

National and Regional Secondary Level Examinations and the Reform of Secondary Education (ROSE II)¹

**Prepared for the Ministry of Education, Youth, and Culture
Government of Jamaica**

January 2003

**Carol Anne Dwyer
Abigail M. Harris
and
Loretta Anderson**

¹ This report is based on research conducted by Carol A. Dwyer and Loretta Anderson with funding from the Japan PHRD fund. It extends the earlier investigation to incorporate comments made at the presentation to stakeholders and additional data analyses and synthesis. The authors are grateful for the generous support of the Ministry of Education, Youth, and Culture without whose contributions in time and effort this report would not have been possible. Acknowledgement is also given to W. Miles McPeck and Carol-Anne McPeck for their assistance in preparing the report. Findings and recommendations presented in this report are solely those of the authors and do not necessarily reflect the views of the Jamaican government or the World Bank.

Table of Contents

| | |
|--|----|
| List of Tables and Figures | 3 |
| Executive Summary | 4 |
| Recommendation 1 | 4 |
| Recommendation 2 | 5 |
| Introduction and Rationalization | 8 |
| Evaluation of the CXC and SSC examinations | 10 |
| CXC Examinations. | 13 |
| SSC Examinations. | 13 |
| CXC & SSC Design & Content Comparison. | 13 |
| Vocational and technical examinations. | 15 |
| JHSC Examinations. | 15 |
| Examinations and the Curriculum. | 16 |
| Junior High School and Upper Secondary Curricula. | 18 |
| The Impact Of Examinations On Students' School Performance And Self-Perceptions. | 19 |
| Data on Student's Non-Academic Traits. | 19 |
| Issues Of Validity Of Rating Personal Attributes. | 24 |
| Possible Impact On The Suggested Reform At The Upper Secondary Level. | 24 |
| JSC Examinations. | 30 |
| Institutional Capacity for Implementing School-Based Assessments | 31 |
| Value & Challenges of School-Based Assessments. | 31 |
| Alternative Models for Certification of Secondary School Graduates | 33 |
| Secondary School Proficiency transcripts. | 33 |
| Single School-Leaving Examination. | 33 |
| Locally-developed Core Curriculum. | 34 |
| References | 34 |
| Appendices | 34 |

I. I.

List of Tables and Figures

Table 1: Overview of Primary and Secondary School Examinations Offered in Jamaica

Table 2: Participation and Passing for CXC English Language and Mathematics

Table 3: Caribbean Examinations Council: Number of Candidates Sitting and Percentage Attaining Grades 1, 2, and 3, 2001

Table 4: Participation and Passing for SSC English Language and Mathematics

Table 5: Secondary School Certificate (SSC), Test Entries, Awards, and Rate of Awards, 1992, 1997, and 2001

Table 6: Number of Secondary High (SH) School and Upgraded High (UH) School Students with Passing Marks on CXC Mathematics and English Tests, 2001

Table 7: Number of Secondary School Students in Jamaica, 1991-1999

Table 8: Jamaica School Certificate (JSC), Test Entries, Awards, and Rate of Awards, 1992, 1997, and 2001

Table 9: Summary of Recommendations for Existing and New Secondary School Examinations

Figure 1: Jamaican Business Leaders' Familiarity with Secondary School

Figure 2: Importance of Criteria for Evaluating Applicants for Secondary School Graduate Level Jobs

Figure 3: Business Leaders' Opinions of Preparedness of Typical Entry-Level Applicant

Figure 4: Personal Student Information Ranked Most Important by Companies

Executive Summary

The purpose of this study is to survey and evaluate the assessments most related to secondary school education in Jamaica and to make recommendations for improving the assessment system in terms of educational equity and learning improvement; and in terms of practical and technical improvements to the examination system.

The current secondary school system in Jamaica has well-developed processes for identifying students who will study Caribbean Examination Council (CXC) curricula in preparation to sit CXC secondary level examinations. CXC examinations with their clearly defined syllabi have gained regional currency because they target and certify the highest performing secondary students. The number of students in Jamaica who prepare successfully for the CXC examinations is relatively small; in 2001, only 9,282 Jamaican students received passing scores in English and only 4,199 in mathematics. The number who ultimately obtain scores of 3 or better on four or more examinations is, of course, much smaller still.

The relationship between Secondary School Certificate (SSC) curricula and SSC examination-taking is less clear, and the number of students who ultimately obtain scores of 4 or 5 on four or more SSC examinations is smaller overall than the number who obtain CXC qualifications. In the key areas of English and mathematics, for example, 3,272 students passed English (continuing level), but only 478 passed mathematics (continuing level).

Conservatively (i.e., assuming there is no overlap between those who pass CXC and those who pass SSC), these figures mean that of the approximately 51,000 students in each age group, the great majority leave school without nationally accepted evidence of their academic accomplishments. Considering both the CXC and the SSC, only about 25% of Jamaican students in the grade 11 age cohort obtained passing marks in English language examinations, and a mere 9% obtained passing marks in mathematics examinations. At present, there is thus no uniform curriculum or certification system in place to serve the vast majority of Jamaican secondary level students. These students currently have no accepted credential to demonstrate their secondary school attainments to prospective employers or for tertiary education.

This study concludes that there is a need for such a credential, both for the students who leave school at grade 9, and for those who continue on to higher levels but who either do not attempt or do not succeed in passing a sufficient number of CXC or SSC examinations to be useful for further education or employment.

Recommendation 1

The first major recommendation of this study is to develop a comprehensive secondary school transcript, an official record to be issued at school leaving, whether this occurs at grade 9 or later. The transcript should provide evidence of in-school accomplishments, not just examina-

tion results. It is recommended that the document be certified by the MOEYC as an “official transcript” and include the following information:

- A record of secondary school courses and grades (supported by school-based assessment).
- Teacher and school ratings of employment-related, noncognitive attributes.
- Scores on a Jamaican secondary school proficiency examination (see below).

The study considered but does not recommend separate grade 9 and grade 11 school leaving certifications and examinations.

In addition, the study recommends that a single examination be offered to all students at grade 9. The purpose of the examination would be to provide evidence that the student has met or exceeded basic junior secondary school-level proficiency standards. This examination should have the following characteristics:

- Based on the current JHSC examination with similar content coverage in the areas of mathematics, language arts, science, social studies, writing, and Resources & Technology, and similar technical quality as initially established for the JHSC;
- Official documentation of performance issued at school leaving, whether at grade 9 or later;
- Development by local Jamaican educators;
- Identification of minimum passing score by formal methods (including input from receiving units such as local businesses, civil service, vocational programmes, etc.);
- Opportunities for repeated remediation and administration at grade 9 and later until the agreed-upon cut score is reached.

Recommendation 2

A second major study recommendation is to establish a locally developed core curriculum for all Jamaican students. CXC students would take accelerated sequences or extensions of this curriculum to prepare them for the CXC examinations. This recommendation is for curriculum reform at the upper secondary level, aligned with lower secondary curriculum and supported by local assessment. Curriculum alignment would then be needed between the core Jamaica curriculum and the corresponding CXC curriculum.

Textbooks that support the core Jamaican curriculum should be available to all students. Teacher professional development would be essential for developing and implementing the core curriculum.

As part of this effort, the study recommends that Jamaican tests be developed, revised, or improved based on the newly developed academic core curriculum. It is anticipated that much of

the existing SSC academic examination material could form the basis for these new tests. It is also anticipated that double-level tests (i.e., functional and continuing) in the same subject-matter area will no longer be necessary. Low-volume tests, particularly in vocational and technical subjects, should be shifted to programmes such as HEART/NTA or consideration should be given to doing them as in-school assessments with school and teacher documentation that is keyed to curriculum for these subject areas.

It is also noted that these recommendations rest on assumptions that the following aspects of Jamaican assessment can be kept at or brought to high standards with respect to:

- Efficiency and timeliness of scoring and processing;
- Social currency of Jamaican tests relative to international tests;
- Reliability and validity of the examinations;
- Technical quality of equating;
- Security of examination content, administration, and scoring.

The study notes that a longer-range goal that should be further explored is to use the endorsement of an external authority such as the CXC to attest to the quality of the Jamaican examinations as has been the case with local examinations developed by Barbados.

| Summary of Recommendations for Existing and New Secondary School Examinations | | | |
|---|---|--|--|
| Examination | Immediate Action | Longer-Range Action | Goal |
| Primary school examinations (readiness, diagnostic, literacy, placement, national monitoring) | Unchanged | Review alignment of primary & secondary school curricula and exams | Alignment of primary & secondary education |
| Grade 9 Achievement Test (GNAT) | Eliminated | | Quality places for all students |
| Junior High School Certificate (JHSC), end of Grade 9 Becomes Jamaica Secondary School Proficiency Examination (end of Grade 9 or until passing score attained) | Plan transition to JSSP (Jamaica Secondary School Proficiency Examination—see below); (Phase out selection/ placement function); Analyze correspondence between JHSC examination and requirements of a school-leaving examination | Replace with JSSP. Maintain four core academic areas plus writing and R&T; Utilize item banks and analyses; Establish cutoff scores; Evaluations of effectiveness, technical quality, and fairness of new examinations | Documentation of core academic competencies for all school leavers |
| Jamaica School Leaving Transcript (new document) | Design Transcript to include achievement test scores; noncognitive ratings; course and grade information; School Leaving Examination scores | | Documentation of full range of school and personal attainments for all Jamaican students |
| Secondary School Certificate Examinations (SSC) | Revise based on core Jamaica curriculum | Seek CXC assistance to verify quality of examinations and conduct content correspondence and pass rate studies | Alignment of curriculum & exams for students in SSC programme; improved public acceptance of SSC credentials |
| Caribbean Examinations Council (CXC) Secondary Level Examinations | Revise Jamaican curriculum to improve applicability to all Jamaican students and to establish alignment with CXC curriculum | Clearly defined and equally resourced course sequence options for senior secondary students | More effective teaching. Expansion of number of successful CXC candidates |

Introduction and Rationalization

Jamaica has long recognized the value of education to economic development and for many years has dedicated a sizable proportion of its national budget to education. In recent efforts to keep pace with its more developed neighbors and in keeping with goals of *Education For All* (UNESCO 1990) Jamaica has made great strides in opening upper secondary education to all students. This ambitious and welcome reform brings with it a particular need to address educational reform issues for the “new arrivals”—that is, for those students who would formerly have completed their formal education at or before grade 9.

Jamaica has a long history of careful attention to and respect for education. In more recent years, as noted above, there has been a strong emphasis on expanding educational opportunity to all students. The Reform of Secondary Education programme (ROSE) is perhaps the most important and certainly the most comprehensive indicator of the priority of this goal for Jamaica and for the international community with which it interacts.

The ROSE programme was launched in 1993 to improve Jamaican secondary education on a systemic basis. The first phase, ROSE I, focused on lower secondary education and included curriculum development, extensive in-service teacher training, the development of the Junior High School Certificate (JHSC) exam, and the construction and upgrading of schools. The second phase, ROSE II, will address upper secondary education and its implementation is imminent. A major goal for ROSE II is to offer a place in upper secondary school to every Jamaican student, and, in addition, to have these places be “quality places.” That is, the aim of ROSE II addresses a wide variety of educational quality issues such as coordinated curricula, teacher training and professional development, appropriate student/teacher ratios, and the availability of suitable educational materials.

The current secondary system’s curricular and examination elements serve the higher achieving students, those who would traditionally have attended secondary school, relatively well. Although there is still considerable room for improvement even with these higher achieving students, it is clear that they are currently better served than are Jamaica’s middle and lower achieving students. These latter students may now enter and remain in secondary school in greater number, and these numbers will certainly increase in the coming years, but such students are likely to have little to show in terms of documenting their learning in ways that produce assets for their further study or employment.

The Terms of Reference for the original study set forth four primary objectives:

1. To evaluate the CXC and SSC examinations addressing
 - a. the correspondence with the grades 7-9 and potential impact on grades 10-11 curricula;

- b. the impact of examinations on achievement of students' performance and self-perceptions;
 - c. the possible impact on the suggested reform at the upper secondary level.
2. To identify alternative strategies for assessment and evaluation at the secondary level.
3. To assess the institutional capacity for implementing school-based assessment and national certification.
4. To identify alternative models or combinations thereof, including the role of the CXC, for certification of secondary school graduates.

In order to achieve these goals, the following activities were carried out:

- An analysis of the framework or background to the SSC and CXC examinations.
- An evaluation of issues related to the grade 7-9 curriculum and the JHSC examination.
- An evaluation of issues related to the present grades 10-11 curriculum and its link to the CXC and SSC examinations.
- An analysis of the economic impact of test costs and fees for institutions and students, with an emphasis on implications for rationalization of assessment.
- An investigation of the correspondence between the CXC and the proposed ROSE senior secondary curriculum.
- An assessment of the Jamaica system's capabilities in developing and sustaining high-level certification examinations, including school-based assessment.
- Interviews, conferences, and group discussions conducted with different informants and stakeholders such as principals, students, and other school personnel; Ministry staff at the central and regional offices; colleges, universities, local employers, and other interest groups.

Following the original study, a national forum was held to solicit stakeholder feedback on the findings. Input from this forum and the availability of additional data suggested the need for further review and analysis; this report represents a synthesis of the original study and the findings from subsequent analyses.

Our analyses recognize that there must be a balance struck between what is desirable as sound pedagogical practice and what is economically feasible in the long run. Alternatives that appear to be impossible at present from a cost perspective are not pursued here, even though under some economic scenarios they might become possible at some future time. For these reasons, wherever possible, we have given weight to such practical factors as using existing systems and test materials where these are available and of good technical quality; and to streamlining the number of assessments in order to reduce costs.

Several guiding assumptions underlie our analyses and conclusions. First is that all students, regardless of their gender, their social, economic, language, or geographical background,

their prior educational experiences, or their future plans for work or education, should leave school with some record of their attainments. The current system best serves those with high academic aspirations and high prior attainments, and we take this to be a shortcoming of the current circumstances. All students in Jamaica deserve a quality education that will help them to become fully contributing and valued citizens.

We also assume that the perspective of the educational system itself is of critical importance. The work of ROSE and related efforts has set Jamaican education on the track to creating opportunities for secondary education for all, and is evidence of a commitment to upgrading new and previously underperforming schools to the same high standards that have historically been expected of upper-level secondary education in Jamaica. Teachers need to know what their students are expected to learn, and have the skills to impart the necessary learning to them. All schools should be able to ensure that the students leaving them have a solid and clearly documentable set of academic knowledge and personal skills.

Results from work during Rose I with grades 7-9 show that major progress is possible, given adequate resources and broad-based commitment. It is clear, however, that many important elements of the reform of upper secondary education are still works in progress, and that there is a wide variety of criticisms of and strongly held but contradictory opinions about the current system.

Jamaica's educational professionals as well as the general populace take a strong interest in testing. Most of those whom we interviewed as part of this study had a clear assumption that high-stakes assessments are a permanent part of the Jamaican landscape. Despite recent gains in educational participation and clear government commitment to educational reform, there is extensive media criticism in Jamaica of the standard of education in general (poor), of the lack of skills and the attitudes of recent school-leavers (shocking), and of the performance of Jamaican students in their examination results, particularly the CXC (too low). Such criticisms are, of course, widespread among other countries in the region and elsewhere in the world with respect to their own students. It is probably not possible to reach a definitive conclusion as to whether Jamaica's educational glass is half-full or half-empty, but several facts are worth pointing out:

Relatively few Jamaican students prepare for and sit the CXC examinations.

