

The Evaluation of Secondary Schools in Jamaica A Value-Added Approach

A Policy Brief of the Jamaica Education Transformation Commission 2021



We REACH for Excellence

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The monitoring and evaluation of schools are essential components of any well-functioning education system. Schools are evaluated to measure the degree to which students are learning. It is the basis for monitoring progress toward the achievement of articulated goals, such as those specified in the recommendations of the Jamaica Education Transformation Commission. Evaluation provides the data needed to determine accountability, performance of leaders, teachers, and students, and to assist in assessing whether plans are being effectively implemented.

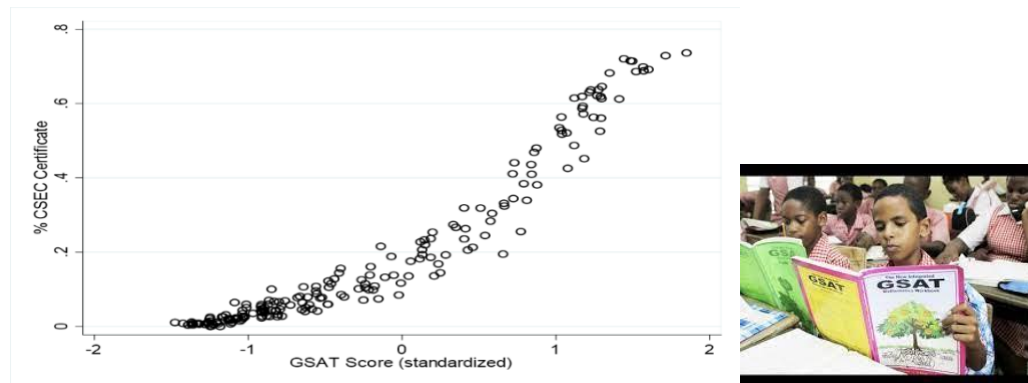
This policy brief summarizes the new value-added method for evaluating Jamaica's schools, explains the composite value-added measure derived from it, and presents the findings of the first complete application of the method to the evaluation of the nation's high schools. This new composite-value added method complements the more traditional method of evaluation used by the National Education Inspectorate (NEI). It is based on the results of the value-added modeling procedure conducted by a team of statistics experts at the Inter-American Development Bank for the Jamaican Education Transformation Commission, 2021. The model used data on all results of the GSAT, GNAT, CSEC and CAPE exams for the 18-year period 2001-2018.



1.Explaining the Value-Added (VA) Method of Evaluating Schools

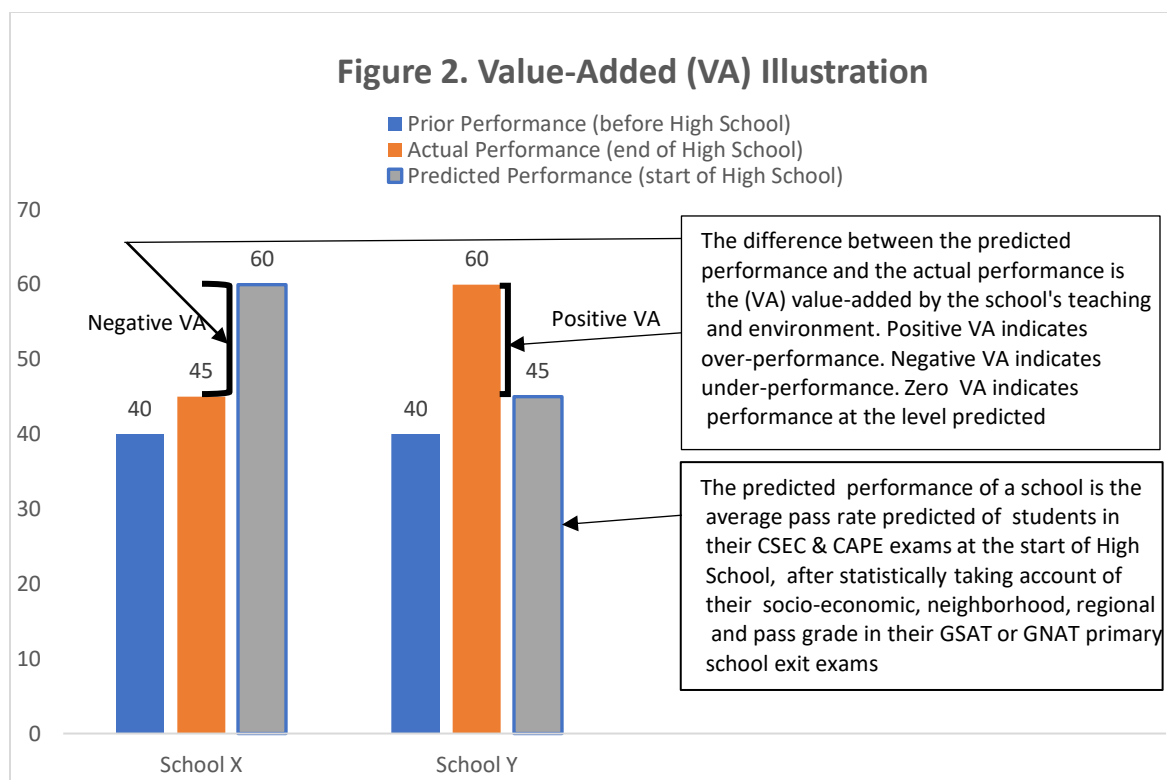
What is value-added evaluation? It is one that takes account of what schools actually contribute to the performance of students, over and above what the students themselves and their background resources bring to the school. In Jamaica, high schools are usually evaluated simply on the basis of the average pass rate of their students in the final CSEC and CAPE exams. However, by itself, this is a misleading and unfair way of assessing the performance of schools. A school that recruits mainly students who have performed well in their entry level exams (such as the GSAT or GNAT) is stacking the cards in its favor, in that such students are very likely to do well in their CSEC because of the qualities they bring with them to the school. Indeed, we can predict with a high degree of confidence how students will do in their CSEC before they ever enter a high school, based solely on their GSAT exam. This is clearly indicated in Figure 1, which shows a close relationship between the GSAT performance of Jamaican students and their performance, years later, in their CSEC exams.

Figure 1. Relation between Jamaica GSAT Score and % CSEC Certificate pass



Source: Diether Wolfgang Beuermann Mendoza, Technical Introduction, 2021 VA results

