with its current roll of 591.

***Table 4.15.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 64 | 45 | 109 | Graduate | 20 |
| Infants A | 36 | 51 | 87 | Qualified | 9 |
| Infants B | 54 | 27 | 81 | Special Grade | 0 |
| Class 1 | 48 | 29 | 77 | Teacher | 1 |
| Class 2 | 37 | 51 | 88 | Other | 0 |
| Class 3 | 30 | 34 | 64 | | |
| Class 4 | 49 | 36 | 85 | **Total** | **30** |
| **Total** | **318** | **273** | **591** | | |

The school has a total of 30 teachers: 23 females and seven males. The teacher–student ratio is approximately 1:20. Sixty-seven per cent of the staff hold degrees and 30% are qualified.

***Table 4.15.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=84) | 31 | 20 | 26 | 23 | 32 | 25 | 24 | 19 |
| 2000 (N=92) | 26 | 25 | 37 | 12 | 33 | 25 | 25 | 17 |
| 2001 (N=105) | 28 | 33 | 39 | 0 | 14 | 20 | 23 | 43 |
| 2002 (N=101) | 18 | 16 | 32 | 35 | 24 | 27 | 23 | 27 |
| 2003 (N=101) | 18 | 23 | 37 | 23 | 33 | 28 | 23 | 17 |
| 2004 (N=92) | 20 | 40 | 22 | 18 | 20 | 25 | 21 | 35 |
| 2005 (N=75) | 13 | 35 | 31 | 21 | 15 | 21 | 33 | 31 |

**Range of BSSEE Scores**

At Eden Lodge Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999-2005 in both English and Mathematics. In English, the percentage of students ranged from 13% to 31%, while in Mathematics, the percentage ranged from 14% to 33%.

In English the percentage of students who scored in the 0-30 range in English was 31% in 1999. While there was marginal improvement in the school's performance in 2000 as the percentage decreased to 26%, in 2001 the percentage increased again to 28%. In 2002 and 2003, the percentage remained consistent at 18%. Over the next two years, the percentage of students who scored 30 marks or less decreased from 20% in 2004 to 13% in 2005, showing a significant improvement in the school's performance.

In 1999, thirty-two per cent of the students at Eden Lodge Primary scored 30 marks or less in Mathematics. The following year, there was a slight increase in the percentage to 33%. There was some improvement in the school's performance in 2001 when the percentage of students who scored in the 0-30 range decreased to 14%. In the next three years, the percentage fluctuated from 24% in 2002 to 33% in 2003 to 20% in 2004. The school's performance improved again in 2005 when the percentage of students who scored 30 marks or less decreased to 15%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (32%) scoring in the 51-70 range in English and the highest average percentage of students (27%) scoring in the 71-100 range in Mathematics.

***Table 4.15.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (87) | N= (92) | N= (105) | N= (102) | N= (101) | N= (92) | N= (75) | |
| Unplaced | 4 | 0 | 5 | 4 | 1 | 1 | 0 | 15 |
| Alexandra (AX) | 8 | 10 | 4 | 2 | 4 | 7 | 10 | 45 |
| Alleyne School (AL) | 4 | 3 | 2 | 9 | 1 | 8 | 5 | 32 |
| Ch. Ch. Foundation (CF) | 1 | 5 | 3 | 4 | 4 | 2 | 2 | 21 |
| Coleridge and Parry (CP) | 7 | 6 | 14 | 10 | 17 | 8 | 6 | 68 |
| Combermere School (CS) | 5 | 7 | 10 | 10 | 6 | 4 | 2 | 44 |
| Ellerslie (EL) | 5 | 8 | 5 | 9 | 10 | 11 | 15 | 63 |
| Garrison Secondary (GS) | 0 | 2 | 3 | 0 | 1 | 1 | 0 | 7 |
| Harrison College (HC) | 3 | 0 | 0 | 1 | 0 | 2 | 3 | 9 |
| The Lodge School (LS) | 3 | 2 | 1 | 1 | 0 | 1 | 0 | 8 |
| Parkinson Memorial (PA) | 2 | 0 | 3 | 3 | 2 | 0 | 2 | 12 |
| Princess Margaret (PM) | 2 | 2 | 1 | 2 | 1 | 0 | 0 | 8 |
| Queen's College (QC) | 0 | 1 | 5 | 3 | 2 | 2 | 6 | 19 |
| St. James Secondary (SJ) | 9 | 5 | 16 | 11 | 6 | 21 | 9 | 77 |
| St. George Secondary (SG) | 1 | 0 | 2 | 2 | 0 | 2 | 0 | 7 |
| St. Leonard's Boys' (SLB) | 1 | 9 | 4 | 3 | 11 | 5 | 3 | 36 |
| The St. Michael School (SM) | 1 | 4 | 5 | 1 | 1 | 1 | 2 | 15 |
| St. Lucy Secondary (LU) | 5 | 5 | 10 | 12 | 13 | 1 | 1 | 47 |
| Springer Memorial (SP) | 2 | 4 | 1 | 3 | 2 | 3 | 2 | 17 |
| Grantley Adams Memorial (GA) | 2 | 0 | 1 | 2 | 4 | 4 | 1 | 14 |
| The Louis Lynch Memorial (LL) | 4 | 6 | 2 | 2 | 7 | 3 | 1 | 25 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 4 |
| The Lester Vaughan (LV) | 11 | 2 | 4 | 7 | 5 | 4 | 5 | 38 |
| Alma Parris (AP) | 4 | 4 | 1 | 1 | 0 | 0 | 0 | 10 |
| Bursary | 3 | 7 | 3 | 0 | 0 | 0 | 0 | 13 |
| **Total** | 87 | 92 | 105 | 102 | 101 | 92 | 75 | 654 |

**Source: Ministry of Education Databases**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Eden Lodge Primary are eligible to be transferred to secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial Secondary, Coleridge and Parry, Ellerslie, Queen's College, Springer Memorial Secondary (for girls), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend Eden Lodge Primary but live outside the catchment area would be transferred to secondary schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, 654 students wrote the BSSEE. Of these students, 266 (41%) were allocated to Category 2 schools with the most being placed at Coleridge and Parry School (68). One hundred and eighty-seven (29%) students were allocated to Category 3 schools, 77 of whom were allocated to St. James Secondary. With regard to Category 4, ninety (14%) students were placed largely at St. Lucy Secondary, which received 47. Over the seven-year period, of the 654 who wrote that BSSEE, 87 (13%) were allocated to Category 1 schools with the majority being placed at Combermere School. Fifteen (2%) students were unplaced and 13 (2%) received bursaries.

## 16. Ellerton Primary

Ellerton Primary is a large rural school in the parish of St. George. With an official capacity of 420 students, this school is below functional capacity with its current roll of 272.

***Table 4.16.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 21 | 17 | 38 | | |
| Reception | 16 | 18 | 34 | Graduate | 7 |
| Infants A | 22 | 13 | 35 | Qualified | 4 |
| Infants B | 18 | 17 | 35 | Special Grade | 0 |
| Class 1 | 17 | 20 | 37 | Teacher | 5 |
| Class 2 | 17 | 21 | 38 | Other | 0 |
| Class 3 | 11 | 15 | 26 | | |
| Class 4 | 13 | 16 | 29 | **Total** | **16** |
| **Total** | **135** | **137** | **272** | | |

The school has a total of 16 teachers: 15 females and one male. The teacher-student ratio is approximately 1:17. Forty-four per cent of the staff hold degrees and 25% are qualified.

***Table 4.16.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=14) | 64 | 21 | 14 | 0 | 64 | 21 | 7 | 7 |
| 2000 (N=17) | 35 | 41 | 18 | 6 | 53 | 35 | 6 | 6 |
| 2001 (N=21) | 0 | 38 | 62 | 0 | 0 | 10 | 33 | 57 |
| 2002 (N=20) | 10 | 25 | 30 | 35 | 35 | 25 | 15 | 25 |
| 2003 (N=26) | 8 | 12 | 31 | 50 | 8 | 27 | 27 | 38 |
| 2004 (N=27) | 22 | 22 | 44 | 11 | 30 | 11 | 19 | 41 |
| 2005 (N=27) | 41 | 30 | 22 | 7 | 37 | 26 | 19 | 19 |

**Range of BSSEE Scores**

At Ellerton Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999-2005 in both English and Mathematics. The percentages ranged from 0% to as high as 64% in both subjects.

In 1999 the percentage of students who scored in the 0-30 range in English was 64%, the highest over the period under review. In 2000, the school's performance improved substantially when the percentage decreased to 35%. The following year, 2001 a creditable performance was evidenced as none of the students scored 30 marks or less. In 2002, the percentage increased to 10% and then decreased slightly to 8%. This good performance was not maintained, however, since in the following two years the percentages increased considerably reaching 22% in 2004 and 41% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 64% before decreasing to 53% in 2000. In 2001, however, the school's performance improved considerably as none of the students scored in the 0-30 range. By 2002, the percentage increased to 35% and then declined significantly to 8% in 2003. For the following two years steady increases were recorded. In 2004 the percentage of students who scored in the 0-30 range increased to 30% with a further increase to 37% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (32%) scoring in the 51-70 range in English and the highest average percentage of students (32%) scoring in the 0-30 range in Mathematics. Of significance also is the fact that in 1999 and 2001 none of the students scored in the 71-100 range in English.

***Table 4.16.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (14) | N= (17) | N= (21) | N= (20) | N= (26) | N= (27) | N= (27) | |
| Unplaced | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 1 | 1 | 2 | 3 | 1 | 2 | 10 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 3 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 0 | 1 | 5 | 3 | 1 | 2 | 1 | 13 |
| Ellerslie (EL) | 1 | 0 | 3 | 0 | 1 | 0 | 0 | 5 |
| Garrison Secondary (GS) | 0 | 1 | 0 | 0 | 2 | 2 | 0 | 5 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 1 | 1 | 3 | 1 | 7 | 4 | 5 | 22 |
| Parkinson Memorial (PA) | 1 | 1 | 2 | 4 | 2 | 3 | 4 | 17 |
| Princess Margaret (PM) | 2 | 2 | 0 | 1 | 0 | 0 | 0 | 5 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| St. George Secondary (SG) | 3 | 5 | 0 | 1 | 1 | 2 | 2 | 14 |
| St. Leonard's Boys' (SLB) | 1 | 0 | 1 | 0 | 1 | 0 | 4 | 7 |
| The St. Michael School (SM) | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 1 | 0 | 3 | 0 | 3 | 1 | 1 | 9 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 1 | 3 | 5 | 9 |
| The Louis Lynch Memorial (LL) | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 3 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| The Lester Vaughan (LV) | 3 | 4 | 0 | 6 | 1 | 3 | 2 | 19 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Bursary | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| **Total** | 14 | 17 | 21 | 20 | 26 | 27 | 27 | 152 |

**Source: Ministry of Education**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Ellerton Primary are eligible to be transferred to secondary schools in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The St. Michael School, Christ Church Foundation, Deighton Griffith Secondary, The Lodge School, Princess Margaret Secondary, Garrison Secondary, Springer Memorial Secondary (for girls) and St. Leonard's Boys'. However, students who attend Ellerton Primary but live outside of the catchment area would be transferred to secondary schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 152 students who sat the BSSEE during the period 1999 to 2005, thirty (20%) were placed at Category 4 schools, mainly St. George Secondary which received 14 students. Forty-four (29%) students were allocated to Category 2 schools of whom the majority (22) were placed at The Lodge School. Category 3 schools received 58 (38%) students and of these 19 were allocated to Lester Vaughan School. Over the seven-year period 17 (11%) of the 152 students were placed at Category 1 schools, of whom 13 were allocated to Combermere. One student was unplaced and two (1%) received bursaries.

## 17. Erdiston Primary

Erdiston Primary is a large urban school in the parish of St. Michael. With an official capacity of 420, this school is above capacity with its current roll of 611 students.

***Table 4.17.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 41 | 39 | 80 | Graduate | 20 |
| Infants A | 40 | 39 | 79 | Qualified | 5 |
| Infants B | 45 | 53 | 98 | Special Grade | 0 |
| Class 1 | 43 | 51 | 94 | Teacher | 6 |
| Class 2 | 46 | 50 | 96 | Other | 0 |
| Class 3 | 35 | 40 | 75 | | |
| Class 4 | 42 | 47 | 89 | **Total** | **31** |
| **Total** | **292** | **319** | **611** | | |

The school has a total of 31 teachers: 30 females and 1 male. The ratio of teacher–student is approximately 1:20. Sixty-five per cent of the staff hold degrees and 16% are qualified.

***Table 4.17.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=109) | 12 | 16 | 28 | 44 | 6 | 28 | 29 | 36 |
| 2000 (N=112) | 20 | 23 | 27 | 30 | 27 | 29 | 17 | 28 |
| 2001 (N=92) | 9 | 27 | 64 | 0 | 2 | 12 | 20 | 66 |
| 2002 (N=98) | 8 | 8 | 29 | 55 | 11 | 19 | 24 | 45 |
| 2003 (N=110) | 7 | 18 | 31 | 44 | 26 | 22 | 16 | 35 |
| 2004 (N=103) | 8 | 18 | 34 | 40 | 12 | 24 | 18 | 46 |
| 2005 (N=100) | 12 | 24 | 32 | 32 | 14 | 16 | 18 | 52 |

**Range of BSSEE Student Scores**

At Erdiston Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years in both English and Mathematics. In English the percentage ranged from 7% to 20%, while in Mathematics it ranged from 2% to 27%.

In 1999 the percentage of the students who scored in the 0-30 range in English was 12%. In 2000, there was some decline in the school's performance as the percentage increased to 20%. Over the next three years, the school's performance improved significantly. From 2001 to 2004 the percentage was consistently under 10%; in 2001 the percentage was 9%; in 2002 it was 8%, in 2003 the percentage was 7%; and in 2004, again it was 8%. There was a slight decline in the school's performance in 2005 when the percentage of students who score 30 marks or less increased to 12%.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 6% in 1999 before it increased considerably to 27% in 2000. Over the next three years the percentage increased from 2% in 2001 to 26% in 2003. Although the school's performance improved in 2004 when the percentage of students who scored in the 0-30 range decreased to 12%, it declined marginally in 2005 with the percentage increasing to 14%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (35%) scoring in the 51-70 and 71-100 range in English and the highest average percentage of students (44%) scoring in the 71-100 range in Mathematics.

***Table 17.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (109) | N= (112) | N= (92) | N= (100) | N= (110) | N= (103) | N= (100) | |
| Unplaced | 0 | 0 | 6 | 3 | 2 | 2 | 0 | 13 |
| Alexandra (AX) | 2 | 2 | 2 | 0 | 1 | 2 | 2 | 11 |
| Alleyne School (AL) | 1 | 2 | 2 | 4 | 4 | 3 | 1 | 17 |
| Ch. Ch. Foundation (CF) | 14 | 7 | 3 | 10 | 6 | 3 | 11 | 54 |
| Coleridge and Parry (CP) | 1 | 1 | 2 | 3 | 1 | 2 | 2 | 12 |
| Combermere School (CS) | 13 | 9 | 7 | 6 | 6 | 7 | 7 | 55 |
| Ellerslie (EL) | 3 | 0 | 1 | 1 | 3 | 7 | 4 | 19 |
| Garrison Secondary (GS) | 3 | 3 | 7 | 2 | 5 | 7 | 5 | 32 |
| Harrison College (HC) | 12 | 9 | 11 | 12 | 7 | 7 | 10 | 68 |
| The Lodge School (LS) | 6 | 3 | 3 | 5 | 3 | 2 | 4 | 26 |
| Parkinson Memorial (PA) | 6 | 8 | 3 | 3 | 11 | 4 | 6 | 41 |
| Princess Margaret Sec. (PM) | 4 | 0 | 0 | 2 | 0 | 3 | 1 | 10 |
| Queen's College (QC) | 10 | 7 | 11 | 10 | 16 | 8 | 10 | 72 |
| St. James Secondary (SJ) | 3 | 0 | 1 | 1 | 1 | 2 | 2 | 10 |
| St. George Secondary (SG) | 0 | 2 | 1 | 2 | 3 | 0 | 1 | 19 |
| St. Leonard's Boys' (SLB) | 7 | 6 | 1 | 2 | 4 | 3 | 7 | 30 |
| St. Michael School (SM) | 3 | 11 | 7 | 5 | 7 | 8 | 10 | 51 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 |
| Springer Memorial (SP) | 4 | 9 | 3 | 4 | 6 | 8 | 1 | 35 |
| Grantley Adams (GA) | 0 | 8 | 4 | 1 | 5 | 0 | 0 | 18 |
| The Louis Lynch Memorial (LL) | 4 | 3 | 4 | 3 | 4 | 8 | 4 | 30 |
| Deighton Griffith Mem. (DG) | 8 | 7 | 5 | 6 | 6 | 6 | 4 | 42 |
| The Lester Vaughan (LV) | 3 | 7 | 4 | 9 | 5 | 7 | 3 | 38 |
| Alma Parris (AP) | 0 | 0 | 0 | 1 | 1 | 2 | 4 | 8 |
| Bursary | 2 | 8 | 4 | 5 | 2 | 1 | 0 | 22 |
| **Total** | 109 | 112 | 92 | 100 | 110 | 103 | 100 | 726 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51-70 marks (AX, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (EL, GS, LV, SP, SLB, SJ, PA)
Category 4 schools: (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Erdiston Primary are eligible to be transferred to those secondary schools in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and Lester Vaughan. However, students who attend Erdiston Primary but live outside of the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, each student writing the examination has two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, 726 students at Erdiston Primary wrote the BSSEE. Of these students, 55 (8%) gained places at the Category 4 schools with 18 being allocated to Grantley Adams Memorial School. In addition 179 (25%) were placed at Category 3 schools with the largest number (41) being allocated to Parkinson Memorial. Two hundred and eleven (29%) of the students were placed at Category 2, mainly Christ Church Foundation, which received 54 students. Of the 726 students who have written the BSSEE over the seven-year period, 246 (34%) gained entry into Category 1 schools, mainly Queen's College, which received 72 students. Thirteen students (2%) were unplaced and 22 (3%) received bursaries.

## 18. Good Shepherd Primary

Good Shepherd Primary is a medium-sized rural school in the parish of St. James. With an official capacity of 250 students, this school is below functional capacity with its current roll of 193.

***Table 4.18.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 13 | 16 | 29 | | |
| Reception | 15 | 14 | 29 | Graduate | 4 |
| Infants A | 18 | 7 | 25 | Qualified | 4 |
| Infants B | 7 | 8 | 15 | Special Grade | 0 |
| Class 1 | 17 | 11 | 28 | Teacher | 4 |
| Class 2 | 17 | 8 | 25 | Other | 0 |
| Class 3 | 13 | 8 | 21 | | |
| Class 4 | 11 | 10 | 21 | **Total** | **12** |
| **Total** | **111** | **82** | **193** | | |

The school has a total of 12 teachers: nine females and three males. The teacher–student ratio is approximately 1:16. Thirty-three per cent of the staff hold degrees and 33% are qualified.

***Table 4.18.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=19) | 21 | 42 | 21 | 16 | 26 | 21 | 32 | 21 |
| 2000 (N=23) | 35 | 26 | 30 | 9 | 48 | 22 | 22 | 9 |
| 2001 (N=18) | 28 | 56 | 17 | 0 | 22 | 17 | 56 | 6 |
| 2002 (N=19) | 11 | 37 | 37 | 16 | 53 | 26 | 11 | 11 |
| 2003 (N=25) | 12 | 28 | 44 | 16 | 40 | 36 | 20 | 4 |
| 2004 (N=21) | 33 | 29 | 29 | 10 | 24 | 33 | 29 | 14 |
| 2005 (N=16) | 19 | 38 | 31 | 13 | 19 | 31 | 38 | 13 |

**Range of BSSEE Scores**

At Good Shepherd Primary, the percentage of students who scored in the 0-30 range in the BSSEE fluctuated widely over the seven years 1999-2005. In English, the percentages ranged from 11% to 35%, while in Mathematics the percentages ranged from 19% to 53%.

In 1999 the percentage of students who scored in the 0-30 range in English was 21%. The percentage increased to 35% in 2000 and then decreased in the following two years. In 2001 and 2002 the percentages recorded for students who scored 30 marks or less was 28% and 11%, respectively. During the following three years the percentages fluctuated widely: 12% in 2003; 33% in 2004 and 19% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 26% in 1999. In 2000 there was a decline in the school's performance as the percentage increased to 48%. However, the percentage decreased to 22% in 2001, indicating an improvement in the school's performance. Over the next four years the percentage of students who scored in the 0-30 range decreased from 53% in 2002 to 19% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (37%) scoring in the 31-50 range in English and the highest average percentage of students (33%) scoring in the 0-30 range in Mathematics.

***Table 4.18.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (19) | N= (23) | N= (18) | N= (20) | N= (25) | N= (21) | N= (16) | |
| Unplaced | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Alexandra (AX) | 5 | 2 | 0 | 2 | 2 | 1 | 2 | 14 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 4 | 3 | 3 | 2 | 5 | 4 | 3 | 24 |
| Combermere School (CS) | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| Ellerslie (EL) | 1 | 3 | 5 | 4 | 4 | 5 | 3 | 25 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| St. James Secondary (SJ) | 3 | 4 | 4 | 4 | 6 | 4 | 4 | 29 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| St. Leonard's Boys' (SLB) | 1 | 0 | 1 | 0 | 2 | 1 | 1 | 6 |
| The St. Michael School (SM) | 0 | 2 | 0 | 1 | 0 | 1 | 0 | 4 |
| St. Lucy Secondary (LU) | 2 | 6 | 4 | 5 | 2 | 3 | 1 | 23 |
| Springer Memorial (SP) | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| Grantley Adams Memorial (GA) | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Bursary | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 2 |
| **Total** | 19 | 23 | 18 | 20 | 25 | 21 | 16 | 142 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Good Shepherd Primary are eligible to be transferred to those secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial Secondary, Coleridge and Parry, Ellerslie Secondary, Queen's College, Springer Memorial Secondary (for girls), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend Good Shepherd Primary but live outside of the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 142 students who sat the BSSEE during the period 1999 to 2005, twenty-eight (20%) were placed in Category 4 schools. Most of these students were allocated to St. Lucy Secondary (23). Categories 2 and 3 schools received 45% and 27% respectively. In the case of Category 2 the largest number of students (25) was placed at the Ellerslie Secondary while the largest number of students (29) allocated to Category 3 schools were allocated to St. James Secondary. Over the seven-year period, eight (6%) gained entry into Category 1 schools. Two students (1%) were unplaced and the same number received bursaries.

## 19. Gordon Greenidge Primary

Gordon Greenidge Primary is a large rural school in the parish of St. Peter. With an official capacity of 420 students, this school is below functional capacity with its current roll of 311.

***Table 4.19.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 15 | 16 | 31 | | |
| Reception | 23 | 22 | 45 | Graduate | 8 |
| Infants A | 24 | 21 | 45 | Qualified | 8 |
| Infants B | 19 | 21 | 40 | Special Grade | 0 |
| Class 1 | 24 | 26 | 50 | Teacher | 3 |
| Class 2 | 20 | 23 | 43 | Other | 0 |
| Class 3 | 12 | 14 | 26 | | |
| Class 4 | 13 | 18 | 31 | **Total** | **19** |
| **Total** | **150** | **161** | **311** | | |

The school has a total of 19 teachers: 11 females and 8 males. The teacher–student ratio is approximately 1:16. Forty-two per cent of the staff hold degrees and 42% are qualified.

***Table 4.19.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=37) | 38 | 16 | 30 | 16 | 41 | 16 | 24 | 19 |
| 2000 (N=37) | 32 | 43 | 19 | 5 | 32 | 32 | 30 | 5 |
| 2001 (N=42) | 29 | 38 | 33 | 0 | 12 | 19 | 26 | 43 |
| 2002 (N=42) | 14 | 24 | 17 | 45 | 17 | 26 | 29 | 29 |
| 2003 (N=45) | 22 | 36 | 27 | 16 | 44 | 27 | 16 | 13 |
| 2004 (N=38) | 24 | 32 | 24 | 21 | 29 | 26 | 13 | 32 |
| 2005 (N=34) | 21 | 41 | 29 | 9 | 15 | 32 | 24 | 29 |

**Range of BSSEE Student Scores**

At Gordon Greenidge Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999 to 2005 in both English and Mathematics. In English the percentage ranged from 14% to 38%, while in Mathematics it ranged from 12% to 44%.

The percentage of students who scored in the 0-30 range in English consistently decreased from 38% in 1999 to 14% in 2002, indicating improvement in the school's performance each year. Over the next two years, the school's performance declined with the percentage increasing to 22% in 2003 and again to 24% in 2004. There was some improvement in 2005 when the percentage of students who scored 30 marks or less decreased slightly to 21%.

Similar to English, in Mathematics, the percentage of students who scored 30 marks or less in the BSSEE consistently declined from 41% in 1999 to 12% in 2001, the lowest over the seven-year period. Over the next two years, the school's performance declined when the percentage increased from 17% in 2002 to 44% in 2003, the highest during the period under review. The school's performance improved in 2004 when the percentage of students scoring in the 0-30 range decreased to 29% and there was a further improvement in 2005 with the percentage decreasing further to 15%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (33%) scoring in the 31-50 range in English and the highest average percentage of students (27%) scoring in the 0-30 range in Mathematics.

***Table 4.19.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (37) | N= (37) | N= (42) | N= (42) | N= (45) | N= (38) | N= (34) | |
| Unplaced | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| Alexandra (AX) | 3 | 4 | 7 | 8 | 7 | 6 | 6 | 41 |
| Alleyne School (AL) | 1 | 0 | 1 | 1 | 0 | 0 | 2 | 5 |
| Ch. Ch. Foundation (CF) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Coleridge and Parry (CP) | 6 | 5 | 8 | 7 | 3 | 4 | 10 | 43 |
| Combermere School (CS) | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 9 |
| Ellerslie (EL) | 4 | 6 | 5 | 3 | 5 | 3 | 3 | 29 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 4 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| St. James Secondary (SJ) | 8 | 9 | 5 | 6 | 12 | 11 | 2 | 53 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Leonard's Boys' (SLB) | 1 | 2 | 1 | 3 | 2 | 4 | 4 | 17 |
| The St. Michael School (SM) | 0 | 1 | 2 | 3 | 0 | 0 | 1 | 7 |
| St. Lucy Secondary (LU) | 7 | 3 | 7 | 5 | 6 | 3 | 2 | 33 |
| Springer Memorial (SP) | 2 | 2 | 1 | 2 | 3 | 0 | 0 | 10 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| The Lester Vaughan (LV) | 1 | 2 | 0 | 1 | 0 | 1 | 1 | 6 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Bursary | 1 | 1 | 2 | 0 | 2 | 0 | 0 | 6 |
| **Total** | 37 | 37 | 42 | 42 | 45 | 38 | 34 | 275 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51-70 marks (AX, EL, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (GS, LV, SP, SLB, PA, SJ)
Category 4 schools: (AP, GA, PM, SG, LU)

**Secondary School Allocations**

Based on their choices and the marks scored, students at Gordon Greenidge Primary, on writing the BSSEE, are eligible to be transferred to those secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. These schools are Alexandra, Alma Parris, Coleridge & Parry, Ellerslie, Queen's College, Springer Memorial (for girls only), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. In addition, each student writing the examination has two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, two hundred and seventy-five students from Gordon Greenidge Primary wrote the BSSEE. Of these students 35 (13%) gained places at Category 4 schools, mainly St. Lucy Secondary, which received 33 students. In addition 88 (32%) students were placed at Category 3 schools, with the majority (53) gaining places at St. James Secondary School. One hundred and twenty-three (45%) were placed at Category 2 schools, mainly Alexandra, to which 41 students were allocated and Coleridge & Parry, which was allocated 43. Of the 275 students who have written the BSSEE over the seven-year period, 21 (8%) gained entry into Category 1 schools. Six students (3%) received bursaries and two (1%) were unplaced.

## 20. Grazettes Primary

Grazettes Primary is a large urban school in the parish of St. Michael. With an official capacity of 420, this school is below functional capacity with its current roll of 339 students.

***Table 4.20.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | **0** | **0** | **0** | | |
| Reception | 24 | 21 | 45 | Graduate | 11 |
| Infants A | 32 | 18 | 50 | Qualified | 4 |
| Infants B | 28 | 20 | 48 | Special Grade | 0 |
| Class 1 | 32 | 29 | 61 | Teacher | 6 |
| Class 2 | 28 | 16 | 44 | Other | 0 |
| Class 3 | 18 | 22 | 40 | | |
| Class 4 | 26 | 25 | 51 | **Total** | **21** |
| **Total** | **188** | **151** | **339** | | |

The school has a total of 21 teachers: 15 females and six males. The teacher-student ratio is approximately 1:16. Fifty-two per cent of the staff hold degrees and 19% are qualified.

***Table 4.20.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=52) | 27 | 17 | 37 | 19 | 23 | 10 | 35 | 33 |
| 2000 (N=54) | 35 | 28 | 31 | 6 | 39 | 39 | 17 | 6 |
| 2001 (N=58) | 33 | 40 | 28 | 0 | 19 | 17 | 26 | 38 |
| 2002 (N=74) | 18 | 19 | 26 | 38 | 30 | 19 | 15 | 36 |
| 2003 (N=55) | 16 | 18 | 33 | 33 | 31 | 13 | 27 | 29 |
| 2004 (N=58) | 38 | 19 | 28 | 16 | 31 | 19 | 21 | 29 |
| 2005 (N=49) | 16 | 35 | 41 | 8 | 22 | 14 | 31 | 33 |

**Range of BSSEE Scores**

At Grazettes Primary the percentage of students who scored in the 0-30 range in the BSSEE fluctuated over the period 1999 to 2005. In English, the percentage ranged from 16% to 38%, while in Mathematics the percentage ranged from 19% to 39%.

In 1999 the percentage of students who scored in the 0-30 range in English was 27%. The percentage increased to 35% in 2000 and decreased slightly to 33% in 2001. There was an improvement in the school's performance over the next two years when the percentage of students who scored 30 marks or less decreased to 18% in 2002 and 16% in 2003. The percentages continued to fluctuate by increasing to 38% in 2004 and then decreasing again to 16% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 23%. The percentage increased to 39% in 2000 and then decreased to 19% in 2001. However, for the next three years the percentages remained fairly constant ranging from 30% in 2002 to 31% in 2003 and 2004, respectively. By 2005, however, there was some improvement and the percentage of students who gained 30 marks or less decreased to 22%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (32%) scoring in the 51-70 range in English and the highest average percentage of students (29%) scoring in the 71-100 range in Mathematics.

***Table 4.20.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (52) | N= (54) | N= (58) | N= (74) | N= (55) | N= (58) | N= (49) | |
| Unplaced | 0 | 0 | 5 | 2 | 0 | 2 | 0 | 9 |
| Alexandra (AX) | 11 | 2 | 6 | 10 | 11 | 7 | 5 | 52 |
| Alleyne School (AL) | 1 | 0 | 1 | 1 | 1 | 3 | 2 | 9 |
| Ch. Ch. Foundation (CF) | 1 | 3 | 1 | 1 | 2 | 1 | 3 | 12 |
| Coleridge and Parry (CP) | 9 | 7 | 10 | 8 | 9 | 7 | 6 | 56 |
| Combermere School (CS) | 3 | 1 | 1 | 4 | 3 | 2 | 0 | 14 |
| Ellerslie (EL) | 6 | 8 | 7 | 7 | 5 | 5 | 6 | 44 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Harrison College (HC) | 1 | 2 | 1 | 3 | 0 | 0 | 0 | 7 |
| The Lodge School (LS) | 0 | 1 | 0 | 3 | 0 | 0 | 0 | 4 |
| Parkinson Memorial (PA) | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 4 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 3 |
| Queen's College (QC) | 2 | 0 | 1 | 4 | 2 | 2 | 4 | 15 |
| St. James Secondary (SJ) | 3 | 4 | 2 | 9 | 5 | 6 | 6 | 35 |
| St. George Secondary (SG) | 1 | 1 | 3 | 1 | 1 | 0 | 0 | 7 |
| St. Leonard's Boys' (SLB) | 1 | 4 | 4 | 6 | 3 | 4 | 1 | 23 |
| The St. Michael School (SM) | 1 | 0 | 1 | 1 | 2 | 0 | 1 | 6 |
| St. Lucy Secondary (LU) | 8 | 12 | 7 | 8 | 6 | 9 | 4 | 54 |
| Springer Memorial (SP) | 1 | 1 | 4 | 1 | 3 | 1 | 1 | 12 |
| Grantley Adams Memorial GA) | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 5 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 2 | 2 | 4 |
| Deighton Griffith Memorial (DG) | 1 | 2 | 0 | 0 | 0 | 0 | 1 | 4 |
| The Lester Vaughan (LV) | 0 | 2 | 2 | 3 | | 3 | 3 | 13 |
| Alma Parris (AP) | 0 | 1 | 2 | 1 | 1 | 1 | 0 | 6 |
| Bursary | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| **Total** | 52 | 54 | 58 | 74 | 55 | 58 | 49 | 400 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51-70 marks (EL, AX, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (GS, LV, SP, PA, SJ, SLB)
Category 4 schools: 0-30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Grazettes Primary are primarily eligible to be transferred to those secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial Secondary, Coleridge and Parry, Ellerslie Secondary, Queen's College, Springer Memorial Secondary (for girls), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend Grazettes Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 400 students who sat the BSSEE during the period 1999 to 2005, one hundred and eighty-five (46%) were placed in Category 2 schools. Most of these students were allocated to Alexandra School (52) and Coleridge and Parry School (56). Categories 3 and 4 schools received 22% and 19% respectively. In the case of Category 3 the largest number of students (35) was placed at the St. James Secondary, whereas the majority of students (54) allocated to Category 4 schools were placed at St. Lucy Secondary. Over the seven-year period, of the 400 students, 42 (11%) gained entry at Category 1 schools. Nine students (2%) were unplaced and one received a bursary.

## 21. Half Moon Fort Primary

Half Moon Fort Primary is a medium-sized rural school in the parish of St. Lucy. With an official capacity of 210 students, this school is below functional capacity with its current roll of 100 students.

***Table 4.21.1:***
**The Distribution of Students and Teachers (2005- 2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 6 | 5 | 11 | | |
| Reception | 5 | 9 | 14 | Graduate | 1 |
| Infants A | 8 | 5 | 13 | Qualified | 6 |
| Infants B | 8 | 7 | 15 | Special Grade | 0 |
| Class 1 | 4 | 4 | 8 | Teacher | 3 |
| Class 2 | 8 | 3 | 11 | Other | 0 |
| Class 3 | 3 | 8 | 11 | | |
| Class 4 | 5 | 12 | 17 | **Total** | **10** |
| **Total** | **47** | **53** | **100** | | |

This school has a total of 10 teachers: eight females and two males. The teacher–student ratio is approximately 1:10. Ten per cent of the staff hold degrees and 60% are qualified.

***Table 4.21.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=17) | 35 | 24 | 41 | 0 | 29 | 35 | 29 | 6 |
| 2000 (N=12) | 17 | 50 | 25 | 8 | 17 | 67 | 8 | 8 |
| 2001 (N=16) | 38 | 38 | 25 | 0 | 44 | 13 | 13 | 31 |
| 2002 (N=15) | 27 | 33 | 33 | 7 | 27 | 33 | 33 | 7 |
| 2003 (N=13) | 15 | 31 | 38 | 15 | 38 | 38 | 15 | 8 |
| 2004 (N=8) | 38 | 13 | 25 | 25 | 50 | 25 | 0 | 25 |
| 2005 (N=16) | 31 | 31 | 31 | 6 | 38 | 18 | 31 | 13 |

**Range of BSSEE Scores**

At Half Moon Fort Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the period 1999 to 2005 in both English and Mathematics. In English, the percentage ranged from 15% to 38%, while in Mathematics it ranged from 17% to 50%.

The percentage of students who scored in the 0-30 range in English decreased from 35% in 1999 to 17% in 2000. The school's performance declined the following year when the percentage increased again to 38%. Over the next two years, the percentage of students who scored 30 marks or less decreased to 27% in 2002 and again to 15% in 2003, the lowest over the seven-year period, signalling an improvement in the school's performance in English. In 2004 the percentage increased to 38% before it decreased to 31% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less decreased from 29% in 1999 to 17% in 2000. There was a considerable decline in the school's performance in 2001 when the percentage increased to 44%. Over the next two years the percentage of students who scored in the 0-30 range decreased slightly from 40% in 2002 to 38% in 2003. The school's performance declined again in 2004 with the percentage of students scoring 30 marks or less increasing to 50%, the highest during the period under review. In 2005, the percentage decreased to 38%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (31%) scoring in the 31-50 and 51-70 ranges in English and the highest average percentage of students (35%) scoring in the 0-30 range in Mathematics.

***Table 4.21.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (17) | N= (12) | N= (112) | N= (15) | N= (13) | N= (8) | N= (16) | |
| Unplaced | 0 | 0 | 2 | 0 | 1 | 1 | 0 | 4 |
| Alexandra (AX) | 2 | 0 | 1 | 1 | 2 | 0 | 0 | 6 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 4 | 2 | 2 | 1 | 2 | 0 | 5 | 16 |
| Combermere School (CS) | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 3 |
| Ellerslie (EL) | 3 | 1 | 2 | 4 | 3 | 2 | 3 | 18 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| St. James Secondary (SJ) | 4 | 1 | 1 | 1 | 0 | 0 | 2 | 9 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Leonard's Boys' (SLB) | 1 | 1 | 0 | 0 | 0 | 2 | 0 | 4 |
| The St. Michael School (SM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Lucy Secondary (LU) | 3 | 5 | 5 | 8 | 4 | 2 | 2 | 29 |
| Springer Memorial (SP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grantley Adams Memorial GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 0 | 0 | 1 | 0 | 0 | 0 | 2 | 3 |
| Bursary | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 2 |
| **Total** | 17 | 12 | 16 | 15 | 13 | 8 | 16 | 97 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51-70 marks (AX, EL, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (GS, LV, SP, SLB, SJ, PA)
Category 4 schools: 0-30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of Half Moon Fort Primary are eligible to be transferred to those secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial Secondary, Coleridge and Parry, Ellerslie Secondary, Queen's College, Springer Memorial Secondary (for girls), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend Half Moon Fort Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 97 students who sat the BSSEE during the period 1999 to 2005, thirty-one (32%) were placed in Category 4 schools. Most of these students were allocated to St. Lucy Secondary. Categories 2 and 3 schools received 42% and 13%, respectively. In the case of Category 2, the largest number of students (18) was placed at Ellerslie Secondary, whereas the largest number of students (9) placed in Category 3 schools were allocated to St. James Secondary. Over the seven-year period, of the 97 students who wrote the BSSEE, five (5%) gained entry at Category 1 schools. Four (4%) students were unplaced and three (3%) received bursaries.

## 22. Hilda Skeene Primary

Hilda Skeene Primary is a large rural school in the parish of St. Philip. With an official capacity of 420, this school is at functional capacity with its current roll of 387 students.

***Table 4.22.1:***
**The Distribution of Students and Teachers (2005- 2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 22 | 13 | **35** | | |
| Reception | 33 | 28 | 61 | Graduate | 5 |
| Infants A | 17 | 21 | 38 | Qualified | 13 |
| Infants B | 25 | 18 | 43 | Special Grade | 1 |
| Class 1 | 24 | 22 | 46 | Teacher | 3 |
| Class 2 | 23 | 28 | 51 | Other | 0 |
| Class 3 | 21 | 33 | 54 | | |
| Class 4 | 37 | 22 | 59 | **Total** | **22** |
| **Total** | **202** | **185** | **387** | | |

The school has a total of 22 teachers: 20 females and two males. The teacher–student ratio is approximately 1:18. Twenty-three per cent of the staff hold degrees and 59% are qualified.

***Table 4.22.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=32) | 25 | 38 | 22 | 16 | 25 | 34 | 28 | 13 |
| 2000 (N=38) | 13 | 32 | 47 | 8 | 16 | 37 | 32 | 16 |
| 2001 (N=47) | 49 | 23 | 28 | 0 | 23 | 26 | 19 | 32 |
| 2002 (N=46) | 24 | 28 | 33 | 15 | 30 | 33 | 20 | 17 |
| 2003 (N=47) | 21 | 34 | 34 | 11 | 49 | 38 | 6 | 6 |
| 2004 (N=68) | 25 | 32 | 29 | 13 | 28 | 24 | 15 | 34 |
| 2005 (N=46) | 15 | 37 | 39 | 9 | 17 | 33 | 35 | 15 |

**Range of BSSEE Scores**

At Hilda Skeene Primary, the percentage of students who scored in the 0-30 range in the BSSEE varied widely in both English and Mathematics during the period 1999 to 2005. In English the percentage ranged from 13% to 49%, while in Mathematics it ranged from 16% to 49%.

The percentage of students who scored in the 0-30 range in English decreased from 25% in 1999 to 13% in 2000. The school's performance declined in 2001 when the percentage increased to 49%. Over the next two years, the percentage of students who scored 30 marks or less decreased slightly from 24% in 2002 to 21% in 2003. Although there was a slight increase in the percentage to 25% in 2004, the school's performance improved in 2005 when 15% of the students scored in the 0-30 range.

In Mathematics, the percentage of students who scored 30 marks or less was 25% in 1999. The percentage decreased to 16% in 2000. Over the following three years, the school's performance consistently declined with the percentage of students receiving 30 marks or less increasing each year from 23% in 2001 to 49% in 2003. There was some improvement in the school's performance in 2004 when the percentage decreased to 28% and a further improvement in 2005 with the percentage dropping to 17%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (33%) scoring in the 51-70 range in English and the highest average percentage of students (32%) scoring in the 31-50 range in Mathematics.

***Table 4.22.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (32) | N= (38) | N= (47) | N= (46) | N= (47) | N= (68) | N= (46) | |
| Unplaced | 0 | 0 | 12 | 4 | 7 | 2 | 0 | 25 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Ch. Ch. Foundation (CF) | 3 | 2 | 2 | 3 | 2 | 5 | 3 | 20 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Combermere School (CS) | 2 | 2 | 1 | 1 | 1 | 1 | 2 | 10 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Garrison Secondary (GS) | 6 | 7 | 1 | 7 | 13 | 12 | 6 | 52 |
| Harrison College (HC) | 0 | 0 | 1 | 0 | 1 | 1 | 2 | 5 |
| The Lodge School (LS) | 2 | 5 | 3 | 3 | 0 | 6 | 3 | 22 |
| Parkinson Memorial (PA) | 0 | 1 | 0 | 1 | 2 | 1 | 2 | 7 |
| Princess Margaret (PM) | 7 | 4 | 9 | 9 | 5 | 11 | 5 | 50 |
| Queen's College (QC) | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 0 | 0 | 0 | 2 | 2 | 4 | 0 | 8 |
| St. Leonard's Boys' (SLB) | 3 | 1 | 5 | 5 | 2 | 4 | 3 | 23 |
| The St. Michael School (SM) | 3 | 4 | 4 | 1 | 0 | 0 | 1 | 13 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 4 | 3 | 4 | 5 | 5 | 7 | 8 | 36 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Deighton Griffith Memorial (DG) | 2 | 7 | 3 | 4 | 5 | 9 | 11 | 41 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 2 | 1 | 0 | 2 | 1 | 0 | 6 |
| **Total** | 32 | 38 | 47 | 46 | 47 | 68 | 46 | 324 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51-70 marks (AX, EL, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (GS, LV, SP, SLB, SJ, PA)
Category 4 schools: 0-30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surroundings areas of Hilda Skeene Primary are eligible to be transferred to secondary schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are Christ Church Foundation, Deighton Griffith Secondary, Garrison Secondary, The Lodge School, Princess Margaret Secondary, Springer Memorial Secondary (for girls), St. Leonard's Boys' and The St. Michael School. However, students who attend Hilda Skeene Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 324 students who sat the BSSEE during the period 1999 to 2005, fifty-eight (18%) were placed in Category 4 schools. Most of these students were allocated to Princess Margaret Secondary (50). Categories 2 and 3 schools received 27% and 36% respectively. In the case of Category 2 the majority of students (41) were placed at the Deighton Griffith Secondary, whereas the largest number of students (52) placed in Category 3 schools was allocated to Garrison Secondary. Over the seven-year period, 30 students (9%) were awarded places in Category 1 schools. Twenty-five (8%) students were unplaced and six (2%) received bursaries.

## 23. Hillaby/Turner's Hall Primary

Hillaby/Turner's Hall Primary is a medium-sized rural school in the parish of St. Thomas. With an official capacity of 360, this school is at functional capacity with its current roll of 379 students.

***Table 4.23.1:***
**The distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 31 | 29 | 60 | | |
| Reception | 31 | 30 | 61 | Graduate | 12 |
| Infants A | 28 | 16 | 44 | Qualified | 8 |
| Infants B | 19 | 13 | 32 | Special Grade | 0 |
| Class 1 | 28 | 16 | 44 | Teacher | 2 |
| Class 2 | 22 | 22 | 44 | Other | 0 |
| Class 3 | 18 | 16 | 34 | | |
| Class 4 | 29 | 31 | 60 | **Total** | **22** |
| **Total** | **206** | **173** | **379** | | |

The school has a total of 22 teachers: 19 females and three males. The teacher–student ratio is approximately 1:17. Fifty-five per cent of the staff hold degrees and 36% are qualified.

***Table 4.23.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=44) | 32 | 27 | 20 | 20 | 27 | 36 | 27 | 9 |
| 2000 (N=45) | 36 | 22 | 31 | 11 | 44 | 36 | 16 | 4 |
| 2001 (N=62) | 19 | 44 | 37 | 0 | 6 | 26 | 23 | 45 |
| 2002 (N=40) | 20 | 18 | 35 | 28 | 30 | 25 | 25 | 20 |
| 2003 (N=58) | 17 | 34 | 28 | 21 | 52 | 19 | 10 | 19 |
| 2004 (N=38) | 37 | 39 | 21 | 3 | 37 | 39 | 13 | 11 |
| 2005 (N=42) | 14 | 33 | 43 | 10 | 21 | 24 | 21 | 33 |

**Range of BSSEE Scores**

At Hillaby/Turner's Hall Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the period 1999 to 2005 in both English and Mathematics. This is especially the case in Mathematics where the percentage ranged from as low as 6% to as high as 52%.

The percentage of students who scored in the 0-30 range in English increased from 32% in 1999 to 36% in 2000. Over the next three years, the percentages fluctuated from 19% in 2001 to 20% in 2002 to 17% in 2003. The school's performance declined significantly in 2004 when the percentage of students who scored 30 marks or less increased to 37%. There was improvement in the school's performance in 2005 when the percentage decreased to 14%.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 27% in 1999. The percentage increased to 44% in 2000, signalling a decline in the school's performance. Although the school's performance improved considerably in 2001 when only 6% of the students scored in the 0-30 range, over the next two years there was a noticeable decline in the school's performance. In 2002 the percentage was 30% and in 2003 it increased further to 52%, the highest over the seven-year period. The percentage of students who scored in the 0-30 range decreased from 37% in 2004 to 21% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (31%) scoring in the 31-50 and 51-70 ranges in English and the highest average percentage of students (31%) scoring in the 0-30 range in Mathematics.

***Table 4.23.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (44) | N= (45) | N= (62) | N= (41) | N= (58) | N= (38) | N= (42) | |
| Unplaced | 0 | 0 | 5 | 1 | 1 | 1 | 0 | 8 |
| Alexandra (AX) | 0 | 0 | 3 | 3 | 1 | 0 | 2 | 9 |
| Alleyne School (AL) | 7 | 7 | 8 | 3 | 6 | 1 | 5 | 37 |
| Ch. Ch. Foundation (CF) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Coleridge and Parry (CP) | 1 | 2 | 3 | 2 | 2 | 2 | 1 | 13 |
| Combermere School (CS) | 2 | 3 | 1 | 1 | 2 | 0 | 1 | 10 |
| Ellerslie (EL) | 0 | 1 | 1 | 1 | 0 | 0 | 3 | 6 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 4 |
| The Lodge School (LS) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Parkinson Memorial (PA) | 5 | 2 | 4 | 3 | 4 | 8 | 5 | 31 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 1 | 1 | 0 | 0 | 2 | 1 | 2 | 7 |
| St. James Secondary (SJ) | 1 | 0 | 0 | 3 | 4 | 0 | 1 | 9 |
| St. George Secondary (SG) | 2 | 2 | 2 | 1 | 3 | 1 | 1 | 12 |
| St. Leonard's Boys' (SLB) | 1 | 0 | 3 | 3 | 3 | 4 | 2 | 16 |
| The St. Michael School (SM) | 0 | 0 | 2 | 2 | 2 | 0 | 2 | 8 |
| St. Lucy Secondary (LU) | 1 | 1 | 0 | 3 | 0 | 1 | 0 | 6 |
| Springer Memorial (SP) | 1 | 3 | 1 | 1 | 2 | 5 | 3 | 16 |
| Grantley Adams Memorial (GA) | 5 | 11 | 3 | 3 | 10 | 4 | 1 | 37 |
| The Louis Lynch Memorial (LL) | 5 | 5 | 9 | 1 | 3 | 2 | 7 | 32 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 10 | 6 | 12 | 8 | 10 | 6 | 6 | 58 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| Bursary | 0 | 1 | 3 | 0 | 2 | 1 | 0 | 7 |
| **Total** | 44 | 45 | 62 | 41 | 58 | 38 | 42 | 330 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51-70 marks (AX, EL, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (GS, LV, SP, SLB, SJ, PA)
Category 4 schools: 0-30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surroundings areas of Hillaby/ Turner's Hall Primary are eligible to be transferred to secondary schools located in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combemere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, St. George Secondary, The Lester Vaughan, Springer Memorial Secondary (for girls) and St. Leonard's Boys'. However, students who attend Hillaby/Turner's Hall Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 330 students who sat the BSSEE during the period 1999 to 2005, fifty-seven (17%) were placed at Category 4 schools with 37 of those students being allocated to Grantley Adams Memorial. Categories 2 and 3 received 30% and 39% of the students, respectively. In the case of Category 2, the majority were allocated to Alleyne School (37), while the majority of students allocated to Category 3 schools were placed at The Lester Vaughan School (58). Over the seven-year period, 29 students (9%) were awarded places in Category 1 schools. Eight (2%) students were unplaced and seven (2%) received bursaries

## 24. Hindsbury Primary

Hindsbury Primary is a large urban school in the parish of St. Michael. With an official capacity of 540, this school is below functional capacity with its current roll of 305 students.

***Table 4.24.1:***
**The distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 0 | 46 | 46 | Graduate | 14 |
| Infants A | 0 | 44 | 44 | Qualified | 2 |
| Infants B | 0 | 49 | 49 | Special Grade | 0 |
| Class 1 | 0 | 49 | 49 | Teacher | 6 |
| Class 2 | 0 | 47 | 47 | Other | 0 |
| Class 3 | 0 | 36 | 36 | | |
| Class 4 | 0 | 34 | 34 | **Total** | **22** |
| **Total** | **0** | **305** | **305** | | |

The school has a total of 22 teachers: 21 female and one male. The teacher–student ratio is approximately 1:14. Sixty-four per cent of the staff hold degrees and 9% are qualified.

***Table 4.24.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=64) | 16 | 27 | 38 | 20 | 22 | 31 | 31 | 16 |
| 2000 (N=71) | 20 | 44 | 31 | 6 | 45 | 35 | 15 | 4 |
| 2001 (N=74) | 26 | 51 | 23 | 0 | 19 | 26 | 27 | 28 |
| 2002 (N=77) | 6 | 21 | 39 | 34 | 21 | 35 | 25 | 19 |
| 2003 (N=75) | 7 | 37 | 40 | 16 | 40 | 33 | 16 | 11 |
| 2004 (N=72) | 22 | 32 | 35 | 11 | 35 | 26 | 18 | 21 |
| 2005 (N=59) | 15 | 32 | 39 | 14 | 31 | 25 | 31 | 14 |

**Range of BSSEE Scores**

At Hindsbury Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in English but has been relatively high in Mathematics. In English, the percentage has varied from as low as 6% to 26%, while in Mathematics it has ranged from 19% to 45%.

The percentage of students who scored in the 0-30 range in English consistently increased from 16% in 1999 to 26% in 2001. The school saw a significant improvement in 2002 when the percentage decreased to 6%. There was a slight increase in the percentage of students who scored 30 marks or less to 7% in 2003. The school's performance significantly declined in 2004 when the percentage increased to 22%. In 2005 the percentage of students who scored in the 0-30 range decreased to 15%.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 22% in 1999 before it increased to 45% in 2000, the highest over the seven-year period. There was some improvement in the school's performance in 2001 with the percentage decreasing to 19%. Over the next two years, the percentage of students who scored in the 0-30 range increased to 21% in 2002 and then there was a considerable increase to 40% in 2003. In 2004 the percentage decreased to 35% with a further decrease to 31% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (35%) scoring in the 31-50 and 51-70 ranges in English and the highest average percentage of students (30%) scoring in the 0-30 and 31-50 ranges in Mathematics.

***Table 4.24.3:***
**Number of Students Allocated to Secondary Schools (1999- 2005)**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (64) | N= (71) | N= (74) | N= (78) | N= (75) | N= (72) | N= (59) | |
| Unplaced | 0 | 0 | 4 | 5 | 6 | 2 | 0 | 17 |
| Alexandra (AX) | 1 | 0 | 1 | 1 | 2 | 0 | 0 | 5 |
| Alleyne School (AL) | 10 | 3 | 3 | 5 | 5 | 3 | 3 | 32 |
| Ch. Ch. Foundation (CF) | 0 | 3 | 0 | 1 | 2 | 2 | 2 | 10 |
| Coleridge and Parry (CP) | 3 | 0 | 2 | 0 | 1 | 2 | 1 | 9 |
| Combermere School (CS) | 4 | 1 | 2 | 3 | 1 | 0 | 2 | 13 |
| Ellerslie (EL) | 4 | 2 | 2 | 4 | 1 | 7 | 1 | 21 |
| Garrison Secondary (GS) | 2 | 4 | 0 | 1 | 3 | 4 | 5 | 19 |
| Harrison College (HC) | 2 | 1 | 0 | 1 | 0 | 2 | 0 | 6 |
| The Lodge School (LS) | 3 | 3 | 0 | 1 | 4 | 1 | 0 | 12 |
| Parkinson Memorial (PA) | 9 | 7 | 7 | 11 | 9 | 7 | 7 | 57 |
| Princess Margaret (PM) | 0 | 5 | 1 | 0 | 3 | 0 | 0 | 9 |
| Queen's College (QC) | 0 | 0 | 1 | 1 | 2 | 0 | 2 | 6 |
| St. James Secondary (SJ) | 1 | 3 | 1 | 3 | 1 | 4 | 2 | 15 |
| St. George Secondary (SG) | 1 | 2 | 8 | 0 | 2 | 1 | 2 | 16 |
| St. Leonard's Boys' (SLB) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The St. Michael School (SM) | 2 | 1 | 1 | 5 | 1 | 2 | 2 | 14 |
| St. Lucy Secondary (LU) | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 |
| Springer Memorial (SP) | 8 | 8 | 11 | 11 | 13 | 11 | 4 | 66 |
| Grantley Adams Memorial (GA) | 5 | 13 | 12 | 9 | 9 | 10 | 7 | 65 |
| The Louis Lynch Memorial (LL) | 5 | 4 | 6 | 4 | 2 | 3 | 4 | 28 |
| Deighton Griffith Memorial (DG) | 1 | 2 | 0 | 1 | 0 | 3 | 3 | 10 |
| The Lester Vaughan (LV) | 1 | 7 | 10 | 10 | 8 | 5 | 12 | 53 |
| Alma Parris (AP) | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| Bursary | 1 | 2 | 0 | 1 | 0 | 2 | 0 | 6 |
| **Total** | 64 | 71 | 74 | 78 | 75 | 72 | 59 | 493 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of Hindsbury Primary are eligible to be transferred to those secondary schools in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and The Lester Vaughan. However, students who attend Hindsbury Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 493 students who sat the BSSEE during the period 1999 to 2005, seventy-eight (16%) were placed in Category 4 schools. Most of these students were allocated to Grantley Adams Memorial (65). Categories 2 and 3 schools received 26% and 43%, respectively. In the case of Category 2 the majority of students (32) were placed at Alleyne School, whereas the majority of Category 3 students (53) were allocated to The Lester Vaughan. Over the seven-year period, of the 493 students who wrote the BSSEE 39 (8%) gained entry at Category 1 schools. Seventeen (3%) students were unplaced and six (1%) received bursaries.

## 25. Holy Innocents' Primary

Holy Innocents' Primary is a medium-sized rural school in the parish of St. Thomas. With an official capacity of 379, this school is below functional capacity with its current roll of 187 students.

***Table 4.25.1:***
**The distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 6 | 14 | **20** | | |
| Reception | 20 | 16 | 36 | Graduate | 6 |
| Infants A | 8 | 11 | 19 | Qualified | 3 |
| Infants B | 12 | 10 | 22 | Special Grade | 1 |
| Class 1 | 16 | 9 | 25 | Teacher | 2 |
| Class 2 | 10 | 7 | 17 | Other | 0 |
| Class 3 | 14 | 13 | 27 | | |
| Class 4 | 12 | 9 | 21 | **Total** | **12** |
| **Total** | **98** | **89** | **187** | | |

The school has a total of 11 teachers: eight females and four males. The teacher–student ratio of is approximately 1:16. Fifty per cent of the staff hold degree and 25% are qualified.

***Table 4.25.2:***
**Percentage of Students Scoring in Identified Ranges in the BSSEE in English and Mathematics 1999-2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=26) | 23 | 31 | 27 | 19 | 19 | 35 | 35 | 12 |
| 2000 (N=18) | 22 | 44 | 28 | 6 | 44 | 44 | 6 | 6 |
| 2001 (N=34) | 41 | 38 | 21 | 0 | 29 | 24 | 29 | 18 |
| 2002 (N=20) | 15 | 10 | 55 | 20 | 20 | 25 | 30 | 25 |
| 2003 (N=27) | 7 | 48 | 26 | 19 | 48 | 30 | 19 | 4 |
| 2004 (N=37) | 19 | 38 | 35 | 8 | 35 | 24 | 27 | 14 |
| 2005 (N=20) | 25 | 50 | 25 | 0 | 45 | 30 | 20 | 5 |

**Range of BSSEE Scores**

At Holy Innocents' Primary the percentage of students who scored in the 0-30 range in the BSSEE fluctuated widely over the seven years 1999-2005 in English, while in Mathematics the percentages were relatively high. In English, the percentage ranged from as low as 7% to as high as 41 % in English, while in Mathematics the percentage ranged from 19% to 48%.

In English, 23% of the students scored in the 0-30 range in 1999. In 2000 the percentage decreased slightly to 22% and then increased considerably to 41% in 2001, signalling a significant decline in the school's performance. Over the following two years the percentage of students gaining 30 marks or less in English decreased to 15% in 2002 and then reached its lowest percentage over the seven-year period of 7% in 2003. In 2004 and 2005 the percentages increased to 19% and 25%, respectively.

In 1999, nineteen per cent of the students scored in the 0-30 range in Mathematics. The school's performance declined in 2000 when the percentage increased significantly to 44%. Over the following two years, the percentage of students who scored 30 marks or less decreased to 29% in 2001 and to 20% in 2002. For the next three years the percentages fluctuated. A significant increase was recorded in 2003, when 48% of the students scored in the 0-30 range. The percentage then decreased to 35% in 2004 and increased again to 45% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (37%) scoring in the 31-50 range in English and the highest average percentage of students (34%) scoring in the 0-30 range in Mathematics.

| *Table 4.25.3:* **Number of Students Allocated to Secondary Schools (January 2006)** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (39)** | **N= (34)** | **N= (39)** | **N= (37)** | **N= (39)** | **N= (57)** | **N= (34)** | |
| Unplaced | 0 | 0 | 8 | 1 | 0 | 0 | 0 | 9 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 8 | 3 | 5 | 4 | 6 | 10 | 4 | 40 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 1 | 0 | 1 | 0 | 0 | 2 | 0 | 4 |
| Ellerslie (EL) | 1 | 0 | 3 | 2 | 0 | 1 | 1 | 8 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Parkinson Memorial (PA) | 1 | 2 | 3 | 2 | 4 | 6 | 2 | 20 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| St. James Secondary (SJ) | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 |
| St. George Secondary (SG) | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 2 |
| St. Leonard's Boys' (SLB) | 2 | 1 | 1 | 1 | 3 | 3 | 5 | 16 |
| The St. Michael School (SM) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 1 | 0 | 1 | 2 | 1 | 4 | 0 | 9 |
| Grantley Adams Memorial (GA) | 3 | 4 | 6 | 2 | 6 | 5 | 3 | 29 |
| The Louis Lynch Memorial (LL) | 3 | 0 | 0 | 3 | 3 | 1 | 1 | 11 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 4 | 7 | 2 | 2 | 4 | 4 | 3 | 26 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| **Total** | 26 | 18 | 34 | 20 | 27 | 37 | 20 | 182 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, and SM)
Category 2 schools: 51-70 marks (AX, EL, AL, CF, LS, LL, CP, and DG)
Category 3 schools: 31-50 marks (GS, LV, SP, SLB, and SJ, PA)
Category 4 schools: 0-30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Holy Innocents' Primary are eligible to be transferred to secondary schools located in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and Lester Vaughan. However, students who attend Holy Innocents' Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 182 students who sat the BSSEE during the period 1999 to 2005, thirty-one (17%) were placed at Category 4 schools with the most (29) allocated to Grantley Adams Memorial. With regard to Category 3, seventy-four (41%) students were allocated largely to Lester Vaughan School (26). Sixty (33%) students were placed at Category 2 schools, with 40 being allocated to Alleyne School. Over the seven-year period, of 182 students who wrote the BSSEE, seven (4%) gained places at Category 1 schools. Nine (5%) students were unplaced and one received a bursary.

## 26. Ignatius Byer Primary

Ignatius Byer Primary is a medium-sized rural school in the parish of St. Lucy.

With an official capacity of 360, this school is below functional capacity with its current roll of 255 students.

***Table 4.26.1:***
**The distribution of Students and Teachers (2005 - 2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 10 | 11 | 21 | | |
| Reception | 19 | 14 | 33 | Graduate | 10 |
| Infants A | 13 | 16 | 29 | Qualified | 4 |
| Infants B | 15 | 18 | 33 | Special Grade | 0 |
| Class 1 | 20 | 18 | 38 | Teacher | 4 |
| Class 2 | 17 | 15 | 32 | Other | 0 |
| Class 3 | 15 | 16 | 31 | | |
| Class 4 | 19 | 19 | 38 | **Total** | **18** |
| **Total** | **128** | **127** | **255** | | |

The school has a total of 18 teachers: 13 females and five males. The teacher–student ratio is approximately 1:14. Fifty-six per cent of the staff hold degrees and 22% are qualified.

***Table 4.26.2:***
**Percentage of students who Scored in Identified Ranges in the (BSSEE) in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=34) | 12 | 29 | 35 | 24 | 12 | 24 | 53 | 12 |
| 2000 (N=40) | 40 | 18 | 23 | 20 | 45 | 10 | 30 | 15 |
| 2001 (N=35) | 31 | 31 | 37 | 0 | 17 | 14 | 23 | 46 |
| 2002 (N=36) | 17 | 14 | 31 | 39 | 28 | 14 | 31 | 28 |
| 2003 (N=39) | 13 | 33 | 18 | 36 | 41 | 15 | 26 | 18 |
| 2004 (N=34) | 47 | 15 | 32 | 6 | 44 | 26 | 15 | 15 |
| 2005 (N=22) | 5 | 32 | 55 | 9 | 18 | 27 | 32 | 23 |

**Range of BSSEE Scores**

At Ignatius Byer Primary, the percentage of students who scored in the 0-30 range in the BSSEE fluctuated widely over the seven years 1999-2005. In English, the percentages ranged from as low as 5% to as high as 47 %, while in Mathematics the percentages ranged from 12% to 45%.

In English, 12% of the students scored in the 0-30 range in 1999. The school's performance declined considerably in 2000 when the percentage increased to 40%. Over the next three years the percentage decreased from 31% in 2001 to 13% in 2003, indicating a consistent improvement in the school's performance during those years. A significant increase was then recorded in 2004 when 47% of the students gained scores in the 0-30 range. In 2005, however, the school's performance improved considerably as only 5% of the students scored 30 marks or less.

In 1999, 12% of the students scored in the 0-30 range in Mathematics before it increased considerably to 45% in 2000. There was a significant decrease in the percentage of students who scored 30 marks or less in Mathematics in 2001 to 17%. Over the next three years the percentage of students who scored in the 0-30 range consistently increased each year from 28% in 2002 to 44% in 2004. The school's performance improved in 2005 when 18% of the students scored in the 0-30 range.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (33%) scoring in the 51-70 range in English and the highest average percentage of students (30%) also scoring in the 51-70 range in Mathematics.

| *Table 4.26.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (39)** | **N= (34)** | **N= (39)** | **N= (37)** | **N= (39)** | **N= (57)** | **N= (34)** | |
| Unplaced | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 |
| Alexandra (AX) | 6 | 7 | 4 | 8 | 4 | 2 | 6 | 37 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 11 | 3 | 6 | 7 | 7 | 5 | 5 | 44 |
| Combermere School (CS) | 1 | 0 | 2 | 1 | 3 | 0 | 1 | 8 |
| Ellerslie (EL) | 1 | 2 | 2 | 3 | 1 | 3 | 4 | 16 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 1 | 4 | 3 | 2 | 1 | 1 | 0 | 12 |
| St. James Secondary (SJ) | 6 | 7 | 4 | 6 | 9 | 4 | 3 | 39 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Leonard's Boys' (SLB) | 0 | 1 | 2 | 0 | 3 | 2 | 0 | 8 |
| The St. Michael School (SM) | 2 | 3 | 1 | 2 | 2 | 0 | 1 | 11 |
| St. Lucy Secondary (LU) | 3 | 5 | 6 | 6 | 8 | 13 | 1 | 42 |
| Springer Memorial (SP) | 2 | 1 | 0 | 1 | 0 | 2 | 1 | 7 |
| Grantley Adams Memorial (GA) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Alma Parris (AP) | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Bursary | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 5 |
| **Total** | 34 | 39 | 35 | 36 | 39 | 34 | 22 | 239 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS,SM)
Category 2 schools: 51-70 marks (AX, EL, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (GS, LV, SP, SLB, SJ, PA)
Category 4 schools: 0-30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Ignatius Byer Primary are eligible to be transferred to secondary schools located in Zone1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone1 are Alexandra, Alma Parris Memorial Secondary, Coleridge & Parry, Queen's College, Springer Memorial Secondary (for girls), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend Ignatius Byer Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 239 students who sat the BSSEE during the period 1999 to 2005, forty-five (19%) were placed at Category 4 schools. Most of these students (42) were allocated to St. Lucy Secondary. Fifty-five (23%) students were allocated to Category 3 schools of whom the majority, (39) were placed at St. James Secondary. Category 2 schools received 99 (41%) students, of whom the majority (44) were mainly placed at Coleridge & Parry School. Over the seven-year period, of 239 students who wrote the BSSEE, 31 (13%) gained places at Category 1 schools. Four (2%) students were unplaced and five (2%) received bursaries.

## 27. Lawrence T. Gay Memorial Primary

Lawrence T. Gay Memorial is a large urban school in the parish of St. Michael. With an official capacity of 810 students, this school is below functional capacity with its current roll of 632.

***Table 4.27.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 43 | 40 | 83 | Graduate | 20 |
| Infants A | 44 | 35 | 79 | Qualified | 9 |
| Infants B | 43 | 52 | 95 | Special Grade | 0 |
| Class 1 | 34 | 47 | 81 | Teacher | 4 |
| Class 2 | 54 | 42 | 96 | Other | 0 |
| Class 3 | 50 | 54 | 104 | | |
| Class 4 | 44 | 50 | 94 | **Total** | **33** |
| **Total** | **312** | **320** | **632** | | |

The school has a total of 33 teachers: 29 females and four males. The teacher–student ratio is approximately 1:19. Sixty-one per cent of the staff hold degrees and 27% are qualified.

***Table 4.27.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=114) | 23 | 24 | 29 | 25 | 25 | 30 | 28 | 17 |
| 2000 (N=107) | 33 | 27 | 29 | 11 | 47 | 29 | 19 | 6 |
| 2001 (N=112) | 25 | 39 | 36 | 0 | 18 | 18 | 29 | 36 |
| 2002 (N=116) | 21 | 24 | 26 | 29 | 38 | 24 | 12 | 26 |
| 2003 (N=109) | 15 | 29 | 33 | 23 | 47 | 25 | 11 | 17 |
| 2004 (N=111) | 23 | 28 | 27 | 22 | 31 | 25 | 19 | 25 |
| 2005 (N=96) | 19 | 28 | 38 | 16 | 25 | 27 | 29 | 19 |

**Range of BSSEE Scores**

At L.T. Gay Memorial, the percentage of students who scored in the 0-30 range in the BSSEE has fluctuated widely over the seven years 1999-2005. In English, the percentages ranged from 15% to 33%, while in Mathematics the percentages ranged from 18% to 47%.

In 1999 the percentage of students who scored in the 0-30 range in English was 23% before the percentage increased to 33% in 2000. Over the next three years the percentage decreased steadily. The percentage of students who scored 30 marks or less decreased to 25% in 2001, 21% in 2002 and then to 15% in 2003, the lowest during the period under review. In 2004 there was an increase to 23%. However, the school's performance improved again in 2005 when the percentage dropped moderately to 19%.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 25% in 1999. The percentage then increased to 47% in 2000, indicating a significant decline in the school's performance. However, in 2001 there was improvement in the performance as the percentage decreased to 18%. Over the following two years the percentage of students who scored in the 0-30 range increased considerably to 38% in 2002 and 47% again in 2003. In 2004 and 2005, 31% and 25% of the students scored 30 marks or less in the respective years.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (31%) scoring in the 51-70 range in English and the highest average percentage of students (33%) also scoring in the 0-30 range in Mathematics.

| *Table 4.27.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (115)** | **N= (107)** | **N= (112)** | **N= (118)** | **N= (103)** | **N= (111)** | **N= (96)** | |
| Unplaced | 1 | 0 | 3 | 10 | 6 | 0 | 0 | 20 |
| Alexandra (AX) | 4 | 3 | 4 | 2 | 1 | 5 | 11 | 30 |
| Alleyne School (AL) | 7 | 6 | 5 | 8 | 8 | 6 | 4 | 44 |
| Ch. Ch. Foundation (CF) | 2 | 1 | 4 | | 1 | 1 | 2 | 11 |
| Coleridge and Parry (CP) | 6 | 9 | 7 | 7 | 5 | 7 | 11 | 52 |
| Combermere School (CS) | 6 | 3 | 4 | 8 | 4 | 5 | 2 | 32 |
| Ellerslie (EL) | 7 | 8 | 11 | 6 | 10 | 10 | 10 | 62 |
| Garrison Secondary (GS) | 1 | 0 | 0 | 1 | 3 | 5 | 0 | 10 |
| Harrison College (HC) | 5 | 2 | 3 | 1 | 2 | 0 | 4 | 17 |
| The Lodge School (LS) | 3 | 0 | 2 | 0 | 2 | 1 | 2 | 10 |
| Parkinson Memorial (PA) | 7 | 3 | 2 | 4 | 6 | 11 | 4 | 37 |
| Princess Margaret (PM) | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 3 |
| Queen's College (QC) | 4 | 1 | 4 | 4 | 3 | 1 | 1 | 18 |
| St. James Secondary (SJ) | 11 | 12 | 10 | 12 | 13 | 14 | 11 | 83 |
| St. George Secondary (SG) | 1 | 2 | 7 | 8 | 4 | 6 | 2 | 30 |
| St. Leonard's Boys' (SLB) | 7 | 6 | 3 | 8 | 3 | 6 | 6 | 39 |
| The St. Michael School (SM) | 3 | 4 | 2 | 2 | 1 | 5 | 1 | 18 |
| St. Lucy Secondary (LU) | 2 | 8 | 8 | 7 | 10 | 1 | 3 | 39 |
| Springer Memorial (SP) | 6 | 1 | 3 | 4 | 5 | 2 | 9 | 30 |
| Grantley Adams Memorial (GA) | 10 | 8 | 5 | 7 | 5 | 9 | 3 | 47 |
| The Louis Lynch Memorial (LL) | 4 | 5 | 5 | 8 | 6 | 6 | 6 | 40 |
| Deighton Griffith Memorial (DG) | 2 | 0 | 1 | 1 | 1 | 0 | 0 | 5 |
| The Lester Vaughan (LV) | 14 | 14 | 12 | 7 | 9 | 7 | 4 | 67 |
| Alma Parris (AP) | 0 | 2 | 3 | 0 | 0 | 1 | 0 | 6 |
| Bursary | 2 | 9 | 3 | 2 | 1 | 1 | 0 | 18 |
| **Total** | 115 | 107 | 112 | 118 | 109 | 111 | 96 | 768 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS,SM)
Category 2 schools: 51-70 marks (AX, EL, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (GS, LV, SP, SLB, SJ, PA)
Category 4 schools: 0-30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of L.T. Gay Memorial are eligible to be transferred to secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are St. Lucy Secondary, Alexandra, Alma Parris Memorial Secondary, Queen's College, St. James Secondary, Coleridge and Parry, Ellerslie Secondary, Springer Memorial Secondary (for girls) and St. Leonard's Boys'. However, students who attend L.T. Gay Memorial but live outside the catchment area would be transferred to secondary schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 768 students who sat the BSSEE during the period 1999 to 2005, one hundred and twenty-five (16%) were placed at Category 4 schools and of these, 47 were allocated to Grantley Adams Memorial. Category 2 schools received 254 (33%) students who were mainly allocated to Ellerslie Secondary (62). Two hundred and sixty-six students (35%) were allocated to Category 3 schools with the majority being placed at St. James Secondary (83). Over the seven-year period 85 (11%) of the 768 students were allocated to Category 1 schools, mainly Combermere, which received 32. Twenty (3%) students were unplaced and 18 (2%) received bursaries.