Relatively few Jamaican students obtain sufficient CXC passing marks. The problem is especially acute in mathematics.²

Relatively few Jamaican students succeed on the SSC examinations.

Progress has been made in expanding upper secondary education to provide places for all students, but more places are still needed.

Newer schools are not yet achieving the same levels of learning and examination success as more traditional schools.

² In spring, 2001, approximately 25% of those who sat the CXC mathematics examination obtained a score of 1, 2, or 3; this figure corresponds to only 8% of the Jamaican students who entered grade 9.

The quality of Jamaican-made assessments, particularly the SSC, is questioned by many educators and the general public.

Many prospective employers are vague about the meaning of the various school-leaving examinations.

Many prospective employers believe that Jamaican school-leavers lack major academic and personal skills that are important in the workplace.

Many educators and others believe that an emphasis on exams has driven the educational system — its curriculum, its definitions of success and failure, and its persistent tracking or streaming of students — into differentially resourced programmes.

Evaluation of the CXC and SSC examinations

Jamaica, like many other countries in the region and elsewhere, has a large number of examinations. As is usually the case these examinations have arisen at different times, under different circumstances and sponsorship, and for different purposes. It is invariably more difficult to discontinue a well-entrenched examination than to continue with the status quo. The result is a large number of examinations with overlapping content and lacking clearly defined and rational relationships to one another.

Types of examinations. Table 1 describes the major examinations currently offered to Jamaican students. In this report, we will focus most heavily on three types of examination that are key to secondary school reform and to rationalization of Jamaica's assessment system, the CXC, the SSC, and the Junior High School Certificate (JHSC) examination. Although the General Certificate of Education (GCE) remains strong in some quarters, particularly in independent schools, an overall decline in Jamaican students' GCE test-taking has accompanied the rise in number of students taking the CXC. The Jamaica School Certificate (JSC) examination is taken exclusively by people who are out of school, in order to certify what they learned while in school. Its acceptance for tertiary education and employment is quite limited, however, and its social currency is, at present, quite low.

| Name | Age/ Grade | Purpose | Description |
|--|----------------------|---|--|
| Grade 1 Readiness Inventory | Beginning of grade 1 | Provides diagnostic information to teachers for instructional use; provides data for national monitoring | Administered by teachers who send results to MOEYC for data entry and analysis |
| Grade 3 Achievement | End of grade 3 | Provides student achievement information; provides data for national monitoring | Administered by teachers who send results to MOEYC for data entry and analysis |
| Grade 4 Literacy Test | End of grade 4 | Assesses literacy levels and identifies those who are at risk for purposes of intervention (summer school and possible grade repetition) | Includes three subtests: Word recognition, reading comprehension, and writing; students are classified as <i>Not at Risk</i> , <i>Uncertain Risk</i> , or <i>At Risk</i> |
| Grade 6 Achievement Test (GSAT) | End of grade 6 | Placement test for secondary school programmes; provides data for national monitoring | Curriculum-based test covering mathematics, language, science, social studies, and communication (mix of multiple choice and constructed response formats) |
| Junior High School Certificate (JHSC) | May of grade 9 | Selection/placement test for upper secondary programmes for students in ROSE junior high schools; provides achievement record/certificate for school leavers; provides data for national monitoring | Curriculum-based test covering language, mathematics, science, and social studies (multiple choice format); as well as Extended Writing and Resource & Technology (constructed/open response format) |
| Grade 9 Achievement Test (GNAT) | May of grade 9 | Selection test for senior secondary programmes for students from All Age, non-ROSE schools | Consists of the mathematics and language sections of the JHSC exam; being phased out |
| Secondary School Certificate (SSC) Exams | End of grade 11 | National level certification for entry to tertiary education and selected civil service posts | Tests academic and vocational subjects; only language and mathematics have school-based components |
| CXC- General level | End of grade 11 | Regional certification for entry to tertiary education | Tests academic and vocational subjects; January testing has alternative to school-based; language and mathematics have no school-based components |
| CXC- Advanced | End of grade 13 | Entry to university | Offers advanced level certification; candidates need not have finished grade 13 |
| Jamaican School Certificate (JSC) Exams | Out of school | National certification for out-of-school candidates | Certificate exam covering academic and vocational areas. Low volume vocational tests have been eliminated. |

Source: Adapted from World Bank (2002a), Project Appraisal Document on a Proposed Loan to Jamaica, Annex 15, Table 1 (p. 128).

CXC Examinations

The CXC examinations are developed and managed by the Caribbean Examinations Council, which is headquartered in Barbados. The CXC examinations are used in English-speaking countries in the Caribbean region. They have been offered since the 1970s and are now widely recognized and accepted throughout the world.

The CXC examinations are ordinarily taken by students at the end of grade 11. Although initially there were two levels of the CXC exams (General and Basic) paralleling the GCE A and O level exams, the currency of the Basic level was never well established and the volume of students sitting these exams is low. A growing number of Jamaican students take CXC tests after they have left school. Administrators of the Overseas Examinations Office in Kingston report that in recent years they have administered the CXC to approximately 5,000 students per year who are making up one or more subject examinations. CXC test-takers pay their own fees.

SSC Examinations

SSC examinations are developed and managed by the Student Assessment Unit of Jamaica's Ministry of Education, Youth, and Culture (MOEYC). They have been offered at no cost to students since the mid-1970s. School administrators report that this is a factor in understanding the phenomenon of large numbers of students who are initially registered for SSC examinations, but do not finally sit the examinations. They report that many students feel that they have little chance of passing the SSC examinations, the reporting of the results of the exams is often delayed by many months (and is thus too late to be useful), and they have not had to pay for them, so there is little incentive to sit for the examination itself.

In addition, postsecondary employment prospects do not seem to vary with educational level, reflecting weak linkages between public education and the labour market (World Bank, 1998, p. 38). The fact that students with higher levels of education do not have a better chance of being employed than those with lower levels of education also indicates clearly that there are improvements to be made in the Jamaican government's return on its investment in education. The annotated student transcript recommended in the present study would address certain aspects of this problem.

CXC and SSC, Design and Content Comparison

A large number of test titles overlap between the two programmes. Although the public consensus is strong that the SSC tests are of a lower standard than the CXC, informed professional opinion runs equally strongly to the contrary. Exact comparisons are difficult to make in this case for several practical and technical reasons. The SSC does not have sufficiently systematic data collection or test analysis procedures that would enable inspection of direct correspondence with CXC tests, which have extensive technical data available on a regular basis.

In addition, there is not systematic registration by students who attempt both the CXC and the SSC,³ which would provide the best basis of comparison of the tests' differential difficulty.

³ In most upgraded secondary schools and some secondary high schools, the total number of exam registrations (CXC and SSC) for a subject is greater than the number of students in the eligible cohort. This likely reflects some registrations of out-of-grade students (e.g., those repeating a test), but it also appears that some students must be sitting both the CXC and the SSC (see Appendix D).

There are many subject areas represented in the two programmes and many combinations taken by students, further limiting the comparisons that can be made. Inspection of test descriptions and materials where these are available suggests, however, that there is great overlap of test content both in terms of content coverage and in terms of likely item difficulty associated with particular content areas.

In addition, although both the CXC and the SSC offer examinations in both multiple-choice and free-response formats, and both offer some forms of school-based assessments, they do not do so in the same way. For example, the SSC offers a school-based component only in English Language and in Mathematics; the CXC offers a school-based assessment component in all of their subjects except Language and Mathematics.

The content of the CXC and SSC tests with parallel titles is very similar in some key areas, for example in Mathematics and English Language. The CXC and SSC tests are highly parallel at the level of test specifications in content coverage, weights given to particular topics (where this can be determined), and overall test length. This probably results from a deliberate early effort at coordination, as the similarity is well beyond the overlap usually found in independently developed tests of the same subject matter for highly similar populations of test-takers. Only minor subtopics differ for the CXC and SSC mathematics tests, for example, while all of the major topics are identical.

Despite comparability of test content, there are distinctly different patterns of test registration between the various types of schools. Appendix D provides tables listing the public secondary school institutions registering students for CXC and/or SSC examinations for English Language and Mathematics. The tables provide registration and performance data by institution for 2001. Analyses of the data indicate that:

- Secondary high (SH) schools (traditional high schools) register students for CXC exams and not for SSC exams (only six of the 52 SH schools access CXC and SSC English language exams; only seven schools access both CXC and SSC mathematics exams);
- Technical high schools register students for SSC exams and not for CXC exams;
- Upgraded high (UH) schools (comprehensive high schools) access both CXC and SSC exams; of the 83 UH schools, only four have no students sitting CXC and only two have no students sitting SSC.

These differences in test usage, with the higher prestige schools using CXC exclusively, likely help explain public differences in perceptions of test difficulty.

Other tests are not as parallel between the CXC and SSC. For example, the social studies test offered by the CXC has a greater emphasis on social issues, communication, censorship, and freedom of speech than does the comparable SSC test. Also, not surprisingly, the SSC has more Jamaica-centered content.

Why are there such differences among subject areas in CXC/SSC correspondence? It is to be expected that tests developed for similar uses and similar populations would have some degree of overlap due simply to consensus in the academic discipline that the test represents. Differences can arise through the professional opinions of those charged with developing test specifications and other materials such as questions and guides for item writers. Another way in which differences might arise in the specific case of CXC and SSC tests is that some SSC tests may have been developed later, or without close reference to CXC tests.

As noted above, the level of difficulty of the CXC and SSC tests seems more similar than one might expect for tests that are currently widely thought to be intended for students of different levels of academic attainments.

We were unable to determine for this report the comparability of the CXC and the SSC on the critical issues of (1) how score levels are determined, and what procedures were used to arrive at the decision that scores of 1, 2, and 3 are considered passing for the CXC and scores of 4 and 5 for the SSC; and (2) how comparability of the scores from year to year is established.

Vocational and Technical Examinations

The redundancy and low efficiency of vocational and technical exams has been recognized by the MOEYC for many years. Attempts to eliminate low volume SSC and JSC vocational and technical exams have been marginally successful but resistance is strong. The CXC options are perceived to be out of reach for most students and access to HEART/NTA alternatives has not been well established. Unless and until there are viable alternatives for students, these exams are likely to remain despite the fact that few students truly benefit by receiving passing scores. One promising alternative is being pilot tested using a kind of “magnet school” approach. If this project proves to be sustainable and transferable to other parts of the island, this may be the most effective route for the future.

JHSC Examinations

JHSC examinations have received intensive attention as part of the ROSE I effort. As a result of these efforts, the JHSC has had a technical basis that is stronger than that of most of the other Jamaican examinations. With the possible exception of the most recent year, data have been systematically collected and analyzed in ways that permit year-to-year comparisons and trends in student attainment and test difficulty and discrimination. In addition, item banking is well developed, making it easier to revise and re-develop additional tests based on the JHSC. When the JHSC was first proposed, many students left school at grade 9. Those who had been unsuccessful in the various selection exams (Common Entrance 10+, Common Entrance for Technical High Schools, and the Grade Nine Achievement Test) had no public school options for continuing their formal education. One function of the JHSC exam was to provide these students with evidence of their proficiency levels in the core academic areas, writing and an application of Resource and Technology. In addition, the exam replaced the Grade Nine Achievement Test for selection purposes. Students who attended ninth grade in a junior high or all age school (terminal

programmes at 9th grade) were given the opportunity to compete via the JHSC exam for a space in a senior secondary programme. A long-term goal was for the JHSC to be available to out-of-school candidates and replace the Jamaican School Certificate exam. This long-term goal was never achieved.

With the gradual expansion of senior secondary access, the role of the JHSC needs to be reconsidered and adjusted. The currency of a junior high school certification in the absence of other information about the student (such as noncognitive aptitudes and work habits) is likely to be quite low. On the other hand, if the exam can be realigned and benchmarked with input from the receiving agencies (such as business, vocational centers) and then combined with a transcript that includes noncognitive factors, the utility can be demonstrated and currency established.

Examinations and the Curriculum

As noted above, CXC and SSC examinations are similar and different in both minor and major ways. In addition, there is clearly a multiplicity of examinations in Jamaica and a lack of clear articulation among them in terms of such important factors as content, difficulty, and stated purpose. Although this is undesirable in many respects, not least of which is cost effectiveness, many countries share this problem and can provide examples of how gradual progress can be made toward rationalization of the examination systems from the point of view of the examinations themselves.

An even more pressing issue for secondary school reform, however, is that of developing a coherent and complete vision of the scope and sequence of knowledge and skills that students are expected to acquire during their school years. Much progress has been made in this respect at the primary and junior high school levels relative to the upper secondary level. In addition, as part of ROSE I, there has been progress on developing consensus on effective teaching and learning strategies, and considerable effort to disseminate that consensus to teachers. Such strong and continuing efforts are also needed at the upper secondary level.

Numerous informants from secondary schools and other sectors of secondary educational administration reported that they were unaware of any specific curriculum for teaching students who intend to take the SSC. We have seen a few examples of some curriculum materials that were developed early in the life of the SSC programme to support the examinations, so these assertions may not be valid in a technical sense, but in practical terms, a clearly recognizable curriculum is not available to SSC teachers. The development and dissemination of these materials appears to have ceased in the rather distant past. The reasons for this are not clear to us. We could not ascertain the scope of the original plan for and implementation of SSC curriculum development, but again, for all practical purposes, a detailed teaching curriculum designed for the majority of the Jamaican students now in upper secondary schools does not currently exist. The most commonly reported response to our questions about the curriculum for SSC students was that a single curriculum using books that are oriented toward the CXC is taught to all students in grade 10 and early grade 11. Often students are divided into two groups — those thought capable of sitting the CXC, and others, who are registered for the SSC (and often this decision is made

considerably earlier). As noted above, many of the latter do not, for a variety of reasons, actually sit the SSC.

In order for examinations to begin to be effectively rationalized, there should first be consideration of basic curricular issues, with particular attention to the students newly served by upper secondary education. Content sequences in key areas throughout the grade levels should be articulated with respect to scope, sequence, needed materials and activities, and other discipline-related considerations. In addition, consideration should be given to the special needs and interests of major subgroups of the Jamaican population, for example, those who intend to pursue tertiary education and those who intend to join the workforce immediately after secondary school; students from remote and rural areas; and students with different language backgrounds.

As part of the work of ROSE, junior and upper secondary educational programmes have been designed. Both share a common core of subjects areas to be taught: English language, mathematics, natural science, social science, foreign language, information technology, and humanities. Additional subjects may be chosen from the arts, science, technical and vocational education, and the performing arts/physical education. Design features of the upper secondary curriculum are reported by recent studies that provide for extended time in upper secondary school for those students who need extra effort to master the material specified as the core academic curriculum (World Bank, 1998, 2002b).

Creation of detailed teaching curricula at the upper secondary level that are articulated with lower educational levels is a large undertaking, but the needed rationalization and revision of Jamaican examinations will be very difficult to do without this shared, concrete understanding of what Jamaican students are expected to learn at each educational level.