Furthermore, students who come from middle- and upper-class backgrounds bring with them the advantages of educated parents, of living in homes with books and room to study, and sometimes additional tutoring from private teachers. To evaluate what a school with such students contribute to the students' performance we must subtract, or control for, these outside-school advantages. Value-added models use statistical models to predict how students will perform on the basis of their baseline personal qualities and background, and attribute to the school and its teachers the difference between their predicted performance and actual performance. Thus, the model may predict that the average performance of students in a given school should be, say, 45% pass rate. If the actual rate turns out to be 60%, then the value added is 15% of the final pass rate, rather than the full 60 percent. The value added takes a negative value if the actual average performance is less than that predicted. This means that a school with a high pass rate of even 80 percent may still end up with a negative value-added score. Conversely, many schools with moderate, or even less than average pass rates may still end up with high value-added scores. Let's take the case of a school in the inner-city area of Kingston, or in a poor rural area. The incoming students to such a high school may have performed poorly in the GSAT or GNAT exam. Furthermore, they may, on average, be coming from impoverished backgrounds with crowded one or two-room homes, no books, no libraries in their neighborhoods, and parents who may be functionally illiterate or too hardworking and tired to guide them in their homework. The value-added model may predict that such a school should have a pass rate of 25 percent on the CSEC. However, if the actual average pass rate of the school turns out to be 40%, such a school would be assessed as having a high value-added performance, even though 60 percent of



its students have failed the CSEC exam. The teachers and head of such a school would deserve high commendation for bringing out the best from their students, despite all that was working against them. There are many such schools in Jamaica. However, they are usually overlooked in the annual assessment of schools based solely on average percent of passes in the CSEC and CAPE exams. The value-added approach brings the good work that such schools are doing to the attention of education officers and others evaluating the schools. At the same time, it draws attention to schools that are underperforming, given the preexisting qualities of their students and their resources, even though their average pass rates are higher than well-performing schools that are adding value to their students' performance. The achievement of the value-added exercise is to 'level the playing field' between unequally advantaged schools in the comparison of their students' performances.

Not all schools with privileged and highly qualified students are underperforming, and not all schools in poor areas are overperforming. To the contrary, our results show that many schools in low-income areas are underperforming and could do much better, while

several schools with students from middle class homes add value to their already academically and socially well-endowed students. There is always room for improvement. Better schools find the means to enhance the talents and resources that their students bring to them.

It is very important to understand that **value-added measures are relative, not absolute.** Value-added scores are standardized (like most relative scores) with a mean or average of zero, with positive scores indicating better than predicted performance, and negative scores indicating lower than what was predicted. Thus, a negative added-value score does not mean that a school has had negative or harmful effects on its students. To the contrary, traditional schools such as Champion College or Munro College, may end up with substantially lower value-added scores than, say, St. Catherine High or Marymount, but perform, in absolute terms, at far higher levels measured in terms of pass rates in the CSEC and CAPE exams, so it would be misleading to say that they are having negative effects on their students.

Although using only high school exam results is misleading, not taking account of such results and relying only on value added scores, as is done in countries such as the U.S and U.K., would be, in the Commission's view, equally misleading. Parents and policymakers will be interested in exam results for a variety of reasons. Many parents may prefer to rely on such results, regardless of the school's value added performance, because they want their children to associate with students that are expected to perform well or to associate with others with similar backgrounds. Employers may also prefer to hire students from schools with high percentage pass rates because such rates signal the performance and personal qualities that they prefer and, knowing this, parents may be motivated to send their children to such schools. For these reasons, we report pass rates in the evaluation tables below.

In addition, we also report an overall composite rate, developed by the Commission, that combines *ranking* of schools in both their added value scores and exam pass rates by averaging the rankings on their VA and exam pass rates. This is explained at greater length below.

1. The Division of Schools into Traditional and Non-Traditional Groups



The usual way of evaluating the nation's high schools not only relies solely on pass rates in the CSEC and CAPE exams, but also groups all the schools together. The Commission also considers this to be unfair and misleading. Jamaica is a very unequal society, and this is strongly reflected in the inequality of its schools. There are, in fact, two school systems, especially at the high school level. One group, which is sometimes called the traditional schools, mainly serves the students of the middle and upper classes. They are high performing institutions that can compete with the best schools anywhere in the world.

On the other hand, there are the non-traditional secondary schools, which the children of the rest of the nation attend (apart from unusually bright ones who win scholarships to the traditional elite schools). These schools mainly receive children from working class as well as impoverished homes, many of which, as indicated earlier, lack the most basic resources to help their children. These children are also nearly all coming from government primary schools, many of which are not well served.

The Commission therefore decided to separate the results of the CSEC and CAPE exams, as well as the VA modeling, into the two groups of schools: the traditional (or elite as they are sometimes called) of which there are 42, and the 211 non-traditional schools for which there are adequate data, and rank them separately.

There is another advantage of dividing the schools into two groups. One problem with value-added modeling for elite schools that get very privileged and high performing students is that these schools end up with relatively low value-added scores when compared with well performing schools that get poorer and less prepared students. There is relatively less to add, given the personal and background resources that their students already bring to the school--a case of diamonds in, diamonds out. By separating the schools into traditional and non-traditional, the former ends up competing for rank only with their fellow privileged schools. Hence, formerly top schools that find themselves no longer at the top cannot complain that they had only limited room to demonstrate added value, since other equally well-endowed schools show that it is still possible to add to the already well-prepared incoming cohort of students, not to mention being better at taking in more students from less fortunate homes and bringing them up to the standards of the majority of privileged students. The results for the 42 Traditional Schools are in Table 1, and for the 211 Non-Traditional in Table 2.

In addition to the two main groups of high schools, there is a third category which had to be dropped from the value-added analysis due to missing information and the fact that too many of these schools had zero exam results on the CAPE and CSEC exams: 30 percent had zero CSEC, and over 60 percent zero CAPE, results. Including many schools with zero passes in a VA analysis destabilizes the model and leads to unreliable results. Although these schools were dropped from the VA composite tables, their exam performances are presented, since these will still be useful in evaluating them. These results are presented in Table 3 below.



2. The rankings of Jamaica's secondary schools based on the 2021 value-added and other results

Tables 1 and 2 present results on the performance of Jamaica's high schools under 9 headings, the most important being the composite overall rank that is listed in the second column. These results are based on data over the 18-year period 2001 to 2018.

The third column, '**Ranking based on Average Result (% CSEC Certificate)**,' is the average ranking of the schools on the basis of their performance in the CSEC exams over the 18 years from 2001 to 2018.

Column (4) is '**Ranking based on Added Value (%CSEC Certified)**.' This reports the ranking of the value-added scores relating to the CSEC results. These VA scores were estimated separately from those relating to the CAPE results. There were good reasons for doing this, mainly because the population of students taking the CAPE exams differ in substantial, and statistically significant, ways from those sitting the CSEC exams.

Column 5, '**Ranking based on Average Result (VA CSEC and % CSEC Certificate)**' is a composite rank. It averages the ranks on CSEC Certificate performance and the CSEC value added scores. Schools often rank very differently on these two results and averaging the ranks gives a better, and fairer, evaluation of a school's performance. Campion is an extreme case in point: it ranks #1 among the 42 traditional schools on average percent CSEC certificates passed over the years. However, it ranks 41 on the value added CSEC measure (though not on the CAPE value added score) because its incoming students are so far ahead of those of most other schools in personal academic qualities and privileged socio-economic background. Averaging its rankings brings it back up to the top ranks of schools in the final ranking.

Column 6, '**Ranking based on Average Result (% CAPE Diploma)**' reports results based on the CAPE exams. This, and the next two columns, repeat estimates similar to those for the CSEC exams: Column 7, '**Ranking based on Added Value(%CAPE Diploma)**,' and Column (8), '**Ranking based on Average Result (VA CAPE + %CAPE Diploma)**.'

The final columns (8) and (9), simply present the averages for the CSEC and CAPE pass percentages. These are the results, on the basis of which schools were (and still are)

ranked by others. We present them here for the convenience of those who still prefer this way of evaluating schools.