## 28. Luther Thorne Primary

Luther Thorne Primary is a large urban school in the parish of St. Michael. With an official capacity of 630 students, this school is above capacity with its current roll of 693.

***Table 4.28.1:***
**The Distribution of Students and Teachers (2005- 2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 51 | 49 | 100 | Graduate | 14 |
| Infants A | 58 | 55 | 113 | Qualified | 9 |
| Infants B | 67 | 57 | 124 | Special Grade | 1 |
| Class 1 | 34 | 50 | 84 | Teacher | 8 |
| Class 2 | 52 | 49 | 101 | Other | 0 |
| Class 3 | 37 | 41 | 78 | | |
| Class 4 | 51 | 42 | 93 | **Total** | **32** |
| **Total** | **350** | **343** | **693** | | |

The school has a total of 32 teachers: 27 females and five males. The teacher–student ratio is approximately 1:22. . Forty-four per cent of the staff hold degrees and 28% are qualified.

***Table 4.28.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=81) | 15 | 21 | 36 | 28 | 15 | 21 | 35 | 30 |
| 2000 (N=88) | 11 | 19 | 20 | 49 | 16 | 17 | 23 | 44 |
| 2001 (N=108) | 11 | 26 | 63 | 0 | 5 | 19 | 19 | 56 |
| 2002 (N=94) | 7 | 14 | 32 | 47 | 15 | 21 | 20 | 44 |
| 2003 (N=120) | 6 | 10 | 31 | 53 | 22 | 19 | 25 | 34 |
| 2004 (N=99) | 10 | 22 | 25 | 42 | 13 | 21 | 15 | 51 |
| 2005 (N=93) | 14 | 12 | 45 | 29 | 17 | 9 | 28 | 46 |

**Range of BSSEE Scores**

At Luther Thorne Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years in both English and Mathematics. In English the percentage ranged from 6% to 15%, while in Mathematics it ranged from 5% to 22%.

In English, the percentage of students who scored in the 0-30 range decreased from 15% in 1999 to a low of 6% in 2003, showing a considerable improvement in the school's performance over those years. In 2004 the percentage increased to 10% and again to 14% in 2005.

In 1999, 15% of the students scored 30 marks or less in the BSSEE before it increased slightly to 16% in 2000. There was significant improvement in the school's performance in 2001 as only 5% of the studnts scored in the 0-30 range. Over the next two years however, the percentage increased to 15% in 2002 and again to 22% in 2003. While there was some improvement in 2004 when the percentage decreased to 13%, in 2005 the percentage of students who scored 30 marks or less increased again to 17%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (36%) scoring in the 51-70 range in English and the highest average percentage of students (44%) scoring in the 71-100 range in Mathematics.

| *Table 4.28.3:* **Number of Student Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **Total** |
| | **N= (82)** | **N= (88)** | **N= (108)** | **N= (95)** | **N= (121)** | **N= (99)** | **N= (93)** | |
| Unplaced | 2 | 0 | 2 | 5 | 4 | 0 | 0 | 13 |
| Alexandra (AX) | 1 | 1 | 3 | 0 | 1 | 0 | 1 | 7 |
| Alleyne School (AL) | 7 | 4 | 2 | 0 | 5 | 2 | 0 | 20 |
| Ch. Ch. Foundation (CF) | 11 | 9 | 20 | 12 | 17 | 13 | 17 | 99 |
| Coleridge and Parry (CP) | 1 | 2 | 1 | 0 | 0 | 1 | 1 | 6 |
| Combermere School (CS) | 3 | 7 | 7 | 3 | 5 | 4 | 3 | 32 |
| Ellerslie (EL) | 1 | 2 | 0 | 0 | 0 | 3 | 2 | 8 |
| Garrison Secondary (GS) | 6 | 3 | 6 | 9 | 11 | 8 | 2 | 45 |
| Harrison College (HC) | 4 | 18 | 11 | 4 | 4 | 10 | 8 | 59 |
| The Lodge School (LS) | 4 | 1 | 2 | 3 | 8 | 1 | 7 | 26 |
| Parkinson Memorial (PA) | 6 | 1 | 5 | 4 | 3 | 5 | 0 | 24 |
| Princess Margaret (PM) | 1 | 6 | 10 | 5 | 5 | 5 | 7 | 39 |
| Queen's College (QC) | 5 | 8 | 0 | 8 | 8 | 7 | 9 | 45 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| St. George Secondary (SG) | 0 | 0 | 1 | 0 | 0 | 2 | 0 | 3 |
| St. Leonard's Boys' (SLB) | 3 | 1 | 4 | 4 | 3 | 5 | 8 | 28 |
| The St. Michael School (SM) | 5 | 8 | 6 | 8 | 11 | 8 | 8 | 54 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Springer Memorial (SP) | 5 | 3 | 6 | 4 | 10 | 6 | 1 | 35 |
| Grantley Adams Memorial (GA) | 2 | 1 | 2 | 3 | 2 | 2 | 1 | 13 |
| The Louis Lynch Memorial (LL) | 3 | 1 | 2 | 4 | 5 | 2 | 2 | 19 |
| Deighton Griffith Memorial (DG) | 8 | 3 | 11 | 15 | 9 | 12 | 8 | 66 |
| The Lester Vaughan (LV) | 3 | 3 | 2 | 3 | 5 | 3 | 2 | 21 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 1 | 6 | 5 | 1 | 5 | 0 | 4 | 22 |
| **Total** | 82 | 88 | 108 | 95 | 121 | 99 | 93 | 686 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS,SM)
Category 2 schools: 51-70 marks (AX, EL, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (GS, LV, SP, SLB, SJ, PA)
Category 4 schools: 0-30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Luther Thorne Primary are eligible to be transferred to secondary schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The Lodge School, Princess Margaret Secondary, Deighton Griffith Secondary, Christ Church Foundation, Garrison Secondary, Springer Memorial Secondary (for girls), The St. Michael School and St. Leonard's Boys'. However, students who attend Luther Thorne Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 686 students who wrote the BSSEE during the 1999-2005 period, 251 (37%) were allocated to Category 2 schools with the majority from this group attending Christ Church Foundation (99). One hundred and ninety (28%) students were placed at Category 1 schools with the majority from this group being allocated to Harrison College (59). With regard to Category 3, one hundred and fifty-four (22%) students were placed largely at Garrison Secondary which received 45. Fifty-six (8%) students were allocated to Category 4 schools with 39 attending Princess Margaret Secondary. Thirteen (2%) students were unplaced and 22 (3%) received bursaries.

## 29. Mount Tabor Primary

Mount Tabor Primary is a medium-sized rural school in the parish of St. John. With an official capacity of 360 students, this school is below functional capacity with its current roll of 236.

***Table 4.29.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 51 | 49 | 100 | Graduate | 14 |
| Infants A | 14 | 20 | 34 | Qualified | 9 |
| Infants B | 8 | 12 | 20 | Special Grade | 1 |
| Class 1 | 34 | 50 | 84 | Teacher | 8 |
| Class 2 | 52 | 49 | 101 | Other | 0 |
| Class 3 | 37 | 41 | 78 | | |
| Class 4 | 51 | 42 | 93 | **Total** | **32** |
| **Total** | **350** | **343** | **693** | | |

The school has a total of 18 teachers: 13 females and five males. The teacher-student ratio is approximately 1:13. Twenty-eight per cent of the staff hold degrees and 39% are qualified.

***Table 4.29.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=37) | 49 | 22 | 16 | 14 | 46 | 32 | 14 | 8 |
| 2000 (N=39) | 38 | 36 | 21 | 5 | 46 | 38 | 13 | 3 |
| 2001 (N=37) | 43 | 41 | 16 | 0 | 11 | 46 | 30 | 14 |
| 2002 (N=36) | 14 | 17 | 33 | 36 | 31 | 22 | 14 | 33 |
| 2003 (N=50) | 34 | 24 | 18 | 24 | 60 | 14 | 18 | 8 |
| 2004 (N=33) | 27 | 27 | 30 | 15 | 36 | 12 | 21 | 30 |
| 2005 (N=38) | 37 | 29 | 34 | 0 | 47 | 21 | 18 | 13 |

**Range of BSSEE Scores**

At Mount Tabor Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years in both English and Mathematics. This was especially the case in Mathematics where the percentage ranged from 11% to as high as 60%.

In 1999, the percentage of students who scored in the 0-30 range in English was 49%, the highest over the seven-year period. There was some improvement in the school's performance in 2000 when the percentage decreased to 38%. However, in 2001 the percentage of students scoring 30 marks or less increased again to 43%. Two thousand and two saw a considerable improvement in the school's performance when the percentage decreased to 14%. Over the next two years the percentage of students who scored in the 0-30 range decreased from 34% in 2003 to 27% in 2004. The percentage increased again to 37% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less was 46% in 1999 as well as in 2000. The school's performance improved considerably in 2001 when only 11% of the students scored in the 0-30 range. However, over the next two years, the percentage increased from 31% in 2002 to 60% in 2003, the highest over the seven-year period. While there was some improvement in 2004 with the percentage of students scoring in the 0-30 range decreasing to 36%, in 2005 the percentage increased again to 47%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (35%) scoring in the 0-30 range in English and the highest average percentage of students (40%) also scoring in the 0-30 range in Mathematics.

***Table 4.29.3:***
**Number of Students Allocated to Secondary Schools**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (37) | N= (39) | N= (37) | N= (36) | N= (50) | N= (33) | N= (38) | |
| Alexandra School (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 1 | 1 | 0 | 0 | 0 | 0 | 2 | 4 |
| Alma Parris Memorial (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 1 | 1 | 1 | 0 | 2 | 4 | 4 | 13 |
| Coleridge & Parry School (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 2 | 1 | 0 | 2 | 2 | 1 | 0 | 8 |
| Deighton Griffith (DG) | 0 | 1 | 2 | 1 | 6 | 3 | 2 | 15 |
| Ellerslie Secondary (EL) | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 3 |
| Garrison Secondary (GS) | 4 | 3 | 6 | 3 | 3 | 6 | 4 | 29 |
| Grantley Adams Memorial (GA) | 6 | 5 | 6 | 2 | 2 | 3 | 2 | 26 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Lester Vaughan Memorial (LV) | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 4 |
| The Lodge School (LS) | 3 | 4 | 3 | 8 | 4 | 2 | 3 | 27 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Parkinson Memorial (PA) | 3 | 1 | 0 | 2 | 2 | 2 | 2 | 12 |
| Princess Margaret Secondary (PM) | 6 | 9 | 10 | 5 | 10 | 4 | 9 | 53 |
| Queen's College (QC) | 0 | 0 | 0 | 3 | 1 | 2 | 0 | 6 |
| Springer Memorial (SP) | 3 | 2 | 3 | 3 | 2 | 1 | 4 | 18 |
| St. George Secondary (SG) | 4 | 1 | 0 | 2 | 2 | 0 | 2 | 11 |
| St. James Secondary (SJ) | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| St. Leonard's Boys' (SLB) | 2 | 4 | 2 | 2 | 4 | 1 | 3 | 18 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| The St. Michael School (SM) | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Bursary | 0 | 4 | 1 | 1 | 5 | 0 | 0 | 11 |
| Unplaced | 0 | 0 | 2 | 0 | 2 | 2 | 0 | 6 |
| **Total** | 37 | 39 | 37 | 36 | 50 | 33 | 38 | 270 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS,SM)
Category 2 schools: 51-70 marks (AX, EL, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (GS, LV, SP, SLB, SJ, PA)
Category 4 schools: 0-30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Mount Tabor Primary are eligible to be transferred to those secondary schools in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are Christ Church Foundation, Deighton Griffith Secondary, Garrison Secondary, The Lodge School, Princess Margaret Secondary, Springer Memorial Secondary (for girls), St. Leonard's Boys' and The St. Michael School. However, students who attend Mount Tabor Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, each student writing the examination has two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, two hundred and seventy students at Mount Tabor Primary wrote the BSSEE. Of these students, 91 (34%) gained places at the Category 4 schools with 53 being allocated to Princess Margaret Secondary. In addition, 83 (31%) students were placed at Category 3 schools with 29 being allocated to Garrison Secondary. Sixty-three (23%) of the students were placed at Category 2, mainly The Lodge School, which received 27 students. Of the 270 students who have taken the BSSEE over the seven-year period, 16 (6%) students gained entry into Category 1 schools. Six (2%) were unplaced and 11 (4%) students received bursaries.

## 30. Pine Primary School

Pine Primary School is a large urban school in the parish of St. Michael. With an official capacity of 500 students, this school is above capacity with its current roll of 511.

***Table 4.30.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 30 | 33 | 63 | | |
| Reception | 51 | 37 | 88 | Graduate | 17 |
| Infants A | 32 | 36 | 68 | Qualified | 5 |
| Infants B | 30 | 34 | 64 | Special Grade | 0 |
| Class 1 | 23 | 33 | 56 | Teacher | 6 |
| Class 2 | 30 | 36 | 66 | Other | 0 |
| Class 3 | 26 | 27 | 53 | | |
| Class 4 | 33 | 20 | 53 | **Total** | **28** |
| **Total** | **255** | **256** | **511** | | |

The school has a total of 28 teachers: 19 females and nine males. The teacher-student ratio is approximately 1:18. Sixty-one per cent of the staff hold degrees and 18% are qualified.

***Table 4.30.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=53) | 30 | 34 | 28 | 8 | 36 | 38 | 26 | 0 |
| 2000 (N=50) | 42 | 22 | 28 | 8 | 52 | 28 | 14 | 6 |
| 2001 (N=77) | 19 | 35 | 45 | 0 | 17 | 16 | 21 | 47 |
| 2002 (N=54) | 22 | 28 | 28 | 22 | 48 | 15 | 19 | 19 |
| 2003 (N=63) | 21 | 25 | 32 | 22 | 46 | 10 | 22 | 22 |
| 2004 (N=62) | 18 | 29 | 32 | 21 | 37 | 11 | 26 | 26 |
| 2005 (N=55) | 47 | 24 | 25 | 4 | 55 | 11 | 25 | 9 |

**Range of BSSEE Scores**

At Pine Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage ranged from 18% to 47%, while in Mathematics it ranged from 17% to 55%.

The percentage of students who scored in the 0-30 range in English increased from 30% in 1999 to 42% in 2000. In the following year, 2001, the school's performance improved when the percentage decreased to 19%. Over the next three years the percentage consistently decreased from 22% in 2002 to 18% in 2004. The school's performance declined considerably in 2005 when the percentage of students who scored 30 marks or less increased to 47%, the highest over the seven-year period.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE increased from 36% in 1999 to 52% in 2000. There was a significant improvement in the school's performance in 2001 with the percentage decreasing to 17%. In 2002 the school's performance declined significantly as the percentage increased tremendously to 48%. However, over the following three years, the percentage consistently decreased from 48% in 2002 to 37% in 2004. There was a decline in the school's performance again in 2005 when the percentage of students who scored 30 marks or less increased to 55%, the highest over the seven-year period.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (31%) scoring in the 51-70 range in English and the highest average percentage of students (42%) scoring in the 0-30 range in Mathematics.

| *Table 4.30.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (54)** | **N= (50)** | **N= (77)** | **N= (55)** | **N= (63)** | **N= (62)** | **N= (55)** | |
| Unplaced | 1 | 0 | 2 | 1 | 1 | 0 | 0 | 5 |
| Alexandra (AX) | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Alleyne School (AL) | 5 | 5 | 12 | 12 | 4 | 7 | 10 | 55 |
| Ch. Ch. Foundation (CF) | 1 | 0 | 2 | 1 | 2 | 1 | 1 | 8 |
| Coleridge and Parry (CP) | 0 | 2 | 1 | 1 | 1 | 3 | 2 | 10 |
| Combermere School (CS) | 0 | 1 | 3 | 1 | 2 | 2 | 0 | 9 |
| Ellerslie (EL) | 1 | 0 | 1 | 1 | 0 | 2 | 0 | 5 |
| Garrison Secondary (GS) | 2 | 2 | 0 | 2 | 1 | 2 | 1 | 10 |
| Harrison College (HC) | 0 | 0 | 2 | 1 | 1 | 4 | 0 | 8 |
| The Lodge School (LS) | 2 | 1 | 5 | 0 | 5 | 3 | 2 | 18 |
| Parkinson Memorial (PA) | 9 | 3 | 7 | 6 | 7 | 10 | 5 | 47 |
| Princess Margaret (PM) | 1 | 0 | 0 | 3 | 0 | 2 | 5 | 11 |
| Queen's College (QC) | 0 | 1 | 1 | 0 | 0 | 2 | 1 | 5 |
| St. James Secondary (SJ) | 1 | 0 | 1 | 0 | 2 | 1 | 1 | 6 |
| St. George Secondary (SG) | 1 | 5 | 8 | 4 | 8 | 0 | 7 | 33 |
| St. Leonard's Boys' (SLB) | 5 | 8 | 1 | 6 | 3 | 7 | 5 | 35 |
| The St. Michael School (SM) | 1 | 1 | 4 | 0 | 5 | 1 | 1 | 13 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 3 |
| Springer Memorial (SP) | 2 | 2 | 11 | 3 | 5 | 3 | 1 | 27 |
| Grantley Adams Memorial (GA) | 8 | 9 | 8 | 8 | 6 | 3 | 8 | 50 |
| The Louis Lynch Memorial (LL) | 3 | 2 | 2 | 0 | 1 | 1 | 0 | 9 |
| Deighton Griffith Memorial (DG) | 0 | 2 | 0 | 2 | 2 | 2 | 1 | 9 |
| The Lester Vaughan (LV) | 9 | 2 | 6 | 1 | 5 | 5 | 2 | 30 |
| Alma Parris (AP) | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| Bursary | 0 | 3 | 0 | 1 | 1 | 0 | 1 | 6 |
| **Total** | 54 | 50 | 77 | 55 | 63 | 62 | 55 | 416 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS,SM)
Category 2 schools: 51-70 marks (AX, EL, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (GS, LV, SP, SLB, SJ, PA)
Category 4 schools: 0-30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of Pine Primary are eligible to be transferred to those secondary schools in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial, St. George Secondary, Springer Memorial Secondary (for girls) St. Leonard's Boys' and The Lester Vaughan. However, students who attend Pine Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, each student writing the examination has two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, four hundred and sixteen students at Pine Primary wrote the BSSEE. Of these students, 99 (24%) gained places at the Category 4 schools with 50 being allocated to Grantley Adams Memorial School. In addition, 155 (37%) were placed at Category 3 schools mainly Parkinson Memorial, which received 47 students. One hundred and sixteen (28%) of the students were placed at Category 2 schools, with the majority (55) being allocated to Alleyne School. Of the 416 students who have written the BSSEE over the seven-year period, 35 (8%) students gained entry into Category 1 schools. Six (1%) students received bursaries and five (1%) were unplaced.

## 31. Roland Edwards Primary

Roland Edwards Primary is a medium-sized rural school in the parish of St. Peter. With an official capacity of 380 students, this school is at functional capacity with its current roll of 343.

***Table 4.31.1:***
**The Distribution of Students and Teachers (2005- 2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 28 | 16 | 44 | Graduate | 10 |
| Infants A | 31 | 19 | 50 | Qualified | 8 |
| Infants B | 24 | 32 | 56 | Special Grade | 0 |
| Class 1 | 22 | 24 | 46 | Teacher | 1 |
| Class 2 | 26 | 25 | 51 | Other | 0 |
| Class 3 | 26 | 20 | 46 | | |
| Class 4 | 27 | 23 | 50 | **Total** | **19** |
| **Total** | **184** | **159** | **343** | | |

The school has a total of 19 teachers: 15 females and four males. The teacher-student ratio is approximately 1:18. Fifty-three per cent of the staff hold degrees and 42% are qualified.

***Table 4.31.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=55) | 15 | 31 | 33 | 22 | 16 | 25 | 40 | 18 |
| 2000 (N=51) | 24 | 31 | 35 | 10 | 39 | 29 | 24 | 8 |
| 2001 (N=61) | 30 | 36 | 34 | 0 | 15 | 26 | 16 | 43 |
| 2002 (N=62) | 13 | 13 | 37 | 37 | 21 | 18 | 34 | 27 |
| 2003 (N=56) | 4 | 21 | 30 | 45 | 20 | 27 | 30 | 23 |
| 2004 (N=58) | 14 | 22 | 28 | 36 | 19 | 19 | 19 | 43 |
| 2005 (N=48) | 29 | 29 | 29 | 13 | 27 | 35 | 23 | 15 |

**Range of BSSEE Scores**

At Roland Edwards Primary, the percentage of students who scored in the 0-30 range in the BSSEE has fluctuated widely over the seven years 1999-2005. In English, the percentages ranged from 4% to 30%, while in Mathematics the percentages ranged from 15% to 39%.

In 1999, the percentage of students who scored in the 0-30 range in English was 15%. Over the next six years the percentage of students who scored 30 marks or less increased and decreased in two year intervals. In 2000 and 2001 the percentages were 24% and 30%, respectively. The following two years the percentages decreased to 13% in 2002 and again to 4% in 2003, the lowest over the seven-year period. The percentage of students who scored 30 marks or less gradually increased to 14% in 2004 before reaching 29% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 16% in 1999. The school's performance declined in 2000 when the percentage increased significantly to 39% in 2000. For the next four years modest fluctuations were recorded. In 2001 the percentage of students who scored in the 0-30 range decreased to 15%; it then increased slightly to 21% in 2002. The school's performance continued to improve marginally over the next two years as the percentage of students who scored in the 0-30 range decreased slightly to 20% in 2003 with a further decrease to 19% in 2004. In 2005, 27% of the students scored 30 marks or less.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (32%) scoring in the 51-70 range in English and the highest average percentage of students (27%) also scoring in the 51-70 range in Mathematics.

***Table 4.31.3***
**Number of Student Allocated to Secondary School**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (55) | N= (51) | N= (61) | N= (62) | N= (56) | N= (59) | N= (48) | |
| Unplaced | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 3 |
| Alexandra (AX) | 10 | 10 | 8 | 14 | 11 | 10 | 6 | 69 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| Coleridge and Parry (CP) | 10 | 10 | 7 | 17 | 14 | 9 | 7 | 74 |
| Combermere School (CS) | 1 | 0 | 2 | 2 | 3 | 5 | 0 | 13 |
| Ellerslie (EL) | 11 | 4 | 7 | 7 | 6 | 7 | 8 | 50 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 3 | 2 | 0 | 1 | 1 | 2 | 0 | 9 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 3 | 0 | 7 | 3 | 1 | 4 | 4 | 22 |
| St. James Secondary (SJ) | 5 | 9 | 12 | 8 | 11 | 9 | 11 | 65 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Leonard's Boys' (SLB) | 7 | 2 | 2 | 1 | 3 | 2 | 7 | 24 |
| The St. Michael School (SM) | 0 | 0 | 0 | 0 | 2 | 1 | 0 | 3 |
| St. Lucy Secondary (LU) | 3 | 9 | 9 | 6 | 3 | 4 | 2 | 36 |
| Springer Memorial (SP) | 0 | 2 | 2 | 2 | 0 | 5 | 3 | 14 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Bursary | 1 | 3 | 2 | 1 | 0 | 0 | 0 | 7 |
| **Total** | 55 | 51 | 61 | 62 | 56 | 59 | 48 | 392 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS,SM)
Category 2 schools: 51-70 marks (AX, EL, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (GS, LV, SP, SLB, SJ, PA)
Category 4 schools: 0-30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Roland Edwards Primary are eligible to be transferred to secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are St. Lucy Secondary, Alexandra, Alma Parris Memorial Secondary, Queen's College, St. James Secondary, Coleridge and Parry, Ellerslie Secondary, Springer Memorial Secondary (for girls) and St. Leonard's Boys'. However, students who attend Roland Edwards Primary but live outside the catchment area would be transferred to secondary schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 392 students who wrote the BSSEE during the period 1999 to 2005, one hundred and ninety-five (50%) were placed at Category 2 schools and of these 74 were allocated to Coleridge and Parry and 69 to Alexandra. Thirty-seven (9%) students were allocated to Category 4 schools of whom the majority (36) were allocated to St. Lucy Secondary. Category 3 schools received 103 (26%) students who were mainly allocated to St. James Secondary (65). Over the seven-year period, 47 (12 %) were placed at Category 1 schools, mainly Queen's College which received 22 and Combermere School, to which 13 were allocated. Three (1%) students were unplaced and seven (2%) received bursaries.

## 32. Selah Primary

Selah Primary is a medium-sized rural school in the parish of St. Lucy. With an official capacity of 360, this school is below functional capacity with its current roll of 242 students.

***Table 4.32.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 4 | 14 | 18 | | |
| Reception | 26 | 10 | 36 | Graduate | 11 |
| Infants A | 20 | 20 | 40 | Qualified | 5 |
| Infants B | 18 | 17 | 35 | Special Grade | 0 |
| Class 1 | 14 | 17 | 31 | Teacher | 1 |
| Class 2 | 11 | 9 | 20 | Other | 0 |
| Class 3 | 23 | 17 | 40 | | |
| Class 4 | 9 | 13 | 22 | **Total** | **17** |
| **Total** | **125** | **117** | **242** | | |

The school has a total of 17 teachers: 14 females and three males. The teacher-student ratio is approximately 1:14. Sixty-five per cent of the staff hold degrees and 29% are qualified.

***Table 4.32.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=43) | 16 | 28 | 30 | 26 | 16 | 37 | 28 | 19 |
| 2000 (N=36) | 28 | 39 | 31 | 3 | 44 | 36 | 19 | 0 |
| 2001 (N=42) | 45 | 29 | 26 | 0 | 29 | 21 | 24 | 26 |
| 2002 (N=41) | 24 | 17 | 34 | 24 | 37 | 27 | 22 | 15 |
| 2003 (N=39) | 26 | 33 | 23 | 18 | 51 | 26 | 10 | 13 |
| 2004 (N=34) | 9 | 32 | 24 | 35 | 3 | 21 | 18 | 59 |
| 2005 (N=27) | 44 | 11 | 33 | 11 | 44 | 11 | 22 | 22 |

**Range of BSSEE Scores**

At Selah Primary the percentage of students who scored in the 0-30 range in the BSSEE fluctuated widely over the seven years 1999-2005. In English, the percentages ranged from as low as 9% to as high as 45 %, while in Mathematics the percentages ranged rom as low as 3% to as high as 51%.

In English, 16% of the students scored in the 0-30 range in 1999. Over the next two years the percentages increased from 28% in 2000 and to 45% in 2001. In 2002 and 2003 the percentages decreased and remained fairly consistent at 24% and 26%, respectively. The school's performance improved considerably in 2004 as only 9% of the students scored in the 0-30 range. The school's performance however declined in 2005 when the percentage of students who scored 30 marks or less increased significantly to 44%.

In 1999, 16% of the students scored in the 0-30 range in Mathematics. Over the following two years the percentage fluctuated when it increased to 44% in 2000 and then decreased to 29% in 2001. The percentage of students who gained 30 marks or less increased to 37% in 2002 and again in 2003 when it reached its highest over the seven-year period of 51%. In 2004 a low percentage of 3% was recorded, indicating the school's improved performance. However, by 2005 this was reversed as 44% of the students scored in the 0-30 range.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (29%) scoring in the 51-70 range in English and the highest average percentage of students (32%) scoring in the 0-30 range in Mathematics.

***Table 4.32.3:***
**Number of Students Allocated to Secondary Schools**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (39) | N= (34) | N= (39) | N= (37) | N= (39) | N= (37) | N= (34) | |
| Unplaced | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 5 |
| Alexandra (AX) | 8 | 3 | 4 | 4 | 3 | 8 | 4 | 34 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 7 | 8 | 9 | 10 | 6 | 4 | 5 | 49 |
| Combermere School (CS) | 2 | 0 | 1 | 0 | 2 | 1 | 2 | 8 |
| Ellerslie (EL) | 4 | 6 | 4 | 6 | 2 | 2 | 2 | 26 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 1 | 0 | 0 | 1 | 0 | 2 | 0 | 4 |
| St. James Secondary (SJ) | 3 | 8 | 4 | 4 | 8 | 9 | 6 | 42 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Leonard's Boys' (SLB) | 0 | 2 | 0 | 2 | 4 | 1 | 1 | 10 |
| The St. Michael School (SM) | 2 | 0 | 0 | 0 | 0 | 5 | 1 | 8 |
| St. Lucy Secondary (LU) | 9 | 8 | 12 | 12 | 12 | 1 | 6 | 60 |
| Springer Memorial (SP) | 5 | 0 | 1 | 2 | 1 | 0 | 0 | 9 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Bursary | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| **Total** | 43 | 36 | 42 | 41 | 39 | 34 | 27 | 262 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS,SM)
Category 2 schools: 51-70 marks (AX, EL, AL, CF, LS, LL, CP, DG)
Category 3 schools: 31-50 marks (GS, LV, SP, SLB, SJ, PA)
Category 4 schools: 0-30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of Selah Primary are eligible to be transferred to secondary schools located in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial Secondary, Coleridge & Parry, Queen's College, Springer Memorial Secondary (for girls), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend Selah Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 262 students who wrote the BSSEE during the period 1999 to 2005, sixty-three (24%) were placed at Category 4 schools. Most of these students (60) were allocated to St. Lucy Secondary. Category 2 and 3 schools received 42% and 23% respectively. In the case of Category 2 schools, the majority of the students (49) were allocated to Coleridge and Parry, whereas the majority of students attending Category 3 schools were allocated to St. James Secondary (42). Over the seven-year period, of 262 students who wrote the BSSEE, 21 (8%) gained places at Category 1 schools. Five (2%) students were unplaced and two (1%) received bursaries.

## 33. Sharon Primary

Sharon Primary is a large rural school situated in the parish of St. Thomas. With an official capacity of 420 students, this school is at capacity with its current roll of 461.

***Table 4.33.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 33 | 26 | 59 | Graduate | 14 |
| Infants A | 23 | 13 | 53 | Qualified | 6 |
| Infants B | 35 | 35 | 70 | Special Grade | 1 |
| Class 1 | 40 | 36 | 76 | Teacher | 3 |
| Class 2 | 20 | 33 | 53 | Other | 0 |
| Class 3 | 34 | 41 | 75 | | |
| Class 4 | 35 | 40 | 75 | **Total** | **24** |
| **Total** | **220** | **241** | **461** | | |

The school has a total of 24 teachers: 19 females and five males. The teacher-student ratio is approximately 1:19. Fifty-eight per cent of the staff hold degrees and 25% are qualified.

***Table 4.33.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=61) | 13 | 33 | 36 | 18 | 18 | 34 | 34 | 13 |
| 2000 (N=89) | 26 | 26 | 31 | 17 | 43 | 19 | 25 | 13 |
| 2001 (N=58) | 16 | 40 | 45 | 0 | 19 | 24 | 9 | 48 |
| 2002 (N=66) | 11 | 27 | 26 | 36 | 30 | 32 | 18 | 20 |
| 2003 (N=77) | 17 | 31 | 29 | 23 | 47 | 12 | 26 | 16 |
| 2004 (N=49) | 6 | 22 | 35 | 37 | 22 | 10 | 16 | 51 |
| 2005 (N=54) | 30 | 30 | 26 | 15 | 39 | 17 | 17 | 28 |

**Range of BSSEE Scores**

At Sharon Primary the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999-2005 in both English and Mathematics. In English, the percentages ranged from a low of 6% to 30%, while in Mathematics the percentages ranged from 18% to 47%.

In 1999 the percentage of students who scored in the 0-30 range in English was 13%. The percentage doubled in 2000 when 26% of the students scored 30 marks or less. Over the next two years the school's performance improved as the percentage decrease to 16% in 2001 and again to 11% in 2002. For the following three years the percentage of students who scored in the 0-30 range fluctuated widely. In 2003 the percentage recorded was 17%, before it declined to 6%, showing considerable improvement in the school's performance in 2004. The percentage of students who scored in the 0-30 range however, increased to 30% in 2005.

Similar fluctuations were evidenced in Mathematics. In 1999 the percentage of students who scored 30 marks or less in the BSSEE was 18% before there was a tremendous decline in the school's performance in 2000 with the percentage increasing 43%. However, the school saw some improvement in 2001 when the percentage of students who received 30 marks or less decreased to 19%. Over the next two years, 2002 and 2003, the percentage increased to 30% and 47% in the respective years. In 2004 the percentage declined to 22% but increased again to 39% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (33%) scoring in the 51-70 range in English and the highest average percentage of students (31%) scoring in the 0-30 range in Mathematics.

***Table 4.33.3.***
**Number of Students Allocated to Secondary Schools**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (61) | N= (89) | N= (58) | N= (66) | N= (77) | N= (49) | N= (54) | |
| Unplaced | 0 | 0 | 2 | 7 | 5 | 0 | 0 | 14 |
| Alexandra (AX) | 3 | 4 | 1 | 1 | 2 | 0 | 3 | 14 |
| Alleyne School (AL) | 19 | 10 | 10 | 6 | 8 | 4 | 5 | 62 |
| Ch. Ch. Foundation (CF) | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| Coleridge and Parry (CP) | 0 | 1 | 0 | 1 | 1 | 1 | 2 | 6 |
| Combermere School (CS) | 0 | 3 | 1 | 4 | 3 | 2 | 4 | 17 |
| Ellerslie (EL) | 0 | 2 | 0 | 1 | 1 | 7 | 1 | 12 |
| Garrison Secondary (GS) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Harrison College (HC) | 1 | 1 | 2 | 0 | 4 | 2 | 0 | 10 |
| The Lodge School (LS) | 0 | 1 | 0 | 0 | 0 | 1 | 2 | 4 |
| Parkinson Memorial (PA) | 3 | 4 | 6 | 5 | 8 | 3 | 6 | 35 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 1 | 6 | 4 | 2 | 2 | 3 | 3 | 21 |
| St. James Secondary (SJ) | 0 | 2 | 0 | 3 | 2 | 3 | 5 | 15 |
| St. George Secondary (SG) | 0 | 7 | 3 | 1 | 1 | 0 | 1 | 13 |
| St. Leonard's Boys' (SLB) | 1 | 4 | 2 | 3 | 6 | 2 | 6 | 24 |
| The St. Michael School (SM) | 2 | 4 | 6 | 0 | 0 | 4 | 1 | 17 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| Springer Memorial (SP) | 1 | 1 | 0 | 3 | 3 | 1 | 1 | 10 |
| Grantley Adams Memorial (GA) | 4 | 11 | 9 | 7 | 12 | 1 | 5 | 49 |
| The Louis Lynch Memorial (LL) | 5 | 10 | 5 | 9 | 9 | 7 | 3 | 48 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| The Lester Vaughan (LV) | 19 | 12 | 6 | 10 | 9 | 6 | 4 | 66 |
| Alma Parris (AP) | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 4 |
| Bursary | 1 | 4 | 1 | 1 | 0 | 0 | 0 | 7 |
| **Total** | 61 | 89 | 58 | 66 | 77 | 49 | 54 | 454 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Sharon Primary are eligible to be transferred to secondary schools in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, The Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. Leonard's Boys' and The Lester Vaughan. However, students who attend Sharon Primary but live outside the catchment area would be transferred to secondary schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 454 students who sat the BSSEE during the period 1999 to 2005, sixty-eight (15%) and 149 (33%) were placed at Category 4 and 2 schools, respectively. With regard to the Category 4 schools the majority of students were allocated to Grantley Adams Memorial (49). Most of the students allocated to Category 2 schools were placed at Alleyne School (62) and Louis Lynch Memorial (48). Category 3 schools received 151 (33%) students of whom the majority (66) were allocated to The Lester Vaughan. Over the seven-year period, 65 (14%) of the 454 students were placed at Category 1 schools with the majority being placed at Queen's College (21). Fourteen (3%) students were unplaced and two (2%) received bursaries.

## 34. Society Primary

Society Primary is a medium-sized rural school in the parish of St. John. With an official capacity of 290, this school is below functional capacity with its current roll of 182 students.

***Table 4.34.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 9 | 8 | 17 | | |
| Reception | 11 | 10 | 21 | Graduate | 6 |
| Infants A | 9 | 13 | 22 | Qualified | 4 |
| Infants B | 13 | 16 | 29 | Special Grade | 0 |
| Class 1 | 6 | 15 | 21 | Teacher | 0 |
| Class 2 | 15 | 10 | 25 | Other | 0 |
| Class 3 | 9 | 10 | 19 | | |
| Class 4 | 17 | 11 | 28 | **Total** | **10** |
| **Total** | **89** | **93** | **182** | | |

The school has total of 10 teachers: six females and four males. The teacher-student ratio is approximately 1: 18. Sixty per cent of the staff hold degrees and 40% are qualified.

***Table 4.34.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=28) | 25 | 43 | 18 | 14 | 11 | 57 | 29 | 4 |
| 2000 (N=38) | 24 | 42 | 29 | 5 | 42 | 42 | 13 | 3 |
| 2001 (N=31) | 35 | 29 | 35 | 0 | 16 | 16 | 23 | 45 |
| 2002 (N=37) | 19 | 16 | 35 | 30 | 27 | 19 | 32 | 22 |
| 2003 (N=31) | 16 | 29 | 23 | 32 | 39 | 19 | 23 | 19 |
| 2004 (N=31) | 26 | 23 | 19 | 32 | 26 | 19 | 26 | 29 |
| 2005 (N=15) | 20 | 47 | 27 | 7 | 27 | 40 | 20 | 13 |

**Range of BSSEE Scores**

At Society Primary the percentage of students who scored in the 0-30 range in the BSSEE fluctuated over the seven years 1999-2005. In English, the percentage ranged from 16% to 35%, while in Mathematics the percentage ranged from 11% to 42%.

In English, 25% of the students scored in the 0-30 range in 1999. In 2000 the percentage reduced slightly to 24% before it increased to 35% in 2001. Over the next two years the school's performance improved as the percentage of students who gained scores in the 0-30 range decreased to 19% in 2002 and again to 16% in 2003. In 2004 the percentage increased to 26%, while in 2005 it dropped 20%.

In 1999 11% of the students scored in the 0-30 range in Mathematics. The school's performance declined considerably in 2000 when the percentage increased to 42%. The following year the school's performance improved as the percentage decreased to 16% in 2001. Over the next two years the percentage increased to 27% in 2002 and 39% in 2003. In 2004 and 2005 the percentages decreased to 26% and 27%, respectively.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (33%) scoring in the 31-50 range in English and the highest average percentage of students (31%) also scoring in the 31-50 range in Mathematics.

| *Table 4.34.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (28)** | **N= (38)** | **N= (31)** | **N= (37)** | **N= (31)** | **N= (31)** | **N= (10)** | |
| Unplaced | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Ch. Ch. Foundation (CF) | 2 | 1 | 3 | 3 | 4 | 6 | 0 | 19 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 5 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Garrison Secondary (GS) | 4 | 6 | 5 | 5 | 2 | 3 | 3 | 28 |
| Harrison College (HC) | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 3 |
| The Lodge School (LS) | 3 | 3 | 2 | 3 | 1 | 2 | 2 | 16 |
| Parkinson Memorial (PA) | 2 | 2 | 0 | 1 | 2 | 3 | 1 | 11 |
| Princess Margaret (PM) | 4 | 7 | 2 | 7 | 4 | 5 | 3 | 32 |
| Queen's College (QC) | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 3 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 0 | 0 | 0 | 1 | 1 | 3 | 0 | 5 |
| St. Leonard's Boys' (SLB) | 4 | 7 | 1 | 3 | 1 | 0 | 0 | 16 |
| The St. Michael School (SM) | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 9 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 2 | 2 | 1 | 2 | 4 | 2 | 4 | 17 |
| Grantley Adams Memorial (GA) | 2 | 1 | 6 | 2 | 2 | 1 | 0 | 14 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Deighton Griffith Memorial (DG) | 4 | 5 | 4 | 4 | 3 | 1 | 1 | 22 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 2 | 3 | 1 | 1 | 0 | 0 | 7 |
| **Total** | 28 | 38 | 31 | 37 | 31 | 31 | 15 | 211 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of Society Primary are eligible to be transferred to secondary schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The St. Michael School, Christ Church Foundation, Deighton Griffith Secondary, The Lodge School, Princess Margaret Secondary, Garrison Secondary, Springer Memorial Secondary (for girls) and St. Leonard's Boys'. However, students who attend Society Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 211 students who sat the BSSEE during the period 1999 to 2005, fifty-one (24%) were placed at Category 4 schools. Most of these students (32) were allocated to Princess Margaret Secondary. Category 2 and 3 schools received 59 (28%) and 74 (35%) students, respectively. In the case of Category 2 schools the majority of students (22) were placed at Deighton Griffith Secondary and Christ Church Foundation (19). Students allocated to Category 3 schools were mainly placed at the Garrison Secondary, which received 28 and Springer Memorial Secondary to which 17 students were allocated. Over the seven-year period, of 211 students who wrote the BSSEE, 20 (9%) gained places at Category 1 schools and seven (3%) received bursaries.

## 35. South District

South District Primary is a medium-sized rural school in the parish of St. George. With an official capacity of 210, this school is at capacity with its current roll of 239 students.

***Table 4.35.1:***
**The Distribution of Students and Teachers (2005- 2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 16 | 16 | 32 | | |
| Reception | 14 | 18 | 32 | Graduate | 8 |
| Infants A | 15 | 16 | 31 | Qualified | 3 |
| Infants B | 11 | 15 | 26 | Special Grade | 1 |
| Class 1 | 16 | 22 | 38 | Teacher | 3 |
| Class 2 | 13 | 12 | 25 | Other | 0 |
| Class 3 | 11 | 14 | 25 | | |
| Class 4 | 15 | 15 | 30 | **Total** | **15** |
| **Total** | **111** | **128** | **239** | | |

The school has a total of 15 teachers: 13 females and two males. The teacher-student ratio is approximately 1:16. Fifty-three per cent of the staff hold degrees and 20% are qualified.

***Table 4.35.2:***
**Percentage of students who Scored in Identified Ranges in BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=11) | 18 | 27 | 36 | 18 | 9 | 36 | 36 | 18 |
| 2000 (N=16) | 19 | 31 | 38 | 13 | 38 | 25 | 31 | 6 |
| 2001 (N=21) | 10 | 48 | 43 | 0 | 0 | 19 | 33 | 48 |
| 2002 (N=21) | 19 | 19 | 29 | 33 | 24 | 24 | 38 | 14 |
| 2003 (N=30) | 13 | 27 | 33 | 27 | 40 | 17 | 30 | 13 |
| 2004 (N=31) | 16 | 29 | 26 | 29 | 32 | 23 | 16 | 29 |
| 2005 (N=29) | 21 | 31 | 28 | 21 | 17 | 34 | 28 | 21 |

**Range of BSSEE Scores**

At South District Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. This is especially the case in Mathematics, where the percentage ranged from as low as 0% to 40%.

In 1999 the percentage of students who scored in the 0-30 range in English was 18% before it increased marginally to 19% in 2000. The school's performance improved in 2001 when the percentage decreased to 10%. In 2002 the percentage of students who scored 30 marks or less increased again to 19%. Over the next three years, the school's performance consistently declined when the percentage increased from 13% in 2003 to 21% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was only 9% in 1999 before it increased considerably to 38% in 2000. The school's performance improved tremendously in 2001 when none of the students scored in the 0-30 range. However, over the next two years, the percentage increased from 24% in 2002 to 40% in 2003, the highest over the seven-year period. The percentage of students who scored 30 marks or less decreased again over the following two years from 32% in 2004 to 17% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (32%) scoring in the 51-70 range in English and the highest average percentage of students (29%) also scoring in the 51-70 range in Mathematics.

| *Table 4.35.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (11)** | **N= (16)** | **N= (21)** | **N= (22)** | **N= (30)** | **N= (21)** | **N= (29)** | |
| Unplaced | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 2 | 2 | 1 | 1 | 0 | 6 |
| Ch. Ch. Foundation (CF) | 2 | 0 | 2 | 0 | 2 | 3 | 0 | 9 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Ellerslie (EL) | 0 | 2 | 1 | 0 | 0 | 0 | 0 | 3 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 2 | 3 | 2 | 0 | 7 |
| Harrison College (HC) | 0 | 1 | 2 | 2 | 1 | 3 | 1 | 10 |
| The Lodge School (LS) | 0 | 0 | 2 | 2 | 5 | 1 | 6 | 16 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 1 | 4 | 3 | 3 | 11 |
| Princess Margaret (PM) | 1 | 1 | 1 | 3 | 1 | 5 | 2 | 14 |
| Queen's College (QC) | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| St. James Secondary (SJ) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| St. George Secondary (SG) | 0 | 1 | 0 | 0 | 2 | 0 | 0 | 3 |
| St. Leonard's Boys' (SLB) | 1 | 1 | 2 | 1 | 1 | 3 | 3 | 12 |
| The St. Michael School (SM) | 1 | 1 | 0 | 0 | 1 | 2 | 2 | 7 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 2 | 2 | 2 | 1 | 4 | 1 | 4 | 16 |
| Grantley Adams Memorial (GA) | 1 | 1 | 1 | 3 | 1 | 2 | 1 | 10 |
| The Louis Lynch Memorial (LL) | 1 | 4 | 0 | 0 | 0 | 0 | 2 | 7 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 2 | 3 | 0 | 4 | 1 | 10 |
| The Lester Vaughan (LV) | 0 | 1 | 3 | 1 | 3 | 1 | 3 | 12 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| **Total** | 11 | 16 | 21 | 22 | 30 | 31 | 29 | 160 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surroundings areas of South District Primary are eligible to be transferred to secondary schools located in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combemere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, St. George Secondary, The Lester Vaughan School, Springer Memorial Secondary (for girls) and St. Leonard's Boys'. However, students who attend South District Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 150 students who sat the BSSEE during the period 1999 to 2005, twenty-five (17%) were placed at Category 4 schools with 14 being allocated to Princess Margaret Secondary. Category 2 schools received 45 (30%) students with 16 students being awarded places at The Lodge School. Springer Memorial Secondary received 16 of the 61 (41%) students who were placed in Category 3 schools. Over the seven-year period, 15 students (10%) were allocated to Category 1 schools. One student received a bursary and three (2%) were unplaced.

## 36. St. Alban's Primary

St. Alban's Primary is a medium-sized rural school in the parish of St. James. With an official capacity of 400, this school is below functional capacity with its current roll of 351 students.

***Table 4.36.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 22 | 17 | 39 | | |
| Reception | 30 | 17 | 47 | Graduate | 12 |
| Infants A | 26 | 24 | 50 | Qualified | 5 |
| Infants B | 19 | 23 | 42 | Special Grade | 0 |
| Class 1 | 27 | 21 | 48 | Teacher | 5 |
| Class 2 | 24 | 20 | 44 | Other | 0 |
| Class 3 | 19 | 26 | 45 | | |
| Class 4 | 17 | 19 | 36 | **Total** | **22** |
| **Total** | **184** | **167** | **351** | | |

The school has a total of 22 teachers: 19 females and three males. The teacher-student ratio is approximately 1:16. Fifty-five per cent of the staff hold degrees and 23% are qualified.

***Table 4.36.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=28) | 39 | 18 | 11 | 32 | 25 | 29 | 21 | 25 |
| 2000 (N=46) | 30 | 30 | 22 | 17 | 46 | 17 | 24 | 13 |
| 2001 (N=36) | 22 | 39 | 39 | 0 | 14 | 31 | 22 | 33 |
| 2002 (N=40) | 13 | 10 | 33 | 45 | 13 | 30 | 23 | 35 |
| 2003 (N=42) | 24 | 26 | 33 | 17 | 38 | 33 | 19 | 10 |
| 2004 (N=40) | 10 | 25 | 38 | 28 | 28 | 20 | 15 | 38 |
| 2005 (N=40) | 30 | 28 | 30 | 13 | 33 | 33 | 20 | 15 |

**Range of BSSEE Scores**

At St. Alban's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage ranged from 10% to 39%, while in Mathematics it ranged from 13% to 46%.

In English, the school's performance consistently improved from 1999 to 2002. The percentage of students who scored in the 0-30 range decreased from 39% in 1999 to 13% in 2002. Although there was some decline in the school's performance in 2003 when the percentage increased to 24%, it decreased again to only 10% in 2004. The percentage of students scoring 30 marks or less however, increased to 30% in 2005

The percentage of students who scored 30 marks or less in Mathematics increased from 25% in 1999 to 46% in 2000. Over the next two years, the school's performance improved when the percentage decreased to 14% in 2001 and again to 13% in 2002. The percentage of students who scored in the 0-30 range increased to 38% in 2003 before it dropped to 28% in 2004. The school's performance declined in 2005 when the percentage increased again to 33%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (30%) scoring in the 51-70 range in English and the highest average percentage of students (29%) scoring in the 0-30 range in Mathematics.

| *Table 4.36.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (28)** | **N= (46)** | **N= (36)** | **N= (40)** | **N= (42)** | **N= (40)** | **N= (40)** | |
| Alexandra (AX) | 2 | 6 | 4 | 8 | 6 | 8 | 4 | 38 |
| Alleyne School (AL) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 4 | 8 | 6 | 6 | 4 | 4 | 6 | 38 |
| Combermere School (CS) | 2 | 1 | 1 | 3 | 1 | 2 | 3 | 13 |
| Ellerslie (EL) | 3 | 3 | 4 | 7 | 9 | 4 | 5 | 35 |
| Garrison Secondary (GS) | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 3 |
| Harrison College (HC) | 1 | 3 | 1 | 0 | 0 | 1 | 0 | 6 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 2 | 2 | 1 | 0 | 1 | 1 | 2 | 9 |
| St. James Secondary (SJ) | 8 | 7 | 6 | 7 | 5 | 10 | 16 | 59 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Leonard's Boys' (SLB) | 0 | 0 | 1 | 0 | 2 | 1 | 1 | 5 |
| The St. Michael School (SM) | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 3 |
| St. Lucy Secondary (LU) | 5 | 12 | 4 | 4 | 8 | 2 | 3 | 38 |
| Springer Memorial (SP) | 0 | 2 | 2 | 1 | 3 | 2 | 0 | 10 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 3 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Alma Parris (AP) | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 4 |
| Bursary | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Unplaced | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 |
| **Total** | 28 | 46 | 36 | 40 | 43 | 40 | 40 | 273 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Alban's Primary are eligible to be transferred to those secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial Secondary, Coleridge and Parry, Ellerslie Secondary, Queen's College, Springer Memorial Secondary (for girls), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend St. Alban's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 273 students who wrote the BSSEE during the period 1999 to 2005, forty-three (16%) were placed in Category 4 schools. Most of these students were allocated to St. Lucy Secondary (38). Categories 2 and 3 schools received 42% and 29% respectively. In the case of Category 2 schools, the majority of students were placed at Alexandra and Coleridge and Parry, with each school receiving 38 students, whereas the majority of Category 3 students (59) were allocated to St. James Secondary. Over the seven-year period, of the 272 students who wrote the BSSEE, 28 (11%) gained entry at Category 1 schools. One student received a bursary and four (1%) were unplaced.

## 37. St. Ambrose Primary

St. Ambrose Primary is a small urban school in the parish of St. Michael. With an official capacity of 150 students, this school is below functional capacity with its current roll of 108.

***Table 4.37.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 12 | 10 | 22 | Graduate | 4 |
| Infants A | 21 | 8 | 29 | Qualified | 3 |
| Infants B | 9 | 5 | 14 | Special Grade | 0 |
| Class 1 | 8 | 9 | 17 | Teacher | 2 |
| Class 2 | 7 | 7 | 14 | Other | 0 |
| Class 3 | 13 | 5 | 18 | | |
| Class 4 | 3 | 5 | 8 | **Total** | **9** |
| **Total** | **64** | **44** | **108** | | |

The school has a total of nine teachers: seven females and two males. The teacher-student ratio is approximately 1:12. Forty-four per cent of the staff hold degrees and 33% are qualified.

***Table 4.37.2 :***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=16) | 13 | 13 | 38 | 38 | 6 | 19 | 25 | 50 |
| 2000 (N=16) | 38 | 31 | 25 | 6 | 44 | 38 | 6 | 13 |
| 2001 (N=23) | 26 | 35 | 39 | 0 | 13 | 17 | 39 | 30 |
| 2002 (N=20) | 45 | 25 | 20 | 10 | 65 | 15 | 10 | 10 |
| 2003 (N=17) | 24 | 53 | 18 | 6 | 76 | 24 | 0 | 0 |
| 2004 (N=22) | 27 | 45 | 18 | 9 | 45 | 41 | 9 | 5 |
| 2005 (N=16) | 31 | 31 | 31 | 6 | 25 | 6 | 38 | 31 |

**Range of BSSEE Scores**

At St. Ambrose Primary, the percentage of students who score in the 0-30 range in the BSSEE has varied widely over the seven years in both English and Mathematics. This is especially true in Mathematics where the percentage ranged from as low as 6% to as high as 76%.

In 1999, the percentage of students who scored in the 0-30 range in English was 13%, the lowest over the seven-year period. The school's performance declined in 2000 when the percentage increased greatly to 38%. There was some improvement in 2001 when the percentage of students who received 30 marks or less decreased to 26%. The percentage increased again in 2002 to 45% of the students scoring in the 0-30 range. Although the percentage decreased to 24% in 2003, over the next two years it increased to 27% in 2004 and to 31% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE increased from only 6% in 1999 to 44% in 2000, showing a tremendous decline in the school's performance. There was significant improvement in 2001 when the percentage decreased to 13%. Over the next two years the school performance declined significantly with the percentage increasing to 65% in 2002 and then to 76% in 2003. In the following two years the school saw some improvement in its performance when the percentage decreased to 45% in 2004 and further to 25% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (34%) scoring in the 31-50 range in English and the highest average percentage of students (39%) scoring in the 0-30 range in Mathematics.

| *Table 4.37.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (16)** | **N= (16)** | **N= (23)** | **N= (20)** | **N= (17)** | **N= (22)** | **N= (16)** | |
| Alexandra School (AX) | 0 | 2 | 0 | 0 | 1 | 2 | 0 | 5 |
| Alleyne School (AL) | 0 | 0 | 4 | 0 | 0 | 0 | 2 | 6 |
| Alma Parris Memorial (AP) | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 |
| Ch. Ch. Foundation (CF) | 2 | 0 | 0 | 0 | 0 | 0 | 3 | 5 |
| Coleridge & Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 2 |
| Deighton Griffith (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Ellerslie Secondary (EL) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Garrison Secondary (GS) | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 4 |
| Grantley Adams Memorial (GA) | 0 | 1 | 4 | 4 | 1 | 0 | 1 | 11 |
| Harrison College (HC) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| The Lester Vaughan (LV) | 0 | 0 | 2 | 1 | 2 | 1 | 1 | 7 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 4 | 1 | 3 | 0 | 0 | 2 | 0 | 10 |
| Parkinson Memorial (PA) | 1 | 4 | 1 | 1 | 3 | 5 | 1 | 16 |
| Princess Margaret Secondary (PM) | 0 | 2 | 1 | 1 | 1 | 0 | 0 | 5 |
| Queen's College (QC) | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| Springer Memorial (SP) | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 10 |
| St. George Secondary (SG) | 1 | 1 | 0 | 3 | 4 | 3 | 1 | 13 |
| St. James Secondary (SJ) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| St. Leonard's Boys' (SLB) | 0 | 1 | 2 | 1 | 2 | 7 | 1 | 14 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 3 |
| The St. Michael School (SM) | 4 | 1 | 2 | 1 | 0 | 0 | 0 | 8 |
| Bursary | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Unplaced | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| **Total** | 16 | 16 | 23 | 20 | 17 | 22 | 16 | 130 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Ambrose Primary are eligible to be transferred to those secondary schools in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are; Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, St. George Secondary, Springer Memorial Secondary (for girls), St. Leonard's Boys' and Lester Vaughan. However, students who attend St. Ambrose Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, each student writing the examination has two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, one hundred and thirty students at St. Ambrose Primary wrote the BSSEE. Of these students 34 (26%) gained places at the Category 4 schools with 11 allocated to Grantley Adams Memorial. In addition, 52 (40%) students were placed at Category 3 schools, the most of whom were allocated to Parkinson Memorial Secondary. Twenty-eight (22%) of the students were placed at Category 2 schools, mainly Louis Lynch Secondary, which received 10 students. Of the 130 students who have written the BSSEE over the seven-year period, 13 (10%) gained entry into Category 1 schools. One student received a bursary and two (2%) were unplaced.

## 38. St. Andrew's Primary

St. Andrew's Primary is a medium-sized rural school. With an official capacity of 360, this school is at functional capacity with its current roll of 354 students.

***Table 4.38.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 16 | 18 | 34 | | |
| Reception | 22 | 30 | 52 | Graduate | 11 |
| Infants A | 16 | 23 | 39 | Qualified | 10 |
| Infants B | 32 | 22 | 54 | Special Grade | 1 |
| Class 1 | 23 | 23 | 46 | Teacher | 0 |
| Class 2 | 28 | 17 | 45 | Other | 0 |
| Class 3 | 9 | 28 | 37 | | |
| Class 4 | 31 | 16 | 47 | **Total** | **22** |
| **Total** | **177** | **177** | **354** | | |

The school has a total of 22 teachers: 14 females and eight males. The teacher-student ratio is 1:16. Fifty per cent of the staff hold degrees and 45% are qualified.

***Table 4.38.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=25) | 40 | 28 | 24 | 8 | 28 | 40 | 24 | 8 |
| 2000 (N=40) | 40 | 25 | 23 | 13 | 38 | 30 | 25 | 8 |
| 2001 (N=42) | 31 | 31 | 38 | 0 | 17 | 21 | 14 | 48 |
| 2002 (N=58) | 31 | 24 | 31 | 14 | 47 | 36 | 10 | 7 |
| 2003 (N=45) | 24 | 31 | 29 | 16 | 49 | 27 | 16 | 9 |
| 2004 (N=50) | 28 | 28 | 24 | 20 | 32 | 10 | 18 | 40 |
| 2005 (N=38) | 34 | 29 | 26 | 11 | 37 | 26 | 24 | 13 |

**Range of BSSEE Scores**

At St. Andrew's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999 to 2005 in both English and Mathematics. This is especially the case in Mathematics where the percentage reached 49%.

In English, 40% of the students scored in the 0-30 range in 1999 as well as in 2000. Over the next three years the percentage decreased from 31% in 2001 to 24% in 2003. The school's performance declined when the percentage increased to 28% in 2004 and again to 34% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less increased from 28% in 1999 to 38% in 2000. There was a significant improvement in the school's performance in 2001 when the percentage decreased to 17%, the lowest over the seven-year period. However, over the following two years, the percentage of students who scored in the 0-30 range increased considerably to 47% in 2002 and again to 49% in 2003, the highest during the period under consideration. In 2004, the percentage decreased to 32%; however, in the following year it increased marginally to 37%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (33%) scoring in the 0-30 range in English and the highest average percentage of students (35%) also scoring in the 0-30 range in Mathematics.

| *Table 4.38.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (25)** | **N= (40)** | **N= (42)** | **N= (58)** | **N= (45)** | **N= (50)** | **N= (38)** | |
| Alexandra (AX) | 0 | 0 | 1 | 3 | 0 | 1 | 0 | 5 |
| Alleyne School (AL) | 2 | 2 | 1 | 0 | 1 | 2 | 1 | 9 |
| Ch. Ch. Foundation (CF) | 6 | 8 | 11 | 10 | 5 | 13 | 9 | 62 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 1 | 0 | 3 | 0 | 3 | 5 | 1 | 13 |
| Ellerslie (EL) | 0 | 1 | 0 | 3 | 1 | 2 | 0 | 7 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 0 | 1 | 2 | 0 | 1 | 0 | 0 | 4 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Princess Margaret (PM) | 2 | 1 | 4 | 2 | 1 | 1 | 2 | 13 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| St. James Secondary (SJ) | 0 | 1 | 1 | 0 | 1 | 0 | 3 | 6 |
| St. George Secondary (SG) | 2 | 1 | 0 | 3 | 0 | 1 | 1 | 8 |
| St. Leonard's Boys' (SLB) | 0 | 3 | 3 | 1 | 0 | 2 | 1 | 10 |
| The St. Michael School (SM) | 0 | 1 | 1 | 3 | 2 | 3 | 2 | 12 |
| St. Lucy Secondary (LU) | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 3 |
| Springer Memorial (SP) | 1 | 2 | 1 | 4 | 3 | 3 | 6 | 20 |
| Grantley Adams Memorial (GA) | 0 | 2 | 0 | 2 | 2 | 2 | 1 | 9 |
| The Louis Lynch Memorial (LL) | 7 | 8 | 6 | 17 | 12 | 7 | 2 | 59 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Alma Parris (AP) | 4 | 8 | 6 | 5 | 9 | 4 | 6 | 42 |
| Alma Parris | 0 | 0 | 0 | 3 | 1 | 0 | 1 | 5 |
| Bursary | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 5 |
| **Total** | 25 | 40 | 42 | 58 | 45 | 50 | 38 | 298 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Andrew's Primary, are eligible to be transferred to those secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are The Alexandra, Alma Parris, Coleridge and Parry, Ellerslie Secondary, Queen's College, Springer Memorial, St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend St. Andrew's Primary but live outside of catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 298 students who sat the BSSEE during the period 1999 to 2005, ninety-six (32%) were placed in Category 4 schools. Most of these students were allocated to Grantley Adams Memorial (59). Categories 2 and 3 schools received 30% and 28% respectively. In the case of Category 2 schools the majority of students (62) were placed at Alleyne whereas the majority of Category 3 students (42) were allocated to Lester Vaughan. Over the seven-year period of the 298 students who wrote the BSSEE, only 20 (7%) gained entry at Category 1 schools. Five (2%) students were unplaced and another five received bursaries.

## 39. St. Bartholomew's Primary

St. Bartholomew's Primary is a medium-sized rural school in the parish of Christ Church. With an official capacity of 240 students, this school is at capacity with its current roll of 262.

***Table 4.39.1:***
**The Distribution of Students of Teachers (2005-2006)**

| School Roll by Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| Class Name | Male | Female | Total | **Professional Status** | **Number of Teachers** |
| Nursery | 22 | 17 | 39 | | |
| Reception | 19 | 9 | 28 | Graduate | 8 |
| Infants A | 17 | 19 | 36 | Qualified | 7 |
| Infants B | 12 | 17 | 29 | Special Grade | 0 |
| Class 1 | 16 | 13 | 29 | Teacher | 4 |
| Class 2 | 17 | 19 | 36 | Other | 0 |
| Class 3 | 19 | 14 | 33 | | |
| Class 4 | 20 | 12 | 32 | **Total** | **19** |
| **Total** | **142** | **120** | **262** | | |

The school has a total of 19 teachers: 16 females and three males. The teacher-student ratio is approximately 1:14. Forty-two per cent of the staff hold degrees and 37% are qualified.

***Table 4.39.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=39) | 36 | 26 | 21 | 18 | 38 | 36 | 15 | 10 |
| 2000 (N=34) | 44 | 41 | 9 | 6 | 41 | 41 | 15 | 3 |
| 2001 (N=39) | 46 | 38 | 15 | 0 | 10 | 31 | 18 | 41 |
| 2002 (N=37) | 8 | 22 | 24 | 46 | 16 | 19 | 35 | 30 |
| 2003 (N=39) | 21 | 31 | 33 | 15 | 54 | 26 | 21 | 0 |
| 2004 (N=57) | 39 | 30 | 25 | 7 | 40 | 32 | 16 | 12 |
| 2005 (N=34) | 24 | 47 | 29 | 0 | 24 | 38 | 35 | 3 |

**Range of BSSEE Scores**

At St. Bartholomew's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage of students ranged from as low as 8% to as high as 46%, while in Mathematics, the percentage ranged from 10% to a high of 54%.

In 1999 the percentage of students who scored in the 0-30 range in English was 36%. Over the next two years the percentage increased from 44% in 2000 to 46% in 2001, the highest percentage over the seven-year period. Two thousand and two saw a tremendous improvement in the school's performance when only 8% of the students received 30 marks or less. However, this performance was not maintained in the following two years since the percentage increased from 21% in 2003 to 39% in 2004. In 2005 the percentage of students who scored 30 marks or below dropped to 24%.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 38% in 1999 before it increased marginally to 41% in 2000. There was a significant improvement in the school's performance in 2001 when the percentage decreased to 10%, the lowest over the seven-year period. During the following two years, the percentage of students who received 30 marks or less increased considerably from 16% in 2002 to a high of 54% in 2003. The school's performance improved over the next two years with the percentage decreasing from 40% in 2004 to 24% in 2005

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (33%) scoring in the 31-50 range in English and the highest average percentage of students (33%) scoring in the 0-30 range in Mathematics.

| *Table 4.39.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (39)** | **N= (34)** | **N= (39)** | **N= 37)** | **N= (39)** | **N= (57)** | **N= (34)** | |
| Unplaced | 1 | 0 | 2 | 0 | 0 | 4 | 0 | 7 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 3 | 1 | 4 | 7 | 3 | 1 | 1 | 20 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 3 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Garrison Secondary (GS) | 12 | 6 | 10 | 4 | 9 | 10 | 4 | 55 |
| Harrison College (HC) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| The Lodge School (LS) | 3 | 2 | 0 | 5 | 3 | 3 | 2 | 18 |
| Parkinson Memorial (PA) | 2 | 1 | 1 | 0 | 1 | 1 | 2 | 8 |
| Princess Margaret (PM) | 5 | 12 | 5 | 7 | 12 | 17 | 5 | 63 |
| Queen's College (QC) | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 3 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 3 | 0 | 3 | 1 | 1 | 2 | 1 | 11 |
| St. Leonard's Boys' (SLB) | 3 | 5 | 3 | 1 | 4 | 3 | 1 | 20 |
| The St. Michael School (SM) | 2 | 0 | 2 | 1 | 0 | 1 | 0 | 6 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 1 | 2 | 1 | 2 | 0 | 8 | 9 | 23 |
| Grantley Adams Memorial (GA) | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 3 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 2 | 1 | 2 | 5 | 5 | 3 | 7 | 25 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Bursary | 0 | 3 | 5 | 1 | 0 | 2 | 0 | 11 |
| **Total** | 39 | 34 | 39 | 37 | 39 | 57 | 34 | 279 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Bartholomew's Primary are eligible to be transferred to secondary schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The Lodge School, Princess Margaret Secondary, Deighton Griffith Secondary, Christ Church Foundation, Garrison Secondary, Springer Memorial Secondary (for girls), The St. Michael School and St. Leonard's Boys'. However, students who attend St. Bartholomew's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 279 students who wrote the BSSEE during the period 1999 to 2005, seventy-seven (28%) were placed at Category 4 schools, the majority (63) of whom were allocated to Princess Margaret Secondary. One hundred and six (38%) students were allocated to Category 3 schools, with the majority from this group (55) attending Garrison Secondary. With regard to Category 2 schools, 64 (23%) students were allocated largely to Deighton Griffith Secondary (25). Over the seven-year period, of the 279 students who wrote the BSSEE, 13 (5%) students gained places at Category 1 schools. Eleven (4%) students received bursaries and seven (3%) were unplaced.

## 40. St. Bernard's Primary

St. Bernard's Primary is a medium-sized rural school in the parish of St. Joseph. With an official capacity of 330 students, this school is below functional capacity with its current roll of 138.

***Table 4.40.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 13 | 12 | 25 | | |
| Reception | 8 | 10 | 18 | Graduate | 7 |
| Infants A | 6 | 8 | 14 | Qualified | 3 |
| Infants B | 15 | 0 | 15 | Special Grade | 0 |
| Class 1 | 12 | 10 | 22 | Teacher | 0 |
| Class 2 | 6 | 10 | 16 | Other | 0 |
| Class 3 | 8 | 2 | 10 | | |
| Class 4 | 10 | 8 | 18 | **Total** | **10** |
| Total | **78** | **60** | **138** | | |

The school has a total of 10 teachers: six females and four males. The teacher-student ratio is approximately 1:14. Seventy per cent of the staff hold degrees and 30% are qualified.

***Table 4.40.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=23) | 35 | 43 | 17 | 4 | 39 | 39 | 22 | 0 |
| 2000 (N=14) | 21 | 29 | 50 | 0 | 29 | 36 | 29 | 7 |
| 2001 (N=21) | 38 | 48 | 14 | 0 | 10 | 14 | 38 | 38 |
| 2002 (N=18) | 33 | 22 | 17 | 28 | 39 | 17 | 22 | 22 |
| 2003 (N=21) | 19 | 33 | 38 | 10 | 33 | 38 | 10 | 19 |
| 2004 (N=21) | 38 | 29 | 19 | 14 | 38 | 14 | 33 | 14 |
| 2005 (N=19) | 21 | 47 | 26 | 5 | 32 | 32 | 21 | 16 |

**Range of BSSEE Scores**

At St. Bernard's Primary the percentage of students who scored in the 0-30 range in the BSSEE has largely been in the 30% range over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage of students ranged from 19% to 38%, while in Mathematics, the percentage ranged from as low as 10% to 39%.

In 1999, the percentage of students who scored 30 marks or less was 35% in English before it decreased to 21% in 2000. Over the following two years the percentages remained in the thirties decreasing from 38% in 2001 to 33% in 2002. From 2003 to 2005 the percentage of students who scored 30 marks or less fluctuated from 19% to 38% to 21% over the respective years.

In Mathematics, the school's performance has consistently improved from 1999, where the percentage of students who scored in the 0-30 range was 39% to 10% in 2001. However, in 2002 the school's performance declined as 39% of the students received 30 marks or less. Over the following three years, 2003 to 2005, the percentage fluctuated as it did in English from 33% to 38% to 32% over the respective years.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (36%) scoring in the 31-50 range in English and the highest average percentage of students (31%) scoring in the 0-30 range in Mathematics.

| *Table 4.40.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (23)** | **N= (14)** | **N= (21)** | **N= (18)** | **N= (22)** | **N= (21)** | **N= (19)** | |
| Unplaced | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 2 | 2 | 2 | 3 | 2 | 3 | 4 | 18 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 0 | 1 | 2 | 0 | 0 | 1 | 1 | 5 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| The Lodge School (LS) | 1 | 1 | 0 | 1 | 3 | 1 | 2 | 9 |
| Parkinson Memorial (PA) | 1 | 1 | 2 | 1 | 2 | 0 | 0 | 7 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| St. George Secondary (SG) | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 3 |
| St. Leonard's Boys' (SLB) | 1 | 1 | 2 | 2 | 1 | 0 | 3 | 10 |
| The St. Michael School (SM) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 2 | 1 | 1 | 0 | 1 | 1 | 1 | 7 |
| Grantley Adams Memorial (GA) | 8 | 2 | 5 | 6 | 6 | 8 | 5 | 40 |
| The Louis Lynch Memorial (LL) | 2 | 2 | 2 | 2 | 0 | 1 | 1 | 10 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 4 | 2 | 4 | 1 | 4 | 3 | 2 | 20 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| **Total** | 23 | 14 | 21 | 18 | 22 | 21 | 19 | 138 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Bernard's Primary are eligible to be transferred to secondary schools located in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Springer Memorial Secondary (for girls) St. Leonard's Boys', Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, St. George Secondary and Lester Vaughan School. However, students who attend St. Bernard's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 138 students who wrote the BSSEE during the period 1999 to 2005, forty-three (31%) were placed at Category 4 schools, the majority (40) of whom were allocated to Grantley Adams Memorial. Thirty-eight (28%) students were allocated to Category 2 schools, with the majority from this group (18) attending Alleyne. With regard to Category 3 schools, 46 (33%) students were allocated largely to Lester Vaughan (20). Over the seven-year period, of the 138 students who wrote the BSSEE seven (5%) gained places at Category 1 schools. Two (1%) students received bursaries and another two were unplaced.

## 41. St. Catherine's Primary

St. Catherine's Primary is a medium-sized rural school in the parish of St. Philip. With an official capacity of 210 students, this school is below functional capacity with its current roll of 121.

***Table 4.41.1:***
**The Distribution of Students and teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 4 | 5 | 9 | | |
| Reception | 6 | 12 | 18 | Graduate | 7 |
| Infants A | 13 | 1 | 14 | Qualified | 2 |
| Infants B | 12 | 7 | 19 | Special Grade | 0 |
| Class 1 | 7 | 3 | 10 | Teacher | 0 |
| Class 2 | 9 | 8 | 17 | Other | 0 |
| Class 3 | 11 | 7 | 18 | | |
| Class 4 | 7 | 9 | 16 | **Total** | **9** |
| Total | **69** | **52** | **121** | | |

The school has a total number of nine teachers: eight females and one male. The teacher-student ratio is approximately 1:13. Seventy-eight per cent of the staff hold degrees and 22% are qualified.

***Table 4.41.2:***
**Percentage of students who scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=10) | 0 | 60 | 20 | 20 | 10 | 40 | 40 | 10 |
| 2000 (N=11) | 36 | 36 | 27 | 0 | 45 | 27 | 27 | 0 |
| 2001 (N=19) | 32 | 37 | 32 | 0 | 21 | 26 | 26 | 26 |
| 2002 (N=9) | 33 | 11 | 56 | 0 | 33 | 33 | 22 | 11 |
| 2003 (N=17) | 24 | 24 | 41 | 12 | 53 | 18 | 12 | 18 |
| 2004 (N=14) | 29 | 21 | 36 | 14 | 14 | 21 | 14 | 50 |
| 2005 (N=13) | 15 | 38 | 15 | 31 | 15 | 23 | 23 | 38 |

**Range of BSSEE Scores**

At St. Catherine's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage of students ranged from as low as 0% to 36%, while in Mathematics, the percentage ranged from 10% to a high of 53%.

In English no student scored in the 0-30 range in 1999, however, this good performance was not maintained in the following years. From 2000 the percentage fluctuated within the thirties from 36% in that year to 32% in 2001 and slightly increased again to 33% in 2002. The percentage of students who scored 30 marks or less decreased to 24% in 2003 before increasing to 29% in 2004. There was a significant improvement in 2005 when the percentage of students when scored 30 marks or less decreased to 15%.