Curriculum reform is part and parcel of systemic secondary school reform. It also has implications for the composition and training of the Jamaican teaching force. At present, Jamaica has a very diverse teaching force in terms of training and experience. Reformed curricula can be an effective vehicle for teachers' initial training, and for their professional development within the schools where they already teach. A programme of professional development will be required in order to accomplish this, along with coordination of efforts between the schools and the teacher training institutions.

Some of our informants for this project, in recognizing the challenges presented by systemic curriculum reform, also noted that the current situation of widespread half-shifts for secondary school students is an obstacle to effective implementation of any new curricula. In 1999-2000, approximately one-third of Jamaican secondary schools were operating under shift systems in order to cope with overcrowding due to a shortage of places. This is especially unfortunate in terms of learning outcomes, as time on task has repeatedly been shown by educational research to be one of the most powerful predictors of learning in a wide variety of contexts.

In addition to the intended correspondence between curricula and examinations, it should also be noted that there are likely to be unintended consequences as well, and that these consequences are part of the formal evaluation of assessments' validity (AERA/APA/NCME, 1999;

Glaser & Silver, 1994; Linn, Baker, & Dunbar, 1991; Messick 1989). One of the major considerations in assessment design should be the anticipation of “washback” from the examinations to the curriculum as it is implemented. Most commonly, if there are important consequences of an examination, what is tested becomes, in the fairly short range, what is taught. In fact, there are currently concerns in Jamaica about the CXC inadvertently driving the curriculum for all Jamaican students, even those who have no intention of ever sitting the CXC or of pursuing tertiary education.

Junior High School and Upper Secondary Curricula

A persistent question associated with the reform of secondary education is how the integrated curriculum of the junior secondary programme will mesh with the subject-specific curriculum found in the traditional senior secondary programmes and subsequent certification exams. At the heart of the question is how students who have had, for example, undifferentiated science in 7th-9th grade will fare when faced with the more specialized courses such as biology or chemistry. Language arts, mathematics, social studies, and resource and technology are other curricular areas that are undifferentiated for 7th – 9th, followed by specialized courses in senior secondary. There was also a concern that the pedagogical approach emphasized in the ROSE project (e.g., student-centered approach using cooperative learning, hands-on projects, etc.) would not provide the foundation and individual work habits that students would need for senior secondary success.

During ROSE I, these concerns led the Ministry to commission a study of the alignment between the ROSE 7-9 curriculum and subsequent senior secondary and CXC curricular demands (C.A.T.C., 1997). In conducting their investigation, the authors reviewed each subject area and compared the pedagogical emphases, the cognitive emphases (lower versus higher level cognitive demand of the activities), and the alignment of concepts and objectives. They noted that the ROSE curriculum had greater pedagogical emphasis while the syllabi for upper level (CXC) courses had more of a discipline focus. Nonetheless, there seemed to be significant overlap in the content, concepts, and cognitive emphases. They concluded that if ROSE and CXC were to be implemented as intended, the ROSE curriculum would serve as a sound precursor for CXC success.

The Impact of Examinations on Students’ School Performance and Self-Perceptions

Low passing rates and low expectations of success impact students’ motivation. This phenomenon operates directly through well-known psychological mechanisms of student expectations and attributions, and indirectly through teachers expectations and attributions concerning success and failure. Abundant achievement and other data from Jamaica show that low school performance and self-perceptions are particularly troublesome for male students. This has also been shown to be the case in other countries including the United States. The longer term implication of this phenomenon is that students with no or insufficient qualifications cannot obtain further qualifications or employment to allow them to function as esteemed, contributing members of Jamaican society.

A later section of this report will offer details on the passing rates of Jamaican students on the SSC and the CXC. For the purposes of understanding the impact of examinations on students' school performance and self-perceptions, it is perhaps sufficient to say here that the probability of garnering sufficient examination results or other academic credentialing to improve one's prospects must seem vanishingly small to many Jamaican students, with devastating results for their motivation and personal development.

Data on Student's Nonacademic Traits

Part of this study investigated the possibility of obtaining information about students' personal characteristics, dispositions, and motivations for the purpose of documenting attributes that are important to further work and study, and many other aspects of personal living, and for consideration of how these might be documented by teachers for use in school-leaving transcripts. Interviews were held and important sectors of the business community were surveyed about traits that are of importance in their view, and their views of how Jamaican students are doing with respect to these traits.

Figure 1 shows that Jamaican business leaders are most familiar with the CXC, less so with local examinations, particularly at the lower secondary level.

Figure 1: Jamaican Business Leaders' Familiarity with Secondary School Examinations

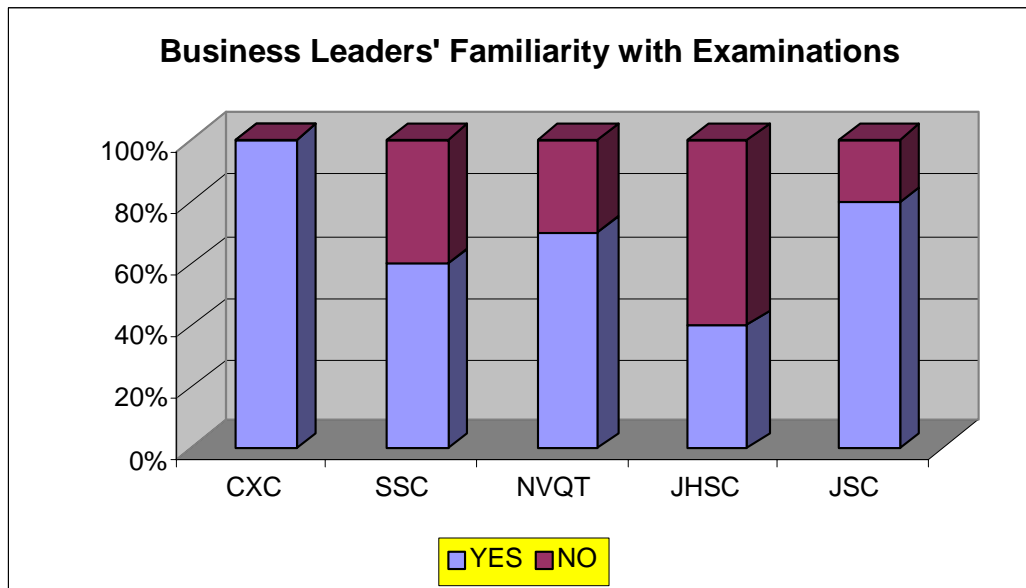


Figure 2 shows that Jamaican business leaders rank qualifications and experience ahead of other considerations, and give heavy weight to attitudes toward work and to clear and comprehensible speech. Further study is needed to determine if these characteristics can be effectively

measured in the schools in order to become part of a secondary school transcript as proposed in this study's recommendations section.

Figure 2: Importance of Criteria for Evaluating Applicants for Secondary School Graduate Level Jobs

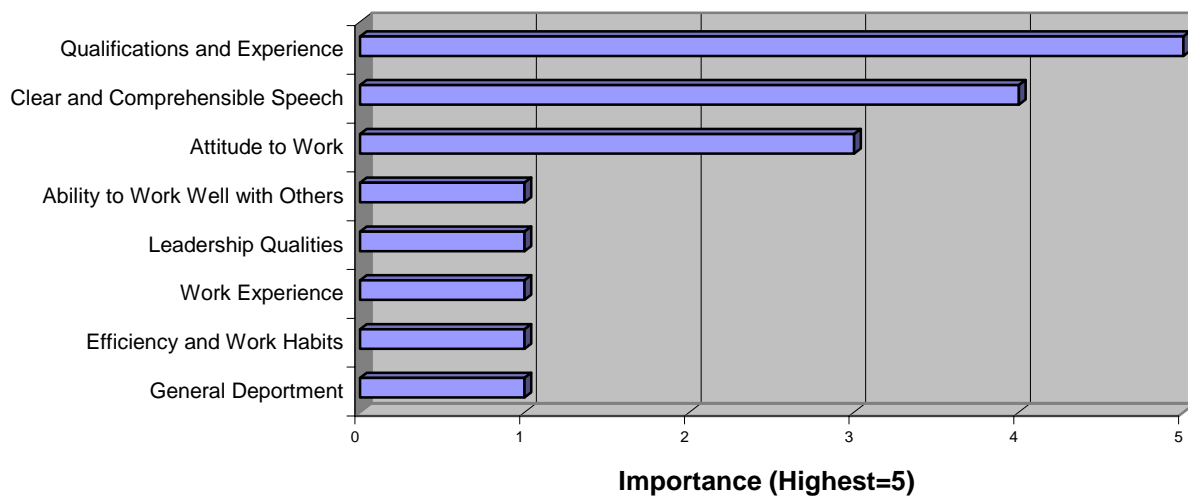


Figure 3 shows that Jamaican business leaders are most positive about the typical entry-level job applicant in areas related to work habits, punctuality, etc. On the negative side, communication issues are again flagged as areas needing special attention, supporting the information shown in figure 2.

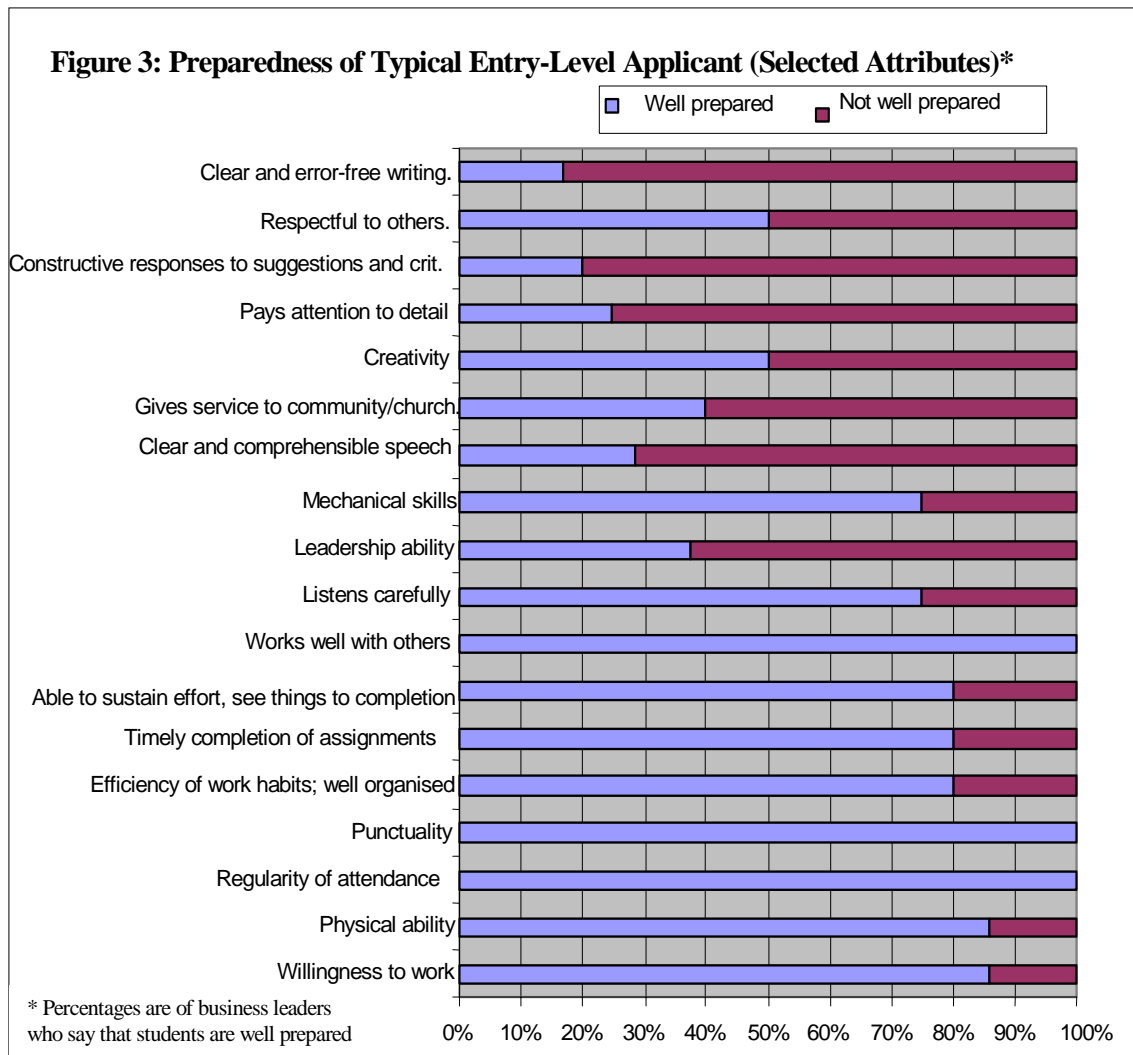
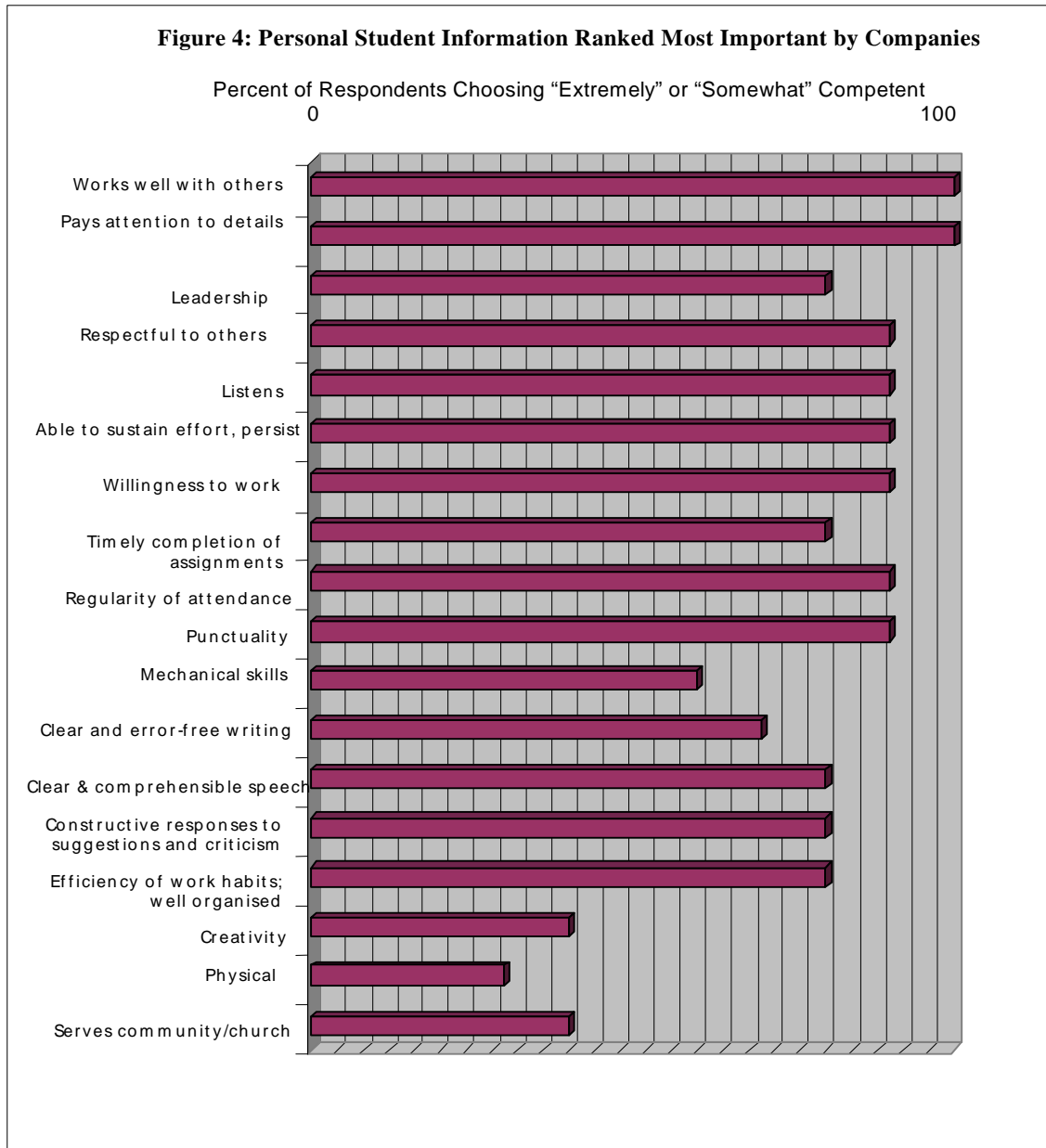


Figure 4 again suggests that the business community values the ability to work well with others and to take direction on the job.