The most important ranking is reported in column (2), the **‘Overall Ranking based on the Average of All other Rankings.’** This is, simply, the composite ranking of all the ranks. The Commission is of the view that it does a better job of assessing the performance of the nation’s high schools and in attributing merit where it is most deserved. It is also the fairest approach. Unlike school systems that rely solely on final exam results without regard to background or baseline student characteristics, it takes account of such factors; at the same time, unlike school systems that have become over-reliant on value-added scores, such as the British Education System since 2002, it takes account of schools’ exam results.



3. Some Brief Comments

Glenmuir High, located in May Pen, Clarendon, a co-educational school of 1700 students, emerges as the nation’s best performing traditional high school. It was founded in 1958 by the Rt. Reverend Percival Gibson, then Bishop of Jamaica. It is followed by Wolmers High School for Girls in Kingston, the female division of the nation’s oldest school, founded in 1736, and by St. Jago High School in Spanish Town, the nation’s third oldest continuously operating school, founded in 1744. Dinthill Technical High, founded in 1938, and now one of the country’s largest technical institutions with an enrollment of 1400 students, has the highest composite ranking of non-traditional high schools. It is followed closely by Denbigh High in May Pen, and Edwin Allen High in Frankfield, Clarendon.

Among the traditional schools, Merl Grove ranks first in value-added at the CSEC level, followed by Charlemont High, in Linstead, St. Catherine, and Clarendon College. At the CAPE exam level, Campion is first in value added, followed by Wolmers High School for Girls and Glenmuir High. Campion, it should be noted, ranks first on percent of its students who pass the CSEC and CAPE exams as well as value added in the CAPE exams. However, it ranks very low among traditional schools on value added score at the CSEC level, which largely explains its 6th place on the overall composite rank.

St. Mary’s College, a co-educational school of 1000, located in Above Rocks, St. Catherine, ranks first among non-traditional schools in value added based on the CSEC examination

results. Its value-added score of 0.1656 is best in the nation although virtually identical with Merl Grove's score of 0.1653. Bluefields High/Belmont Academy in Bluefields, Westmoreland, ranks first in average CAPE results and value-added based on the CAPE, although not on the CSEC results, and has a low value-added score based on the CSEC. This suggests that it has a relatively selected student body with students from somewhat more advantaged backgrounds.

The poor performance of some of the better-known traditional schools is surprising, especially Calabar, Excelsior, Jamaica College and Rusea's. Jamaica College and Rusea's are among the nation's oldest continuously operating schools, Rusea's having opened its doors in 1777, and Jamaica College in 1795. Jamaica College was for many years among the nation's leading schools, and it is perplexing that it has fallen so precipitously in both performance on the CSEC and value added. It cannot blame the quality of its incoming cohort of students for its underperformance. The standardized average GSAT score of its recruits over the 18 years, 2001-2018, was 1.183,¹ meaning that they were well above the national average. Indeed, the average baseline GSAT grades of its entering classes substantially surpassed those of Merl Grove and were higher than several of the other well performing traditional schools such as Knox College, Morant Bay High, and Convent of Mercy.

It is noteworthy that eight of the twelve top performing traditional high schools are girls only institutions, whereas only one boys-only school, Wolmers Boys, is in this top group. This means that girls have access to 11 of the top twelve schools while boys are accepted in only four of them. This is not by design. There are many boys-only schools in the country. The girls' schools dominate the top twelve because girls, in general, significantly outperform boys in the nation's schools in all subjects, including mathematics and Science, at all levels of the system. The academic underperformance of boys is a major problem in Jamaica's education and is discussed in the unabridged report of the Commission.



¹ Not shown in Table 1 below, but see complete results, including standardized GSAT score in the 2021 VA Results available in the Commission google folder.

4. Recommendations

The Commission makes the following 5 recommendations toward the implementation of the value-added approach for evaluating Jamaica's high schools:

1. All secondary schools should be evaluated and ranked using the value-added procedure, complementing the traditional evaluations by the National Education Inspectorate
2. The value-added rankings should be combined with the rankings on the regular CSEC and CAPE exams to produce the composite rank developed by the Commission
3. MOEY should promptly address both the Value-Added and NEI evaluations. Special attention should be paid to schools that perform poorly on these assessments. Schools that perform well should be publicly acknowledged and rewarded
4. Both sets of evaluations should be made publicly available and widely disseminated to stakeholders
5. Every effort should be made to ensure that all schools are able to provide the appropriate data needed to conduct the value-added procedure.



Appendix 1: Composite, Value Added, and Exam Rankings of Secondary Schools

**Table 1. Rankings of Average & Value-Added Scores for CSEC & CAPE Exams + Base % Average Results
Traditional Schools (2001-2018)**

Secondary School Name	OVERALL RANKING Based on Average of All Other Rankings	Ranking based on Average Result (% CSEC Certificate)	Ranking based on Added Value (% CSEC Certificate)	Ranking based on Average Result (VA CSEC and % CSEC Certificate)	Ranking based on Average Result (% CAPE Diploma)	Ranking based on Added Value (% CAPE Diploma)	Ranking based on Average Result (VA CAPE and CAPE Diploma)	Average CSEC % Certificate	Average CAPE % Diploma
GLENMUIR HIGH SCHOOL	1	3	16	1	4	3	4	72.04%	46.55%
WOLMERS HIGH SCHOOL FOR GIRLS	2	6	24	9	3	2	2	69.86%	52.01%
ST JAGO HIGH SCHOOL	3	15	12	7	8	5	7	62.13%	38.87%
ST ANDREW HIGH SCHOOL FOR GIRLS	4	5	17	3	11	15	12	71.42%	34.32%
IMMACULATE CONCEPTION	4	2	35	16	2	4	3	72.89%	54.26%
CAMPION COLLEGE	6	1	41	22	1	1	1	73.64%	64.15%
WOLMERS BOYS HIGH	7	8	30	17	6	7	7	68.81%	43.43%
CONVENT OF MERCY	8	22	11	13	12	9	9	58.69%	31.26%
HAMPTON HIGH	9	4	37	30	5	6	5	71.50%	45.86%
QUEENS HIGH SCHOOL	10	28	8	15	15	8	10	52.76%	28.90%
ST HUGHS HIGH SCHOOL	11	23	5	8	20	14	16	57.21%	27.47%
ARDENNE HIGH SCHOOL	12	7	33	19	7	13	8	69.17%	39.66%
CLARENDON COLLEGE	13	32	3	14	23	11	16	48.02%	26.88%
MEADOWBROOK HIGH	14	25	6	10	21	19	19	56.30%	27.14%
KINGSTON COLLEGE	15	19	14	13	19	20	18	61.32%	27.78%
HOLY CHILDHOOD HIGH	16	17	9	6	26	23	26	61.88%	26.12%
WESTWOOD HIGH	17	10	22	11	13	31	22	68.22%	30.88%
ST HILDAS DIOCEAN	18	13	13	6	26	23	26	63.63%	26.15%
KNOX COLLEGE	19	18	4	3	29	29	31	61.47%	24.00%
DECARTERET	20	16	29	25	17	16	14	61.89%	28.66%
ST MARY HIGH SCHOOL	21	31	19	32	16	10	12	51.79%	28.71%
MERL GROVE HIGH SCHOOL	22	24	1	4	32	27	32	56.37%	21.02%
MANNINGS SCHOOL	23	11	36	30	14	25	18	64.56%	30.57%
ST CATHERINE HIGH SCHOOL	24	38	7	25	31	12	21	40.97%	21.27%
MUNRO COLLEGE	25	20	39	36	9	18	13	61.22%	36.23%
MORANT BAY HIGH SCHOOL	26	27	15	21.5	28	21	26	53.49%	24.96%
MONTEGO BAY HIGH SCHOOL	27	9	38	30	10	32	20	68.62%	34.73%
MOUNT ALVERNIA HIGH SCHOOL	28	12	27	18	22	34	29	63.74%	27.05%
ST GEORGES COLLEGE	29	26	20	27.5	24	22	23	56.08%	26.19%
CHARLEMONT HIGH SCHOOL	30	41	2	23	37	17	28	31.87%	17.12%
BISHOP GIBSON HIGH SCHOOL	31	21	26	30	18	30	24	59.27%	27.95%
MARYMOUNT HIGH SCHOOL	32	35	10	25	35	26	33	44.07%	18.01%
MANCHESTER HIGH SCHOOL	33	14	32	27.5	27	35	34	63.05%	25.49%
TITCHFIELD HIGH SCHOOL	34	33	21	33.5	33	24	30	46.88%	18.96%
CAMPERDOWN HIGH SCHOOL	35	36	18	33.5	39	33	36	43.59%	16.64%
YORK CASTLE HIGH SCHOOL	36	30	25	35	36	37	38	52.09%	17.47%
CORNWALL COLLEGE	37	29	40	41	30	41	35	52.56%	21.50%
JAMAICA COLLEGE	38	34	34	39.5	34	39	38	45.16%	18.28%
EXCELSIOR HIGH SCHOOL	39	39	28	38	41	36	40	38.11%	13.38%
CALABAR HIGH SCHOOL	40	37	31	39.5	38	38	39	42.57%	16.87%
FERNCOURT HIGH SCHOOL	41	42	23	37	42	42	42	30.43%	7.26%
RUSEAS HIGH SCHOOL	42	40	42	42	40	40	41	33.95%	13.42%