For Mathematics, the percentage of students who received 30 marks or less was only 10% in 1999. However, the school's performance declined considerably in 2000 when 45% of the students scored 30 marks or less. Although the performance improved in 2001 when the percentage decreased to 21%, it declined again over the next two years and in 2003 over half of the students scored 30 marks or less (53%) in Mathematics. In 2004, the percentage decreased significantly to 14% before it increased marginally to 15% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (32%) scoring in both 31-50 and the 51-70 ranges in English and the highest average percentage of students (27%) in the 0-30 and the 31-50 ranges in Mathematics.

| *Table 4.41.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (10)** | **N= (10)** | **N= (19)** | **N= (09)** | **N= (17)** | **N= (14)** | **N= (13)** | |
| Unplaced | 0 | 0 | 2 | 0 | 0 | 1 | 0 | 3 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 0 | 2 | 1 | 1 | 1 | 4 | 0 | 9 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Garrison Secondary (GS) | 5 | 3 | 1 | 2 | 5 | 2 | 2 | 20 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 |
| The Lodge School (LS) | 2 | 1 | 1 | 0 | 1 | 0 | 1 | 6 |
| Parkinson Memorial (PA) | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 4 |
| Princess Margaret (PM) | 0 | 4 | 2 | 3 | 7 | 2 | 3 | 21 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 3 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Leonard's Boys' (SLB) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| The St. Michael School (SM) | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 3 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 1 | 0 | 3 | 1 | 0 | 1 | 0 | 6 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 2 | 0 | 2 | 1 | 1 | 1 | 2 | 9 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 0 | 4 | 0 | 0 | 0 | 0 | 4 |
| **Total** | 10 | 10 | 19 | 9 | 17 | 14 | 13 | 92 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Catherine's Primary are eligible to be transferred to secondary schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The Lodge School, Princess Margaret Secondary, Deighton Griffith Secondary, Christ Church Foundation, Garrison Secondary, Springer Memorial Secondary (for girls), The St. Michael School and St. Leonard's Boys'. However, students who attend St. Catherine's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 92 students who wrote the BSSEE during the period 1999 to 2005, twenty-four (26%) and 21 (23%) students were placed at Categories 2 and 4 schools, respectively. Thirty-one (34%) students were allocated to Category 3 schools, with the majority (20) allocated to Garrison Secondary. Over the seven-year period, of the 92 students who wrote the BSSEE, nine (10%) gained places at Category 1 schools. Four (4%) students received bursaries and three (3%) were unplaced.

## 42. St. Christopher's Primary

St. Christopher's Primary is a large rural school in the parish of Christ Church. With an official capacity of 630 students, this school is below functional capacity with its current roll of 439.

***Table 4.42.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 15 | 13 | 28 | | |
| Reception | 28 | 25 | 53 | Graduate | 11 |
| Infants A | 41 | 24 | 65 | Qualified | 10 |
| Infants B | 22 | 25 | 47 | Special Grade | 0 |
| Class 1 | 38 | 23 | 61 | Teacher | 5 |
| Class 2 | 33 | 31 | 64 | Other | 0 |
| Class 3 | 26 | 30 | 56 | | |
| Class 4 | 35 | 30 | 65 | **Total** | **26** |
| Total | **238** | **201** | **439** | | |

The school has a total of 26 teachers: 24 females and two males. The teacher-student ratio is approximately 1:17. Forty-two per cent of the staff hold degrees and 38% are qualified.

***Table 4.42.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE n English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=49) | 43 | 33 | 18 | 6 | 31 | 43 | 22 | 4 |
| 2000 (N=61) | 33 | 25 | 31 | 11 | 44 | 23 | 20 | 13 |
| 2001 (N=57) | 25 | 44 | 32 | 0 | 9 | 26 | 25 | 40 |
| 2002 (N=59) | 31 | 22 | 32 | 15 | 41 | 34 | 12 | 14 |
| 2003 (N=67) | 33 | 22 | 10 | 34 | 55 | 10 | 7 | 27 |
| 2004 (N=58) | 34 | 26 | 22 | 17 | 48 | 12 | 17 | 22 |
| 2005 (N=60) | 43 | 33 | 22 | 2 | 43 | 30 | 23 | 3 |

**Range of BSSEE Scores**

At St. Christopher's Primary, the percentage of students who scored in the 0-30 range in the BSSEE over the period 1999 to 2005 has consistently been over 30% in English, while in Mathematics the performance varied widely ranging from as low as 9% to as high as 55%.

In 1999, the percentage of students who scored 30 marks or less was 43% in English. The school's performance improved over the next two years when the percentage of students who scored in the 0-30 range decreased from 33% in 2000 to 25% in 2001. Over the following three years the school's performance declined gradually when the percentage increased from 31% in 2002 to 43% in 2005.

For Mathematics, the percentage of students who scored 30 marks or less was 31% in 1999 before it increased to 44% in 2000. Two thousand and one saw a considerable improvement in the school's performance with only 9% of the students scoring in the 0-30 range. However, during the period 2002 to 2003, there was a significant decline in the school's performance with 41% and 55% of the students scoring 30 marks or less in the respective years. The percentages decreased marginally from 48% in 2004 to 43% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (33%) scoring in the 0-30 range in English and the highest average percentage of students (41%) also scoring in the 0-30 range in Mathematics.

| *Table 4.42.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (50)** | **N= (61)** | **N= (57)** | **N= (59)** | **N= (70)** | **N= (59)** | **N= (60)** | |
| Unplaced | 1 | 0 | 4 | 0 | 8 | 3 | 0 | 16 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Ch. Ch. Foundation (CF) | 2 | 7 | 8 | 0 | 8 | 4 | 1 | 30 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 0 | 1 | 1 | 1 | 4 | 0 | 0 | 7 |
| Ellerslie (EL) | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 5 |
| Garrison Secondary (GS) | 13 | 10 | 10 | 10 | 3 | 7 | 16 | 69 |
| Harrison College (HC) | 0 | 2 | 0 | 2 | 4 | 0 | 0 | 8 |
| The Lodge School (LS) | 1 | 5 | 2 | 3 | 1 | 4 | 1 | 17 |
| Parkinson Memorial (PA) | 4 | 5 | 1 | 2 | 1 | 6 | 5 | 24 |
| Princess Margaret (PM) | 10 | 13 | 10 | 19 | 19 | 15 | 14 | 100 |
| Queen's College (QC) | 0 | 2 | 0 | 0 | 1 | 1 | 0 | 4 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| St. George Secondary (SG) | 3 | 0 | 1 | 1 | 2 | 1 | 4 | 12 |
| St. Leonard's Boys' (SLB) | 3 | 4 | 2 | 4 | 4 | 4 | 2 | 23 |
| The St. Michael School (SM) | 1 | 1 | 1 | 2 | 4 | 2 | 1 | 12 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 4 | 1 | 2 | 3 | 0 | 0 | 2 | 12 |
| Grantley Adams Memorial (GA) | 0 | 0 | 1 | 0 | 0 | 0 | 3 | 4 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Deighton Griffith Memorial (DG) | 6 | 3 | 12 | 4 | 2 | 8 | 8 | 43 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Alma Parris (AP) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Bursary | 1 | 6 | 2 | 6 | 8 | 1 | 0 | 24 |
| **Total** | 50 | 61 | 57 | 59 | 70 | 59 | 60 | 416 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Christopher's Primary are eligible to be transferred to secondary schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The Lodge School, Princess Margaret Secondary, Deighton Griffith Secondary, Christ Church Foundation, Garrison Secondary, Springer Memorial Secondary (for girls), The St. Michael School and St. Leonard's Boys'. However, students who attend St. Christopher's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 416 students who wrote the BSSEE during the period 1999 to 2005, one hundred and seventeen(28%) were placed at Category 4 schools, the majority (100) of whom were allocated to Princess Margaret Secondary. One hundred and thirty-one (31%) students were allocated to Category 3 schools, with the majority from this group (69) attending Garrison Secondary. With regard to Category 2 schools, 97 (23%) students were allocated largely to Deighton Griffith Secondary (37) and 30 to Christ Church Foundation. Over the seven-year period, of the 416 students who wrote the BSSEE, 31 (7%) gained places at Category 1 schools. Twenty-four (6%) students received bursaries and 16 (4%) were unplaced.

## 43. St. David's Primary

St. David's Primary is a small rural school in the parish of Christ Church. With an official capacity of 170 students, this school is above capacity with its current roll of 179.

***Table 4.43.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 14 | 15 | 29 | Graduate | 5 |
| Infants A | 9 | 10 | 19 | Qualified | 5 |
| Infants B | 15 | 12 | 37 | Special Grade | 0 |
| Class 1 | 12 | 12 | 24 | Teacher | 2 |
| Class 2 | 16 | 11 | 27 | Other | 0 |
| Class 3 | 11 | 11 | 22 | | |
| Class 4 | 10 | 21 | 31 | **Total** | **12** |
| **Total** | **87** | **92** | **179** | | |

The school has a total of 12 teachers, all females. The teacher-student ratio is approximately 1:15. Forty-two per cent of the staff hold degrees and 42% are qualified.

***Table 4.43.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 – 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=21) | 10 | 24 | 33 | 33 | 10 | 33 | 14 | 43 |
| 2000 (N=18) | 6 | 28 | 39 | 28 | 22 | 22 | 22 | 33 |
| 2001 (N=18) | 0 | 33 | 67 | 0 | 0 | 6 | 28 | 67 |
| 2002 (N=28) | 4 | 21 | 39 | 36 | 18 | 32 | 14 | 36 |
| 2003 (N=25) | 4 | 12 | 24 | 60 | 32 | 4 | 32 | 32 |
| 2004 (N=23) | 9 | 17 | 9 | 65 | 17 | 9 | 9 | 65 |
| 2005 (N=17) | 0 | 29 | 35 | 35 | 12 | 18 | 29 | 41 |

**Range of BSSEE Scores**

At St. David's Primary, the number of students scoring 30 marks or less in English in the BSSEE has consistently been no more than 10% over the seven years 1999 to 2005. Conversely, in Mathematics, the percentage of students who scored in the 0-30 range varied widely.

The percentage of students who scored 30 marks or less in English decreased from 10% in 1999 to 6% in 2000, showing improvement in performance. The school's performance was even better in 2001 with no student scoring in the 0-30 range in English. In 2002 the percentage increased marginally to 4% and this percentage was maintained in 2003. Two thousand and four saw some decline in the school's performance with 9% of the students scoring 30 marks or less. However, the school's good performance was noticeable again in 2005 when none of the students writing the examination scored in the 0-30 range in English.

On the other hand, the percentage of students who scored in the 0-30 range, went from as low as 0% to as high as 32% in Mathematics. The percentage increased from 10% in 1999 to 22% in 2000, indicating a decline in the school's performance. In 2001, however, the school's performance in Mathematics was outstanding with none of the students scoring 30 marks or less. Indeed, in 2001, 67% of the students scored in the 71-100 range. The school's performance declined over the following two years with the percentage of students who scored 30 marks or less increasing from 18% in 2002 to 32% in 2003. In 2004, the percentage decreased to 17% with a further decrease to 12% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (39%) scoring in the 71-100 range in English and the highest average percentage of students (45%) also scoring in the 71-100 range in Mathematics.

| *Table 4.43.3:* **Number of Student Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (21)** | **N= (18)** | **N= (18)** | **N= (28)** | **N= (25)** | **N= (23)** | **N= (17)** | |
| Unplaced | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 3 |
| Alexandra (AX) | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 2 | 1 | 1 | 4 | 6 | 4 | 3 | 21 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Combermere School (CS) | 3 | 2 | 1 | 1 | 0 | 3 | 0 | 10 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Garrison Secondary (GS) | 2 | 3 | 1 | 2 | 1 | 3 | 1 | 13 |
| Harrison College (HC) | 1 | 3 | 2 | 1 | 2 | 1 | 2 | 12 |
| The Lodge School (LS) | 0 | 0 | 1 | 2 | 1 | 0 | 1 | 5 |
| Parkinson Memorial (PA) | 2 | 1 | 0 | 2 | 2 | 2 | 2 | 11 |
| Princess Margaret (PM) | 0 | 2 | 0 | 3 | 2 | 1 | 1 | 9 |
| Queen's College (QC) | 2 | 1 | 2 | 1 | 1 | 3 | 1 | 11 |
| St. James Secondary (SJ) | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 3 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| St. Leonard's Boys' (SLB) | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 4 |
| The St. Michael School (SM) | 1 | 1 | 2 | 2 | 4 | 4 | 3 | 17 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 1 | 1 | 2 | 1 | 0 | 1 | 0 | 6 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Deighton Griffith Memorial (DG) | 4 | 2 | 1 | 5 | 3 | 0 | 1 | 16 |
| The Lester Vaughan (LV) | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| **Total** | 21 | 18 | 18 | 28 | 25 | 23 | 17 | 150 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. David's Primary are eligible to be transferred to secondary schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The Lodge School, Princess Margaret Secondary, Deighton Griffith Secondary, Christ Church Foundation, Garrison Secondary, Springer Memorial Secondary (for girls), The St. Michael School and St. Leonard's Boys'. However, students who attend St. David's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 150 students who wrote the BSSEE during the period 1999 to 2005, fifty (33%) and 47 (31%) were placed at Categories 1 and 2 schools respectively. The majority from Category 1 (13) were allocated to The Michael School; while the majority (21) from Category 2 was allocated to Christ Church Foundation. Ten (7%) students were allocated to Category 4 schools, with the majority from this group (9) gaining entry into Princess Margaret Secondary. Of the 39 (26%) students who were allocated to Category 3 schools, the most (13) were placed at Garrison Secondary. One student received a bursary and three (2%) were unplaced.

## 44. St. Elizabeth's Primary

St. Elizabeth's Primary is a medium-sized rural school in the parish of St. Joseph. With an official capacity of 330 students, this school is below functional capacity with its current roll of 114.

***Figure 4.44.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 7 | 4 | 11 | | |
| Reception | 5 | 8 | 13 | Graduate | 5 |
| Infants A | 9 | 7 | 16 | Qualified | 1 |
| Infants B | 10 | 8 | 18 | Special Grade | 0 |
| Class 1 | 6 | 5 | 11 | Teacher | 3 |
| Class 2 | 8 | 5 | 13 | Other | 0 |
| Class 3 | 8 | 7 | 15 | | |
| Class 4 | 10 | 7 | 17 | **Total** | **9** |
| **Total** | **63** | **51** | **114** | | |

The school has a total of nine teachers: seven females and two males. The teacherstudent ratio is approximately 1:13. Fifty-six per cent of the staff hold degrees and11% are qualified.

***Table 4.44.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 – 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=21) | 5 | 19 | 62 | 14 | 10 | 24 | 38 | 29 |
| 2000 (N=19) | 21 | 37 | 37 | 5 | 26 | 32 | 42 | 0 |
| 2001 (N=20) | 30 | 35 | 35 | 0 | 5 | 10 | 30 | 55 |
| 2002 (N=16) | 0 | 56 | 44 | 0 | 31 | 38 | 31 | 0 |
| 2003 (N=16) | 25 | 13 | 31 | 31 | 25 | 6 | 31 | 38 |
| 2004 (N=21) | 43 | 29 | 19 | 10 | 38 | 19 | 19 | 24 |
| 2005 (N=10) | 20 | 70 | 10 | 0 | 20 | 50 | 30 | 0 |

**Range of BSSEE Scores**

At St. Elizabeth's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage of students ranged from as low as 0% to as high as 43%, while in Mathematics, it ranged from 10% to 38%.

The percentage of students who scored in the 0-30 range in English increased consistently over three years from 5% in 1999 to 30% in 2001. There was tremendous improvement in 2002 when no student scored 30 marks or less. However, in 2003 the percentage of students scoring in the 0-30 range increased to 25% and continued to increase to 43% in 2004. In 2005 the school's performance improved as the percentage of students scoring 30 marks or less dropped to 20%.

In Mathematics, the percentage of students who scored 30 marks or less increased from 10% in 1999 to 26% in 2000. In 2001 there was significant improvement in the school's performance when only 5% of the students scored in the 0-30 range. In 2002 the percentage increased to 31% before it dropped to 25% the following year. Over the next two years that percentage of students who scored 30 marks or less decreased from 38% in 2004 to 20% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (36%) scoring in the 51-70 range in English and the highest average percentage of students (32%) also scoring in the 51-70 range in Mathematics.

| *Table 4.44.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (21)** | **N= (19)** | **N= (20)** | **N= (18)** | **N= (16)** | **N= (21)** | **N= (10)** | |
| Unplaced | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 3 |
| Alexandra (AX) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Alleyne School (AL) | 1 | 6 | 3 | 1 | 1 | 1 | 0 | 13 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| Coleridge and Parry (CP) | 8 | 0 | 1 | 3 | 3 | 1 | 0 | 16 |
| Combermere School (CS) | 2 | 0 | 0 | 0 | 1 | 0 | 0 | 3 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 4 |
| The Lodge School (LS) | 2 | 0 | 1 | 0 | 2 | 1 | 0 | 6 |
| Parkinson Memorial (PA) | 0 | 2 | 2 | 1 | 0 | 2 | 1 | 8 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| St. Leonard's Boys' (SLB) | 0 | 1 | 4 | 3 | 1 | 2 | 2 | 13 |
| The St. Michael School (SM) | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 3 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Springer Memorial (SP) | 2 | 2 | 0 | 1 | 1 | 4 | 1 | 11 |
| Grantley Adams Memorial (GA) | 1 | 3 | 1 | 4 | 2 | 4 | 1 | 16 |
| The Louis Lynch Memorial (LL) | 0 | 2 | 2 | 0 | 1 | 2 | 1 | 8 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 2 | 1 | 2 | 3 | 0 | 2 | 4 | 14 |
| Alma Parris (AP) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Bursary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total** | 21 | 19 | 20 | 18 | 16 | 21 | 10 | 125 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Elizabeth's Primary are eligible to be transferred to secondary schools located in Zone 2, based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and Lester Vaughan. However, students who attend St. Elizabeth's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 125 students who wrote the BSSEE during the period 1999 to 2005, forty-six (37%) were placed at Category 2 schools, the majority (16) of whom were allocated to Coleridge and Parry. Twenty (16%) students were allocated to Category 4 schools, with the majority from this group (16) attending Grantley Adams Memorial. With regard to Category 3 schools, 46 (37%) of the students were allocated largely to Springer Memorial Secondary (11). Over the seven-year period, of the 125 students who wrote the BSSEE, only 10 (8%) gained places at Category 1 schools. Three (2%) students were unplaced.

## 45. St. George Primary

St. George Primary is a large rural school. With an official capacity of 630, this school is below functional capacity with its current roll of 401 students.

***Figure 4.45.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 11 | 12 | 23 | | |
| Reception | 16 | 35 | 51 | Graduate | 9 |
| Infants A | 36 | 26 | 62 | Qualified | 11 |
| Infants B | 25 | 19 | 44 | Special Grade | 0 |
| Class 1 | 31 | 29 | 60 | Teacher | 3 |
| Class 2 | 27 | 27 | 54 | Other | 0 |
| Class 3 | 25 | 23 | 48 | | |
| Class 4 | 31 | 28 | 59 | **Total** | **23** |
| Total | **202** | **199** | **401** | | |

The school has a total of 23 teachers: 19 females and four males. The teacher-student ratio is approximately 1:17.Thirty-nine per cent of the staff hold degrees and 48% are qualified.

***Table 4.45.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 – 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=49) | 16 | 37 | 22 | 24 | 22 | 33 | 24 | 20 |
| 2000 (N=90) | 29 | 36 | 29 | 7 | 37 | 38 | 16 | 10 |
| 2001 (N=67) | 36 | 33 | 31 | 0 | 18 | 22 | 24 | 36 |
| 2002 (N=63) | 8 | 24 | 44 | 24 | 19 | 44 | 22 | 14 |
| 2003 (N=78) | 22 | 21 | 38 | 19 | 42 | 35 | 10 | 13 |
| 2004 (N=57) | 11 | 30 | 35 | 25 | 18 | 25 | 32 | 26 |
| 2005 (N=41) | 24 | 37 | 27 | 12 | 32 | 29 | 20 | 20 |

**Range of BSSEE Scores**

At St. George Primary the percentage of students who scored in the 0-30 range in the BSSEE fluctuated widely over the seven years 1999-2005. In English, the percentages ranged from as low as 8% to 36%, while in Mathematics the percentages ranged from 18% to 42%.

In English, 16% of the students scored in the 0-30 range in 1999. In 2000 the percentage recorded was 29% before it increased to 36% in 2001, the highest over the second year period. Over the next four years the percentage of students who gained scores in the 0-30 range fluctuated from year to year. In 2002 the school's performance improved greatly with the percentage reaching 8%. However, there was some decline in the performance when the percentage increased to 22% in 2003. Over the following two years the percentage decreased to 11% in 2004 and then increased to 24% in 2005. In 1999, 22% of the students scored in the 0-30 range in Mathematics. The percentage increased to 37% in 2000 before there was some improvement in the school's performance with 18% of the students scoring 30 marks or less in 2001. Over the next two years, the percentage increased sharply from 19% in 2002 to 42% in 2003, the highest over the seven-year period. The following two years saw the percentage of students who scored 30 marks or less fluctuating from 18% in 2004 and to 32% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (33%) scoring in the 51-70 range in English and the highest average percentage of students (33%) scoring in the 31-50 range in Mathematics.

| *Table 4.45.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (39)** | **N= (34)** | **N= (39)** | **N= (37)** | **N= (39)** | **N= (57)** | **N= (34)** | |
| Unplaced | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 6 |
| Alexandra (AX) | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| Alleyne School (AL) | 3 | 10 | 3 | 3 | 4 | 2 | 4 | 29 |
| Ch. Ch. Foundation (CF) | 1 | 0 | 1 | 2 | 1 | 1 | 1 | 7 |
| Coleridge and Parry (CP) | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 3 |
| Combermere School (CS) | 4 | 2 | 2 | 1 | 4 | 3 | 1 | 17 |
| Ellerslie (EL) | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 4 |
| Garrison Secondary (GS) | 0 | 0 | 1 | 1 | 2 | 0 | 1 | 5 |
| Harrison College (HC) | 1 | 2 | 3 | 1 | 2 | 1 | 1 | 11 |
| The Lodge School (LS) | 3 | 3 | 3 | 4 | 5 | 4 | 6 | 28 |
| Parkinson Memorial (PA) | 4 | 14 | 12 | 13 | 4 | 6 | 8 | 61 |
| Princess Margaret (PM) | 1 | 0 | 0 | 0 | 1 | 3 | 1 | 6 |
| Queen's College (QC) | 4 | 0 | 0 | 0 | 1 | 3 | 1 | 9 |
| St. James Secondary (SJ) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| St. George Secondary (SG) | 3 | 4 | 4 | 0 | 9 | 0 | 1 | 21 |
| St. Leonard's Boys' (SLB) | 5 | 9 | 2 | 5 | 3 | 4 | 4 | 32 |
| The St. Michael School (SM) | 1 | 4 | 4 | 1 | | 1 | | 11 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| Springer Memorial (SP) | 4 | 10 | 3 | 6 | 11 | 3 | 3 | 40 |
| Grantley Adams Memorial (GA) | 3 | 8 | 11 | 5 | 12 | 4 | 1 | 44 |
| The Louis Lynch Memorial (LL) | 5 | 3 | 3 | 4 | 2 | 5 | 0 | 22 |
| Deighton Griffith Memorial (DG) | 1 | 0 | 1 | 1 | 2 | 4 | 0 | 9 |
| The Lester Vaughan (LV) | 4 | 16 | 8 | 15 | 12 | 11 | 4 | 70 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 2 | 2 | 0 | 1 | 0 | 1 | 6 |
| **Total** | 49 | 90 | 67 | 64 | 78 | 57 | 41 | 446 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. George Primary are eligible to be transferred to secondary schools located in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and Lester Vaughan School. However, students who attend St. George Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 446 students who sat the BSSEE during the period 1999 to 2005, seventy-three (16%) were placed at Category 4 schools. Most of these students (44) were allocated to Grantley Adams Memorial. Category 2 and 3 schools received 104 (23%) and 209 (47%) students respectively. In the case of Category 2 schools, 29 students were placed at Alleyne and 28 at The Lodge School. Students allocated to Category 3 schools were mainly allocated to Lester Vaughan (70). Over the seven-year period, of 446 students who wrote the BSSEE, 48 students (11%) gained places at Category 1 schools. Six (1%) students were unplaced and six (1%) received bursaries.

## 46. St. Giles Primary

St. Giles Primary is a large urban school in the parish of St. Michael. With an official capacity of 480 students, this school is below functional capacity with its current roll of 393.

***Figure 4.46.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 24 | 23 | 47 | Graduate | 9 |
| Infants A | 41 | 24 | 65 | Qualified | 14 |
| Infants B | 35 | 21 | 56 | Special Grade | 0 |
| Class 1 | 27 | 24 | 51 | Teacher | 1 |
| Class 2 | 32 | 27 | 59 | Other | 0 |
| Class 3 | 34 | 18 | 52 | | |
| Class 4 | 41 | 22 | 63 | **Total** | **24** |
| **Total** | **234** | **159** | **393** | | |

This school has a total of 24 teachers: 18 females and 6 males. The teacher-student ratio is approximately 1:16. Thirty-eight per cent of the staff hold degrees and 58% are qualified.

***Table 4.46.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=49) | 35 | 18 | 22 | 24 | 33 | 14 | 29 | 24 |
| 2000 (N=60) | 28 | 30 | 27 | 15 | 27 | 35 | 27 | 12 |
| 2001 (N=69) | 33 | 33 | 33 | 0 | 17 | 20 | 19 | 43 |
| 2002 (N=69) | 16 | 14 | 41 | 29 | 28 | 22 | 25 | 26 |
| 2003 (N=47) | 17 | 34 | 28 | 21 | 43 | 16 | 17 | 21 |
| 2004 (N=70) | 36 | 23 | 29 | 13 | 40 | 23 | 10 | 27 |
| 2005 (N=49) | 14 | 41 | 24 | 20 | 16 | 27 | 27 | 31 |

**Range of BSSEE Scores**

At St. Giles Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999 to 2005 in both English and Mathematics.

In 1999 the percentage of students who scored in the 0-30 range in English was 35% before it decreased to 28% in 2000. Over the next two years the percentage decreased from 33% in 2001 to 16% in 2002, showing an improvement in performance. The school's performance declined in 2003 and again in 2004 when the percentage of students who scored 30 marks or less increased to 17% and 36% in the respective years. There was an improvement in the school's performance in 2005 when the percentage decreased to 14%.

The percentage of students who scored 30 marks or less in Mathematics, consistently decreased from 33% in 1999 to 17% in 2001. The school's performance declined over the following two years when the percentage increased to 28% in 2002 and again to 43% in 2003, the highest over the seven-year period. There was some improvement in the next two years with the percentage of students who scored in the 0-30 range decreasing to 40% in 2004 and then to 16% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (30%) scoring in the 51-70 range in English and the highest average percentage of students (29%) scoring in the 0-30 range in Mathematics.

***Table 4.46.3***
**Number of Students Allocated to Secondary Schools**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (50) | N= (59) | N= (69) | N= (69) | N= (47) | N= (72) | N= (49) | |
| Unplaced | 1 | 0 | 0 | 0 | 2 | 7 | 0 | 10 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Alleyne School (AL) | 0 | 0 | 6 | 5 | 1 | 4 | 4 | 20 |
| Ch. Ch. Foundation (CF) | 2 | 5 | 6 | 5 | 4 | 3 | 3 | 28 |
| Coleridge and Parry (CP) | 0 | 1 | 0 | 1 | 0 | 1 | 4 | 7 |
| Combermere School (CS) | 4 | 1 | 2 | 2 | 1 | 1 | 4 | 15 |
| Ellerslie (EL) | 4 | 4 | 2 | 5 | 2 | 2 | 4 | 23 |
| Garrison Secondary (GS) | 0 | 5 | 0 | 1 | 2 | 3 | 3 | 14 |
| Harrison College (HC) | 3 | 1 | 0 | 3 | 2 | 3 | 2 | 14 |
| The Lodge School (LS) | 6 | 6 | 3 | 4 | 2 | 5 | 2 | 28 |
| Parkinson Memorial (PA) | 9 | 0 | 3 | 8 | 5 | 10 | 3 | 38 |
| Princess Margaret (PM) | 3 | 1 | 5 | 5 | 2 | 3 | 1 | 20 |
| Queen's College (QC) | 1 | 4 | 3 | 2 | | 2 | 2 | 14 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| St. George Secondary (SG) | 2 | 3 | 4 | 2 | 4 | 5 | 0 | 20 |
| St. Leonard's Boys' (SLB) | 2 | 0 | 6 | 4 | 6 | 4 | 4 | 26 |
| The St. Michael School (SM) | 2 | 2 | 3 | 3 | 4 | 0 | 2 | 16 |
| St. Lucy Secondary (LU) | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| Springer Memorial (SP) | 0 | 9 | 3 | 4 | 2 | 3 | 2 | 23 |
| Grantley Adams Memorial (GA) | 3 | 4 | 6 | 5 | 2 | 6 | 3 | 29 |
| The Louis Lynch Memorial (LL) | 2 | 3 | 5 | 3 | | 3 | 2 | 18 |
| Deighton Griffith Memorial (DG) | 2 | 2 | 1 | 1 | 2 | 1 | 0 | 9 |
| The Lester Vaughan (LV) | 3 | 1 | 5 | 5 | 4 | 4 | 3 | 25 |
| Alma Parris (AP) | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 |
| Bursary | 0 | 6 | 2 | 1 | 0 | 1 | 0 | 10 |
| **Total** | 50 | 59 | 69 | 69 | 47 | 72 | 49 | 415 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

Based on their choices and the marks scored, students at St. Giles Primary, on writing the BSSEE, are eligible to be transferred to secondary schools in Zone 2 based on their choice of schools, marks scored and school capacity. These schools are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys and Lester Vaughan. In addition, each student writing the examination has two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, 415 students at St. Giles wrote the BSSEE. Of these students, 75 (18%) gained places at Category 4 schools with the most being allocated to Grantley Adams Memorial (29). One hundred and twenty-seven (31%) students were allocated to Category 3 schools, the majority of whom were placed at Parkinson Memorial Secondary (38). Category 2 schools received 134 (32%) students, of whom the most was allocated to Christ Church Foundation School and The Lodge School which each received 28 students. Of the 279 students who have taken the BSSEE over the seven-year period, 59 (14%) students gained entry into Category 1 schools. Ten (2%) students received bursaries and another 10 were unplaced.

## 47. St. James Primary

St. James Primary is a medium-sized rural school. With an official capacity of 250 students, this school is below functional capacity with its current roll of 154.

***Figure 4.47.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 6 | 7 | 13 | | |
| Reception | 12 | 12 | 24 | Graduate | 7 |
| Infants A | 11 | 10 | 21 | Qualified | 1 |
| Infants B | 11 | 9 | 20 | Special Grade | 0 |
| Class 1 | 11 | 10 | 21 | Teacher | 2 |
| Class 2 | 13 | 4 | 17 | Other | 0 |
| Class 3 | 9 | 9 | 18 | | |
| Class 4 | 7 | 13 | 20 | **Total** | **10** |
| **Total** | **80** | **74** | **154** | | |

The school has a total of 10 teachers: seven females and three males. The teacher-student ratio is approximately 1:15. Seventy per cent of the staff hold degrees and 10% are qualified.

***Table 4.47.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=24) | 38 | 38 | 21 | 4 | 38 | 33 | 25 | 4 |
| 2000 (N=18) | 17 | 56 | 28 | 0 | 22 | 56 | 22 | 0 |
| 2001 (N=23) | 22 | 48 | 30 | 0 | 4 | 35 | 22 | 39 |
| 2002 (N=29) | 3 | 10 | 38 | 48 | 3 | 28 | 21 | 48 |
| 2003 (N=25) | 20 | 36 | 24 | 20 | 44 | 32 | 20 | 4 |
| 2004 (N=19) | 11 | 37 | 32 | 21 | 37 | 21 | 11 | 32 |
| 2005 (N=14) | 43 | 36 | 7 | 14 | 36 | 21 | 36 | 7 |

**Range of BSSEE Scores**

At St. James Primary, the percentage of students who scored in the 0-30 range in the BSSEE fluctuated widely over the seven years 1999-2005. In English, the percentages ranged from as low as 3% to 43%, while in Mathematics the percentages ranged from as low as 4% to 44%.

In English, 38% of students scored in the 0-30 range in 1999. The percentage decreased to 17% in 2000 and then increased modestly to 22% in 2001. The following year the school's performance improved considerably as only 3% of the students scored in the 0-30 range. Over the next three years the percentages showed no definite trend fluctuating from year to year. For example, in 2003 the percentage was 20%, the following year it decreased to 11% in 2004 and in 2005 it increased significantly again to 43%, the highest for the period under review.

In 1999, 38% of the students scored 30 marks or less in Mathematics. For the following three years the school's performance improved greatly as the percentages decreased consistently from 22% in 2000 to only 3% in 2002. However, in 2003, the highest percentage for the period under review was recorded, 44%. In 2004 and 2005 the percentage of students who scored in the 0-30 range remained fairly consistent at 37% and 36% in the respective years.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (36%) scoring in the 31-50 range in English and the highest average percentage of students (32%) also scoring in the 31-50 range in Mathematics.

| *Table 4.47.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **(N=24)** | **(N=18)** | **(N=23)** | **(N=29)** | **(N=25)** | **(N=19)** | **(N=14)** | |
| Unplaced | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alexandra (AX) | 3 | 2 | 4 | 10 | 0 | 3 | 0 | 22 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 4 | 3 | 4 | 5 | 5 | 4 | 4 | 29 |
| Combermere School (CS) | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 |
| Ellerslie (EL) | 0 | 3 | 3 | 6 | 3 | 1 | 1 | 17 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkinson Memorial (PA) | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 4 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 3 |
| St. James Secondary (SJ) | 6 | 9 | 7 | 2 | 6 | 3 | 2 | 35 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Leonard's Boys' (SLB) | 4 | 1 | 0 | 1 | 2 | 3 | 3 | 14 |
| The St. Michael School (SM) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| St. Lucy Secondary (LU) | 4 | 0 | 3 | 1 | 5 | 2 | 1 | 16 |
| Springer Memorial (SP) | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 3 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 3 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Bursary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total** | 24 | 18 | 23 | 29 | 25 | 19 | 14 | 152 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of St. James Primary are eligible to be transferred to those secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial Secondary, Coleridge and Parry, Ellerslie Secondary, Queen's College, Springer Memorial Secondary (for girls), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend St. James Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 152 students who sat the BSSEE during the period 1999 to 2005, seventeen (11%) were placed in Category 4 schools. Most of these students were allocated to St. Lucy Secondary (16). Categories 2 and 3 schools received 46% and 39% respectively. In the case of Category 2, the majority of students (29) were placed at the Coleridge and Parry School, whereas the majority of Category 3 students (35) were allocated to St. James Secondary. Over the seven-year period, of the 152 students who wrote the BSSEE, only six (4%) gained entry at Category 1 schools. It should be noted that for the period under review all students were placed in secondary schools and none received bursaries.

## 48. St. John's Primary

St. John's Primary is a medium-sized rural school. With an official capacity of 285 students, this school is below functional capacity with its current roll of 227.

***Figure 4.48.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 17 | 18 | 35 | | |
| Reception | 17 | 17 | 34 | Graduate | 5 |
| Infants A | 19 | 10 | 29 | Qualified | 5 |
| Infants B | 12 | 19 | 31 | Special Grade | 1 |
| Class 1 | 9 | 15 | 24 | Teacher | 3 |
| Class 2 | 14 | 10 | 24 | Other | 0 |
| Class 3 | 9 | 11 | 20 | | |
| Class 4 | 12 | 18 | 30 | **Total** | **14** |
| Total | **109** | **118** | **227** | | |

The school has a total of 14 teachers: 10 females and four males. The teacher-tudent ratio is approximately 1:16. Thirty-six per cent of the staff hold degrees and 36% are qualified.

***Table 4.48.2***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=26) | 15 | 23 | 42 | 19 | 15 | 23 | 50 | 12 |
| 2000 (N=27) | 33 | 30 | 33 | 4 | 48 | 30 | 22 | 0 |
| 2001 (N=27) | 30 | 48 | 22 | 0 | 15 | 26 | 30 | 30 |
| 2002 (N=24) | 4 | 33 | 42 | 21 | 33 | 38 | 25 | 4 |
| 2003 (N=45) | 16 | 24 | 29 | 31 | 36 | 22 | 24 | 18 |
| 2004 (N=37) | 24 | 19 | 32 | 24 | 24 | 30 | 11 | 35 |
| 2005 (N=29) | 48 | 28 | 21 | 3 | 52 | 10 | 14 | 24 |

**Range of BSSEE Scores**

At St. John's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. In English the percentage ranged from as low as 4% to as high as 48%, while in Mathematics, the percentage of students who scored 30 marks or below ranged from 15% to 52%.

In 1999, the percentage of students who scored 30 marks or lower in English was 15%. The percentage increased to 33% in 2000 before it decreased over the following two years to 4% in 2002, indicating a significant improvement in the school's performance. The school's performance however, declined considerably over the following three years when the percentage of students who scored in the 0-30 range increased from 16% in 2003 to 48% in 2005, the highest over the seven-year period.

Similar to the school's performance in English in 1999, the percentage of students who scored 30 marks or less in Mathematics was 15%. There was a significant increase in the percentage to 48% in 2000, before the school's performance improved in 2001 with 15% of the students scoring 30 marks or lower. The percentage increased again over the next two years from 33% in 2002 to 36% in 2003. Twenty-four per cent of the students scored 30 marks or less in 2004 while 2005 saw the percentage at its highest over the seven-year period at 52%, signalling a considerable decline in the school's performance.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (32%) scoring in the 51-70 range in English and the highest average percentage of students (32%) scoring in the 0-30 range in Mathematics.

| *Table 4.48.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (26)** | **N= (27)** | **N= (27)** | **N= (24)** | **N= (45)** | **N= (37)** | **N= (29)** | |
| Unplaced | 0 | 0 | 1 | 1 | 6 | 0 | 0 | 8 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Ch. Ch. Foundation (CF) | 3 | 3 | 2 | 3 | 6 | 5 | 4 | 26 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 1 | 0 | 0 | 1 | 2 | 2 | 0 | 6 |
| Ellerslie (EL) | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Garrison Secondary (GS) | 2 | 6 | 6 | 5 | 6 | 9 | 3 | 37 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| The Lodge School (LS) | 7 | 2 | 3 | 0 | 6 | 4 | 4 | 26 |
| Parkinson Memorial (PA) | 0 | 1 | 1 | 2 | 2 | 0 | 0 | 6 |
| Princess Margaret (PM) | 2 | 4 | 4 | 4 | 4 | 5 | 13 | 36 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 3 |
| St. Leonard's Boys' (SLB) | 3 | 1 | 1 | 0 | 4 | 1 | 0 | 10 |
| The St. Michael School (SM) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 1 | 1 | 0 | 1 | 1 | 3 | 2 | 9 |
| Grantley Adams Memorial (GA) | 0 | 1 | 2 | 1 | 1 | 2 | 0 | 7 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 2 | 3 | 3 | 4 | 5 | 4 | 1 | 22 |
| The Lester Vaughan (LV) | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 3 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 5 | 3 | 0 | 0 | 1 | 0 | 9 |
| **Total** | 26 | 27 | 27 | 24 | 45 | 37 | 29 | 215 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. John's Primary are eligible to be transferred to secondary schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The Lodge School, Princess Margaret Secondary, Deighton Griffith Secondary, Christ Church Foundation, Garrison Secondary, Springer Memorial Secondary (for girls), The St. Michael School and St. Leonard's Boys'. However, students who attend St. John's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 215 students who wrote the BSSEE during the period 1999 to 2005, seventy-nine (37%) were placed at Category 2 schools, the majority of whom were allocated to Christ Church Foundation and The Lodge School, with each school being allocated 26 students. Forty-six (21%) students were allocated to Category 4 schools, with the majority (36) of these students attending Princess Margaret Secondary. With regard to Category 3 schools, 65 (30%) students were allocated largely to Garrison Secondary (37). Over the seven-year period, of the 215 students who wrote the BSSEE eight (4%) gained places at Category 1 schools. Nine (4%) students received bursaries and eight (4%) were unplaced.

## 49. St. Joseph's Primary

St. Joseph's Primary is a large rural school. Extensive With an official capacity of 420 students, this school is below functional capacity with its current roll of 192.

***Figure 4.49.1:***
**The Distribution of Students and Teacher (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 14 | 14 | 28 | | |
| Reception | 9 | 10 | 19 | Graduate | 3 |
| Infants A | 13 | 19 | 32 | Qualified | 5 |
| Infants B | 15 | 14 | 29 | Special Grade | 2 |
| Class 1 | 12 | 11 | 23 | Teacher | 4 |
| Class 2 | 11 | 11 | 22 | Other | 0 |
| Class 3 | 5 | 16 | 21 | | |
| Class 4 | 13 | 5 | 18 | **Total** | **14** |
| **Total** | **92** | **100** | **192** | | |

The school has a total of 14 teachers: 10 females and four males. The teacher-student ratio is approximately 1:14. Twenty-one per cent of the staff hold degrees and 36% are qualified.

***Table 4.49.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=28) | 39 | 39 | 14 | 7 | 39 | 39 | 18 | 4 |
| 2000 (N=26) | 50 | 35 | 8 | 8 | 50 | 27 | 19 | 4 |
| 2001 (N=44) | 52 | 36 | 11 | 0 | 18 | 39 | 25 | 18 |
| 2002 (N=43) | 16 | 30 | 33 | 21 | 37 | 37 | 14 | 12 |
| 2003 (N=37) | 38 | 24 | 30 | 8 | 54 | 16 | 19 | 11 |
| 2004 (N=27) | 52 | 22 | 15 | 11 | 44 | 26 | 15 | 15 |
| 2005 (N=24) | 25 | 54 | 13 | 8 | 33 | 17 | 17 | 33 |

**Range of BSSEE Scores**

At St. Joseph Primary the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. In English the percentage ranged from 16% to 52%, while in Mathematics it ranged from 18% to 54%.

In 1999, the percentage of students who scored 30 marks or less was 39% in English. Over the next two years the school's performance declined tremendously when the percentage increased to 50% in 2000 with a further increase to 52% in 2001. There was an improvement in the school's performance in 2002 with the percentage of students who scored in the 0-30 range decreasing to 16%. The percentage fluctuated widely from 2003 to 2005: 38% in 2003, 52% in 2004 and 25% in 2005.

In Mathematics, the percentage of students who scored in the 0-30 range increased from 39% in 1999 to 50% in 2000. There was great improvement in 2001 with the percentage decreasing to 18%. Over the following two years the performance declined again as the percentage of student who scored 30 marks or less increased to 37% in 2002 again to over half the number of students who wrote the examination in 2003 (54%). In the next two years, there was some improvement as the percentage decreased to 44% in 2004 and again to 33% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (38%) scoring in the 0-30 range in English and the highest average percentage (39%) also scoring in the 0-30 range in Mathematics.

| *Table 4.49.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (28)** | **N= (26)** | **N= (44)** | **N= (43)** | **N= (37)** | **N= (27)** | **N= (24)** | |
| Unplaced | 0 | 0 | 2 | 0 | 1 | 0 | 0 | 3 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 4 | 1 | 1 | 3 | 2 | 2 | 5 | 18 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 1 | 0 | 1 | 1 | 0 | 2 | 2 | 7 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 3 |
| Harrison College (HC) | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| The Lodge School (LS) | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 9 |
| Parkinson Memorial (PA) | 5 | 0 | 4 | 3 | 0 | 1 | 0 | 13 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| St. George Secondary (SG) | 0 | 1 | 4 | 2 | 6 | 2 | 0 | 15 |
| St. Leonard's Boys' (SLB) | 1 | 1 | 5 | 2 | 0 | 2 | 2 | 13 |
| The St. Michael School (SM) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 1 | 4 | 2 | 3 | 0 | 1 | 3 | 14 |
| Grantley Adams Memorial (GA) | 9 | 12 | 15 | 14 | 10 | 11 | 7 | 78 |
| The Louis Lynch Memorial (LL) | 0 | 1 | 3 | 2 | 5 | 0 | 0 | 11 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| The Lester Vaughan (LV) | 4 | 1 | 4 | 10 | 4 | 4 | 3 | 30 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| Bursary | 1 | 3 | 1 | 0 | 1 | 0 | 0 | 6 |
| **Total** | 28 | 26 | 44 | 43 | 37 | 27 | 24 | 229 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Joseph's Primary are eligible to be transferred to secondary schools located in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Springer Memorial Secondary (for girls), St. Leonard's Boys', Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, St. George Secondary and Lester Vaughan School. However, students who attend St. Joseph's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 229 students who wrote the BSSEE during the period 1999 to 2005, ninety-five (41%) were placed at Category 4 schools, the majority (78) of whom were allocated to Grantley Adams Memorial. Seventy-four (32%) students were allocated to Category 3 schools, with the majority from this group (30) gaining entry into Lester Vaughan. With regard to Category 2 schools, 40 (17%) students were allocated largely to Alleyne (18). Over the seven-year period, of the 229 students who wrote the BSSEE 11 (5%) gained places at Category 1 schools. Six (3%) students received bursaries and three (1%) were unplaced.

## 50. St. Jude's Primary

St. Jude's Primary is a medium-sized rural school in the parish of St. George. With an official capacity of 300 students, this school is below functional capacity with its current roll of 264.

***Figure 4.50.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 21 | 15 | 36 | | |
| Reception | 15 | 14 | 29 | Graduate | 10 |
| Infants A | 12 | 12 | 24 | Qualified | 6 |
| Infants B | 18 | 18 | 36 | Special Grade | 0 |
| Class 1 | 25 | 19 | 44 | Teacher | 2 |
| Class 2 | 12 | 16 | 28 | Other | 0 |
| Class 3 | 15 | 22 | 37 | | |
| Class 4 | 17 | 13 | 30 | **Total** | **18** |
| **Total** | **135** | **129** | **264** | | |

The school has a total of 18 teachers: 13 females and five males. The teacher-student ratio is approximately 1:15. Fifty-six per cent of the staff hold degrees and 33% are qualified.

***Table 4.50.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=25) | 4 | 20 | 48 | 28 | 16 | 24 | 32 | 28 |
| 2000 (N=40) | 30 | 33 | 30 | 8 | 40 | 30 | 18 | 13 |
| 2001 (N=38) | 39 | 34 | 26 | 0 | 26 | 18 | 16 | 39 |
| 2002 (N=39) | 10 | 15 | 28 | 46 | 10 | 36 | 28 | 26 |
| 2003 (N=42) | 7 | 19 | 36 | 38 | 31 | 19 | 21 | 29 |
| 2004 (N=39) | 5 | 33 | 38 | 23 | 10 | 28 | 21 | 41 |
| 2005 (N=38) | 18 | 47 | 29 | 5 | 11 | 24 | 42 | 24 |

**Range of BSSEE Scores**

At St. Jude's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage of students ranged from as low as 4% to 39%, while in Mathematics, the percentage ranged from 10% to 40%.

In 1999, the percentage of students scoring 30 marks or less was at its lowest in English over the seven-year period at 4%. However, over the following two years the performance declined as the percentage increased to 30% in 2000 and again to 39% in 2001. The school's performance improved over the next three years with the percentage consistently dropping to 5% in 2004. In 2005 the percentage of students scoring in the 0-30 range increased again to 18% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less was 16% in 1999 before it increased considerably to 40% in 2000. Over the following two years the percentage decreased from 26% in 2001 to 10% in 2002. The school's performance in Mathematics declined in 2003 when 31% of the students scored in the 0-30 range. Two thousand and four saw significant improvement in the school's performance with only 10% of the students scoring 30 marks or less. The percentage increased marginally in 2005 when 11% of the students scored in the 0-30 range.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (33%) scoring in the 51-70 range in English and the highest average percentage (28%) scoring in the 71-100 range in Mathematics.

| *Table 4.50.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (25)** | **N= (40)** | **N= (38)** | **N= (39)** | **N= (43)** | **N= (39)** | **N= (38)** | |
| Unplaced | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| Alexandra (AX) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Alleyne School (AL) | 1 | 2 | 3 | 3 | 3 | 3 | 1 | 16 |
| Ch. Ch. Foundation (CF) | 1 | 1 | 2 | 3 | 2 | 5 | 1 | 15 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 2 | 2 | 2 | 0 | 4 | 3 | 1 | 14 |
| Ellerslie (EL) | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 10 |
| Garrison Secondary (GS) | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 9 |
| Harrison College (HC) | 0 | 2 | 3 | 1 | 0 | 1 | 1 | 8 |
| The Lodge School (LS) | 7 | 5 | 1 | 7 | 6 | 2 | 4 | 32 |
| Parkinson Memorial (PA) | 2 | 9 | 4 | 1 | 9 | 3 | 2 | 30 |
| Princess Margaret (PM) | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 5 |
| Queen's College (QC) | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 3 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 1 | 3 | 5 | 3 | 0 | 0 | 0 | 12 |
| St. Leonard's Boys' (SLB) | 0 | 2 | 3 | 3 | 0 | 2 | 3 | 13 |
| The St. Michael School (SM) | 1 | 0 | 1 | 1 | 3 | 1 | 2 | 9 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Springer Memorial (SP) | 3 | 2 | 0 | 3 | 0 | 3 | 2 | 13 |
| Grantley Adams Memorial (GA) | 0 | 3 | 5 | 3 | 5 | 3 | 3 | 22 |
| The Louis Lynch Memorial (LL) | 1 | 1 | 1 | 2 | 2 | 0 | 2 | 9 |
| Deighton Griffith Memorial (DG) | 0 | 1 | 0 | 1 | 0 | 2 | 0 | 4 |
| The Lester Vaughan (LV) | 1 | 1 | 3 | 4 | 5 | 5 | 12 | 31 |
| Alma Parris (AP) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Bursary | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| **Total** | 25 | 40 | 38 | 39 | 43 | 39 | 38 | 262 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Jude's Primary are eligible to be transferred to secondary schools located in Zone 2, based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and Lester Vaughan. However, students who attend St. Jude's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 262 students who wrote the BSSEE during the 1999 to 2005 period, 41 (16%) were placed in Category 4 schools, the majority (22) of whom were allocated to Grantley Adams Memorial. Eighty-seven (33%) of the students were allocated to Category 2 schools, with the majority from this group (32) gaining entry into The Lodge School. With regard to the Category 3 schools, 96 (37%) students were allocated, largely to Lester Vaughan (31). Over the seven-year period, of the 262 students who wrote the BSSEE 34 (13%) gained places at Category 1 schools. Two students received bursaries and two were unplaced.

## 51. St. Lawrence Primary

St. Lawrence Primary is a medium-sized urban school in the parish of Christ Church. With an official capacity of 380 students, this school is below functional capacity with its current roll of 116.

***Figure 4.51.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 3 | 8 | 11 | | |
| Reception | 10 | 11 | 21 | Graduate | 7 |
| Infants A | 11 | 8 | 19 | Qualified | 0 |
| Infants B | 8 | 6 | 14 | Special Grade | 0 |
| Class 1 | 12 | 4 | 16 | Teacher | 3 |
| Class 2 | 6 | 8 | 14 | Other | 0 |
| Class 3 | 5 | 8 | 13 | | |
| Class 4 | 4 | 4 | 8 | **Total** | **10** |
| **Total** | **59** | **57** | **116** | | |

The school has a total of 10 teachers: eight females and two males. The teacher-student ratio is approximately 1:12. Seventy per cent of the staff hold degrees and none are in the qualified category.

***Table 4.51.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=14) | 21 | 29 | 21 | 29 | 14 | 29 | 43 | 14 |
| 2000 (N=14) | 43 | 29 | 29 | 0 | 43 | 36 | 21 | 0 |
| 2001 (N=12) | 25 | 50 | 25 | 0 | 0 | 42 | 33 | 25 |
| 2002 (N=09) | 0 | 0 | 33 | 67 | 11 | 0 | 44 | 44 |
| 2003 (N=11) | 27 | 18 | 36 | 18 | 45 | 27 | 9 | 18 |
| 2004 (N=09) | 11 | 11 | 56 | 22 | 22 | 0 | 33 | 44 |
| 2005 (N=10) | 10 | 60 | 20 | 10 | 30 | 20 | 40 | 10 |

**Range of BSSEE Scores**

At St. Lawrence Primary, the percentage of students who scored 30 marks or less in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. In English the percentages range from 0% to 43 % while in Mathematics, the percentages range from 0% to 45%.

In English, the percentage of students scoring in the 0-30 range was 21% in 1999. The school's performance declined considerably in 2000 when 43% of the students scored 30 marks or less. Over the next two years, however, there was some improvement in the performance. In 2001 the percentage decreased to 25% and in 2002 no students scored 30 marks or less. Indeed, in 2002 none of the students scored less than 51 marks in English. There was an increase in the percentage of students who scored in the 0-30 range to 27% in 2003, however, the percentage decreased significantly over the next two years to 10% in 2005.

Fourteen per cent of the students who wrote the Mathematics examination in 1999 scored 30 marks or less. In 2000 the school's performance declined considerably when the percentage increased to 43%. However, 2001 saw a noticeable improvement in the school's performance when none of the students scored in the 0-30 range. Over the next two years, the percentage of students who scored 30 marks or less increased from 11% in 2002 to 45% in 2003, the highest during the period under review. In 2004 the percentage decreased to 22% before it increased again to 30% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (31%) scoring in the 51-70 range in English and the highest average percentage of students (32%) also scoring in the 51-70 range in Mathematics.

| *Table 4.51.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (14)** | **N= (14)** | **N= (12)** | **N= (9)** | **N= (11)** | **N= (9)** | **N= (10)** | |
| Unplaced | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 2 | 0 | 0 | 1 | 0 | 3 | 0 | 6 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ellerslie (EL) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Garrison Secondary (GS) | 3 | 3 | 3 | 1 | 2 | 2 | 0 | 14 |
| Harrison College (HC) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| The Lodge School (LS) | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 3 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Princess Margaret (PM) | 1 | 4 | 1 | 0 | 1 | 1 | 2 | 10 |
| Queen's College (QC) | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Leonard's Boys' (SLB) | 1 | 0 | 2 | 1 | 2 | 0 | 0 | 6 |
| The St. Michael School (SM) | 2 | 0 | 0 | 2 | 1 | 1 | 0 | 6 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 1 | 0 | 1 | 1 | 0 | 1 | 2 | 6 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 1 | 4 | 2 | 2 | 2 | 1 | 4 | 16 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 1 | 2 | 2 | 0 | 2 | 0 | 0 | 7 |
| **Total** | 14 | 14 | 12 | 9 | 11 | 9 | 10 | 79 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Lawrence Primary are eligible to be transferred to schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The Lodge School, Princess Margaret Secondary, Deighton Griffith Secondary, Christ Church Foundation, Garrison Secondary, Springer Memorial Secondary (for girls), The St. Michael School and St. Leonard's Boys'. However, students who attend St. Lawrence Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 79 students who wrote the BSSEE during the period 1999 to 2005, twenty-six (33%) were placed in Category 2 schools, the majority (16) of whom were allocated to Deighton Griffith Secondary. Twenty-seven (34%) were allocated to Category 3 schools, with the majority from this group (14) gaining entry into Garrison Secondary. With regard to the Category 4 schools, 10 (13%) students were allocated largely to Princess Margaret Secondary. Over the seven-year period, of the 79 students who wrote the BSSEE nine (11%) gained places at Category 1 schools. Seven (9%) students received bursaries.

## 52. St. Lucy Primary

St. Lucy Primary is a large rural school. With an official capacity of 480 students, this school is below functional capacity with its current roll of 285.

***Figure 4.52.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 8 | 14 | 22 | | |
| Reception | 25 | 20 | 45 | Graduate | 8 |
| Infants A | 18 | 19 | 37 | Qualified | 8 |
| Infants B | 12 | 22 | 34 | Special Grade | 0 |
| Class 1 | 30 | 17 | 47 | Teacher | 2 |
| Class 2 | 16 | 16 | 32 | Other | 0 |
| Class 3 | 15 | 23 | 38 | | |
| Class 4 | 13 | 17 | 30 | **Total** | **18** |
| **Total** | **137** | **148** | **285** | | |

The school has a total of 18 teachers: 14 females and four males. The teacher-student ratio is approximately 1:16. Forty-four per cent of the staff hold degrees and 44% are qualified.

***Table 4.52.1:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=52) | 17 | 27 | 42 | 13 | 21 | 35 | 31 | 13 |
| 2000 (N=57) | 19 | 32 | 32 | 18 | 33 | 32 | 25 | 11 |
| 2001 (N=60) | 32 | 38 | 30 | 0 | 13 | 32 | 22 | 33 |
| 2002 (N=48) | 13 | 33 | 29 | 25 | 48 | 29 | 10 | 13 |
| 2003 (N=60) | 33 | 22 | 33 | 12 | 55 | 20 | 13 | 12 |
| 2004 (N=42) | 12 | 29 | 43 | 17 | 17 | 26 | 29 | 29 |
| 2005 (N=35) | 14 | 49 | 34 | 3 | 37 | 23 | 20 | 20 |

**Range of BSSEE Scores**

At St. Lucy Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage varied from 12% to 33%, while in Mathematics the percentage varied from 13% to 55%.

In English, the percentage of students who scored in the 0-30 range increased from 17% in 1999 to 32% in 2001, showing a decline in the school's performance over those years. In 2002, however, there was significant improvement as the percentage decreased to 13%. Over the next two years the percentage of students who received 30 marks or less fluctuated from 33% in 2003 to 12% in 2004. Fourteen per cent of the students scored in the 0-30 range in 2005.

The percentage of students who scored 30 marks or less in mathematcs increased from 21% in 1999 to 33% in 2000. Although the percentage decreased to 13% in 2001, showing some improvement in the school's performance, over the following two years, it increased to 48% in 2002 and again to 55% in 2003, the highest over the period under review. In 2004, the percentage of students who scored 30 marks or less decreased to 17% but it increased again to 37% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (35%) scoring in the 51-70 range in English and the highest average percentage of students (32%) scoring in the 0-30 range in Mathematics.

| *Table 4.52.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (52)** | **N= (57)** | **N= (60)** | **N= (48)** | **N= (60)** | **N= (42)** | **N= (35)** | |
| Alexandra School (AX) | 3 | 10 | 5 | 4 | 7 | 4 | 6 | 39 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris Memorial (AP) | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge & Parry School (CP) | 15 | 10 | 8 | 6 | 6 | 10 | 6 | 61 |
| Combermere School (CS) | 2 | 3 | 3 | 0 | 0 | 0 | 1 | 9 |
| Deighton Griffith (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ellerslie Secondary (EL) | 6 | 5 | 12 | 4 | 8 | 10 | 7 | 52 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 5 |
| Lester Vaughan Memorial (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 2 | 2 | 0 | 0 | 1 | 2 | 0 | 7 |
| Springer Memorial (SP) | 1 | 0 | 1 | 2 | 2 | 2 | 1 | 9 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. James Secondary (SJ) | 7 | 11 | 8 | 18 | 10 | 5 | 8 | 67 |
| St. Leonard's Boys' (SLB) | 1 | 3 | 1 | 2 | 1 | 2 | 0 | 10 |
| St. Lucy Secondary (LU) | 11 | 12 | 15 | 9 | 24 | 5 | 6 | 82 |
| The St. Michael School (SM) | 2 | 0 | 0 | 0 | 1 | 1 | 0 | 4 |
| Bursary | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Unplaced | 0 | 0 | 4 | 1 | 0 | 0 | 0 | 5 |
| **Total** | 52 | 57 | 60 | 48 | 60 | 42 | 35 | 354 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Lucy Primary are eligible to be transferred to those secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial Secondary, Coleridge and Parry, Ellerslie Secondary, Queen's College, Springer Memorial Secondary (for girls), St. Leonard's Boys', St. James Secondary and St. Lucy Secondary. However, students who attend St. Lucy Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, three hundred and fifty-four students wrote the BSSEE. Of these students, 152 (43%) were allocated to Category 2 schools, with the majority being placed at Coleridge and Parry which received 61. Eighty-six (24%) students gained entry at Category 3 schools, the majority (67) of whom were allocated to St. James Secondary. With regard to Category 4, 84 (24%) students were allocated largely to St. Lucy Secondary (82). Over the seven-year period, 25 (7%) students gained places at Category 1 schools. Five (1%) students were unplaced and two received bursaries.

## 53. St Luke's-Brighton Primary

St. Luke's-Brighton is a medium-sized rural school in the parish of St. George. With an official capacity of 270, this school is below functional capacity with its current roll of 202 students.

***Figure 4.53.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 14 | 11 | 25 | | |
| Reception | 14 | 18 | 32 | Graduate | 5 |
| Infants A | 14 | 11 | 25 | Qualified | 4 |
| Infants B | 7 | 17 | 24 | Special Grade | 0 |
| Class 1 | 8 | 11 | 19 | Teacher | 2 |
| Class 2 | 15 | 14 | 29 | Other | 0 |
| Class 3 | 10 | 12 | 22 | | |
| Class 4 | 14 | 12 | 26 | **Total** | **11** |
| **Total** | **96** | **106** | **202** | | |

The school has a total of 11 teachers: eight females and three males. The teacher-student ratio is approximately 1:18. Forty-five per cent of the staff hold degrees and 36% are qualified.

***Table 4.53.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=25) | 32 | 48 | 12 | 8 | 28 | 32 | 36 | 4 |
| 2000 (N=23) | 43 | 17 | 30 | 9 | 48 | 17 | 17 | 17 |
| 2001 (N=24) | 38 | 42 | 21 | 0 | 25 | 21 | 21 | 33 |
| 2002 (N=22) | 23 | 5 | 32 | 41 | 23 | 32 | 14 | 32 |
| 2003 (N=23) | 13 | 17 | 43 | 26 | 9 | 22 | 30 | 39 |
| 2004 (N=18) | 33 | 28 | 28 | 11 | 44 | 11 | 28 | 17 |
| 2005 (N=23) | 22 | 39 | 35 | 4 | 35 | 30 | 13 | 22 |

**Range of BSSEE Scores**

At St. Luke's-Brighton, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage ranged from 13% to 43%, while in Mathematics it ranged from 9% to 48%.

The percentage of students who scored in the 0-30 range in English increased from 32% in 1999 to 43% in 2000. Over the next three years, the school's performance had consistently improved with the percentage decreasing from 38% in 2001 to 13% in 2003. The school's performance declined in 2004 with 33% of the students scoring 30 marks or less. However, there was some improvement in 2005 when the percentage decreased to 22%.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE increased from 28% in 1999 to 48% in 2000, the highest percentage over the seven-year period. Over the next three years, the school's performance improved considerably with the percentage consistently decreasing from 25% in 2001 to 9% in 2003. There was a significant decline in the school's performance in 2004 when the percentage of students who scored 30 marks or less increased to 44%. Thirty-five per cent of the students scored in the 0-30 range in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (29%) scoring in the 0-30 range in English and the highest average percentage of students (30%) also scoring in the 0-30 range in Mathematics.

| *Table 4.53.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (25)** | **N= (23)** | **N= (24)** | **N= (22)** | **N= (23)** | **N= (18)** | **N= (23)** | |
| Unplaced | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 3 | 1 | 0 | 0 | 2 | 0 | 2 | 8 |
| Ch. Ch. Foundation (CF) | 0 | 2 | 2 | 0 | 0 | 0 | 2 | 6 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 1 | 0 | 1 | 1 | 1 | 2 | 0 | 6 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Garrison Secondary (GS) | 2 | 0 | 0 | 1 | 0 | 0 | 2 | 5 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 1 | 3 | 2 | 4 | 2 | 1 | 4 | 17 |
| Parkinson Memorial (PA) | 5 | 3 | 1 | 3 | 5 | 0 | 0 | 17 |
| Princess Margaret (PM) | 4 | 1 | 3 | 1 | 1 | 1 | 5 | 16 |
| Queen's College (QC) | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 4 |
| St. James Secondary (SJ) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| St. George Secondary (SG) | 0 | 0 | 6 | 2 | 1 | 4 | 2 | 15 |
| St. Leonard's Boys' (SLB) | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 4 |
| The St. Michael School (SM) | 0 | 0 | 0 | 2 | 4 | 0 | 0 | 6 |
| St. Lucy Secondary (LU) | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| Springer Memorial (SP) | 2 | 2 | 3 | 0 | 2 | 4 | 1 | 14 |
| Grantley Adams Memorial (GA) | 1 | 6 | 0 | 1 | 0 | 3 | 0 | 11 |
| The Louis Lynch Memorial (LL) | 1 | 0 | 2 | 1 | 0 | 1 | 0 | 5 |
| Deighton Griffith Memorial (DG) | 1 | 0 | 0 | 0 | 2 | 1 | 2 | 6 |
| The Lester Vaughan (LV) | 2 | 1 | 2 | 4 | 1 | 1 | 1 | 12 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total** | 25 | 23 | 24 | 22 | 23 | 18 | 23 | 158 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Luke's-Brighton are eligible to be transferred to secondary schools located in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and Lester Vaughan. However, students who attend St. Luke's-Brighton but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 158 students who sat the BSSEE during the period 1999 to 2005, forty-four (28%) were placed at Category 4 schools. Most of these students were allocated to Princess Margaret Secondary (16) and St. George Secondary (15). Categories 2 and 3 schools received 43 (27%) students and 53 (34%) students respectively. In the case of Categories 2, the majority of students were allocated to The Lodge School (17), while most of the students allocated to Category 3 schools were placed at Parkinson Memorial Secondary. Over the seven-year period, 16 (10%) students gained places at Category 1 schools. Two (1%) students were unplaced.

## 54. St. Margaret's Primary

St. Margaret's is a medium-sized rural school in the parish of St. John. With an official capacity of 270, this school is below functional capacity with its current roll of 113 students.

***Figure 4.54.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 7 | 6 | 13 | | |
| Reception | 9 | 9 | 18 | Graduate | 6 |
| Infants A | 14 | 9 | 23 | Qualified | 2 |
| Infants B | 5 | 6 | 11 | Special Grade | 0 |
| Class 1 | 5 | 5 | 10 | Teacher | 2 |
| Class 2 | 5 | 8 | 13 | Other | 0 |
| Class 3 | 6 | 8 | 14 | | |
| Class 4 | 6 | 5 | 11 | **Total** | **10** |
| **Total** | **57** | **56** | **113** | | |

The school has a total of 10 teachers: seven females and three males. The teacher-student ratio is approximately 1:11. Sixty per cent of the staff hold degrees and 20% are qualified.

***Table 4.54.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=10) | 10 | 50 | 40 | 0 | 10 | 50 | 40 | 0 |
| 2000 (N=08) | 0 | 25 | 63 | 13 | 0 | 50 | 13 | 38 |
| 2001 (N=21) | 33 | 43 | 24 | 0 | 14 | 24 | 29 | 33 |
| 2002 (N=16) | 25 | 25 | 38 | 13 | 38 | 44 | 0 | 19 |
| 2003 (N=14) | 0 | 29 | 36 | 36 | 14 | 36 | 36 | 14 |
| 2004 (N=12) | 0 | 25 | 58 | 17 | 8 | 17 | 25 | 50 |
| 2005 (N=10) | 20 | 50 | 30 | 0 | 0 | 60 | 30 | 10 |

**Range of BSSEE Scores**

At St. Margaret's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage ranged from 0% to 33%, while in Mathematics it ranged from 0% to 38%.

In 1999, the percentage of students who scored in the 0-30 range in English was only 10%. The school's performance improved significantly in 2000 when no student scored 30 marks or less. Indeed, 76% of the students scored 51% or more in 2000. However, the school's performance declined in 2001 with 33% of the students scoring in the 0-30 range. Over the next three years, the school's performance consistently improved with the percentage decreasing from 25% in 2002 to 0% in 2003 and 2004. In 2003 and 2004, 72% and 75% of the students scored 51% or more in the respective years.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 10% in 1999. The school's performance improved significantly in 2000 when none of the students scored 30 marks or less. However, the school's performance declined in 2001 with 14% of the students scoring in the 0-30 range and further declined in 2002 when the percentage increased to 38%. Over the next three years there was a tremendous improvement in the school's performance when the percentage of students scoring 30 marks or less decreased from 14% in 2003 to 0% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (41%) scoring in the 51-70 range in English and the highest average percentage of students (40%) scoring in the 31-50 range in Mathematics.

| *Table 4.54.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (10)** | **N= (08)** | **N= (21)** | **N= (16)** | **N= (14)** | **N= (12)** | **N= (10)** | |
| Unplaced | 0 | 0 | 2 | 1 | 0 | 0 | 0 | 3 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 4 | 1 | 0 | 0 | 2 | 2 | 0 | 9 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Combermere School (CS) | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 3 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Garrison Secondary (GS) | 0 | 2 | 4 | 3 | 2 | 0 | 0 | 11 |
| Harrison College (HC) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| The Lodge School (LS) | 1 | 1 | 3 | 2 | 4 | 2 | 0 | 13 |
| Parkinson Memorial (PA) | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 3 |
| Princess Margaret (PM) | 2 | 0 | 4 | 2 | 1 | 2 | 0 | 11 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| St. George Secondary (SG) | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 |
| St. Leonard's Boys' (SLB) | 0 | 0 | 1 | 0 | 2 | 0 | 0 | 3 |
| The St. Michael School (SM) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 1 | 0 | 2 | 1 | 2 | 1 | 2 | 9 |
| Grantley Adams Memorial (GA) | 1 | 0 | 1 | 3 | 0 | 1 | 1 | 7 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 1 | 2 | 2 | 1 | 0 | 0 | 3 | 9 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Bursary | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total** | 10 | 8 | 21 | 16 | 14 | 12 | 10 | 91 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surroundings areas of St. Margaret's Primary are eligible to be transferred to secondary schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are Christ Church Foundation, Deighton Griffith Secondary, Garrison Secondary, The Lodge School, Princess Margaret Secondary, Springer Memorial Secondary (for girls), St. Leonard's Boys' and The St. Michael School. However, students who attend St. Margaret's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 91 students who wrote the BSSEE during the period 1999 to 2005, thirty-four (37%) were placed in Category 2 schools, with 13 students being allocated to The Lodge School. Eleven of the 21 (23%) students allocated to the Category 4 schools were allocated to Princess Margaret Secondary. Twenty-seven students (30%) were allocated to Category 3 schools with the majority from this group being allocated to Garrison Secondary. Over the seven-year period, six students (7%) were awarded places in Category 1 Schools. Three (3%) students were unplaced.

## 55. St. Mark's Primary

St. Mark's Primary is a small rural school in the parish of St. Philip. With an official capacity of 180 students, this school is below functional capacity with its current roll of 137.

***Figure 4.55.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 10 | 6 | 16 | | |
| Reception | 8 | 9 | 17 | Graduate | 4 |
| Infants A | 11 | 9 | 20 | Qualified | 5 |
| Infants B | 9 | 6 | 15 | Special Grade | 0 |
| Class 1 | 12 | 4 | 16 | Teacher | 1 |
| Class 2 | 7 | 7 | 14 | Other | 0 |
| Class 3 | 15 | 5 | 20 | | |
| Class 4 | 8 | 11 | 19 | **Total** | 10 |
| **Total** | **80** | **57** | **137** | | |

The school has a total of 10 teachers: nine females and one male. The teacher-student ratio is approximately 1:14. Forty per cent of the staff hold degrees and 50% are qualified.

***Table 4.55.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=18) | 33 | 50 | 17 | 0 | 39 | 44 | 17 | 0 |
| 2000 (N=19) | 37 | 32 | 21 | 11 | 37 | 32 | 26 | 5 |
| 2001 (N=21) | 33 | 48 | 19 | 0 | 19 | 38 | 24 | 19 |
| 2002 (N=17) | 24 | 35 | 24 | 18 | 29 | 53 | 12 | 6 |
| 2003 (N=15) | 13 | 40 | 27 | 20 | 47 | 20 | 20 | 13 |
| 2004 (N=20) | 20 | 30 | 30 | 20 | 30 | 20 | 15 | 35 |
| 2005 (N=14) | 36 | 21 | 43 | 0 | 29 | 14 | 36 | 21 |

**Range of BSSEE Scores**

At St. Mark's Primary, the percentage of students who scored 30 marks or less in the BSSEE over the seven years 1999 to 2005 has largely been in the 30% range in English, while in Mathematics it has varied reaching a high of 47%.

In English, the percentage of students who scored in the 0-30 range fluctuated from 33% in 1999 to 37% in 2000 to 33% again in 2001. However, over the next two years the school's performance improved when the percentage significantly decreased to 24% in 2002 and again to 13% in 2003. The percentage of students who scored 30 marks or less increased significantly over the next two years from 20% in 2004 to 36% in 2005.

In Mathematics, the school's performance improved consistently every year from 1999, where the percentage of students who scored in the 0-30 range was 39%, to 2001 where the percentage dropped to 19%. In 2002 the percentage of students who scored 30 marks or less increased to 29%. There was a further increased in 2003 with 47% of the students scoring 30 marks or less in Mathematics, the highest percentage over the seven-year period, indicating a tremendous decline in the school's performance. However, there was some improvement in the school's performance over the following two years: 30% in 2004 and 29% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (37%) scoring in the 31-50 range in English and the highest average percentage of students (33%) scoring in the 0-30 range in Mathematics.

| *Table 4.55.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (18)** | **N= (19)** | **N= (21)** | **N= (18)** | **N= (15)** | **N= (20)** | **N= (14)** | |
| Unplaced | 0 | 0 | 0 | 2 | 1 | 0 | 0 | 3 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 0 | 2 | 1 | 1 | 2 | 3 | 4 | 13 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 4 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Garrison Secondary (GS) | 4 | 4 | 2 | 2 | 3 | 3 | 2 | 20 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 1 | 1 | 2 | 1 | 0 | 1 | 1 | 7 |
| Parkinson Memorial (PA) | 1 | 2 | 1 | 0 | 1 | 1 | 0 | 6 |
| Princess Margaret (PM) | 3 | 0 | 10 | 4 | 4 | 3 | 6 | 26 |
| Queen's College (QC) | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 2 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| St. Leonard's Boys' (SLB) | 3 | 0 | 2 | 6 | 0 | 1 | 0 | 12 |
| The St. Michael School (SM) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 1 | 1 | 0 | 1 | 0 | 2 | 0 | 5 |
| Grantley Adams Memorial (GA) | 1 | 0 | 1 | 0 | 1 | 2 | 0 | 5 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 3 | 2 | 0 | 1 | 1 | 2 | 1 | 10 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 5 | 1 | 0 | 0 | 0 | 0 | 6 |
| **Total** | 18 | 19 | 21 | 18 | 15 | 20 | 14 | 125 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Mark's Primary are eligible to be transferred to schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The Lodge School, Princess Margaret Secondary, Deighton Griffith Secondary, Christ Church Foundation, Garrison Secondary, Springer Memorial Secondary (for girls), The St. Michael School and St. Leonard's Boys'. However, students who attend St. Mark's but live outside the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 125 students who wrote the BSSEE during the period 1999 to 2005, thirty-two (26%) were placed in Category 4 schools, the majority (26) of whom were allocated to Princess Margaret Secondary. Forty-three (34%) students were allocated to Category 3 schools, with the majority from this group (20) gaining entry into Garrison Secondary. With regard to the Category 2 schools, 30 (24%) students were allocated largely to Christ Church Foundation (13). Over the seven-year period, of the 125 students who wrote the BSSEE seven (6%) gained places at Category 1 schools. Six (5%) students received bursaries and three (2%) were unplaced.