Issues of Validity of Rating Personal Attributes

The research area of rating personal attributes has a long history in education and psychology. If Jamaica decides to pursue this study's recommendation to consider adding such information to secondary school transcripts, much guidance would be available regarding standards and practices, as well as other technical issues. There are some considerations that would require careful thought and planning, however, such as methods for obtaining valid and reliable ratings from teachers. In some interviews we have also been cautioned to avoid confounding students' own behavior and dispositions with behavior that arises from family and school circumstances beyond the student's direct control. An example that was cited in this regard was that of punctu-

ality: students are often dependent on others for transportation to school. A poor record of attendance or being on time may reflect the behavior of others rather than that of the student him- or herself.



Possible Impact on the Suggested Reform at the Upper Secondary Level

As noted above, the social currency of and success rate on Jamaican-made examinations is low. This may be related to the cost of the examinations to students and their families, but this is not likely to be the entire explanation. Another major factor is the realistically low expectations that many students hold for their likelihood of success on the SSC, or even more extremely, on the CXC. The section below takes a number of looks at how Jamaican students are actually served by the CXC and SSC examinations. Further description is given for two key areas for school reform, English language and mathematics. Selected trends over time are also described and discussed.

| Table 2: Participation and Passing for CXC English Language and Mathematics | | | | | | |
|---|---------------------|---------------------|--------------------|-----------------|---------------------|------------------|
| Entry Gr. 9 | Entry Gr. 10 | Entry Gr. 11 | Sitting Eng | Pass Eng | Sitting Math | Pass Math |
| 50,000 | 40,000 | 34,000 | 15,132 | 9,282 | 13,265 | 4,199 |
| <p><i>Source:</i> Most recent data available, Jamaican Ministry of Education and Culture (2000) for 1998-99 school year.</p> <p><i>Technical notes:</i> Numbers of students entering the ninth, tenth, and eleventh grades from Jamaican Educational Statistics, 1998-1999. The numbers of students in the 15-16 year-old age cohort is expected to remain stable during the years 1998-2003 at approximately 101,000-102,000. Students sitting and passing the CXC examinations from spring, 2001, testing (Caribbean Examinations Council, 2002). Passing scores are defined as a mark of 1, 2, or 3.</p> | | | | | | |

For the key CXC areas of English language and mathematics, Table 2 shows participation and passing rates for Jamaican students in 2001.

Only 30% of those students who entered grade 9 eventually sat the CXC English examination; of those who entered grade 11, 45% sat this examination. The passing rates are, of course, much lower. In terms of absolute yield, only 19% of those who entered grade 9 eventually passed the CXC English examination. Sixty-one percent of those who actually sat the examination in grade 11 passed it.

With respect to participation in the CXC Mathematics examination, 27% of those students who entered grade 9 eventually sat the CXC math; of those who entered grade 11, 39% sat this examination. Compared with the CXC English examination, the passing rates for the CXC math examination were very low. Only 8% of those who entered grade 9 eventually passed the CXC math examination. Only 32% of those who actually sat the examination in grade 11 passed it.

Table 3 shows Jamaican passing results for the complete set of CXC tests taken in 2001.

| Table 3: Caribbean Examinations Council: Number of Candidates Sitting and Percentage Attaining Grades 1, 2, & 3, 2001 | | | |
|--|-----------------------|--|---------------|
| Subject | Number Sitting | Number Attaining Grades 1, 2, & 3 | Rate % |
| Caribbean history | 4,293 | 2,935 | 68 |
| Electricity/electronics | 636 | 387 | 61 |
| English language | 15,132 | 9,282 | 61 |
| English literature | 6,099 | 3,011 | 49 |
| Physics | 2,511 | 1,128 | 45 |
| Geography | 3,416 | 2,057 | 60 |
| Mathematics | 13,265 | 4,199 | 32 |
| Office procedures | 2,743 | 2,312 | 84 |
| Principles of accounts | 1,370 | 635 | 46 |
| Principles of business | 6,060 | 4,654 | 77 |
| Spanish | 2,364 | 1,642 | 69 |

Source: Caribbean Examinations Council, 2002

| Table 4: Participation and Passing for SSC English Language and Mathematics | | | | | | |
|--|-------------------------|-------------------------|--------------------|-----------------|---------------------|------------------|
| Entry Gr. 9 | Entry Gr. 10 | Entry Gr. 11 | Sitting Eng | Pass Eng | Sitting Math | Pass Math |
| 50,000 | 40,000 | 34,000 | 10,184 | 3,272 | 7,886 | 478 |

Source: Most recent data available, Jamaican Ministry of Education and Culture (2000) for 1998-99 school year.

Technical notes: Numbers of students entering the ninth, tenth, and eleventh grades from Jamaican Educational Statistics, 1998-1999. The numbers of students in the 15-16 year-old age cohort is expected to remain stable during the years 1998-2003 at approximately 101,000-102,000. Students sitting and passing the SSC examination from spring, 2001, testing (Harris, 2002). Passing scores are defined as a mark of either 4 or 5 for SSC.

It can be seen from a comparison of the CXC and SSC tables that the eventual “yield” of passing marks for the SSC compared to the CXC is lower. Of those who actually sat the examinations in grade 11, 61% passed the CXC English, and only 32% passed the SSC English.⁴ The disparity between CXC and SSC mathematics examinations was a good bit greater. Of those who actually sat the mathematics examinations in grade 11, 32% passed the CXC mathematics examination and only 6% passed the SSC mathematics examination.

⁴ This discussion assumes that students who sat the CXC and those who sat the SSC are nonoverlapping and non-equivalent groups. Scores on the CXC and SSC cannot be directly compared.

Table 5: Secondary School Certificate (SSC), Test Entries, Awards, and Rate of Awards, 1992, 1997, & 2001

| | 1992 | | | 1997 | | | 2001 | | |
|--|---------|--------|--------|---------|--------|--------|---------|--------|--------|
| | Entries | Awards | Rate % | Entries | Awards | Rate % | Entries | Awards | Rate % |
| English language ^a (functional) | 9,520 | 272 | 2.9 | 8,137 | 432 | 5.3 | 10,689 | 1,273 | 11.9 |
| English language ^a (continuing) | 4,029 | 645 | 16.0 | 7,413 | 4,253 | 57.4 | 10,184 | 3,272 | 32.1 |
| Mathematics ^a (functional) | 9,052 | 83 | 0.9 | 7,093 | 3,657 | 51.6 | 12,876 | 7 | 0.05 |
| Mathematics ^a (continuing) | 3,203 | 64 | 2.0 | 5,947 | 421 | 7.1 | 7,886 | 478 | 6.1 |
| Science | 4,428 | 89 | 2.0 | 8,290 | 1,240 | 15.0 | 12,693 | 842 | 6.6 |
| Social studies | 5,444 | 163 | 3.0 | 8,998 | 677 | 7.5 | 14,588 | 3,962 | 27.2 |
| Total | 35,676 | 1316 | | 45,878 | 10,680 | | 68,916 | 9,834 | |
| Accounting | 1,176 | 318 | 27.0 | 2,268 | 468 | 20.6 | 3,146 | 134 | 4.3 |
| Agricultural | 404 | 32 | 7.9 | 907 | 159 | 17.5 | 1,338 | 404 | 30.2 |
| Art & craft theory ^b | 404 | 61 | 15.1 | 704 | 104 | 14.8 | 1,994 | - | - |
| Auto mechanics | 623 | 25 | 4.0 | 781 | 62 | 7.9 | 957 | 145 | 15.2 |
| Business principles | 1,015 | 152 | 15.0 | 2,400 | 991 | 41.3 | 3,376 | 1,237 | 36.6 |
| Business communication | 888 | 648 | 73.0 | 1,075 | 228 | 21.2 | 1,484 | 331 | 22.3 |
| Carpentry/cabinet making | 1,383 | 28 | 2.0 | 1,604 | 196 | 12.2 | 1,924 | 97 | 5.0 |
| Child care | 851 | 272 | 32.0 | 491 | 221 | 45.0 | 3,038 | - | - |
| Clothing & textiles | 1,631 | 49 | 3.0 | 1,787 | 120 | 6.7 | 1,819 | 511 | 28.1 |
| Electrical installation | 1,354 | 215 | 16.0 | 2,037 | 572 | 28.1 | 2,708 | 632 | 23.3 |
| Food & nutrition | 1,983 | 79 | 4.0 | 2,574 | 1072 | 41.6 | 3,862 | 1,174 | 30.4 |
| Machine shop/welding | 1,074 | 21 | 2.0 | 1,446 | 160 | 11.1 | 1,889 | 240 | 12.7 |
| Office procedures | 1,134 | 181 | 16.0 | 1,858 | 760 | 40.9 | 2,300 | 699 | 30.4 |
| Typewriting | 945 | 473 | 50.1 | 1,601 | 777 | 48.5 | 1,853 | 687 | 37.1 |
| Drafting | 39 | 15 | 38.5 | 383 | 26 | 6.8 | 928 | 78 | 8.4 |
| Marketing | 463 | 9 | 1.9 | 596 | 11 | 1.8 | 941 | 268 | 28.5 |
| Plumbing | 224 | 4 | 1.8 | 262 | 38 | 14.5 | 384 | 87 | 22.7 |
| Shorthand | 8 | 3 | 37.5 | 90 | 34 | 37.8 | 64 | 13 | 20.3 |
| Beauty culture | 154 | 3 | 1.9 | Elim. | - | - | - | - | - |
| Farm mechanics | 0 | 0 | 0 | Elim. | - | - | - | - | - |
| TOTAL | 15,753 | 2,588 | | 22,864 | 5,999 | | 34,005 | 4,389 | |

Source: Adapted from A. M. Harris, *Aide Memoire on Student Assessment and Examination Rationalization: 7-11 January 2002*. Washington, DC: World Bank.

a. Has school-based component.

b. Has practical component.

The number of students in Jamaica who prepare successfully for the CXC examinations is relatively small; in 2001, only 9,282 Jamaican students received passing scores in English and

only 4,199 in mathematics. The number who ultimately obtain scores of 3 or better on four or more examinations is, of course, much smaller still.

The number of students who ultimately obtain scores of 4 or 5 on four or more SSC examinations is smaller overall than the number who obtain CXC qualifications. In the key areas of English and mathematics, for example, 3,272 students passed SSC English (continuing level), but only 478 passed SSC mathematics (continuing level).

Conservatively (i.e., assuming there is no overlap between those who pass CXC and those who pass SSC), these figures mean that of the approximately 51,000 students in each age group, the great majority leave school without nationally accepted evidence of their academic accomplishments. Considering both the CXC and the SSC, only about 25% of Jamaican students in the grade 11 age cohort obtained passing marks in English language examinations, and a mere 7% obtained passing marks in mathematics examinations. At present, there is no uniform curriculum or certification system in place to serve the majority of Jamaican secondary-level students. These students currently have no accepted credential to demonstrate their secondary school attainments to prospective employers or for tertiary education.

There is also clear evidence that these effects are not uniformly distributed by type of secondary school, and that the newly upgraded secondary schools have much less examination success than do the traditional secondary schools. Table 6 shows that rates of examination success are much lower at upgraded secondary schools (UH) than at traditional secondary schools (SH), despite the likelihood that the students sitting the CXC at the upgraded secondary schools are among the most accomplished students in their schools. The enormous size of this disparity can be seen in both the percentages of passes among those sitting the CXC as shown in Table 6, and in the even lower percentage of passes among the total eligible school cohorts (12,194 in the SH and 19,954 in the UH schools).

| Table 6: Number of Secondary High (SH) School and Upgraded High (UH) School Students with Passing Marks on CXC Mathematics and English Tests, 2001 | | | | | | |
|---|-------------------|-------------|----------------|-------------------|--------------|---------------|
| | SH Sitting | Pass | Rate* % | UH Sitting | Pass* | Rate % |
| Eng language | 9,780 | 7,220 | 74 | 5,352 | 2,062 | 39 |
| Math | 8,973 | 3,601 | 40 | 4,292 | 598 | 14 |
| * Percentage of those sitting who obtained marks of 3 or 4. | | | | | | |

Another factor to consider is that some schools may not recommend all of their students for CXC or SSC participation. Based on analyses of the data in Appendix D, a large percentage of students in the eligible cohort (11th grade) do not sit either CXC or SSC exams; of students in Secondary Highs, 2,088 (17% of the eligible cohort, assuming no dual registration and no out-of-grade registrants) do not sit either CXC or SSC English language exams and 2,758 (23% of eli-

gible cohort, assuming no dual registration and no out-of-grade registrants) do not sit a CXC or SSC mathematics examination.⁵

There is also some evidence that student absence rates for the SSC may reflect lower than desirable student motivation, particularly for the functional as compared with the continuing tests of language and mathematics. SSC absence rates for English are 7.7% for Language (Functional) vs. 2.1% for Language (Continuing). Rates for Mathematics (Functional) are 7.0% and for Mathematics (Continuing) 3.0%.

Table 7 shows that for the years prior to the 1998 implementation of secondary school reforms, the total number of upper secondary students in Jamaica remained fairly stable. The increase in 1998-99 from the prior year is the largest for which we have information and is likely to reflect the beginning of the effect of school reforms. It is to be expected that increases will continue, given Jamaica's commitment to secondary education participation. It should be noted that the proportion of students passing important secondary examinations such as the CXC and the SSC will decline with this rise in the base number of students in the secondary cohort unless educational standards are generally improved.

The 15 and 16 year-old age cohort has been very stable at 100,000-102,000 since 1993, but it is projected to increase to 107,000 by 2006, and to 116,000 by 2010. Between 1993 and 1999 the number of students in grades 10 and 11 combined increased from 67,000 to 74,000 (World Bank, 1998; Ministry of Education, 2000).

| Table 7: Total Number of Secondary School Students in Jamaica, 1991-99 | |
|---|---|
| Year | Total Number of Secondary Students^a |
| 1991-92 ^b | 222,348 |
| 1992-93 | 221,731 |
| 1993-94 | 218,001 |
| 1994-95 | 217,001 |
| 1995-96 | 221,831 |
| 1996-97 | 214,831 |
| 1997-98 ^c | 214,313 |
| 1998-99 | 228,950 |

a. Total age cohort.
b. World Bank, September 1998.
c. Jamaica Ministry of Education, Youth, and Culture, 2000.