**Table 2. Rankings of Average and Value-Added Scores for CSEC & CAPE + Base % Average Results
Non-Traditional Schools (2001-2018)**

Secondary School Name	Ranking based on Average Result (All rankings)	Ranking based on Average Result (% CSEC Certificate)	Ranking based on Added Value (%CSEC Certificate)	Ranking based on Average Result (VA CSEC and % CSEC Certificate)	Ranking based on Average Result (% CAPE Diploma)	Ranking based on Added Value (% CAPE Diploma): 2SLS	Ranking based on Average Result (VA CAPE and % CAPE Diploma)	Average %CSEC Certificate	Average % CAPE Diploma
DINTHILL TECHNICAL SCHOOL	1	7	4	1.5	4	3	2	31.90%	13.16%
DENBIGH HIGH SCHOOL	2	2	9	1.5	3	16	5	41.10%	14.71%
EDWIN ALLEN HIGH SCHOOL	3	9	11	5	5	12	4	27.40%	11.74%
ST MARYS COLLEGE	4	15	1	4	11	11	6	23.64%	9.02%
OLD HARBOUR HIGH SCHOOL	5	13	2	3	15	19	9	25.36%	8.01%
THE CEDAR GROVE ACADEMY	6	12	15	7				25.54%	
HOLMWOOD TECHNICAL HIGH SCHOOL	7	27	6	10	25	6	8	18.83%	4.51%
JONATHAN GRANT HIGH SCHOOL	8	11	18	8	13	24	10	26.31%	8.19%
JOSE MARTI TECHNICAL SCHOOL	9	28	27	20	9	4	3	18.60%	10.13%
MACGRATH HIGH SCHOOL	10	40	5	13.5	18	10	7	13.24%	6.26%
OBERLIN HIGH SCHOOL	11	16	16	9	14	28	12	23.55%	8.05%
GUYS HILL HIGH SCHOOL	12	33	12	13.5	21	17	11	15.63%	5.68%
VERE TECHNICAL HIGH SCHOOL	13	20	3	6	20	51	14	21.56%	5.75%
GARVEY MACEO HIGH SCHOOL	14	17	17	11	12	75	18	23.28%	8.64%
HOLLAND HIGH SCHOOL	15	18	31	17	17	59	16	22.75%	7.49%
MICO PRACTISING PRIMARY AND JUNIOR HIGH	16	51	10	23	43	30	15	10.43%	2.47%
CENTRAL HIGH SCHOOL	17	42	23	26	32	46	17	12.54%	3.54%
SPALDINGS HIGH SCHOOL	18	19	20	12	22	94	26	21.99%	5.17%
BLUEFIELDS HIGH / BELMONT ACADEMY	19	14	144	69	1	1	1	24.48%	16.34%
BOG WALK HIGH SCHOOL	20	75	42	40	31	31	13	6.41%	3.64%
WINDWARD ROAD PRIMARY AND JUNIOR HIGH	21	64	8	28	69	42	23.5	7.91%	1.04%
ST MARY TECHNICAL HIGH SCHOOL	22	25	37	24.5	24	101	28	19.30%	4.70%
BRIDGEPORT HIGH SCHOOL	23	21	41	24.5	16	119	34.5	21.29%	7.62%
MAY DAY HIGH SCHOOL	24	10	36	15	19	137	48.5	26.67%	5.83%
SYDNEY PAGON AGRICULTURAL HIGH SCHOOL	25	90	7	36				4.68%	
ANNOTTO BAY HIGH SCHOOL	26	32	19	18	44	113	50	16.09%	2.23%
MILE GULLY HIGH SCHOOL	27	35	54	33	30	99	30	14.42%	3.73%
LENNON HIGH SCHOOL	28	45	26	27	36	109	40	11.52%	2.97%
NEW DAY PRIMARY AND JUNIOR HIGH	29	113	14	45	105	2	21	2.83%	0.48%
CLAUDE MCKAY HIGH SCHOOL	30	56	38	34	38	102	37	9.56%	2.69%
ST THOMAS TECHNICAL HIGH SCHOOL	31	29	24	19	26	155	69	18.22%	4.47%