## 56. St. Martins Four Roads Primary

St. Martins Four Roads Primary is a medium-sized rural school in the parish of St. Philip. With an official capacity of 390 students, this school is below functional capacity with its current roll of 300.

***Figure 4.56.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 15 | 17 | 32 | | |
| Reception | 27 | 10 | 37 | Graduate | 10 |
| Infants A | 30 | 17 | 47 | Qualified | 8 |
| Infants B | 10 | 6 | 16 | Special Grade | 0 |
| Class 1 | 26 | 22 | 48 | Teacher | 2 |
| Class 2 | 24 | 19 | 43 | Other | 0 |
| Class 3 | 22 | 20 | 42 | | |
| Class 4 | 20 | 15 | 35 | **Total** | **20** |
| **Total** | **174** | **126** | **300** | | |

The school has a total of 20 teachers: 14 females and six males. The teacher-student ratio is approximately 1:15. Fifty per cent of the staff hold degrees and 40% are qualified.

***Table 4.56.2***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=35) | 14 | 23 | 31 | 31 | 9 | 29 | 57 | 6 |
| 2000 (N=53) | 25 | 34 | 34 | 8 | 43 | 32 | 17 | 8 |
| 2001 (N=56) | 27 | 41 | 32 | 0 | 14 | 34 | 20 | 32 |
| 2002 (N=48) | 21 | 25 | 42 | 13 | 35 | 44 | 13 | 8 |
| 2003 (N=61) | 28 | 30 | 21 | 21 | 54 | 23 | 16 | 7 |
| 2004 (N=56) | 34 | 32 | 29 | 5 | 55 | 14 | 14 | 16 |
| 2005 (N=45) | 27 | 40 | 29 | 4 | 31 | 36 | 16 | 18 |

**Range of BSSEE Scores**

At St. Martin Four Roads Primary, the percentage of students who scored 30 marks or less in the BSSEE over the seven years 1999 to 2005 has largely been in the 20% range in English, while in Mathematics it has varied widely reaching a high of 55%.

In English, the percentage of students who scored in the 0-30 range was 14% in 1999. Over the next four years, the percentage fluctuated within the twenties. In 2000 the percentage was 25%, then it increased slightly to 27% in 2001. In 2002 the percentage decreased to 21% before it increased again to 28% in 2003. Over the next two years, the percentage of students who scored 30 marks or less decreased from 34% in 2004 to 27% in 2005.

The percentage of students who scored 30 marks or less increased tremendously from 9% in 1999 to 43% in 2000, showing a considerable decline in the school's performance. In 2001, there was some improvement as the percentage decreased to 14%. However, over the following three years, the percentage of students who scored 30 marks or less increased to 35% in 2002 and continued to increase until it reached 55% in 2004. The school's performance improved in 2005 when the percentage decreased to 31%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (32%) scoring in the 31-50 range in English and the highest average percentage of students (34%) scoring in the 0-30 range in Mathematics.

| *Table 4.56.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (36)** | **N= (52)** | **N= (56)** | **N= (48)** | **N= (61)** | **N= (56)** | **N= (45)** | |
| Unplaced | 1 | 0 | 6 | 3 | 5 | 0 | 0 | 15 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 11 | 6 | 5 | 5 | 2 | 1 | 6 | 36 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 1 | 1 | 4 | 0 | 1 | 0 | 1 | 8 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Garrison Secondary (GS) | 2 | 10 | 8 | 14 | 7 | 13 | 16 | 70 |
| Harrison College (HC) | 1 | 1 | 1 | 0 | 2 | 1 | 0 | 6 |
| The Lodge School (LS) | 3 | 3 | 4 | 1 | 5 | 3 | 1 | 20 |
| Parkinson Memorial (PA) | 5 | 1 | 0 | 0 | 0 | 1 | 0 | 7 |
| Princess Margaret (PM) | 4 | 10 | 17 | 14 | 18 | 14 | 14 | 91 |
| Queen's College (QC) | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 0 | 1 | 0 | 0 | 3 | 9 | 0 | 13 |
| St. Leonard's Boys' (SLB) | 1 | 1 | 2 | 1 | 2 | 2 | 0 | 9 |
| The St. Michael School (SM) | 1 | 1 | 2 | 0 | 0 | 1 | 2 | 7 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 1 | 5 | 1 | | 2 | 2 | 2 | 13 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 3 | 4 | 1 | 6 | 9 | 5 | 3 | 31 |
| Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 1 | 8 | 4 | 4 | 5 | 3 | 0 | 25 |
| **Total** | 36 | 52 | 56 | 48 | 61 | 56 | 45 | 354 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Martin Four Roads Primary are eligible to be transferred to schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The Lodge School, Princess Margaret Secondary, Deighton Griffith Secondary, Christ Church Foundation, Garrison Secondary, Springer Memorial Secondary (for girls), The St. Michael School and St. Leonard's Boys'. However, students who attend St. Martin Four Roads Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005 three hundred and fifty-four students wrote the BSSEE. Of these students, 104 (29%) gained entry into the Category 4 schools, the majority (91) of whom attended Princess Margaret Secondary. Ninety-nine (28%) students were allocated to Category 3 schools with the most from this group being placed at Garrison Secondary (70). With regard to Category 2, 88 (25%) students were allocated largely to Christ Church Foundation, which received 36. Over the seven-year period 23 (6%) gained places at Category 1 schools. Fifteen (4%) students were unplaced and 25 (7%) received bursaries.

## 57. St. Martin's Mangrove Primary

St Martin's Mangrove Primary is a medium-sized rural school in the parish of St. Philip. With an official capacity of 330 students, this school is at functional capacity with its current roll of 314.

***Figure 4.57.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 20 | 20 | 40 | | |
| Reception | 17 | 22 | 39 | Graduate | 17 |
| Infants A | 23 | 21 | 44 | Qualified | 10 |
| Infants B | 20 | 24 | 44 | Special Grade | 0 |
| Class 1 | 18 | 18 | 36 | Teacher | 1 |
| Class 2 | 19 | 26 | 45 | Other | 0 |
| Class 3 | 18 | 21 | 39 | | |
| Class 4 | 13 | 14 | 27 | **Total** | **18** |
| **Total** | **148** | **166** | **314** | | |

The school has a total of 18 teachers: 13 females and five males. The teacher-student ratio is approximately 1:17. Thirty-nine per cent of the staff hold degrees and 56% are qualified.

***Table 4.57.2*:**
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=21) | 33 | 24 | 14 | 29 | 33 | 10 | 38 | 19 |
| 2000 (N=47) | 30 | 23 | 34 | 13 | 32 | 32 | 28 | 9 |
| 2001 (N=37) | 32 | 35 | 32 | 0 | 16 | 24 | 27 | 32 |
| 2002 (N=26) | 27 | 19 | 31 | 23 | 35 | 38 | 23 | 4 |
| 2003 (N=48) | 27 | 35 | 23 | 15 | 50 | 29 | 8 | 13 |
| 2004 (N=33) | 33 | 24 | 21 | 21 | 39 | 12 | 21 | 27 |
| 2005 (N=34) | 24 | 41 | 35 | 0 | 29 | 26 | 32 | 12 |

**Range of BSSEE Scores**

At St. Martin's Mangrove Primary, the percentage of students who scored in the 0-30 range in the BSSEE has been in the twenty and thirty range in English, but in Mathematics it has ranged from 16% to 50% over the seven years 1999 to 2005.

In 1999 the percentage of students who scored in the 0-30 mark range in English was 33%. In 2000 there was a marginal improvement in the school's performance when the percentage decreased to 30%. The percentage of students who scored 30 marks or less decreased from 32% in 2001 to 27% in 2003. The percentage increased to 33% in 2004; however, in 2005 there was some improvement as the percentage decreased again to 24%.

In Mathematics, the percentage of students who scored 30 marks or less consistently decreased from 33% in 1999 to 16% in 2001, the lowest over the seven-year period, indicating considerable improvement in the school performance over the years. However, over the next two years there was a decline in the school's performance when the percentage increased significantly to 35% in 2002 and again to 50% in 2003. In 2004 the percentage of students who scored in the 0-30 range decreased to 39% and there was a further decrease to 29% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (29%) scoring in the 0-30 and 31-50 ranges in English and the highest average percentage of students (33%) also scoring in the 0-30 range in Mathematics.

| *Table 4.57.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (22)** | **N= (47)** | **N= (37)** | **N= (26)** | **N= (48)** | **N= (34)** | **N= (34)** | |
| Unplaced | 1 | 0 | 2 | 1 | 1 | 2 | 0 | 7 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 3 | 7 | 5 | 1 | 4 | 4 | 4 | 28 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 1 | 2 | 1 | 0 | 0 | 0 | 0 | 4 |
| Ellerslie (EL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Garrison Secondary (GS) | 1 | 7 | 6 | 3 | 8 | 4 | 9 | 38 |
| Harrison College (HC) | 1 | 2 | 1 | 0 | 0 | 1 | 0 | 5 |
| The Lodge School (LS) | 3 | 2 | 0 | 3 | 1 | 2 | 3 | 14 |
| Parkinson Memorial (PA) | 2 | 1 | 1 | 0 | 4 | 1 | 1 | 10 |
| Princess Margaret (PM) | 6 | 7 | 8 | 5 | 17 | 13 | 4 | 60 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 |
| St. Leonard's Boys' (SLB) | 0 | 2 | 1 | 1 | 0 | 0 | 2 | 6 |
| The St. Michael School (SM) | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 6 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Springer Memorial (SP) | 0 | 3 | 3 | 4 | 5 | 4 | 5 | 24 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 1 | 0 | 0 | 3 | 0 | 0 | 4 |
| Deighton Griffith Memorial (DG) | 3 | 5 | 3 | 3 | 1 | 2 | 3 | 20 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Bursary | 0 | 7 | 5 | 4 | 1 | 0 | 0 | 17 |
| **Total** | 22 | 47 | 37 | 26 | 48 | 34 | 34 | 248 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

Based on their choice of schools, marks scored and school capacity, students at St. Martin's Mangrove Primary, on writing the BSSEE, are eligible to be transferred to secondary schools in Zone 3. These schools are Christ Church Foundation, Deighton Griffith Secondary, Garrison Secondary, The Lodge School, Princess Margaret Secondary, Springer Memorial Secondary (for girls), St. Leonard's Boys and The St. Michael School. In addition, each student writing the examination has two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, two hundred and forty-eight students from St. Martin's Mangrove Primary wrote the BSSEE. Of these students 64 (26%) gained places at Category 4 schools, mainly Princess Margaret Secondary which received 60. In addition, 78 (31%) were placed at Category 3 schools, with the majority (38) being allocated to Garrison Secondary. Sixty-six (27%) students were placed at Category 2 schools, mainly Christ Church Foundation (28). Of the 275 students who have written the BSSEE over the seven-year period, 16 (6%) students gained entry into Category 1 schools. Seventeen students (7%) received bursaries and seven (3%) were unplaced.

## 58. St. Mary's Primary

St. Mary's Primary is a large urban school in the parish of St. Michael. With an official capacity of 420 students, this school is at functional capacity with its current roll of 390.

***Figure 4.58.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 31 | 24 | 55 | Graduate | 11 |
| Infants A | 27 | 23 | 50 | Qualified | 9 |
| Infants B | 21 | 25 | 46 | Special Grade | 2 |
| Class 1 | 22 | 29 | 51 | Teacher | 1 |
| Class 2 | 24 | 27 | 51 | Other | 0 |
| Class 3 | 23 | 40 | 63 | | |
| Class 4 | 37 | 37 | 74 | **Total** | **23** |
| **Total** | **185** | **205** | **390** | | |

The school has a total of 23 teachers: 20 females and three males. The teacher-student ratio is approximately 1:17. Forty-eight per cent of the staff hold degrees and 39% are qualified.

***Table 4.58.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=52) | 44 | 19 | 27 | 10 | 42 | 21 | 25 | 12 |
| 2000 (N=52) | 42 | 33 | 23 | 2 | 50 | 33 | 15 | 2 |
| 2001 (N=68) | 57 | 28 | 15 | 0 | 31 | 38 | 18 | 13 |
| 2002 (N=55) | 25 | 18 | 31 | 25 | 33 | 27 | 22 | 18 |
| 2003 (N=65) | 25 | 38 | 26 | 11 | 63 | 18 | 11 | 8 |
| 2004 (N=50) | 24 | 46 | 24 | 6 | 42 | 18 | 24 | 16 |
| 2005 (N=67) | 40 | 31 | 21 | 7 | 45 | 21 | 22 | 12 |

**Range of BSSEE Scores**

At St. Mary's Primary, the percentage of students scoring in the 0-30 range in the BSSEE has been consistently high in both subjects, over the seven years 1999 to 2005, reaching as high as 57% in English and 63% in Mathematics.

In English, the percentage of students who scored 30 marks or below decreased slightly from 44% in 1999 to 42% in 2000. The performance declined in 2001 when over half of the students (57%) scored in the 0-30 range. In 2002 the school's performance improved with the percentage decreasing to 25%. This percentage was maintained in 2003. In 2004 the percentage of students scoring in the 0-30 range decreased slightly to 24%. However, in 2005 the percentage of students who scored 30 marks or less increased again to 40%.

In 1999 the percentage of students who scored in the 0-30 range in Mathematics was 42% before it increased to 50% in 2000, signalling a decline in performance at that school. Over the next three years the school's performance declined considerably with the percentage increasing consistently from 31% in 2001 to 63% in 2003. There was some improvement in 2004 when the percentage of students scoring 30 marks or less decreased to 42%. However, in 2005 the percentage increased again to 45%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (37%) scoring in the 0-30 range in English and the highest average percentage of students (44%) also scoring in the 0-30 range in Mathematics.

| *Table 4.58.3:* **Number of Students allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (54)** | **N= (52)** | **N= (68)** | **N= (55)** | **N= (65)** | **N= (51)** | **N= (67)** | |
| Unplaced | 2 | 0 | 6 | 1 | 6 | 4 | 0 | 19 |
| Alexandra (AX) | 2 | 1 | 0 | 1 | 1 | 1 | 1 | 7 |
| Alleyne School (AL) | 5 | 2 | 2 | 3 | 5 | 1 | 2 | 20 |
| Ch. Ch. Foundation (CF) | 2 | 1 | 1 | 0 | 1 | 0 | 0 | 5 |
| Coleridge and Parry (CP) | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 10 |
| Combermere School (CS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ellerslie (EL) | 3 | 3 | 3 | 3 | 2 | 4 | 3 | 21 |
| Garrison Secondary (GS) | 1 | 3 | 0 | 0 | 0 | 0 | 6 | 10 |
| Harrison College (HC) | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 2 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| Parkinson Memorial (PA) | 4 | 4 | 5 | 3 | 8 | 3 | 8 | 35 |
| Princess Margaret (PM) | 3 | 1 | 1 | 2 | 0 | 0 | 3 | 10 |
| Queen's College (QC) | 1 | 0 | 1 | 3 | 0 | 1 | 2 | 8 |
| St. James Secondary (SJ) | 2 | 1 | 5 | 3 | 5 | 6 | 4 | 26 |
| St. George Secondary (SG) | 6 | 2 | 4 | 4 | 8 | 3 | 4 | 31 |
| St. Leonard's Boys' (SLB) | 2 | 8 | 4 | 3 | 3 | 7 | 6 | 33 |
| The St. Michael School (SM) | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 5 |
| St. Lucy Secondary (LU) | 1 | 2 | 2 | 2 | 4 | 1 | 1 | 13 |
| Springer Memorial (SP) | 0 | 4 | 4 | 1 | 3 | 3 | 4 | 19 |
| Grantley Adams Memorial (GA) | 5 | 5 | 9 | 6 | 7 | 4 | 9 | 45 |
| The Louis Lynch Memorial (LL) | 3 | 3 | 3 | 5 | 1 | 5 | 7 | 27 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 1 | 2 | 1 | 1 | 5 |
| The Lester Vaughan (LV) | 7 | 3 | 8 | 7 | 6 | 4 | 3 | 38 |
| Alma Parris (AP) | 3 | 0 | 5 | 1 | 0 | 0 | 0 | 9 |
| Bursary | 0 | 6 | 4 | 1 | 1 | 0 | 0 | 12 |
| **Total** | 54 | 52 | 68 | 55 | 65 | 51 | 67 | 412 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Mary's Primary are eligible to be transferred to secondary schools located in Zone 2, based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and Lester Vaughan School. However, students who attend St. Mary's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 412 students who wrote the BSSEE during the period 1999 to 2005, one hundred and eight (26%) were placed in Category 4 schools, the majority (45) of whom were allocated to Grantley Adams Memorial. One hundred and sixty-one (39%) were allocated to Category 3 schools, with the majority from this group (38) gaining entry into Lester Vaughan. With regard to the Category 2 schools, 97 (24%) students were allocated largely to Louis Lynch Secondary (31). Over the seven-year period, of the 412 students who wrote the BSSEE 15 (4%) gained places at Category 1 schools. Twelve (3%) students received bursaries and 19 (5%) were unplaced.

## 59. St. Matthew's Primary

St. Matthew's Primary is a medium-sized urban school in the parish of St. Michael. With an official capacity of 330 students, this school is below functional capacity with its current roll of 283.

***Figure 4.59.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 11 | 9 | 20 | | |
| Reception | 24 | 6 | 30 | Graduate | 7 |
| Infants A | 20 | 19 | 39 | Qualified | 6 |
| Infants B | 26 | 21 | 47 | Special Grade | 1 |
| Class 1 | 20 | 14 | 34 | Teacher | 5 |
| Class 2 | 15 | 17 | 32 | Other | 0 |
| Class 3 | 23 | 16 | 39 | | |
| Class 4 | 24 | 18 | 42 | **Total** | **19** |
| **Total** | **163** | **120** | **283** | | |

The school has a total of 19 teachers: 15 females and four males. The teacher-student ratio is approximately 1:15. Thirty-seven per cent of the staff hold degrees and 32% are qualified.

***Table 4.59.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE In English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=35) | 31 | 37 | 23 | 9 | 37 | 40 | 14 | 9 |
| 2000 (N=28) | 29 | 29 | 36 | 7 | 50 | 18 | 14 | 18 |
| 2001 (N=29) | 48 | 41 | 10 | 0 | 34 | 34 | 21 | 10 |
| 2002 (N=22) | 27 | 18 | 36 | 18 | 18 | 50 | 27 | 5 |
| 2003 (N=27) | 7 | 7 | 48 | 37 | 11 | 37 | 22 | 30 |
| 2004 (N=46) | 37 | 22 | 35 | 7 | 33 | 24 | 20 | 24 |
| 2005 (N=25) | 16 | 44 | 28 | 12 | 20 | 44 | 24 | 12 |

**Range of BSSEE Scores**

At St. Matthew's Primary, the percentage of students who scored 30 marks or less in the BSSEE has varied widely over the seven-year period 1999 to 2005. In English the percentage has ranged from as low as 7% to as high as 48%, while in Mathematics the percentage range from 11% to a high 50%.

In 1999 the percentage of students who scored 30 marks or less was 31% before there was a slight decreased to 29% in 2000. The school's performance declined considerably in 2001 as the percentage increased to 48%. Over the next two years, however, the percentage decreased considerably to 27% in 2002 and again to 7% in 2003, showing great improvement at that school. In 2004, the good performance of the previous year was not maintained since the percentage of students who scored in the 0-30 range increased to 37%. There was some improvement in the school's performance with the percentage of students who scored 30 marks or less decreasing to 16% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less was 37% in 1999. In 2000 the school's performance declined with half of the students scoring in the 0-30 range before it decreased to 34% in 2001. Over the following two years the performance improved and the percentage decreased to 18% in 2002 and again to 11% in 2003. The percentage increased again to 33% in 2004 before it decreased to 20% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (31%) scoring in the 51-70 range in English and the highest average percentage of students (35%) scoring in the 31-50 range in Mathematics.

| *Table 4.59.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (35)** | **N= (28)** | **N= (29)** | **N= (23)** | **N= (27)** | **N= (46)** | **N= (25)** | |
| Unplaced | 0 | 0 | 4 | 1 | 0 | 2 | 0 | 7 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 3 | 2 | 1 | 1 | 3 | 12 | 2 | 24 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 2 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Combermere School (CS) | 1 | 3 | 1 | 0 | 1 | 1 | 0 | 7 |
| Ellerslie (EL) | 0 | 0 | 1 | 0 | 1 | 2 | 2 | 6 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 1 | 0 | 2 | 1 | 4 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| The Lodge School (LS) | 0 | 1 | 0 | 1 | 5 | 2 | 0 | 9 |
| Parkinson Memorial (PA) | 2 | 3 | 5 | 3 | 0 | 6 | 2 | 21 |
| Princess Margaret (PM) | 1 | 2 | 0 | 0 | 0 | 1 | 0 | 4 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 2 |
| St. James Secondary (SJ) | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 3 |
| St. George Secondary (SG) | 0 | 2 | 6 | 0 | 0 | 3 | 0 | 11 |
| St. Leonard's Boys' (SLB) | 3 | 1 | 2 | 0 | 0 | 2 | 2 | 10 |
| The St. Michael School (SM) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Springer Memorial (SP) | 2 | 3 | 0 | 2 | 3 | 0 | 0 | 10 |
| Grantley Adams Memorial (GA) | 8 | 2 | 5 | 7 | 2 | 4 | 4 | 32 |
| The Louis Lynch Memorial (LL) | 4 | 3 | 1 | 2 | 3 | 1 | 2 | 16 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 2 |
| The Lester Vaughan (LV) | 7 | 1 | 2 | 5 | 5 | 5 | 4 | 29 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Bursary | 3 | 4 | 1 | 0 | 0 | 0 | 0 | 8 |
| **Total** | 35 | 28 | 29 | 23 | 27 | 46 | 25 | 213 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Matthew's Primary are eligible to be transferred to secondary schools located in Zone 2, based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and Lester Vaughan. However, students who attend St. Matthew's Primary but live outside the catchment area, would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 213 students who wrote the BSSEE during the period 1999 to 2005, forty-nine (23%) were placed in Category 4 schools, the majority (32) of whom were allocated to Grantley Adams Memorial. Sixty (28%) were allocated to Category 2 schools, with the majority from this group (24) gaining entry into Alleyne. With regard to the Category 3 schools, 77 (36%) students were allocated largely to Lester Vaughan (29). Over the seven-year period, of the 213 students who wrote the BSSEE, 12 (6%) gained places at Category 1 schools. Eight (4%) students received bursaries and seven (3%) were unplaced.

## 60. St. Patrick's Primary

St. Patrick's Primary is a large rural school in the parish of Christ Church. With an official capacity of 420 students, this school is below functional capacity with its current roll of 271.

***Figure 4.60.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll by Gender and Year Group | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 18 | 11 | 29 | | |
| Reception | 21 | 17 | 38 | Graduate | 9 |
| Infants A | 21 | 15 | 36 | Qualified | 8 |
| Infants B | 16 | 14 | 30 | Special Grade | 0 |
| Class 1 | 16 | 25 | 41 | Teacher | 1 |
| Class 2 | 15 | 21 | 36 | Other | 0 |
| Class 3 | 19 | 18 | 37 | | |
| Class 4 | 13 | 11 | 24 | **Total** | **18** |
| **Total** | **139** | **132** | **271** | | |

The school has a total of 18 teachers: 17 female and one male. The teacher-student ratio is approximately 1:16. Sixty-three per cent of the staff hold degrees and 37% are qualified.

***Table 4.60.2*:**
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=34) | 21 | 29 | 12 | 38 | 18 | 24 | 26 | 32 |
| 2000 (N=30) | 13 | 23 | 37 | 27 | 23 | 33 | 20 | 23 |
| 2001 (N=55) | 24 | 33 | 44 | 0 | 7 | 16 | 25 | 51 |
| 2002 (N=35) | 20 | 23 | 34 | 23 | 29 | 43 | 14 | 14 |
| 2003 (N=37) | 5 | 24 | 38 | 32 | 16 | 19 | 35 | 30 |
| 2004 (N=32) | 13 | 22 | 31 | 34 | 16 | 22 | 19 | 44 |
| 2005 (N=33) | 12 | 36 | 39 | 12 | 24 | 30 | 21 | 24 |

**Range of BSSEE Scores**

At St. Patrick's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage of students ranged from as low as 5% to 24%, while in Mathematics, the percentage ranged from 7% to 29%.

In English, the percentage of students who scored 30 marks or less decreased from 21% in 1999 to 13% in 2000. Although there was a decline in the school's performance in 2001 when the percentage increased to 24%, the next two years the school's performance improved considerably with the percentage of students scoring in the 0-30 range decreasing to 20% in 2002 and again to 5% in 2003. In 2004 the percentage increased to 13%; however, in 2005 it decreased slightly to 12%.

In Mathematics, the percentage of students who scored 30 marks or lower was 18% in 1999. There was a declined in the school's performance in the following year, 2000, when the percentage increased to 23%. Two thousand and one however, saw a marked improvement in the school's performance with only 7% of the students scoring 30 marks or less. Over the next three years, the percentage decreased from 29% in 2002 to 16% in 2004. Twenty-four per cent of the students scored 30 marks or less in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (34%) scoring in the 51-70 range in English and the highest average percentage of students (33%) scoring in the 71-100 range in Mathematics.

| *Table 4.60.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (34)** | **N= (30)** | **N= (55)** | **N= (35)** | **N= (37)** | **N= (32)** | **N= (33)** | |
| Unplaced | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 6 | 4 | 11 | 2 | 7 | 4 | 5 | 39 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 4 | 5 | 4 | 0 | 1 | 3 | 2 | 19 |
| Ellerslie (EL) | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 2 |
| Garrison Secondary (GS) | 3 | 6 | 5 | 5 | 5 | 3 | 4 | 31 |
| Harrison College (HC) | 2 | 0 | 1 | 0 | 2 | 1 | 1 | 7 |
| The Lodge School (LS) | 0 | 2 | 3 | 1 | 2 | 4 | 3 | 15 |
| Parkinson Memorial (PA) | 2 | 0 | 0 | 1 | 1 | 0 | 0 | 4 |
| Princess Margaret (PM) | 5 | 7 | 6 | 6 | 5 | 5 | 6 | 40 |
| Queen's College (QC) | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 4 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 0 | 0 | 1 | 3 | 0 | 0 | 1 | 5 |
| St. Leonard's Boys' (SLB) | 2 | 0 | 1 | 4 | 0 | 1 | 2 | 10 |
| The St. Michael School (SM) | 2 | 1 | 3 | 1 | 3 | 2 | 1 | 13 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 2 | 0 | 4 | 3 | 3 | 3 | 1 | 16 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 4 | 4 | 8 | 6 | 8 | 6 | 7 | 43 |
| The Lester Vaughan (LV) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 0 | 5 | 1 | 0 | 0 | 0 | 6 |
| **Total** | 34 | 30 | 55 | 35 | 37 | 32 | 33 | 256 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Patrick's Primary are eligible to be transferred to schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The Lodge School, Princess Margaret Secondary, Deighton Griffith Secondary, Christ Church Foundation, Garrison Secondary, Springer Memorial Secondary (for girls), The St. Michael School and St. Leonard's Boys'. However, students who attend St. Patrick's but live outside the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 256 students who wrote the BSSEE during the period 1999 to 2005, ninety-nine (39%) were placed in Category 2 schools, the majority (39) of whom were allocated to Christ Church Foundation. Forty-five (18%) were allocated to Category 4 schools, with the majority from this group (40) gaining entry into Princess Margaret Secondary. With regard to the Category 3 schools, 62 (24%) students were allocated largely to Garrison Secondary (29). Over the seven-year period, of the 256 students who wrote the BSSEE 43 (17%) gained places at Category 1 schools and most of these students (19) were allocated to Combermere. Six (2%) students received bursaries and one was unplaced.

## 61. St. Paul's Primary

St. Paul's Primary is a large urban school in the parish of St. Michael. This school was refurbished during Phase 2 of the ESEP. With an official capacity of 480 students, this school is at functional capacity with its current roll of 471.

***Figure 4.61.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 32 | 38 | 70 | Graduate | 12 |
| Infants A | 32 | 31 | 63 | Qualified | 5 |
| Infants B | 44 | 29 | 73 | Special Grade | 1 |
| Class 1 | 32 | 40 | 72 | Teacher | 7 |
| Class 2 | 39 | 33 | 72 | Other | 0 |
| Class 3 | 23 | 26 | 49 | | |
| Class 4 | 40 | 32 | 72 | **Total** | **25** |
| **Total** | **242** | **229** | **471** | | |

This school has a total of 25 teachers: 21 females and four male. The teacher-student ratio is approximately 1:19. Forty-eight per cent of the staff hold degrees and 20% are qualified.

***Table 4.61.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=57) | 20 | 32 | 23 | 27 | 11 | 34 | 38 | 18 |
| 2000 (N=74) | 18 | 30 | 41 | 12 | 26 | 26 | 30 | 19 |
| 2001 (N=83) | 16 | 37 | 47 | 0 | 5 | 17 | 24 | 54 |
| 2002 (N=74) | 16 | 16 | 36 | 31 | 19 | 23 | 28 | 30 |
| 2003 (N=77) | 8 | 18 | 42 | 32 | 26 | 31 | 14 | 29 |
| 2004 (N=77) | 13 | 27 | 32 | 27 | 17 | 30 | 14 | 39 |
| 2005 (N=70) | 21 | 27 | 26 | 26 | 31 | 26 | 13 | 30 |

**Range of BSSEE Scores**

At St. Paul's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999 to 2005 in both English and Mathematics. In English the percentage ranged from 8% to 21%, while in Mathematics it ranged from 5% to 31%.

In English, the school's performance consistently improved from 1999 to 2003. The percentage of students who scored in the 0-30 range decreased each year from 20% in 1999 to 8% in 2003. Over the following two years the percentage increased to 13% in 2004 and then to 21% in 2005, the highest over the seven-year period, showing a decline in performance at that school.

In Mathematics, the percentage of students who scored 30 marks or less fluctuated from 11% in 1999 to 26% in 2000 to 5% in 2001. Over the following two years, the school's performance declined when the percentage increased to 19% in 2002 and again to 26% in 2003. In 2004 there was some improvement when the percentage of students who scored in the 0-30 range decreased to 17%. However, in 2005 the percentage increased to 31%, the highest over the period under review.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (36%) scoring in the 51-70 range in English and the highest average percentage of students (32%) scoring in the 71-100 range in Mathematics.

| *Table 4.61.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (57)** | **N= (74)** | **N= (83)** | **N= (74)** | **N= (77)** | **N= (77)** | **N= (70)** | |
| Unplaced | 1 | 0 | 5 | 2 | 1 | 2 | 0 | 11 |
| Alexandra (AX) | 0 | 0 | 0 | 1 | 0 | 2 | 0 | 3 |
| Alleyne School (AL) | 3 | 1 | 2 | 1 | 4 | 3 | 0 | 14 |
| Ch. Ch. Foundation (CF) | 7 | 13 | 8 | 8 | 6 | 3 | 5 | 50 |
| Coleridge and Parry (CP) | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 3 |
| Combermere School (CS) | 3 | 3 | 3 | 2 | 4 | 1 | 3 | 19 |
| Ellerslie (EL) | 0 | 3 | 2 | 1 | 0 | 0 | 1 | 7 |
| Garrison Secondary (GS) | 9 | 6 | 6 | 5 | 9 | 8 | 7 | 50 |
| Harrison College (HC) | 0 | 3 | 4 | 2 | 2 | 1 | 3 | 15 |
| The Lodge School (LS) | 2 | 1 | 6 | 2 | 0 | 1 | 1 | 13 |
| Parkinson Memorial (PA) | 4 | 6 | 6 | 6 | 9 | 10 | 6 | 47 |
| Princess Margaret (PM) | 1 | 0 | 2 | 4 | 1 | 2 | 5 | 15 |
| Queen's College (QC) | 3 | 1 | 6 | 4 | 4 | 4 | 4 | 26 |
| St. James Secondary (SJ) | 1 | 2 | 0 | 1 | 1 | 2 | 1 | 8 |
| St. George Secondary (SG) | 1 | 1 | 4 | 4 | 1 | 1 | 1 | 13 |
| St. Leonard's Boys' (SLB) | 5 | 5 | 5 | 1 | 4 | 4 | 5 | 29 |
| The St. Michael School (SM) | 2 | 4 | 6 | 3 | 7 | 10 | 8 | 40 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| Springer Memorial (SP) | 3 | 2 | 3 | 6 | 5 | 7 | 2 | 28 |
| Grantley Adams Memorial (GA) | 2 | 2 | 4 | 4 | 2 | | 5 | 19 |
| The Louis Lynch Memorial (LL) | 5 | 4 | 1 | 2 | 3 | 4 | 4 | 23 |
| Deighton Griffith Memorial (DG) | 3 | 6 | 7 | 7 | 4 | 4 | 3 | 34 |
| The Lester Vaughan (LV) | 2 | 7 | 2 | 5 | 7 | 5 | 4 | 32 |
| Alma Parris (AP) | 0 | 3 | 0 | 0 | 2 | 2 | 1 | 8 |
| Bursary | 0 | 0 | 0 | 2 | 1 | 1 | 0 | 4 |
| **Total** | 57 | 74 | 83 | 74 | 77 | 77 | 70 | 512 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Paul's Primary, are eligible to be transferred to those secondary schools in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and Lester Vaughan. However, students who attend St. Paul's Primary but live outside of the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 512 students who sat the BSSEE during the period 1999 to 2005, one hundred and forty-seven (29%) were placed in Category 2 schools. Most of these students were allocated to Christ Church Foundation (50). Categories 3 and 4 schools received 38% and 11% respectively. In the case of Category 3 the majority of students (50) gained entry into Garrison Secondary, whereas the majority of Category 4 students (19) were allocated to Grantley Adams Memorial. Over the seven-year period, of the 512 students who wrote the BSSEE, 100 (20%) students gained entry at Category 1 schools with the most from this group (40) being allocated to The St, Michael School. Eleven (2%) students were unplaced and four (1%) received bursaries.

## 62. St. Philip Primary

St. Philip Primary is a medium-sized rural school. With an official capacity of 240 students, this school is below functional capacity with its current roll of 115.

***Figure 4.62.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 3 | 10 | 13 | | |
| Reception | 8 | 8 | 16 | Graduate | 7 |
| Infants A | 9 | 12 | 21 | Qualified | 3 |
| Infants B | 8 | 7 | 15 | Special Grade | 0 |
| Class 1 | 8 | 8 | 16 | Teacher | 1 |
| Class 2 | 6 | 6 | 12 | Other | 0 |
| Class 3 | 1 | 7 | 8 | | |
| Class 4 | 8 | 6 | 14 | **Total** | **11** |
| **Total** | **51** | **64** | **115** | | |

The school has a total of 11 teachers: seven females and four males. The teacher-student ratio is approximately 1:10. Sixty-four per cent of the staff hold degrees and 27% are qualified.

***Table 4.62.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=22) | 36 | 32 | 23 | 9 | 32 | 32 | 36 | 0 |
| 2000 (N=20) | 55 | 20 | 25 | 0 | 65 | 20 | 15 | 0 |
| 2001 (N=24) | 38 | 54 | 8 | 0 | 21 | 17 | 46 | 17 |
| 2002 (N=23) | 22 | 4 | 48 | 26 | 35 | 30 | 22 | 13 |
| 2003 (N=22) | 32 | 23 | 27 | 18 | 45 | 27 | 9 | 18 |
| 2004 (N=21) | 29 | 48 | 19 | 5 | 38 | 48 | 10 | 5 |
| 2005 (N=15) | 40 | 20 | 40 | 0 | 40 | 20 | 33 | 7 |

**Range of BSSEE Scores**

At St. Philip Primary, the percentage of students who scored in the 0-30 range in the BSSEE has been consistently high in both English and Mathematics over the seven years 1999 to 2005. In English, the percentage reached as high as 55%, while in Mathematics it reached a significant high of 65%.

In English, the percentage of students who scored 30 marks or less was 36% in 1999 before there was an increase to 55% in 2000, showing a considerable decline in the school's performance. Over the next two years, there was some improvement at that school as the percentage decreased to 38% in 2001 and again to 22% in 2002, the lowest it reached over the period under review. In 2003 the percentage of students who scored in the 0-30 range increased to 32%. Although there was a marginal improvement in 2004 with the percentage of students scoring 30 marks or less decreasing to 29%, the school's performance declined again in 2005 when 40% of the students scored between 0 and 30 marks.

In Mathematics, 32% of the students scored 30 marks or less in 1999. The school's performance declined tremendously in 2000 when a high of 65% of the students scored in the 0-30 range. There was some improvement in 2001 when the percentage of students scoring 30 marks or less decreased to 21%. However, over the next two years, the percentage increased from 35% in 2002 to 45% in 2003. Over the next two years, the percentage of students scoring between 0 and 30 marks increased from 38% in 2004 to 40% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (35%) scoring in the 0-30 range in English and the highest average percentage of students (39%) also scoring in the 0-30 range in Mathematics.

***Table 4.62.3:***
**Number of Students Allocated to Secondary Schools**

| Secondary Schools | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | TOTAL |
|---|---|---|---|---|---|---|---|---|
| | N= (22) | N= (20) | N= (24) | N= (23) | N= (22) | N= (21) | N= (15) | |
| Unplaced | 0 | 0 | 3 | 0 | 2 | 1 | 0 | 6 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ch. Ch. Foundation (CF) | 1 | 1 | 0 | 2 | 1 | 2 | 1 | 8 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ellerslie (EL) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Garrison Secondary (GS) | 6 | 3 | 5 | 5 | 6 | 4 | 1 | 30 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 3 | 2 | 1 | 2 | 2 | 0 | 2 | 12 |
| Parkinson Memorial (PA) | 1 | 0 | 2 | 1 | 2 | 2 | 1 | 9 |
| Princess Margaret (PM) | 5 | 7 | 5 | 4 | 4 | 4 | 5 | 34 |
| Queen's College (QC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 1 | 1 | 0 | 2 | 0 | 0 | 0 | 4 |
| St. Leonard's Boys' (SLB) | 0 | 2 | 0 | 2 | 0 | 2 | 1 | 7 |
| The St. Michael School (SM) | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 0 | 1 | 2 | 1 | 0 | 4 | 1 | 9 |
| Grantley Adams Memorial (GA) | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Deighton Griffith Memorial (DG) | 2 | 1 | 3 | 2 | 3 | 1 | 3 | 15 |
| The Lester Vaughan (LV) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Bursary | 1 | 2 | 1 | 1 | 1 | 0 | 0 | 6 |
| **Total** | 22 | 20 | 24 | 23 | 22 | 21 | 15 | 147 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Philip Primary are eligible to be transferred to schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The Lodge School, Princess Margaret Secondary, Deighton Griffith Secondary, Christ Church Foundation, Garrison Secondary, Springer Memorial Secondary (for girls), The St. Michael School and St. Leonard's Boys'. However, students who attend St. Philip Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 147 students who wrote the BSSEE during the period 1999 to 2005, 41 (28%) were placed in Category 4 schools, the majority (34) of whom were allocated to Princess Margaret Secondary. Fifty-six (38%) were allocated to Category 3 schools, with the majority from this group (30) gaining entry into Garrison Secondary. With regard to the Category 2 schools, 36 (24%) students were allocated largely to Deighton Griffith Secondary (15). Over the seven-year period, of the 147 students who wrote the BSSEE two (1%) gained places at Category 1 schools. Six (4%) students received bursaries and another six were unplaced.

## 63. St. Silas Primary

St. Silas Primary is a small rural school in the parish of St. James. With an official capacity of 175 students, this school is at functional capacity with its current roll of 176.

***Figure 4.63.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 14 | 16 | 30 | | |
| Reception | 12 | 13 | 25 | Graduate | 5 |
| Infants A | 6 | 8 | 14 | Qualified | 4 |
| Infants B | 14 | 11 | 25 | Special Grade | 0 |
| Class 1 | 15 | 13 | 28 | Teacher | 3 |
| Class 2 | 13 | 7 | 20 | Other | 0 |
| Class 3 | 9 | 9 | 18 | | |
| Class 4 | 9 | 7 | 16 | **Total** | **12** |
| **Total** | **92** | **84** | **176** | | |

The school has a total of 12 teachers: eight females and four males. The teacher-student ratio is approximately 1:15. Forty-two per cent of the staff hold degrees and 33% are qualified.

***Table 4.63.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=20) | 10 | 40 | 30 | 20 | 5 | 30 | 50 | 15 |
| 2000 (N=17) | 24 | 35 | 29 | 12 | 24 | 53 | 12 | 12 |
| 2001 (N=16) | 19 | 63 | 19 | 0 | 6 | 31 | 38 | 25 |
| 2002 (N=25) | 12 | 12 | 48 | 28 | 32 | 40 | 16 | 12 |
| 2003 (N=25) | 8 | 32 | 48 | 12 | 52 | 28 | 16 | 4 |
| 2004 (N=19) | 21 | 26 | 47 | 5 | 21 | 42 | 16 | 21 |
| 2005 (N=25) | 28 | 56 | 40 | 12 | 44 | 20 | 32 | 4 |

**Range of BSSEE Scores**

Over the period under consideration, 1999 to 2005, the percentage of students at St. Silas Primary who scored 30 marks or less in the BSSEE has varied in both English and Mathematics. To a greater extent this applies to Mathematics where the percentage of students scoring in the 0-30 range varied from 5% to as high as 52%. In comparison, students scoring 30 marks or less in English varied from 8% to 28%.

In 1999 the percentage of students who scored 30 marks or less in English was 10%. The school's performance was not as good in 2000 since the percentage increased to 24%. However, over the next three, the percentage of students scoring between 0 and 30 marks consistently decreased from 19% in 2001 to 8% in 2003 showing a significant improvement in the school's performance. Twenty-one per cent of the students scored 30 marks or less in 2004 and then there was an increase to 28% in 2005.

In Mathematics, 5% of the students scored between 0 and 30 marks in 1999 before it increased to 24% in 2000. Similar to their performance in 1999, the school's performance was very good in 2001 when only 6% of the students scored within the 0-30 range. Over the next two years however, the school's performance declined again with the percentage increasing from 32% in 2002 to 52% in 2003, the highest percentage over the seven-year period. Although the percentage of students who scored 30 marks or less decreased again in 2004 to 21%, this improved performance was not maintained since the percentage increased to 44% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (37%) scoring in the 51-70 range in English and the highest average percentage of students (33%) scoring in the 31-50 range in Mathematics.

| *Table 4.63.3*: **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (20)** | **N= (17)** | **N= (16)** | **N= (25)** | **N= (25)** | **N= (19)** | **N= (25)** | |
| Unplaced | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Alexandra (AX) | 5 | 1 | 1 | 1 | 2 | 1 | 0 | 11 |
| Alleyne School (AL) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Ch. Ch. Foundation (CF) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Coleridge and Parry (CP) | 6 | 3 | 3 | 8 | 3 | 7 | 5 | 35 |
| Combermere School (CS) | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 5 |
| Ellerslie (EL) | 1 | 4 | 2 | 3 | 6 | 2 | 6 | 24 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Harrison College (HC) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Parkinson Memorial (PA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| St. James Secondary (SJ) | 1 | 3 | 3 | 5 | 6 | 4 | 2 | 24 |
| St. George Secondary (SG) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| St. Leonard's Boys' (SLB) | 3 | 1 | 0 | 2 | 2 | 1 | 3 | 12 |
| The St. Michael School (SM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Lucy Secondary (LU) | 0 | 1 | 3 | 3 | 3 | 3 | 5 | 18 |
| Springer Memorial (SP) | 1 | 0 | 1 | 2 | 2 | 1 | 0 | 7 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Louis Lynch Memorial (LL) | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 2 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| The Lester Vaughan (LV) | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 |
| Alma Parris (AP) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Bursary | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| **Total** | 20 | 17 | 16 | 25 | 25 | 19 | 25 | 147 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of St. Silas Primary are eligible to be transferred to schools located in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, The Alma Parris Memorial Secondary, Coleridge and Parry, Ellerslie Secondary, Queen's College, Springer Memorial Secondary (for girls), St. James Secondary, St. Lucy Secondary and St. Leonard's Boys'. However, students who attend St. Silas Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 147 students who wrote the BSSEE during the period 1999 to 2005, twenty (14%) were placed in Category 4 schools, the majority (18) of whom were allocated to St. Lucy Secondary. Seventy-three (50%) were allocated to Category 2 schools, with the majority from this group (35) gaining entry into Coleridge and Parry. With regard to the Category 3 schools, 46 (31%) students were allocated largely to St. James Secondary (24). Over the seven-year period, of the 147 students who wrote the BSSEE seven (5%) gained places at Category 1 schools. One student received a bursary.

## 64. St. Stephen's Primary

St. Stephen's Primary is a large urban school in the parish of St. Michael. With an official capacity of 630, this school is above capacity with its current roll of 677 students.

***Figure 4.64.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 14 | 9 | 23 | Graduate | 21 |
| Infants A | 63 | 56 | 119 | Qualified | 6 |
| Infants B | 58 | 46 | 104 | Special Grade | 1 |
| Class 1 | 55 | 59 | 114 | Teacher | 6 |
| Class 2 | 56 | 47 | 103 | Other | 0 |
| Class 3 | 53 | 57 | 110 | | |
| Class 4 | 54 | 50 | 104 | **Total** | **34** |
| **Total** | **353** | **324** | **677** | | |

The school has a total of 34 teachers: 25 females nine and male. The teacher-student ratio is 1:20. Sixty-two per cent of the staff hold degrees and 18% are qualified.

***Table 4.64.2*:**
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=93) | 32 | 31 | 26 | 11 | 33 | 37 | 24 | 6 |
| 2000 (N=91) | 19 | 26 | 42 | 13 | 32 | 24 | 26 | 18 |
| 2001 (N=113) | 24 | 50 | 26 | 0 | 15 | 18 | 30 | 37 |
| 2002 (N=99) | 14 | 29 | 27 | 29 | 30 | 26 | 15 | 28 |
| 2003 (N=123) | 13 | 26 | 28 | 33 | 33 | 27 | 17 | 24 |
| 2004 (N=112) | 24 | 22 | 32 | 21 | 31 | 17 | 15 | 37 |
| 2005 (N=83) | 13 | 31 | 33 | 23 | 16 | 28 | 25 | 31 |

**Range of BSSEE Scores**

At St. Stephen's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999 to 2005 in English but has largely been in the 30% range in Mathematics.

In 1999 the percentage of students who scored in the 0-30 range in English was 32%. There was some improvement in the school's performance in 2000 when the percentage decreased to 19%. Over the following three years, the percentage of students who scored 30 marks or less consistently decreased from 24% in 2001 to 13% in 2003. Although the school's performance declined in 2004 when the percentage increased to 24%, it improved again in 2005 when, similar to the performance in 2003, 13% scored 30 marks or less.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE consistently decreased from 33% in 1999 to 15% in 2001, showing a steady improvement each year. The school's performance declined over the next two years when the percentage increased to 30% in 2002 and again to 33% in 2003. There was a marginal decrease in the percentage of students who scored in the 0-30 range to 31% in 2004. The school's performance improved in 2005 when the percentage decreased to16%.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (31%) scoring in the 31-50 range in English and the highest average percentage of students (27%) also in the 0-30 range in Mathematics.

| *Table 4.64.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (96)** | **N= (90)** | **N= (113)** | **N= (100)** | **N= (124)** | **N= (112)** | **N= (83)** | |
| Unplaced | 4 | 0 | 10 | 3 | 5 | 6 | 0 | 28 |
| Alexandra (AX) | 9 | 10 | 9 | 6 | 17 | 13 | 12 | 76 |
| Alleyne School (AL) | 0 | 0 | 3 | 0 | 0 | 0 | 1 | 4 |
| Ch. Ch. Foundation (CF) | 0 | 4 | 0 | 2 | 0 | 0 | 2 | 8 |
| Coleridge and Parry (CP) | 6 | 12 | 21 | 8 | 10 | 18 | 12 | 87 |
| Combermere School (CS) | 0 | 5 | 2 | 9 | 8 | 2 | 9 | 35 |
| Ellerslie (EL) | 16 | 12 | 14 | 8 | 22 | 15 | 7 | 94 |
| Garrison Secondary (GS) | 1 | 0 | 1 | 2 | 0 | 2 | 2 | 8 |
| Harrison College (HC) | 2 | 3 | 2 | 0 | 2 | 1 | 4 | 14 |
| The Lodge School (LS) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| Parkinson Memorial (PA) | 3 | 1 | 2 | 0 | 0 | 1 | 0 | 7 |
| Princess Margaret (PM) | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| Queen's College (QC) | 1 | 4 | 3 | 6 | 7 | 7 | 3 | 31 |
| St. James Secondary (SJ) | 16 | 13 | 14 | 28 | 25 | 19 | 14 | 129 |
| St. George Secondary (SG) | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| St. Leonard's Boys' (SLB) | 8 | 2 | 2 | 2 | 5 | 4 | 7 | 30 |
| The St. Michael School (SM) | 1 | 3 | 4 | 3 | 4 | 3 | 1 | 19 |
| St. Lucy Secondary (LU) | 12 | 10 | 10 | 13 | 8 | 13 | 3 | 69 |
| Springer Memorial (SP) | 5 | 3 | 4 | 5 | 3 | 3 | 3 | 26 |
| Grantley Adams Memorial (GA) | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| The Louis Lynch Memorial (LL) | 2 | 1 | 0 | 2 | 0 | 1 | 2 | 8 |
| Deighton Griffith Memorial (DG) | 1 | 0 | 2 | 0 | 0 | 0 | 0 | 3 |
| The Lester Vaughan (LV) | 2 | 1 | 0 | 1 | 1 | 1 | 1 | 7 |
| Alma Parris (AP) | 2 | 1 | 2 | 1 | 3 | 1 | 0 | 10 |
| Bursary | 4 | 4 | 7 | 0 | 2 | 1 | 0 | 18 |
| **Total** | 96 | 90 | 113 | 100 | 124 | 112 | 83 | 718 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

The students who attend and live in the surroundings areas of St. Stephen's Primary On writing the BSSEE, are eligible to be transferred to secondary schools located in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Coleridge & Parry, Ellerslie Secondary, Queen's College, St. James Secondary, St. Lucy Secondary, Alma Parris Memorial Secondary, Springer Memorial Secondary (for girls) and St. Leonard's Boys'. However, students who attend St. Stephen's Primary but live outside the catchment area would also be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 718 students who sat the BSSEE during the period 1999 to 2005, eighty-five students (12%) were placed at Category 4 schools with 69 being allocated to St. Lucy Secondary. St. James Secondary School was awarded 129 of the 207 students (29%) who were placed in Category 3 schools. Category 2 schools received 281 students (39%), of whom 94 were allocated Ellerslie Secondary. Over the seven-year period, 99 students (14%) were allocated to Category 1 schools with the majority from this group being allocated to Combermere School. Eighteen (3%) students received bursaries and 28 (4%) were unplaced.

## 65. Vauxhall Primary

Vauxhall Primary is a large rural school in the parish of Christ Church. With an official capacity of 420, this school is at functional capacity with its current roll of 404 students.

***Figure 4.65.1:***
**The Distribution of Student and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 18 | 14 | 32 | | |
| Reception | 30 | 30 | 60 | Graduate | 10 |
| Infants A | 23 | 26 | 55 | Qualified | 12 |
| Infants B | 38 | 21 | 54 | Special Grade | 0 |
| Class 1 | 22 | 29 | 51 | Teacher | 0 |
| Class 2 | 34 | 17 | 51 | Other | 0 |
| Class 3 | 24 | 26 | 50 | | |
| Class 4 | 26 | 25 | 51 | **Total** | **22** |
| **Total** | **216** | **188** | **404** | | |

The school has a total of 22 teachers: 18 females and four males. The teacher-student ratio is 1:18. Forty-five per cent of the staff hold degrees and 55% are qualified.

***Table 4.65.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 – 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=56) | 38 | 34 | 21 | 7 | 29 | 36 | 23 | 13 |
| 2000 (N=63) | 27 | 30 | 40 | 3 | 43 | 38 | 17 | 2 |
| 2001 (N=58) | 22 | 45 | 33 | 0 | 16 | 21 | 29 | 34 |
| 2002 (N=62) | 18 | 26 | 27 | 29 | 35 | 32 | 16 | 16 |
| 2003 (N=57) | 25 | 32 | 28 | 16 | 63 | 19 | 12 | 5 |
| 2004 (N=51) | 29 | 18 | 31 | 22 | 43 | 24 | 12 | 22 |
| 2005 (N=62) | 26 | 34 | 34 | 6 | 40 | 27 | 15 | 18 |

**Range of BSSEE Scores**

At Vauxhall Primary, the percentage of students who scored in the 0-30 range in the BSSEE varied widely in both English and Mathematics. This is especially the case in Mathematics where the percentage has ranged from 16% to as high as 63%.

In English, the percentage of students who scored in the 0-30 range consistently decreased from 38% in 1999 to 18% in 2002, indicating an improvement in the school's performance over those years. Over the next three years, the percentage fluctuated from 25% in 2003, to 29% in 2004, to 26% in 2005.

Twenty-nine per cent of the students scored 30 marks or less in Mathematics in 1999. There was a considerable decline in the school's performance in 2000 when the percentage increased 43%. In 2001 the percentage of students who scored in the 0-30 range decreased significantly to 16%. However, over the next two years the percentage increased to 35% in 2002 with a further increase to 63% in 2003, the highest over the seven-year period. In 2004 and 2005 the percentage of students who scored 30 marks or less decreased to 43% and 40% in the respective years.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (31%) scoring in the 31-50 and 51-70 ranges in English and the highest average percentage of students (38%) scoring in the 0-30 range in Mathematics.

| *Table 4.65.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **Total** |
| | **N= (57)** | **N= (60)** | **N= (58)** | **N= (62)** | **N= (57)** | **N= (51)** | **N= (33)** | |
| Unplaced | 1 | 0 | 7 | 3 | 5 | 0 | 0 | 16 |
| Alexandra (AX) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Alleyne School (AL) | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Ch. Ch. Foundation (CF) | 7 | 8 | 7 | 6 | 4 | 6 | 4 | 42 |
| Coleridge and Parry (CP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Combermere School (CS) | 0 | 2 | 1 | 0 | 2 | 2 | 2 | 9 |
| Ellerslie (EL) | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 3 |
| Garrison Secondary (GS) | 9 | 7 | 6 | 8 | 9 | 10 | 10 | 59 |
| Harrison College (HC) | 0 | 0 | 0 | 3 | 0 | 0 | 1 | 4 |
| The Lodge School (LS) | 3 | 3 | 0 | 2 | 1 | 2 | 4 | 15 |
| Parkinson Memorial (PA) | 7 | 2 | 3 | 0 | 1 | 3 | 2 | 18 |
| Princess Margaret (PM) | 8 | 10 | 8 | 19 | 16 | 8 | 9 | 78 |
| Queen's College (QC) | 1 | 0 | 3 | 1 | 0 | 1 | 1 | 7 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. George Secondary (SG) | 7 | 4 | 2 | 0 | 3 | 5 | 6 | 27 |
| St. Leonard's Boys' (SLB) | 0 | 2 | 3 | 7 | 5 | 3 | 3 | 23 |
| The St. Michael School (SM) | 1 | 0 | 2 | 0 | 1 | 1 | 3 | 8 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 2 | 10 | 6 | 5 | 2 | 4 | 5 | 34 |
| Grantley Adams Memorial (GA) | 1 | 0 | 0 | 2 | 1 | 0 | 1 | 5 |
| The Louis Lynch Memorial (LL) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Deighton Griffith Memorial (DG) | 8 | 7 | 8 | 6 | 6 | 4 | 9 | 48 |
| The Lester Vaughan (LV) | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | | 4 | 1 | 0 | 0 | 2 | 0 | 7 |
| **Total** | 57 | 60 | 58 | 62 | 57 | 51 | 62 | 407 |

**Source: Ministry of Education Database**

Category 1 schools: 71-10 0marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Vauxhall Primary are eligible to be transferred to schools located in Zone 3 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 3 are The Lodge School, Princess Margaret Secondary, Deighton Griffith Secondary, Christ Church Foundation, Garrison Secondary, Springer Memorial Secondary (for girls), The St. Michael School and St. Leonard's Boys'. However, students who attend Vauxhall Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, four hundred and seven students sat the BSSEE. Of these students, 135 (33%) were allocated to Category 3 schools with the majority from this group attending Garrison Secondary (59). Categories 2 and 4 received 110 (27%) and 111 (27%) students, respectively. In the case of Category 2, 42 students were allocated to Christ Church Foundation, while Princess Margaret was allocated 78 of the students allocated to Category 4 schools. Over the seven-year period, 28 (7%) student gained places at the Category 1 schools. Sixteen (4%) students were unplaced and seven (2%) received bursaries.

## 66. Welches Primary

Welches Primary is a medium-sized rural school in the parish of St. Thomas. With an official capacity of 270 students, this school is below functional capacity with its current roll of 173.

***Figure 4.66.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 7 | 12 | 19 | | |
| Reception | 15 | 10 | 25 | Graduate | 7 |
| Infants A | 10 | 13 | 23 | Qualified | 3 |
| Infants B | 14 | 12 | 26 | Special Grade | 0 |
| Class 1 | 11 | 10 | 21 | Teacher | 0 |
| Class 2 | 11 | 5 | 16 | Other | 0 |
| Class 3 | 9 | 12 | 21 | | |
| Class 4 | 14 | 8 | 22 | **Total** | **10** |
| **Total** | **91** | **82** | **173** | | |

The school has a total of 10 teachers: eight females and two males. The teacher-student ratio is approximately 1:17. Seventy per cent of the staff hold degrees and 30% are qualified.

***Table 4.66.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 – 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=27) | 56 | 11 | 26 | 7 | 52 | 22 | 15 | 11 |
| 2000 (N=31) | 19 | 35 | 42 | 3 | 35 | 48 | 10 | 6 |
| 2001 (N=25) | 36 | 40 | 24 | 0 | 12 | 32 | 28 | 28 |
| 2002 (N=38) | 13 | 26 | 34 | 26 | 39 | 26 | 16 | 18 |
| 2003 (N=20) | 5 | 40 | 45 | 10 | 45 | 50 | 0 | 5 |
| 2004 (N=19) | 26 | 21 | 37 | 16 | 37 | 11 | 21 | 32 |
| 2005 (N=21) | 19 | 48 | 33 | 0 | 38 | 33 | 29 | 0 |

**Range of BSSEE Scores**

At Welches Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied widely over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage of students ranged from as low as 5% to as high as 56%, while in Mathematics, the percentage ranged from 12% to 52%.

In 1999 over half the students who wrote the BSSEE scored in the 0-30 range in English (56%). The school's performance improved in 2000 when the percentage decreased to 19%. In 2001, the percentage of students scoring 30 marks or less increased to 36%. However, over the next two years, the school's performance improved considerably with the percentage decreasing from 13% in 2002 to 5% in 2003. In 2004, the percentage of students who scored in the 0-30 range increased to 26% before it decreased to 19% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 52% in 1999 before it consistently decreased over the next two years to 12% in 2001. The school's performance declined in 2002 when the percentage of students who scored in the 0-30 range increased to 39% and again in 2003 when it further increased to 45%. In 2004 the percentage of students who scored received 30 marks or less decreased to 37% before it increased marginally to 38% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (34%) scoring in the 51-70 range in English and the highest average percentage of students (37%) scoring in the 0-30 range in Mathematics.

| *Table 4.66.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (28)** | **N= (31)** | **N= (25)** | **N= (39)** | **N= (20)** | **N= (19)** | **N= (21)** | |
| Unplaced | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 4 |
| Alexandra (AX) | 2 | 1 | 1 | 1 | 0 | 1 | 1 | 7 |
| Alleyne School (AL) | 3 | 1 | 1 | 4 | 1 | 2 | 1 | 13 |
| Ch. Ch. Foundation (CF) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Coleridge and Parry (CP) | 1 | 1 | 1 | 4 | 0 | 4 | 2 | 13 |
| Combermere School (CS) | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| Ellerslie (EL) | 1 | 6 | 3 | 2 | 0 | 0 | 1 | 13 |
| Garrison Secondary (GS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Harrison College (HC) | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 3 |
| The Lodge School (LS) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Parkinson Memorial (PA) | 1 | 0 | 2 | 1 | 2 | 0 | 1 | 7 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Queen's College (QC) | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| St. James Secondary (SJ) | 4 | 4 | 4 | 5 | 3 | 2 | 4 | 26 |
| St. George Secondary (SG) | 2 | 2 | 1 | 2 | 0 | 0 | 0 | 7 |
| St. Leonard's Boys' (SLB) | 0 | 2 | 0 | 2 | 3 | 2 | 3 | 12 |
| The St. Michael School (SM) | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| St. Lucy Secondary (LU) | 3 | 0 | 1 | 2 | 2 | 0 | 0 | 8 |
| Springer Memorial (SP) | 0 | 1 | 0 | 0 | 3 | 2 | 5 | 11 |
| Grantley Adams Memorial (GA) | 7 | 2 | 5 | 6 | 0 | 2 | 1 | 23 |
| The Louis Lynch Memorial (LL) | 3 | 2 | 0 | 3 | 0 | 1 | 1 | 10 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| The Lester Vaughan (LV) | 0 | 6 | 1 | 2 | 3 | 0 | 1 | 13 |
| Alma Parris (AP) | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 3 |
| Bursary | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| **Total** | 28 | 31 | 25 | 39 | 20 | 19 | 21 | 183 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of Welches Primary are eligible to be transferred to schools located in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial Secondary, Coleridge and Parry, Ellerslie Secondary, Queen's College, Springer Memorial Secondary (for girls), St. James Secondary, St. Lucy Secondary and St. Leonard's Boys'. However, students who attend Welches Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 183 students who wrote the BSSEE during the period 1999 to 2005, forty-one (22%) were placed in Category 4 schools, the majority (23) of whom were allocated to Grantley Adams Memorial. Fifty-nine (32%) students were allocated to Category 2 schools and 39 (38%) to Category 3 schools. The majority of students in Category 2 were allocated to Alleyne School, Coleridge and Parry School and Ellerslie Secondary, with each school receiving 13 students, whereas in Category 3 the majority of students were allocated to St. James Secondary (26). Over the seven-year period, of the 183 students who wrote the BSSEE nine (5%) gained places at Category 1 schools. One student received a bursary and four (2%) were unplaced.

## 67. Wesley Hall Junior School

Wesley Hall Junior School is a large urban school in the parish of St. Michael. With an official capacity of 690 students, this school is at functional capacity with its current roll of 678.

***Figure 4.67.2:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 0 | 0 | 0 | Graduate | 21 |
| Infants A | 0 | 0 | 0 | Qualified | 7 |
| Infants B | 0 | 0 | 0 | Special Grade | 0 |
| Class 1 | 112 | 57 | 169 | Teacher | 1 |
| Class 2 | 116 | 64 | 180 | Other | 0 |
| Class 3 | 102 | 54 | 156 | | |
| Class 4 | 106 | 67 | 173 | **Total** | **29** |
| Total | **436** | **242** | **678** | | |

The school has a total of 29 teachers: 21 females and eight males. The teacher-student ratio is approximately 1:23 making it one of the highest teacher-student ratios in the country. Seventy-two per cent of the staff hold degrees and 24% are qualified.

***Table 4.67.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 – 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-71** | **70-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=169) | 18 | 24 | 24 | 34 | 17 | 27 | 21 | 36 |
| 2000 (N=168) | 26 | 18 | 37 | 19 | 34 | 16 | 23 | 27 |
| 2001 (N=161) | 20 | 42 | 37 | 0 | 11 | 24 | 21 | 45 |
| 2002 (N170) | 11 | 23 | 28 | 39 | 26 | 21 | 18 | 35 |
| 2003 (N=172) | 13 | 30 | 25 | 32 | 40 | 16 | 16 | 28 |
| 2004 (N=181) | 19 | 24 | 25 | 31 | 25 | 20 | 15 | 39 |
| 2005 (N=160) | 18 | 21 | 32 | 29 | 18 | 16 | 19 | 47 |

**Range of BSSEE Scores**

At Wesley Hall Junior, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage range from 11% to 26%, while in Mathematics it ranged from 11% to 40%.

In 1999 the percentage of students who scored in the 0-30% range in English was 18%. There was a decline in the school's performance in 2000 when the percentage increased to 26%. Over the next two years, the percentage of students who scored 30 marks or less decreased to 20% in 2001 and then again to 11% in 2002, indicating improvement in the performance at that school. There was a slight decline in the school's performance in 2003 when the percentage increased to 13% and a further increase to 19% in 2004. In 2005 the percentage of students who scored in the 0-30 range decreased marginally to 18%.

In Mathematics, the percentage of students who gained 30 marks or less fluctuated from 17% in 1999 to 34% in 2000 to 11% in 2001. Over the next two years the school's performance declined as the percentage increased to 26% in 2002 and again to 40% in 2003. However, there was some improvement in 2004 and 2005 when the percentage of students who received 30 marks or less was 25% and 18% in the respective years.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (30%) scoring in the 51-70 range in English and the highest average percentage of students (37%) scoring in the 71-100 range in Mathematics.

| *Table 4.67.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (169)** | **N= (168)** | **N= (161)** | **N= (170)** | **N= (172)** | **N= (181)** | **N= (160)** | |
| Unplaced | 0 | 0 | 17 | 6 | 7 | 6 | 0 | 36 |
| Alexandra (AX) | 3 | 10 | 3 | 6 | 3 | 6 | 4 | 35 |
| Alleyne School (AL) | 6 | 7 | 8 | 3 | 4 | 9 | 6 | 43 |
| Ch. Ch. Foundation (CF) | 8 | 7 | 4 | 4 | 4 | 2 | 5 | 34 |
| Coleridge and Parry (CP) | 6 | 8 | 6 | 4 | 6 | 10 | 7 | 47 |
| Combermere School (CS) | 11 | 9 | 9 | 9 | 10 | 9 | 18 | 75 |
| Ellerslie (EL) | 8 | 6 | 4 | 10 | 7 | 7 | 12 | 54 |
| Garrison Secondary (GS) | 6 | 1 | 3 | 2 | 4 | 4 | 0 | 20 |
| Harrison College (HC) | 25 | 16 | 13 | 13 | 8 | 19 | 15 | 109 |
| The Lodge School (LS) | 3 | 2 | 1 | 2 | 1 | 1 | 3 | 13 |
| Parkinson Memorial (PA) | 15 | 9 | 13 | 12 | 17 | 14 | 8 | 88 |
| Princess Margaret (PM) | 0 | 2 | 0 | 1 | 2 | 3 | 1 | 9 |
| Queen's College (QC) | 12 | 10 | 6 | 6 | 10 | 7 | 11 | 62 |
| St. James Secondary (SJ) | 10 | 3 | 4 | 5 | 3 | 3 | 9 | 37 |
| St. George Secondary (SG) | 2 | 11 | 5 | 7 | 4 | 5 | 4 | 38 |
| St. Leonard's Boys' (SLB) | 11 | 11 | 14 | 14 | 21 | 14 | 8 | 93 |
| St. Michael School (SM) | 5 | 9 | 4 | 5 | 10 | 7 | 12 | 52 |
| St. Lucy Secondary (LU) | 0 | 3 | 3 | 2 | 5 | 1 | 0 | 14 |
| Springer Memorial (SP) | 5 | 1 | 6 | 11 | 4 | 10 | 7 | 44 |
| Grantley Adams Memorial (GA) | 3 | 9 | 5 | 8 | 6 | 15 | 6 | 52 |
| Louis Lynch Sec. (LL) | 14 | 9 | 14 | 21 | 15 | 14 | 16 | 103 |
| Deighton Griffith Memorial (DG) | 1 | 3 | 1 | 2 | 3 | 3 | 2 | 15 |
| The Lester Vaughan (LV) | 12 | 11 | 10 | 13 | 9 | 9 | 4 | 68 |
| Alma Parris (AP) | 1 | 1 | 1 | 1 | 2 | 1 | 0 | 7 |
| Bursary | 2 | 10 | 7 | 3 | 7 | 2 | 2 | 33 |
| **Total** | 169 | 168 | 161 | 170 | 172 | 181 | 160 | 1181 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of Wesley Hall Junior are eligible to be transferred to those secondary schools in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial Secondary, Coleridge & Parry, Ellerslie Secondary, Queen's College, St. James Secondary, Springer Memorial Secondary (for girls), St. Leonard's Boys' and St. Lucy Secondary. However, students who attend Wesley Hall Junior but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, each student writing the examination has two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, one thousand, one hundred and eighty-one students at Wesley Hall Junior wrote the BSSEE. Of these students, 120 (10%) gained places at the Category 4 schools with 52 being allocated to Grantley Adams Memorial. Three hundred and fifty (30%) students were placed at Category 3 schools, the majority of whom were allocated to Parkinson Memorial (88). Three hundred and forty-four (29%) of the students were placed at Category 2 schools, mainly The Louis Lynch Secondary, which received 103 students. Of the 1 181 students who have taken the BSSEE over the seven-year period, 298 (25%) students gained entry into Category 1 schools, with 109 students being allocated to Harrison College. Thirty three (3%) students received bursaries and 36 (3%) were unplaced.

## 68. West Terrace Primary

West Terrace Primary is a large urban school in the parish of St. James. With an official capacity of 840 students, this school is below functional capacity with its current roll of 647.

***Figure 4.68.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 45 | 45 | 90 | Graduate | 24 |
| Infants A | 39 | 50 | 89 | Qualified | 9 |
| Infants B | 53 | 39 | 92 | Special Grade | 0 |
| Class 1 | 45 | 36 | 81 | Teacher | 1 |
| Class 2 | 44 | 51 | 95 | Other | 1 |
| Class 3 | 50 | 53 | 103 | | |
| Class 4 | 34 | 63 | 97 | **Total** | **35** |
| **Total** | **310** | **337** | **647** | | |

The school has a total of 35 teachers: 27 females and eight males. The teacher-student ratio is approximately 1:18. Sixty-nine per cent of the staff hold degrees and 26% are qualified.

***Table 4.68.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=109) | 18 | 18 | 31 | 32 | 19 | 19 | 30 | 31 |
| 2000 (N=111) | 20 | 22 | 40 | 19 | 27 | 37 | 28 | 8 |
| 2001 (N=133) | 11 | 44 | 44 | 0 | 3 | 21 | 29 | 47 |
| 2002 (N=116) | 13 | 16 | 32 | 39 | 33 | 26 | 18 | 23 |
| 2003 (N=108) | 10 | 20 | 33 | 36 | 30 | 21 | 19 | 31 |
| 2004 (N=109) | 14 | 19 | 29 | 38 | 16 | 17 | 13 | 54 |
| 2005 (N=97) | 18 | 27 | 34 | 22 | 19 | 25 | 16 | 40 |

**Range of BSSEE Scores**

At West Terrace Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999 to 2005 in both English and Mathematics. The variation was more apparent in Mathematics since the percentage ranged from as low as 3% to 33%, while in English the percentage ranged from 10% to 20%.

The percentage of students who scored in the 0-30 range increased from 18% in 1999 to 20% in 2000. The school's performance improved in 2001 when 11% of the students scored 30 marks or less in the BSSEE. There was a slight decline in the school's performance the following year (2002) with the percentage decreasing to 13%. Over the next three years the percentages increased from 10% in 2003 to 18% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less increased from 19% in 1999 to 27% in 2000. Two thousand and one saw a significant improvement in the school's performance with only 3% of the students scoring in the 0-30 range. The school's performance declined considerably in 2002 when the percentage increased from 3% in the previous year to 33%. Over the following two years the percentage of students who scored between 0 and 30 marks decreased from 30% in 2003 to 16% in 2004. Nineteen per cent of the students scored 30 marks or less in 2005.