⁵ These figures were calculated by totaling the number of CXC and SSC registrants for each school and subtracting the total from the eligible 11th grade cohort in the school. Only schools where the eligible cohort was larger than the total exam registrations for the school were included in the calculations.

JSC Examinations.

As noted above, the JSC is growing in the number of students sitting it. Table 8 shows growth in every test from 1992 to 2001, except, of course, those tests that were eliminated due primarily to low volumes and cost considerations. It is not clear, however, what value accrues to the students as a result of this effort, because the JSC's social currency in Jamaica and elsewhere is low.

| JSC | 1992 | | | 1997 | | | 2001 | | |
|-------------------------------|-----------|-----------|-----------|---------|--------|--------|---------|--------|--------|
| | Entries | Awards | Rate % | Entries | Awards | Rate % | Entries | Awards | Rate % |
| Biology | 734 | 70 | 9.5 | 2,370 | 1,467 | 61.9 | 4,320 | 800 | 18.5 |
| Civics | 1,804 | 18 | 1.0 | 4,453 | 3,396 | 76.3 | 7,289 | 1,344 | 18.4 |
| English (a) language | 4,270 | 743 | 17.4 | 7,183 | 1,486 | 20.7 | 11,031 | 1,562 | 14.2 |
| History | 1,276 | 110 | 8.6 | 1,256 | 1,035 | 82.4 | 5,132 | 352 | 6.8 |
| Mathematics | 4,152 | 44 | 1.1 | 7,234 | 2,604 | 36.0 | 11,091 | 1,584 | 14.3 |
| Science (general) | Not avail | Not avail | Not avail | 2,920 | 2,068 | 70.8 | 6,247 | 1,231 | 19.7 |
| TOTAL | | | | 25,416 | 12,056 | | 45,110 | 6,873 | |
| Accounting | 393 | 94 | 23.9 | 574 | 324 | 56.4 | 1,395 | 118 | 8.5 |
| Agricultural science | 128 | 1 | 0.8 | 435 | 76 | 17.5 | 1,112 | 54 | 4.9 |
| Agriculture-general | 60 | 0 | 0 | 169 | 64 | 37.9 | 594 | 44 | 7.4 |
| Commercial practice | 118 | 48 | 40.7 | 504 | 272 | 54.0 | 890 | 126 | 14.2 |
| Typewriting | 204 | 55 | 27.0 | 132 | 120 | 90.9 | 461 | 70 | 15.2 |
| Auto mechanics | 16 | 3 | 18.8 | 60 | 23 | 38.3 | Elim. | - | |
| Clothing & textile/needlework | 68 | 42 | 61.8 | 238 | 32 | 13.4 | Elim. | - | |
| Drafting (tech drawing) | 20 | 5 | 25.0 | 18 | 2 | 11.1 | Elim. | - | |
| Electrical installation | 96 | 21 | 21.9 | 194 | 47 | 24.2 | Elim. | - | |
| Food & nutrition (cookery) | 218 | 97 | 44.5 | 419 | 60 | 14.3 | Elim. | - | |
| Home econ. (management) | 99 | 31 | 31.3 | 265 | 48 | 18.1 | Elim. | - | |
| Metals | 57 | 5 | 8.8 | 43 | 11 | 25.6 | Elim. | - | |
| Plumbing | 14 | 4 | 28.6 | 14 | 9 | 64.0 | Elim. | - | |
| Shorthand | 21 | 8 | 38.1 | 10 | 10 | 100 | Elim. | - | |
| Woods (woodwork) | 53 | 5 | 9.4 | 103 | 10 | 9.7 | Elim. | - | |
| Art | 20 | 11 | 55.0 | Elim. | - | - | Elim. | - | |

Table 8: Jamaica School Certificate (JSC), Test Entries, Awards, and Rate of Awards, 1992, 1997, & 2001

| JSC | 1992 | | | 1997 | | | 2001 | | |
|------------------------|---------|--------|--------|---------|--------|--------|---------|--------|--------|
| | Entries | Awards | Rate % | Entries | Awards | Rate % | Entries | Awards | Rate % |
| Art & craft | 12 | 5 | 41.7 | Elim. | - | - | Elim. | - | - |
| Craft | 29 | 8 | 27.6 | Elim. | - | - | Elim. | - | - |
| English (b) literature | 41 | 0 | 0 | Elim. | - | - | Elim. | - | - |
| Geography | 236 | 18 | 7.6 | Elim. | - | - | Elim. | - | - |
| Health science | 862 | 3 | 0.4 | Elim. | - | - | Elim. | - | - |
| Mathematics (advanced) | 15 | 1 | 6.7 | Elim. | - | - | Elim. | - | - |
| Spanish | 33 | 0 | 0.0 | Elim. | - | - | Elim. | - | - |
| TOTAL | | | | 3,178 | 1,108 | | 4,452 | 412 | |

From A. M. Harris, *Aide Memoire on Student Assessment and Examination Rationalization: 7-11 January 2002*. Washington, DC: World Bank.

Institutional Capacity for Implementing School-Based Assessments

Value and Challenges of School-Based Assessments

There are fundamental commonalities among all useful assessments, whether the assessments are highly standardized and administered under centrally controlled conditions for purposes external to the individual student and classroom; or whether they are made, administered, and interpreted by a teacher who is focused primarily on educating students rather than on data-gathering. Their goals are remarkably similar — to produce assessments that are useful, reliable, valid, and fair, but they also differ in a number of practical respects, such as mode of administration, and can differ in cost as well.

Proponents of school-based assessment have offered a number of compelling reasons for this type of assessment. These include:

- Providing more comprehensive assessments of the individual;
- Helping teachers in their professional development;
- Improving the quality of teaching and learning in a lasting and systemic way;
- Empowering teachers professionally;
- Facilitating learning-centered classroom processes;
- Supplementing external examinations in a cost-effective manner;

- Serving as formative and diagnostic assessments.

Each form of assessment is vulnerable to different threats to its quality and has different strengths. Centrally made and administered tests have the very important advantage of allowing scores to be compared more precisely across schools, across regions, and across entire countries.

It is clear, however, that there are very important advantages to school-based assessments that cannot easily be matched by centrally developed and administered large-scale tests. Teachers are able to provide more comprehensive assessments of students because they are able to observe students for extended periods over a wide range of conditions and situations. In addition, the very act of assessing students causes teachers to articulate their own goals for teaching, determine whether or not those goals have been met, and reflect on ways of achieving unmet goals. School-based assessment can, therefore, help teachers in their professional development and improve the quality of teaching and learning in an enduring way. School-based assessment can empower teachers and give them better control of the teaching/learning process. School-based assessments, because of their potential for very tight linkage to what was actually covered in the classroom, because they are continuous, and because scores can be made available immediately, are often more useful for formative and diagnostic assessments than centrally developed tests typically are.

Teachers and School-Based Assessment.

School-based assessments have been part of the certification process for some time. In the case of the CXC, candidates have the option of taking the exams either (1) through their schools with teachers providing assessments of their work, or (2) independently through the overseas exam board, without having to complete the school-based component. CXC conducts unannounced audits to verify the accuracy of teacher ratings and to motivate teachers to accurately evaluate student work.

In the case of the SSC exams, the school-based components have gradually been eliminated. The Student Assessment Unit noted that there was very little variability in performance — virtually all students received positive ratings from their teachers — and, insufficient resources were available to conduct the training and site-level audits that potentially could have improved the accuracy of teacher ratings.

Equity was another concern that was raised with regard to ratings of school-based performance assessment. Students who have better educated parents and/or teachers are in a better position to produce higher quality products, whereas poorer students or those with fewer resources in terms of support for school-based products are disadvantaged.

Alternative Models for Certification of Secondary School Graduates Secondary School Proficiency Transcripts

The first major recommendation of the study is to develop a comprehensive school-leaving transcript to be issued at school leaving, whether this occurs at grade 9 or later. The transcript should include the following information:

- A transcript of grades and courses;
- Teacher and school ratings of noncognitive, employment-related attributes;
- Scores on the Jamaican school-leaving examination (see recommendation 2, below).

The study considered but does not recommend separate grade 9 and grade 11 school-leaving certifications and examinations. For the purposes of communicating clear expectations to students, schools, and the community, having a single standard that is explicitly and formally set is critical. The basic purpose of the school-leaving certifications and related assessments is to attest to the full range of accomplishments of every student leaving the Jamaican educational system. Students who remain longer in the educational system will amass further competencies to be documented as they leave. Particularly for those students who leave before completing the upper secondary programme and/or taking upper level examinations, it is important to provide documentation that they have attained core competencies in the areas designated as comprising secondary education. As noted above, establishing a well-designed curriculum that is systemically articulated between the upper and lower secondary school years should provide a firm basis for the development and continued rationalization of such documentation.

Single School-Leaving Examination

In addition, the study recommends that a single school-leaving examination be offered to all students at grade 9. This examination should have the following characteristics:

- Based on the current JHSC examination, with similar technical qualities;
- Content coverage in the areas of mathematics; language arts, science, social studies, and Resources & Technology;
- Issuance at school leaving, whether at grade 9 or later;
- Development by local Jamaican educators;
- Identification of minimum passing score by formal methods;
- Opportunities for repeated remediation and administration at grade 9 and later until the agreed-upon cut score is reached.

Locally Developed Core Curriculum.

A second major study recommendation is to establish a locally developed core curriculum for all Jamaican students. CXC students would take accelerated sequences or extensions of this curriculum to prepare them for the CXC examinations. This recommendation is for continued, systemic curriculum reform at the upper secondary level, aligned with lower secondary curriculum and supported by local assessment. Curriculum alignment would then be needed between the core Jamaica curriculum and the corresponding CXC curriculum. Textbooks that support the core Jamaican curriculum should be available to all students. Teacher professional development would be essential for developing and implementing the core curriculum. As part of this effort, the study recommends that Jamaican tests be developed, revised, or improved based on the newly developed academic core curriculum. It is anticipated that much of the existing SSC academic examination material could form the basis for these new tests. It is also anticipated that double-level tests in the same subject-matter area will be unnecessary. Low-volume tests, particularly in vocational and technical subjects, should be shifted to programmes such as HEART/NTA or done as in-school assessments with school and teacher documentation that is keyed to curriculum for these subject areas.

It is also noted that these recommendations rest on assumptions that the following aspects of Jamaican assessment can be kept at or brought to high standards with respect to:

- Efficiency of scoring and processing;
- Social currency of Jamaican tests relative to international tests;
- Reliability and validity of the examinations;
- Security of examination content, administration, and scoring.

The study notes that a longer-range goal that should be further explored is to use the endorsement of an external authority such as the CXC to attest to the quality of the Jamaican examinations as has been planned with local examinations developed by Barbados. The work of the CXC with Barbados's local examinations has been underway for approximately two years, but has recently been put on hold for reasons that have been described to us as unrelated to technical issues with the scheme, and likely to be a temporary hiatus in development rather than a permanent one. It should be noted especially that this Barbados activity is intended to cover approximately 35 examinations, while the recommendation that the present report makes to Jamaica covers only approximately five examinations.

Table 9 below summarizes the study's recommendations.

| Examination | Immediate Action | Longer-range Action | Goal |
|--|--|---|---|
| Primary school examinations (readiness, diagnostic, literacy, placement, national monitoring). Grade 9 Achievement Test (GNAT) | Unchanged Eliminated | Review alignment of primary & secondary school curricula and exams | Alignment of primary & secondary education Quality places for all students. |
| Junior High School Certificate (JHSC) End of Grade 9 <i>Becomes</i> Jamaica Secondary School Proficiency Examination (End of Grade 9 <u>or until passing score attained</u>). | Plan transition to JSSP (Jamaica Secondary School Proficiency Examination—see below.) (Phase out selection/ placement function.) Analyze correspondence between JHSC examination and requirements of a school leaving examination. | Replace with JSSP Maintain four core academic areas plus writing and R&T. Utilize item banks and analyses. Establish cutoff scores Evaluations of effectiveness, technical quality, and fairness of new examinations. | Documentation of core academic competencies for all school leavers. |
| Jamaica School-Leaving Transcript (new document) | Design Transcript to include achievement test scores; noncognitive ratings; course and grade information; School-Leaving Examination scores. | | Documentation of full range of school and personal attainments for all Jamaican students. |
| Secondary School Certificate Examinations (SSC) | Revise based on core Jamaica curriculum. | Seek CXC assistance to verify quality of examinations and conduct content correspondence and pass rate studies. | Alignment of curriculum & exams for students in SSC programme; improved public acceptance of SSC credentials. |
| Caribbean Examinations Council (CXC) Secondary Level Examinations. | Revise Jamaican curriculum to improve applicability to all Jamaican students and to establish alignment with CXC curriculum. | Clearly defined and equally resourced course sequence options for senior secondary students. | More effective teaching. Expansion of number of successful CXC candidates. |

References

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. 1999. *Standards for Educational and Psychological Testing*. Washington, DC: American Psychological Association.
- C.A.T.C. Limited. 1997. "Reform of Secondary Education Grades 7-9 Curriculum Evaluation" (Deliverables: #2 Mathematics, #3 English/Language Arts, #4 Social Studies, and #5 Science). Kingston, Jamaica.
- Educational Testing Service. 2000. "ETS Standards for Quality and Fairness." Princeton, NJ.
- Glaser, R., and Silver, E. 1994. *Assessment, Testing, and Instruction: Retrospect and Prospect*. CSE Technical Report Series No. 379. Washington, DC: National Center for Research on Evaluation, Standards and Testing.
- Harris, A. M. January, 2002. *Aide Memoire on Student Assessment and Examination Rationalization: 7-11 January 2002*. Washington, DC: World Bank.
- Joint Committee on Standards for Educational Evaluation. In press. *The Student Evaluation Standards*. Thousand Oaks, CA: Corwin Press. <http://ec.wmich.edu/jointcomm/ses/>
- Linn, R.L., Baker, E.L., and Dunbar, S.B. 1991. "Complex, Performance-Based Assessment: Expectations and Validation Criteria." *Educational Researcher* 20(8): 15-21.
- Messick, S. 1989. "Validity." In R. Linn, ed., *Educational Measurement*, 3rd ed., pp. 13-103. New York: Macmillan.
- Ministry of Education, Youth, and Culture. 2000. *Jamaican Educational Statistics 1998-1999*. Kingston, Jamaica.
- Stiggins, R. 1999. "Evaluating Classroom Assessment Training in Teacher Education Programs." *Educational Measurement: Issues and Practice*, 18: 23-27.
- UNESCO. 1990. *World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs*. Washington, DC.
- World Bank. 1998. *A Study of Secondary Education in Jamaica: Improving Quality and Expanding Access*. Washington, DC.
- . 2002a. "Project Appraisal Document on a Proposed Loan to Jamaica for a Reform of Secondary Education Project II." May. Washington, DC.
- . 2002b. "Terms of Reference: Reform of the National and Regional Secondary Level Examinations, Reform of Secondary Education (Rose II)." April. Washington, DC.

Appendices

Appendix A: Schedule of Consultants' Meetings, Kingston, Jamaica, May 21-25, 2002.