CONSTANT SPRING PRIMARY AND JUNIOR HIGH	32	114	30	56.5	97	7	20	2.77%	0.57%
IONA HIGH SCHOOL	33	26	48	29	28	138	56	19.25%	4.16%
TIVOLI GARDENS HIGH SCHOOL	34	77	61	50.5	57	60	27	5.95%	1.56%
MAVIS BANK VOCATIONAL SCHOOL	35	95	28	44	90	45	34.5	4.35%	0.66%
AABUTHNOTT GALLIMORE HIGH SCHOOL	36	37	49	31	48	118	56	13.80%	1.98%
BUFF BAY HIGH SCHOOL	37	50	59	37	52	98	44	10.54%	1.76%
HOLY TRINITY HIGH SCHOOL	38	100	52	63	77	33	22	4.14%	0.83%
TACKY HIGH SCHOOL	39	66	64	47	65	73	36	7.76%	1.21%
ST ANDREW TECHNICAL HIGH SCHOOL	40	38	117	65.5	27	84	23.5	13.60%	4.30%
WATERFORD HIGH SCHOOL	41	92	46	50.5	72	62	33	4.62%	0.95%
PORT ANTONIO HIGH SCHOOL	42	36	45	30	49	132	69	13.82%	1.95%
DENHAM TOWN HIGH SCHOOL	43	131	40	76	76	25	19	2.15%	0.84%
PORUS HIGH SCHOOL	44	48	63	38	40	127	58	10.77%	2.61%
GREEN POND HIGH SCHOOL	45	52	70	43	33	125	51.5	10.13%	3.08%
HAPPY GROVE HIGH SCHOOL	46	30	29	22	29	177	97	17.55%	3.87%
BLACK RIVER HIGH SCHOOL	47	5	113	41	8	164	60	33.15%	10.45%
TACIUS GOLDING HIGH SCHOOL	48	85	35	42	93	80	61.5	5.35%	0.61%
TRENCH TOWN HIGH SCHOOL	49	110	32	54	134	21	46	3.22%	0.24%
HIGHGATE PRIMARY AND JUNIOR HIGH	50	74	90	72	64	67	31.5	6.45%	1.23%
FROME TECHNICAL HIGH SCHOOL	51	8	149	67	7	141	42	28.35%	10.68%
BELLEFIELD HIGH SCHOOL	52	22	25	16	39	190	122.5	20.63%	2.66%
WILLIAM KNIBB MEMORIAL HIGH SCHOOL	53	6	82	32	10	193	93	32.40%	9.18%
COCKBURN GARDENS PRIMARY AND JUNIOR HIGH	54	120	51	76	114	29	38.5	2.62%	0.37%
ST ELIZABETH TECHNICAL HIGH SCHOOL	55	3	129	48	6	180	77	38.42%	11.63%
GORDON TOWN / LOUISE BENNETT COVERLEY ALL AGE	56	93	101	93.5	84	47	31.5	4.58%	0.75%
DONALD QUARRIE HIGH SCHOOL	57	103	68	76	109	49	51.5	4.05%	0.42%
CLONMEL PRIMARY AND JUNIOR HIGH	58	62	75	49	181.5	8	82	8.00%	0.00%
FOGA ROAD HIGH SCHOOL	59	43	13	21	37	206	139	12.23%	2.82%
OCHO RIOS HIGH SCHOOL	60	31	65	35	41	179	109.5	16.83%	2.53%
BALCOMBE DRIVE PRIMARY AND JUNIOR HIGH	61	164	21	88	138	9	41	0.88%	0.22%
HERBERT MORRISON TECHNICAL SCHOOL	62	1	140	53	2	186	80.5	48.72%	16.13%
MANDEVILLE PRIMARY AND JUNIOR HIGH	63	53	99	63	59	124	71.5	10.02%	1.52%
CALABAR PRIMARY AND JUNIOR HAILE HIGH AND INFANT	64	108	80	89	87	68	46	3.51%	0.71%
CHARLIE SMITH HIGH SCHOOL	65	125	43	73	153	23	65.5	2.32%	0.06%
CENTRAL BRANCH ALL AGE	66	124	109	116	79	35	25	12.54%	3.54%
CARRON HALL HIGH SCHOOL	67	89	74	71	92	92	73	4.79%	0.62%
BROWNS TOWN HIGH SCHOOL	68	63	89	63	61	133	85.5	7.96%	1.34%
MARCUS GARVEY TECHNICAL HIGH SCHOOL	69	76	103	81	83	93	65.5	5.98%	0.77%
SELASSIE HIGH SCHOOL	70	160	34	93.5	136	26	54	1.08%	0.22%

MELROSE PRIMARY AND JUNIOR HIGH	71	129	87	108.5	104	39	38.5	2.22%	0.48%
EWARTON HIGH SCHOOL	72	83	72	65.5	62	135	89	5.76%	1.33%
IRWIN HIGH SCHOOL	73	23	121	56.5	23	192	101	20.57%	5.05%
SEAFORTH HIGH SCHOOL	74	47	69	39	51	185	130.5	10.89%	1.89%
ALLMAN HILL PRIMARY AND JUNIOR HIGH	75	122	47	74	181.5	13	87	2.52%	0.00%
KEMPS HILL HIGH SCHOOL	76	71	76	58.5	66	152	103	6.89%	1.15%
KELLITS HIGH SCHOOL	77	72	71	55	74	146	109.5	6.74%	0.89%
ORACABESSA HIGH SCHOOL	78	61	79	52	127	96	114.5	8.10%	0.26%
CUMBERLAND HIGH SCHOOL	79	128	22	61	140	79	106	2.28%	0.21%
CHRISTIANA HIGH SCHOOL	80.5	59	120	81	50	143	84	8.57%	1.90%
B B COKE HIGH SCHOOL	80.5	55	169	112	45	110	46	9.85%	2.18%
SWALLOWFIELD PRIMARY AND JUNIOR HIGH	82	143	53	97	145	34	67	1.68%	0.15%
ISLINGTON / HORACE CLARKE HIGH	83	99	78	78	126	72	90	4.15%	0.27%
STEER TOWN HIGH MANSFIEL	84	79	50	46	68	170	134	5.95%	1.04%
ST JOSEPHS HIGH	85	57	125	86	123	71	85.5	9.01%	0.30%
SPOT VALLEY HIGH SCHOOL	86	97	122	111	47	121	59	4.33%	2.11%
SHORTWOOD PRACTISING PRIMARY AND JUNIOR HIGH AND INFANT	87	106	55	70	181.5	38	107	3.68%	0.00%
ALBERT TOWN HIGH SCHOOL	88	41	106	58.5	56	174	124	12.79%	1.64%
BRIMMER VALE HIGH SCHOOL	89	88	92	83.5	135	69	95	5.07%	0.24%
JOHN MILLS PRIMARY AND JUNIOR HIGH AND INFANT	90.5	137	66	100.5	150	36	77	1.91%	0.12%
TROJA PRIMARY JUNIOR HIGH	90.5	176	73	125.5	88	61	43	0.70%	0.70%
NEW FOREST PRIMARY AND JUNIOR HIGH AND INFANT	92	70	108	79	55	156	99	7.01%	1.69%
BELAIR SCHOOL	93	4	189	91				34.42%	
SEAWARD PRIMARY AND JUNIOR HIGH	94	174	58	115	152	14	56	0.71%	0.08%
GODFREY STEWART HIGH SCHOOL	95	46	102	60	54	182	130.5	11.48%	1.71%
MAGGOTTY HIGH SCHOOL	96	39	172	104.5	35	150	74.5	13.55%	3.00%
MAVERLEY PRIMARY AND JUNIOR HIGH	97	139	104	122	142	18	53	1.84%	0.16%
THOMPSON TOWN HIGH SCHOOL	98	96	98	93.5	71	129	91	4.34%	0.98%
INSTITUTE OF HIGHER LEARNING / ST ANDREW COLLEGE	99	82	126	102.5	110	78	80.5	5.77%	0.41%
ABERDEEN PRIMARY AND JUNIOR HIGH	100	123	93	108.5	131	54	74.5	2.48%	0.25%
MOUNT ANGUS PRIMARY JUNIOR HIGH	101	153	128	148	94.5	32	29	1.20%	0.60%
STONY HILL PRIMARY AND JUNIOR HIGH AND INFANT	102	150	67	110	146	40	77	1.47%	0.15%
LINSTEAD PRIMARY AND JUNIOR HIGH	103	170	44	107	143	48	83	0.80%	0.16%
MOUNT SAINT JOSEPH CATHOLIC HIGH SCHOOL	104	24	179	100.5				19.48%	
GLENGOFFE HIGH SCHOOL	105	118.5	81	99	181.5	37	105	2.63%	0.00%
LISTER MAIR GILBY HIGH SCHOOL FOR THE DEAF ANDREW	106.5	118.5	39	68	181.5	74	152	2.63%	0.00%
ALSTON HIGH SCHOOL	106.5	80	114	93.5	100	126	119.5	5.87%	0.51%