The average percentage of students who scored in the various ranges was calculated for seven-year period. This school had its highest average percentage of students (35%) scoring in the 51-70 range in English and the highest average percentage of students (34%) scoring in the 71-100 range in Mathematics.

| *Table 4.68.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (109)** | **N= (112)** | **N= (133)** | **N= (117)** | **N= (108)** | **N= (109)** | **N= (97)** | |
| Unplaced | 0 | 0 | 8 | 5 | 5 | 1 | 0 | 19 |
| Alexandra (AX) | 13 | 12 | 12 | 12 | 14 | 18 | 9 | 90 |
| Alleyne School (AL) | 0 | 1 | 3 | 0 | 2 | 1 | 1 | 8 |
| Ch. Ch. Foundation (CF) | 0 | 2 | 5 | 0 | 1 | 4 | 2 | 14 |
| Coleridge and Parry (CP) | 10 | 21 | 19 | 12 | 19 | 14 | 17 | 112 |
| Combermere School (CS) | 5 | 3 | 6 | 7 | 6 | 8 | 8 | 43 |
| Ellerslie (EL) | 20 | 18 | 17 | 19 | 10 | 12 | 10 | 106 |
| Garrison Secondary (GS) | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 |
| Harrison College (HC) | 4 | 2 | 0 | 0 | 2 | 1 | 0 | 9 |
| The Lodge School (LS) | 2 | 0 | 0 | 2 | 0 | 1 | 1 | 6 |
| Parkinson Memorial (PA) | 2 | 0 | 3 | 2 | 2 | 0 | 1 | 10 |
| Princess Margaret (PM) | 0 | 0 | 0 | 2 | 0 | 1 | 0 | 3 |
| Queen's College (QC) | 7 | 5 | 8 | 7 | 12 | 10 | 12 | 61 |
| St. James Secondary (SJ) | 10 | 15 | 28 | 18 | 14 | 10 | 15 | 110 |
| St. George Secondary (SG) | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 2 |
| St. Leonard's Boys' (SLB) | 5 | 3 | 6 | 3 | 4 | 5 | 6 | 32 |
| The St. Michael School (SM) | 10 | 6 | 4 | 4 | 2 | 3 | 5 | 34 |
| St. Lucy Secondary (LU) | 10 | 10 | 6 | 11 | 7 | 6 | 5 | 55 |
| Springer Memorial (SP) | 5 | 2 | 2 | 5 | 2 | 5 | 3 | 24 |
| Grantley Adams Memorial (GA) | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 2 |
| The Louis Lynch Memorial (LL) | 3 | 2 | 2 | 1 | 2 | 1 | 1 | 12 |
| Deighton Griffith Memorial (DG) | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 3 |
| The Lester Vaughan (LV) | 0 | 1 | 1 | 1 | 2 | 3 | 1 | 9 |
| Alma Parris (AP) | 0 | 4 | 0 | 1 | 0 | 1 | 0 | 6 |
| Bursary | 2 | 3 | 2 | 2 | 2 | 1 | 0 | 12 |
| **Total** | 109 | 111 | 133 | 117 | 108 | 109 | 97 | 784 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of West Terrace Primary are eligible to be transferred to those secondary schools located in Zone 1 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 1 are Alexandra, Alma Parris Memorial, Coleridge and Parry, Ellerslie Secondary, Queen's College, Springer Memorial Secondary (for girls), St. James Secondary, St. Lucy Secondary and St. Leonard's Boys'. However, students who attend West Terrace Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 784 students who wrote the BSSEE during the period 1999 to 2005, three hundred and fifty-one (45%) were placed in Category 2 schools, the majority of whom were allocated to Coleridge and Parry (112) and Ellerslie Secondary (106). Sixty-eight (7%) students were allocated to Category 4 schools with the majority from this group (55) gaining entry into St. Lucy Secondary. With regard to the Category 3 schools, 187 (24%) students were allocated largely to St. James Secondary (110). Over the seven-year period, of the 784 students who wrote the BSSEE, 147 (19%) gained places at Category 1 schools with the majority of this group (61) attending Queen's College. Twelve (2%) students received bursaries and 19 (3%) were unplaced.

## 69. Westbury Primary School

Westbury Primary is a large urban school in the parish of St. Michael. With an official capacity of 840 students, this school is below functional capacity with its current roll of 713.

***Figure 4.69.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 50 | 56 | 106 | Graduate | 23 |
| Infants A | 51 | 53 | 104 | Qualified | 4 |
| Infants B | 50 | 52 | 102 | Special Grade | 1 |
| Class 1 | 56 | 55 | 111 | Teacher | 9 |
| Class 2 | 44 | 52 | 96 | Other | 0 |
| Class 3 | 46 | 47 | 93 | | |
| Class 4 | 47 | 54 | 101 | **Total** | **37** |
| **Total** | **344** | **369** | **713** | | |

This school has a total of 37 teachers: 30 females and seven males. The teacher-student ratio is approximately 1:19. Sixty-two per cent of the staff hold degrees and 11% are qualified.

***Table 4.69.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 - 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=116) | 35 | 34 | 21 | 10 | 43 | 34 | 16 | 7 |
| 2000 (N=124) | 33 | 34 | 32 | 1 | 40 | 33 | 23 | 3 |
| 2001 (N=150) | 31 | 43 | 27 | 0 | 23 | 26 | 19 | 32 |
| 2002 (N=119) | 19 | 25 | 29 | 27 | 41 | 19 | 21 | 18 |
| 2003 (N=124) | 29 | 26 | 32 | 13 | 56 | 19 | 15 | 10 |
| 2004 (N=91) | 32 | 36 | 20 | 12 | 38 | 27 | 15 | 19 |
| 2005 (N=99) | 38 | 30 | 29 | 2 | 48 | 17 | 22 | 12 |

**Range of BSSEE Scores**

At Westbury Primary, the percentage of students who scored in the 0-30 range in the BSSEE has been high over the seven years in both English and Mathematics. This is especially true in Mathematics where the percentage ranged between 23% and 56%.

In 1999 the percentage of students who scored in the 0-30 range in English was 35%. Over the following three years, the school's performance improved as the percentage consistently decreased to 33% in 2000 to 19% in 2002. The school saw a decline in its performance in the next three years, however, when the percentage increased from 29% in 2003 to 38% in 2005, the highest over the seven-year period.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE consistently decreased from 43% in 1999 to 23% in 2001 showing a steady improvement over those years. Over the following two years the school's performance declined as the percentage increased to 41% in 2002 again to 56% in 2003. There was some improvement in the school's performance in 2004 when the percentage of students who scored in the 030 range decreased to 38% but it increased again to 48% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (33%) scoring in the 31-50 range in English and the highest average percentage of students (41%) scoring in the 0-30 range in Mathematics.

| *Table 4.69.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (116)** | **N= (123)** | **N= (150)** | **N= (119)** | **N= (124)** | **N= (91)** | **N= (99)** | |
| Unplaced | 0 | 0 | 12 | 8 | 8 | 2 | 0 | 30 |
| Alexandra (AX) | 5 | 4 | 7 | 3 | 4 | 2 | 3 | 28 |
| Alleyne School (AL) | 3 | 9 | 3 | 6 | 6 | 4 | 3 | 34 |
| Ch. Ch. Foundation (CF) | 3 | 2 | 4 | 5 | 2 | 1 | 2 | 19 |
| Coleridge and Parry (CP) | 7 | 7 | 5 | 3 | 8 | 6 | 10 | 46 |
| Combermere School (CS) | 3 | 0 | 4 | 0 | 1 | 3 | 1 | 12 |
| Ellerslie (EL) | 12 | 14 | 8 | 10 | 5 | 8 | 5 | 62 |
| Garrison Secondary (GS) | 2 | 2 | 3 | 2 | 0 | 3 | 3 | 15 |
| Harrison College (HC) | 0 | 0 | 3 | 1 | 0 | 2 | 0 | 6 |
| The Lodge School (LS) | 1 | 0 | 3 | 1 | 0 | 0 | 0 | 5 |
| Parkinson Memorial (PA) | 13 | 12 | 9 | 6 | 6 | 8 | 11 | 65 |
| Princess Margaret Secondary (PM) | 2 | 1 | 2 | 2 | 2 | 3 | 2 | 14 |
| Queen's College (QC) | 1 | 0 | 3 | 2 | 3 | 0 | 1 | 10 |
| St. James Secondary (SJ) | 17 | 11 | 10 | 10 | 8 | 5 | 19 | 80 |
| St. George Secondary (SG) | 1 | 6 | 10 | 8 | 12 | 5 | 7 | 49 |
| St. Leonard's Boys' (SLB) | 8 | 11 | 6 | 12 | 7 | 5 | 4 | 53 |
| St. Michael School (SM) | 1 | 2 | 1 | 4 | 2 | 0 | 2 | 12 |
| St. Lucy Secondary (LU) | 3 | 4 | 4 | 4 | 5 | 5 | 3 | 28 |
| Springer Memorial (SP) | 9 | 3 | 10 | 7 | 9 | 5 | 6 | 49 |
| Grantley Adams (GA) | 4 | 9 | 6 | 8 | 15 | 12 | 7 | 61 |
| The Louis Lynch Memorial (LL) | 1 | 7 | 7 | 5 | 3 | 1 | 5 | 29 |
| Deighton Griffith Memorial (DG) | 0 | 1 | 3 | 4 | 2 | 1 | 0 | 11 |
| The Lester Vaughan (LV) | 8 | 8 | 9 | 7 | 6 | 9 | 3 | 50 |
| Alma Parris (AP) | 7 | 0 | 6 | 1 | 5 | 1 | 2 | 22 |
| Bursary | 5 | 10 | 12 | 0 | 5 | 0 | 0 | 32 |
| **Total** | 116 | 123 | 150 | 119 | 124 | 91 | 99 | 822 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of Westbury Primary are eligible to be transferred to those secondary schools in Zone 2 based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, St. George Secondary, Springer Memorial Secondary (for girls), St. Leonard's Boys' and Lester Vaughan. However, students who attend Westbury Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, each student writing the examination has two open choices which allow them to choose two schools from any zone.

During the period 1999 to 2005, eight hundred and twenty-two students at Westbury Primary wrote the BSSEE. Of these students 40 (5%) gained places at the Category 1 schools. In addition, 234 (28%) were allocated to Category 2 schools with the majority being placed at Ellerslie Secondary (62). Three hundred and twelve (38%) students were placed at Category 3 schools, mainly Parkinson Memorial, which received 65 students. Of the 822 students who have taken the BSSEE over the seven-year period, 174 (21%) students gained entry into Category 4 schools. Thirty two (4%) students received bursaries and thirty (4%) were unplaced.

## 70. Wilkie Cumberbatch Memorial

Wilkie Cumberbatch Memorial is a large urban school in the parish of St. Michael. With an official capacity of 540 students, this school is above capacity with its current roll of 650.

***Figure 4.70.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 0 | 0 | 0 | | |
| Reception | 57 | 42 | 99 | Graduate | 15 |
| Infants A | 41 | 50 | 91 | Qualified | 11 |
| Infants B | 40 | 49 | 89 | Special Grade | 0 |
| Class 1 | 41 | 34 | 75 | Teacher | 6 |
| Class 2 | 52 | 50 | 102 | Other | 0 |
| Class 3 | 43 | 42 | 85 | | |
| Class 4 | 53 | 56 | 109 | **Total** | **32** |
| **Total** | **327** | **323** | **650** | | |

The school has a total of 32 teachers: 29 females and three males. The teacher-student ratio is approximately 1:20. Forty-seven per cent of the staff hold degrees and 34% are qualified.

***Table 4.70.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 – 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=99) | 24 | 30 | 15 | 30 | 29 | 31 | 15 | 24 |
| 2000 (N=107) | 22 | 20 | 41 | 17 | 35 | 25 | 27 | 13 |
| 2001 (N=117) | 21 | 32 | 47 | 0 | 15 | 15 | 21 | 49 |
| 2002 (N=118) | 7 | 13 | 25 | 56 | 18 | 19 | 19 | 45 |
| 2003 (N=110) | 19 | 15 | 35 | 32 | 35 | 27 | 18 | 20 |
| 2004 (N=103) | 10 | 23 | 39 | 28 | 24 | 21 | 17 | 38 |
| 2005 (N=90) | 11 | 30 | 39 | 20 | 27 | 22 | 26 | 26 |

**Range of BSSEE Scores**

At Wilkie Cumberbatch Memorial, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999 to 2005 in both English and Mathematics. In English, the percentage ranged from 7% to 24%, while in Mathematics the percentage ranged from 15% to 35%.

The percentage of students who scored in the 0-30 range in English decreased consistently from 24% in 1999 to 7% in 2002 indicating a steady improvement over those years. The school's performance declined in 2003 with the percentage of students receiving 30 marks or less increasing to 19%. In 2004 the percentage decreased to 10% before it increased marginally to 11% in 2005.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 29% in 1999 before increasing to 35% in 2000. While there was an improvement in 2001 when the percentage decreased to 15%, over the two three years, the school's performance declined with the percentage increasing to 18% in 2002 and again to 35% in 2003. Although there was some improvement in the school's performance in 2004 when the percentage of students who scored in the 0-30 range decreased to 24%, in 2005 the performance declined marginally again with 27% scoring 30 marks or less.

The average percentage of students who scored in the various ranges was calculated for seven-year period. This school had its highest average percentage of students (34%) scoring in the 51-70 range in English and the highest average percentage of students (31%) also in the 71-100 range in Mathematics.

| *Table 4.70.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (98)** | **N= (107)** | **N= (117)** | **N= (118)** | **N= (110)** | **N= (104)** | **N= (90)** | |
| Unplaced | 0 | 0 | 7 | 0 | 2 | 2 | 0 | 11 |
| Alexandra (AX) | 0 | 4 | 1 | 3 | 1 | 3 | 1 | 13 |
| Alleyne School (AL) | 1 | 8 | 5 | 2 | 5 | 4 | 2 | 27 |
| Ch. Ch. Foundation (CF) | 9 | 11 | 11 | 16 | 12 | 11 | 9 | 79 |
| Coleridge and Parry (CP) | 1 | 4 | 1 | 0 | 0 | 2 | 2 | 10 |
| Combermere School (CS) | 5 | 5 | 8 | 14 | 6 | 6 | 3 | 47 |
| Ellerslie (EL) | 3 | 0 | 2 | 0 | 2 | 0 | 1 | 8 |
| Garrison Secondary (GS) | 3 | 8 | 4 | 4 | 8 | 5 | 6 | 38 |
| Harrison College (HC) | 5 | 3 | 9 | 7 | 4 | 5 | 1 | 34 |
| The Lodge School (LS) | 1 | 2 | 4 | 5 | 4 | 1 | 1 | 18 |
| Parkinson Memorial (PA) | 11 | 14 | 4 | 11 | 6 | 8 | 8 | 62 |
| Princess Margaret (PM) | 4 | 1 | 2 | 1 | 4 | 3 | 2 | 17 |
| Queen's College (QC) | 2 | 5 | 7 | 6 | 1 | 2 | 7 | 30 |
| St. James Secondary (SJ) | 1 | 2 | 0 | 1 | 1 | 0 | 2 | 7 |
| St. George Secondary (SG) | 1 | 2 | 7 | 4 | 8 | 3 | 2 | 27 |
| St. Leonard's Boys' (SLB) | 14 | 6 | 5 | 10 | 2 | 9 | 5 | 51 |
| The St. Michael School (SM) | 9 | 2 | 6 | 8 | 1 | 3 | 4 | 33 |
| St. Lucy Secondary (LU) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Springer Memorial (SP) | 12 | 7 | 11 | 7 | 9 | 8 | 8 | 62 |
| Grantley Adams Memorial (GA) | 7 | 8 | 7 | 4 | 4 | 3 | 5 | 38 |
| The Louis Lynch Memorial (LL) | 5 | 4 | 4 | 4 | 7 | 5 | 5 | 34 |
| Deighton Griffith Memorial (DG) | 2 | 5 | 3 | 8 | 3 | 9 | 6 | 36 |
| The Lester Vaughan (LV) | 0 | 2 | 5 | 1 | 16 | 11 | 9 | 44 |
| Alma Parris (AP) | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 2 |
| Bursary | 1 | 4 | 3 | 2 | 3 | 1 | 1 | 15 |
| Total | 98 | 107 | 117 | 118 | 110 | 104 | 90 | 744 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocation**

On writing the BSSEE, students who attend and live in the surrounding areas of Wilkie Cumberbatch Memorial are eligible to be transferred to secondary schools located in Zone 2, based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and The Lester Vaughan School. However, students who attend Wilkie Cumberbatch Memorial but live outside the catchment area would be transferred to schools based on the above criteria as well as their place of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 744 students who wrote the BSSEE during the period 1999 to 2005, two-hundred and twenty-five (30%) were placed in Category 2 schools, the majority (79) of whom were allocated to Christ Church Foundation. Eighty-five (11%) were allocated to Category 4 schools, with the majority of this group (38) gaining entry into Grantley Adams Memorial. With regard to the Category 3 schools, 264 (35%) students were allocated, largely to Springer Memorial and Parkinson Memorial, with each school receiving 62 students. Over the seven-year period, of the 744 students who wrote the BSSEE 144 (19%) gained places at Category 1 schools with the majority (47) attending Combermere. Fifteen (2%) students received bursaries and eleven (1%) were unplaced.

## 71. Workman's Primary

Workman's Primary is a medium-sized rural school in the parish of St. George. With an official capacity of 300 students, this school is below functional capacity with its current roll of 146.

***Figure 4.71.1:***
**The Distribution of Students and Teachers (2005-2006)**

| School Roll By Year Group and Gender | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Class Name** | **Male** | **Female** | **Total** | **Professional Status** | **Number of Teachers** |
| Nursery | 9 | 6 | 15 | | |
| Reception | 14 | 10 | 24 | Graduate | 6 |
| Infants A | 13 | 8 | 21 | Qualified | 3 |
| Infants B | 11 | 5 | 16 | Special Grade | 0 |
| Class 1 | 5 | 7 | 12 | Teacher | 1 |
| Class 2 | 10 | 4 | 14 | Other | 0 |
| Class 3 | 11 | 9 | 20 | | |
| Class 4 | 11 | 13 | 24 | **Total** | **10** |
| **Total** | **84** | **62** | **146** | | |

The school has a total of ten teachers: eight females and two male. The teacher-student ratio is approximately 1:15. Sixty per cent of the staff hold degrees and 30% are qualified.

***Table 4.71.2:***
**Percentage of students who Scored in Identified Ranges in the BSSEE in English and Mathematics 1999 – 2005**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (N=22) | 23 | 55 | 18 | 5 | 32 | 36 | 27 | 5 |
| 2000 (N=24) | 25 | 33 | 38 | 4 | 21 | 50 | 17 | 13 |
| 2001 (N=23) | 17 | 43 | 39 | 0 | 4 | 17 | 30 | 48 |
| 2002 (N=25) | 25 | 44 | 24 | 8 | 44 | 44 | 12 | 0 |
| 2003 (N=19) | 0 | 42 | 42 | 16 | 37 | 11 | 37 | 16 |
| 2004 (N=14) | 29 | 36 | 29 | 7 | 36 | 29 | 14 | 21 |
| 2005 (N=19) | 26 | 36 | 29 | 7 | 36 | 29 | 14 | 21 |

**Range of BSSEE Scores**

At Workman's Primary, the percentage of students who scored in the 0-30 range in the BSSEE has varied over the seven years 1999 to 2005 in both English and Mathematics. In English the percentage ranged from as low as 0% to 29%, while in Mathematics it ranged from as low as 4% to as high as 44%.

In 1999, the percentage of students who scored in the 0-30 range in English was 23% before it increased marginally to 25% in 2000. The school's performance improved in 2001 when the percentage decreased to 17%. While the percentage of students who scored 30 marks or less increased to 24% in 2002, in the following year the school's performance improved tremendously, when the percentage decreased to 0%. Twenty-nine per cent of the students scored in the 0-30 range in 2004 as well as in 2005, showing a decline in the performance since 2003.

In Mathematics, the percentage of students who scored 30 marks or less in the BSSEE was 32% in 1999 before it decreased consistently over the next two years to 4% in 2001, signalling a considerable improvement over those years. The school's performance declined significantly in 2002 when 44% of the students received 30 marks or less. Over the next three years, the percentage decreased to 37% in 2003 and again marginally to 36% in 2005.

The average percentage of students who scored in the various ranges was calculated for the seven-year period. This school had its highest average percentage of students (42%) scoring in the 31-50 range in English and the highest average percentage of students (34%) also scoring in the 31-50 range in Mathematics.

| *Table 4.71.3:* **Number of Students Allocated to Secondary Schools** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Secondary Schools** | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** | **TOTAL** |
| | **N= (22)** | **N= (24)** | **N= (23)** | **N= (25)** | **N= (19)** | **N= (14)** | **N= (19)** | |
| Unplaced | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Alexandra (AX) | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Alleyne School (AL) | 3 | 2 | 4 | 2 | 1 | 1 | 3 | 16 |
| Ch. Ch. Foundation (CF) | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 3 |
| Coleridge and Parry (CP) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Combermere School (CS) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ellerslie (EL) | 1 | 2 | 1 | 0 | 1 | 1 | 0 | 6 |
| Garrison Secondary (GS) | 2 | 0 | 1 | 1 | 1 | 0 | 1 | 6 |
| Harrison College (HC) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| The Lodge School (LS) | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 4 |
| Parkinson Memorial (PA) | 4 | 3 | 5 | 5 | 4 | 2 | 5 | 28 |
| Princess Margaret (PM) | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| Queen's College (QC) | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 2 |
| St. James Secondary (SJ) | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 |
| St. George Secondary (SG) | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 4 |
| St. Leonard's Boys' (SLB) | 0 | 1 | 3 | 2 | 1 | 3 | 1 | 11 |
| The St. Michael School (SM) | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 4 |
| St. Lucy Secondary (LU) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Springer Memorial (SP) | 6 | 1 | 0 | 1 | 1 | 0 | 0 | 9 |
| Grantley Adams Memorial (GA) | 3 | 3 | 0 | 7 | 0 | 2 | 3 | 18 |
| The Louis Lynch Memorial (LL) | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 5 |
| Deighton Griffith Memorial (DG) | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| The Lester Vaughan (LV) | 2 | 4 | 1 | 4 | 5 | 1 | 3 | 20 |
| Alma Parris (AP) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Bursary | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 2 |
| **Total** | 22 | 24 | 23 | 25 | 19 | 14 | 19 | 146 |

**Source: Ministry of Education Database**

Category 1 schools: 71-100 marks (HC, QC, CS, SM)
Category 2 schools: 51- 70 marks (AX, AL, CF, LS, LL, CP, DG, EL)
Category 3 schools: 31- 50 marks (GS, LV, SP, SJ, SLB, PA)
Category 4 schools: 0 - 30 marks (AP, GA, PM, SG, LU)

**Secondary School Allocations**

On writing the BSSEE, students who attend and live in the surrounding areas of Workman's Primary are eligible to be transferred to secondary schools located in Zone 2, based on their choice of schools, marks scored and school capacity. Secondary schools in Zone 2 are Alleyne, Combermere, Grantley Adams Memorial, Harrison College, Louis Lynch Secondary, Parkinson Memorial Secondary, Springer Memorial Secondary (for girls), St. George Secondary, St. Leonard's Boys' and Lester Vaughan. However, students who attend Workman's Primary but live outside the catchment area would be transferred to schools based on the above criteria as well as their places of residence. In addition, students writing the examination have two open choices which allow them to choose two schools from any zone.

Of the 146 students who wrote the BSSEE during the period 1999 to 2005, twenty-three (16%) were placed in Category 4 schools, the majority (18) of whom were allocated to Grantley Adams Memorial. Seventy-five (51%) were allocated to Category 3 schools, with the majority from this group (28) gaining entry into Parkinson Memorial. With regard to the Category 2 schools, 37 (25%) students were allocated, largely to Alleyne (16). Over the seven-year period, of the 146 students who wrote the BSSEE seven (5%) gained places at Category 1 schools. Two (1%) students received bursaries and another two were unplaced.

## Summary

*Location of Schools*

- There are 71 public primary schools (excluding Wesley Hall Infants).
- There are 46 rural schools.
- There are 25 urban schools.

*School Density*

- Thirty-four (74%) of the 46 rural schools are below functional capacity.
- Thirteen (56%) of the 25 urban schools are below functional capacity.
- Seven (15%) of the 46 rural schools are above capacity
- Eight (32%) of the 25 urban schools are above capacity.

*Teacher-student Ratio*

- The average teacher-student ratio is 1:16; however, the ratios range from as low as 1:10 at Half Moon Fort Primary and St. Philip Primary to 1:23 at Wesley Hall Juniors and Charles F. Broome Primary.

*Teacher Professional Status*

- Approximately 53% of teachers in the primary schools are graduates.
- There are approximately 31% qualified teachers.
- Approximately 2% of the teachers are in the special grade category.
- Approximately 14% of the teachers are untrained graduates or non-graduates.

*BSSEE Score Ranges*

- During the period under review 1999 to 2005, the highest percentage of students in 32 (45%) schools scored in the 51-70 range in English.
- During the period under review 1999 to 2005, the highest percentage students in 41 (58%) schools scored in the 0-30 range in Mathematics.

| *Table 72.1:* **Percentage of Schools Scoring in the various ranges in the BSSEE** | | | | | |
|---|---|---|---|---|---|
| **English** | | | **Mathematics** | | |
| Score Ranges | No. of schools | Percentage | Score Ranges | No. of schools | Percentage |
| 0-30 | 13 | 18% | 0-30 | 41 | **58%** |
| 31-50 | 22 | 31% | 31-50 | 9 | 13% |
| 51-70 | 32 | **45%** | 51-70 | 6 | 8% |
| 71-100 | 4 | 6% | 71-100 | 15 | 21% |

- During the period under review 1999 to 2005, four primary schools – Charles F. Broome, Erdiston, Luther Thorne Memorial and St. David's – had the highest percentage of students scoring in the 71-100 range in both subjects.

- During the period under review 1999 to 2005, thirteen primary schools – All Saints, Carrington's, Christ Church Boys', Cuthbert Moore, Deacon's, Eagle Hall, Mount Tabor, St. Andrew's, St. Christopher's, St. Joseph, St. Luke's-Brighton, St. Mary's and St. Philip – had the highest percentage of students who scored in the 0-30 range in both subjects.

- In 2001, no student from any of the primary schools scored in the 71-100 range in English in the BSSEE.

**Secondary School Allocations**

- On average 10% of the students were allocated to Category 1 schools.
- On average 32% were allocated to Categories 2 and 3 schools.
- On average 20% were allocated to Category 4 schools.
- On average 5% were either unplaced or received bursaries.
- Three primary schools – Charles F. Broome, Erdiston and St. David's – had the highest percentage of students being allocated to Category 1 schools.
- Twenty-five primary schools – All Saints, Bayley's, Boscobel, Christ Church Girls', Deacon's, Eden Lodge, Good Shepherd, Gordon Greenidge, Grazette's, Half Moon Fort, Hillaby/Turner's Hall, Ignatius Byer, Luther Thorne, Roland Edwards, Selah, St. Alban's, St. Giles, St. James, St. John's, St. Lucy, St. Margaret's, St. Patrick's, St. Silas, St. Stephen's and West Terrace – had the highest percentage of students being allocated to Category 2 schools.
- Thirty-nine primary schools – Arthur Smith, Bay Primary, Belmont, Carrington's, Chalk Mount, Christ Church Boys', Cuthbert Moore, Eagle Hall, Ellerton, Hilda Skeene, Hindsbury, Holy Innocents', Lawrence T. Gay Memorial, Pine Primary, Sharon, Society, South District, St. Ambrose, St. Bartholomew's, St. Bernard's, St. Catherine's, St. Christopher's, St. Elizabeth's, St. George, St. Jude's, St. Lawrence, St. Luke's-Brighton, St. Mark's, St. Martin's Mangrove, St. Mary's, St. Matthew's, St. Paul's, St. Philip, Vauxhall, Welches, Wesley Hall Junior, Westbury, Wilkie Cumberbatch and Workman's – had the highest percentage of students being allocated to Category 3 schools.
- Four schools – Mount Tabor, St. Andrew's, St. Joseph and St. Martins Four Roads – had the highest percentage of students being allocated to Category 4 schools.

***Figure 4.72.2:***

**A Summary of the Characteristics of the Government-run Primary Schools in Barbados**

| Primary Schools | Location (RURAL or URBAN) | Size (Using Official Capacity) | Density | School Roll (May 2006) | Official Capacity |
|---|---|---|---|---|---|
| All Saint's Prim | Rural | Large | Below Functional Capacity | 312 | 630 |
| Arthur Smith Prim | Urban | Large | Above Capacity | 438 | 408 |
| Bay Prim | Urban | Large | Below Functional Capacity | 421 | 570 |
| Bayley's Prim | Rural | Large | Below Functional Capacity | 474 | 630 |
| Belmont Prim | Urban | Medium | Below Functional Capacity | 295 | 390 |
| Boscobel Prim | Rural | Medium | Below Functional Capacity | 154 | 330 |
| Carrington's Prim | Urban | Medium | Functional Capacity | 199 | 210 |
| Chalky Mount Prim | Rural | Medium | Below Functional Capacity | 131 | 250 |
| Charles F. Broome Prim | Urban | Large | Above Capacity | 631 | 630 |
| Christ Church Boys' | Rural | Large | Below Functional Capacity | 582 | 670 |
| Christ Church Girls' | Rural | Large | Above Capacity | 628 | 600 |
| Cuthbert Moore Prim | Rural | Large | Below Functional Capacity | 350 | 420 |
| Deacon's Prim | Urban | Medium | Above Capacity | 417 | 400 |
| Eagle Hall Prim | Urban | Large | Below Functional Capacity | 278 | 480 |
| Eden Lodge Prim | Urban | Large | Below Functional Capacity | 591 | 840 |
| Ellerton Prim | Rural | Large | Below Functional Capacity | 272 | 420 |
| Erdiston Prim | Urban | Large | Above Capacity | 611 | 420 |
| Good Shepherd Prim | Rural | Medium | Below Functional Capacity | 193 | 250 |
| Gordon Greenidge Prim | Rural | Large | Below Functional Capacity | 311 | 420 |
| Grazette's Prim | Urban | Large | Below Functional Capacity | 339 | 420 |
| Half Moon Fort Prim | Rural | Medium | Below Functional Capacity | 100 | 210 |
| Hilda Skeene Prim | Rural | Large | Functional Capacity | 387 | 420 |
| Hillaby/Turner's Hall Prim | Rural | Medium | Above Capacity | 379 | 360 |
| Hindsbury Prim | Urban | Large | Below Functional Capacity | 305 | 540 |
| Holy Innocent's Prim | Rural | Medium | Below Functional Capacity | 187 | 379 |
| Ignatius Byer Prim | Rural | Medium | Below Functional Capacity | 255 | 360 |
| Lawrence T. Gay Memorial | Urban | Large | Below Functional Capacity | 632 | 810 |
| Luther Thorne Prim | Urban | Large | Above Capacity | 693 | 630 |
| Mount Tabor Prim | Rural | Medium | Below Functional Capacity | 236 | 360 |
| Pine Prim | Urban | Large | Above Capacity | 511 | 500 |
| Roland Edwards Prim | Rural | Medium | Functional Capacity | 343 | 380 |
| Selah Prim | Rural | Medium | Below Functional Capacity | 242 | 360 |

| Primary Schools | Location (RURAL or URBAN) | Size (Using Official Capacity) | Density | School Roll (May 2006) | Official Capacity |
|---|---|---|---|---|---|
| Sharon Prim | Rural | Large | Above Capacity | 461 | 420 |
| Society Prim | Rural | Medium | Below Functional Capacity | 182 | 290 |
| South District Prim | Rural | Medium | Above Capacity | 239 | 210 |
| St. Alban's Prim | Rural | Medium | Below Functional Capacity | 351 | 400 |
| St. Ambrose Prim | Urban | Small | Below Functional Capacity | 108 | 150 |
| St. Andrew Prim | Rural | Medium | Functional Capacity | 354 | 360 |
| St. Bartholomew's Prim | Rural | Medium | Above Capacity | 262 | 240 |
| St. Bernard's Prim | Rural | Medium | Below Functional Capacity | 138 | 330 |
| St. Catherine's Prim | Rural | Medium | Below Functional Capacity | 121 | 210 |
| St. Christopher's Prim | Rural | Large | Below Functional Capacity | 439 | 630 |
| St. David's Prim | Rural | Small | Above Capacity | 179 | 170 |
| St. Elizabeth Prim | Rural | Medium | Below Functional Capacity | 114 | 330 |
| St. George Prim | Rural | Large | Below Functional Capacity | 401 | 630 |
| St. Giles Prim | Urban | Large | Below Functional Capacity | 393 | 480 |
| St. James Prim | Rural | Medium | Below Functional Capacity | 154 | 250 |
| St. John Prim | Rural | Medium | Below Functional Capacity | 227 | 285 |
| St. Joseph Prim | Rural | Large | Below Functional Capacity | 192 | 420 |
| St. Jude's Prim | Rural | Medium | Below Functional Capacity | 264 | 300 |
| St. Lawrence Primary | Urban | Medium | Below Functional Capacity | 116 | 380 |
| St. Lucy Prim | Rural | Large | Below Functional Capacity | 285 | 480 |
| St. Luke's-Brighton | Rural | Medium | Below Functional Capacity | 202 | 270 |
| St. Margaret's Prim | Rural | Medium | Below Functional Capacity | 113 | 270 |
| St. Mark's Prim | Rural | Small | Below Functional Capacity | 137 | 180 |
| St. Martins Four Roads | Rural | Medium | Below Functional Capacity | 300 | 390 |
| St. Martin's Mangrove | Rural | Medium | Functional Capacity | 314 | 330 |
| St. Mary's Prim | Urban | Large | Functional Capacity | 390 | 420 |
| St. Matthew's Prim | Urban | Medium | Below Functional Capacity | 283 | 330 |
| St. Patrick's Prim | Rural | Large | Below Functional Capacity | 271 | 420 |
| St. Paul's Prim | Urban | Large | Functional Capacity | 471 | 480 |
| St. Philip Prim | Rural | Medium | Below Functional Capacity | 115 | 240 |
| St. Silas Prim | Rural | Small | Above Capacity | 176 | 175 |
| St. Stephen's Prim | Urban | Large | Above Capacity | 677 | 630 |
| Vauxhall Prim | Rural | Large | Functional Capacity | 404 | 420 |
| Welches Prim | Rural | Medium | Below Functional Capacity | 173 | 270 |

| Primary Schools | Location (RURAL or URBAN) | Size (Using Official Capacity) | Density | School Roll (May 2006) | Official Capacity |
|---|---|---|---|---|---|
| Wesley Hall Junior | Urban | Large | Functional Capacity | 678 | 690 |
| West Terrace Prim | Urban | Large | Below Functional Capacity | 647 | 840 |
| Westbury Prim | Urban | Large | Below Functional Capacity | 713 | 840 |
| Wilkie Cumberbatch Prim | Urban | Large | Above Capacity | 650 | 540 |
| Workman's Prim | Rural | Medium | Below Functional Capacity | 146 | 300 |

***Figure 4.72.3:***
**A Summary of the Characteristics of the Government-run Primary Schools in Barbados (Cont'd)**

| School | Graduate | Qualified | Special Grade | Teacher | Other | Total |
|---|---|---|---|---|---|---|
| All Saint's Prim | 10 | 6 | 2 | 0 | 0 | 18 |
| Arthur Smith Prim | 8 | 12 | 0 | 2 | 0 | 22 |
| Bay Prim | 18 | 4 | 0 | 3 | 0 | 25 |
| Bayley's Prim | 12 | 11 | 0 | 5 | 0 | 28 |
| Belmont Prim | 14 | 7 | 0 | 0 | 0 | 21 |
| Boscobel Prim | 4 | 3 | 0 | 3 | 0 | 10 |
| Carrington's Prim | 2 | 7 | 0 | 1 | 0 | 10 |
| Chalky Mount Prim | 5 | 3 | 0 | 2 | 0 | 10 |
| Charles F. Broome Prim | 21 | 4 | 0 | 2 | 0 | 27 |
| Christ Church Boys' | 18 | 11 | 1 | 0 | 0 | 30 |
| Christ Church Girls' | 20 | 4 | 1 | 4 | 0 | 29 |
| Cuthbert Moore Prim | 9 | 6 | 2 | 3 | 0 | 20 |
| Deacon's Prim | 13 | 4 | 1 | 3 | 0 | 21 |
| Eagle Hall Prim | 12 | 7 | 0 | 4 | 0 | 23 |
| Eden Lodge Prim | 20 | 9 | 0 | 1 | 0 | 30 |
| Ellerton Prim | 7 | 4 | 0 | 5 | 0 | 16 |
| Erdiston Prim | 20 | 5 | 0 | 6 | 0 | 31 |
| Good Shepherd Prim | 4 | 4 | 0 | 4 | 0 | 12 |
| Gordon Greenidge Prim | 8 | 8 | 0 | 3 | 0 | 19 |
| Grazette's Prim | 11 | 4 | 0 | 6 | 0 | 21 |
| Half Moon Fort Prim | 1 | 6 | 0 | 3 | 0 | 10 |
| Hilda Skeene Prim | 5 | 13 | 1 | 3 | 0 | 22 |

| School | Graduate | Qualified | Special Grade | Teacher | Other | Total |
|---|---|---|---|---|---|---|
| Hillaby/Turner's Hall Prim | 12 | 8 | 0 | 2 | 0 | 22 |
| Hindsbury Prim | 14 | 2 | 0 | 6 | 0 | 22 |
| Holy Innocents' Prim | 6 | 3 | 1 | 2 | 0 | 12 |
| Ignatius Byer Prim | 10 | 4 | 0 | 4 | 0 | 18 |
| Lawrence T. Gay Memorial | 20 | 9 | 0 | 4 | 0 | 33 |
| Luther Thorne Prim | 14 | 9 | 1 | 8 | 0 | 32 |
| Mount Tabor Prim | 5 | 7 | 1 | 5 | 0 | 18 |
| Pine Prim | 17 | 5 | 0 | 6 | 0 | 28 |
| Roland Edwards Prim | 10 | 8 | 0 | 1 | 0 | 19 |
| Selah Prim | 11 | 5 | 0 | 1 | 0 | 17 |
| Sharon Prim | 14 | 6 | 1 | 3 | 0 | 24 |
| Society Prim | 6 | 4 | 0 | 0 | 0 | 10 |
| South District Prim | 8 | 3 | 1 | 3 | 0 | 15 |
| St. Alban's Prim | 12 | 5 | 0 | 5 | 0 | 22 |
| St. Ambrose Prim | 4 | 3 | 0 | 2 | 0 | 9 |
| St. Andrew Prim | 11 | 10 | 1 | 0 | 0 | 22 |
| St. Bartholomew's Prim | 8 | 7 | 0 | 4 | 0 | 19 |
| St. Bernard's Prim | 7 | 3 | 0 | 0 | 0 | 10 |
| St. Catherine's Prim | 7 | 2 | 0 | 0 | 0 | 9 |
| St. Christopher's Prim | 11 | 10 | 0 | 5 | 0 | 26 |
| St. David's Prim | 5 | 5 | 0 | 2 | 0 | 12 |
| St. Elizabeth Prim | 5 | 1 | 0 | 3 | 0 | 9 |
| St. George Prim | 9 | 11 | 0 | 3 | 0 | 23 |
| St. Giles Prim | 9 | 14 | 0 | 1 | 0 | 24 |
| St. James Prim | 7 | 1 | 0 | 2 | 0 | 10 |
| St. John Prim | 5 | 5 | 1 | 3 | 0 | 14 |
| St. Joseph Prim | 3 | 5 | 2 | 4 | 0 | 14 |
| St. Jude's Prim | 10 | 6 | 0 | 2 | 0 | 18 |
| St. Lawrence Primary | 7 | 0 | 0 | 3 | 0 | 10 |
| St. Lucy Prim | 8 | 8 | 0 | 2 | 0 | 18 |
| St. Luke's-Brighton | 5 | 4 | 0 | 2 | 0 | 11 |
| St. Margaret's Prim | 6 | 2 | 0 | 2 | 0 | 10 |
| St. Mark's Prim | 4 | 5 | 0 | 1 | 0 | 10 |
| St. Martins Four Roads | 10 | 8 | 0 | 2 | 0 | 20 |

| School | Graduate | Qualified | Special Grade | Teacher | Other | Total |
|---|---|---|---|---|---|---|
| St. Martin's Mangrove | 7 | 10 | 0 | 1 | 0 | 18 |
| St. Mary's Prim | 11 | 9 | 2 | 1 | 0 | 23 |
| St. Matthew's Prim | 7 | 6 | 1 | 5 | 0 | 19 |
| St. Patrick's Prim | 9 | 8 | 0 | 1 | 0 | 18 |
| St. Paul's Prim | 12 | 5 | 1 | 7 | 0 | 25 |
| St. Philip Prim | 7 | 3 | 0 | 1 | 0 | 11 |
| St. Silas Prim | 5 | 4 | 0 | 3 | 0 | 12 |
| St. Stephen's Prim | 21 | 6 | 1 | 6 | 0 | 34 |
| Vauxhall Prim | 10 | 12 | 0 | 0 | 0 | 22 |
| Welches Prim | 7 | 3 | 0 | 0 | 0 | 10 |
| Wesley Hall Junior | 21 | 7 | 0 | 1 | 0 | 29 |
| West Terrace Prim | 24 | 9 | 0 | 1 | 1 | 35 |
| Westbury Prim | 23 | 4 | 1 | 9 | 0 | 37 |
| Wilkie Cumberbatch Prim | 15 | 11 | 0 | 6 | 0 | 32 |
| Workman's Prim | 6 | 3 | 0 | 1 | 0 | 10 |
| **Total** | **727** | **430** | **23** | **199** | **1** | **1380** |

***Figure 4.72.4:***
**A Summary of the Characteristics of the Government-run Primary Schools in Barbados (Cont'd)**

| Name of School | ENGLISH (% of Students in Each Range) | | | | MATH (% of Students in Each Range) | | | |
|---|---|---|---|---|---|---|---|---|
| | Ranges of Scores | | | | Ranges of Scores | | | |
| | **0 - 30** | **31 - 50** | **51 - 70** | **71 - 100** | **0 - 30** | **31 - 50** | **51 - 70** | **71 - 100** |
| All Saint's Prim | 29 | 25 | 28 | 19 | 30 | 25 | 20 | 25 |
| Arthur Smith Prim | 25 | 28 | 33 | 14 | 29 | 30 | 19 | 21 |
| Bay Prim | 33 | 36 | 22 | 9 | 44 | 29 | 19 | 8 |
| Bayley's Prim | 13 | 26 | 39 | 22 | 17 | 22 | 30 | 30 |
| Belmont Prim | 32 | 36 | 25 | 7 | 45 | 28 | 17 | 10 |
| Boscobel Prim | 25 | 25 | 38 | 12 | 21 | 25 | 29 | 26 |
| Carrington's Prim | 53 | 21 | 24 | 3 | 54 | 31 | 13 | 3 |
| Chalky Mount Prim | 26 | 35 | 28 | 11 | 32 | 30 | 24 | 13 |
| Charles F. Broome Prim | 6 | 12 | 36 | 46 | 7 | 15 | 22 | 56 |
| Christ Church Boys' | 34 | 28 | 25 | 13 | 34 | 23 | 21 | 22 |
| Christ Church Girls' | 9 | 22 | 37 | 32 | 16 | 18 | 28 | 38 |
| Cuthbert Moore Prim | 32 | 28 | 30 | 11 | 38 | 25 | 22 | 15 |

***Figure 4.72.4:***
**A Summary of the Characteristics of the Government-run Primary Schools in Barbados (Cont'd)**

| Name of School | ENGLISH (% of Students in Each Range) | | | | MATH (% of Students in Each Range) | | | |
|---|---|---|---|---|---|---|---|---|
| | Ranges of Scores | | | | Ranges of Scores | | | |
| | **0 - 30** | **31 - 50** | **51 - 70** | **71 - 100** | **0 - 30** | **31 - 50** | **51 - 70** | **71 - 100** |
| Deacon's Prim | 38 | 28 | 23 | 10 | 46 | 23 | 17 | 13 |
| Eagle Hall Prim | 39 | 26 | 25 | 10 | 45 | 24 | 17 | 15 |
| Eden Lodge Prim | 22 | 27 | 32 | 19 | 24 | 24 | 24 | 27 |
| Ellerton Prim | 24 | 26 | 33 | 17 | 30 | 22 | 19 | 30 |
| Erdiston Prim | 11 | 19 | 34 | 35 | 15 | 22 | 20 | 43 |
| Good Shepherd Prim | 23 | 35 | 30 | 11 | 34 | 27 | 28 | 11 |
| Gordon Greenidge Prim | 25 | 33 | 25 | 16 | 27 | 25 | 23 | 24 |
| Grazette's Prim | 26 | 25 | 31 | 18 | 28 | 19 | 24 | 30 |
| Half Moon Fort Prim | 29 | 32 | 32 | 7 | 36 | 30 | 21 | 13 |
| Hilda Skeene Prim | 25 | 32 | 33 | 10 | 27 | 31 | 21 | 20 |
| Hillaby/Turner's Hall Prim | 24 | 32 | 31 | 13 | 31 | 29 | 19 | 22 |
| Hindsbury Prim | 16 | 35 | 35 | 14 | 30 | 30 | 23 | 16 |
| Holy Innocent's Prim | 23 | 37 | 30 | 10 | 34 | 29 | 25 | 12 |
| Ignatius Byer Prim | 25 | 24 | 31 | 20 | 30 | 18 | 30 | 22 |
| Lawrence T. Gay Memorial | 23 | 28 | 31 | 18 | 33 | 25 | 21 | 21 |
| Luther Thorne Prim | 10 | 18 | 36 | 36 | 15 | 18 | 23 | 44 |
| Mount Tabor Prim | 35 | 28 | 24 | 14 | 41 | 26 | 18 | 15 |
| Pine Prim | 28 | 31 | 29 | 12 | 40 | 18 | 22 | 20 |
| Roland Edwards Prim | 18 | 26 | 32 | 24 | 22 | 25 | 27 | 26 |
| Selah Prim | 27 | 27 | 29 | 17 | 32 | 26 | 21 | 21 |
| Sharon Prim | 17 | 30 | 32 | 21 | 33 | 21 | 21 | 25 |
| Society Prim | 24 | 31 | 27 | 18 | 27 | 29 | 24 | 19 |
| South District Prim | 16 | 30 | 32 | 21 | 25 | 25 | 29 | 22 |
| St. Alban's Prim | 24 | 25 | 30 | 21 | 29 | 27 | 21 | 24 |
| St. Ambrose Prim | 29 | 34 | 27 | 10 | 39 | 23 | 18 | 19 |
| St. Andrew Prim | 32 | 28 | 28 | 12 | 36 | 27 | 18 | 19 |
| St. Bartholomew's Prim | 32 | 33 | 23 | 13 | 33 | 32 | 22 | 14 |
| St. Bernard's prim | 30 | 36 | 25 | 9 | 31 | 27 | 25 | 17 |
| St. Catherine's Prim | 25 | 32 | 32 | 11 | 28 | 26 | 23 | 24 |
| St. Christopher's Prim | 33 | 28 | 25 | 14 | 41 | 22 | 17 | 20 |
| St. David's prim | 5 | 23 | 34 | 39 | 17 | 18 | 21 | 45 |

***Figure 4.72.4:***
**A Summary of the Characteristics of the Government-run Primary Schools in Barbados (Cont'd)**

| Name of School | ENGLISH (% of Students in Each Range) | | | | MATH (% of Students in Each Range) | | | |
|---|---|---|---|---|---|---|---|---|
| | Ranges of Scores | | | | Ranges of Scores | | | |
| | **0 - 30** | **31 - 50** | **51 - 70** | **71 - 100** | **0 - 30** | **31 - 50** | **51 - 70** | **71 - 100** |
| St. Elizabeth Prim | 21 | 34 | 36 | 9 | 22 | 24 | 32 | 23 |
| St. George Prim | 22 | 30 | 33 | 15 | 28 | 33 | 20 | 19 |
| St. Giles Prim | 26 | 27 | 30 | 17 | 29 | 23 | 21 | 27 |
| St. James Prim | 20 | 36 | 27 | 17 | 25 | 32 | 22 | 21 |
| St. John Prim | 24 | 28 | 31 | 16 | 32 | 25 | 24 | 19 |
| St. Joseph Prim | 38 | 34 | 19 | 9 | 38 | 30 | 18 | 14 |
| St. Jude's Prim | 17 | 29 | 33 | 21 | 21 | 26 | 25 | 28 |
| St. Lawrence Composite | 22 | 29 | 30 | 19 | 24 | 24 | 32 | 20 |
| St. Lucy Prim | 21 | 32 | 34 | 12 | 32 | 28 | 21 | 18 |
| St. Luke's-Brighton | 29 | 28 | 28 | 14 | 30 | 24 | 23 | 23 |
| St. Margaret's prim | 15 | 35 | 38 | 11 | 14 | 37 | 24 | 24 |
| St. Mark's Prim | 28 | 37 | 25 | 10 | 32 | 32 | 21 | 15 |
| St. Martins Four Rds | 26 | 32 | 31 | 11 | 36 | 30 | 20 | 14 |
| St. Martin's Mangrove | 29 | 30 | 28 | 13 | 34 | 26 | 24 | 16 |
| St. Mary's Prim | 37 | 31 | 23 | 9 | 44 | 25 | 19 | 11 |
| St. Matthew's Prim | 29 | 28 | 31 | 12 | 30 | 34 | 20 | 16 |
| St. Patrick's Prim | 16 | 28 | 34 | 22 | 18 | 26 | 23 | 33 |
| St. Paul's Prim | 16 | 27 | 36 | 22 | 19 | 26 | 23 | 32 |
| St. Philip Prim | 35 | 29 | 27 | 9 | 39 | 28 | 24 | 9 |
| St. Silas Prim | 18 | 33 | 37 | 12 | 31 | 33 | 22 | 14 |
| St. Stephen's Prim | 20 | 31 | 30 | 19 | 27 | 25 | 22 | 26 |
| Vauxhall Prim | 26 | 31 | 31 | 12 | 38 | 28 | 18 | 15 |
| Welches Prim | 25 | 31 | 34 | 10 | 37 | 32 | 17 | 14 |
| Wesley Hall Junior | 18 | 26 | 30 | 27 | 24 | 20 | 19 | 37 |
| West Terrace Prim | 15 | 24 | 35 | 26 | 20 | 24 | 22 | 34 |
| Westbury Prim | 31 | 33 | 27 | 9 | 41 | 25 | 19 | 15 |
| Wilkie Cumberbatch Prim | 16 | 23 | 34 | 26 | 26 | 23 | 20 | 31 |
| Workman's Prim | 21 | 42 | 31 | 6 | 29 | 34 | 21 | 16 |

***Figure 4.72.5:***
**A Summary of the Characteristics of the Government-run Primary Schools in Barbados (Cont'd)**

| Name of School | % of Students Allocated to Various Categories of Schools | | | |
|---|---|---|---|---|
| | Secondary School Academic Categories | | | |
| | **1** | **2** | **3** | **4** |
| All Saint's Prim | 9 | 47 | 24 | 21 |
| Arthur Smith Prim | 10 | 34 | 35 | 22 |
| Bay Prim | 4 | 21 | 47 | 28 |
| Bayley's Prim | 18 | 39 | 26 | 17 |
| Belmont Prim | 4 | 19 | 46 | 31 |
| Boscobel Prim | 5 | 56 | 20 | 19 |
| Carrington's Prim | 0 | 21 | 40 | 39 |
| Chalky Mount Prim | 7 | 26 | 41 | 26 |
| Charles F. Broome Prim | 45 | 35 | 16 | 4 |
| Christ Church Boys' | 13 | 31 | 35 | 21 |
| Christ Church Girls' | 21 | 39 | 27 | 13 |
| Cuthbert Moore Prim | 6 | 24 | 43 | 26 |
| Deacon's Prim | 6 | 35 | 30 | 29 |
| Eagle Hall Prim | 7 | 33 | 31 | 29 |
| Eden Lodge Prim | 14 | 42 | 30 | 14 |
| Ellerton Prim | 11 | 30 | 39 | 20 |
| Erdiston Prim | 36 | 31 | 27 | 7 |
| Good Shepherd Prim | 6 | 46 | 28 | 20 |
| Gordon Greenidge Prim | 8 | 46 | 33 | 13 |
| Grazette's Prim | 11 | 47 | 23 | 19 |
| Half Moon Fort Prim | 5 | 45 | 14 | 35 |
| Hilda Skeene Prim | 10 | 30 | 40 | 20 |
| Hillaby/Turner's Hall Prim | 9 | 31 | 41 | 18 |
| Hindsbury Prim | 8 | 27 | 45 | 20 |
| Holy Innocent's Prim | 4 | 35 | 43 | 18 |
| Ignatius Byer Prim | 13 | 43 | 24 | 20 |
| Lawrence T. Gay Memorial | 12 | 35 | 36 | 17 |
| Luther Thorne Prim | 29 | 39 | 24 | 9 |
| Mount Tabor Prim | 6 | 25 | 33 | 36 |
| Pine Prim | 9 | 29 | 38 | 24 |
| Roland Edwards Prim | 12 | 51 | 27 | 10 |
| Selah Prim | 9 | 43 | 24 | 24 |

***Figure 4.72.5:***
**A Summary of the Characteristics of the Government-run Primary Schools in Barbados (Cont'd)**

| Name of School | % of Students Allocated to Various Categories of Schools | | | |
|---|---|---|---|---|
| | Secondary School Academic Categories | | | |
| | **1** | **2** | **3** | **4** |
| Sharon Prim | 15 | 34 | 35 | 16 |
| Society Prim | 10 | 29 | 36 | 25 |
| South District Prim | 13 | 32 | 38 | 17 |
| St. Alban's Prim | 12 | 43 | 29 | 16 |
| St. Ambrose Prim | 11 | 22 | 41 | 27 |
| St. Andrew Prim | 7 | 31 | 29 | 33 |
| St. Bartholomew's Prim | 5 | 25 | 41 | 30 |
| St. Bernard's prim | 5 | 28 | 34 | 32 |
| St. Catherine's Prim | 11 | 28 | 36 | 25 |
| St. Christopher's Prim | 9 | 27 | 33 | 32 |
| St. David's prim | 34 | 32 | 27 | 7 |
| St. Elizabeth Prim | 8 | 38 | 38 | 16 |
| St. George Prim | 11 | 24 | 48 | 17 |
| St. Giles Prim | 15 | 34 | 32 | 19 |
| St. James Prim | 4 | 46 | 39 | 11 |
| St. John Prim | 4 | 40 | 33 | 23 |
| St. Joseph Prim | 5 | 18 | 34 | 43 |
| St. Jude's prim | 13 | 34 | 37 | 16 |
| St. Lawrence Composite | 13 | 36 | 38 | 14 |
| St. Lucy Prim | 7 | 44 | 25 | 24 |
| St. Luke's-Brighton | 10 | 28 | 34 | 28 |
| St. Margaret's Prim | 7 | 39 | 32 | 23 |
| St. Mark's Prim | 6 | 26 | 37 | 31 |
| St. Martins Four Rds | 7 | 28 | 32 | 33 |
| St. Martin's Mangrove | 7 | 29 | 35 | 29 |
| St. Mary's Prim | 4 | 25 | 42 | 28 |
| St. Matthew's Prim | 6 | 30 | 39 | 25 |
| St. Patrick's Prim | 17 | 40 | 25 | 18 |
| St. Paul's Prim | 20 | 30 | 39 | 11 |
| St. Philip Prim | 1 | 27 | 41 | 30 |
| St. Silas Prim | 5 | 50 | 32 | 14 |
| St. Stephen's Prim | 15 | 42 | 31 | 13 |

***Figure 4.72.5:***
**A Summary of the Characteristics of the Government-run Primary Schools in Barbados (Cont'd)**

| Name of School | % of Students Allocated to Various Categories of Schools | | | |
|---|---|---|---|---|
| | Secondary School Academic Categories | | | |
| | **1** | **2** | **3** | **4** |
| Vauxhall Prim | 7 | 29 | 35 | 29 |
| Welches Prim | 5 | 33 | 39 | 23 |
| Wesley Hall Junior | 27 | 31 | 31 | 11 |
| West Terrace Prim | 20 | 47 | 25 | 9 |
| Westbury Prim | 5 | 31 | 41 | 23 |
| Wilkie Cumberbatch Prim | 20 | 31 | 37 | 12 |
| Workman's Prim | 5 | 26 | 53 | 16 |

Category 1 schools: HC, QC, CS, SM
Category 2 schools: AX, AL, CCF, LS, LL, CP, DG, EL
Category 3 schools: GS, LV, SP, SJ, SLB, PA
Category 4 schools: AP, GA, PM, SG, LU

# CHAPTER 5

## PROFILES OF GOVERNMENT SECONDARY SCHOOLS IN BARBADOS

This chapter focuses on the secondary schools in Barbados. A profile of each school is presented, with emphasis on four key areas. These include:

1. **General information about the school**. Here the school is described in terms of its location, its size and its density as defined in chapters 2 and 3. Details of the composition of the student and staff bodies are also presented. This includes information about the professional status of the school's teachers and students-to-teacher ratio. It should be noted that this information was not available for Louis Lynch Secondary School, since, as explained in chapter 2, this school was experiencing some difficulties at the time the data were collected.

2. **Type of school**. For this purpose each school is placed in a category based on student intake. The BSSEE English and Mathematics scores of students assigned to each secondary school were analysed and the percentages of intake whose scores fell within identified ranges (0-30, 31-50, 51-70 and 71-100) during the years 1999 to 2005 are presented. As explained in the methodology chapter, the mean percentage in each range was calculated for both English and Mathematics and the schools were classified according to the range in which the highest mean was found. Thus, schools with the highest mean in the 71–100 range over the seven year period were classified as Category 1 schools; those with the highest mean in the 51–70 range were put in Category 2; schools with the highest mean in the 31–50 range were in Category 3 and those with the highest mean in the 0–30 range were in Category 4. In cases where the highest range fell within different ranges for the two subjects, precedence was given to English and hence the school was classified using the range with the highest mean percentage for English.

   Schools were also classified according to parental choice as explained in Chapter 2. Thus, the parental choice rating (First Choice, Second Choice, Third Choice or Fourth Choice) was also included for each school.

3. **Overall student achievement**. Achievement for our purposes is measured by the students' performance on the CSEC examinations. Thus, for each school, a table is presented with the number of students who obtained the various grades at the Basic, General and Technical levels of the examinations over the seven-year period. Based on these results, a pass rate is calculated for each year. Trends in overall

achievement for each school are explored. General discussion of these results focus on the General and Technical Proficiency examinations.

4. **Student achievement in English and Mathematics**. These two subjects are singled out because of their place in the core of the programme of study followed by secondary students. For each school, the number of CSEC General Proficiency entries in these subjects and the percentage of passes obtained over the 1999–2005 period are presented and explored for trends.

The schools are presented in alphabetical order and numbered from 1 to 23. The numbering of the tables presented for each school is based on the school's number and the order in which the tables appear.

Following the individual schools' profiles, a general summary and emerging issues relating to the findings about the government secondary schools in Barbados are presented.

## 1. Alexandra School

Alexandra School is a medium-sized, rural school in the northern town of Speightstown in St. Peter. It is one of seven schools in Zone 1. With an official capacity of 750, this school is above capacity with its current roll of 797. The school has a total of 50 teachers: 33 females and 17 males.

***Table 5.1.1:***
**The Distribution of Students and Teachers (May 2006)**

| The Student Population | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 72 | 70 | 142 | Trained Graduate | 29 |
| Form 2 | 82 | 75 | 157 | Trained Non-graduate | 3 |
| Form 3 | 76 | 82 | 158 | Untrained Graduate | 13 |
| Form 4 | 83 | 92 | 175 | Untrained Non-graduate | 4 |
| Form 5 | 86 | 79 | 165 | Special Grade | 1 |
| Form 6 | 0 | 0 | 0 | Other | 0 |
| **TOTAL** | **399** | **398** | **797** | **Total** | **50** |

The school has an even proportion of female and male students, and a teacher-student ratio of approximately 1:16. Sixty-four per cent (64%) of the staff are teacher-trained, while 84% hold university degrees. Thirty-four per cent (34%) of the staff have no teacher training and 8% are untrained non-graduates. (Table 5.1.1)

***Table 5.1.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | ENGLISH | | | | MATHEMATICS | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=141) | 0 | 1 | 50 | 50 | 0 | 1 | 56 | 43 |
| 2000 (n=130) | 0 | 2 | 78 | 21 | 0 | 2 | 82 | 17 |
| 2001 (n=131) | 0 | 9 | 91 | 0 | 0 | 0 | 0 | 100 |
| 2002 (n=140) | 0 | 0 | 13 | 87 | 0 | 0 | 26 | 74 |
| 2003 (n=140) | 0 | 0 | 27 | 73 | 0 | 1 | 49 | 50 |
| 2004 (n=140) | 0 | 0 | 28 | 62 | 0 | 0 | 7 | 93 |
| 2005 (n=130) | 0 | 2 | 80 | 18 | 0 | 0 | 38 | 62 |

For the 1999 – 2005 period, Alexandra School was assigned students whose scores on the BSSEE English and Mathematics examinations fell primarily in the 51-100 range. In English, an average of 52% of students scored in the 51-70 range and in Mathematics 37%. In addition, an average of 44% for English and 63% for Mathematics scored in the 71-100 range (Table 5.1.2). Giving precedence to English, the school is designated a Category 2 school. Based on the parental choices for the BSSEE from May 2000 to May 2005, Alexandra has been designated a Second Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 1 477 (3.4%) of the parents.

***Table 5.1.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 230 | 71 | 110 | 53 |
| 2000 | 252 | 69 | 131 | 55 |
| 2001 | 208 | 78 | 132 | 36 |
| 2002 | 147 | 87 | 185 | 52 |
| 2003 | 189 | 81 | 184 | 60 |
| 2004 | 193 | 88 | 168 | 53 |
| 2005 | 203 | 86 | 158 | 66 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.1.3. An analysis of these results over the seven-year period indicates that Alexandra School students who wrote the CSEC examinations in English had an average pass rate of 80%. There is no clear and consistent pattern of growth as each year fluctuations occurred. For example, in 1999, the pass rate of 71% decreased to 69% in 2000 and then increased to 78% in 2001. These fluctuations continued over the next four years reaching a high of 88% in 2004. The number of students entered to write the English examination fell after 2001, at the same time that the pass rate exceeded 80%.

The average pass rate for Mathematics was 54%, somewhat lower than for English. This rate fell to as low as 36% in 2001 and recorded its highest level of 66% in 2005. As with English, the pass rates fluctuated showing no consistent pattern of growth over the seven-year period.

| *Table 5.1.4:* **CSEC Subject Grades and Pass Rates over the 1999 – 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades#** | | | | | | | | **TOTAL** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 2 | 8 | 27 | 21 | 1 | 0 | 3 | 0 | 62 | |
| | General | 49 | 221 | 349 | 195 | 59 | 4 | 46 | 0 | 923 | |
| | Technical | 7 | 13 | 12 | 0 | 0 | 0 | 3 | 0 | 35 | |
| | **TOTAL** | **58** | **242** | **388** | **216** | **60** | **4** | **52** | **0** | **1020** | **65 %** |
| 2000 | Basic | 4 | 9 | 18 | 9 | 4 | 0 | 14 | 0 | 58 | |
| | General | 72 | 244 | 342 | 171 | 50 | 0 | 87 | 0 | 966 | |
| | Technical | 2 | 5 | 26 | 11 | 0 | 0 | 5 | 0 | 49 | |
| | **TOTAL** | **78** | **258** | **386** | **191** | **54** | **0** | **106** | **0** | **1073** | **66 %** |
| 2001 | Basic | 9 | 11 | 38 | 9 | 5 | 0 | 2 | 0 | 74 | |
| | General | 63 | 249 | 364 | 198 | 61 | 3 | 67 | 5 | 1010 | |
| | Technical | 7 | 33 | 22 | 5 | 2 | 0 | 5 | 0 | 74 | |
| | **TOTAL** | **79** | **293** | **424** | **212** | **68** | **3** | **74** | **5** | **1158** | **65 %** |
| 2002 | Basic | 8 | 16 | 25 | 6 | 1 | 0 | 3 | 0 | 59 | |
| | General | 74 | 260 | 380 | 206 | 98 | 2 | 39 | 2 | 1061 | |
| | Technical | 5 | 22 | 36 | 22 | 12 | 0 | 12 | 0 | 109 | |
| | **TOTAL** | **87** | **298** | **441** | **234** | **111** | **2** | **54** | **2** | **1229** | **65 %** |
| 2003 | Basic | 1 | 2 | 3 | 3 | 1 | 0 | 0 | 0 | 10 | |
| | General | 67 | 257 | 397 | 173 | 47 | 4 | 69 | 6 | 1020 | |
| | Technical | 8 | 31 | 39 | 12 | 4 | 0 | 3 | 0 | 97 | |
| | **TOTAL** | **76** | **290** | **439** | **188** | **52** | **4** | **72** | **6** | **1127** | **71 %** |
| 2004 | Basic | 0 | 3 | 10 | 3 | 2 | 0 | 4 | 0 | 22 | |
| | General | 67 | 310 | 394 | 215 | 67 | 4 | 63 | 5 | 1125 | |
| | Technical | 9 | 37 | 39 | 32 | 9 | 0 | 10 | 0 | 136 | |
| | **TOTAL** | **76** | **350** | **443** | **250** | **78** | **4** | **77** | **5** | **1283** | **67 %** |
| 2005 | Basic | 0 | 0 | 21 | 15 | 5 | 0 | 6 | 0 | 47 | |
| | General | 84 | 237 | 337 | 173 | 64 | 2 | 44 | 10 | 951 | |
| | Technical | 11 | 21 | 19 | 19 | 2 | 0 | 9 | 0 | 81 | |
| | **TOTAL** | **95** | **258** | **377** | **207** | **71** | **2** | **59** | **10** | **1079** | **66 %** |

* The students did not turn up for the examination.
** All the components of the examination not completed (e.g. School Based Assessment projects)
# At Basic Level, Passing Grades = 1 and 2
At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Alexandra School wrote CSEC examinations at all three levels (Basic, General and Technical) across the curriculum. For the period 1999-2005 the school had an average pass rate of 66% with the highest pass rate of 71% recorded in 2003 and the lowest of 65% recorded in 1999, 2001 and 2002. Of the 7,969 subjects registered, 494 (6%) were not written due to student absenteeism (Table 5.1.4).

Over the seven-year period, the majority (89%) of subject entries were at the General Proficiency level, with 4% at the Basic level and 7% at the Technical level. Of the subjects taken at General Proficiency in which the students were successful, 11% were passes at Grade 1; 36% at Grade 2 and 54% at Grade 3. At the Technical level, 12% of the passes were at Grade 1; 40% at Grade 2 and 48% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the largest proportion of them (54% and 48% respectively) obtained Grade 3 passes.

## 2. Alleyne School

Alleyne School is a medium-sized school located in the rural parish of St. Andrew. It is one of the nine schools in Zone 2. With an official capacity of 750, this school is above capacity with its current roll of 780. The school has a total of 47 teachers: 27 females and 20 males.

***Table 5.2.1:***
**The Distribution of Students and Teachers (May 2006)**

| The Student Population | | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 73 | 75 | 148 | Trained Graduate | 36 |
| Form 2 | 80 | 96 | 176 | Trained Non-graduate | 0 |
| Form 3 | 70 | 69 | 139 | Untrained Graduate | 4 |
| Form 4 | 71 | 57 | 128 | Untrained Non-graduate | 3 |
| Form 5 | 92 | 97 | 189 | Special Grade | 4 |
| Form 6 | 0 | 0 | 0 | Other | 0 |
| **TOTAL** | **386** | **394** | **780** | **Total** | **47** |

The school has a fairly even proportion of male and female students, and a teacher-student ratio of approximately 1:17. Seventy-seven (77%) of the staff are teacher-trained, while 85% hold degrees. Fifteen percent (15%) have no teacher training and a small proportion of the staff (6%) is untrained non-graduates (Table 5.2.1).

***Table 5.2.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | ENGLISH | | | | MATHEMATICS | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=159) | 0 | 25 | 62 | 13 | 0 | 31 | 64 | 6 |
| 2000 (n=150) | 1 | 25 | 70 | 4 | 1 | 51 | 45 | 2 |
| 2001 (n=151) | 0 | 46 | 54 | 0 | 0 | 0 | 26 | 74 |
| 2002 (n=140) | 0 | 1 | 46 | 54 | 0 | 14 | 64 | 22 |
| 2003 (n=140) | 0 | 4 | 61 | 34 | 0 | 35 | 54 | 11 |
| 2004 (n=150) | 0 | 17 | 71 | 12 | 0 | 9 | 51 | 40 |
| 2005 (n=130) | 0 | 35 | 62 | 4 | 1 | 25 | 58 | 16 |

During the 1999–2005 period, Alleyne was assigned students whose scores on the BSSEE English and Mathematics examinations fell primarily in the 51- 70 range. Over the seven years, the average percentage of the students who scored in this range in English and Mathematics was 61 and 52, respectively (Table 5.2.2). Based on this, the school is designated in Category 2. Based on the parental choices for the BSSEE from May 2000 to May 2005, Alleyne has been designated a Third Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 775 (1.8%) of the parents.

***Table 5.2.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 144 | 47 | 68 | 21 |
| 2000 | 111 | 52 | 73 | 58 |
| 2001 | 145 | 78 | 84 | 48 |
| 2002 | 122 | 75 | 106 | 50 |
| 2003 | 119 | 74 | 99 | 52 |
| 2004 | 124 | 70 | 105 | 60 |
| 2005 | 123 | 69 | 109 | 61 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.2.3. An analysis of these results over the seven-year period indicates that Alleyne School students who wrote the CSEC examinations in English had an average pass rate of 66%. In 1999 the pass rate for this subject was 47% but it increased to 78% in 2001. For the next four years after that, the pass rate for English consistently decreased, reaching 69% in 2005. The number of students entered to write the examination remained relatively consistent.

For Mathematics, the average pass rate for the seven years was 50%. Starting at 21% in 1999, the pass rate fluctuated somewhat over the next two years, but showed increases over the 2002 to 2005 period. Not only did the pass rate in Mathematics increase, but the number of students entered to write the examination increased as well (Table 5.2.3).

| *Table 5.2.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **Total** | **Pass Rate#** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 0 | 13 | 40 | 28 | 9 | 0 | 8 | 0 | 98 | |
| | General | 21 | 148 | 188 | 163 | 63 | 0 | 46 | 0 | 629 | |
| | Technical | 1 | 11 | 15 | 8 | 2 | 0 | 7 | | 44 | |
| | **TOTAL** | **22** | **172** | **243** | **199** | **74** | **0** | **61** | **0** | **771** | **51 %** |
| 2000 | Basic | 0 | 2 | 11 | 12 | 12 | 0 | 7 | 0 | 44 | |
| | General | 17 | 86 | 209 | 123 | 49 | 2 | 49 | 0 | 535 | |
| | Technical | 0 | 2 | 20 | 12 | 1 | 1 | 6 | 0 | 42 | |
| | **TOTAL** | **17** | **90** | **240** | **147** | **62** | **3** | **62** | **0** | **621** | **54 %** |
| 2001 | Basic | 0 | 10 | 26 | 16 | 10 | 0 | 3 | 0 | 65 | |
| | General | 42 | 169 | 277 | 144 | 59 | 1 | 58 | 0 | 750 | |
| | Technical | 8 | 20 | 14 | 2 | 0 | 0 | 6 | 0 | 50 | |
| | **TOTAL** | **50** | **199** | **317** | **162** | **69** | **1** | **67** | **0** | **865** | **62 %** |
| 2002 | Basic | 0 | 3 | 15 | 16 | 8 | 0 | 2 | 0 | 44 | |
| | General | 29 | 159 | 262 | 162 | 52 | 0 | 46 | 0 | 710 | |
| | Technical | 4 | 20 | 35 | 18 | 3 | 0 | 11 | 0 | 91 | |
| | **TOTAL** | **33** | **182** | **312** | **196** | **63** | **0** | **59** | **0** | **845** | **61 %** |
| 2003 | Basic | 0 | 1 | 6 | 8 | 3 | 0 | 1 | 0 | 19 | |
| | General | 29 | 155 | 270 | 151 | 34 | 0 | 28 | 0 | 667 | |
| | Technical | 1 | 5 | 36 | 19 | 6 | 0 | 1 | 0 | 68 | |
| | **TOTAL** | **30** | **161** | **312** | **178** | **43** | **0** | **30** | **0** | **754** | **66 %** |
| 2004 | Basic | 0 | 1 | 12 | 18 | 5 | 0 | 2 | 0 | 38 | |
| | General | 41 | 158 | 262 | 135 | 46 | 2 | 53 | 0 | 697 | |
| | Technical | 3 | 17 | 21 | 27 | 12 | 1 | 1 | 0 | 82 | |
| | **TOTAL** | **44** | **176** | **295** | **180** | **63** | **3** | **56** | **0** | **817** | **62 %** |
| 2005 | Basic | 0 | 0 | 21 | 13 | 9 | 0 | 2 | 0 | 45 | |
| | General | 27 | 136 | 285 | 154 | 39 | 0 | 63 | 7 | 711 | |
| | Technical | 4 | 22 | 18 | 24 | 7 | 0 | 7 | 0 | 82 | |
| | **TOTAL** | **31** | **158** | **324** | **191** | **55** | **0** | **72** | **7** | **838** | **59 %** |

* The students did not turn up for the examination.
** All the components of the examination not completed (e.g. School Based Assessment projects)
# At Basic Level, Passing Grades = 1 and 2
At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Alleyne School wrote CSEC examinations at all three levels across the curriculum. For the 1999–2005 period the school had an average pass rate of 59%. The highest pass rate was 66%, obtained in 2003 and the lowest, 51%, in 1999. Of the 5 511 subjects registered over the seven-year period, 407 (7%) were not written due to student absenteeism (Table 5.2.4).

Over the seven-year period, the majority (85%) of subject entries were at the General Proficiency level, with 6% at the Basic level and 8% at the Technical. Of the subjects written at General Proficiency, in which students were successful, 7% were passes at Grade 1, 34% at Grade 2 and 59% at Grade 3. At the Technical level, 8% were at Grade 1, 35% at Grade 2 and 57% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the majority (59% and 57% respectively) obtained Grade 3 passes.

## 3. Alma Parris Memorial School

Alma Parris Memorial School is a small, rural school in Speightstown, St. Peter. It is one of seven schools in Zone 1. As mentioned earlier, this is an alternative secondary school that caters to students with special needs. With an official capacity of 250, this school is below functional capacity with its current roll of 185. However, it must be noted that this is not a mainstream school and assignment to it is based on the needs of the students and not its capacity. There is a staff of 21 teachers at the school: 13 females and 8 males

***Table 5.3.1:***
**The Distribution of Students and Teachers (May 2006)**

| **The Student Population** | | | | **Teachers' Professional Status** | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 1 | 20 | 21 | Trained Graduate | 11 |
| Form 2 | 10 | 23 | 33 | Trained Non-graduate | 1 |
| Form 3 | 12 | 24 | 36 | Untrained Graduate | 3 |
| Form 4 | 6 | 31 | 37 | Untrained Non-Graduate | 1 |
| Form 5 | 15 | 43 | 58 | Special Grade | 0 |
| Form 6 | 0 | 0 | 0 | Other | 5 |
| **TOTAL** | **44** | **141** | **185** | **Total** | **21** |

Alma Parris Memorial has a much larger population of male than female students and a teacher-student ratio of approximately 1:9. Of the 21 teachers, 57% are trained and 67% hold degrees. Nineteen per cent (19%) of the staff are untrained and there is one (1) untrained non-graduate.