Individuals and groups consulted regarding student characteristics desirable for employment. Schools and other sites visited.

Appendix B: Sample Junior High School Examination Certificate of Performance

Appendix C: Acronyms and Specialized Terms Used in This Report

Appendix D: CXC and SSC Registrations and Performance by Institution (2001)

Appendix E: CXC Cost Estimates

Appendix A

Consultancy on Reform of the National and Regional Secondary Level Examinations ROSE II

| Schedule of Meetings for Dr. Carol Dwyer and Dr. Abigail Harris | | | | |
|---|---|---|----------------------------------|--|
| Monday, May 20, 2002 | Tuesday, May 21, 2002 | Wednesday, May 22, 2002 | Thursday, May 23, 2002 | Friday, May 24, 2002 |
| Meeting with Dr. Abigail Harris: Time: 10:30 a.m. Miss Barbara Allen Assistant Chief Education Officer Educational Planning Unit Venue: Educational Planning Unit Fourth Floor, Bldg 1 2 National Heroes Circle Kingston 4 | Time: 9:00 a.m. Mrs. Valerie Been Director Planning and Development Division Miss Barbara Allen Assistant Chief Education Officer Educational Planning Unit Venue: Director's Office Fourth Floor, Bldg 1 2 National Heroes Circle Kingston 4 | Time: 9:00 a.m. Dr. Fitz Russell Assistant Chief Education Officer Student Assessment Unit Venue: Medallion Hall Hotel 53 Hope Road Kingston 6 | P U B L I C H O L I D A Y | Time: 9:30 a.m. Mr. Arlie Dyer Assistant Chief Education Officer Technical and Vocational Unit Venue: Technical and Vocational Unit Caenwood Office 37 Arnold Road |
| | Time: 10:30 a.m. Dr. Fitz Russell Assistant Chief Education Officer Student Assessment Unit Mr. Wesley Barrett Chief Education Officer Venue: Third Floor, Bldg 1, 2 National Heroes Circle Kingston 4 | Time: 2:00 p.m. Mrs. Beryl Urquhart Director Overseas Examinations Office Venue: Overseas Examinations Office 2A Piccadilly Road Kingston 5 | | Time: 11:00 a.m. Miss Patricia Johnson Project Manager Jamaica All Age Schools Project Venue: Jamaica All Age Schools Project Caenwood Office 37 Arnold Road |
| | Time: 2:30 p.m. Dr. Stafford Griffiths Pro-Registrar Caribbean Examinations Council Western Zone Office Venue: Caribbean Examinations Council Western Zone Office Caenwood Office 37 Arnold Road | | | Time: 2:00 p.m. Mrs. Adelle Brown, Deputy Chief Education Officer Curriculum and Support Venue: Curriculum and Support Caenwood Office 2 nd Floor Media Services Bldg 37 Arnold Road |
| | | | | |

**Appendix B: Sample Junior High School Examination
Certificate of Performance**

To Be Photocopied Here

Appendix C: Acronyms and Specialized Terms Used in This Report

| | |
|---------------------|--|
| All age schools | Schools providing education up to grade 9. All age schools are found primarily in rural areas; goal is to upgrade and create primary and junior high departments |
| CEE | Common Entrance Examination (Jamaican) |
| CXC | Caribbean Examinations Council and its regional examinations |
| GNAT | Grade Nine Achievement Test (Jamaican), now eliminated |
| HEART | Human Employment and Resource Training Trust |
| Junior high schools | Include grades 7, 8, and 9 |
| JHSC | Junior High School Certificate Examination (Jamaican) |
| JSSP | Jamaica Secondary School Proficiency Examination; proposed revision and expansion of JHSC |
| MOEYC; MOEC | Ministry of Education, Youth, and Culture; alternatively, in some documents, MOEC, Ministry of Education and Culture. |
| Primary schools | Include grades 1 through 6 |
| ROSE | Reform of Secondary Education; series of projects launched in 1993 to improve Jamaican education on a systemic basis; phase I completed; phase II underway |
| SAU | Student Assessment Unit, MOEYC; develops, analyzes, and reports scores for Jamaican tests |
| SSC | Secondary School Certificate Examinations (Jamaican) |
| TOR | Terms of Reference; set of requirements for a study |

| | | CXC English Language | | | | | | | | | | | |
|---------------------|----------------------------|----------------------|----------------------------|-----------|----------------------|---------|----|---------|----|---------|----|--------------|----|
| Parish | Name of School | Type | Eligible Cohort (Grade 11) | # Sitting | % of Eligible Cohort | Grade 1 | % | Grade 2 | % | Grade 3 | % | Total Passes | % |
| Kingston/St. Andrew | Edith Dalton James | UH | 243 | 57 | 23 | 2 | 4 | 5 | 9 | 40 | 70 | 47 | 82 |
| Kingston/St. Andrew | Excelsior High | SH | 345 | 349 | 101 | 34 | 10 | 65 | 19 | 96 | 28 | 195 | 56 |
| Kingston/St. Andrew | Gaynstead High | UH | 162 | 4 | 2 | 0 | 0 | 1 | 25 | 0 | 0 | 1 | 25 |
| Kingston/St. Andrew | Haile Selassie High | UH | 162 | 6 | 4 | 0 | 0 | 0 | 0 | 2 | 33 | 2 | 33 |
| Kingston/St. Andrew | Holy Childhood High | SH | 199 | 318 | 160 | 119 | 37 | 85 | 27 | 67 | 21 | 271 | 85 |
| Kingston/St. Andrew | Holy Trinity High | UH | 364 | 85 | 23 | 1 | 1 | 9 | 11 | 20 | 24 | 30 | 35 |
| Kingston/St. Andrew | Immaculate Conception High | SH | 220 | 215 | 98 | 158 | 73 | 38 | 18 | 15 | 7 | 211 | 98 |
| Kingston/St. Andrew | Jamaica College | SH | 236 | 199 | 84 | 13 | 7 | 28 | 14 | 57 | 29 | 98 | 49 |
| Kingston/St. Andrew | Kingston College | SH | 220 | 225 | 102 | 43 | 19 | 45 | 20 | 88 | 39 | 176 | 78 |
| Kingston/St. Andrew | Kingston High | UH | 186 | 25 | 13 | 1 | 4 | 0 | 0 | 4 | 16 | 5 | 20 |
| Kingston/St. Andrew | Lister Mair Gilby High | UH | | | | | | | | | | | |
| Kingston/St. Andrew | Mavis Bank High | UH | 70 | 11 | 16 | 0 | 0 | 0 | 0 | 1 | 9 | 1 | 9 |
| Kingston/St. Andrew | Meadowbrook High | SH | 219 | 231 | 105 | 58 | 25 | 65 | 28 | 58 | 25 | 181 | 78 |
| Kingston/St. Andrew | Merle Grove High | SH | 250 | 259 | 104 | 41 | 16 | 75 | 29 | 81 | 31 | 197 | 76 |
| Kingston/St. Andrew | Mona High | UH | 214 | 109 | 51 | 3 | 3 | 8 | 7 | 33 | 30 | 44 | 40 |
| Kingston/St. Andrew | Norman Manley | UH | 348 | 204 | 59 | 1 | 0 | 8 | 4 | 32 | 16 | 41 | 20 |
| Kingston/St. Andrew | Oberlin High | SH | 318 | 225 | 71 | 18 | 8 | 28 | 12 | 86 | 38 | 132 | 59 |
| Kingston/St. Andrew | Papine High | SH | 270 | 50 | 19 | 1 | 2 | 4 | 8 | 12 | 24 | 17 | 34 |
| Kingston/St. Andrew | Pembroke Hall High | UH | | | | | | | | | | | |
| Kingston/St. Andrew | Penwood High | UH | 103 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kingston/St. Andrew | Priory High | SH | 55 | 55 | 100 | 8 | 15 | 6 | 11 | 9 | 16 | 23 | 42 |
| Kingston/St. Andrew | St. Andrew High | SH | 225 | 223 | 99 | 90 | 40 | 59 | 26 | 51 | 23 | 200 | 90 |
| Kingston/St. Andrew | St. Hugh's High | SH | 273 | 261 | 96 | 60 | 23 | 78 | 30 | 84 | 32 | 222 | 85 |
| Kingston/St. Andrew | St. Anne's High | UH | 91 | 6 | 7 | 1 | 17 | 0 | 0 | 2 | 33 | 3 | 50 |
| Kingston/St. Andrew | St. George's College | SH | 222 | 222 | 100 | 25 | 11 | 53 | 24 | 62 | 28 | 140 | 63 |
| Kingston/St. Andrew | Tarrant High | UH | 221 | 85 | 38 | 0 | 0 | 0 | 0 | 9 | 11 | 9 | 11 |
| Kingston/St. Andrew | The Queen's School | SH | 278 | 273 | 98 | 60 | 22 | 64 | 23 | 93 | 34 | 217 | 79 |
| Kingston/St. Andrew | Tivoli Gardens High | SH | 361 | 42 | 12 | 4 | 10 | 5 | 12 | 10 | 24 | 19 | 45 |
| Kingston/St. Andrew | Trench Town High | SH | 78 | 25 | 32 | 0 | 0 | 0 | 0 | 2 | 8 | 2 | 8 |
| Kingston/St. Andrew | Vauxhall High | UH | 379 | 61 | 16 | 2 | 3 | 7 | 11 | 18 | 30 | 27 | 44 |
| Kingston/St. Andrew | Wolmer's Boys' School | SH | 217 | 211 | 97 | 57 | 27 | 64 | 30 | 61 | 29 | 182 | 86 |
| Kingston/St. Andrew | Wolmer's Girls' School | SH | 172 | 172 | 100 | 67 | 39 | 61 | 35 | 39 | 23 | 167 | 97 |
| Manchester | Bellfield High | UH | 309 | 43 | 14 | 3 | 7 | 17 | 40 | 7 | 16 | 27 | 63 |
| Manchester | Bishop Gibson High | SH | 118 | 106 | 90 | 44 | 42 | 25 | 24 | 31 | 29 | 100 | 94 |
| Manchester | Christiana High | UH | 417 | 132 | 32 | 5 | 4 | 9 | 7 | 27 | 20 | 41 | 31 |
| Manchester | Cross Keys High | UH | 85 | 16 | 19 | 0 | 0 | 0 | 0 | 2 | 13 | 2 | 13 |
| Manchester | Decarteret College | SH | 159 | 160 | 101 | 37 | 23 | 39 | 24 | 55 | 34 | 131 | 82 |

| | | CXC English Language | | | | | | | | | | | |
|---------------|-------------------------------------|----------------------|----------------------------|-----------|----------------------|---------|----|---------|----|---------|----|--------------|----|
| Parish | Name of School | Type | Eligible Cohort (Grade 11) | # Sitting | % of Eligible Cohort | Grade 1 | % | Grade 2 | % | Grade 3 | % | Total Passes | % |
| Manchester | Manchester High | SH | 293 | 276 | 94 | 61 | 22 | 64 | 23 | 79 | 29 | 204 | 74 |
| Manchester | May Day High | UH | 130 | 56 | 43 | 0 | 0 | 1 | 2 | 13 | 23 | 14 | 25 |
| Manchester | Mile Gully High | UH | 111 | 37 | 33 | 0 | 0 | 0 | 0 | 2 | 5 | 2 | 5 |
| Manchester | Porus High | UH | 198 | 32 | 16 | 6 | 19 | 9 | 28 | 11 | 34 | 26 | 81 |
| Manchester | Winston Jones High | UH | 64 | 14 | 22 | 1 | 7 | 4 | 29 | 5 | 36 | 10 | 71 |
| Portland | Buff Bay High | UH | 120 | 34 | 28 | 0 | 0 | 4 | 12 | 6 | 18 | 10 | 29 |
| Portland | Fair Prospect High | UH | 138 | 16 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Portland | Happy Grove High | SH | 187 | 25 | 13 | 5 | 20 | 5 | 20 | 12 | 48 | 22 | 88 |
| Portland | Port Antonio High | UH | 289 | 118 | 41 | 0 | 0 | 8 | 7 | 22 | 19 | 30 | 25 |
| Portland | Titchfield High | SH | 345 | 195 | 57 | 26 | 13 | 39 | 20 | 63 | 32 | 128 | 66 |
| St. Ann | Aabuthnott Gallimore High | UH | 196 | 20 | 10 | 2 | 10 | 3 | 15 | 5 | 25 | 10 | 50 |
| St. Ann | Aboukir Educational Institution | Special | | | | | | | | | | | |
| St. Ann | Armada Juvenile Correctional Center | Special | | | | | | | | | | | |
| St. Ann | Brown's Town High | UH | 575 | 175 | 30 | 3 | 2 | 8 | 5 | 33 | 19 | 44 | 25 |
| St. Ann | Ferncourt High | SH | 250 | 144 | 58 | 19 | 13 | 33 | 23 | 55 | 38 | 107 | 74 |
| St. Ann | Iona High | UH | 58 | 51 | 88 | 0 | 0 | 3 | 6 | 8 | 16 | 11 | 22 |
| St. Ann | Marcus Garvey Technical | Tech | | | | | | | | | | | |
| St. Ann | Ocho Rios High | UH | 486 | 47 | 10 | 3 | 6 | 12 | 26 | 16 | 34 | 31 | 66 |
| St. Ann | St.Hilda's Diocesan High | SH | 216 | 203 | 94 | 63 | 52 | 43 | 21 | 61 | 30 | 167 | 82 |
| St. Ann | York Castle High | SH | 196 | 79 | 40 | 8 | 10 | 16 | 20 | 25 | 32 | 49 | 62 |
| St. Catherine | Ascot High | UH | | | | | | | | | | | |
| St. Catherine | Bog Walk High | UH | 303 | 69 | 23 | 2 | 3 | 6 | 9 | 19 | 28 | 27 | 39 |
| St. Catherine | Bridgeport High | UH | 443 | 95 | 21 | 9 | 9 | 18 | 19 | 31 | 33 | 58 | 61 |
| St. Catherine | Charlemont High | SH | 189 | 158 | 84 | 15 | 9 | 29 | 18 | 43 | 27 | 87 | 55 |
| St. Catherine | Ewarton High | UH | 205 | 66 | 32 | 1 | 2 | 14 | 21 | 9 | 14 | 24 | 36 |
| St. Catherine | Glengoffe High | UH | 230 | 51 | 22 | 1 | 2 | 28 | 55 | 6 | 12 | 35 | 69 |
| St. Catherine | Greater Portmore High | UH | 166 | 56 | 34 | 1 | 2 | 6 | 11 | 19 | 34 | 26 | 46 |
| St. Catherine | Guy's Hill High | UH | 234 | 111 | 47 | 8 | 7 | 15 | 14 | 29 | 26 | 52 | 47 |
| St. Catherine | Jonathan Grant High | UH | 403 | 198 | 49 | 5 | 3 | 28 | 14 | 71 | 36 | 104 | 53 |
| St. Catherine | Jose Marti Technical | Tech | | | | | | | | | | | |
| St. Catherine | McGrath High | UH | 198 | 102 | 52 | 4 | 4 | 14 | 14 | 21 | 21 | 39 | 38 |
| St. Catherine | Old Harbour High | UH | 502 | 222 | 44 | 11 | 5 | 29 | 13 | 62 | 28 | 102 | 46 |
| St. Catherine | Spanish Town High | UH | 379 | 121 | 32 | 6 | 5 | 16 | 13 | 29 | 24 | 51 | 42 |
| St. Catherine | St. Catherine High | SH | 467 | 356 | 76 | 38 | 11 | 65 | 18 | 112 | 31 | 215 | 60 |
| St. Catherine | St.Jago High | SH | 292 | 234 | 80 | 54 | 23 | 50 | 21 | 62 | 26 | 166 | 71 |
| St. Catherine | St.Mary's College | SH | 162 | 108 | 67 | 8 | 7 | 19 | 18 | 42 | 39 | 69 | 64 |
| St. Catherine | Tacius Golding High | UH | 207 | 51 | 25 | 3 | 6 | 5 | 10 | 21 | 41 | 29 | 57 |