ST JAMES HIGH SCHOOL	108	68	111	81	81	158	137	7.43%	0.80%
LACOVIA HIGH SCHOOL	109	44	167	104.5	46	172	103	11.66%	2.14%
RENNOCK LODGE ALL AGE	110	189	60	125.5	181.5	5	79	0.49%	0.00%
GREENWICH ALL AGE	111	197	83	147	121	52	61.5	0.33%	0.33%
CROSS KEYS HIGH SCHOOL	112	73	110	87	101	153	150.5	0.83%	0.00%
ANCHOVY HIGH SCHOOL	113	34	163	98	42	202	140	14.44%	2.53%
ST ANNES HIGH SCHOOL	114	200	57	134	181.5	20	92	0.25%	0.00%
ACCOMPONG PRIMARY AND JUNIOR HIGH	115	98	187	151	67	114	69	4.26%	1.06%
GREEN ISLAND HIGH SCHOOL	116	60	177	118	34	189	114.5	8.46%	3.00%
PETERSFIELD HIGH SCHOOL	117	54	159	106	53	196	146	9.90%	1.75%
ROSEMOUNT PRIMARY AND JUNIOR HIGH	118.5	161	85	123	147	81	121	1.06%	0.14%
WINSTON JONES HIGH SCHOOL	118.5	58	132	90	86	187	165	8.79%	0.73%
GARLOGIE PRIMARY AND JUNIOR HIGH	120	107	142	125.5	106	120	119.5	3.56%	0.44%
ALBION PRIMARY AND JUNIOR HIGH	121	179	151	186	129	27	48.5	0.68%	0.26%
MUSCHETTE HIGH SCHOOL	122	69	171	121	58	175	127	7.11%	1.52%
BAMBOO PRIMARY AND JUNIOR HIGH	123	156	153	176	111	63	63	1.16%	0.39%
HATFIELD PRIMARY AND JUNIOR HIGH	124	78	198	144.5	63	145	98	5.95%	1.28%
TROY HIGH SCHOOL	125	49	131	83.5	85	203	176	10.66%	0.74%
YALLAHS HIGH SCHOOL	126	87	94	85	122	168	180	5.08%	0.32%
BRAETON PRIMARY AND JUNIOR HIGH	127	195	77	140	155	65	109.5	0.38%	0.05%
RETREAT PRIMARY AND JUNIOR HIGH	128.5	178	115	158.5	181.5	22	94	0.69%	0.00%
MONEAGUE PRIMARY AND JUNIOR HIGH	128.5	135	139	142	151	70	112	2.01%	0.12%
MALDON HIGH SCHOOL	130	94	157	128.5	116	122	134	4.52%	0.36%
FOUR PATHS PRIMARY AND JUNIOR HIGH	131	155	133	154	125	88	100	1.17%	0.28%
HIGGINS LAND PRIMARY AND JUNIOR HIGH	132	134	141	143	181.5	43	116	2.05%	0.00%
CAMBRIDGE HIGH SCHOOL	133	81	168	125.5	80	166	142	5.85%	0.81%
NEW GREEN PRIMARY AND JUNIOR HIGH	134	133	193	183	96	87	71.5	2.09%	0.60%
DALLAS PRIMARY JUNIOR HIGH	135	208.5	97	175	181.5	15	88	0.00%	0.00%
KITSON TOWN ALL AGE	136	168	105	141	117	112	122.5	0.83%	0.36%
DISCOVERY BAY ALL AGE	137	148	152	167	102	103	96	1.49%	0.50%
BALACLAVA / ROGER CLARKE HIGH	138	84	183	138	70	165	129	5.51%	1.00%
TREDEGAR PARK ALL AGE	139	201	62	137	181.5	57	136	0.25%	0.00%
NEWELL HIGH SCHOOL	140	104	181	151	91	134	117	4.01%	0.65%
HAYES PRIMARY AND JUNIOR HIGH	141	169	127	161.5	141	77	103	0.82%	0.16%
NORMAN GARDENS PRIMARY AND JUNIOR HIGH	142.5	183	95	146	181.5	50	125	0.58%	0.00%
CASTLETON PRIMARY AND JUNIOR HIGH	142.5	126	130	133	181.5	66	144	2.31%	0.00%
MUIRHOUSE PRIMARY AND JUNIOR HIGH	144	177	174	192	119	56	64	2.31%	0.00%
MAUD MCLEOD HIGH SCHOOL	145	65	165	113	75	199	166	7.80%	0.87%
POINT HILL LEASED PRIMARY AND JUNIOR HIGH	146	198	96	160	144	76	109.5	0.31%	0.16%