***Table 5.3.2:***
**Percentage of Students Entering the School During the 1999–2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | **ENGLISH** | | | | **MATHEMATICS** | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=31) | 100 | 0 | 0 | 0 | 100 | 0 | 0 | 0 |
| 2000 (n=30) | 100 | 0 | 0 | 0 | 100 | 0 | 0 | 0 |
| 2001 (n=43) | 100 | 0 | 0 | 0 | 93 | 7 | 0 | 0 |
| 2002 (n=27) | 93 | 0 | 4 | 4 | 93 | 4 | 0 | 4 |
| 2003 (n=27) | 89 | 7 | 4 | 0 | 96 | 4 | 0 | 0 |
| 2004 (n=33) | 100 | 0 | 0 | 0 | 100 | 0 | 0 | 0 |
| 2005 (n=19) | 100 | 0 | 0 | 0 | 100 | 0 | 0 | 0 |

For the 1999–2005 period, the majority of students allocated to Alma Parris Memorial scored in the 0-30 range for both English and Mathematics. Indeed, over the seven-year period, an average of 97% of its entrants scored in this range for both English and Mathematics (Table 5.3.2). Based on this, the school is designated Category 4. Based on the parental choices for the BSSEE from May 2000 to May 2005, Alma Parris Secondary has been designated a Fourth Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 139 (0.3%) of the parents.

**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

Over the period under review, 1999-2005, no students at Alma Parris Memorial School were entered to write the CSEC examinations in English and Mathematics.

***Table 5.3.3:***
**CSEC Subject Grades and Pass Rates over the 1999-2005 Period**

| Year | Level | Grades | | | | | | | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | Abs* | U** | |
| 2003 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | General | 0 | 3 | 2 | 0 | 0 | 0 | 1 | 0 | 6 |
| | Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | **TOTAL** | **0** | **3** | **2** | **0** | **0** | **0** | **1** | **0** | **6** |
| 2005 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | General | 0 | 4 | 4 | 0 | 0 | 0 | 0 | 0 | 8 |
| | Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | **TOTAL** | **0** | **4** | **4** | **0** | **0** | **0** | **0** | **0** | **8** |

* The students did not turn up for the examination.
** All the components of the examination not completed (e.g. School Based Assessment projects)
# At Basic Level, Passing Grades = 1 and 2
At General & Technical Levels, Passing Grades = 1, 2 and 3

Students at Alma Parris Memorial were entered for the CSEC examinations at the General Proficiency level in 2003 and 2005. In both years, the students wrote examinations in the Visual Arts, and pass rates of 83% and 100% were obtained (Table 5.3.3). It must be noted, however, that in 2003 the one (1) student who did not obtain a passing grade was absent for the examination. Thus, if this is borne in mind, then during that year, all of the students who wrote the examination were successful. Of the successful students in 2003, 60% passed at Grade 2 and the other 40% at Grade 3. In 2005, half of the successful students obtained a Grade 2 pass and the other half a Grade 3 pass.

## 4. Christ Church Foundation School

Christ Church Foundation is a large urban school located near the town of Oistins in the parish of Christ Church. It is one of seven schools in Zone 3. With an official capacity of 1 017, this school is at functional capacity with its current roll of 973. The school has a total of 62 teachers: 37 females and 25 males.

***Table 5.4.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 86 | 98 | 184 | Trained Graduate | 54 |
| Form 2 | 82 | 99 | 181 | Trained Non-Graduate | 0 |
| Form 3 | 90 | 100 | 190 | Untrained Graduate | 3 |
| Form 4 | 102 | 103 | 205 | Untrained Non-Graduate | 3 |
| Form 5 | 108 | 105 | 213 | Special Grade | 2 |
| Form 6 | 0 | 0 | 0 | Other | 0 |
| **TOTAL** | **468** | **505** | **973** | **Total** | **62** |

This school has a slightly higher male roll than female roll, and a teacher-student ratio of approximately 1:16. Eighty-seven per cent (87%) of the staff are teacher-trained and 92% hold degrees. Ten per cent (10%) of the teachers have no teacher training and 5% are untrained non-graduates (Table 4.1).

***Table 5.4.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=179) | 0 | 2 | 51 | 46 | 0 | 0 | 69 | 31 |
| 2000 (n=180) | 0 | 1 | 87 | 12 | 0 | 3 | 82 | 16 |
| 2001 (n=180) | 0 | 7 | 93 | 0 | 0 | 0 | 3 | 97 |
| 2002 (n=180) | 0 | 0 | 19 | 81 | 0 | 0 | 27 | 73 |
| 2003 (n=108) | 0 | 0 | 27 | 73 | 0 | 1 | 49 | 51 |
| 2004 (n=181) | 0 | 0 | 37 | 63 | 0 | 0 | 8 | 92 |
| 2005 (n=170) | 0 | 3 | 79 | 18 | 0 | 1 | 31 | 69 |

During the 1999–2005 period, Christ Church Foundation School was assigned students whose scores on the BSSEE English and Mathematics examinations fell primarily in the 51-100 range. In English, an average of 56% of students scored in the 51-70 range and in Mathematics 38%. In addition, an average of 42% for English and 61% for Mathematics scored in the 71-100 range (Table 5.4.2). Giving precedence to English, the school is designated Category 2. Based on the parental choices for the BSSEE from May 2000 to May 2005, Christ Church Foundation has been designated a Second Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 2 596 (6.0%) of the parents.

***Table 5.4.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | English | | Mathematics | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 249 | 79 | 194 | 40 |
| 2000 | 274 | 77 | 170 | 69 |
| 2001 | 202 | 84 | 208 | 53 |
| 2002 | 223 | 87 | 196 | 70 |
| 2003 | 183 | 89 | 174 | 79 |
| 2004 | 231 | 86 | 206 | 66 |
| 2005 | 241 | 90 | 184 | 75 |

The result of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.4.3. An analysis of these results over the seven-year period indicates that Christ Church Foundation students who wrote the CSEC examinations in English had an average pass rate of 85%. Consistent growth was evidenced for English over the 2000-2003 period as the pass rate increased from 77% in 2000 to 89% in 2003. In 2004 the pass rate decreased to 86% but by 2005, it increased to an all-time high of 90%.

In Mathematics, the average pass rate for the seven years was 65%. During this period, the pass rate fluctuated widely, but after starting at a low of 40% in 1999, it had increased greatly to 75% by the end of the period (2005), with a peak of 79% being reached in 2003 (Table 5.4.3).

| *Table 5.4.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **TOTAL** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| **1999** | Basic | 0 | 8 | 29 | 6 | 2 | 0 | 3 | 0 | 48 | |
| | General | 95 | 333 | 501 | 281 | 96 | 2 | 76 | 0 | 1384 | |
| | Technical | 3 | 18 | 8 | 2 | 1 | 0 | 9 | 0 | 41 | |
| | **TOTAL** | **98** | **359** | **538** | **289** | **99** | **2** | **88** | **0** | **1473** | **66 %** |
| **2000** | Basic | 2 | 12 | 34 | 21 | 4 | 0 | 9 | 0 | 82 | |
| | General | 93 | 329 | 498 | 288 | 83 | 3 | 97 | 1 | 1392 | |
| | Technical | 0 | 3 | 21 | 23 | 7 | 0 | 8 | 0 | 62 | |
| | **TOTAL** | **95** | **344** | **553** | **332** | **94** | **3** | **114** | **1** | **1536** | **62 %** |
| **2001** | Basic | 0 | 9 | 24 | 7 | 1 | 0 | 5 | 0 | 46 | |
| | General | 96 | 329 | 510 | 276 | 86 | 3 | 41 | 0 | 1341 | |
| | Technical | 0 | 18 | 23 | 2 | 0 | 0 | 5 | 0 | 48 | |
| | **TOTAL** | **96** | **356** | **557** | **285** | **87** | **3** | **51** | **0** | **1435** | **69 %** |
| **2002** | Basic | 0 | 13 | 18 | 6 | 4 | 0 | 3 | 0 | 44 | |
| | General | 108 | 399 | 478 | 190 | 48 | 1 | 77 | 2 | 1303 | |
| | Technical | 3 | 17 | 37 | 23 | 6 | 5 | 0 | 0 | 91 | |
| | **TOTAL** | **111** | **429** | **533** | **219** | **58** | **6** | **80** | **2** | **1438** | **73 %** |
| **2003** | Basic | 0 | 16 | 23 | 4 | 0 | 0 | 2 | 0 | 45 | |
| | General | 83 | 331 | 476 | 213 | 43 | 3 | 44 | 0 | 1193 | |
| | Technical | 0 | 23 | 43 | 10 | 3 | 0 | 5 | 0 | 84 | |
| | **TOTAL** | **83** | **370** | **542** | **227** | **46** | **3** | **51** | **0** | **1322** | **74 %** |
| **2004** | Basic | 0 | 3 | 15 | 12 | 3 | 0 | 6 | 0 | 39 | |
| | General | 110 | 346 | 512 | 266 | 52 | 0 | 61 | 1 | 1348 | |
| | Technical | 4 | 36 | 31 | 9 | 2 | 0 | 5 | 0 | 87 | |
| | **TOTAL** | **114** | **385** | **558** | **287** | **57** | **0** | **72** | **1** | **1474** | **71 %** |
| **2005** | Basic | 0 | 2 | 18 | 9 | 2 | 0 | 4 | 0 | 35 | |
| | General | 132 | 395 | 449 | 224 | 41 | 0 | 93 | 5 | 1339 | |
| | Technical | 8 | 33 | 17 | 10 | 0 | 0 | 1 | 0 | 69 | |
| | **TOTAL** | **140** | **430** | **484** | **243** | **43** | **0** | **98** | **5** | **1443** | **72 %** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Christ Church Foundation wrote the CSEC examinations at all three levels with the majority being taken at the General Proficiency level. For the period 1999-2005 the school had an average pass rate of 70%, with the highest pass rate of 74% attained in 2003 and the lowest of 62% in 2000. Of the 10,121 subjects registered, 554 (5%) were not written due to student absenteeism (Table 5.4.4).

The majority (92%) of subject entries were at the General Proficiency level, with 3% at the Basic level and 5% at the Technical. Of the subjects written at General Proficiency in which students were successful, 12% were passes at Grade 1; 42% at Grade 2 and 46% at Grade 3. At the Technical level, 5% of the passes were at Grade 1; 43% at Grade 2 and 52% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the largest proportions (46% and 52% respectively) obtained Grade 3 passes.

## 5. Coleridge and Parry School

Coleridge and Parry is a large, rural school in the parish of St. Peter. It is one of seven schools in Zone 1. With an official capacity of 870, this school is Above functional capacity with its current roll of 937. The school has a total of 62 teachers: 28 females and 34 males.

***Table 5.5.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 83 | 92 | 175 | Trained Graduate | 33 |
| Form 2 | 88 | 95 | 183 | Trained Non-graduate | 2 |
| Form 3 | 87 | 105 | 192 | Untrained Graduate | 16 |
| Form 4 | 97 | 90 | 187 | Untrained Non-Graduate | 9 |
| Form 5 | 109 | 91 | 200 | Special Grade | 2 |
| Form 6 | 0 | 0 | 0 | Other | 0 |
| **TOTAL** | **464** | **473** | **937** | **Total** | **62** |

This school has approximately equal numbers of male and female students, and a teacher-student ratio of 1:15. Fifty-six per cent (56%) of the staff are teacher-trained and 79% hold degrees. Forty per cent (40%) of the teachers have no teacher training and 15% are untrained non-graduates.

***Table 5.5.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=180) | 0 | 13 | 77 | 11 | 0 | 17 | 78 | 6 |
| 2000 (n=180) | 0 | 19 | 79 | 2 | 0 | 49 | 50 | 1 |
| 2001 (n=181) | 0 | 41 | 59 | 0 | 0 | 0 | 26 | 74 |
| 2002 (n=108) | 0 | 1 | 52 | 47 | 0 | 14 | 63 | 23 |
| 2003 (n=181) | 0 | 2 | 70 | 28 | 0 | 32 | 60 | 8 |
| 2004 (n=108) | 0 | 7 | 84 | 9 | 0 | 5 | 48 | 47 |
| 2005 (n=170) | 0 | 29 | 69 | 2 | 0 | 16 | 69 | 15 |

For the 1999–2005 period, Coleridge and Parry School was assigned students whose scores on the BSSEE English and Mathematics examinations fell primarily in the 51-70 range. Over the seven-year period, the average percentage of students who scored in this range in English and Mathematics was 70% and 56% respectively (Table 5.5.2). Based on this, the school is designated Category 2. Based on the parental choices for the BSSEE from May 2000 to May 2005, Coleridge and Parry has been designated a Second Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 1 054 (2.4%) of the parents.

***Table 5.5.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 175 | 55 | 145 | 32 |
| 2000 | 182 | 51 | 120 | 51 |
| 2001 | 182 | 67 | 139 | 23 |
| 2002 | 298 | 58 | 161 | 39 |
| 2003 | 311 | 65 | 146 | 62 |
| 2004 | 296 | 64 | 149 | 44 |
| 2005 | 238 | 78 | 168 | 54 |

The result of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.5.3. The analysis of these results over the seven-year period indicates that the Coleridge and Parry's students who wrote the CSEC examinations in English had an average pass rate of 63%. There was no consistent trend of growth in the pass rates for this subject. Though the pass rate fluctuated during the seven-year period, by 2005 the school recorded its highest percentage of students (78%) who passed the English examination.

For Mathematics, the average pass rate was 44%. Not only did this pass rate fluctuate during the seven-year period, but it was somewhat lower than for English. Indeed in 2001 less than one quarter of the students who wrote the examination obtained a passing grade. By 2005, just over half of the students entered for the Mathematics examination passed. A peak rate of 62% was reached in 2003 (Table 5.5.3).

| *Table 5.5.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **TOTAL** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 1 | 14 | 40 | 22 | 4 | 0 | 3 | 0 | 84 | |
| | General | 31 | 199 | 293 | 203 | 121 | 6 | 87 | 1 | 941 | |
| | Technical | 3 | 25 | 37 | 17 | 3 | 0 | 7 | 0 | 92 | |
| | **TOTAL** | **35** | **238** | **370** | **242** | **128** | **6** | **97** | **1** | **1117** | **54 %** |
| 2000 | Basic | 0 | 7 | 56 | 39 | 10 | 0 | 8 | 0 | 120 | |
| | General | 45 | 182 | 327 | 198 | 84 | 0 | 148 | 0 | 984 | |
| | Technical | 2 | 10 | 52 | 36 | 14 | 5 | 18 | 0 | 137 | |
| | **TOTAL** | **47** | **199** | **435** | **273** | **108** | **5** | **174** | **0** | **1241** | **50 %** |
| 2001 | Basic | 1 | 8 | 43 | 34 | 12 | 0 | 4 | 0 | 102 | |
| | General | 31 | 192 | 347 | 235 | 117 | 0 | 43 | 5 | 970 | |
| | Technical | 9 | 63 | 30 | 2 | 0 | 0 | 7 | 0 | 111 | |
| | **TOTAL** | **41** | **263** | **420** | **271** | **129** | **0** | **54** | **5** | **1183** | **58 %** |
| 2002 | Basic | 1 | 1 | 20 | 9 | 3 | 0 | 0 | 0 | 34 | |
| | General | 35 | 178 | 435 | 245 | 111 | 0 | 102 | 0 | 1106 | |
| | Technical | 2 | 43 | 56 | 27 | 7 | 0 | 15 | 0 | 150 | |
| | **TOTAL** | **38** | **222** | **511** | **281** | **121** | **0** | **117** | **0** | **1290** | **58 %** |
| 2003 | Basic | 0 | 10 | 29 | 16 | 5 | 0 | 2 | 0 | 62 | |
| | General | 45 | 232 | 417 | 238 | 62 | 1 | 91 | 2 | 1088 | |
| | Technical | 1 | 45 | 62 | 19 | 2 | 0 | 13 | 0 | 142 | |
| | **TOTAL** | **46** | **287** | **508** | **273** | **69** | **1** | **106** | **2** | **1292** | **63 %** |
| 2004 | Basic | 0 | 8 | 41 | 25 | 5 | 0 | 5 | 0 | 84 | |
| | General | 58 | 218 | 368 | 277 | 92 | 4 | 113 | 6 | 1136 | |
| | Technical | 5 | 48 | 49 | 45 | 16 | 0 | 13 | 0 | 176 | |
| | **TOTAL** | **63** | **274** | **458** | **347** | **113** | **4** | **131** | **6** | **1396** | **54 %** |
| 2005 | Basic | 2 | 14 | 34 | 28 | 5 | 0 | 7 | 0 | 90 | |
| | General | 34 | 223 | 391 | 256 | 94 | 0 | 93 | 12 | 1103 | |
| | Technical | 10 | 69 | 44 | 32 | 4 | 0 | 9 | 0 | 168 | |
| | **TOTAL** | **46** | **306** | **469** | **316** | **103** | **0** | **109** | **12** | **1361** | **58 %** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Coleridge and Parry School wrote CSEC examinations at all three levels (Basic, General and Technical) across the curriculum. For the period 1999-2005 the school had an average pass rate of 56% with the highest pass rate of 63% recorded in 2003. The lowest pass rate (50%) was recorded in 2000. Of the 8,880 subjects registered 788 (9%) were not written due to student absenteeism (Table 5.5.4).

Over the seven-year period, the majority (83%) of subject entries were at the General Proficiency level, with 6% at the Basic level and 11% at the Technical. Of the subjects written at General Proficiency in which the students were successful, 7% were passes at Grade 1; 33% at Grade 2 and 60% at Grade 3. At the Technical level, 5% of the passes were at Grade 1; 46% at Grade 2 and 49% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the largest proportions (60% and 49% respectively) obtained Grade 3 passes.

## 6. Combermere School

Combermere School is a large, urban school in St. Michael. It is one of nine schools in Zone 2. With an official capacity of 900, this school is above capacity with its current roll of 1 004. The school has a total of 53 teachers. This school is one of the four secondary schools with sixth form students.

***Table 5.6.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers#** |
| Form 1 | 76 | 80 | 156 | Trained Graduate | 36 |
| Form 2 | 78 | 83 | 161 | Trained Non-graduate | 2 |
| Form 3 | 75 | 107 | 182 | Untrained Graduate | 12 |
| Form 4 | 108 | 98 | 206 | Untrained Non-Graduate | 3 |
| Form 5 | 78 | 69 | 147 | Special Grade | 0 |
| Form 6 | 85 | 67 | 152 | Other | 0 |
| **TOTAL** | **500** | **504** | **1004** | **Total** | **53** |
| **# From the BSSEE School Choice Guide for 2006** | | | | | |

This school has equal numbers of male and female students, and a teacher-student ratio of approximately 1:19. Seventy-two per cent (72%) of the staff are teacher-trained and 91% hold degrees. Twenty-eight per cent (28%) of the teachers have no teacher training and 6% are untrained non-graduates (Table 5.6.1).

***Table 5.6.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=151) | 0 | 0 | 5 | 95 | 0 | 0 | 4 | 96 |
| 2000 (n=150) | 0 | 0 | 25 | 75 | 0 | 0 | 12 | 88 |
| 2001 (n=150) | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| 2002 (n=150) | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 100 |
| 2003 (n=150) | 0 | 0 | 1 | 99 | 0 | 0 | 0 | 100 |
| 2004 (n=150) | 0 | 0 | 1 | 99 | 0 | 0 | 0 | 100 |
| 2005 (n=140) | 0 | 0 | 24 | 76 | 0 | 0 | 1 | 99 |

For the 1999–2005 period, Combermere School was assigned students whose scores on the BSSEE English and Mathematics examinations fell primarily in the 71-100 range. On average, 78% of the students scored in this range in English and 98% in Mathematics (Table 5.6.2). Based on this, the school is designated Category 1. Based on the parental choices for the BSSEE from May 2000 to May 2005, Combermere has been designated a First Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 9 778 (22.7%) of the parents.

***Table 5.6.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | English | | Mathematics | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 160 | 95 | 182 | 66 |
| 2000 | 165 | 97 | 180 | 80 |
| 2001 | 320 | 96 | 173 | 77 |
| 2002 | 175 | 95 | 169 | 83 |
| 2003 | 178 | 97 | 172 | 87 |
| 2004 | 148 | 97 | 178 | 92 |
| 2005 | 194 | 92 | 197 | 88 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.6.3. The analysis of these results over the seven-year period indicates that Combermere School students who wrote the CSEC examinations in English had an average pass rate of 96%. For this period, the pass rate for English was consistently above 90%. In 2005 the lowest pass rate of 92% was recorded and the highest of 97% was attained in 2000, 2003 and 2004.

For Mathematics, an average pass rate of 82% was found. Over the seven-year period, the pass rates for this subject were consistently lower and more varied than for English. In 1999 a pass rate of 66%, the lowest for the period, was recorded. By the seventh year, the pass rate in Mathematics reached 88%, after peaking in 2004 at 92% (Table 5.6.3).

| *Table 5.6.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **TOTAL** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 230 | 457 | 390 | 184 | 70 | 2 | 28 | 0 | 1361 | |
| | Technical | 2 | 18 | 8 | 0 | 0 | 0 | 0 | 0 | 28 | |
| | **TOTAL** | **232** | **475** | **398** | **184** | **70** | **2** | **28** | **0** | **1389** | **80 %** |
| 2000 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 247 | 448 | 383 | 183 | 40 | 2 | 54 | 0 | 1357 | |
| | Technical | 0 | 2 | 7 | 10 | 6 | 1 | 1 | 0 | 27 | |
| | **TOTAL** | **247** | **450** | **390** | **193** | **46** | **3** | **55** | **0** | **1384** | **79 %** |
| 2001 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 382 | 500 | 394 | 155 | 27 | 1 | 65 | 1 | 1525 | |
| | Technical | 7 | 12 | 8 | 2 | 1 | 0 | 0 | 0 | 30 | |
| | **TOTAL** | **389** | **512** | **402** | **157** | **28** | **1** | **65** | **1** | **1555** | **84 %** |
| 2002 | Basic | 0 | 0 | 1 | 3 | 0 | 1 | 1 | 0 | 6 | |
| | General | 218 | 462 | 418 | 130 | 37 | 0 | 39 | 0 | 1304 | |
| | Technical | 2 | 23 | 18 | 5 | 1 | 0 | 1 | 0 | 50 | |
| | **TOTAL** | **220** | **485** | **437** | **138** | **38** | **1** | **41** | **0** | **1360** | **84 %** |
| 2003 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 206 | 434 | 332 | 93 | 19 | 0 | 24 | 0 | 1108 | |
| | Technical | 4 | 35 | 23 | 6 | 2 | 0 | 2 | 0 | 72 | |
| | **TOTAL** | **210** | **469** | **355** | **99** | **21** | **0** | **26** | **0** | **1180** | **88 %** |
| 2004 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 234 | 480 | 314 | 48 | 9 | 0 | 28 | 0 | 1113 | |
| | Technical | 3 | 13 | 7 | 8 | 0 | 0 | 6 | 0 | 37 | |
| | **TOTAL** | **237** | **493** | **321** | **56** | **9** | **0** | **34** | **0** | **1150** | **91 %** |
| 2005 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 273 | 485 | 334 | 95 | 10 | 0 | 55 | 3 | 1255 | |
| | Technical | 11 | 11 | 11 | 4 | 0 | 0 | 2 | 1 | 40 | |
| | **TOTAL** | **284** | **496** | **345** | **99** | **10** | **0** | **57** | **4** | **1295** | **87 %** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Combermere School wrote CSEC examinations at all three levels (Basic, General and Technical) across the curriculum. For the period 1999-2005 the school had a mean pass rate of 85%. The highest pass rate was 91% recorded in 2004 and the lowest of 79% in 2000. Of the 9,313 subjects registered, 306 (3%) were not written due to student absenteeism (Table 5.6.4).

Over the seven-year period, the majority (97%) of subject entries were at the General Proficiency level, with 0.6% taken at the Basic level and 3% at the Technical. Of the subjects written at General Proficiency in which the students were successful, 22% were passes at Grade 1; 43% at Grade 2 and 35% at Grade 3. At the Technical level, 13% of the passes were at Grade 1; 51% at Grade 2 and 36% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the largest proportions (43% and 51% respectively) obtained Grade 2 passes.

## 7. Deighton Griffith Secondary School

Deighton Griffith Secondary is a large, rural school in the parish of Christ Church. It is one of the seven schools in Zone 3. With an official capacity of 875, this school is at functional capacity with its current roll of 867. The school has a total of 54 teachers: 32 females and 22 males.

***Table 5.7.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 86 | 99 | 185 | Trained Graduate | 15 |
| Form 2 | 92 | 91 | 183 | Trained Non-graduate | 0 |
| Form 3 | 97 | 85 | 182 | Untrained Graduate | 34 |
| Form 4 | 88 | 81 | 169 | Untrained Non-graduate | 3 |
| Form 5 | 73 | 75 | 148 | Special Grade | 2 |
| Form 6 | 0 | 0 | 0 | Other | 0 |
| **TOTAL** | **436** | **431** | **867** | **Total** | **54** |

The school has an even proportion of female and male students, and a teacher-student ratio of approximately 1:16. Twenty-eight per cent (28%) of the staff are teacher-trained while 91% hold degrees. Sixty-nine per cent (69%) have no teacher training, with 6% being untrained non-graduates.

***Table 5.7.2:***
**Percentage of Students Entering the School During the1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=151) | 0 | 19 | 77 | 5 | 0 | 27 | 72 | 1 |
| 2000 (n=150) | 0 | 22 | 76 | 2 | 0 | 58 | 39 | 3 |
| 2001 (n=150) | 0 | 45 | 55 | 0 | 0 | 0 | 26 | 74 |
| 2002 (n=180) | 0 | 0 | 63 | 37 | 0 | 16 | 74 | 9 |
| 2003 (n=181) | 0 | 4 | 70 | 27 | 0 | 40 | 56 | 4 |
| 2004 (n=180) | 0 | 9 | 82 | 8 | 0 | 7 | 60 | 33 |
| 2005 (n=170) | 1 | 34 | 65 | 1 | 0 | 28 | 67 | 5 |

During the 1999 – 2005 period, Deighton Griffith Secondary was assigned students whose scores on the BSSEE English and Mathematics examinations fell primarily in the 51-70 range. On average, 70% of the students scored in this range in English and 56% in Mathematics (Table 5.7.2). Based on this, the school is designated as a Category 2. Based on the parental choices for the BSSEE from May 2000 to May 2005, Deighton Griffith Secondary has been designated a Third Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 959 (2.2%) of the parents.

***Table 5.7.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 154 | 38 | 28 | 21 |
| 2000 | 160 | 48 | 53 | 36 |
| 2001 | 179 | 66 | 52 | 40 |
| 2002 | 165 | 69 | 78 | 24 |
| 2003 | 133 | 71 | 153 | 28 |
| 2004 | 137 | 80 | 135 | 29 |
| 2005 | 149 | 70 | 144 | 32 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown above in Table 5.7.3. An analysis of these results over the seven-year period indicates that Deighton Griffith Secondary students who wrote the CSEC examinations in English had an average pass rate of 63%. In 1999, a pass rate of 38% was recorded for this subject but it steadily increased over the next five years to reach a peak of 80% in 2004. By 2005, however, the pass rate in English fell to 70%.

For Mathematics, the average pass rate over the seven-year period was 30%. Unlike the results for English, there was no steady movement. Instead, the pass rate for Mathematics fluctuated widely over the seven-year period, ranging from a lowest of 21% in 1999 to the peak of 40% in 2001. By 2005, the pass rate was at 32% (Table 5.7.3).

| *Table 5.7.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **TOTAL** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 3 | 21 | 64 | 42 | 9 | 0 | 13 | 0 | 152 | |
| | General | 31 | 128 | 185 | 172 | 87 | 5 | 76 | 0 | 684 | |
| | Technical | 1 | 8 | 13 | 2 | 0 | 0 | 7 | 0 | 31 | |
| | **TOTAL** | **35** | **157** | **262** | **216** | **96** | **5** | **96** | **0** | **867** | **45 %** |
| 2000 | Basic | 3 | 25 | 45 | 42 | 24 | 0 | 9 | 0 | 148 | |
| | General | 30 | 123 | 247 | 183 | 91 | 6 | 63 | 0 | 743 | |
| | Technical | 0 | 4 | 10 | 6 | 5 | 3 | 6 | 0 | 34 | |
| | **TOTAL** | **33** | **152** | **302** | **231** | **120** | **9** | **78** | **0** | **925** | **48 %** |
| 2001 | Basic | 4 | 21 | 66 | 52 | 13 | 0 | 13 | 0 | 169 | |
| | General | 48 | 179 | 276 | 195 | 74 | 2 | 49 | 0 | 823 | |
| | Technical | 3 | 18 | 9 | 1 | 0 | 0 | 2 | 0 | 33 | |
| | **TOTAL** | **55** | **218** | **351** | **248** | **87** | **2** | **64** | **0** | **1025** | **54 %** |
| 2002 | Basic | 0 | 16 | 52 | 26 | 6 | 0 | 6 | 0 | 106 | |
| | General | 28 | 123 | 266 | 189 | 87 | 6 | 40 | 5 | 744 | |
| | Technical | 6 | 9 | 11 | 12 | 6 | 0 | 9 | 0 | 53 | |
| | **TOTAL** | **34** | **148** | **329** | **227** | **99** | **6** | **55** | **5** | **903** | **51 %** |
| 2003 | Basic | 1 | 2 | 1 | 3 | 1 | 0 | 0 | 0 | 8 | |
| | General | 27 | 157 | 278 | 237 | 84 | 1 | 56 | 0 | 840 | |
| | Technical | 11 | 28 | 26 | 7 | 1 | 0 | 1 | 0 | 74 | |
| | **TOTAL** | **39** | **187** | **305** | **247** | **86** | **1** | **57** | **0** | **922** | **57 %** |
| 2004 | Basic | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 3 | |
| | General | 45 | 174 | 281 | 165 | 95 | 3 | 33 | 7 | 803 | |
| | Technical | 3 | 34 | 14 | 6 | 3 | 0 | 10 | 0 | 70 | |
| | **TOTAL** | **48** | **208** | **296** | **172** | **98** | **3** | **44** | **7** | **876** | **63 %** |
| 2005 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 43 | 176 | 302 | 184 | 126 | 1 | 42 | 9 | 883 | |
| | Technical | 13 | 37 | 7 | 9 | 1 | 0 | 3 | 0 | 70 | |
| | **TOTAL** | **56** | **213** | **309** | **193** | **127** | **1** | **45** | **9** | **953** | **61 %** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Deighton Griffith Secondary wrote CSEC examinations at all three levels (Basic, General and Technical) across the curriculum. During the period 1999-2005 the school had an average pass rate of 54%. The highest pass rate of 63% recorded in 2004 and the lowest, 45%, in 1999. Of the 6,471 subjects registered, 439 (7%) were not written due to student absenteeism.

The majority (85%) of subjects written were at the General Proficiency level, with 9% at the Basic level and 6% at Technical. Of the subjects written at General Proficiency in which the students were successful, 8% were passes at Grade 1; 34% at Grade 2 and 58% at Grade 3. At the Technical level, 14% of the passes were at Grade 1; 52% at Grade 2 and 34% at Grade 3. Based on the grade level passes presented here, the majority of the General Proficiency passes (58%) were at Grade 3, while at the Technical level, the majority (52%) were Grade 2 passes.

## 8. Ellerslie Secondary School

Ellerslie Secondary is a large, urban school in the parish of St. Michael. It is one of the seven schools in Zone 1. With an official capacity of 1 000, this school is above capacity with its current roll of 1 058. The school has a total of 68 teachers: 45 females and 23 males.

***Table 5.8.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 90 | 95 | 185 | Trained Graduate | 36 |
| Form 2 | 98 | 101 | 199 | Trained Non-graduate | 5 |
| Form 3 | 93 | 92 | 185 | Untrained Graduate | 23 |
| Form 4 | 100 | 130 | 230 | Untrained Non-graduate | 2 |
| Form 5 | 135 | 124 | 259 | Special Grade | 2 |
| Form 6 | 0 | 0 | 0 | Other | 0 |
| **TOTAL** | **516** | **542** | **1058** | **Total** | **68** |

The school has similar proportions of male and female students, and a teacher-student ratio is approximately 1:16. Sixty per cent (60%) of the staff are teacher- trained and 87% hold degrees. Thirty-seven per cent (37%) have no teacher training and 3% are untrained non-graduates.

***Table 5.8.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=177) | 2 | 55 | 42 | 1 | 1 | 62 | 35 | 2 |
| 2000 (n=180) | 1 | 58 | 42 | 0 | 9 | 78 | 12 | 1 |
| 2001 (n=180) | 1 | 79 | 20 | 0 | 0 | 8 | 67 | 26 |
| 2002 (n=180) | 0 | 7 | 73 | 20 | 2 | 58 | 36 | 4 |
| 2003 (n=180) | 0 | 15 | 81 | 4 | 7 | 74 | 18 | 1 |
| 2004 (n=180) | 1 | 34 | 62 | 3 | 2 | 42 | 44 | 12 |
| 2005 (n=170) | 4 | 66 | 30 | 0 | 4 | 54 | 41 | 2 |

For the 1999–2005 period, Ellerslie Secondary was assigned students whose scores on the BSSEE English and Mathematics examinations fell primarily in the 31-70 range. The average percentage of students who scored in the 31-50 range in English and Mathematics was 45% and 54% respectively. The average percentage scoring in the 51-70 range was 50 and 36 in English and Mathematics respectively (Table 5.8.2). Giving precedence to English, this school is designated Category 2. Based on the parental choices for the BSSEE from May 2000 to May 2005, Ellerslie Secondary has been designated a Second Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 2 077 (4.8%) of the parents.

***Table 5.8.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 198 | 48 | 135 | 14 |
| 2000 | 230 | 57 | 114 | 40 |
| 2001 | 218 | 66 | 161 | 19 |
| 2002 | 206 | 70 | 189 | 14 |
| 2003 | 170 | 61 | 158 | 22 |
| 2004 | 196 | 58 | 179 | 15 |
| 2005 | 241 | 68 | 188 | 12 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.8.3. An analysis of these results over the seven-year period indicates that Ellerslie Secondary students who wrote the CSEC examinations in English had an average pass rate of 61%. Starting at its lowest of 48% in 1999, the pass rate for English increased steadily, reaching a peak of 70% in 2002. For the next three years, it fluctuated somewhat, ending at 68% in 2005.

In Mathematics, the average pass rate was a low 19%. In fact, this pass rate was below 20% for five of the seven years from 1999 to 2005, reaching its lowest point of 12% in 2005. The highest peak of 40% was reached in 2000 (Table 5.8.3).

| *Table 5.8.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **TOTAL** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 0 | 6 | 26 | 31 | 18 | 0 | 7 | 0 | 88 | |
| | General | 27 | 166 | 385 | 371 | 195 | 6 | 72 | 0 | 1222 | |
| | Technical | 1 | 13 | 42 | 21 | 12 | 0 | 2 | 0 | 91 | |
| | **TOTAL** | **28** | **185** | **453** | **423** | **225** | **6** | **81** | **0** | **1401** | **46 %** |
| 2000 | Basic | 1 | 9 | 42 | 57 | 28 | 1 | 9 | 0 | 147 | |
| | General | 27 | 178 | 450 | 345 | 170 | 8 | 135 | 0 | 1313 | |
| | Technical | 0 | 2 | 16 | 27 | 23 | 18 | 18 | 0 | 104 | |
| | **TOTAL** | **28** | **189** | **508** | **429** | **221** | **27** | **162** | **0** | **1564** | **44 %** |
| 2001 | Basic | 0 | 0 | 26 | 40 | 27 | 0 | 10 | 0 | 103 | |
| | General | 31 | 159 | 417 | 392 | 249 | 3 | 72 | 0 | 1323 | |
| | Technical | 1 | 17 | 39 | 32 | 17 | 0 | 10 | 0 | 116 | |
| | **TOTAL** | **32** | **176** | **482** | **464** | **293** | **3** | **92** | **0** | **1542** | **43 %** |
| 2002 | Basic | 0 | 0 | 4 | 3 | 7 | 0 | 1 | 0 | 15 | |
| | General | 37 | 193 | 316 | 271 | 228 | 8 | 65 | 1 | 1119 | |
| | Technical | 0 | 14 | 32 | 30 | 39 | 2 | 16 | 0 | 133 | |
| | **TOTAL** | **37** | **207** | **352** | **304** | **274** | **10** | **82** | **1** | **1267** | **47 %** |
| 2003 | Basic | 0 | 1 | 5 | 8 | 0 | 0 | 0 | 0 | 14 | |
| | General | 24 | 156 | 353 | 317 | 169 | 3 | 80 | 0 | 1102 | |
| | Technical | 1 | 7 | 42 | 32 | 45 | 2 | 15 | 0 | 144 | |
| | **TOTAL** | **25** | **164** | **400** | **357** | **214** | **5** | **95** | **0** | **1260** | **46 %** |
| 2004 | Basic | 0 | 0 | 0 | 4 | 3 | 0 | 0 | 0 | 7 | |
| | General | 17 | 133 | 373 | 303 | 257 | 4 | 70 | 4 | 1161 | |
| | Technical | 1 | 11 | 37 | 50 | 29 | 0 | 4 | 0 | 132 | |
| | **TOTAL** | **18** | **144** | **410** | **357** | **289** | **4** | **74** | **4** | **1300** | **44 %** |
| 2005 | Basic | 0 | 0 | 5 | 6 | 4 | 0 | 0 | 0 | 15 | |
| | General | 28 | 176 | 457 | 365 | 293 | 9 | 58 | 56 | 1442 | |
| | Technical | 0 | 7 | 18 | 45 | 26 | 2 | 4 | 0 | 102 | |
| | **TOTAL** | **28** | **183** | **480** | **416** | **323** | **11** | **62** | **56** | **1559** | **44 %** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Ellerslie Secondary wrote the CSEC examinations at all three levels (Basic, General and Technical) across the curriculum. For the period 1999-2005 the school had an average pass rate of 45%. The highest pass rate of 47% was obtained in 2002 and the lowest of 43% in 2001. Of the 9,893 subjects registered, 648 (7%) were not written due to student absenteeism (Table 5.8.4).

The majority (88%) of subject entries were at the General Proficiency level, with 4% at the Basic level and 8% at Technical. Of the subjects taken at General Proficiency in which the students were successful, 5% were passes at Grade 1; 28% at Grade 2 and 67% at Grade 3. At the Technical level, 1% of the passes were at Grade 1; 24% at Grade 2 and 75% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the majority (67% and 75% respectively) obtained Grade 3 passes.

## 9. Garrison Secondary School

Garrison Secondary is a large, urban school in the parish of St. Michael. It is one of seven schools in Zone 3. With an official capacity of 1 020, this school is above capacity with its current roll of 1 063. The school has a total of 65 teachers: 36 females and 29 males.

***Table 5.9.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 102 | 110 | 212 | Trained Graduate | 36 |
| Form 2 | 99 | 106 | 205 | Trained Non-graduate | 3 |
| Form 3 | 103 | 100 | 203 | Untrained Graduate | 16 |
| Form 4 | 89 | 103 | 192 | Untrained Non-graduate | 6 |
| Form 5 | 129 | 122 | 251 | Special Grade | 0 |
| Form 6 | 0 | 0 | 0 | Other | 4 |
| **TOTAL** | **522** | **541** | **1063** | **Total** | **65** |

This school has approximately equal proportions of male and female students and the teacher-student ratio is approximately 1:16. Sixty per cent (60%) of the staff are teacher-trained and 80% hold degrees. Forty-nine per cent (49%) of the teachers are untrained, with 9% being untrained non-graduates (Table 9.1).

***Table 5.9.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=179) | 8 | 77 | 14 | 1 | 6 | 81 | 13 | 0 |
| 2000 (n=183) | 4 | 71 | 25 | 0 | 21 | 73 | 6 | 0 |
| 2001 (n=181) | 2 | 85 | 14 | 0 | 0 | 8 | 70 | 22 |
| 2002 (n=180) | 0 | 19 | 77 | 4 | 4 | 66 | 30 | 1 |
| 2003 (n=210) | 1 | 41 | 58 | 1 | 34 | 60 | 7 | 0 |
| 2004 (n=210) | 1 | 64 | 34 | 1 | 9 | 60 | 30 | 2 |
| 2005 (n=200) | 9 | 77 | 15 | 0 | 17 | 69 | 14 | 0 |

For the 1999–2005 period, Garrison Secondary was assigned students whose scores on the BSSEE English and Mathematics examinations fell primarily in the 31-50 range. Over the seven-year period, the average percentage of students who scored in this range in English and Mathematics was 62 and 60 respectively (Table 5.9.2). Based on this, the school is designated Category 3. Based on the parental choices for the BSSEE from May 2000 to May 2005, Garrison Secondary has been designated a Third Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 998 (2.3%) of the parents.

***Table 5.9.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 98 | 42 | 26 | 12 |
| 2000 | 100 | 51 | 28 | 25 |
| 2001 | 93 | 52 | 56 | 9 |
| 2002 | 101 | 56 | 56 | 9 |
| 2003 | 80 | 48 | 54 | 7 |
| 2004 | 89 | 54 | 21 | 24 |
| 2005 | 110 | 55 | 97 | 6 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown above in Table 5.9.3. An analysis of these results over the seven-year period indicates that Garrison Secondary students who wrote the CSEC examinations in English had an average pass rate of 51%. In 1999, a pass rate of 42% was recorded and there was a steady increase up to 2002. After that, there was a decline in 2003 but the pass rate rose in the next two years to end at 55% in 2005.

For Mathematics, the average pass rate over the seven-year period was 13%. Indeed, for four of the years, the pass rate for this subject was under 10%. The highest pass rate was obtained in 2000 when one quarter of the students entered to write the examination achieved passing grades. It is noteworthy that relatively small numbers of students were entered for the Mathematics examinations at the General Proficiency level (Table 5.9.3).

| *Table 5.9.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **TOTAL** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 11 | 28 | 68 | 127 | 92 | 6 | 25 | 0 | 357 | |
| | General | 3 | 64 | 145 | 159 | 114 | 11 | 37 | 0 | 533 | |
| | Technical | 0 | 4 | 5 | 16 | 9 | 3 | 5 | 0 | 42 | |
| | **TOTAL** | **14** | **96** | **218** | **302** | **215** | **20** | **67** | **0** | **932** | **28%** |
| 2000 | Basic | 3 | 31 | 67 | 114 | 81 | 3 | 35 | 0 | 334 | |
| | General | 17 | 72 | 175 | 147 | 86 | 4 | 41 | 1 | 543 | |
| | Technical | 0 | 1 | 7 | 14 | 6 | 11 | 12 | 0 | 51 | |
| | **TOTAL** | **20** | **104** | **249** | **275** | **173** | **18** | **88** | **1** | **928** | **33%** |
| 2001 | Basic | 7 | 30 | 72 | 109 | 104 | 11 | 16 | 0 | 349 | |
| | General | 6 | 68 | 151 | 151 | 125 | 9 | 47 | 0 | 557 | |
| | Technical | 0 | 4 | 15 | 10 | 2 | 0 | 2 | 0 | 33 | |
| | **TOTAL** | **13** | **102** | **238** | **270** | **231** | **20** | **65** | **0** | **939** | **30%** |
| 2002 | Basic | 0 | 20 | 38 | 82 | 85 | 5 | 9 | 0 | 239 | |
| | General | 9 | 57 | 156 | 146 | 100 | 3 | 39 | 2 | 512 | |
| | Technical | 1 | 6 | 30 | 19 | 14 | 0 | 13 | 0 | 83 | |
| | **TOTAL** | **10** | **83** | **224** | **247** | **199** | **8** | **61** | **2** | **834** | **33%** |
| 2003 | Basic | 2 | 16 | 41 | 84 | 133 | 8 | 9 | 0 | 293 | |
| | General | 4 | 43 | 160 | 156 | 95 | 7 | 51 | 1 | 517 | |
| | Technical | 0 | 3 | 21 | 26 | 22 | 2 | 22 | 0 | 96 | |
| | **TOTAL** | **6** | **62** | **222** | **266** | **250** | **17** | **82** | **1** | **906** | **27%** |
| 2004 | Basic | 0 | 10 | 42 | 82 | 114 | 7 | 21 | 0 | 276 | |
| | General | 11 | 45 | 164 | 130 | 76 | 2 | 59 | 1 | 488 | |
| | Technical | 1 | 6 | 40 | 23 | 11 | 0 | 24 | 0 | 105 | |
| | **TOTAL** | **12** | **61** | **246** | **235** | **201** | **9** | **104** | **1** | **869** | **32%** |
| 2005 | Basic | 3 | 11 | 37 | 78 | 163 | 3 | 22 | 0 | 317 | |
| | General | 11 | 73 | 193 | 181 | 151 | 6 | 67 | 19 | 701 | |
| | Technical | 2 | 12 | 17 | 50 | 12 | 1 | 10 | 4 | 108 | |
| | **TOTAL** | **16** | **96** | **247** | **309** | **326** | **10** | **99** | **23** | **1126** | **29%** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Garrison Secondary wrote CSEC examinations at all three levels (General, Basic and Technical) across the curriculum. During the period 1999 to 2005 the school had an average pass rate of 30%. The highest pass rate of 33% was obtained in 2000 and 2002, while the lowest of 27% was recorded in 2003. Of the 6,534 subjects registered, 566 (9%) were not written due to student absenteeism (Table 5.9.4).

The majority (59%) of subject entries were at General Proficiency level, with 33% at the Basic level and 8% at the Technical. Of the subjects taken at General Proficiency in which students were successful, 4% were passes at Grade 1; 26% at Grade 2; and 70% at Grade 3. At the Technical level, 2% were passes at Grade 1; 21% at Grade 2; and 77% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the majority (70% and 77% respectively) obtained Grade 3 passes.

## 10. Grantley Adams Memorial School

Grantley Adams Memorial is a large rural school in the parish of St. Joseph. It is one of nine schools in the Zone 2 area. With an official capacity of 1 000, this school is above capacity with its current roll of 1 021. The school has a total of 62 teachers: 36 females and 26 males.

***Table 5.10.1*:**
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 109 | 55 | 164 | Trained Graduate | 35 |
| Form 2 | 101 | 84 | 185 | Trained Non-graduate | 0 |
| Form 3 | 100 | 118 | 218 | Untrained Graduate | 11 |
| Form 4 | 101 | 100 | 201 | Untrained Non-graduate | 7 |
| Form 5 | 143 | 110 | 253 | Special Grade | 5 |
| Form 6 | 0 | 0 | 0 | Other | 4 |
| **TOTAL** | **554** | **467** | **1021** | **Total** | **62** |

This school has a larger proportion of females than males and a teacher-student ratio of 1:16. Fifty-six per cent (56%) of the staff are teacher-trained while 74% hold degrees. Twenty-nine per cent (29%) of the teachers have no teacher training and 11% are untrained non-graduates.

***Table 5.10.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=164) | 87 | 13 | 0 | 0 | 91 | 8 | 1 | 0 |
| 2000 (n=210) | 76 | 22 | 1 | 0 | 85 | 14 | 1 | 0 |
| 2001 (n=210) | 80 | 20 | 0 | 0 | 49 | 45 | 6 | 0 |
| 2002 (n=210) | 56 | 37 | 7 | 0 | 83 | 16 | 1 | 0 |
| 2003 (n=210) | 49 | 47 | 4 | 0 | 94 | 5 | 1 | 0 |
| 2004 (n=185) | 83 | 16 | 1 | 0 | 91 | 9 | 0 | 0 |
| 2005 (n=141) | 84 | 16 | 1 | 0 | 89 | 11 | 0 | 0 |

During the 1999–2005 period, Grantley Adams Memorial was assigned students whose scores on the BSSEE English and Mathematics examinations fell primarily in the 0-30 range. The average percentage of students who scored in the 0-30 range in English was 74% and in Mathematics, 83% (Table 5.10.2). Based on this, the school is designated Category 4. Based on the parental choices for the BSSEE from May 2000 to May 2005, Grantley Adams Memorial has been designated a Fourth Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 164 (0.4%) of the parents.

***Table 5.10.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | **No. Entered** | **% Passes** | **No. Entered** | **% Passes** |
| 1999 | 58 | 26 | 19 | 16 |
| 2000 | 36 | 47 | 22 | 32 |
| 2001 | 45 | 64 | 28 | 11 |
| 2002 | 78 | 40 | 33 | 21 |
| 2003 | 73 | 26 | 44 | 9 |
| 2004 | 49 | 39 | 26 | 19 |
| 2005 | 58 | 3 | 17 | 12 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.10.3. An analysis of these results over the seven-year period indicates that Grantley Adams Memorial students who wrote the CSEC examinations in English had an average pass rate of 35%. For the seven-year period, the pass rates for this subject fluctuated widely, starting at 26% in 1999 and ending at an all-time low of 3% in 2005.

For Mathematics, the average pass rate was 17%. Indeed, this pass rate was below 20% for five of the seven years from 1999 to 2005, reaching its lowest point of 9% in 2003. The highest peak of 32% was reached in 2000. Of note is that the number of entries for English and Mathematics at the General Proficiency level was relatively low compared to the school's annual intake (Table 5.10.3).

***Table 5.10.4:***
**CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period**

| Year | Level | Grades | | | | | | | | TOTAL | Pass Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | Abs* | U** | | |
| 1999 | Basic | 0 | 3 | 7 | 43 | 92 | 22 | 9 | 0 | 176 | |
| | General | 7 | 40 | 76 | 110 | 64 | 12 | 48 | 1 | 358 | |
| | Technical | 0 | 0 | 0 | 3 | 7 | 0 | 7 | 0 | 17 | |
| | **TOTAL** | **7** | **43** | **83** | **156** | **163** | **34** | **64** | **1** | **551** | **23 %** |
| 2000 | Basic | 7 | 16 | 36 | 54 | 63 | 6 | 17 | 0 | 199 | |
| | General | 12 | 39 | 108 | 99 | 38 | 2 | 64 | 2 | 364 | |
| | Technical | 0 | 0 | 5 | 7 | 0 | 0 | 1 | 0 | 13 | |
| | **TOTAL** | **19** | **55** | **149** | **160** | **101** | **8** | **82** | **2** | **576** | **32 %** |
| 2001 | Basic | 7 | 12 | 30 | 49 | 66 | 9 | 20 | 0 | 193 | |
| | General | 13 | 73 | 110 | 87 | 45 | 0 | 41 | 1 | 370 | |
| | Technical | 3 | 12 | 2 | 0 | 0 | 0 | 0 | 0 | 17 | |
| | **TOTAL** | **23** | **97** | **142** | **136** | **111** | **9** | **61** | **1** | **580** | **40 %** |
| 2002 | Basic | 4 | 4 | 28 | 49 | 92 | 7 | 10 | 0 | 194 | |
| | General | 11 | 51 | 122 | 119 | 84 | 2 | 35 | 9 | 433 | |
| | Technical | 0 | 7 | 13 | 18 | 12 | 0 | 3 | 0 | 53 | |
| | **TOTAL** | **15** | **62** | **163** | **186** | **188** | **9** | **48** | **9** | **680** | **31 %** |
| 2003 | Basic | 1 | 2 | 9 | 31 | 82 | 25 | 11 | 0 | 161 | |
| | General | 11 | 37 | 127 | 89 | 106 | 8 | 40 | 2 | 420 | |
| | Technical | 1 | 4 | 12 | 17 | 3 | 0 | 4 | 0 | 41 | |
| | **TOTAL** | **13** | **43** | **148** | **137** | **191** | **33** | **55** | **2** | **622** | **31 %** |
| 2004 | Basic | 0 | 0 | 1 | 9 | 57 | 3 | 7 | 0 | 77 | |
| | General | 7 | 43 | 91 | 83 | 69 | 2 | 21 | 1 | 317 | |
| | Technical | 1 | 3 | 8 | 11 | 12 | 0 | 4 | 0 | 39 | |
| | **TOTAL** | **8** | **46** | **100** | **103** | **138** | **5** | **32** | **1** | **433** | **35 %** |
| 2005 | Basic | 0 | 2 | 8 | 19 | 44 | 0 | 6 | 0 | 79 | |
| | General | 1 | 35 | 82 | 79 | 73 | 6 | 28 | 6 | 310 | |
| | Technical | 0 | 3 | 5 | 9 | 1 | 0 | 4 | 0 | 22 | |
| | **TOTAL** | **1** | **40** | **95** | **107** | **118** | **6** | **38** | **6** | **411** | **31 %** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Grantley Adams Memorial wrote the CSEC examinations at all three levels (Basic, Technical and General) across the curriculum. During the period 1999-2005 the school had an average pass rate of 32%. The highest pass rate of 40% was obtained in 2001 and the lowest of 23% in 1999. Of the 3,853 subjects registered, 380 (10%) were not written due to student absenteeism (Table 5.10.4).

The majority (67%) of subject entries were at the General Proficiency level, with 28% at the Basic level and 5% at the Technical. Of the subjects written at General Proficiency in which the students were successful, 6% were passes at Grade 1; 29% at Grade 2 and 65% at Grade 3. At the Technical level, 6% of the passes were at Grade 1; 37% at Grade 2 and 57% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the majority (65% and 57% respectively) obtained Grade 3 passes.

## 11. Harrison College

Harrison College is a large, urban school in the parish of St. Michael. It is one of nine schools in Zone 2. With an official capacity of 875, this school is at functional capacity with its current roll of 834. The school has a total of 65 teachers.

***Table 5.11.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 60 | 64 | 124 | Trained Graduate | 36 |
| Form 2 | 68 | 65 | 133 | Trained Non-graduate | 2 |
| Form 3 | 62 | 67 | 129 | Untrained Graduate | 19 |
| Form 4 | 70 | 57 | 127 | Untrained Non-graduate | 4 |
| Form 5 | 64 | 69 | 133 | Special Grade | 4 |
| Form 6 | 78 | 110 | 188 | Other | 0 |
| **TOTAL** | **402** | **432** | **834** | **Total** | **65** |

The school has a larger proportion of male than female students and the teacher-student ratio is approximately 1:13. Fifty-eight per cent (58%) of the staff are teacher-trained and 85% hold degrees. Thirty-five per cent (35%) of the teachers are untrained, with 6% being untrained non-graduates (Table 5.11.1).

***Table 5.11.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=120) | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 100 |
| 2000 (n=120) | 0 | 0 | 1 | 99 | 0 | 0 | 0 | 100 |
| 2001 (n=122) | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 100 |
| 2002 (n=120) | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 100 |
| 2003 (n=120) | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 100 |
| 2004 (n=120) | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 100 |
| 2005 (n=120) | 0 | 0 | 1 | 99 | 0 | 0 | 0 | 100 |

For the 1999–2005 period, Harrison College was assigned students whose scores on the BSSEE English and Mathematics examinations fell in the 71-100 range. Thus, the average percentage of students who scored in this range was 100 for both English and Mathematics (Table 5.11.2). Based on this, the school is designated Category 1. Based on the parental choices for the BSSEE from May 2000 to May 2005, Harrison College has been designated a Second Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 2 347 (5.5%) of the parents.

***Table 5.11.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | English | | Mathematics | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 117 | 99 | 123 | 90 |
| 2000 | 119 | 99 | 131 | 96 |
| 2001 | 112 | 98 | 116 | 98 |
| 2002 | 109 | 98 | 112 | 99 |
| 2003 | 110 | 97 | 105 | 97 |
| 2004 | 81 | 90 | 99 | 85 |
| 2005 | 114 | 78 | 114 | 82 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.11.3. An analysis of these results over the seven-year period indicates that Harrison College students who wrote the CSEC examinations in English had an average percentage pass rate of 94%. Starting at 99% in 1999, the pass rate in this subject declined over the years, ending at an all-time low of 78% in 2005. Indeed, this was the first year that the rate fell below 90.

For Mathematics, the average pass rate over the seven-year period was 92%. During the first five years, the pass rate fell between 90% and 99%. However, it fell in 2004 and in 2005, ending at an all-time low of 82% (Table 5.11.3).

***Table 5.11.4:***
**CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period**

| Year | Level | Grades | | | | | | | | TOTAL | Pass Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | Abs* | U** | | |
| 1999 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 405 | 337 | 136 | 40 | 5 | 0 | 12 | 2 | 937 | |
| | Technical | 12 | 23 | 3 | 1 | 0 | 0 | 1 | 0 | 40 | |
| | **TOTAL** | **417** | **360** | **139** | **41** | **5** | **0** | **13** | **2** | **977** | **94%** |
| 2000 | Basic | 0 | 0 | 5 | 2 | 0 | 0 | 1 | 0 | 8 | |
| | General | 411 | 358 | 137 | 42 | 12 | 0 | 7 | 0 | 967 | |
| | Technical | 10 | 7 | 11 | 2 | 0 | 0 | 4 | 0 | 34 | |
| | **TOTAL** | **421** | **365** | **153** | **46** | **12** | **0** | **12** | **0** | **1009** | **93%** |
| 2001 | Basic | 0 | 0 | 2 | 1 | 0 | 0 | 1 | 0 | 4 | |
| | General | 401 | 336 | 140 | 29 | 2 | 0 | 11 | 0 | 919 | |
| | Technical | 24 | 13 | 3 | 0 | 0 | 0 | 1 | 0 | 41 | |
| | **TOTAL** | **425** | **349** | **145** | **30** | **2** | **0** | **13** | **0** | **964** | **95%** |
| 2002 | Basic | 0 | 6 | 2 | 3 | 0 | 0 | 0 | 0 | 11 | |
| | General | 450 | 318 | 120 | 31 | 2 | 0 | 19 | 0 | 940 | |
| | Technical | 36 | 42 | 13 | 5 | 0 | 0 | 6 | 0 | 102 | |
| | **TOTAL** | **486** | **366** | **135** | **39** | **2** | **0** | **25** | **0** | **1053** | **94%** |
| 2003 | Basic | 0 | 5 | 2 | 0 | 0 | 0 | 0 | 0 | 7 | |
| | General | 437 | 319 | 106 | 20 | 0 | 0 | 16 | 2 | 900 | |
| | Technical | 15 | 20 | 16 | 0 | 0 | 0 | 2 | 0 | 53 | |
| | **TOTAL** | **452** | **344** | **124** | **20** | **0** | **0** | **18** | **2** | **960** | **96%** |
| 2004 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 401 | 312 | 127 | 26 | 2 | 0 | 40 | 0 | 908 | |
| | Technical | 12 | 24 | 10 | 8 | 1 | 0 | 6 | 0 | 61 | |
| | **TOTAL** | **413** | **336** | **137** | **34** | **3** | **0** | **46** | **0** | **969** | **91%** |
| 2005 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 385 | 330 | 177 | 42 | 14 | 0 | 59 | 3 | 1010 | |
| | Technical | 22 | 16 | 3 | 0 | 0 | 0 | 4 | 1 | 46 | |
| | **TOTAL** | **407** | **346** | **180** | **42** | **14** | **0** | **63** | **4** | **1056** | **88%** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students Harrison College wrote CSEC examinations at all three levels (General, Basic and Technical) across the curriculum. During the period 1999 to 2005 the school had an average pass rate of 93%. The highest pass rate was 96% in 2003, while the lowest was 88% in 2005. Of the 6,988 subjects registered, 190 (3%) were not taken due to student absenteeism (Table 5.11.4).

The majority (94%) of subject entries were at the General Proficiency level, with less than 0.5% at Basic Proficiency and 5% at the Technical level. Of the subjects taken at General Proficiency in which students were successful, 47% were passes at Grade 1; 38% at Grade 2; and 15% at Grade 3. Of the subjects passed at the Technical level, 39% were at Grade 1; 43% at Grade 2 and 18% at Grade 3. Thus, among the students who were successful in the examinations at the General Proficiency level, the largest proportion (47%) obtained Grade 1 passes, while at the Technical level, the largest proportion (43%) obtained Grade 2 passes.

## 12. Parkinson Memorial Secondary School

Parkinson Memorial Secondary is a large, urban school in the parish of St. Michael. It is one of nine schools in Zone 2. With an official capacity of 1 060 students, this school is at functional capacity with its current roll of 1 045. There is a staff of 63 teachers: 34 females and 29 males.

***Table 5.12.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 77 | 99 | 176 | Trained Graduate | 39 |
| Form 2 | 108 | 127 | 235 | Trained Non-graduate | 6 |
| Form 3 | 101 | 111 | 212 | Untrained Graduate | 10 |
| Form 4 | 104 | 107 | 211 | Untrained Non-graduate | 6 |
| Form 5 | 121 | 90 | 211 | Special Grade | 1 |
| Form 6 | 0 | 0 | 0 | Other | 1 |
| **TOTAL** | **511** | **534** | **1045** | **Total** | **63** |

This school has a similar proportion of male and female students and the teacher-student ratio is approximately 1:17. Seventy-one per cent (71%) of the staff are trained and 78% hold degrees. In addition, 25% of the staff are untrained and 10% are untrained non-graduates (Table 5.12.1).

***Table 5.12.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=211) | 65 | 33 | 2 | 0 | 67 | 31 | 2 | 0 |
| 2000 (n=182) | 53 | 45 | 2 | 0 | 81 | 18 | 1 | 0 |
| 2001 (n=180) | 36 | 63 | 1 | 0 | 4 | 62 | 31 | 2 |
| 2002 (n=210) | 14 | 60 | 26 | 0 | 51 | 47 | 2 | 0 |
| 2003 (n=210) | 12 | 71 | 16 | 1 | 76 | 21 | 3 | 0 |
| 2004 (n=210) | 38 | 58 | 4 | 0 | 67 | 32 | 1 | 0 |
| 2005 (n=170) | 52 | 48 | 0 | 0 | 70 | 29 | 1 | 0 |

During the 1999–2005 period, Parkinson Memorial Secondary was assigned students whose scores on the BSSEE English and Mathematics examinations fell primarily in the 0-50 range. Over the seven-year period, an average of 39% and 59% of the students scored in the 0-30 range in English and Mathematics respectively. Also, an average of 54% scored in the 31-50 range for English, while 34% scored in this range for Mathematics (Table 5.12.2). Giving precedence to English, this school is designated Category 3. Based on the parental choices for the BSSEE from May 2000 to May 2005, Parkinson Memorial has been designated a Third Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 1603 (1.4%) of the parents.

***Table 5.12.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 42 | 17 | 9 | 33 |
| 2000 | 51 | 20 | 10 | 30 |
| 2001 | 25 | 72 | 20 | 30 |
| 2002 | 64 | 52 | 22 | 41 |
| 2003 | 47 | 43 | 26 | 12 |
| 2004 | 75 | 25 | 14 | 21 |
| 2005 | 50 | 50 | 12 | 8 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.12.3. An analysis of the results over the seven-year period indicates that Parkinson Memorial Secondary students who wrote CSEC examinations in English had an average pass rate of 40%. However, during this period, the percentages varied widely with no clear trend observed. Starting at 17% in 1999, the pass rate ended in 2005 at 50% after reaching a peak of 72% in 2001.

For Mathematics, the average pass rate for the seven-year period was 25%. Starting in 1999 with three out of nine entrants passing the examination, the rate exceeded 33% only once (41% in 2002), and ended at an all-time low of 8% in 2005, when only one of the 12 students entered passed the examination (Table 5.12.3).

Generally, the numbers of Parkinson Memorial students entered to write the CSEC English and Mathematics examinations were low when compared with the number of students entering the school.

| *Table 5.12.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **TOTAL** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 10 | 21 | 41 | 86 | 62 | 4 | 11 | 0 | 235 | |
| | General | 1 | 37 | 88 | 68 | 42 | 3 | 34 | 0 | 273 | |
| | Technical | 0 | 0 | 2 | 5 | 2 | 0 | 1 | 0 | 10 | |
| | **TOTAL** | **11** | **58** | **131** | **159** | **106** | **7** | **46** | **0** | **518** | **31%** |
| 2000 | Basic | 11 | 10 | 29 | 55 | 110 | 8 | 27 | 0 | 250 | |
| | General | 2 | 18 | 84 | 76 | 54 | 0 | 49 | 0 | 283 | |
| | Technical | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| | **TOTAL** | **13** | **28** | **113** | **131** | **164** | **8** | **77** | **0** | **534** | **23%** |
| 2001 | Basic | 23 | 33 | 39 | 58 | 74 | 8 | 14 | 0 | 249 | |
| | General | 6 | 40 | 95 | 76 | 46 | 0 | 40 | 1 | 304 | |
| | Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | **TOTAL** | **29** | **73** | **134** | **134** | **120** | **8** | **54** | **1** | **553** | **36%** |
| 2002 | Basic | 13 | 18 | 40 | 42 | 55 | 3 | 13 | 0 | 184 | |
| | General | 25 | 80 | 108 | 77 | 37 | 2 | 11 | 0 | 340 | |
| | Technical | 0 | 2 | 10 | 9 | 1 | 0 | 4 | 0 | 26 | |
| | **TOTAL** | **38** | **100** | **158** | **128** | **93** | **5** | **28** | **0** | **550** | **47%** |
| 2003 | Basic | 1 | 5 | 28 | 74 | 103 | 22 | 9 | 0 | 242 | |
| | General | 4 | 55 | 137 | 93 | 82 | 3 | 41 | 6 | 421 | |
| | Technical | 0 | 2 | 19 | 18 | 11 | 0 | 12 | 0 | 62 | |
| | **TOTAL** | **5** | **62** | **184** | **185** | **196** | **25** | **62** | **6** | **725** | **31%** |
| 2004 | Basic | 1 | 0 | 2 | 24 | 68 | 10 | 7 | 0 | 112 | |
| | General | 2 | 28 | 91 | 81 | 70 | 8 | 18 | 0 | 298 | |
| | Technical | 0 | 3 | 9 | 12 | 5 | 0 | 7 | 0 | 36 | |
| | **TOTAL** | **3** | **31** | **102** | **117** | **143** | **18** | **32** | **0** | **446** | **30%** |
| 2005 | Basic | 1 | 5 | 14 | 38 | 103 | 1 | 5 | 0 | 167 | |
| | General | 3 | 26 | 100 | 77 | 79 | 3 | 29 | 12 | 329 | |
| | Technical | 0 | 4 | 0 | 12 | 7 | 0 | 3 | 3 | 29 | |
| | **TOTAL** | **4** | **35** | **114** | **127** | **189** | **4** | **37** | **15** | **525** | **26%** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Parkinson Memorial wrote CSEC examinations at all three levels (Basic, General and Technical) across the curriculum. During the period 1999 to 2005 the school had an average pass rate of 32%. The highest pass rate was 47% in 2002 and the lowest 23% in 2000. Of the 3,851 subjects registered, 336 (9%) were not written due to student absenteeism (Table 5.12.4).

Over the seven-year period, the majority (58%) of subject entries were at the General Proficiency level, with 37% at the Basic level and 4% at the Technical. Of the subjects taken at General Proficiency in which students were successful, 4% were passes at Grade 1; 28% at Grade 2; and 68% at Grade 3. At the Technical level, there were no Grade 1 passes; 22% of the passes were at Grade 2 and 78% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the majority (68% and 78% respectively) obtained Grade 3 passes.

## 13. Princess Margaret Secondary School

Princess Margaret Secondary is a large, rural school in the parish of St. Philip. It is one of seven schools in Zone 3. With an official capacity of 925, this school is above capacity with its current roll of 1 098. The school has a total of 59 teachers: 26 females and 33 males.

***Table 5.13.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 79 | 110 | 189 | Trained Graduate | 7 |
| Form 2 | 90 | 113 | 203 | Trained Non-graduate | 8 |
| Form 3 | 94 | 110 | 204 | Untrained Graduate | 20 |
| Form 4 | 102 | 93 | 195 | Untrained Non-graduate | 18 |
| Form 5 | 138 | 169 | 307 | Special Grade | 2 |
| Form 6 | 0 | 0 | 0 | Other | 4 |
| **TOTAL** | **503** | **595** | **1098** | **Total** | **59** |

This school has a larger proportion of male than female students and the teacher-student ratio is approximately 1:19. Twenty-five per cent (25%) of the staff are trained and 46% hold degrees. Sixty-four per cent (64%) of the staff are untrained, and 31% are untrained non-graduates (Table 5.13.1).

***Table 5.13.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=152) | 73 | 25 | 2 | 0 | 76 | 23 | 1 | 0 |
| 2000 (n=180) | 68 | 31 | 2 | 0 | 84 | 16 | 0 | 0 |
| 2001 (n=180) | 54 | 46 | 0 | 0 | 7 | 79 | 13 | 1 |
| 2002 (n=210) | 41 | 48 | 11 | 0 | 73 | 24 | 2 | 0 |
| 2003 (n=211) | 37 | 54 | 9 | 1 | 91 | 10 | 0 | 0 |
| 2004 (n=199) | 72 | 26 | 2 | 0 | 82 | 16 | 2 | 0 |
| 2005 (n=187) | 79 | 21 | 1 | 0 | 89 | 10 | 1 | 0 |

For the 1999–2005 period, Princess Margaret Secondary was assigned students whose scores on the BSSEE in English and Mathematics examinations fell primarily in the 0-30 range. Over the seven-year period, the average percentage of students who scored in the 0-30 range in English was 54% and in Mathematics, 72% (Table 5.13.2). Based on this, the school is designated Category 4. Based on the parental choices for the BSSEE from May 2000 to May 2005, Princess Margaret Secondary has been designated a Fourth Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 222 (0.5%) of the parents.

***Table 5.13.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 56 | 18 | 11 | 45 |
| 2000 | 65 | 22 | 10 | 20 |
| 2001 | 50 | 24 | 11 | 0 |
| 2002 | 51 | 29 | 21 | 10 |
| 2003 | 45 | 36 | 28 | 29 |
| 2004 | 64 | 38 | 28 | 0 |
| 2005 | 69 | 19 | 17 | 12 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.13.3 above. An analysis of these results over the seven-year period indicates that Princess Margaret Secondary students who wrote CSEC examinations in English had an average pass rate of 27%. During this period, the pass rate increased steadily from 18% in 1999 to 38% in 2004. In 2005, however, it declined to 19%.

For Mathematics, the average pass rate was 17%. Though very small numbers of students were entered to write Mathematics examinations, the pass rates over the seven years were very low (e.g. none of the 11 students who were entered in 2001 passed the examination, nor did any of the 28 entered in 2004). By 2005, only two of the 17 students entered obtained passing grades (Table 5.13.3).

***Table 5.13.4:***
**CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period**

| Year | Level | Grades | | | | | | | | TOTAL | Pass Rate |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | Abs* | U** | | |
| 1999 | Basic | 0 | 2 | 13 | 27 | 21 | 2 | 2 | 0 | 67 | |
| | General | 2 | 26 | 77 | 54 | 24 | 2 | 18 | 0 | 203 | |
| | Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | **TOTAL** | **2** | **28** | **90** | **81** | **45** | **4** | **20** | **0** | **270** | **40%** |
| 2000 | Basic | 2 | 2 | 1 | 8 | 2 | 0 | 6 | 0 | 21 | |
| | General | 4 | 28 | 79 | 86 | 31 | 1 | 26 | 0 | 255 | |
| | Technical | 0 | 0 | 1 | 2 | 2 | 1 | 0 | 0 | 6 | |
| | **TOTAL** | **6** | **30** | **81** | **96** | **35** | **2** | **32** | **0** | **282** | **41%** |
| 2001 | Basic | 4 | 5 | 11 | 25 | 5 | 1 | 6 | 0 | 57 | |
| | General | 6 | 40 | 95 | 76 | 46 | 0 | 40 | 1 | 304 | |
| | Technical | 0 | 6 | 5 | 2 | 1 | 0 | 1 | 0 | 15 | |
| | **TOTAL** | **10** | **51** | **111** | **103** | **52** | **1** | **47** | **1** | **376** | **43%** |
| 2002 | Basic | 1 | 2 | 9 | 7 | 8 | 1 | 1 | 0 | 29 | |
| | General | 2 | 34 | 97 | 92 | 31 | 2 | 41 | 1 | 300 | |
| | Technical | 0 | 16 | 10 | 11 | 8 | 0 | 12 | 0 | 57 | |
| | **TOTAL** | **3** | **52** | **116** | **110** | **47** | **3** | **54** | **1** | **386** | **42%** |
| 2003 | Basic | 0 | 5 | 3 | 33 | 76 | 9 | 5 | 0 | 131 | |
| | General | 0 | 30 | 102 | 71 | 45 | 3 | 30 | 9 | 290 | |
| | Technical | 1 | 12 | 19 | 13 | 13 | 1 | 8 | 0 | 67 | |
| | **TOTAL** | **1** | **47** | **124** | **117** | **134** | **13** | **43** | **9** | **488** | **35%** |
| 2004 | Basic | 0 | 1 | 2 | 2 | 2 | 2 | 2 | 0 | 11 | |
| | General | 6 | 37 | 75 | 76 | 31 | 4 | 42 | 3 | 274 | |
| | Technical | 0 | 2 | 5 | 7 | 4 | 0 | 10 | 0 | 28 | |
| | **TOTAL** | **6** | **40** | **82** | **85** | **37** | **6** | **54** | **3** | **313** | **40%** |
| 2005 | Basic | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | |
| | General | 6 | 26 | 82 | 92 | 61 | 3 | 41 | 12 | 323 | |
| | Technical | 2 | 8 | 2 | 9 | 0 | 0 | 5 | 0 | 26 | |
| | **TOTAL** | **8** | **34** | **84** | **101** | **62** | **3** | **46** | **12** | **350** | **36%** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Princess Margaret Secondary wrote CSEC examinations at all three levels (Basic, General and Technical) across the curriculum. During the period 1999 to 2005 the school had an average pass rate of 40%. The highest pass rate was 43% in 2001 and the lowest 35% in 2003. Of the 2,465 subjects registered, 296 (12%) were not written due to student absenteeism (Table 5.13.4).

Over the seven-year period, the majority (79%) of subject entries were at the General Proficiency level with 13% at the Basic level and 8% at the Technical. Of the subjects written at General Proficiency in which students were successful, 3% were passes at Grade 1; 26% at Grade 2; and 71% at Grade 3. At the Technical level, 3% were Grade 1 passes; 49% of the subjects were Grade 2 passes and 47% passes at Grade 3. Thus, among the students who were successful in the examinations at the General level, the largest proportion (71%) obtained Grade 3 passes while at the Technical level, the largest proportion (49%) were Grade 2 passes.