| | | CXC English Language | | | | | | | | | | | |
|---------------|-------------------------|----------------------|----------------------------|-----------|----------------------|---------|----|---------|----|---------|----|--------------|----|
| Parish | Name of School | Type | Eligible Cohort (Grade 11) | # Sitting | % of Eligible Cohort | Grade 1 | % | Grade 2 | % | Grade 3 | % | Total Passes | % |
| St. Catherine | Waterford High | UH | 265 | 69 | 26 | 2 | 3 | 7 | 10 | 20 | 29 | 29 | 42 |
| St. Catherine | Y.W.C.A School Leavers | Tech | | | | | | | | | | | |
| St. Elizabeth | B.B Coke High | UH | 277 | 75 | 27 | 4 | 5 | 11 | 15 | 17 | 23 | 32 | 43 |
| St. Elizabeth | Balaclava High | UH | 202 | 35 | 17 | 3 | 9 | 5 | 14 | 12 | 34 | 20 | 57 |
| St. Elizabeth | Black River High | UH | 319 | 163 | 51 | 12 | 7 | 25 | 15 | 38 | 23 | 75 | 46 |
| St. Elizabeth | Hampton High | SH | 131 | 101 | 77 | 31 | 31 | 32 | 32 | 29 | 29 | 92 | 91 |
| St. Elizabeth | Lacovia High | UH | 331 | 46 | 14 | 1 | 2 | 3 | 7 | 18 | 39 | 22 | 48 |
| St. Elizabeth | Lewisville High | UH | 134 | 30 | 22 | 0 | 0 | 1 | 3 | 4 | 13 | 5 | 17 |
| St. Elizabeth | Maggotty High | UH | 401 | 139 | 35 | 3 | 2 | 10 | 7 | 34 | 24 | 47 | 34 |
| St. Elizabeth | Munro College | SH | 136 | 133 | 98 | 27 | 20 | 34 | 26 | 39 | 29 | 100 | 75 |
| St. Elizabeth | Newell High | UH | 129 | 42 | 33 | 0 | 0 | 2 | 5 | 5 | 12 | 7 | 17 |
| St. James | Anchovy High | UH | 386 | 67 | 17 | 1 | 1 | 19 | 28 | 22 | 33 | 42 | 63 |
| St. James | Cambridge High | UH | 267 | 120 | 45 | 4 | 3 | 10 | 8 | 34 | 28 | 48 | 40 |
| St. James | Cornwall College | SH | 232 | 225 | 97 | 44 | 20 | 50 | 22 | 61 | 27 | 155 | 69 |
| St. James | Maldon High | UH | 303 | 73 | 24 | 1 | 1 | 5 | 7 | 17 | 23 | 23 | 32 |
| St. James | Montego Bay High | SH | 151 | 130 | 86 | 72 | 55 | 26 | 20 | 19 | 15 | 117 | 90 |
| St. James | Mount Alvernia High | SH | 480 | 218 | 45 | 65 | 30 | 57 | 26 | 66 | 30 | 188 | 86 |
| St. James | St.James High | UH | 646 | 194 | 30 | 7 | 4 | 18 | 9 | 37 | 19 | 62 | 32 |
| St. James | Teamwork Preparatory | Prep | | | | | | | | | | | |
| St. Mary | Brimmer Vale High | UH | 185 | 23 | 12 | 2 | 9 | 2 | 9 | 6 | 26 | 10 | 43 |
| St. Mary | Islington High | UH | 201 | 36 | 18 | 0 | 0 | 1 | 3 | 1 | 3 | 2 | 6 |
| St. Mary | Marymount High | SH | 117 | 127 | 109 | 18 | 14 | 44 | 35 | 37 | 29 | 99 | 78 |
| St. Mary | Oracabessa High | UH | 238 | 11 | 5 | 0 | 0 | 2 | 18 | 5 | 45 | 7 | 64 |
| St. Mary | St.Mary High | SH | 258 | 237 | 92 | 33 | 14 | 44 | 19 | 75 | 32 | 152 | 64 |
| St. Thomas | Tacky High | UH | 171 | 84 | 49 | 3 | 4 | 4 | 5 | 26 | 31 | 33 | 39 |
| St. Thomas | Morant Bay High | SH | 188 | 189 | 101 | 64 | 34 | 47 | 25 | 53 | 28 | 164 | 87 |
| St. Thomas | Robert Lightbourne High | UH | 123 | 18 | 15 | 0 | 0 | 0 | 0 | 3 | 17 | 3 | 17 |
| St. Thomas | Seafort High | UH | 332 | 101 | 30 | 11 | 11 | 16 | 16 | 27 | 27 | 54 | 53 |
| St. Thomas | St. Thomas Technical | Tech | | | | | | | | | | | |
| St. Thomas | Yallahs High | UH | 223 | 6 | 3 | 1 | 17 | 0 | 0 | 2 | 33 | 3 | 50 |
| Trelawny | Albert Town High | UH | 313 | 96 | 31 | 7 | 7 | 6 | 6 | 32 | 33 | 45 | 47 |
| Trelawny | Cedric Titus High | UH | 202 | 35 | 17 | 0 | 0 | 5 | 14 | 6 | 17 | 11 | 31 |
| Trelawny | Muschette High | UH | 233 | 68 | 29 | 7 | 10 | 7 | 10 | 26 | 38 | 40 | 59 |
| Trelawny | Westwood High | SH | 128 | 109 | 85 | 58 | 53 | 32 | 29 | 17 | 16 | 107 | 98 |
| Trelawny | William Knibb High | SH | 204 | 125 | 61 | 19 | 15 | 27 | 22 | 39 | 31 | 85 | 68 |
| Westmoreland | Frome Technical | Tech | | | | | | | | | | | |
| Westmoreland | Godfrey Stewart High | UH | 262 | 35 | 13 | 3 | 9 | 0 | 0 | 5 | 14 | 8 | 23 |

| PARISH | NAME OF SCHOOL | Type | Eligible Cohort (Grade 11) | SSC D2 - Language and Communication (Cont.) | | | | | | | SSC D1 - Language and Communication (Funct.) | | | | | | |
|---------------------|----------------------------|------|-------------------------------|--|--------|---------|----|----|----|-----|---|-----------------|--------|---------|----|----|-----|
| | | | | Regis- tered | Absent | Sitting | 5 | 4 | 3 | 2 | 1 | Regis- tered | Absent | Sitting | 3 | 2 | 1 |
| Kingston/St. Andrew | Clan Carthy High | UH | 245 | 106 | 5 | 101 | 3 | 26 | 37 | 21 | 14 | 144 | 25 | 119 | 3 | 40 | 76 |
| Kingston/St. Andrew | Convent of Mercy (Alpha) | SH | 187 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Denham Town High | UH | 271 | 73 | | 73 | 2 | 20 | 29 | 19 | 3 | 118 | 8 | 110 | 7 | 51 | 52 |
| Kingston/St. Andrew | Donald Quarrie High | UH | 259 | 168 | 1 | 167 | | 35 | 61 | 53 | 18 | 89 | 6 | 83 | 1 | 29 | 53 |
| Kingston/St. Andrew | Dunoon Park Technical | Tech | | 154 | 1 | 153 | 3 | 15 | 23 | 110 | 2 | 43 | | 43 | 7 | 1 | 35 |
| Kingston/St. Andrew | Edith Dalton James | UH | 243 | 68 | 1 | 67 | 5 | 33 | 16 | 10 | 3 | 148 | 15 | 133 | 31 | 54 | 48 |
| Kingston/St. Andrew | Excelsior High | SH | 345 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Gaynstead High | UH | 162 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Haile Selassie High | UH | 162 | 15 | | 15 | 1 | 4 | 5 | 2 | 3 | 59 | 1 | 58 | 4 | 21 | 33 |
| Kingston/St. Andrew | Holy Childhood High | SH | 199 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Holy Trinity High | UH | 364 | 95 | | 95 | | 34 | 37 | 15 | 9 | 237 | 13 | 224 | 22 | 88 | 114 |
| Kingston/St. Andrew | Immaculate Conception High | SH | 220 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Jamaica College | SH | 236 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Kingston College | SH | 220 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Kingston High | UH | 186 | 14 | | 14 | 1 | 2 | 9 | 1 | 1 | 120 | 4 | 116 | 10 | 59 | 47 |
| Kingston/St. Andrew | Lister Mair Gilby High | UH | | | | | | | | | | 2 | | 2 | | | 2 |
| Kingston/St. Andrew | Mavis Bank High | UH | 70 | 23 | | 23 | 1 | 7 | 10 | 5 | | 48 | | 48 | 4 | 22 | 22 |
| Kingston/St. Andrew | Meadowbrook High | SH | 219 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Merle Grove High | SH | 250 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Mona High | UH | 214 | 137 | 2 | 135 | | 39 | 56 | 31 | 9 | 60 | 2 | 58 | 12 | 40 | 6 |
| Kingston/St. Andrew | Norman Manley | UH | 348 | 206 | | 206 | 7 | 48 | 77 | 50 | 24 | 121 | 2 | 119 | 7 | 48 | 64 |
| Kingston/St. Andrew | Oberlin High | SH | 318 | 127 | | 127 | | 20 | 55 | 35 | 17 | | | | | | |
| Kingston/St. Andrew | Papine High | SH | 270 | 92 | 3 | 89 | 2 | 29 | 44 | 8 | 6 | 156 | 25 | 131 | 16 | 71 | 44 |
| Kingston/St. Andrew | Pembroke Hall High | UH | | 59 | | 59 | | 20 | 27 | 9 | 3 | 167 | 8 | 159 | 18 | 87 | 54 |
| Kingston/St. Andrew | Penwood High | UH | 103 | 17 | 2 | 15 | | 2 | 6 | 4 | 3 | 66 | 21 | 45 | 1 | 24 | 20 |
| Kingston/St. Andrew | Priory High | SH | 55 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | St. Andrew High | SH | 225 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | St. Hugh's High | SH | 273 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | St. Anne's High | UH | 91 | 22 | | 22 | | 2 | 8 | 7 | 5 | 67 | 6 | 61 | 3 | 22 | 36 |
| Kingston/St. Andrew | St. George's College | SH | 222 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Tarrant High | UH | 221 | 82 | 2 | 80 | 1 | 33 | 32 | 13 | 1 | 111 | 4 | 107 | 3 | 66 | 38 |
| Kingston/St. Andrew | The Queen's School | SH | 278 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Tivoli Gardens High | SH | 361 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Trench Town High | SH | 78 | 62 | | 62 | | 6 | 28 | 14 | 14 | 2 | | 2 | | 2 | |
| Kingston/St. Andrew | Vauxhall High | UH | 379 | 76 | 4 | 72 | 10 | 34 | 16 | 11 | 1 | 235 | 36 | 199 | 24 | 81 | 94 |
| Kingston/St. Andrew | Wolmer's Boys' School | SH | 217 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Wolmer's Girls' School | SH | 172 | | | | | | | | | | | | | | |
| Manchester | Bellfield High | UH | 309 | 157 | | 157 | 15 | 37 | 63 | 36 | 6 | 144 | 2 | 142 | 32 | 66 | 44 |

| PARISH | NAME OF SCHOOL | Type | Eligible Cohort (Grade 11) | SSC D2 - Language and Communication (Cont.) | | | | | | | SSC D1 - Language and Communication (Funct.) | | | | | | |
|---------------|---------------------------------------|---------|----------------------------|---|--------|---------|----|-----|-----|----|--|------------|--------|---------|----|-----|-----|
| | | | | Registered | Absent | Sitting | 5 | 4 | 3 | 2 | 1 | Registered | Absent | Sitting | 3 | 2 | 1 |
| Manchester | Bishop Gibson High | SH | 118 | | | | | | | | | | | | | | |
| Manchester | Christiana High | UH | 417 | 172 | 5 | 167 | 4 | 51 | 57 | 46 | 9 | 166 | 8 | 158 | 46 | 64 | 48 |
| Manchester | Cross Keys High | UH | 85 | 22 | | 22 | 1 | 11 | 9 | 1 | | 57 | 1 | 56 | 4 | 25 | 27 |
| Manchester | Decarteret College | SH | 159 | | | | | | | | | | | | | | |
| Manchester | Manchester High | SH | 293 | | | | | | | | | | | | | | |
| Manchester | May Day High | UH | 130 | 65 | | 65 | 12 | 29 | 18 | 6 | | 48 | | 48 | 5 | 18 | 25 |
| Manchester | Mile Gully High | UH | 111 | 47 | 2 | 45 | 9 | 20 | 12 | 4 | | 62 | 3 | 59 | 2 | 23 | 34 |
| Manchester | Porus High | UH | 198 | 34 | | 34 | 13 | 16 | 2 | 2 | 1 | 166 | 3 | 163 | 49 | 70 | 44 |
| Manchester | Winston Jones High | UH | 64 | 26 | | 26 | 7 | 11 | 5 | 3 | | 42 | | 42 | 10 | 11 | 21 |
| Portland | Buff Bay High | UH | 120 | 24 | | 24 | 2 | 17 | 4 | 1 | | 98 | 4 | 94 | 18 | 34 | 42 |
| Portland | Fair Prospect High | UH | 138 | 11 | | 11 | 3 | 4 | 2 | 2 | | 91 | 6 | 85 | | 42 | 43 |
| Portland | Happy Grove High | SH | 187 | | | | | | | | | | | | | | |
| Portland | Port Antonio High | UH | 289 | 149 | | 149 | 24 | 44 | 50 | 31 | | 116 | 37 | 79 | | 18 | 61 |
| Portland | Titchfield High | SH | 345 | | | | | | | | | | | | | | |
| St. Ann | Aabuthnott Gallimore High | UH | 196 | 88 | | 88 | 11 | 41 | 23 | 13 | | 95 | 7 | 88 | 22 | 41 | 25 |
| St. Ann | Aboukir Educational Institution | Special | | 21 | | 21 | | | 14 | 7 | | 22 | | 22 | 6 | 11 | 5 |
| St. Ann | Armadale Juvenile Correctional Center | Special | | 13 | 2 | 11 | 1 | 1 | 4 | 5 | | 8 | 2 | 6 | 4 | 2 | |
| St. Ann | Brown's Town High | UH | 575 | 222 | 1 | 221 | 8 | 65 | 97 | 43 | 8 | 349 | 4 | 345 | 50 | 148 | 147 |
| St. Ann | Ferncourt High | SH | 250 | | | | | | | | | | | | | | |
| St. Ann | Iona High | UH | 58 | | | | | | | | | | | | | | |
| St. Ann | Marcis Garvey Technical | Tech | | 261 | 7 | 254 | 5 | 65 | 89 | 65 | 30 | 118 | 16 | 102 | 1 | 41 | 60 |
| St. Ann | Ocho Rios High | UH | 486 | 204 | 1 | 203 | 22 | 47 | 50 | 46 | 38 | 238 | 3 | 235 | 12 | 102 | 121 |
| St. Ann | St.Hilda's Diocesan High | SH | 216 | | | | | | | | | | | | | | |
| St. Ann | York Castle High | SH | 196 | | | | | | | | | | | | | | |
| St. Catherine | Ascot High | UH | | 21 | | 21 | 12 | 6 | 2 | 1 | | 71 | 5 | 66 | 15 | 28 | 23 |
| St. Catherine | Bog Walk High | UH | 303 | 137 | | 137 | 4 | 24 | 61 | 31 | 17 | 128 | 3 | 125 | 13 | 56 | 56 |
| St. Catherine | Bridgeport High | UH | 443 | 182 | 1 | 181 | 4 | 59 | 73 | 23 | 22 | 223 | 1 | 222 | 43 | 90 | 89 |
| St. Catherine | Charlemont High | SH | 189 | | | | | | | | | | | | | | |
| St. Catherine | Ewarton High | UH | 205 | 22 | | 22 | 1 | 9 | 3 | 8 | 1 | 181 | 3 | 178 | 24 | 70 | 84 |
| St. Catherine | Glengoffe High | UH | 230 | 90 | 7 | 83 | 7 | 33 | 33 | 10 | | 105 | 1 | 104 | 5 | 23 | 76 |
| St. Catherine | Greater Portmore High | UH | 166 | 93 | 1 | 92 | 5 | 27 | 30 | 25 | 5 | 56 | | 56 | 15 | 24 | 17 |
| St. Catherine | Guy's Hill High | UH | 234 | 147 | | 147 | 14 | 63 | 44 | 17 | 9 | 66 | 2 | 64 | 4 | 33 | 27 |
| St. Catherine | Jonathan Grant High | UH | 403 | 362 | 4 | 358 | 7 | 112 | 106 | 96 | 37 | 14 | | 14 | 1 | 9 | 4 |
| St. Catherine | Jose Marti Technical | Tech | | 175 | 5 | 170 | 2 | 47 | 55 | 35 | 31 | 24 | 1 | 23 | 1 | 10 | 12 |
| St. Catherine | McGrath High | UH | 198 | 124 | | 124 | 2 | 39 | 62 | 16 | 5 | 64 | | 64 | 8 | 38 | 18 |
| St. Catherine | Old Harbour High | UH | 502 | 283 | 10 | 273 | 4 | 81 | 77 | 77 | 34 | 216 | 23 | 193 | 17 | 67 | 109 |
| St. Catherine | Spanish Town High | UH | 379 | 193 | 24 | 169 | 3 | 53 | 43 | 52 | 18 | 164 | 26 | 138 | 36 | 56 | 46 |