BUSTAMANTE HIGH SCHOOL	147	109	86	96	112	198	187	3.41%	0.38%
SPRING GARDENS ALL AGE	148	185	91	144.5	149	89	134	0.50%	0.13%
MERLENE OTTEY HIGH SCHOOL VOCATIONAL	149	67	164	114	78	205	171	7.63%	0.83%
BULL BAY ALL AGE	150	180	56	117	181.5	97	169	0.63%	0.00%
OSBOURNE STORE PRIMARY AND JUNIOR HIGH	151	149	119	139	154	95	146	1.49%	0.06%
BETHABARA PRIMARY JUNIOR HIGH	152	130	124	131.5	115	149	155	2.16%	0.36%
CROSS PRIMARY AND JUNIOR HIGH	153	167	84	128.5	181.5	90	161	0.83%	0.00%
STEPHNEY / BOB MARLEY PRIMARY JUNIOR HIGH	154	152	137	155	181.5	55	132	1.21%	0.00%
GRANVILLE ALL AGE	155	158	100	135	181.5	83	156	1.14%	0.00%
FAIR PROSPECT HIGH SCHOOL	156	91	147	119	137	148	172	4.66%	0.22%
NAIN PRIMARY JUNIOR HIGH	157	127	160	153	118	131	146	2.29%	0.35%
KNOCKALVA TECHNICAL SCHOOL	158	86	173	136	82	194	167	5.10%	0.80%
ENFIELD PRIMARY AND JUNIOR HIGH	159	173	143	181	181.5	44	118	0.74%	0.00%
AENON TOWN ALL AGE	160	151	145	161.5	103	144	143	1.45%	0.48%
REST PRIMARY AND JUNIOR HIGH	161	162	123	151	181.5	85	158	1.02%	0.00%
VILLA ROAD PRIMARY AND JUNIOR HIGH	162	112	209	182	128	104	126	3.11%	0.26%
CLAREMONT ALL AGE ST ANN	163	140	150	156	181.5	82	154	1.81%	0.00%
PORT MORANT PRIMARY AND JUNIOR HIGH	164	145	138	149	113	159	162.5	1.60%	0.37%
LITTLE LONDON HIGH SCHOOL	165	101	197	164.5	73	181	150.5	4.13%	0.94%
LEWISVILLE HIGH VOCATIONAL SCHOOL	166	102	200	172	89	161	148.5	4.08%	0.70%
CEDAR VALLEY PRIMARY JUNIOR HIGH AND INFANT	167	165	88	130	181.5	130	188	0.85%	0.00%
GARLANDS PRIMARY AND JUNIOR HIGH	168	202	154	193	181.5	41	113	0.24%	0.00%
RHODES HALL ORANGE BAY HIGH	169	117	185	172	60	201	153	2.67%	1.38%
ROBERT LIGHTBOURNE HIGH SCHOOL	170	142	112	131.5	181.5	139	191	1.68%	0.00%
CEDRIC TITUS HIGH SCHOOL	171	115	190	174	108	157	157	2.73%	0.43%
RUNAWAY BAY ALL AGE	172	154	148	172	181.5	86	160	1.18%	0.00%
WHITE MARL PRIMARY AND JUNIOR HIGH	173	193	107	167	181.5	91	164	0.42%	0.00%
PAUL BOGLE HIGH SCHOOL	174	105	134	120	148	197	200	3.69%	0.14%
LEICESTERFIELD PRIMARY AND JUNIOR HIGH AND INFANT	175	136	161	163	94.5	183	168	2.01%	0.60%
EBONY GROVE ACADEMY	176	175	33	102.5	181.5	207	207	0.71%	0.00%
BATH PRIMARY AND JUNIOR HIGH	177	199	116	180	130	142	162.5	0.25%	0.25%
CHAPLETON ALL AGE	178	146	155	169.5	99	188	174	1.55%	0.52%
GREEN PARK PRIMARY AND JUNIOR HIGH	179	166	135	169.5	181.5	106	175	0.84%	0.00%
CROFTS HILL PRIMARY AND JUNIOR HIGH	180	192	156	191	139	111	148.5	0.44%	0.22%
MOUNT SALEM PRIMARY AND JUNIOR HIGH	181	205	176	198	181.5	53	128	0.09%	0.00%
AVOCAT PRIMARY AND JUNIOR HIGH	182	138	162	167	181.5	116	182	1.85%	0.00%
JOHN AUSTIN ALL AGE	183	157	136	158.5	181.5	128	186	1.16%	0.00%

GRANGE HILL HIGH SCHOOL	184	116	196	177.5	98	191	178	2.67%	0.56%
FARM PRIMARY AND JUNIOR HIGH	185	204	180	199.5	181.5	58	138	0.18%	0.00%
BEULAH ALL AGE	186	132	166	164.5	120	195	189	2.14%	0.34%
HOPEWELL SANDY BAY HIGH	187	121	170	157	124	204	193	2.56%	0.29%
MOUNT MORELAND PRIMARY AND JUNIOR HIGH	188	196	118	179	181.5	117	183	0.36%	0.00%
ELDERSLIE PRIMARY AND JUNIOR HIGH	189	144	184	184	181.5	108	179	1.65%	0.00%
LOWE RIVER PRIMARY AND JUNIOR HIGH	190	159	211	196	107	160	159	1.09%	0.44%
CATADUPA PRIMARY AND JUNIOR HIGH	191	208.5	192	208	181.5	64	141	0.00%	0.00%
MOUNT HERMON PRIMARY AND JUNIOR HIGH	192	171.5	175	190	181.5	105	173	0.77%	0.00%
FLANKERS PRIMARY AND JUNIOR HIGH	193	184	195	197	181.5	100	170	0.51%	0.00%
EXCHANGE ALL AGE	194	141	191	187.5	181.5	140	192	1.76%	0.00%
FELLOWSHIP PRIMARY AND JUNIOR HIGH	195	181	186	195	181.5	115	181	0.61%	0.00%
CHANDLERS PEN PRIMARY AND JUNIOR HIGH	196	186	146	187.5	181.5	151	195	0.50%	0.00%
WALKERSWOOD ALL AGE	197	171.5	158	185	181.5	162	198	0.77%	0.00%
SANTA CRUZ PRIMARY AND JUNIOR HIGH	198	190	199	202	181.5	107	177	0.48%	0.00%
GOSHEN ALL AGE	199	111	201	177.5	181.5	184	206	3.21%	0.00%
NEW HOPE PRIMARY AND JUNIOR HIGH	200	163	203	194	181.5	147	194	0.95%	0.00%
HOPE BAY ALL AGE	201.5	208.5	182	203	181.5	123	185	0.00%	0.00%
MOUNT GRACE PRIMARY AND JUNIOR HIGH	201.5	187	207	204	132	169	184	0.49%	0.24%
WINDSOR CASTLE ALL AGE	203	147	188	189	181.5	178	205	1.52%	0.00%
BETHEL PRIMARY AND JUNIOR HIGH	204	208.5	178	201	181.5	154	197	0.00%	0.00%
SALEM PRIMARY AND JUNIOR HIGH	205	208.5	205	211	181.5	136	190	0.00%	0.00%
FALMOUTH ALL AGE	206	188	210	206.5	133	200	196	0.49%	0.24%
CALEDONIA ALL AGE AND INFANT	207	182	202	199.5	181.5	176	204	0.58%	0.00%
STRAWBERRY PRIMARY AND JUNIOR HIGH	208	194	204	206.5	181.5	163	199	0.39%	0.00%
BELLEVUE PRIMARY AND JUNIOR HIGH / PERTH TOWN ACADEMY	209	191	206	205	181.5	171	202	0.47%	0.00%
SANDY BAY PRIMARY AND JUNIOR HIGH	210	208.5	194	209	181.5	173	203	2.56%	0.29%
MIDDLE QUARTERS ALL AGE	211	203	208	210	181.5	167	201	0.22%	0.00%

Table 3. Schools dropped due to zero scores, assignment & compliance issues.