## 14. Queen's College

Queen's College is a large, urban school in the parish of St. James. It is one of nine schools in Zone 2. With an official capacity of 1 200, this school is below functional capacity with its current roll of 1 007. The school has a total of 60 teachers: 41 females and 19 males.

***Table 5.14.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 88 | 88 | 176 | Trained Graduate | 40 |
| Form 2 | 81 | 81 | 162 | Trained Non-graduate | 1 |
| Form 3 | 82 | 78 | 160 | Untrained Graduate | 17 |
| Form 4 | 86 | 75 | 161 | Untrained Non-graduate | 2 |
| Form 5 | 76 | 78 | 154 | Special Grade | 0 |
| Form 6 | 124 | 70 | 194 | Other | 0 |
| **TOTAL** | **537** | **470** | **1007** | **Total** | **60** |

This school has a larger proportion of female than male students and a teacher-student ratio is approximately 1:17. Sixty-eight per cent (68%) of the staff are trained and 95% hold degrees. Thirty-two per cent (32%) of the staff are untrained, and 3% are untrained non-graduates (Table 5.14.1).

***Table 5.14.2:***
**Percentage of Students Entering the School During the 1999– 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=150) | 0 | 0 | 7 | 99 | 0 | 0 | 3 | 97 |
| 2000 (n=150) | 0 | 0 | 7 | 93 | 0 | 0 | 4 | 96 |
| 2001 (n=150) | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| 2002 (n=150) | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 100 |
| 2003 (n=152) | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 100 |
| 2004 (n=151) | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 100 |
| 2005 (n=161) | 0 | 0 | 10 | 90 | 0 | 0 | 0 | 100 |

For the 1999–2005 period, Queen's College was assigned students whose scores on the BSSEE in English and Mathematics examinations fell primarily in the 71-100 range in both English and Mathematics. The average percentage of students who scored in the 71-100 range in English was 83% and in Mathematics, 99% (Table 5.14.2). Based on this, the school is designated Category 1. Based on the parental choices for the BSSEE from May 2000 to May 2005, Queen's College has been designated a First Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 6 228 (14.5%) of the parents.

***Table 5.14.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | English | | Mathematics | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 146 | 97 | 157 | 80 |
| 2000 | 146 | 100 | 144 | 90 |
| 2001 | 135 | 99 | 138 | 86 |
| 2002 | 150 | 99 | 155 | 93 |
| 2003 | 152 | 99 | 155 | 93 |
| 2004 | 144 | 94 | 158 | 91 |
| 2005 | 158 | 93 | 181 | 93 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.14.3. An analysis of these results over the seven-year period indicates that Queen's College students who wrote CSEC examinations in English had an average pass rate of 97%. For the first five years of the period, the pass rate for this subject consistently remained above 95%, peaking at 100% in 2000. However, in the last two years of the period, the pass rate fell, ending at 93% in 2005.

For Mathematics, the average pass rate for the seven-year period was 89%. It started at its lowest for the period at 80% in 1999. It then fluctuated somewhat during the period, reaching a peak of 93% on three occasions, including the ending year of 2005. Generally, the pass rate for Mathematics was lower than it was for English (Table 5.14.3).

| *Table 5.14.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **TOTAL** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 333 | 475 | 263 | 100 | 17 | 0 | 25 | 0 | 1213 | |
| | Technical | 9 | 4 | 0 | 0 | 0 | 0 | 1 | 0 | 14 | |
| | **TOTAL** | **342** | **479** | **263** | **100** | **17** | **0** | **26** | **0** | **1227** | **88%** |
| 2000 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 393 | 427 | 241 | 84 | 15 | 0 | 18 | 0 | 1178 | |
| | Technical | 4 | 7 | 7 | 3 | 0 | 0 | 1 | 0 | 22 | |
| | **TOTAL** | **397** | **434** | **248** | **87** | **15** | **0** | **19** | **0** | **1200** | **90%** |
| 2001 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 384 | 398 | 219 | 74 | 11 | 0 | 28 | 0 | 1114 | |
| | Technical | 12 | 4 | 1 | 0 | 0 | 0 | 0 | 0 | 17 | |
| | **TOTAL** | **396** | **402** | **220** | **74** | **11** | **0** | **28** | **0** | **1131** | **90%** |
| 2002 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 427 | 425 | 246 | 56 | 17 | 0 | 14 | 2 | 1187 | |
| | Technical | 15 | 11 | 3 | 1 | 0 | 0 | 4 | 0 | 34 | |
| | **TOTAL** | **442** | **436** | **249** | **57** | **17** | **0** | **18** | **2** | **1221** | **92%** |
| 2003 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 442 | 423 | 288 | 64 | 10 | 0 | 13 | 0 | 1240 | |
| | Technical | 18 | 5 | 4 | 3 | 0 | 0 | 2 | 0 | 32 | |
| | **TOTAL** | **460** | **428** | **292** | **67** | **10** | **0** | **15** | **0** | **1272** | **93%** |
| 2004 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 479 | 400 | 235 | 44 | 3 | 0 | 38 | 14 | 1213 | |
| | Technical | 11 | 6 | 1 | 4 | 1 | 0 | 1 | 0 | 24 | |
| | **TOTAL** | **490** | **406** | **236** | **48** | **4** | **0** | **39** | **14** | **1237** | **92%** |
| 2005 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 380 | 451 | 302 | 107 | 20 | 0 | 48 | 3 | 1311 | |
| | Technical | 8 | 12 | 1 | 4 | 1 | 0 | 0 | 0 | 26 | |
| | **TOTAL** | **388** | **463** | **303** | **111** | **21** | **0** | **48** | **3** | **1337** | **86%** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Queen's College wrote CSEC examinations at two levels (General and Technical) across the curriculum. During the period 1999 to 2005 the school had an average pass rate of 90%. The highest pass rate of 93% was obtained in 2003 and the lowest of 86% in 2005. Of the 8,627 subjects registered, 194 (2%) were not written due to student absenteeism (Table 5.14.4).

For the seven-year period, the majority (98%) of subject entries were at General Proficiency, with 2% at the Technical level. Over this period, of the subjects taken at General Proficiency in which students were successful, 37% were passes at Grade 1; 39% at Grade 2; and 24% at Grade 3. At the Technical level, 54% were Grade 1 passes; 34% of the subjects were Grade 2 passes and 12% at Grade 3. Thus, among the students who were successful in the examinations at the General level, the largest proportion (39%) obtained Grade 2 passes, while at the Technical level the majority (54%) were Grade 1 passes.

## 15. Springer Memorial Secondary School

Springer Memorial Secondary is a large, urban, single-sex (girls) school in the parish of St. Michael. It is one of the seven schools located in Zone 3. It is also one of the two schools listed as a choice in all three zones, thus available to any parent who may wish their daughters to attend a single-sex school. With an official capacity of 1,200, this school is above capacity with its current roll of 1 279. The school has a total of 71 teachers: 61 females and 10 males.

***Table 5.15.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 177 | 0 | 177 | Trained Graduate | 41 |
| Form 2 | 210 | 0 | 210 | Trained Non-graduate | 6 |
| Form 3 | 247 | 0 | 247 | Untrained Graduate | 12 |
| Form 4 | 251 | 0 | 251 | Untrained Non-graduate | 12 |
| Form 5 | 394 | 0 | 394 | Special Grade | 0 |
| Form 6 | 0 | 0 | 0 | Other | 0 |
| **TOTAL** | **1279** | **0** | **1279** | **Total** | **71** |

This all-girl school has a teacher-student ratio of approximately 1:18. Sixty-six per cent (66%) of the staff are trained and 75% hold degrees. Thirty-three per cent (33%) of the teachers are untrained, and 17% are untrained non-graduates (Table 5.15.1).

***Table 5.15.2:***
**Percentage of Students Entering the School During the 1999–2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=182) | 3 | 62 | 33 | 2 | 4 | 71 | 24 | 1 |
| 2000 (n=180) | 2 | 69 | 29 | 0 | 16 | 78 | 6 | 0 |
| 2001 (n=181) | 1 | 85 | 14 | 0 | 13 | 71 | 16 | 0 |
| 2002 (n=210) | 0 | 8 | 79 | 12 | 2 | 61 | 34 | 3 |
| 2003 (n=210) | 0 | 19 | 75 | 5 | 23 | 66 | 11 | 0 |
| 2004 (n=210) | 1 | 52 | 44 | 1 | 6 | 65 | 25 | 4 |
| 2005 (n=175) | 0 | 68 | 31 | 1 | 7 | 72 | 23 | 0 |

During the 1999–2005 period, Springer Memorial Secondary was assigned students whose scores on the BSSEE in English and Mathematics examinations fell primarily in the 31-70 range. However, the highest average percentages of students (52% for English and 69% for Mathematics) were in the 31-50 range (Table 15.2). Based on this, the school is designated Category 3. Based on the parental choices for the BSSEE from May 2000 to May 2005, Springer Memorial Secondary has been designated a Fourth Choice school. This designation based on the fact that, out of 43 033 choices, this school was selected as an open choice by 149 (0.3%) of the parents.

***Table 5.15.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 151 | 42 | 60 | 2 |
| 2000 | 231 | 26 | 36 | 28 |
| 2001 | 139 | 35 | 23 | 22 |
| 2002 | 175 | 50 | 32 | 22 |
| 2003 | 255 | 43 | 58 | 47 |
| 2004 | 203 | 44 | 92 | 29 |
| 2005 | 283 | 43 | 146 | 14 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.15.3 above. An analysis of these results over the seven-year period indicates that Springer Memorial Secondary students who wrote CSEC examinations in English had an average pass rate of 40%. Starting at 42% in 1999, the pass rate fluctuated somewhat, reaching a peak of 50% in 2002, and ending at 43% in 2005.

For Mathematics, the average pass rate over the seven-year period was 23%. For this subject, significantly fewer entries were made than for English over the years. The pass rate started at an all-time low of 2% in 1999, reached a peak of 47% in 2003 and ended at a low 14% in 2005 (Table 5.15.3).

| *Table 5.15.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 4 | 46 | 97 | 140 | 86 | 2 | 26 | 0 | 401 | |
| | General | 5 | 82 | 194 | 185 | 127 | 29 | 48 | 0 | 670 | |
| | Technical | 0 | 0 | 3 | 3 | 6 | 0 | 7 | 0 | 19 | |
| | **TOTAL** | **9** | **128** | **294** | **328** | **219** | **31** | **81** | **0** | **1090** | **31%** |
| 2000 | Basic | 5 | 24 | 89 | 137 | 150 | 8 | 40 | 0 | 453 | |
| | General | 10 | 74 | 278 | 284 | 137 | 4 | 77 | 0 | 864 | |
| | Technical | 0 | 1 | 12 | 36 | 13 | 18 | 64 | 0 | 144 | |
| | **TOTAL** | **15** | **99** | **379** | **457** | **300** | **30** | **181** | **0** | **1461** | **28%** |
| 2001 | Basic | 4 | 25 | 66 | 88 | 77 | 9 | 25 | 0 | 294 | |
| | General | 10 | 53 | 225 | 195 | 79 | 6 | 73 | 0 | 641 | |
| | Technical | 0 | 29 | 27 | 15 | 2 | 0 | 11 | 0 | 84 | |
| | **TOTAL** | **14** | **107** | **318** | **298** | **158** | **15** | **109** | **0** | **1019** | **37%** |
| 2002 | Basic | 6 | 52 | 109 | 130 | 155 | 12 | 38 | 0 | 502 | |
| | General | 15 | 98 | 272 | 229 | 105 | 18 | 71 | 0 | 808 | |
| | Technical | 0 | 3 | 11 | 39 | 43 | 1 | 25 | 0 | 122 | |
| | **TOTAL** | **21** | **153** | **392** | **398** | **303** | **31** | **134** | **0** | **1432** | **32%** |
| 2003 | Basic | 5 | 33 | 79 | 63 | 73 | 11 | 21 | 0 | 285 | |
| | General | 23 | 157 | 337 | 269 | 128 | 12 | 90 | 0 | 1016 | |
| | Technical | 0 | 10 | 38 | 41 | 9 | 0 | 16 | 0 | 114 | |
| | **TOTAL** | **28** | **200** | **454** | **373** | **210** | **23** | **127** | **0** | **1415** | **43%** |
| 2004 | Basic | 0 | 4 | 34 | 78 | 72 | 8 | 13 | 0 | 209 | |
| | General | 20 | 121 | 326 | 250 | 105 | 12 | 75 | 0 | 909 | |
| | Technical | 1 | 7 | 21 | 29 | 13 | 0 | 1 | 0 | 72 | |
| | **TOTAL** | **21** | **132** | **381** | **357** | **190** | **20** | **89** | **0** | **1190** | **42%** |
| 2005 | Basic | 0 | 1 | 19 | 45 | 58 | 4 | 17 | 0 | 144 | |
| | General | 28 | 167 | 358 | 418 | 218 | 15 | 101 | 18 | 1323 | |
| | Technical | 11 | 33 | 19 | 55 | 18 | 0 | 17 | 2 | 155 | |
| | **TOTAL** | **39** | **201** | **396** | **518** | **294** | **19** | **135** | **20** | **1622** | **38%** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at Springer Memorial Secondary wrote CSEC examinations at all three levels (General, Basic and Technical) across the curriculum. During the period 1999 to 2005 the school had an average pass rate of 36%. The highest pass rate was 43% in 2003 and the lowest 28% in 2000. Of the 9,229 subjects registered, 856 (9%) were not written due to student absenteeism (Table 5.15.4).

Over the seven-year period, the majority (68%) of subject entries were at the General Proficiency level, with 25% at the Basic level and 8% at the Technical. Of the subjects written at General Proficiency in which students were successful, 4% were passes at Grade 1; 26% at Grade 2; and 70% at Grade 3. At the Technical level, 5% were Grade 1 passes; 37% of the subjects were Grade 2 passes; and 58% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the majority (70% and 58% respectively) obtained Grade 3 passes.

## 16. St. George Secondary School

St. George Secondary is a large rural school in the parish of St. George. It is one of nine schools in Zone 2. With an official capacity of 1 200, this school is below functional capacity with its current roll of 723. The school has a total of 58 teachers: 32 females and 26 males.

***Table 5.16.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 33 | 39 | 72 | Trained Graduate | 36 |
| Form 2 | 37 | 105 | 142 | Trained Non-graduate | 3 |
| Form 3 | 96 | 113 | 209 | Untrained Graduate | 10 |
| Form 4 | 36 | 89 | 125 | Untrained Non-graduate | 8 |
| Form 5 | 80 | 95 | 175 | Special Grade | 1 |
| Form 6 | 0 | 0 | 0 | Other | 0 |
| **TOTAL** | **282** | **441** | **723** | **Total** | **58** |

This school has a larger proportion of male than female students and a teacher-student ratio is approximately 1:12. Sixty-seven per cent (67%) of the staff are trained and 79% hold degrees. Thirty-one per cent (31%) of the staff are untrained, and 14% are untrained non-graduates (Table 5.16.1).

***Table 5.16.2:***
**Percentage of Students Entering the School During the 1999–2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=64) | 97 | 3 | 0 | 0 | 97 | 3 | 0 | 0 |
| 2000 (n=101) | 97 | 3 | 0 | 0 | 100 | 0 | 0 | 0 |
| 2001 (n=129) | 91 | 9 | 0 | 0 | 80 | 19 | 1 | 0 |
| 2002 (n=102) | 87 | 11 | 2 | 0 | 98 | 2 | 0 | 0 |
| 2003 (n=152) | 88 | 11 | 1 | 0 | 99 | 1 | 0 | 0 |
| 2004 (n=105) | 94 | 6 | 0 | 0 | 98 | 2 | 0 | 0 |
| 2005 (n=69) | 96 | 4 | 0 | 0 | 97 | 3 | 0 | 0 |

For the 1999–2005 period, St. George Secondary was assigned students whose scores on the BSSEE in English and Mathematics examinations fell primarily in the 0-30 range. The average percentage of students who scored in this range in English was 93% and in Mathematics, 96% (Table 5.16.2). Based on this, the school is designated Category 4. Based on the parental choices for the BSSEE from May 2000 to May 2005, St. George Secondary has been designated a Fourth Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 174 (0.4%) of the parents.

***Table 5.16.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 24 | 8 | 0 | 0 |
| 2000 | 14 | 14 | 1 | 100 |
| 2001 | 23 | 9 | 0 | 0 |
| 2002 | 29 | 21 | 3 | 0 |
| 2003 | 20 | 15 | 9 | 0 |
| 2004 | 17 | 18 | 6 | 0 |
| 2005 | 25 | 12 | 1 | 0 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.16.3 above. An analysis of these results over the seven-year period indicates that St. George Secondary students who wrote CSEC examinations in English had an average pass rate of 14%. The lowest pass rate of 8% was obtained in 1999 and the highest of 21% in 2002. Of note is that the numbers of students entered to write the English examinations were small, compared to the schools annual intake.

For Mathematics, the average pass rate for the seven-year period was 14%. However, this is somewhat misleading. The fact is that only one (1) of the 21 students who were entered to write the Mathematics examination at this level over the 1999-2005 period was successful (Table 5.16.3).

| *Table 5.16.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **Total** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 1 | 1 | 9 | 29 | 44 | 8 | 14 | 0 | 106 | |
| | General | 5 | 21 | 21 | 18 | 19 | 5 | 7 | 0 | 96 | |
| | Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | **TOTAL** | **6** | **22** | **30** | **47** | **63** | **13** | **21** | **0** | **202** | **24%** |
| 2000 | Basic | 0 | 3 | 12 | 13 | 29 | 1 | 6 | 0 | 64 | |
| | General | 4 | 13 | 39 | 27 | 9 | 0 | 15 | 0 | 107 | |
| | Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | **TOTAL** | **4** | **16** | **51** | **40** | **38** | **1** | **21** | **0** | **171** | **35%** |
| 2001 | Basic | 0 | 2 | 6 | 10 | 35 | 7 | 7 | 0 | 67 | |
| | General | 3 | 10 | 27 | 22 | 18 | 1 | 11 | 0 | 92 | |
| | Technical | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | **TOTAL** | **3** | **12** | **33** | **32** | **53** | **8** | **18** | **0** | **159** | **26%** |
| 2002 | Basic | 0 | 0 | 1 | 3 | 24 | 1 | 6 | 0 | 35 | |
| | General | 3 | 11 | 29 | 25 | 20 | 4 | 13 | 0 | 105 | |
| | Technical | 0 | 0 | 0 | 1 | 1 | 0 | 4 | 0 | 6 | |
| | **TOTAL** | **3** | **11** | **30** | **29** | **45** | **5** | **23** | **0** | **146** | **29%** |
| 2003 | Basic | 0 | 0 | 2 | 11 | 18 | 12 | 10 | 0 | 53 | |
| | General | 0 | 8 | 28 | 29 | 22 | 10 | 16 | 3 | 116 | |
| | Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | **TOTAL** | **0** | **8** | **30** | **40** | **40** | **22** | **26** | **3** | **169** | **21%** |
| 2004 | Basic | 0 | 0 | 0 | 3 | 21 | 7 | 2 | 0 | 33 | |
| | General | 0 | 7 | 25 | 26 | 29 | 2 | 9 | 0 | 98 | |
| | Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | **TOTAL** | **0** | **7** | **25** | **29** | **50** | **9** | **11** | **0** | **131** | **24%** |
| 2005 | Basic | 0 | 0 | 1 | 2 | 12 | 1 | 12 | 0 | 28 | |
| | General | 1 | 15 | 18 | 28 | 24 | 9 | 15 | 4 | 114 | |
| | Technical | 0 | 1 | 0 | 3 | 2 | 0 | 0 | 0 | 6 | |
| | **TOTAL** | **1** | **16** | **19** | **33** | **38** | **10** | **27** | **4** | **148** | **24%** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at St. George Secondary wrote CSEC examinations primarily at the Basic and General levels, and occasionally at the Technical level, across the curriculum. During the period 1999 to 2005, the school had an average pass rate of 26%. The highest pass rate was 35% in 2000 and the lowest 21% in 2003. Of the 1,126 subjects registered, 147 (13%) were not written due to student absenteeism (Table 16.4).

Over the seven-year period, the majority (65%) of subject entries were at General Proficiency level, with 34% at the Basic level and 1% at the Technical. Of the subjects taken at General Proficiency in which students were successful, 6% were passes at Grade 1; 30% at Grade 2; and 65% at Grade 3. At the Technical level, the lone pass was obtained at Grade 2. Thus, among the students who were successful in the examinations at the General level, the majority obtained Grade 3 passes.

## 17. St. James Secondary School

St. James Secondary is a large, urban school in the parish of St. James. It is one of seven schools in Zone 1. With an official capacity of 1 100, this school is above capacity with its current roll of 1 105. The school has a total of 71 teachers: 43 females and 28 males.

***Table 5.17.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 109 | 122 | 231 | Trained Graduate | 40 |
| Form 2 | 99 | 115 | 214 | Trained Non-graduate | 1 |
| Form 3 | 110 | 106 | 216 | Untrained Graduate | 17 |
| Form 4 | 115 | 90 | 205 | Untrained Non-graduate | 9 |
| Form 5 | 135 | 104 | 239 | Special Grade | 3 |
| Form 6 | 0 | 0 | 0 | Other | 1 |
| **TOTAL** | **568** | **537** | **1105** | **Total** | **71** |

The school has a fairly even proportion of female and male students, and a teacher-student ratio of approximately 1:16. Fifty-eight per cent (58%) of the staff are teacher-trained while 80% hold degrees. Thirty-seven per cent (37%) of the teachers have no training, and 13% are untrained non-graduates (Table 5.17.1).

***Table 5.17.2:***
**Percentage of Students Entering the School During the 1999–2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=179) | 43 | 55 | 2 | 0 | 39 | 58 | 3 | 0 |
| 2000 (n=180) | 29 | 68 | 3 | 1 | 63 | 37 | 1 | 0 |
| 2001 (n=180) | 25 | 74 | 1 | 0 | 2 | 61 | 37 | 0 |
| 2002 (n=210) | 9 | 64 | 27 | 0 | 54 | 45 | 1 | 0 |
| 2003 (n=211) | 9 | 65 | 25 | 1 | 75 | 24 | 1 | 0 |
| 2004 (n=190) | 33 | 60 | 6 | 0 | 54 | 41 | 5 | 1 |
| 2005 (n=200) | 54 | 45 | 2 | 0 | 68 | 33 | 0 | 0 |

For the 1999–2005 period, St. James Secondary was assigned students whose scores on the BSSEE English and Mathematics examinations fell primarily in the 0-50 range. The average percentage of students who scored in the 0-30 range in English was 29% and in Mathematics, 51%. In the 31-50 range, the average percentage for English was 62% and for Mathematics, 43% (Table 5.17.2). Giving precedence to English, this school is designated Category 3. Based on the parental choices for the BSSEE from May 2000 to May 2005, St. James Secondary has been designated a Third Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 539 (1.3%) of the parents.

***Table 5.17.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | English | | Mathematics | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 99 | 48 | 32 | 0 |
| 2000 | 89 | 33 | 49 | 27 |
| 2001 | 82 | 39 | 26 | 0 |
| 2002 | 76 | 43 | 22 | 32 |
| 2003 | 49 | 55 | 17 | 41 |
| 2004 | 95 | 40 | 23 | 26 |
| 2005 | 122 | 35 | 38 | 21 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown above in Table 5.17.3. An analysis of these results over the seven-year period indicates that St. James Secondary students who wrote the CSEC examinations in English had an average pass rate of 42%. Over this period, there was no observable trend in the results, as the pass rate fluctuated. The proportion of students who passed the subject ranged from 33% in 2000 to 55% in 2003.

For Mathematics, the average pass rate for the period was 21%. As with English, the pass rate for Mathematics varied fairly widely, ranging from an all time low of 0% on two occasions to a peak of 41% in 2003. Of note is that the numbers of students entered to write this examination over the seven-year period was low compared to the school's intake (Table 5.17.3).

| *Table 5.17.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **Total** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 3 | 27 | 82 | 84 | 44 | 5 | 24 | 0 | 269 | |
| | General | 12 | 75 | 136 | 137 | 58 | 1 | 59 | 0 | 478 | |
| | Technical | 0 | 0 | 4 | 4 | 6 | 0 | 1 | 0 | 15 | |
| | **TOTAL** | **15** | **102** | **222** | **225** | **108** | **6** | **84** | **0** | **762** | **34 %** |
| 2000 | Basic | 6 | 27 | 54 | 88 | 44 | 3 | 38 | 0 | 260 | |
| | General | 10 | 64 | 128 | 132 | 82 | 3 | 47 | 0 | 466 | |
| | Technical | 0 | 1 | 4 | 6 | 1 | 3 | 12 | 0 | 27 | |
| | **TOTAL** | **16** | **92** | **186** | **226** | **127** | **9** | **97** | **0** | **753** | **32 %** |
| 2001 | Basic | 3 | 13 | 49 | 111 | 97 | 6 | 10 | 0 | 289 | |
| | General | 6 | 56 | 92 | 112 | 73 | 5 | 27 | 0 | 371 | |
| | Technical | 0 | 8 | 12 | 5 | 4 | 0 | 4 | 0 | 33 | |
| | **TOTAL** | **9** | **77** | **153** | **228** | **174** | **11** | **41** | **0** | **693** | **27 %** |
| 2002 | Basic | 0 | 6 | 34 | 73 | 72 | 3 | 23 | 0 | 211 | |
| | General | 7 | 51 | 116 | 93 | 39 | 2 | 33 | 0 | 341 | |
| | Technical | 0 | 4 | 10 | 11 | 9 | 0 | 7 | 0 | 41 | |
| | **TOTAL** | **7** | **61** | **160** | **177** | **120** | **5** | **63** | **0** | **593** | **33 %** |
| 2003 | Basic | 0 | 5 | 45 | 57 | 42 | 6 | 23 | 0 | 178 | |
| | General | 3 | 61 | 127 | 77 | 42 | 0 | 39 | 0 | 349 | |
| | Technical | 0 | 1 | 8 | 9 | 7 | 1 | 8 | 0 | 34 | |
| | **TOTAL** | **3** | **67** | **180** | **143** | **91** | **7** | **70** | **0** | **561** | **37 %** |
| 2004 | Basic | 1 | 4 | 26 | 36 | 36 | 1 | 7 | 0 | 111 | |
| | General | 8 | 51 | 123 | 116 | 52 | 4 | 26 | 0 | 380 | |
| | Technical | 1 | 5 | 19 | 11 | 7 | 1 | 16 | 0 | 60 | |
| | **TOTAL** | **10** | **60** | **168** | **163** | **95** | **6** | **49** | **0** | **551** | **38 %** |
| 2005 | Basic | 3 | 9 | 22 | 56 | 36 | 0 | 10 | 0 | 136 | |
| | General | 6 | 50 | 136 | 129 | 112 | 0 | 21 | 2 | 456 | |
| | Technical | 0 | 9 | 5 | 37 | 11 | 0 | 9 | 4 | 75 | |
| | **TOTAL** | **9** | **68** | **163** | **222** | **159** | **0** | **40** | **6** | **667** | **33 %** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at St. James Secondary wrote CSEC examinations at all three levels (Basic, General and Technical) across the curriculum. For the period 1999-2005 the school had an average pass rate of 33%. The highest pass rate of 38% was recorded in 2004 and the lowest (27%) in 2001. Of the 4,580 subjects registered, 444 (10%) were not written due to student absenteeism (Table 5.17.4).

Over the seven-year period, the majority (62%) of subject entries were at the General Proficiency level, with 32% at the Basic level and 6% at the Technical. Of the subjects written at General Proficiency in which the students were successful, 8% were passes at Grade 1; 34% at Grade 2 and 58% at Grade 3. At the Technical level, 14% of the passes were at Grade 1; 52% at Grade 2 and 34% at Grade 3. Thus, among the students who were successful in the examinations at the General level, the majority (58%) obtained Grade 3 passes, while at the Technical level the majority (52%) were Grade 2 passes.

## 18. St. Leonard's Boys' Secondary School

St. Leonard's Boys' Secondary is a large, urban school in the parish of St. Michael. Though located in Zone 2, this is one of the two schools listed as a choice in all three zones. It is therefore available to any parent who may wish their son to attend a single-sex school. With an official capacity of 1 200, this school is at functional capacity with its current roll of 1 099. The school has a total of 67 teachers.

***Table 5.18.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers #** |
| Form 1 | 0 | 206 | 206 | Trained Graduate | 30 |
| Form 2 | 0 | 228 | 228 | Trained Non-graduate | 18 |
| Form 3 | 0 | 215 | 215 | Untrained Graduate | 16 |
| Form 4 | 0 | 200 | 200 | Untrained Non-graduate | 3 |
| Form 5 | 0 | 250 | 250 | Special Grade | 0 |
| Form 6 | 0 | 0 | 0 | Other | 0 |
| **TOTAL** | **0** | **1099** | **1099** | **Total** | **67** |
| **# From the BSSEE School Choice Guide for 2006** | | | | | |

The teacher-student ratio is approximately 1:17. Seventy-two per cent (72%) of the staff are trained and 69% hold degrees. Twenty-eight per cent (28%) of the teachers are untrained, and 4% are untrained non-graduates (Table 5.18.1).

***Table 5.18.2:***
**Percentage of Students Entering the School During the 1999–2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=182) | 41 | 52 | 7 | 0 | 38 | 59 | 3 | 0 |
| 2000 (n=180) | 41 | 56 | 3 | 0 | 64 | 36 | 0 | 0 |
| 2001 (n=180) | 37 | 62 | 1 | 0 | 2 | 53 | 43 | 2 |
| 2002 (n=210) | 3 | 64 | 32 | 0 | 42 | 54 | 3 | 1 |
| 2003 (n=210) | 10 | 79 | 11 | 0 | 76 | 23 | 1 | 0 |
| 2004 (n=210) | 20 | 74 | 7 | 0 | 43 | 48 | 9 | 1 |
| 2005 (n=200) | 44 | 54 | 3 | 0 | 63 | 33 | 4 | 1 |

For the 1999–2005 period, St. Leonard's Boys' was assigned students whose scores on the BSSEE in English and Mathematics examinations fell in the 0-50 range. During this period, an average of 28% and 47% of them scored in the 0-30 range in English and Mathematics respectively. Further, 63% and 44% scored in the 31-50 range in English and Mathematics respectively (Table 5.18.2). Giving precedence to English, this school is designated Category 3. Based on the parental choices for the BSSEE from May 2000 to May 2005, St. Leonard's Boys' has been designated a Fourth Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 185 (0.4%) of the parents.

***Table 5.18.3*:**
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 9 | 33 | 9 | 33 |
| 2000 | 20 | 40 | 11 | 27 |
| 2001 | 39 | 33 | 24 | 21 |
| 2002 | 37 | 38 | 27 | 26 |
| 2003 | 39 | 69 | 35 | 23 |
| 2004 | 38 | 53 | 67 | 28 |
| 2005 | 61 | 57 | 87 | 30 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown Table 5.18.3. An analysis of these results over the seven-year period indicates that St. Leonard's Boys' students who wrote CSEC examinations in English had an average pass rate of 46%. During this period, the numbers of entries for this subject were very low in comparison with the school's roll, and the pass rate varied somewhat over the years. Starting at 33% in 1999, it reached a peak of 69% in 2003, and ended at 57% in 2005.

For Mathematics, an average pass rate of 27% was achieved over the seven-year period. Though the numbers entered to write the Mathematics examination were low, there was a steady increase over the years. However, there was no steady increase in the pass rate, which in fact fluctuated somewhat after starting at the peak rate of 33% in 1999. By 2005, a pass rate of 30% was reached (Table 5.18.3).

| *Table 5.18.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grade** | | | | | | | | **Total** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 0 | 10 | 22 | 17 | 19 | 0 | 11 | 0 | 79 | |
| | General | 7 | 21 | 49 | 28 | 9 | 0 | 23 | 0 | 137 | |
| | Technical | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | |
| | **TOTAL** | **7** | **31** | **71** | **45** | **28** | **0** | **35** | **0** | **217** | **40%** |
| 2000 | Basic | 3 | 7 | 21 | 19 | 5 | 2 | 1 | 0 | 58 | |
| | General | 5 | 37 | 75 | 49 | 13 | 1 | 22 | 0 | 202 | |
| | Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | **TOTAL** | **8** | **44** | **96** | **68** | **18** | **3** | **23** | **0** | **260** | **49%** |
| 2001 | Basic | 2 | 6 | 6 | 19 | 10 | 0 | 7 | 0 | 50 | |
| | General | 5 | 44 | 75 | 67 | 23 | 0 | 48 | 0 | 262 | |
| | Technical | 0 | 4 | 2 | 4 | 0 | 1 | 1 | 0 | 12 | |
| | **TOTAL** | **7** | **54** | **83** | **90** | **33** | **1** | **56** | **0** | **324** | **43%** |
| 2002 | Basic | 2 | 18 | 19 | 20 | 11 | 0 | 2 | 0 | 72 | |
| | General | 5 | 26 | 74 | 44 | 18 | 0 | 29 | 0 | 196 | |
| | Technical | 1 | 9 | 18 | 12 | 10 | 0 | 46 | 0 | 96 | |
| | **TOTAL** | **8** | **53** | **111** | **76** | **39** | **0** | **77** | **0** | **364** | **42%** |
| 2003 | Basic | 6 | 20 | 29 | 34 | 30 | 1 | 13 | 0 | 133 | |
| | General | 11 | 38 | 71 | 59 | 19 | 0 | 50 | 2 | 250 | |
| | Technical | 0 | 4 | 22 | 7 | 5 | 0 | 19 | 0 | 57 | |
| | **TOTAL** | **17** | **62** | **122** | **100** | **54** | **1** | **82** | **2** | **440** | **39%** |
| 2004 | Basic | 0 | 12 | 20 | 23 | 15 | 1 | 9 | 0 | 80 | |
| | General | 11 | 44 | 87 | 80 | 51 | 0 | 48 | 0 | 321 | |
| | Technical | 0 | 2 | 12 | 3 | 9 | 0 | 11 | 0 | 37 | |
| | **TOTAL** | **11** | **58** | **119** | **106** | **75** | **1** | **68** | **0** | **438** | **38%** |
| 2005 | Basic | 3 | 10 | 28 | 41 | 28 | 2 | 26 | 0 | 138 | |
| | General | 18 | 53 | 120 | 90 | 72 | 5 | 84 | 12 | 454 | |
| | Technical | 1 | 11 | 5 | 17 | 12 | 0 | 20 | 6 | 72 | |
| | **TOTAL** | **22** | **74** | **153** | **148** | **112** | **7** | **130** | **18** | **664** | **33%** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at St. Leonard's Boys' wrote CSEC examinations at all three levels (General, Basic and Technical) across the curriculum. During the period 1999 to 2005 the school had an average pass rate of 41%. The highest pass rate of 49% was obtained in 2000 and the lowest, 33%, in 2005. Of the 2,707 subjects registered, 471 (17%) were not written due to student absenteeism (Table 5.18.4).

Over the seven-year period, the majority (67%) of subject entries were at the General Proficiency level, with 23% at the Basic level and 10% at the Technical. Of the subjects taken at General Proficiency in which students were successful, 7% were passes at Grade 1; 30% at Grade 2; and 63% at Grade 3. At the Technical level, 2% were Grade 1 passes; 33% of the subjects were Grade 2 passes; and 65% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the majority (63% and 65% respectively) obtained Grade 3 passes.

## 19. St. Lucy Secondary School

St. Lucy Secondary is a large rural school in the parish of St. Lucy. It is one of seven schools in Zone 1. With an official capacity of 1 000, this school is below functional capacity with its current roll of 790. The school has a total of 64 teachers: 36 females and 28 males.

***Table 5.19.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 48 | 42 | 90 | Trained Graduate | 26 |
| Form 2 | 51 | 76 | 127 | Trained Non-graduate | 10 |
| Form 3 | 88 | 104 | 192 | Untrained Graduate | 16 |
| Form 4 | 74 | 79 | 153 | Untrained Non-graduate | 6 |
| Form 5 | 117 | 111 | 228 | Special Grade | 6 |
| Form 6 | 0 | 0 | 0 | Other | 0 |
| **TOTAL** | **378** | **412** | **790** | **Total** | **64** |

This school has a larger proportion of male than female students and a teacher-student ratio of approximately 1:12. Fifty-six per cent (56%) of the staff are trained and 66% hold degrees. Thirty-four per cent (34%) of the teachers are untrained, and 9% are untrained non-graduates (Table 5.19.1).

***Table 5.19.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=113) | 91 | 9 | 0 | 0 | 90 | 10 | 0 | 0 |
| 2000 (n=141) | 87 | 11 | 1 | 0 | 95 | 4 | 1 | 0 |
| 2001 (n=150) | 85 | 15 | 0 | 0 | 43 | 53 | 3 | 0 |
| 2002 (n=163) | 78 | 20 | 2 | 0 | 96 | 3 | 1 | 0 |
| 2003 (n=188) | 72 | 25 | 3 | 0 | 96 | 4 | 0 | 0 |
| 2004 (n=124) | 97 | 3 | 0 | 0 | 98 | 2 | 0 | 0 |
| 2005 (n= 76) | 92 | 8 | 0 | 0 | 96 | 3 | 1 | 0 |

For the 1999-2005 period, St. Lucy Secondary was assigned students whose scores on the BSSEE in English and Mathematics examinations fell primarily in the 0-30 range. The average percentage of students who scored in this range in English was 86% and in Mathematics, 88% (Table 5.19.2). Based on this, the school is designated Category 4. Based on the parental choices for the BSSEE from May 2000 to May 2005, St. Lucy Secondary has been designated a Fourth Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 128 (0.3%) of the parents.

***Table 5.19.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 36 | 33 | 7 | 29 |
| 2000 | 46 | 33 | 9 | 11 |
| 2001 | 42 | 38 | 16 | 38 |
| 2002 | 24 | 17 | 7 | 14 |
| 2003 | 24 | 21 | 4 | 0 |
| 2004 | 30 | 30 | 0 | 0 |
| 2005 | 24 | 25 | 7 | 14 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.19.3. An analysis of these results over the seven-year period indicates that St. Lucy Secondary students who wrote CSEC examinations in English had an average pass rate of 28%. During this period, the pass rate varied somewhat, starting at 33% in 1999 and ending at 25% in 2005. Of note is the all-time low of 17% in 2002, coming immediately after the peak result of 38% passes in 2001.

For Mathematics, the average pass rate over the seven-year period was 15%. During this time, entries for the Mathematics examinations at the General Proficiency level were low, with no entries for 2004. In addition, the pass rate each year was also low, reaching its lowest in 2003 when none of the four students entered passed. A peak pass rate of 38% was reached in 2001 (Table 5.19.3).

| *Table 5.19.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **Total** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 0 | 5 | 11 | 24 | 13 | 1 | 5 | 0 | 59 | |
| | General | 14 | 57 | 67 | 66 | 39 | 2 | 9 | 0 | 254 | |
| | Technical | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 2 | |
| | **TOTAL** | **14** | **63** | **78** | **90** | **52** | **3** | **15** | **0** | **315** | **46%** |
| 2000 | Basic | 5 | 3 | 18 | 30 | 13 | 0 | 3 | 0 | 72 | |
| | General | 14 | 68 | 73 | 66 | 27 | 3 | 8 | 0 | 259 | |
| | Technical | 0 | 0 | 1 | 0 | 0 | 0 | 5 | 0 | 6 | |
| | **TOTAL** | **19** | **71** | **92** | **96** | **40** | **3** | **16** | **0** | **337** | **49%** |
| 2001 | Basic | 0 | 2 | 5 | 8 | 12 | 0 | 0 | 0 | 27 | |
| | General | 26 | 61 | 78 | 51 | 20 | 5 | 13 | 0 | 254 | |
| | Technical | 0 | 6 | 8 | 1 | 0 | 0 | 0 | 0 | 15 | |
| | **TOTAL** | **26** | **69** | **91** | **60** | **32** | **5** | **13** | **0** | **296** | **61%** |
| 2002 | Basic | 0 | 0 | 4 | 13 | 22 | 1 | 2 | 0 | 42 | |
| | General | 10 | 47 | 72 | 50 | 28 | 0 | 13 | 1 | 221 | |
| | Technical | 0 | 6 | 3 | 1 | 0 | 0 | 1 | 0 | 11 | |
| | **TOTAL** | **10** | **53** | **79** | **64** | **50** | **1** | **16** | **1** | **274** | **50%** |
| 2003 | Basic | 0 | 2 | 5 | 12 | 30 | 8 | 2 | 0 | 59 | |
| | General | 2 | 30 | 72 | 56 | 43 | 1 | 8 | 1 | 213 | |
| | Technical | 0 | 1 | 1 | 2 | 0 | 0 | 0 | 0 | 4 | |
| | **TOTAL** | **2** | **33** | **78** | **70** | **73** | **9** | **10** | **1** | **276** | **39%** |
| 2004 | Basic | 0 | 0 | 1 | 4 | 9 | 1 | 2 | 0 | 17 | |
| | General | 5 | 28 | 49 | 42 | 24 | 0 | 12 | 0 | 160 | |
| | Technical | 3 | 5 | 6 | 1 | 1 | 0 | 1 | 0 | 17 | |
| | **TOTAL** | **8** | **33** | **56** | **47** | **34** | **1** | **15** | **0** | **194** | **49%** |
| 2005 | Basic | 2 | 3 | 8 | 6 | 1 | 0 | 0 | 0 | 20 | |
| | General | 5 | 30 | 53 | 36 | 17 | 1 | 2 | 4 | 148 | |
| | Technical | 6 | 5 | 1 | 7 | 2 | 0 | 0 | 0 | 21 | |
| | **TOTAL** | **13** | **38** | **62** | **49** | **20** | **1** | **2** | **4** | **189** | **56%** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at St. Lucy Secondary wrote CSEC examinations at all three levels (General, Basic and Technical) across the curriculum. During the period 1999 to 2005 the school had an average pass rate of 50%. The highest pass rate obtained was 61% in 2001, while the lowest was 39% in 2003. Of the 1,881 subjects registered, 87 (5%) were not written due to student absenteeism (Table 5.19.4).

Over the seven-year period, the majority (80%) of subject entries were at the General Proficiency level, with 16% at the Basic level and 4% at the Technical. Of the subjects written at General Proficiency in which the students were successful, 9% were passes at Grade 1; 37% at Grade 2; and 54% at Grade 3. At the Technical level, 17% were Grade 1 passes; 45% at Grade 2; and 38% at Grade 3. Thus, among the students who were successful in the examinations at the General level, the majority (54%) obtained Grade 3 passes, while at the Technical level the largest proportion (45%) were Grade 2 passes.

## 20. The Lester Vaughan School

The Lester Vaughan School is a large rural school in the parish of St. Thomas. It is one of nine schools in Zone 2. With an official capacity of 1 200, this school is below functional capacity with its current roll of 1 062. The school has a total of 66 teachers: 48 females and 18 males.

***Table 5.20.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 88 | 93 | 181 | Trained Graduate | 48 |
| Form 2 | 91 | 96 | 187 | Trained Non-graduate | 1 |
| Form 3 | 110 | 105 | 215 | Untrained Graduate | 7 |
| Form 4 | 111 | 119 | 230 | Untrained Non-Graduate | 7 |
| Form 5 | 126 | 123 | 249 | Special Grade | 3 |
| Form 6 | 0 | 0 | 0 | Other | 0 |
| **TOTAL** | **526** | **536** | **1062** | **Total** | **66** |

The school has an even proportion of female and male students and a teacher-student ratio of approximately 1:16. Seventy-four per cent (74%) of the staff are teacher-trained while 83% hold degrees. Twenty-one per cent (21%) has no teacher training and 11% are untrained graduates (Table 5.20.1).

***Table 5.20.2:***
**Percentage of Students Entering the School During the 1999–2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=180) | 15 | 64 | 20 | 1 | 17 | 69 | 14 | 0 |
| 2000 (n=180) | 7 | 68 | 24 | 1 | 24 | 68 | 8 | 0 |
| 2001 (n=180) | 1 | 84 | 16 | 0 | 9 | 74 | 17 | 0 |
| 2002 (n=212) | 13 | 77 | 10 | 0 | 4 | 66 | 29 | 1 |
| 2003 (n=210) | 1 | 19 | 69 | 11 | 18 | 62 | 19 | 1 |
| 2004 (n=180) | 42 | 56 | 2 | 0 | 2 | 44 | 46 | 7 |
| 2005 (n=170) | 5 | 59 | 37 | 0 | 2 | 52 | 42 | 4 |

For the 1999–2005 period, The Lester Vaughan School was assigned students whose scores on the BSSEE English and Mathematics examinations fell primarily in the 31-50 range. The average percentage of students who scored in this range in English was 61% and in Mathematics, 62% (Table 5.20.2). Based on this, the school is designated Category 3. Based on the parental choices for the BSSEE in May 2000 and May 2005, The Lester Vaughan School has been designated a Third Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 887 (2.1%) of the parents.

***Table 5.20.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 55 | 47 | 29 | 7 |
| 2000 | 78 | 38 | 23 | 26 |
| 2001 | 147 | 54 | 66 | 9 |
| 2002 | 118 | 69 | 92 | 17 |
| 2003 | 132 | 41 | 97 | 13 |
| 2004 | 158 | 38 | 87 | 13 |
| 2005 | 170 | 52 | 88 | 30 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.20.3 above. An analysis of these results over the seven-year period indicates that The Lester Vaughan School students who wrote the CSEC examinations in English had an average pass rate of 48%. For this period the pass rate fluctuated somewhat, falling as low as 38% on two occasions and reaching a peak of 69% in 2002.

For Mathematics, the average pass rate for the seven-year period was 16%. The pass rates started at an all-time low of 7% and after fluctuating over the next five years (generally under 20%), reached a peak of 30% in 2005 (Table 5.20.3). It is of note that the number of students entered to write the Mathematics examination is somewhat low when the number of students entering the school was taken into consideration.

| *Table 5.20.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **Total** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 8 | 28 | 72 | 87 | 34 | 7 | 14 | 0 | 250 | |
| | General | 16 | 43 | 79 | 67 | 47 | 8 | 15 | 0 | 275 | |
| | Technical | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | **TOTAL** | **24** | **71** | **151** | **154** | **81** | **15** | **29** | **0** | **525** | **33 %** |
| 2000 | Basic | 10 | 44 | 78 | 94 | 91 | 6 | 20 | 0 | 343 | |
| | General | 14 | 33 | 126 | 105 | 45 | 2 | 24 | 0 | 349 | |
| | Technical | 0 | 0 | 0 | 9 | 1 | 3 | 2 | 0 | 15 | |
| | **TOTAL** | **24** | **77** | **204** | **208** | **137** | **11** | **46** | **0** | **707** | **32 %** |
| 2001 | Basic | 9 | 29 | 53 | 113 | 122 | 10 | 21 | 0 | 357 | |
| | General | 26 | 78 | 159 | 142 | 104 | 0 | 20 | 0 | 529 | |
| | Technical | 3 | 7 | 0 | 0 | 0 | 0 | 2 | 0 | 12 | |
| | **TOTAL** | **38** | **114** | **212** | **255** | **226** | **10** | **43** | **0** | **898** | **35 %** |
| 2002 | Basic | 3 | 6 | 43 | 54 | 70 | 10 | 22 | 0 | 208 | |
| | General | 29 | 88 | 214 | 151 | 130 | 6 | 61 | 0 | 679 | |
| | Technical | 1 | 6 | 0 | 0 | 0 | 0 | 1 | 0 | 8 | |
| | **TOTAL** | **33** | **100** | **257** | **205** | **200** | **16** | **84** | **0** | **895** | **39 %** |
| 2003 | Basic | 11 | 12 | 29 | 53 | 101 | 13 | 14 | 0 | 233 | |
| | General | 25 | 83 | 173 | 216 | 208 | 6 | 40 | 0 | 751 | |
| | Technical | 1 | 13 | 16 | 2 | 0 | 0 | 11 | 0 | 43 | |
| | **TOTAL** | **37** | **108** | **218** | **271** | **309** | **19** | **65** | **0** | **1027** | **33 %** |
| 2004 | Basic | 1 | 4 | 22 | 64 | 82 | 3 | 17 | 0 | 193 | |
| | General | 23 | 84 | 218 | 222 | 180 | 3 | 74 | 1 | 805 | |
| | Technical | 1 | 6 | 10 | 8 | 22 | 3 | 6 | 0 | 56 | |
| | **TOTAL** | **25** | **94** | **250** | **294** | **284** | **9** | **97** | **1** | **1054** | **33 %** |
| 2005 | Basic | 0 | 5 | 23 | 48 | 66 | 0 | 18 | 6 | 166 | |
| | General | 16 | 83 | 265 | 211 | 131 | 5 | 37 | 23 | 771 | |
| | Technical | 12 | 25 | 7 | 15 | 1 | 0 | 8 | 2 | 70 | |
| | **TOTAL** | **28** | **113** | **295** | **274** | **198** | **5** | **63** | **31** | **1007** | **41 %** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at The Lester Vaughan School wrote the CSEC examinations at all three levels (Basic, General and Technical) across the curriculum. During the period 1999-2005, the school had an average pass rate of 35%, with the highest pass rate of 41% attained in 2005 and the lowest of 32% in 2000. Of the 6,113 subjects registered, 427 (7%) were not written due to student absenteeism (Table 5.20.4).

Over the seven-year period, the majority (68%) of subject entries were at the General Proficiency level, with 29% at the Basic level and 3% at the Technical. Of the subjects written at General Proficiency in which the students were successful, 8% were passes at Grade 1, 26% at Grade 2 and 66% at Grade 3. At the Technical level, 17% of the passes were at Grade 1, 53% at Grade 2 and 31% at Grade 3. Based on the grade level passes presented here, the majority (66%) of the General Proficiency passes were at Grade 3 and at the Technical level, the majority (53%) were Grade 2 passes.

## 21. The Lodge School

The Lodge School is a large rural school located in the parish of St. John. It is one of seven schools in Zone 3. With an official capacity of 875, this school is above capacity with its current roll of 934. The school has a total of 61 teachers: 34 females and 27 males.

***Table 5.21.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 75 | 74 | 149 | Trained Graduate | 38 |
| Form 2 | 58 | 68 | 126 | Trained Non-graduate | 0 |
| Form 3 | 78 | 95 | 173 | Untrained Graduate | 22 |
| Form 4 | 92 | 76 | 168 | Untrained Non-graduate | 0 |
| Form 5 | 65 | 96 | 161 | Special Grade | 1 |
| Form 6 | 102 | 55 | 157 | Other | 0 |
| **TOTAL** | **470** | **464** | **934** | **Total** | **61** |

This school has equal proportions of male and female students and a teacher-student ratio of approximately 1:15. Sixty-two per cent (62%) of the staff are trained and 98% hold degrees. Thirty-six per cent (36%) of the teachers are untrained, but there are no untrained non-graduates (Table 5.21.1).

***Table 5.21.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=152) | 0 | 3 | 72 | 26 | 0 | 3 | 87 | 10 |
| 2000 (n=120) | 0 | 7 | 89 | 4 | 0 | 16 | 78 | 7 |
| 2001 (n=120) | 0 | 17 | 83 | 0 | 0 | 0 | 4 | 96 |
| 2002 (n=150) | 0 | 0 | 25 | 75 | 0 | 2 | 47 | 51 |
| 2003 (n=150) | 0 | 0 | 44 | 56 | 0 | 2 | 55 | 43 |
| 2004 (n=120) | 0 | 1 | 56 | 43 | 0 | 1 | 15 | 84 |
| 2005 (n=141) | 0 | 9 | 82 | 9 | 0 | 1 | 57 | 43 |

During the 1999–2005 period, The Lodge School was assigned students whose scores on the BSSEE in English and Mathematics examinations fell primarily in the 51-70 range. The percentage of students who scored in this range for English was 64% and 49% for Mathematics (Table 5.21.2). Based on this, the school is designated Category 2. Based on the parental choices for the BSSEE from May 2000 to May 2005, The Lodge School has been designated a Second Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 1 860 (4.3%) of the parents.

***Table 5.21.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | **English** | | **Mathematics** | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 193 | 75 | 157 | 47 |
| 2000 | 190 | 75 | 146 | 58 |
| 2001 | 180 | 82 | 169 | 41 |
| 2002 | 172 | 86 | 172 | 48 |
| 2003 | 147 | 82 | 151 | 56 |
| 2004 | 161 | 84 | 155 | 45 |
| 2005 | 117 | 81 | 122 | 69 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.21.3. An analysis of these results over the seven-year period indicates that The Lodge School students who wrote CSEC examinations in English had an average pass rate of 81%. Starting at its lowest of 75% in 1999 and 2000, this rate increased over the next two years to reach a peak of 86% in 2002. After that it fluctuated slightly, ending at 81% in 2005.

For Mathematics, the average pass rate for the seven-year period was 52%. The pass rate for this subject fluctuated somewhat over the seven-year period. Starting at 47% in 1999, the pass rate reached its lowest of 41% in 2001, and ended at a peak of 69% in 2005 (Table 5.21.3).

| *Table 5.21.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **Total** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 0 | 3 | 26 | 26 | 9 | 0 | 17 | 0 | 81 | |
| | General | 77 | 226 | 367 | 262 | 114 | 5 | 88 | 0 | 1139 | |
| | Technical | 1 | 9 | 7 | 2 | 0 | 0 | 3 | 0 | 22 | |
| | **TOTAL** | **78** | **238** | **400** | **290** | **123** | **5** | **108** | **0** | **1242** | **56%** |
| 2000 | Basic | 0 | 3 | 21 | 15 | 5 | 0 | 7 | 0 | 51 | |
| | General | 87 | 291 | 323 | 195 | 74 | 5 | 68 | 0 | 1043 | |
| | Technical | 0 | 3 | 8 | 10 | 1 | 0 | 0 | 0 | 22 | |
| | **TOTAL** | **87** | **297** | **352** | **220** | **80** | **5** | **75** | **0** | **1116** | **64%** |
| 2001 | Basic | 0 | 2 | 10 | 5 | 4 | 0 | 3 | 0 | 24 | |
| | General | 102 | 262 | 349 | 210 | 127 | 3 | 61 | 0 | 1114 | |
| | Technical | 3 | 10 | 10 | 1 | 0 | 0 | 4 | 0 | 28 | |
| | **TOTAL** | **105** | **274** | **369** | **216** | **131** | **3** | **68** | **0** | **1166** | **63%** |
| 2002 | Basic | 0 | 2 | 8 | 2 | 0 | 0 | 6 | 0 | 18 | |
| | General | 88 | 266 | 354 | 183 | 74 | 2 | 67 | 3 | 1037 | |
| | Technical | 4 | 32 | 48 | 16 | 1 | 0 | 3 | 0 | 104 | |
| | **TOTAL** | **92** | **300** | **410** | **201** | **75** | **2** | **76** | **3** | **1159** | **69%** |
| 2003 | Basic | 0 | 0 | 9 | 9 | 3 | 1 | 11 | 0 | 33 | |
| | General | 74 | 257 | 381 | 160 | 74 | 2 | 69 | 6 | 1023 | |
| | Technical | 0 | 20 | 35 | 20 | 8 | 0 | 2 | 0 | 85 | |
| | **TOTAL** | **74** | **277** | **425** | **189** | **85** | **3** | **82** | **6** | **1141** | **67%** |
| 2004 | Basic | 0 | 0 | 11 | 11 | 8 | 0 | 12 | 0 | 42 | |
| | General | 65 | 238 | 345 | 215 | 134 | 8 | 66 | 3 | 1074 | |
| | Technical | 1 | 22 | 33 | 8 | 1 | 0 | 4 | 0 | 69 | |
| | **TOTAL** | **66** | **260** | **389** | **234** | **143** | **8** | **82** | **3** | **1185** | **59%** |
| 2005 | Basic | 0 | 1 | 5 | 9 | 9 | 0 | 10 | 0 | 34 | |
| | General | 65 | 197 | 310 | 203 | 64 | 3 | 63 | 13 | 918 | |
| | Technical | 1 | 10 | 13 | 10 | 1 | 0 | 2 | 1 | 38 | |
| | **TOTAL** | **66** | **208** | **328** | **222** | **74** | **3** | **75** | **14** | **990** | **60%** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at The Lodge School wrote CSEC examinations at all three levels (General, Basic and Technical) across the curriculum. During the period 1999 to 2005, the school had an average pass rate of 63%. The highest pass rate was 69% in 2002 and the lowest 56% in 1999. Of the 7,999 subjects registered, 566 (7%) were not written due to student absenteeism (Table 5.21.4).

Over the seven-year period, the majority (92%) of subject entries were at the General Proficiency level, with 4% at the Basic level and 5% at the Technical. Of the subjects written at General Proficiency in which students were successful, 12% were passes at Grade 1; 37% at Grade 2; and 51% at Grade 3. At the Technical level, 3% were Grade 1 passes; 39% of the subjects were Grade 2 passes; and 58% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the majority (51% and 58% respectively) obtained Grade 3 passes.[5]

5 The Louis Lynch Secondary School was closed at the end of the 2005-2006 academic year.

## 22. The Louis Lynch Secondary School

The Louis Lynch Secondary School was a medium-sized, urban school in the parish of St. Michael. It was one of seven schools in Zone 2. This school had an official capacity of 630. With the disruptions that the school was experiencing during the 2005 – 2006 academic year, no student data were collected. However, information about the composition of its staff was obtained from the BSSEE School Choice Guide 2006.

***Table 5.22.1:***
**The Distribution of Teachers (May 2006)**

| **Teachers' Professional Status** | |
|---|---|
| **Professional Status** | **No. of Teachers#** |
| Trained Graduate | 28 |
| Trained Non-graduate | 6 |
| Untrained Graduate | 5 |
| Untrained Non-graduate | 3 |
| Special Grade | 0 |
| Other | 2 |
| **Total** | **44** |
| **# From the BSSEE School Choice Guide for 2006** | |

The Louis Lynch Secondary had a staff of 44 teachers. Seventy-seven per cent (77%) of them were trained and 75% held degrees. Eighteen per cent (18%) of the teachers at the school were untrained, and 7% were untrained non-graduates (Table 5.22.1).

***Table 5.22.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| **Year (No. of Students)** | **English** | | | | **Mathematics** | | | |
|---|---|---|---|---|---|---|---|---|
| | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=120) | 0 | 3 | 63 | 34 | 0 | 4 | 78 | 19 |
| 2000 (n=120) | 0 | 7 | 83 | 13 | 0 | 14 | 76 | 10 |
| 2001 (n=120) | 0 | 20 | 80 | 0 | 0 | 0 | 5 | 95 |
| 2002 (n=120) | 0 | 0 | 15 | 85 | 0 | 3 | 32 | 65 |
| 2003 (n=120) | 0 | 0 | 38 | 62 | 0 | 2 | 58 | 40 |
| 2004 (n=120) | 0 | 1 | 64 | 35 | 0 | 1 | 24 | 75 |
| 2005 (n=110) | 0 | 9 | 91 | 10 | 0 | 1 | 57 | 42 |

During the 1999–2005 period, The Louis Lynch Secondary was assigned students whose scores on the BSSEE in English and Mathematics examinations fell primarily in the 51-100 range in both English and Mathematics. Over the seven-year period, an average of 62% scored in the 51-70 range and 34% in the 71-100 range for English. For Mathematics, an average of 47% scored in the 51-70 range and 49% in the 71-100 range (Table 5.22.2). Thus, giving precedence to English, The Louis Lynch Secondary was classified Category 2. Based on the parental choices for the BSSEE in May 2000 and May 2005, The Louis Lynch Secondary has been designated a Second Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 2 109 (4.9%) of the parents.

***Table 5.22.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| Year | English | | Mathematics | |
|---|---|---|---|---|
| | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 130 | 57 | 92 | 30 |
| 2000 | 151 | 69 | 101 | 55 |
| 2001 | 132 | 89 | 138 | 53 |
| 2002 | 101 | 77 | 135 | 59 |
| 2003 | 130 | 77 | 142 | 65 |
| 2004 | 123 | 87 | 150 | 66 |
| 2005 | 104 | 94 | 133 | 65 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.22.3. An analysis of these results over the seven-year period indicates that The Louis Lynch Secondary students who wrote CSEC examinations in English had an average pass rate of 79%. The annual pass rates fluctuated over the period, ranging from 57% in 1999 to 94% in 2005.

For Mathematics, the average pass rate over the seven-year period was 56%. This started at an all-time low of 30% in 1999, but increased over the years to reach a peak of 66% in 2004. In 2005, the rate fell by 1 percentage point to 65% (Table 5.22.3).

| *Table 5.22.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **Total** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 1 | 15 | 55 | 83 | 44 | 7 | 39 | 0 | 244 | |
| | General | 27 | 130 | 248 | 196 | 85 | 2 | 81 | 0 | 769 | |
| | Technical | 3 | 10 | 18 | 9 | 2 | 0 | 14 | 0 | 56 | |
| | **TOTAL** | **31** | **155** | **321** | **288** | **131** | **9** | **134** | **0** | **1069** | **42%** |
| 2000 | Basic | 0 | 2 | 32 | 38 | 25 | 0 | 49 | 0 | 146 | |
| | General | 26 | 172 | 287 | 172 | 65 | 2 | 60 | 0 | 784 | |
| | Technical | 0 | 1 | 12 | 16 | 10 | 3 | 17 | 0 | 59 | |
| | **TOTAL** | **26** | **175** | **331** | **226** | **100** | **5** | **126** | **0** | **989** | **51%** |
| 2001 | Basic | 0 | 3 | 17 | 16 | 4 | 0 | 7 | 0 | 47 | |
| | General | 82 | 202 | 290 | 141 | 43 | 1 | 47 | 0 | 806 | |
| | Technical | 4 | 22 | 31 | 9 | 2 | 0 | 12 | 0 | 80 | |
| | **TOTAL** | **86** | **227** | **338** | **166** | **49** | **1** | **66** | **0** | **933** | **68%** |
| 2002 | Basic | 2 | 3 | 11 | 9 | 6 | 0 | 8 | 0 | 39 | |
| | General | 43 | 170 | 271 | 175 | 103 | 4 | 59 | 0 | 825 | |
| | Technical | 3 | 23 | 34 | 16 | 5 | 0 | 19 | 0 | 100 | |
| | **TOTAL** | **48** | **196** | **316** | **200** | **114** | **4** | **86** | **0** | **964** | **57%** |
| 2003 | Basic | 0 | 1 | 13 | 10 | 9 | 0 | 6 | 0 | 39 | |
| | General | 53 | 216 | 287 | 177 | 88 | 2 | 57 | 1 | 881 | |
| | Technical | 1 | 34 | 47 | 23 | 10 | 0 | 21 | 0 | 136 | |
| | **TOTAL** | **54** | **251** | **347** | **210** | **107** | **2** | **84** | **1** | **1056** | **61%** |
| 2004 | Basic | 0 | 3 | 12 | 7 | 10 | 0 | 3 | 0 | 35 | |
| | General | 75 | 200 | 325 | 146 | 54 | 0 | 55 | 2 | 857 | |
| | Technical | 4 | 24 | 25 | 25 | 11 | 0 | 9 | 0 | 98 | |
| | **TOTAL** | **79** | **227** | **362** | **178** | **75** | **0** | **67** | **2** | **990** | **66%** |
| 2005 | Basic | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 3 | |
| | General | 51 | 205 | 265 | 114 | 41 | 0 | 38 | 12 | 726 | |
| | Technical | 10 | 40 | 25 | 20 | 7 | 0 | 4 | 2 | 108 | |
| | **TOTAL** | **61** | **245** | **291** | **135** | **49** | **0** | **42** | **14** | **837** | **71%** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at The Louis Lynch Secondary wrote CSEC examinations at all three levels (General, Basic and Technical) across the curriculum. During the period 1999 to 2005, the school had an average pass rate of 59%. The highest pass rate was 71% in 2005 and the lowest 42% in 1999. Of the 6,838 subjects registered, 605 (8%) were not written due to student absenteeism (Table 5.22.4).

Over the seven-year period, the majority (83%) of subject entries were at the General Proficiency level, with 8% at the Basic level and 9% at the Technical. Of the subjects written at General Proficiency in which students were successful, 10% were passes at Grade 1; 36% at Grade 2; and 54% at Grade 3. At the Technical level, 7% were Grade 1 passes; 42% of the subjects were Grade 2 passes; and 52% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the highest percentages (54% and 52% respectively) obtained Grade 3 passes.

## 23. The St. Michael School

The St. Michael School is a medium-sized, urban school in the parish of St. Michael. It is one of seven schools in Zone 3. With an official capacity of 780, this school is above capacity with its current roll of 832. The school has a total of 53 teachers: 30 females and 23 males.

***Table 5.23.1:***
**The Distribution of Students and Teachers (May 2006)**

| | The Student Population | | | Teachers' Professional Status | |
|---|---|---|---|---|---|
| **Year Group** | **Female** | **Male** | **Total** | **Professional Status** | **No. of Teachers** |
| Form 1 | 73 | 82 | 155 | Trained Graduate | 29 |
| Form 2 | 87 | 76 | 163 | Trained Non-graduate | 0 |
| Form 3 | 73 | 85 | 158 | Untrained Graduate | 24 |
| Form 4 | 85 | 83 | 168 | Untrained Non-graduate | 0 |
| Form 5 | 87 | 101 | 188 | Special Grade | 0 |
| Form 6 | 0 | 0 | 0 | Other | 0 |
| **TOTAL** | **405** | **427** | **832** | **Total** | **53** |

This school has fairly equal proportions of male and female students and the teacher-student ratio is approximately 1:16. Fifty-five per cent (55%) of the staff are trained and all (100%) hold degrees. There are no untrained non-graduates (Table 5.23.1).

***Table 5.23.2:***
**Percentage of Students Entering the School During the 1999 – 2005 Period with BSSEE English & Mathematics Scores in Identified Ranges**

| | English | | | | Mathematics | | | |
|---|---|---|---|---|---|---|---|---|
| **Year (No. of Students)** | **0-30** | **31-50** | **51-70** | **71-100** | **0-30** | **31-50** | **51-70** | **71-100** |
| 1999 (n=150) | 0 | 0 | 17 | 83 | 0 | 0 | 17 | 83 |
| 2000 (n=150) | 0 | 0 | 44 | 56 | 0 | 0 | 45 | 55 |
| 2001 (n=150) | 0 | 0 | 100 | 0 | 0 | 0 | 0 | 100 |
| 2002 (n=150) | 0 | 0 | 0 | 100 | 0 | 0 | 1 | 99 |
| 2003 (n=152) | 0 | 0 | 1 | 99 | 0 | 0 | 8 | 92 |
| 2004 (n=150) | 0 | 0 | 5 | 95 | 0 | 0 | 0 | 100 |
| 2005 (n=140) | 0 | 0 | 50 | 50 | 0 | 0 | 3 | 97 |

For the 1999–2005 period, The St. Michael School was assigned students whose scores on the BSSEE in English and Mathematics examinations fell primarily in the 71-100 range in both English and Mathematics. The average percentage of students who scored in this range in English was 69% and in Mathematics, 89% (Table 5.23.2). Based on this, the school is designated Category 1. Based on the parental choices for the BSSEE from May 2000 to May 2005, The St. Michael School has been designated a First Choice school. This designation is based on the fact that, out of 43 033 choices, this school was selected as an open choice by 7 585 (17.6%) of the parents.

***Table 5.23.3:***
**Percentage Passes in English and Mathematics in the CSEC General Proficiency Examinations**

| | English | | Mathematics | |
|---|---|---|---|---|
| Year | No. Entered | % Passes | No. Entered | % Passes |
| 1999 | 177 | 90 | 204 | 55 |
| 2000 | 161 | 84 | 191 | 75 |
| 2001 | 144 | 88 | 164 | 61 |
| 2002 | 326 | 95 | 240 | 78 |
| 2003 | 188 | 91 | 180 | 86 |
| 2004 | 206 | 94 | 191 | 89 |
| 2005 | 183 | 96 | 179 | 86 |

The results of the CSEC examinations in English and Mathematics at the General Proficiency level are shown in Table 5.23.3. An analysis of these results over the seven-year period indicates that The St. Michael School students who wrote CSEC examinations in English had an average pass rate of 91%. The annual pass rates, which fluctuated over the period, ranged from 84% in 2000 to 96% in 2005.

For Mathematics, the average pass rate over the seven-year period was 76%. This started at its lowest of 55% in 1999, fluctuated somewhat in the following years, and reached a peak of 89% in 2004. In 2005, the rate fell to 86% (Table 5.23.3).

| *Table 5.23.4:* **CSEC Subject Grades and Pass Rates over the 1999 - 2005 Period** | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Year** | **Level** | **Grades** | | | | | | | | **Total** | **Pass Rate** |
| | | **1** | **2** | **3** | **4** | **5** | **6** | **Abs*** | **U**** | | |
| 1999 | Basic | 0 | 2 | 6 | 3 | 0 | 0 | 2 | 0 | 13 | |
| | General | 179 | 362 | 373 | 197 | 102 | 4 | 79 | 0 | 1296 | |
| | Technical | 2 | 11 | 20 | 5 | 1 | 0 | 9 | 0 | 48 | |
| | **TOTAL** | **181** | **375** | **399** | **205** | **103** | **4** | **90** | **0** | **1357** | **70%** |
| 2000 | Basic | 0 | 0 | 0 | 6 | 1 | 0 | 0 | 0 | 7 | |
| | General | 154 | 310 | 339 | 183 | 78 | 0 | 92 | 0 | 1156 | |
| | Technical | 1 | 7 | 20 | 23 | 8 | 0 | 17 | 0 | 76 | |
| | **TOTAL** | **155** | **317** | **359** | **212** | **87** | **0** | **109** | **0** | **1239** | **67%** |
| 2001 | Basic | 0 | 1 | 2 | 6 | 1 | 0 | 1 | 0 | 11 | |
| | General | 144 | 261 | 335 | 167 | 61 | 1 | 98 | 0 | 1067 | |
| | Technical | 3 | 19 | 17 | 4 | 2 | 0 | 10 | 0 | 55 | |
| | **TOTAL** | **147** | **281** | **354** | **177** | **64** | **1** | **109** | **0** | **1133** | **69%** |
| 2002 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 197 | 437 | 488 | 186 | 58 | 0 | 32 | 1 | 1399 | |
| | Technical | 2 | 17 | 29 | 20 | 4 | 0 | 5 | 0 | 77 | |
| | **TOTAL** | **33** | **214** | **466** | **508** | **190** | **58** | **37** | **1** | **1507** | **78%** |
| 2003 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 147 | 382 | 430 | 121 | 14 | 0 | 32 | 1 | 1127 | |
| | Technical | 2 | 25 | 32 | 5 | 0 | 0 | 2 | 0 | 66 | |
| | **TOTAL** | **149** | **407** | **462** | **126** | **14** | **0** | **34** | **1** | **1193** | **85%** |
| 2004 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 200 | 378 | 327 | 107 | 23 | 0 | 21 | 2 | 1058 | |
| | Technical | 3 | 17 | 22 | 10 | 4 | 0 | 9 | 0 | 65 | |
| | **TOTAL** | **203** | **395** | **349** | **117** | **27** | **0** | **30** | **2** | **1123** | **84%** |
| 2005 | Basic | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| | General | 208 | 396 | 381 | 133 | 34 | 0 | 49 | 2 | 1203 | |
| | Technical | 12 | 34 | 15 | 7 | 1 | 0 | 1 | 0 | 70 | |
| | **TOTAL** | **220** | **430** | **396** | **140** | **35** | **0** | **50** | **2** | **1273** | **82%** |

* The students did not turn up for the examination. ** All the components of the examination not completed (e.g. School Based Assessment projects) # At Basic Level, Passing Grades = 1 and 2 At General & Technical Levels, Passing Grades = 1, 2 and 3

The students at The St. Michael School wrote CSEC examinations primarily at the General and Technical levels across the curriculum, with some subjects written at the Basic level in the earlier years. During the period 1999 to 2005, the school had an average pass rate of 76%. The highest pass rate was 85% in 2003 and the lowest 67% in 2000. Of the 8 825 subjects registered, 459 (5%) were not written due to student absenteeism (Table 5.23.4).

Over the seven-year period, the majority (94%) of subject entries were at the General Proficiency level, with less than 1% at the Basic level and 5% at the Technical. Of the subjects written at General Proficiency in which students were successful, 19% were passes at Grade 1; 39% at Grade 2; and 41% at Grade 3. At the Technical level, 8% were Grade 1 passes; 42% of the subjects were Grade 2 passes; and 50% at Grade 3. Thus, among the students who were successful in the examinations at the General and Technical levels, the largest proportions (41% and 50% respectively) obtained Grade 3 passes.

**SUMMARY**

Table 5.24.1 presents a summary of the key characteristics of the 23 government-run secondary schools in Barbados. An examination of this summary revealed some noteworthy trends.

1 In all the schools, the number of students to every teacher was less than 20.

2 In all the schools except Deighton Griffith Secondary, Princess Margaret Secondary, St. Leonard's Boys' and St. Lucy Secondary, more than 50% of the staff were trained graduates, with the proportion exceeding 60% for nine of the schools.

3 In all schools except Princess Margaret Secondary, over 65% of the staff hold degrees.

4 All four of the Academic Category 1 schools are former grammar schools.

5 All four of the Category 1 schools are in urban parishes, while all five Category 4 schools are in rural parishes.

6 On an average, schools in Categories 1 and 2 have greater proportion of graduate teachers than schools in Categories 3 and 4.

7 On an average, schools in Categories 3 and 4 have greater proportions of untrained non-graduate teachers than do schools in Categories 1 and 2.

8 Three schools (Combermere, The St. Michael School and Queen's College) accounted for 55% of the open choice schools selected from May 2000 to May 2005.

9 The school that took in the highest achievers in the BSSEE (Harrison College) was not among the most frequently selected schools for the open choices from May 2000 to May 2005.

10 Generally, the schools that took in the lowest achievers in the BSSEE were the least selected schools for the open choices from May 2000 to May 2005.

11 The single–sex schools (St. Leonard's Boys' and Springer Memorial Secondary) were among the least selected schools for the open choices from May 2000 to May 2005.