Secondary School Name	Ranking based on Average Result (%) CSEC Certificate	Average % CSEC Certificate	Ranking based on Average Result (%) CAPE Diploma	Average % CAPE Diploma
MONA HIGH SCHOOL	2	33.52%	1	9.05%
LIBERTY ACADEMY AT THE PRIORY	1	38.46%	4	5.17%
THE SALVATION ARMY SCHOOL FOR THE BLIND	4	23.53%	2	5.88%
GAYNSTEAD HIGH SCHOOL	3	28.48%	3	5.77%
TARRANT HIGH SCHOOL	10	9.90%	5	4.01%
DUNOON PARK TECHNICAL HIGH SCHOOL	7	13.10%	8	2.75%
KINGSTON TECHNICAL HIGH SCHOOL	6	13.35%	9	2.71%
VAUXHALL HIGH SCHOOL	8	11.25%	10	2.57%
ELTHAM HIGH SCHOOL	15	7.64%	6	3.29%
ASCOTT HIGH SCHOOL	14	7.93%	7	3.28%
SOLID BASE COMPUTER INSTITUTE	5	15.06%	18	1.20%
NORMAN MANLEY HIGH SCHOOL	13	8.41%	15	1.56%
PAPINE HIGH SCHOOL	9	10.48%	19	1.19%
PEMBROKE HALL HIGH SCHOOL	12	8.77%	16	1.33%
SPANISH TOWN HIGH SCHOOL	16	7.16%	12	2.00%
CLAN CARTHU HIGH SCHOOL	19	6.37%	13	1.92%
ST THERESAS ALL AGE	22	5.00%	14	1.67%
EDITH DALTON JAMES HIGH SCHOOL	20	6.32%	17	1.26%
GREATER PORTMORE HIGH SCHOOL	18	6.37%	23	0.89%
WEST AVENUE INSTITUTE	11	8.88%	31	0.59%
KINGSTON HIGH SCHOOL	23	4.66%	26	0.69%
ST JOHNS COLLEGE GROUP OF SCHOOLS	28	3.67%	22	1.04%
ROCK HALL ALL AGE ST ANDREW	21	5.64%	30	0.59%
LLUIDAS VALE ALL AGE	43	2.44%	11	2.44%
ST MARYS ALL AGE	27	3.68%	28.5	0.61%
CRAIGHEAD ALL AGE	32	3.43%	24	0.86%
WARSOP ALL AGE	24	4.19%	32	0.52%
CROOKED RIVER ALL AGE	33	3.38%	27	0.68%
MIZPAH ALL AGE	31	3.54%	33	0.51%
HARRY WATCH ALL AGE	46.5	2.33%	20	1.16%
STEER TOWN PRIMARY AND JUNIOR HIGH	35	3.26%	37	0.34%
PIKE ALL AGE	49	2.07%	25	0.83%
ROCK RIVER ALL AGE	40	2.56%	35	0.43%
RED HILLS ALL AGE ST ANDREW	42	2.47%	34	0.45%
BETHESDA ALL AGE	55	1.14%	21	1.14%

DRAPERS ALL AGE	41	2.51%	36	0.36%
PENWOOD HIGH SCHOOL	38	2.94%	40	0.17%
BOYS TOWN ALL AGE	50	1.84%	28.5	0.61%
INNSWOOD HIGH SCHOOL	48	2.18%	38	0.28%
MADRAS ALL AGE	17	7.14%	70.5	0.00%
DEVON ALL AGE	25	3.94%	70.5	0.00%
BRANDON HILL PRIMARY AND JUNIOR HIGH SCHOOL	26	3.92%	70.5	0.00%
PAISLEY ALL AGE	29	3.64%	70.5	0.00%
PATRICK TOWN ALL AGE	30	3.57%	70.5	0.00%
TROUT HALL ALL AGE	64	0.53%	39	0.26%
ST MARGARETS BAY ALL AGE	34	3.30%	70.5	0.00%
ANNOTTO BAY ALL AGE	36	3.26%	70.5	0.00%
CLARKSONVILLE ALL AGE	37	3.20%	70.5	0.00%
MCNIE ALL AGE	39	2.60%	70.5	0.00%
SUDBURY ALL AGE	44	2.41%	70.5	0.00%
LOWER BUXTON ALL AGE	45	2.38%	70.5	0.00%
MOORE TOWN PRIMARY AND JUNIOR HIGH	46.5	2.33%	70.5	0.00%
SUNBURY ALL AGE	51	1.77%	70.5	0.00%
WATT TOWN ALL AGE	52	1.30%	70.5	0.00%
KENDAL ALL AGE	53	1.27%	70.5	0.00%
SHEFFIELD ALL AGE	54	1.26%	70.5	0.00%
KENTUCKY PRIMARY AND JUNIOR HIGH	56	1.08%	70.5	0.00%
GIBRALTAR ALL AGE	57.5	1.04%	70.5	0.00%
HALLS DELIGHT PRIMARY JUNIOR HIGH	57.5	1.04%	70.5	0.00%
BOHEMIA ALL AGE	59	0.95%	70.5	0.00%
WILLIAMSFIELD ALL AGE	60	0.82%	70.5	0.00%
NEGRIL ALL AGE	61	0.75%	70.5	0.00%
BETHEL TOWN ALL AGE	62	0.70%	70.5	0.00%
MANCHIONEAL ALL AGE	63	0.53%	70.5	0.00%
COMFORT HALL ALL AGE	65	0.49%	70.5	0.00%
CHESTER CASTLE ALL AGE	66	0.40%	70.5	0.00%
DUNCANS ALL AGE AND INFANT	67	0.37%	70.5	0.00%
PLANTERS HALL ALL AGE AND INFANT	68	0.33%	70.5	0.00%
GLENDEVON PRIMARY AND JUNIOR HIGH	69	0.22%	70.5	0.00%
SUCCESS PRIMARY AND JUNIOR HIGH	85	0.00%	70.5	0.00%
CARIBBEAN CHRISTIAN CENTRE FOR THE DEAF KNOCKPATRICK	85	0.00%	70.5	0.00%
CASCADE PRIMARY JUNIOR HIGH	85	0.00%	70.5	0.00%
JACKSON PRIMARY JUNIOR HIGH	85	0.00%	70.5	0.00%
CORNWALL MOUNTAIN ALL AGE	85	0.00%	70.5	0.00%
LETHE ALL AGE	85	0.00%	70.5	0.00%
MOORES PRIMARY JUNIOR HIGH	85	0.00%	70.5	0.00%

THE WINDSOR SCHOOL OF SPECIAL EDUCATION	85	0.00%	70.5	0.00%
CAVE VALLEY ALL AGE	85	0.00%	70.5	0.00%
COMFORT CASTLE PRIMARY JUNIOR HIGH	85	0.00%	70.5	0.00%
RETRIEVE ALL AGE	85	0.00%	70.5	0.00%
RIVERSIDE ALL AGE	85	0.00%	70.5	0.00%
JOHNS HALL ALL AGE	85	0.00%	70.5	0.00%
WALTHAM ABBEY ALL AGE	85	0.00%	70.5	0.00%
BARRETT TOWN ALL AGE	85	0.00%	70.5	0.00%
UPPER ROCK SPRING ALL AGE AND INFANT	85	0.00%	70.5	0.00%
ST GEORGES ALL AGE	85	0.00%	70.5	0.00%
GENESIS ACADEMY	85	0.00%	70.5	0.00%
HYDEL GROUP OF SCHOOLS ST ANDREW	85	0.00%	70.5	0.00%
CHALKY HILL ALL AGE	85	0.00%	70.5	0.00%
CAVALIERS ALL AGE	85	0.00%	70.5	0.00%
LISTER MAIR GILBY HIGH SCHOOL FOR THE DEAF MAY PEN	85	0.00%	70.5	0.00%
REVIVAL ALL AGE	85	0.00%	70.5	0.00%
NEW ROADS ALL AGE	85	0.00%	70.5	0.00%
THE RANDOLPH LOPEZ SCHOOL OF HOPE	85	0.00%	70.5	0.00%
DUNDEE ALL AGE	85	0.00%	70.5	0.00%
WHITFIELD ALL AGE	85	0.00%	70.5	0.00%
TEAMWORK PREPARATORY HIGH DEPT	85	0.00%	70.5	0.00%
LINTON PARK ALL AGE	85	0.00%	70.5	0.00%
GRANVILLE PRIMARY	85	0.00%	70.5	0.00%
THE WOODLAWN SCHOOL OF SPECIAL EDUCATION	85	0.00%	70.5	0.00%

Written by Professor Orlando Patterson, OM. Chair, Jamaica Education Transformation Commission 2021
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