12 The average rate of absenteeism from CSEC examinations over the seven-year period was 8%.

13 Only one school, Harrison College, had the majority of its passes at Grade 1 for examinations at the General Proficiency level.

14. Only two schools, Combermere and Queen's College had the majority of their passes at Grade 2 for examinations at the General Proficiency level.

15. Nineteen (19) schools had the majority of their passes at Grade 3 for examinations at the General Proficiency level.

16. Only one school (Queen's College) had the majority of its passes at Grade 1 for examinations at the Technical Level.

17. Seven (7) schools (Combermere, Deighton Griffith, Harrison College, The Lester Vaughan, St. James Secondary, St. Lucy Secondary and Princess Margaret Secondary) had the majority of their passes at Grade 2 for examinations at the Technical Level.

18. Thirteen (13) schools had the majority of their passes at Grade 3 for examinations at the Technical Level.

19. At all schools, pass rates for English were higher than those for Mathematics.

20. Average pass rates for Mathematics over the seven-year period were below 20% for seven schools (Ellerslie Secondary, Garrison Secondary, Grantley Adams Memorial, Princess Margaret Secondary, St. George Secondary, St. Lucy Secondary, and The Lester Vaughan). Often the number of entries for Mathematics from these schools was low.

| ***Table 5.24.1:*** **General Characteristics of the Government-run Secondary Schools in Barbados** | | | | | |
|---|---|---|---|---|---|
| | General Information | | | | |
| School Name | Roll (May 2006) | Official Capacity | Location (Urban/ Rural) | Size (Based on Official Capacity) | Density |
| Alexandra School | 797 | 750 | Rural | Medium | Above Capacity |
| Alleyne School | 780 | 750 | Rural | Medium | Above Capacity |
| Alma Parris Memorial Secondary | 185 | 250 | Rural | Small | Below Functional Capacity |
| Christ Church Foundation | 973 | 1017 | Urban | Large | Functional Capacity |
| Coleridge & Parry | 937 | 870 | Rural | Large | Above Capacity |
| Combermere | 1000 | 900 | Urban | Large | Above Capacity |
| Deighton Griffith Secondary | 867 | 875 | Rural | Large | Functional Capacity |
| Ellerslie Secondary | 1058 | 1000 | Urban | Large | Above Capacity |
| Garrison Secondary | 1063 | 1020 | Urban | Large | Above Capacity |
| Grantley Adams Memorial | 1021 | 1000 | Rural | Large | Above Capacity |
| Harrison College | 834 | 875 | Urban | Large | Functional Capacity |
| Parkinson Memorial Secondary | 1045 | 1060 | Urban | Large | Functional Capacity |
| Princess Margaret Secondary | 1098 | 925 | Rural | Large | Above Capacity |
| Queen's College | 1007 | 1200 | Urban | Large | Below Functional Capacity |
| Springer Memorial Secondary | 1279 | 1200 | Urban | Large | Above Capacity |
| St. George Secondary | 723 | 1200 | Rural | Large | Below Functional Capacity |
| St. James Secondary | 1105 | 1100 | Urban | Large | Above Capacity |
| St. Leonard's Boys' Secondary | 1099 | 1200 | Urban | Large | Functional Capacity |
| St. Lucy Secondary | 790 | 1000 | Rural | Large | Below Functional Capacity |
| The Lester Vaughan | 1062 | 1200 | Rural | Large | Below Functional Capacity |
| The Lodge School | 934 | 875 | Rural | Large | Above Capacity |
| The Louis Lynch Secondary | | 630 | Urban | Small | |
| The St. Michael School | 832 | 780 | Urban | Medium | Above Capacity |

| ***Table 5.24.2:*** **Teacher Characteristics of the Government-run Secondary Schools in Barbados** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Teacher Information | | | | | | | |
| | % of Teachers | | | | | | | |
| School Name | Staff Size | Trained Grads | Trained Nongrad | Untrained Grad | Untrained Nongrad | Special Grade | Other | Students to Teacher Ratio |
| Alexandra | 50 | 58 | 6 | 26 | 8 | 2 | 0 | 16 |
| Alleyne | 47 | 77 | 0 | 9 | 6 | 9 | 0 | 17 |
| Alma Parris Memorial Sec. | 21 | 52 | 5 | 14 | 5 | 0 | 24 | 9 |
| Christ Church Foundation | 62 | 87 | 0 | 5 | 5 | 3 | 0 | 16 |
| Coleridge & Parry | 62 | 53 | 3 | 26 | 15 | 3 | 0 | 15 |
| Combermere | 53 | 68 | 4 | 23 | 6 | 0 | 0 | 19 |
| Deighton Griffith Sec. | 54 | 28 | 0 | 63 | 6 | 4 | 0 | 16 |
| Ellerslie Sec. | 68 | 53 | 7 | 34 | 3 | 3 | 0 | 16 |
| Garrison Sec. | 65 | 55 | 5 | 25 | 9 | 0 | 6 | 16 |
| Grantley Adams Memorial | 62 | 56 | 0 | 18 | 11 | 8 | 6 | 16 |
| Harrison College | 65 | 55 | 3 | 29 | 6 | 6 | 0 | 13 |
| Parkinson Memorial Sec. | 63 | 62 | 10 | 16 | 10 | 2 | 2 | 17 |
| Princess Margaret Sec. | 59 | 12 | 14 | 34 | 31 | 3 | 7 | 19 |
| Queen's College | 60 | 67 | 2 | 28 | 3 | 0 | 0 | 17 |
| Springer Memorial Sec. | 71 | 58 | 8 | 17 | 17 | 0 | 0 | 18 |
| St. George Sec. | 58 | 62 | 5 | 17 | 14 | 2 | 0 | 12 |
| St. James Sec. | 71 | 56 | 1 | 24 | 13 | 4 | 1 | 16 |
| St. Leonard's Boys' Sec. | 67 | 45 | 27 | 24 | 4 | 0 | 0 | 17 |
| St. Lucy Sec. | 64 | 41 | 16 | 25 | 9 | 9 | 0 | 12 |
| The Lester Vaughan | 66 | 73 | 2 | 11 | 11 | 5 | 0 | 16 |
| The Lodge School | 61 | 62 | 0 | 36 | 0 | 2 | 0 | 15 |
| The Louis Lynch Sec. | 44 | 64 | 14 | 11 | 7 | 0 | 5 | |
| The St. Michael School | 53 | 55 | 0 | 45 | 0 | 0 | 0 | 16 |

| ***Table 5.24.3:*** **In-Take Characteristics of the Government-run Secondary Schools in Barbados** | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Average % of Intake Scoring in the Different Ranges for BSSEE English & Mathematics over the 7 Year Period | | | | | | | | Academic Category | Parental Choice Category |
| | English | | | | Mathematics | | | | | |
| School Name | 0-30 | 31-50 | 51-70 | 71-100 | 0-30 | 31-50 | 51-70 | 71-100 | | |
| Alexandra | 0 | 2 | 52 | 44 | 0 | 1 | 37 | 63 | 2 | Second |
| Alleyne | 0 | 22 | 61 | 17 | 0 | 24 | 52 | 24 | 2 | Third |
| Alma Parris | 97 | 1 | 1 | 1 | 97 | 2 | 0 | 1 | 4 | Fourth |
| Ch. Ch. Foundation | 0 | 2 | 56 | 42 | 0 | 1 | 38 | 61 | 2 | Second |
| Coleridge & Parry | 0 | 16 | 70 | 14 | 0 | 19 | 56 | 25 | 2 | Second |
| Combermere | 0 | 0 | 22 | 78 | 0 | 0 | 2 | 98 | 1 | First |
| Deighton Griffith | 0 | 19 | 70 | 11 | 0 | 25 | 56 | 18 | 2 | Third |
| Ellerslie Sec. | 1 | 45 | 50 | 4 | 4 | 54 | 36 | 7 | 2 | Second |
| Garrison Sec. | 4 | 62 | 34 | 1 | 13 | 60 | 24 | 4 | 3 | Third |
| Grantley Adams | 74 | 24 | 2 | 0 | 83 | 15 | 1 | 0 | 4 | Fourth |
| Harrison College | 0 | 0 | 0 | 100 | 0 | 0 | 0 | 100 | 1 | Second |
| Parkinson Memorial | 39 | 54 | 7 | 0 | 59 | 34 | 6 | 0 | 3 | Third |
| Princess Margaret | 61 | 36 | 4 | 0 | 72 | 25 | 3 | 0 | 4 | Fourth |
| Queen's College | 0 | 0 | 18 | 83 | 0 | 0 | 1 | 99 | 1 | First |
| Springer Memorial | 1 | 52 | 44 | 3 | 10 | 69 | 20 | 1 | 3 | Fourth |
| St. George Sec. | 93 | 7 | 0 | 0 | 96 | 4 | 0 | 0 | 4 | Fourth |
| St. James | 29 | 62 | 9 | 0 | 51 | 43 | 7 | 0 | 3 | Third |
| St. Leonard's Boys' | 28 | 63 | 9 | 0 | 47 | 44 | 9 | 1 | 3 | Fourth |
| St. Lucy Sec. | 86 | 13 | 1 | 0 | 88 | 11 | 1 | 0 | 4 | Fourth |
| Lester Vaughan | 12 | 61 | 25 | 2 | 11 | 62 | 25 | 2 | 3 | Third |
| The Lodge School | 0 | 5 | 64 | 30 | 0 | 4 | 49 | 48 | 2 | Second |
| Louis Lynch | 0 | 6 | 62 | 34 | 0 | 4 | 47 | 49 | 2 | Second |
| The St. Michael School | 0 | 0 | 31 | 69 | 0 | 0 | 11 | 89 | 1 | First |

| ***Table 5.24.4:*** **CSEC-Related Characteristics of the Government-run Secondary Schools in Barbados** | | | | | | |
|---|---|---|---|---|---|---|
| | **Student Achievement at CSEC Examinations** | | | | | |
| | Mean Pass Rate (%) over 7 yrs | | | Over 1999 - 2005 | | |
| School Name | All Subjects (%) | English Only (%) | Maths Only (%) | Absentee Rate (%) | Majority Passes Grade (Gen) | Majority Passes Grade (Tech) |
| Alexandra | 66 | 80 | 54 | 6 | 3 | 3 |
| Alleyne | 59 | 66 | 50 | 7 | 3 | 3 |
| Alma Parris Memorial Sec. | 83 | N/A | N/A | 6 | N/A | N/A |
| Christ Church Foundation | 70 | 85 | 65 | 5 | 3 | 3 |
| Coleridge & Parry | 56 | 63 | 44 | 9 | 3 | 3 |
| Combermere | 85 | 96 | 82 | 3 | 2 | 2 |
| Deighton Griffith Sec. | 54 | 63 | 30 | 7 | 3 | 2 |
| Ellerslie Sec. | 45 | 61 | 19 | 7 | 3 | 3 |
| Garrison Sec. | 30 | 51 | 13 | 9 | 3 | 3 |
| Grantley Adams Memorial | 32 | 35 | 17 | 10 | 3 | 3 |
| Harrison College | 93 | 94 | 92 | 3 | 1 | 2 |
| Parkinson Memorial Sec. | 32 | 40 | 25 | 9 | 3 | 3 |
| Princess Margaret Sec. | 40 | 27 | 17 | 12 | 3 | 2 |
| Queen's College | 90 | 97 | 89 | 2 | 2 | 1 |
| Springer Memorial Sec. | 36 | 40 | 23 | 9 | 3 | 3 |
| St. George Sec. | 26 | 14 | 14 | 13 | 3 | 2 (1 pass only) |
| St. James Sec. | 33 | 42 | 21 | 10 | 3 | 2 |
| St. Leonard's Boys' Sec. | 41 | 46 | 27 | 17 | 3 | 3 |
| St. Lucy Sec. | 50 | 28 | 15 | 5 | 3 | 2 |
| The Lester Vaughan | 35 | 48 | 16 | 7 | 3 | 2 |
| The Lodge School | 63 | 81 | 52 | 7 | 3 | 3 |
| The Louis Lynch Sec. | 59 | 79 | 56 | 8 | 3 | 3 |
| The St. Michael School | 76 | 91 | 76 | 5 | 3 | 3 |

# CHAPTER 6

## EMERGING ISSUES ABOUT EDUCATION IN BARBADOS

In this chapter, issues emerging from the data collected and presented in the previous five chapters are explored. Issues pertaining to the primary and secondary schools are discussed separately under three major headings: general issues, staffing, and student achievement. Whenever relevant, references are made to the socio-cultural and economic factors that may influence education in the country.

The socio-cultural context of education refers to the social, cultural, economic and political factors which affect the lives of students and the schools they attend. The above factors are not exhaustive and they differ for students and the schools though some overlap exists. For example, where a student lives, the annual income of his or her parent or guardian, the kind of jobs held by most members of the neighbourhood, the level of educational attainment (also exemplified by the kind of jobs people attain,) and the rate of crime in the neighbourhood; all of these factors comprise the socio-cultural context of students' lives.

Pertaining to schools, the general perception of the school held by the country (based on test scores, student behaviour, the general upkeep of the school, the school's history and so forth,) and the performance of the population of the school (e.g. achievements in sports as well as academics) all comprise the socio-cultural context of the school.

In addition to the emergent issues, this chapter also presents results of comparative case studies between the highest and the lowest academically achieving primary and secondary schools.

### General Issues: The State of Primary and Secondary Education

Primary and secondary education in Barbados is compulsory. Thus, all children between the ages of five and 16 are expected to be enrolled in an educational institution. While parents have the option of patronising privately-operated schools, the onus is on the government to ensure that there are adequate numbers of places available to accommodate its young citizens. In this respect, Barbados is doing well. Evidence indicates that the approximately 30 000 places available in the 72 government primary schools, distributed in all 11 parishes, are more than enough to serve the 24 185 students enrolled at this level.

These places are further augmented by the services of the private schools. Generally then, in terms of available places, primary education in Barbados is accessible, with more than enough space for the nation's children.

After determining that the spaces available in Barbados' primary schools were adequate for the number of children needing them, we examined the issue of school density; that is, how populated were individual primary schools. Literature suggests that larger schools and class sizes, particularly in urban areas, are mostly detrimental to students' academic achievement, since students may tend to get less attention from teachers (American Federation of Teachers, n.d.). However, the data presented in the last chapters show a unique trend in terms of density in Barbados' primary schools.

Fifteen out of 71 schools were above capacity, while 47 of them were below functional capacity. Considering school size alone, the Barbados school system should not have any primary schools with rolls above the number of students that these schools were built to serve, since so many primary schools were below functional capacity. However, 21% of the country's public primary schools appeared to be above capacity.

We then analysed the data on the primary schools that were above capacity to determine whether or not this characteristic had a negative effect on student achievement as the literature suggests. Table 6.1 below lists the schools that are above capacity with the differences in numbers between the actual school roll and the school's official capacity. Note that there are primary schools with large numbers (over 500) of students that are not included in the table. Such schools include Christ Church Boys', Eden Lodge Primary, Wesley Hall Juniors, West Terrace and Westbury Primary. Even though these schools serve large numbers of students, all except Wesley Hall Juniors are below functional capacity, meaning that they serve less numbers of students than the schools were built to accommodate. Wesley Hall Juniors is at functional capacity thus serving between 90-99% of the students the school was built to accommodate.

| *Table 6.1:* **Density Comparison of Above Capacity Primary Schools** | | | |
|---|---|---|---|
| **School** | **Location** | **School Roll** | **Density (number above official capacity)** |
| Arthur Smith | Urban | 438 | +30 |
| Charles F. Broom | Urban | 631 | +1 |
| Christ Church Girls' | Rural | 628 | +28 |
| Deacon's | Urban | 417 | +17 |
| Erdiston | Urban | 611 | +191 |
| Hillaby /Turners Hall | Rural | 379 | +19 |
| Luther Thorne | Urban | 693 | +63 |
| Pine Primary | Urban | 511 | +11 |
| Sharon Primary | Rural | 461 | +41 |
| South District | Rural | 239 | +29 |
| St. Bartholomew's | Rural | 262 | +22 |
| St. David's | Rural | 179 | +9 |
| St. Silas | Rural | 176 | +1 |
| St. Stephen's | Urban | 677 | +47 |
| Wilkie Cumberbatch | Urban | 650 | +10 |

In addition, Table 6.1 shows schools with student rolls larger than what the schools were built to serve. Nine of these schools were large schools to begin with, that is, these schools were built to accommodate 400 or more students and they were serving more than these already large number of students. The top five large schools exceeding their official capacity – Arthur Smith, Erdiston, Luther Thorne, Sharon and St. Stephen's – had from as little as 30 students to as much as 191 students over their official capacity. Four out of these five schools were in urban areas.

In all there were seven schools serving 28[6] or more students above their capacity as shown in Table 6.2.

6 We determined that 28 students approximated the number of students per class

| *Table 6.2:* **Average BSSEE Scores of Schools with 28 or more Students Above Capacity** | | | | |
|---|---|---|---|---|
| **School** | **Size** | **Density (number above official capacity)** | **English** | **Mathematics** |
| | | | **51-100 Range** | |
| Arthur Smith | Large | +30 | 48% | 41% |
| Erdiston | Large | +191 | 69% | 63% |
| Christ Church Girls' | Large | +28 | 69% | 66% |
| Luther Thorne | Large | +63 | 72% | 67% |
| Sharon | Large | +41 | 53% | 46% |
| St. Stephen's | Large | +47 | 49% | 48% |
| South District | Medium | +29 | 53% | 51% |

The findings shown in Table 6.2 also indicate that more than 50% of the students at five out of these seven schools scored in the 51-100 range in English and more than 50% of the students at four of these seven schools scored in this range in Mathematics. The percentage of students scoring in the 51-100 range in English for two schools, even though below 50%, were 49% and 48%; and the percentage of students scoring in the 51-100 range in Mathematics for three of these schools, even though below 50%, were 41%, 46% and 48%.

Most interesting was that the primary school with the largest number of students (Luther Thorne Primary) and the primary school with the largest number of students over its official capacity (Erdiston Primary) are the second and third highest achieving primary schools in the country. None of these schools were among the 13 primary schools with the highest percentage of students scoring the 0-30 range in both subjects.

To round out our discussion on the impact of school density on academic achievement, we examined the density of these 13 schools. Table 6.3 presents these findings:

| *Table 6.3:* **Low Performing Schools' Density with Average Percentage of Students Scoring in 51-100 range over Seven-year period** | | | | | |
|---|---|---|---|---|---|
| | | | | **51-100 Range** | |
| **Primary School** | **School Roll** | **Official Capacity** | **Density** | **English** | **Mathematics** |
| All Saints | 312 | 630 | Below Functional Capacity | 47% | 45% |
| Carrington's | 199 | 210 | Functional Capacity | 27% | 17% |
| Christ Church Boys' | 582 | 670 | Below Functional Capacity | 38% | 42% |
| Cuthbert Moore | 350 | 420 | Below Functional Capacity | 39% | 36% |
| Deacon's | 417 | 400 | Above Capacity | 34% | 31% |
| Eagle Hall | 278 | 480 | Below Functional Capacity | 35% | 32% |
| Mount Tabor | 236 | 360 | Below Functional Capacity | 37% | 34% |
| St. Andrew's | 354 | 360 | Functional Capacity | 40% | 38% |
| St. Christopher's | 439 | 630 | Below Functional Capacity | 36% | 36% |
| St. Joseph | 192 | 420 | Below Functional Capacity | 27% | 32% |
| St. Luke's-Brighton | 202 | 270 | Below Functional Capacity | 43% | 46% |
| St. Mary's | 390 | 420 | Functional Capacity | 33% | 31% |
| St. Philip | 115 | 240 | Below Functional Capacity | 35% | 33% |

As shown above, 69% of the schools were below functional capacity. Only one of these schools (Deacon's Primary) was above capacity. Moreover, in terms of actual school rolls, 11 of these 13 schools were smaller than the primary schools listed in Table 6.2 that had rolls of 28 or more students than the schools were built to accommodate.

From the data presented we concluded that primary schools serving large numbers of students, were some of the highest achieving primary schools in Barbados, contrary to previous research findings on overcrowded schools in developed countries. To better understand this phenomenon as it applied to the Barbadian context, we compared the primary schools in both tables above that were located in St. Michael.

St. Michael is the most urban and highest populated parish in Barbados, with 22 primary schools located in the parish. The majority of primary schools that were above capacity (seven out of 15) are located in St. Michael. However, 50% of the primary schools in St. Michael (11 out of 22) are below functional capacity. Additionally, the three out of four urban schools in Tables 6.2 and all of the urban schools in Table 6.3 were located in St. Michael; that is, the majority of large urban schools achieving well academically, and the smaller urban school that were academically underperforming, were located in the same parish. More research is needed to investigate the differences in academic achievement in the primary schools located in this parish.

Overall, it would appear that being above capacity does not equate to low academic performance among the primary schools in Barbados. Perhaps, many of the students in these schools who obtain fine results on the BSSEE do so, not because of the schools' conditions, but in spite of them. For example, one may investigate the socio-economic backgrounds of students in the high performing, yet above capacity primary schools, to determine how parents' socio-economic status may intercede to ensure students' academic success (through private lessons, for example). However, more research is required to ascertain the reasons for this unique aspect of education in Barbados pertaining to school density.

At the secondary level, the 22 government schools, with at least one in each parish, provide over 21,000 places which now comfortably accommodate the 20,489 students enrolled for secondary education. However, the findings of this investigation indicate that about 50% of the government secondary schools are already accommodating 20 or more students than was intended. Indeed, for example, based on the data collected, Princess Margaret Secondary currently serves about 173 students more than was intended, and Combermere serves about 100 more than its official capacity. This and similar situations at the secondary school level may be somewhat critical, since strain can be placed on physical resources such as classroom space and specialist rooms. In turn, such strain can have a detrimental impact on the delivery of the curriculum, the ability of school administrators to manage the schools effectively and, ultimately, on the achievement of the students.

The issue of overburdened facilities may become even more acute with the closure of Louis Lynch Secondary School and the distribution of those students across the other schools. To pre-empt a situation in this area, it may become necessary in the future to construct additional secondary schools.

Along with the issue of schools that are above capacity, particularly in the urban context, the literature also suggests that students' and families' socio-economic backgrounds influence academic achievement and schools' abilities to adequately serve their students.

Research suggests that students' socio-economic status affects their academic achievement with affluent students tending to perform better academically and students from low socioeconomic backgrounds tending to have high rates of academic failure. Additionally, the studies on this issue conducted in developing countries also indicated that these two groups of students most likely did not attend the same schools even if neighbourhoods were in close proximity (Hamilton, 2001). Thus, we attempted to investigate the socio-economic backgrounds of families as measured by average family income, property values, schools' food programmes, and, on the secondary level, fee waivers. As with the issue of density, the findings on this issue differed in the Barbadian context from the findings in the literature.

Analysis of the data collected on the public schools indicated that socio-economic factors tend to have more of an impact in primary schools than in secondary schools since primary schools are more likely to serve students from the surrounding catchment areas. Thus, a primary school in a low-income area may serve a mostly low-income student population. However, in the Barbadian context, we found that for the most part, poor and affluent neighbourhoods were not clearly defined, although we recognize exceptions such as Christ Church Girls, Charles F. Broome, West Terrace and St. David's Primary schools.

Across the island a number of affluent homes co-exist in neighbourhoods with equal numbers of low-income chattel houses. Additionally, the 33 government-subsidised housing areas are all in close proximity to more affluent neighbourhoods, to the extent that the catchment areas of some primary schools comprise students from both affluent and low-income families. West Terrace Primary School provides such an example.

West Terrace Primary School is located in St. James where coastal areas such as Fitts Village, Prospect Bay, Holders Hill, Holetown, Westmoreland and Mount Standfast have property values ranging from $1,970,504 in Westmoreland, to $4,599,383 in the Fitts Village/Prospect area (source: Barbados Land Tax Department). However, the socio-economic situation in this parish is more complex when one looks beyond the coastal areas. For example, two government-subsidized housing areas are located in St. James: Deane's Town and Haynesville. Moreover, the results of telephone surveys to police stations around the island indicate that Haynesville Housing Area is one of the top three most violent areas in the country. Yet this area is within walking distance of middle and high income neighbourhoods, namely Husbands and Oxnards.

Additionally, data from the 1990 Household Budget Survey reported on three enumeration districts in St. James and indicated relatively low average annual family incomes. For example, District 373, comprising, Husbands-Holders Hill, Thorpes Gardens Road, Haynesville Housing Area, Hilton Road, and Waterman's Village, had an average annual

family income of $19,937.29. This district is in the catchment area served by West Terrace Primary School.

Data collected from West Terrace Primary indicated that the highest percentage of the school's student population (35%) from any one area came from Haynesville. Thus, it is possible that students who attend West Terrace Primary and reside in Haynesville may come from families with an annual income of around $19,000.00 or less. However, West Terrace Primary also serves students who live in the more affluent neighbourhoods of Husbands, Wanstead, and Oxnards. The affluence of these neighbourhoods was determined by data from the Town Planning Department on property values in these areas. Property values ranged from $500,000 in Wanstead, to over $1,000,000 in Oxnards.

One interesting aspect of the socio-cultural context at West Terrace Primary lies in the fact that the school serves students from very different socio-economic backgrounds. Additionally, students in Barbados wear uniforms to school, so differences in household incomes based on attire are not immediately apparent. Moreover, because the school's student population represents a diversity of socio-economic backgrounds, this school cannot be referred to as either a low-income or a high-income primary school.

More research is needed to determine the impact of students' socio-economic backgrounds on academic achievement in the Barbadian context as reflected at West Terrace Primary. For example, such research might investigate the school's BSSEE scores by student socio economic background to determine if significant disparities exist between the number of affluent students who achieve high marks on the BSSEE and the number of low-income students who achieve similar marks.

At the secondary school level, this issue is even more complex. As we noted earlier, student allocation to these schools are based primarily on parental choice, student performance on the BSSEE and school capacity. Thus, students from the different socio-economic backgrounds would be allocated to both the academically high-achieving and under-performing secondary schools.

There are other factors that seem to bode well for the Barbados education system in general. For example, the government apparently remains committed to ensuring that educational opportunities are available to all children, regardless of their circumstances. This is evident by the many services that they provide. Education that is essentially free at both primary and secondary levels, subsidised services such as transportation, school meals and textbooks, and other educational services for students continue to be upheld. Because of this, students who may be from less affluent households are still able to not only access

schooling, but have the advantage of programmes that would help them to better benefit from being there.

Clearly, the Ministry of Education acknowledges the socio-cultural context of students' lives to some degree. Attending to the needs of individual students that result from their socio-economic circumstances is important. However, data suggest that there is a macro level of need created by students' collective socio-cultural contexts in certain schools that also need to be addressed. To exemplify this point we will compare the socio-cultural contexts of four secondary schools: a Category 1 and a Category 4 urban school, and a Category 2 and Category 4 rural school (there are no Category 1 schools located in the rural parishes). The four schools chosen for this analysis are Queen's College and St. James Secondary in St. James, and The Lodge School and Grantley Adams Secondary located in St. John and St. Joseph respectively. These schools will be compared on the following data collected: geographical location linked to the surrounding property values; students' socio-economic backgrounds based on participation in the school lunch programme; the school's capacity compared with its actual roll; teacher-student ratio; teacher qualifications; and, student admission based on BSSEE scores.

*Comparison of Urban Schools: Queen's College and St. James Secondary*

Queen's College and St. James Secondary are both located in an urban area of St. James. Queen's College is located in the affluent area of Husbands, and is bordered by Thorpes and the other affluent areas of Prior Park and Oxnards. The property values in these areas range from approximately $834,742 in Thorpes to $1,460,655 in Oxnards (source: Barbados Land Tax Department). St. James Secondary is located in Trents, in close proximity to the very affluent coastal area of Holetown and Porters with property values over $1,000,000. However, the school is also bordered by the older neighbourhood of Trents with significantly lower property values.

Both schools have similar capacities in terms of the number of students they can serve (1,200 for Queen's College, and 1,100 for St. James Secondary). However, while St. James is above capacity with a student roll of 1105, Queen's College is below functional capacity with a roll of 1 007 at the time this report was written. The teacher-student ratio is relatively the same for both schools (1:16 at St. James Secondary and 1:17 at Queen's College) but teacher qualifications differ.

While 68% of the staff at Queen's College are trained and 95% of them hold degrees, only 58% of the teachers at St. James Secondary are trained and 80% hold degrees. Queen's College has only two untrained non-graduate teacher on its staff and St. James Secondary has nine such teachers. Following is a closer examination of the issue of school capacity

compared to student roll through an analysis of these schools' student admissions over the last seven year based on students' BSSEE scores.

***Table 6.3*:**
**Yearly Number of Students Assigned to Schools**

| Schools | Year | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
| Queen's College | 150 | 150 | 150 | 150 | 152 | 151 | 161 |
| St. James Secondary | 179 | 180 | 180 | 210 | 211 | 190 | 200 |

As shown in Table 6.3, St. James Secondary has been assigned at least 29 (in 1999) and at most, 60 more students (in 2002) than Queen's College over the past seven years. The writers of this report are aware that students are allocated to secondary schools based on parental choice, test scores and school capacity. However, the comparison of students in the above table is focused primarily on capacity. Queen's College will continue to be a below functional capacity school since the variation in the number of students allocated to the school over the seven-year period does not exceed 11. Thus, for four years the number of students allocated to Queen's College stayed the same (150) over a four-year period before this number increased minimally over the following three years.

In contrast, the variation in the number of students allocated to St. James Secondary reached as high as 32 students. Also, the number of students allocated to this school fluctuated more frequently over the seven-year period with a continued increase every year except one (2004). At the time that the data on which this report is based were collected, St. James Secondary was above capacity and this school is likely to continue to be above capacity, given the rate at which students are being allocated.

Pertaining to the lunch programme, both schools had a similar number of students participating in their lunch programme (20-39). Students' scores on the BSSEE were also compared. Over the seven-year period under study, an average of 90% of the students allocated to St. James Secondary scored between 0-50 in English. In Mathematics, an average of 93% of the students allocated to this school scored between 0-50 in Mathematics. In comparison are the BSSEE scores of students allocated to Queen's College. Over the seven-year period, an average of 83% of the students allocated to Queen's College scored between 71 and 100 in English. In Mathematics, an average of 99% of the students allocated to this school scored in the 71-100 range.

Based on the results of the data collected, it appears that at Queen's College, students come from higher socio-economic backgrounds are taught by a higher proportion of trained staff,

and are very comfortable on school premises since the school is below functional capacity. In contrast, at St. James Secondary, the school is above capacity with students who have significant academic needs, as indicated by their BSSEE scores, and they are being taught by a smaller proportion of trained teachers. In short, data indicate that many factors contribute to the educational climate at both Queen's College and St. James Secondary, and consideration of the socio-cultural context of the schools is warranted if the macro level of students' needs is to be met, particularly in the case of St. James Secondary.

*Comparison of Rural Schools: The Lodge School and Grantley Adams Memorial*

The Lodge School is located in St. John and Grantley Adams Memorial is located in St. Joseph. As noted earlier, property values in the rural parishes of Barbados are relatively lower than the property values in the urban parishes. We were able to obtain property values for only one of the bordering areas of the Lodge school: this was the area of Colleton, with property values of $290,417 (source: Barbados Land Tax Department). Grantley Adams is bordered by areas with property values ranging from $117,857 in Blackmans, to $543,056 in Horse Hill. The annual family incomes in those parishes were also low. Around the Lodge School, annual income averaged $21,000 in Society Hill and $22,000 in Colleton. Around Grantley Adams, the lowest average annual family income was $7,889 in Coffee Gully. However, as noted earlier, these incomes may not reflect the income of the students attending either of these schools.

While the Lodge School is a large school with an official capacity of 875, it is currently above capacity with a roll of 934 students at the time this report was written. Grantley Adams is also a large school with a capacity of 1 000 and at the time this report was written, the actual roll was 1 021, making the school over capacity, though not as much as in the case of The Lodge School. The teacher-student ratio is relatively the same for both schools (1:15 at The Lodge School and 1:16 at Grantley Adams) but, as with the urban schools, teacher qualifications differ. While 62% of the staff at The Lodge School are trained and 98% of them hold degrees, only 56% of the teachers at Grantley Adams are trained and 74% hold degrees. The Lodge School has no untrained non-graduate teachers and Grantley Adams has seven on its staff.

School capacity versus actual enrolment has a slightly different nuance in the analysis of the rural schools. First is an examination of the yearly number of students allocated to each of the schools:

| *Table 6.4*: Number of students assigned to The Lodge School and Grantley Adams | | | | | | | |
|---|---|---|---|---|---|---|---|
| | **1999** | **2000** | **2001** | **2002** | **2003** | **2004** | **2005** |
| **The Lodge School** | 152 | 120 | 120 | 150 | 150 | 120 | 141 |
| **Grantley Adams Memorial** | 164 | 210 | 210 | 210 | 210 | 185 | 141 |

As shown in Table 6.4, Grantley Adams is allocated as many as 90 students more than The Lodge School. The number of students allocated to each school has fluctuated over the seven-year period with the range of students allocated to The Lodge School being between 120 and 152. At Grantley Adams, the range of students assigned was between 141 and 210. Grantley Adams had the same number of students (210) allocated consecutively over a four-year period (2000-2003) and The Lodge School the same number of students (150) allocated consecutively over a two-year period (2000-2001) with this same number of students allocated again in 2004. Both schools had the same number of students (141) allocated to them in 2005. However, similar to the case of the urban schools, the issue of how well the students at each school are being served takes into consideration, not only if the school is above capacity, but also the social and academic needs of the students, measured by students' socio-economic background and their scores from the BSSEE.

Pertaining to the lunch programme, Grantley Adams has 40-59 student participants while fewer than 20 students at The Lodge School participate in their programme. Students' scores on the BSSEE were also compared. Over the seven-year period under study, an average of 98% of the students allocated to Grantley Adams scored between 0-30 and 31-50 combined in both English and Mathematics, with the higher percentage of students scoring in the 0-30 range. In comparison are the BSSEE scores of students allocated to The Lodge School. Over the seven-year period an average of 95% of the students allocated to The Lodge School scored in the 51 to 100 range in English. In Mathematics, 97% of the students allocated to the school scored between 51 and 100. In both subjects, the highest percentage of these students scored in the 51-70 range.

Based on the results of the data discussed earlier, both The Lodge School and Grantley Adams Memorial are over capacity, with The Lodge School being more so. However, The Lodge School is more equipped with a higher proportion of trained teaching staff to meet the needs of the students. Moreover, based on BSSEE scores, the academic needs of the students who attend Grantley Adams Memorial are significantly higher than those of the students who attend The Lodge School. Thus similar to the urban schools case study, the need for highly trained teachers is greater at the school with the smaller proportion of those teachers.

From the data presented in this section it is evident that the socio-cultural context of schools and communities are related to the educational outcomes of students. Socio-cultural factors germane to the schooling context were examined in the case studies presented. It appears that macro-level inequities exist in schools located in both urban and rural parishes, and even though the Ministry has made attempts to address the social and economic needs of individual students, more should be done to address the needs of schools that serve students with relatively greater social and academic needs.

**Student Achievement – Primary**

In this study, student achievement at the primary level was measured by results at the BSSEE. This was considered the most valid way of looking at achievement across all the schools, since the test is a standardised one that is administered under similar conditions to all students who qualify to write it. For the purpose of the study, students were placed in a band depending on scores obtained on the English and Mathematics tests. In chapter four, the results of individual schools are presented, and in Table 4.72.4 the average percentage of students falling into each range for each school over the 1999 to 2005 period was given. It is based on this summary that comments in this section are made.

The examination of the BSSEE results revealed that generally, the students' achievement in English was better than in Mathematics. This is evidenced by the fact that larger proportions of students fell in the upper ranges (51-70 and 71-100) in English than for Mathematics. This trend though was reversed for the five schools in which 30% or more of the students fell in the 71-100 range for both English and Mathematics. These schools are Charles F. Broomes Primary, Christ Church Girls', Erdiston Primary, Luther Thorne Primary and St. David's Primary. For them, more students scored in the 71-100 range for Mathematics than for English.

Of greater concern is the fact that 16 of the schools (11 in urban parishes and five in rural) had an average of over 30% of their students falling in the 0-30 range in both English and Mathematics. These schools are listed in Figure 6.5.

| *Figure 6.5:* **Schools with an Average of Over 30 Per cent of the Students Scoring in the 0-30 Range in the English and Mathematics of the BSSEE** | |
|---|---|
| Bay Primary | St. Andrew Primary |
| Belmont Primary | St. Bartholomew Primary |
| Carrington Primary | St. Bernard's Primary |
| Christ Church Boys' | St. Christopher Primary |
| Cuthbert Moore Primary | St. Joseph Primary |
| Deacon's Primary | St. Mary's Primary |
| Eagle Hall Primary | St. Philip Primary |
| Mount Tabor Primary | Westbury Primary |

The reason for this weak performance is not obvious from this study, which is mainly descriptive. Thus, more in-depth studies of these schools would be required to identify any areas that may need special attention.

What is of importance here though is that assumptions should not be made that the students are always at fault. Questions must also be raised about other areas of schooling, including the curriculum: its content, teaching methods and approaches to assessment. If the motto "Each one matters" is to be meaningful, then all involved in educating children in Barbados must be committed to assessment procedures that identify student needs and teaching strategies that address those needs. This may require staff development programmes to help teachers acquire the skills to work with students of different abilities and learning orientations.

Questions may also be raised about the nature of the BSSEE. A decision must be made as to whether its purpose is to rank students or to find out if they have sufficiently covered the ]primary curriculum to move on to secondary education.

**Student Achievement – Secondary**

For secondary schools, achievement was measured by the results of the CSEC examinations. For each school, overall subject entries were considered, and results for English and Mathematics were specifically examined. This is because of the current emphasis on these subjects by the education authorities.

As with the primary school students, indications are that student achievement in Mathematics is lower than it is for English. Consistently across the schools, during the seven-year period investigated, smaller proportions of students earned a passing grade in Mathematics than

in English, even though in many cases fewer students were entered to write Mathematics examinations. This may be a spill over from the weak achievement in Mathematics at the primary level.

When the overall achievement of students in the various schools is considered, other trends are noticeable. For example, the percentage of passes in all subjects ranges from 93% for Harrison College to 26% for St. George Secondary. These results seem to reflect the academic achievement of the students who entered the schools, based on the BSSEE scores, as explained in Chapter 2. Thus, the Category 1 schools had the highest average percentage passes, followed by the Category 2 schools and then a mixture of the Category 3 and 4 schools. This should be no surprise as the schools' results are merely reflecting the abilities of the students that they take in. Thus, Category 4 schools, with the majority of their students scoring in the 0-30 range on the BSSEE, will naturally have lower percentage passes at CSEC than the Category 1 or 2 schools.

What is surprising though is the *quality* of the passes obtained by the schools. The fact is that at the General Proficiency level, only Harrison College obtained the highest percentage of its passes at Grade 1, while Combermere and Queen's College had the highest percentage passes at Grade 2. All the other schools obtained the highest percentage of their passes at Grade 3. This raises questions about the value-added-ness of instruction provided in some schools. Such questions would be fuelled by the fact that schools whose intake scored in the 0-30 range on the BSSEE can obtain the majority of their passes at the same grade as schools whose intake scored in the 71-100 range or even the 51-70 range. Of course, it may be argued that Category 1 and 2 schools had much higher numbers of subject entries than the Category 4 schools. But that is to be expected, given the ability of the students they admit: schools enter the students who they believe are ready for the examination.

What this suggests is that there are some schools that may be doing an excellent job to move their students along the achievement continuum. For example, over the seven-year period, St. Lucy Secondary, Princess Margaret Secondary and Grantley Adams Memorial have taken in a majority of students who scored in the 0-30 range in the BSSEE. However, over the period, St. Lucy Secondary had a mean of 269 subject entries per annum with a mean pass rate of 50%; Princess Margaret Secondary had a mean of 352 subject entries and a mean pass rate of 39%; and Grantley Adams Memorial had a mean of 550 subject entries with a mean pass rate of 32%. When compared to other schools, these subject entries and pass rates may seem small. In addition, the movement of these students towards being eligible for and passing examinations may not be recognised as they may not obtain many passes at the higher grades. But if the starting point of the students in these schools is acknowledged, then the fact that some of them are able to write the CSEC examinations and obtain passing grades is commendable and an indication of much hard work on their

part and on the part of their teachers. Such efforts need to be recognised and rewarded. This would go a long way in helping to erase the stigma attached to some schools, a stigma that can erode the self-esteem of students attending these schools and have a negative impact on their motivation to achieve.

**Staffing Issues**

As mentioned elsewhere in this report, the outcomes of schooling are very much connected to the quantity and quality of the teachers. The evidence from this investigation indicates that there are many positive factors in Barbadian schools. For example, it is heartening to note that a substantial proportion of teachers in the system are trained or hold degrees. At the primary level, 83% are trained and/or hold degrees, while at the secondary level, 85% are trained and/or hold degrees. This bodes well for the system since like any other profession, teaching calls for specialised skills and it does an injustice to the students when they are exposed to the sometimes counterproductive practices of untrained teachers.

Another point of interest about the members of the teaching profession is their academic background. Good teachers are knowledgeable in the subject matter they are expected to deliver (Good & Brophy, 1991). Hence, the academic background of teachers should also be examined. Again, it is noteworthy that large proportions of teachers have pursued education beyond secondary school, with 53 % of the primary teachers holding at least a first degree and 84% of the secondary ones holding at least a Bachelor's degree. This is commendable. However, care must be taken to ensure that the teachers are knowledgeable in the subject matter they teach. Attempts to pay attention to this aspect no doubt contribute to the fact that at the secondary level, 80 per cent of the teachers are graduates. Of course, it is possible that some teachers are asked to teach subjects about which they have little knowledge or with which they are not comfortable. For example, some teachers who teach Mathematics have little conceptual understanding and even less liking of the subject. Their negative feelings about the subject may be conveyed to the students and become a barrier to their engagement with the subject. Having all teachers with academic qualifications in the areas in which they teach is ideal.

Another noteworthy fact is that the education authorities seem committed to providing adequate staff for schools. This is evidenced by the fact that all of the secondary schools and 68 of the 72 primary schools have teacher-student ratios of less than 1:20. This is indeed laudable, as it indicates that even when schools are serving more students than intended, the MES is willing to employ the quantity of teachers perceived to be necessary.

Teacher-student ratio is calculated by dividing the number of students on roll by the number of teachers employed by the school, while class size refers to the number of students in a

class. Some (e.g. Achilles, Finn & Bain, 1997) argue that it is class size rather than teacher-student ratio that has an impact on student achievement. Investigation into class size at the various schools was outside the scope of this current study. But if it is accepted that class size can influence educational outcomes, then this issue would need to be properly researched in the Barbadian context.

**A Special Note**

In keeping with the notion of educational opportunities for all children, evidence suggests that there are ongoing efforts to meet the educational needs of the students who are challenged physically, mentally and emotionally. Making available special schools and special units in some primary schools allows children with special needs from low income homes to have access to education without having to pay fees to private institutions. In addition, government assistance to the two privately-run institutions no doubt helps to defray costs, which can translate into benefits for the users of these institutions. All these efforts are commendable, but there are some issues relating to special education needs that cannot be overlooked.

For example, in its *White Paper on Education Reform*, the MES mentions integrating some students with special needs into mainstream classrooms. However, as indicated by some writers (e.g. Burns & Allen, 1998; Sailor & Roger, 2005), this can be beneficial to students, but for it to be so, certain conditions must exist. For example, a whole school approach must be adopted. This means that school activities should be so organised as to take the learning needs of all students into consideration. This may call for re-arranging the school day, classrooms, and the curriculum. In addition, teachers would need additional training to be able to cope.

Thus, if the system-wide inclusion of Barbadian students with special needs is to be of benefit to the students, attention and forethought must be applied to such concerns. But even if mainstreaming is not fully introduced, the MES should examine the needs of students already mainstreamed into so-called regular classrooms to determine the extent to which they are being met. This may require establishing a system of assessment and referral beginning at the level of the class teacher and ranging to educational psychologists. Such services may be more crucial to the success of these students in some schools than in others.

# CHAPTER 7

## RECOMMENDATIONS

Based on the findings of this study, the EEC is proposing a number of recommendations that we believe would contribute to improved academic achievement of students in the government-run primary and secondary schools. These recommendations are presented below.

1. ***The Ministry and schools should continue their effort to restrict the student intake at those schools which are consistently over capacity, to the number for which they were built***. This recommendation is made based on the fact there is adequate space in the schools to accommodate an equitable distribution of students across the island. In fact, statistics reveal that there are over 29,709 placements for primary students and only 24,185 students and hence schools with rolls above their official capacity cannot be easily justified.

   Further, schools that stay within their capacity could benefit from having classes that are not too large. Indeed, studies (e.g. American Federation of Teachers, n.d.) show that there are many such benefits. These include greater comfort for students, more opportunities for students to receive more individualised attention, lower level of noise, which could lead to a higher level of concentration by both the teachers and the students and fewer discipline problems. But apart from the issue of class size, school buildings that accommodate more students than intended could also compromise the safety of both the students and the teachers. In the event of an emergency a quick exit or some other course of action may be required, and this might be more difficult if buildings are overcrowded.

2. ***Use the surplus of places in the primary schools to provide more facilities for nursery education***. Though four nursery schools and nursery departments in 50 primary schools already exist, the need for more space for early childhood education continues to increase and some primary schools have reported that there is mounting pressure on them to take children in the nursery education age range. Some may see that as a request from parents for day care for their little ones, as many of them now find it necessary to seek employment. But some (e.g. Public Health Agency of Canada, 2006) suggest that it is members of the low income groups who are more likely to have to work long hours and perhaps hold multiple jobs in order to make ends meet. Further, research (Hamilton, 2001) indicates that it is the children from such homes who are likely to have fewer early educational background experiences that would facilitate expected progress

on entering formal school settings. Of course, any such actions should be well thought out since early childhood education programmes must not be treated as an "add on" to the primary curriculum. Early childhood education calls for an appropriate curriculum and appropriately-trained teachers to ensure that the children obtain maximum benefits from the educational experiences. Since the findings indicate that 75 per cent of the primary schools are below functional capacity, then finding space for such programmes may be possible.

3. ***Ongoing efforts to upgrade the skills of teachers should be continued and they should be provided with opportunities, indeed with mandates, to become trained.*** Of concern is the fact that there are still considerable proportions of teachers untrained (28 per cent at the primary schools and 40 per cent at the secondary). In fact, the country should seriously work harder towards the implementation of the policy that people wishing to enter the teaching service should be trained *prior* to doing so. Moving to this position may be an ideal, but every effort should be made to get as close to it as possible, since having such large proportions of the nation's teachers untrained could have a negative impact on student achievement and other educational outcomes.

4. ***Attention should continue to be paid to teachers who have degrees in the subject area in which they teach, but no pedagogical training***. This is especially true for secondary school teachers. Indications (Darling-Hammond, 1999) suggest that subject matter is not enough for effective teaching, and that knowledge of teaching and learning (pedagogical knowledge) is also essential. Thus, staff development opportunities, adequate supervision and support need to be made available to teachers who are still untrained.

5. ***Policies that regulate how long teachers can remain in classrooms without pursuing pedagogical training should be developed***. Such policy should make it mandatory for teachers to upgrade their training at regular intervals in order to stay abreast of new developments in pedagogy. This could be facilitated through ongoing site-based staff development programmes. Thus, the onus would be on schools to identify the needs of their teachers and arrange training sessions to meet those needs. Such measures would go a long way to ensuring that teachers are effective in the classroom, thus increasing the chances of students achieving at higher levels.

6. The extent to which teachers in secondary schools are teaching subjects about which they have inadequate knowledge should be investigated. It is commendable that these schools make an effort to hire individuals who hold degrees in the subject areas they are expected to teach. However, the reality is that it is possible for teachers to be asked to teach subjects with which they have had minimum contact. In a small state like

Barbados, this may be unavoidable since the pool of people qualified to teach some subject areas, and are willing to do so, may be limited. But when it is necessary to have teachers teach areas of which they may have limited knowledge, then it is important to ensure that they are provided with training, supervision and support systems to assist them. This can lead to their being more effective in instructing their students, and to higher achievement in the classroom.

7. ***Greater attention should be paid to the teaching of English and Mathematics at the primary level.*** The results in BSSEE over the period 1999 to 2005 have revealed that of the 71 schools observed, only four had the highest percentage of their students scoring in the 71-100 range in both Mathematics and English. The situation in Mathematics is even more worrisome since the majority of schools had the highest percentage of their students scoring 30 marks or less.

   These BSSEE results suggest that there is a large number of poor achievers in Mathematics. The delivery of Mathematics lessons therefore has to be such that students achieve a greater understanding of its concepts from an early age. Apart from the after-school lessons provided by many primary schools, consideration needs to be given to the idea of the development of a guide for the teaching of Mathematics both at the primary and secondary level. This guide could provide teachers with innovative ways of presenting the subject matter and engaging the students more. In addition, specialised training which focuses on using activities and discussion needs to be provided, to show teachers how to plan lessons, how to teach more effectively and how to assess students.

   While the results in English are more widely spread over the ranges, the level of excellence displayed in Mathematics, in terms of number of schools with the highest percentage of their students gaining marks in the 71-100 range, is greater than in English. Perhaps it is taken for granted that students will perform better in English and therefore this subject is not given the extra attention as may be given to Mathematics.

   However, it must be remembered that Standard English is not the first language of most Barbadian students and hence specific instruction in this area is necessary. Further, in order to emphasise the utility value of the language skills that the students are acquiring, these skills should be integrated into other subject areas that they explore in school. According to Brinton, Snow and Wesche (1989), language structure and form should be learnt in authentic contexts rather than through contrived drills in language workbooks. Of course, in order to do this effectively, teachers would need to be trained.

As it relates to both Mathematics and English, it is clear that weaknesses highlighted by the BSSEE results are carried through and are also seen at the CSEC level. It is therefore critical that these weaknesses be addressed at the primary level. This means that primary school teachers should have access to appropriate training in these two subjects, and indeed, in any subject area that they are required to teach. Teachers in turn need to encourage students to practice what they have been exposed to in the classroom by providing meaningful school-based and homework activities.

8. ***As long as the BSSEE is used as the means by which students are allocated to secondary schools, there needs to be a more equitable way of distributing the 30% of students who score in the 0–30 range in English and Mathematics in the BSSEE***. One factor that may be contributing to some schools registering low achievement among their students is the intake. The evidence indicates that the intake of four schools consist primarily of students who scored in the 0–30 range in the BSSEE. These schools consistently record low examination entries and relatively low pass rates. Perhaps because of these results, these schools are not selected by many parents as open choices for their children as can be seen from the parental choice data for the 2000-2005 period. This state of affairs can no doubt have a detrimental effect on the esteem of both the students and teachers at these schools. Perhaps one method that may be considered is to distribute these students across *all* the secondary schools *first*, and to allocate the remaining students.

   Distributing the academically weaker students first has the potential to alleviate some of the difficulties that the so-called low performing secondary schools experience. For example, no school would be so saturated by weaker students as to be constantly returning weak or poor results on the CSEC examinations, and consequently be labelled as a "failing" school. Such labels are psychologically damaging to students and teachers and may contribute to the perpetuation of poor performances. Apart from that, the weaker students can benefit from being in the midst of their more academically able peers, with no negative effects to the achievement of the more able students. For this to occur, then other measures would need to be in place, which gives rise to another recommendation.

9. ***All teachers should be exposed to techniques of differentiated instruction***. Differentiated instruction is a concept that is in keeping with current thought in pedagogy (e.g. see Hall, 2002; McKinley, 2003; Tomlinson, 2001). Such exposure can help teachers to explore the philosophy of and acquire skills in managing classrooms that cater to students with diverse cognitive abilities. It is worth noting that training teachers in differentiated instruction (DI) would be of benefit not only to the weaker students, but also to the more able ones. The goal of DI is to help students of all

abilities to achieve at their highest potential. This appears to be needed in Barbadian schools, even among the so-called high-flyers. This is evidenced by the fact that large proportions of the CSEC passes are at Grade 3, even among those schools that take in students that excel in the BSSEE. Perhaps DI strategies in the classrooms could help these students to maximise this potential. What is important though is that if teachers are trained to meet the educational needs of children of diverse abilities, then all schools would be equipped to provide instruction for the weaker students who can then be distributed across these schools.

10. ***Programmes and resources needed by students and teachers at schools that currently take in mostly low achievers should continue to be identified and provided, not only to help improve academic achievement, but also to help build the esteem and improve the perception of these schools.*** Even if there is a move towards exposing all teachers to DI, it may take time for them to become confident and competent enough to work in mixed-ability classrooms. Thus, while the practice of allocating the majority of the students who score in the 0-30 range to four or five schools remains in place, these schools should receive special attention. It is vital that these schools continue to identify and receive support for programmes and resources that ensure that the educational needs of their students are met.

11. ***An empirical investigation of student achievement when school placement is not linked to BSSEE scores should be carried out***. Such an investigation would provide insights into how students achieve when BSSEE scores are "controlled", that is, students of similar scores on the examination attend school across academic categories 1 to 4. The closure and subsequent distribution of the students from the Louis Lynch School across the other 22 secondary schools provides a unique opportunity for such an investigation. Such a study would document how students who were originally allocated to a Category 2 school based on their BSSEE scores, achieved academically while attending other schools.

## THE WAY FORWARD

If these recommendations are accepted, then, it is clear that education authorities will have to work consistently over the next decade or so to implement measures that would contribute to higher achievement of the nation's children. The MES has already put a number of initiatives in place that are designed to get this process started which include interventions by Ministry officers, school managers and leadership professionals to ensure that the schools were supported in all facets that allowed for the development of a quality school environment. Some of these initiatives are listed below.

1. The MES has already put in place an affirmative action programme for the 15 bottom placed schools. They are now considering expanding this programme from four to nine additional schools. Action in this direction might involve internal audits of the schools to establish socio-economic status profiles, as well as to investigate management and classroom practices, access to learning resources, and use of financial grants. Action would also involve the designing of on-site staff development programmes, including coaching of teachers.

2. The MES is in the process of examining a paper on the transfer of students from primary to secondary schools. This paper has implications for the distribution of students of various academic abilities across the secondary schools.

3. A National Policy on Reading has been developed to address the general perception that reading standards at the primary level have deteriorated. It is expected to address areas of weakness observed in the students' performance on the BSSEE English papers. This policy advocates action in areas such as re-training of teachers, placement of reading resource teacher and diagnosis and remediation of student reading difficulties.

4. A Schools' Health and Wellness Initiative is to be launched. This initiative intends to increase the number of students pursuing healthy lifestyles through healthy eating and physical activity. Emphasis is to be placed on the individual, the school community and the wider community with a view to promoting personal health, environmental health and physical well-being.

5. Increased visits to these schools by Curriculum and School Supervision and Management Officers.

6. Assignment of the peripatetic teacher in Mathematics to these schools specifically.

7. Redeployment of staff to ensure that skill areas were available to complement programme needs e.g. teachers in special needs education allocated from the core of teachers that undertook special needs training through Mount St. Vincent University and Erdiston Teachers' Training College; teachers with a specific focus on Early Childhood Education and Reading.

8. Allocation of additional staff to assist with remediation and other special needs requirements.

9. Provision of additional teaching/learning resources in Early Childhood Education and other areas.

10. Professional leadership training for Principals and Senior Teachers.

11. Development and implementation of School Improvement Plans.

12. Introduction of the post of Subject Coordinators.

13. Specialised training for Mathematics teachers.

Further, at a policy level, the Ministry expanded the Nursery Education programme to include those 3 year olds who may have been at risk for educational failure and whose parents could not afford to pay for private care.

The Ministry has indicated that while it is recognised that these interventions assist the schools in improving the mean score at the BSSEE, a number of external factors impact on student performance as well. It is anticipated that further interventions along the lines of student and social services, while already being operationalised at all schools, will have a focused implementation in the target schools. The Ministry is aware that all areas of remediation do not fall under its purview, however, by incorporating the social agencies that will support the pedagogical interventions being undertaken, it is expected that the school system will continue to see improvement in the performance at the primary and secondary levels.

All these initiatives and recommendations take into consideration the fact that many factors influence students' academic achievement. Thus, any efforts to improve achievement must pay attention to the physical, psychological, emotional, and social development of the students. It is hoped that this report raises awareness of some of these issues and will lead to the seeking of effective solutions.

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# APPENDICES

*Appendix A*

| **Subject Written at the Different Proficiency Levels for CSEC over the 1999 – 2005 Period** | | |
|---|---|---|
| **Basic** | **General** | **Technical** |
| Caribbean History | Agricultural Science | Building Tech (Construction) |
| Electricity/Electronics | Art and Craft | Building Tech (Woods) |
| English A | Biology | Building Technology |
| Food and Nutrition | Caribbean History | Elec. & Electronic Tech. |
| French | Chemistry | Electrical Technology |
| Geography | Clothing and Textiles | Information Technology |
| Home Econ. Management | Elec. Doc. Prep. and Mgmt. | Mech. Eng. Technology |
| Integrated Science | Electricity/Electronics | Woods |
| Mathematics | English A | |
| Office Procedures | English B | |
| Principles of Accounts | Food and Nutrition | |
| Principles of Business | French | |
| Social Studies | Geography | |
| Spanish | Home Economics Management | |
| Technical Drawing | Human and Social Biology | |
| Typewriting | Information Technology | |
| | Integrated Science | |
| | Mathematics | |
| | Metals | |
| | Music | |
| | Office Procedures | |
| | Phys. Ed. & Sports | |
| | Physics | |
| | Principles of Accounts | |
| | Principles of Business | |
| | Religious Education | |
| | Shorthand | |
| | Social Studies | |
| | Spanish | |
| | Technical Drawing | |
| | Theatre Arts | |
| | Typewriting | |
| | Visual Arts | |
| | Woods | |

*Appendix B:*

## Lists of Schools in Various Categories

| **By Location** | | | |
|---|---|---|---|
| **Rural** | | **Urban** | |
| All Saint's Prim. | St. Margaret's Prim. | St. Giles Prim | Ch. Ch. Foundation |
| Bayley's Prim. | St. Mark's Prim. | St. Paul's Prim. | Combermere School |
| Boscobel Prim. | St. Martins Four Roads | Arthur Smith Prim. | Ellerslie Secondary |
| Chalky Mount Prim. | St. Martin's Mangrove | Bay Prim. | Garrison Secondary |
| Christ Church Boys' | St. Patrick's Prim. | Belmont Prim. | Harrison College |
| Christ Church Girls' | St. Philip Prim. | Carrington's Prim. | Parkinson Mem. |
| Cuthbert Moore Prim. | St. Silas Prim. | Charles F. Broome Prim | Queen's College |
| Gordon Greenidge Prim. | Vauxhall Prim. | Deacon's Prim. | Springer Memorial |
| Half Moon Fort Prim. | Welches Prim. | Eagle Hall Prim. | St. James Secondary |
| Hilda Skeene Prim. | Workman's Prim. | Eden Lodge Prim. | St. Leonard's Boys' |
| Hillaby/Turner's Hall Prim | Ellerton Prim. | Erdiston Prim. | The St. Michael School |
| Holy Innocents' Prim. | St. Alban's Prim | Grazette's Prim. | |
| Ignatius Byer Prim. | Good Shepherd Prim. | Hindsbury Prim. | |
| St. James Prim | Alleyne School | L. T. Gay Memorial | |
| Mount Tabor Prim. | Coleridge and Parry | Luther Thorne Prim. | |
| Roland Edwards Prim. | Deighton Griffith | Pine Prim. | |
| Selah Prim. | Grantley Adams Mem. | St. Ambrose Prim. | |
| Sharon Prim. | Princess Margaret Sec. | St. Lawrence Prim. | |
| Society Prim. | St. George Secondary | St. Mary's Prim. | |
| South District Prim. | St. Lucy Secondary | St. Stephen's Prim. | |
| St. Andrew Prim. | Lester Vaughan School | Wesley Hall Junior | |
| St. Bartholomew's Prim | The Lodge School | West Terrace Prim. | |
| St. Bernard's Prim. | Alexandra School | Westbury Prim. | |
| St. Catherine's Prim. | Alma Parris | Wilkie Cumberbatch Prim | |
| St. Christopher's Prim. | | St. Matthew's Prim. | |
| St. David's Prim. | | | |
| St. Elizabeth Prim. | | | |
| St. George Prim. | | | |
| St. John Prim. | | | |
| St. Joseph Prim. | | | |
| St. Jude's Prim. | | | |
| St. Lucy Prim. | | | |
| St. Luke's-Brighton | | | |

*Appendix C*

| By Size (Based on Official Capacity) | | |
|---|---|---|
| **Small Schools** | **Medium Schools** | **Large Schools** |
| St. Ambrose Primary | Belmont Primary | All Saint's Primary |
| St. David's Primary | Boscobel Primary | Arthur Smith Primary |
| St. Mark's Primary | Carrington's Primary | Bay Primary |
| St. Silas Primary | Chalky Mount Primary | Bayley's Primary |
| | Deacon's Primary | Charles F. Broome Primary |
| | Good Shepherd Primary | Christ Church Boys' |
| | Half Moon Fort Primary | Christ Church Girls' |
| | Hillaby/Turner's Hall Primary | Cuthbert Moore Primary |
| | Holy Innocents' Primary | Eagle Hall Primary |
| | Ignatius Byer Primary | Eden Lodge Primary |
| | Mount Tabor Primary | Ellerton Primary |
| | Roland Edwards Primary | Erdiston Primary |
| | Selah Primary | Gordon Greenidge Primary |
| | Society Primary | Grazette's Primary |
| | South District Primary | Hilda Skeene Primary |
| | St. Alban's Prim | Hindsbury Primary |
| | St. Andrew's Primary | L. T. Gay Memorial |
| | St. Bartholomew's Primary | Luther Thorne Primary |
| | St. Bernard's Primary | Pine Primary |
| | St. Catherine's Primary | Sharon Primary |
| | St. Elizabeth Primary | St. Christopher's Primary |
| | St. James Primary | St. George Primary |
| | St. John Primary | St. Giles Primary |
| | St. Jude's Primary | St. Joseph Primary |
| | St. Lawrence Primary | St. Lucy Primary |
| | St. Luke's-Brighton | St. Mary's Primary |
| | St. Margaret's Primary | St. Patrick's Primary |
| | St. Martins Four Roads | St. Paul's Primary |
| | St. Martin's Mangrove | St. Stephen's Primary |
| | St. Matthew's Primary | Vauxhall Primary |
| | St. Philip Primary | Wesley Hall Junior |
| | Welches Primary | West Terrace Primary |
| | Workman's Primary | Westbury Primary |
| | | Wilkie Cumberbatch Primary |

| By Size (Based on Official Capacity) | | |
|---|---|---|
| **Small Schools** | **Medium Schools** | **Large Schools** |
| Alma Parris | Alexandra School | Christ Church Foundation |
| | Alleyne School | Garrison Secondary |
| | The St. Michael School | Parkinson Memorial |
| | | Queen's College |
| | | Springer Memorial |
| | | St. George Secondary |
| | | St. James Secondary |
| | | St. Leonard's Boys' |
| | | Lester Vaughan School |
| | | Coleridge and Parry |
| | | Combermere School |
| | | Deighton Griffith |
| | | Ellerslie Secondary |
| | | Grantley Adams |
| | | Harrison College |
| | | Princess Margaret |
| | | St. Lucy Secondary |
| | | The Lodge School |

*Appendix D:*

| By Density | | | |
|---|---|---|---|
| **Functional** | **At Capacity** | **Above Capacity** | **Below Functional Capacity** |
| St. Mary's Primary | | Charles F. Broome Prim | Holy Innocents' Prim. |
| Roland Edwards Prim | | Deacon's Primary | Ignatius Byer Primary |
| Carrington's Primary | | Hillaby/Turner's Hall Prim | All Saint's Primary |
| St. Andrew's Primary | | Pine Primary | L. T. Gay Memorial |
| St. Martin's Mangrove | | St. David's Primary | St. Joseph Primary |
| St. Paul's Primary | . | St. Silas Primary | St. Jude's Primary |
| Vauxhall Primary | | Christ Church Girls' | St. Lawrence Primary |
| Wesley Hall Junior | | Luther Thorne Primary | St. Lucy Primary |
| Hilda Skeene Primary | | Erdiston Primary | Boscobel Primary |
| | | Wilkie Cumberbatch Prim | Chalky Mount Primary |
| Christ Church Foundation | | South District Primary | Christ Church Boys' |
| Deighton Griffith Secondary | | St. Bartholomew's Prim | Cuthbert Moore Primary |
| Harrison College | | Sharon Primary | Eagle Hall Primary |
| St. Leonard's Boys' | | St. Stephen's Primary | Eden Lodge Primary |
| Parkinson Memorial | | Arthur Smith Primary | Ellerton Primary |
| | | | Good Shepherd Primary |
| | | Alexandra School | Gordon Greenidge Prim. |
| | | Alleyne School | Grazette's Primary |
| | | Coleridge and Parry | Bay Primary |
| | | Combermere School | Bayley's Primary |
| | | Ellerslie Secondary | Belmont Primary |
| | | Garrison Secondary | Mount Tabor Primary |
| | | Grantley Adams Mem | Selah Primary |
| | | Princess Margaret Sec | Society Primary |
| | | Springer Memorial | Hindsbury Primary |
| | | The Lodge School | St. Alban's Primary |
| | | The St. Michael School | St. Bernard's Primary |
| | | St. James Secondary | St. Catherine's Primary |
| | | | St. Christopher's Prim. |
| | | | St. Elizabeth Primary |
| | | | St. George Primary |
| | | | St. Giles Primary |

| By Density | | | |
|---|---|---|---|
| **Functional** | **At Capacity** | **Above Capacity** | **Below Functional Capacity** |
| | | | St. James Primary |
| | | | St. John Primary |
| | | | St. Luke's-Brighton |
| | | | St. Margaret's Primary |
| | | | St. Mark's Primary |
| | | | St. Martins Four Roads |
| | | | St. Matthew's Primary |
| | | | St. Patrick's Primary |
| | | | St. Philip Primary |
| | | | Welches Primary |
| | | | West Terrace Primary |
| | | | Westbury Primary |
| | | | Workman's Primary |
| | | | St. Ambrose's Primary |
| | | | Alma Parris Mem. |
| | | | Queen's College |
| | | | St. George Sec |
| | | | St. Lucy Secondary |
| | | | Lester Vaughan |

*Appendix E*

| Secondary Schools in the Various Academic Categories (Based on BSSEE Scores of Intake) | | | |
|---|---|---|---|
| **Category 1** | **Category 2** | **Category 3** | **Category 4** |
| Combermere School | Alexandra School | Garrison Secondary | Alma Parris Memorial |
| Harrison College | Alleyne School | Parkinson Memorial Sec | Grantley Adams Mem |
| Queen's College | Christ Church Foundation | Springer Memorial | Princess Margaret Sec |
| The St. Michael School | Coleridge & Parry | St. James Secondary | St. George Secondary |
| | Deighton Griffith Sec | St. Leonard's Boys' | St. Lucy Secondary |
| | Ellerslie Secondary | Lester Vaughan | |
| | The Lodge School | | |
| | Louis Lynch Sec | | |

*Appendix F*

| Secondary Schools in Categories Based on Parental Choices from 2000 to 2005 | | | |
|---|---|---|---|
| **First Choice** | **Second Choice** | **Third Choice** | **Fourth Choice** |
| Combermere School | Christ Church Foundation | Garrison Secondary | Alma Parris Memorial |
| Queen's College | Harrison College | Alleyne School | Grantley Adams Mem |
| The St. Michael School | Ellerslie Secondary | Deighton Griffith Sec | Princess Margaret Sec |
| | The Louis Lynch Sec | The Lester Vaughan Sch | Springer Memorial |
| | The Lodge School | Parkinson Memorial Sec | St. George Secondary |
| | Alexandra | St. James Secondary | St. Leonard's Boys' |
| | Coleridge & Parry | | St. Lucy Secondary |

| | Choices in 2000 | | | Choices in 2001 | | | Choices in 2002 | | |
|---|---|---|---|---|---|---|---|---|---|
| **School** | **1st Choice** | **2nd Choice** | **2000 Total** | **1st Choice** | **2nd Choice** | **2001 Total** | **1st Choice** | **2nd Choice** | **2002 Total** |
| Combermere Sch. | 768 | 835 | 1603 | 834 | 867 | 1701 | 759 | 831 | 1590 |
| The St Michael Sch. | 521 | 837 | 1358 | 538 | 764 | 1302 | 545 | 706 | 1251 |
| Queen's College | 856 | 293 | 1149 | 815 | 267 | 1082 | 823 | 228 | 1051 |
| Ch. Ch. Foundation | 211 | 287 | 498 | 152 | 293 | 445 | 181 | 269 | 450 |
| Harrison College | 423 | 43 | 466 | 400 | 39 | 439 | 329 | 44 | 373 |
| The Louis Lynch Sec. | 123 | 227 | 350 | 123 | 204 | 327 | 152 | 222 | 374 |
| Ellerslie Sec. | 146 | 217 | 363 | 123 | 184 | 307 | 134 | 203 | 337 |
| The Lodge Sch. | 152 | 191 | 343 | 118 | 185 | 303 | 123 | 194 | 317 |
| Alexandra Sch. | 130 | 121 | 251 | 145 | 132 | 277 | 126 | 127 | 253 |
| Coleridge & Parry Sch. | 70 | 120 | 190 | 54 | 135 | 189 | 51 | 102 | 153 |
| Garrison Sec. | 58 | 115 | 173 | 63 | 104 | 167 | 49 | 101 | 150 |
| Deighton Griffith Sec. | 58 | 108 | 166 | 41 | 93 | 134 | 50 | 119 | 169 |
| The Lester Vaughan Sch. | 41 | 89 | 130 | 48 | 64 | 112 | 46 | 105 | 151 |
| Alleyne Sch. | 84 | 72 | 156 | 64 | 72 | 136 | 63 | 76 | 139 |
| Parkinson Mem. | 38 | 64 | 102 | 25 | 59 | 84 | 37 | 63 | 100 |
| St James Sec. | 30 | 48 | 78 | 42 | 59 | 101 | 27 | 72 | 99 |
| Princess Margaret Sec. | 17 | 29 | 46 | 11 | 20 | 31 | 13 | 23 | 36 |
| St Leonard's Boys' | 20 | 18 | 38 | 8 | 22 | 30 | 18 | 16 | 34 |
| St George Sec. | 3 | 17 | 20 | 1 | 22 | 23 | 6 | 21 | 27 |
| Grantley Adams Mem. | 17 | 15 | 32 | 19 | 15 | 34 | 15 | 17 | 32 |
| Springer Memorial Sec. | 17 | 15 | 32 | 7 | 12 | 19 | 10 | 10 | 20 |
| Alma Parris Sec. | 4 | 10 | 14 | 9 | 14 | 23 | 7 | 14 | 21 |
| St Lucy Sec. | 6 | 15 | 21 | 6 | 18 | 24 | 10 | 11 | 21 |
| **Total** | **3793** | **3786** | **7579** | **3646** | **3644** | **7290** | **3574** | **3574** | **7148** |

| Choices in 2003 | | | Choices in 2004 | | | Choices in 2005 | | | Combined Choices | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1st Choice | 2nd Choice | 2003 Total | 1st Choice | 2nd Choice | 2004 Total | 1st Choice | 2nd Choice | 2005 Total | Total # of Choices | % of Choices |
| 821 | 817 | 1638 | 766 | 840 | 1606 | 880 | 760 | 1640 | 9778 | 22.7 |
| 511 | 773 | 1284 | 436 | 695 | 1131 | 469 | 790 | 1259 | 7585 | 17.6 |
| 785 | 232 | 1017 | 816 | 181 | 997 | 728 | 204 | 932 | 6228 | 14.5 |
| 160 | 254 | 414 | 162 | 240 | 402 | 150 | 237 | 387 | 2596 | 6.0 |
| 367 | 37 | 404 | 297 | 29 | 326 | 312 | 27 | 339 | 2347 | 5.5 |
| 163 | 262 | 425 | 122 | 214 | 336 | 127 | 170 | 297 | 2109 | 4.9 |
| 126 | 191 | 317 | 176 | 246 | 422 | 132 | 199 | 331 | 2077 | 4.8 |
| 119 | 196 | 315 | 127 | 169 | 296 | 94 | 192 | 286 | 1860 | 4.3 |
| 147 | 126 | 273 | 135 | 88 | 223 | 101 | 99 | 200 | 1477 | 3.4 |
| 69 | 129 | 198 | 42 | 118 | 160 | 50 | 114 | 164 | 1054 | 2.4 |
| 57 | 124 | 181 | 61 | 108 | 169 | 46 | 112 | 158 | 998 | 2.3 |
| 72 | 91 | 163 | 76 | 93 | 169 | 55 | 103 | 158 | 959 | 2.2 |
| 55 | 112 | 167 | 63 | 120 | 183 | 47 | 97 | 144 | 887 | 2.1 |
| 52 | 58 | 110 | 58 | 53 | 111 | 66 | 57 | 123 | 775 | 1.8 |
| 35 | 64 | 99 | 42 | 82 | 124 | 38 | 56 | 94 | 603 | 1.4 |
| 25 | 56 | 81 | 22 | 80 | 102 | 28 | 50 | 78 | 539 | 1.3 |
| 10 | 19 | 29 | 16 | 31 | 47 | 12 | 21 | 33 | 222 | 0.5 |
| 12 | 21 | 33 | 14 | 15 | 29 | 9 | 12 | 21 | 185 | 0.4 |
| 11 | 25 | 36 | 11 | 29 | 40 | 4 | 24 | 28 | 174 | 0.4 |
| 11 | 13 | 24 | 8 | 15 | 23 | 9 | 10 | 19 | 164 | 0.4 |
| 16 | 13 | 29 | 17 | 12 | 29 | 10 | 10 | 20 | 149 | 0.3 |
| 5 | 13 | 18 | 14 | 22 | 36 | 7 | 20 | 27 | 139 | 0.3 |
| 8 | 10 | 18 | 7 | 10 | 17 | 9 | 18 | 27 | 128 | 0.3 |
| **3637** | **3636** | **7273** | **3488** | **3490** | **6978** | **3383** | **3382** | **6765** | **43033** | **100** |