| PARISH | NAME OF SCHOOL | Type | Eligible Cohort (Grade 11) | SSC D2 - Language and Communication (Cont.) | | | | | | | SSC D1 - Language and Communication (Funct.) | | | | | | |
|--------------|----------------------|------|----------------------------|---|--------|---------|----|----|----|-----|--|------------|--------|---------|----|----|----|
| | | | | Registered | Absent | Sitting | 5 | 4 | 3 | 2 | 1 | Registered | Absent | Sitting | 3 | 2 | 1 |
| Trelawny | William Knibb High | SH | 204 | | | | | | | | | | | | | | |
| Westmoreland | Frome Technical | Tech | | 234 | 7 | 227 | 22 | 62 | 74 | 49 | 20 | | | | | | |
| Westmoreland | Godfrey Stewart High | UH | 262 | 37 | 3 | 34 | 2 | 12 | 16 | 3 | 1 | 197 | 15 | 182 | 18 | 73 | 91 |
| Westmoreland | Grange Hill High | UH | 260 | 135 | 10 | 125 | | 22 | 51 | 33 | 19 | 100 | 13 | 87 | 14 | 25 | 48 |
| Westmoreland | Little London High | UH | 182 | 14 | | 14 | | 5 | 6 | 1 | 2 | 149 | 10 | 139 | 8 | 56 | 75 |
| Westmoreland | Mannings High | SH | 314 | | | | | | | | | | | | | | |
| Westmoreland | Maud McLeod High | UH | 211 | 90 | 8 | 82 | 1 | 12 | 46 | 21 | 2 | 114 | 9 | 105 | 14 | 55 | 36 |
| Westmoreland | Peter'sfield High | UH | 396 | 322 | 24 | 298 | 3 | 42 | 74 | 106 | 73 | 88 | 25 | 63 | | 16 | 47 |

| PARISH | Name of School | Type | Eligible Cohort (Grade 11) | CXC Mathematics | | | | | | | | | |
|---------------------|----------------------------|------|----------------------------|-----------------|----------------------|---------|---|---------|----|---------|----|--------------|----|
| | | | | # Sitting | % of Eligible Cohort | Grade 1 | % | Grade 2 | % | Grade 3 | % | Total Passes | % |
| Clarendon | Alston High | UH | 139 | 29 | 21 | 1 | 3 | 0 | 0 | 1 | 3 | 2 | 7 |
| Clarendon | Bustamante High | UH | 159 | 48 | 30 | 0 | 0 | 1 | 2 | 8 | 17 | 9 | 19 |
| Clarendon | Central High | UH | 425 | 24 | 6 | 0 | 0 | 1 | 4 | 0 | 0 | 1 | 4 |
| Clarendon | Clarendon High | SH | 296 | 183 | 62 | 0 | 0 | 11 | 6 | 29 | 16 | 40 | 22 |
| Clarendon | Claude McKay Hig | UH | 165 | 11 | 7 | 0 | 0 | 0 | 0 | 1 | 9 | 1 | 9 |
| Clarendon | Denbigh High | UH | 240 | 36 | 15 | 0 | 0 | 4 | 11 | 11 | 31 | 15 | 42 |
| Clarendon | Edwin Allen High | SH | 427 | 225 | 53 | 0 | 0 | 9 | 4 | 34 | 15 | 43 | 19 |
| Clarendon | Garvey Maceo High | UH | 276 | 176 | 64 | 0 | 0 | 9 | 5 | 6 | 3 | 15 | 9 |
| Clarendon | Glenmuir High | SH | 232 | 163 | 70 | 9 | 6 | 30 | 18 | 63 | 39 | 102 | 63 |
| Clarendon | Kellits High | UH | 230 | 31 | 13 | 0 | 0 | 0 | 0 | 1 | 3 | 1 | 3 |
| Clarendon | Kemps High | UH | 230 | 43 | 19 | 0 | 0 | 0 | 0 | 8 | 19 | 8 | 19 |
| Clarendon | Knox College | SH | 204 | 207 | 101 | 3 | 1 | 27 | 13 | 50 | 24 | 80 | 39 |
| Clarendon | Lennon High | UH | 271 | 67 | 25 | 0 | 0 | 3 | 4 | 4 | 6 | 7 | 10 |
| Clarendon | Lister Mair Gilby (MayPen) | | | | | | | | | | | | |
| Clarendon | Spaldings High | UH | 411 | 109 | 27 | 1 | 1 | 5 | 5 | 18 | 17 | 24 | 22 |
| Clarendon | Thompson Town High | UH | 112 | 22 | 20 | 0 | 0 | 0 | 0 | 2 | | 2 | 9 |
| Hanover | Green Island High | UH | 340 | 50 | 15 | 1 | 2 | 3 | 6 | 5 | 10 | 9 | 18 |
| Hanover | Knocklava Technical | Tech | | | | | | | | | | | |
| Hanover | Merlene Ottey High | UH | 0 | 50 | | 1 | 2 | 2 | 4 | 6 | 12 | 9 | 18 |
| Hanover | Rusea's High | SH | 367 | 82 | 22 | 1 | 1 | 11 | 13 | 27 | 33 | 39 | 48 |
| Kingston/St. Andrew | Ardenne High | SH | 304 | 316 | 104 | 18 | 6 | 61 | 19 | 66 | 21 | 145 | 46 |
| Kingston/St. Andrew | Calabar High | SH | 309 | 185 | 60 | 2 | 1 | 12 | 6 | 36 | 19 | 50 | 27 |
| Kingston/St. Andrew | Camperdown | SH | 199 | 150 | 75 | 2 | 1 | 15 | 10 | 45 | 30 | 62 | 41 |

| PARISH | Name of School | Type | Eligible Cohort (Grade 11) | CXC Mathematics | | | | | | | | | |
|---------------------|----------------------------|------|-------------------------------|-----------------|-------------------------|---------|----|---------|----|---------|----|--------------|----|
| | | | | # Sitting | % of Eligible Cohort | Grade 1 | % | Grade 2 | % | Grade 3 | % | Total Passes | % |
| Kingston/St. Andrew | Campion College | SH | 208 | 205 | 99 | 116 | 57 | 61 | 30 | 23 | 11 | 200 | 98 |
| Kingston/St. Andrew | Charlie Smith High | SH | 90 | 27 | 30 | 0 | 0 | 0 | 0 | 2 | 7 | 2 | 7 |
| Kingston/St. Andrew | Clan Carthy High | UH | 245 | 51 | 21 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 2 |
| Kingston/St. Andrew | Convent of Mercy (Alpha) | SH | 187 | 262 | 140 | 12 | 5 | 53 | 20 | 74 | 28 | 139 | 53 |
| Kingston/St. Andrew | Denham Town High | UH | 271 | 40 | 15 | 0 | 0 | 0 | 0 | 4 | 10 | 4 | 10 |
| Kingston/St. Andrew | Donald Quarrie High | UH | 259 | 47 | 18 | 0 | 0 | 0 | 0 | 6 | 13 | 6 | 13 |
| Kingston/St. Andrew | Dunoon Park Technical | Tech | | | | | | | | | | | |
| Kingston/St. Andrew | Edith Dalton James | UH | 243 | 41 | 17 | 0 | 0 | 4 | 10 | 10 | 24 | 14 | 34 |
| Kingston/St. Andrew | Excelsior High | SH | 345 | 235 | 68 | 2 | 1 | 10 | 4 | 69 | 29 | 81 | 34 |
| Kingston/St. Andrew | Haile Selassie High | UH | 162 | 10 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kingston/St. Andrew | Holy Childhood High | SH | 199 | 316 | 159 | 15 | 5 | 41 | 13 | 94 | 30 | 150 | 47 |
| Kingston/St. Andrew | Holy Trinity High | UH | 364 | 54 | 15 | 0 | 0 | 1 | 2 | 11 | 20 | 12 | 22 |
| Kingston/St. Andrew | Immaculate Conception High | SH | 220 | 216 | 98 | 46 | 21 | 72 | 33 | 59 | 27 | 177 | 82 |
| Kingston/St. Andrew | Jamaica College | SH | 236 | 142 | 60 | 1 | 1 | 11 | 8 | 33 | 23 | 45 | 32 |
| Kingston/St. Andrew | Kingston College | SH | 220 | 239 | 109 | 12 | 5 | 45 | 19 | 78 | 33 | 135 | 56 |
| Kingston/St. Andrew | Kingston High | UH | 186 | 10 | 5 | 0 | 0 | 0 | 0 | 3 | 30 | 3 | 30 |
| Kingston/St. Andrew | Lister Mair Gilby High | | | | | | | | | | | | |
| Kingston/St. Andrew | Mavis Bank High | UH | 70 | 10 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kingston/St. Andrew | Meadowbrook High | SH | 219 | 237 | 108 | 6 | 3 | 28 | 12 | 45 | 19 | 79 | 33 |
| Kingston/St. Andrew | Merle Grove High | SH | 250 | 278 | 111 | 1 | 0 | 6 | 2 | 52 | 19 | 59 | 21 |
| Kingston/St. Andrew | Mona High | UH | 214 | 74 | 35 | 0 | 0 | 1 | 1 | 10 | 14 | 11 | 15 |
| Kingston/St. Andrew | Norman Manley | UH | 348 | 81 | 23 | 1 | 1 | 1 | 1 | 8 | 10 | 10 | 12 |
| Kingston/St. Andrew | Oberlin High | SH | 318 | 162 | 51 | 0 | 0 | 4 | 2 | 35 | 22 | 39 | 24 |
| Kingston/St. Andrew | Papine High | SH | 270 | 46 | 17 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kingston/St. Andrew | Penwood High | UH | 103 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Kingston/St. Andrew | Priory High | SH | 55 | 47 | 85 | 0 | 0 | 0 | 0 | 3 | 6 | 3 | 6 |
| Kingston/St. Andrew | St. Andrew High | SH | 225 | 226 | 100 | 27 | 12 | 50 | 22 | 63 | 28 | 140 | 62 |
| Kingston/St. Andrew | St. Hugh's High | SH | 273 | 191 | 70 | 0 | 0 | 31 | 16 | 83 | 43 | 114 | 60 |
| Kingston/St. Andrew | St. Anne's High | UH | 91 | 5 | 5 | 1 | 20 | 0 | 0 | 0 | 0 | 1 | 20 |
| Kingston/St. Andrew | St. George's College | SH | 222 | 203 | 91 | 5 | 2 | 13 | 6 | 46 | 23 | 64 | 32 |
| Kingston/St. Andrew | Tarrant | UH | 221 | 55 | 25 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 2 |
| Kingston/St. Andrew | The Queen's High | SH | 278 | 273 | 98 | 4 | 1 | 17 | 6 | 56 | 21 | 77 | 28 |
| Kingston/St. Andrew | Tivoli Gardens High | SH | 361 | 29 | 8 | 0 | 0 | 1 | 3 | 8 | 28 | 9 | 31 |
| Kingston/St. Andrew | Trench Town High | SH | 78 | 30 | 38 | 0 | 0 | 0 | 0 | 2 | 7 | 2 | 7 |
| Kingston/St. Andrew | Vauxhall High | UH | 379 | 28 | 7 | 0 | 0 | 0 | 0 | 8 | 29 | 8 | 29 |
| Kingston/St. Andrew | Wolmer's Boys' School | SH | 217 | 211 | 97 | 21 | 10 | 55 | 26 | 45 | 21 | 121 | 57 |

| PARISH | Name of School | Type | Eligible Cohort (Grade 11) | CXC Mathematics | | | | | | | | | |
|---------------------|--------------------------------|---------|-------------------------------|-----------------|-------------------------|---------|----|---------|----|---------|----|--------------|----|
| | | | | # Sitting | % of Eligible Cohort | Grade 1 | % | Grade 2 | % | Grade 3 | % | Total Passes | % |
| Kingston/St. Andrew | Wolmer's Girls' School | SH | 172 | 174 | 101 | 19 | 11 | 27 | 16 | 59 | 34 | 105 | 60 |
| Manchester | Bellfield High | UH | 309 | 79 | 26 | 0 | 0 | 1 | 1 | 8 | 10 | 9 | 11 |
| Manchester | Bishop Gibson High | SH | 118 | 118 | 100 | 6 | 5 | 16 | 14 | 24 | 20 | 46 | 39 |
| Manchester | Christiana High | UH | 417 | 56 | 13 | 0 | 0 | 0 | 0 | 4 | 7 | 4 | 7 |
| Manchester | Cross Keys High | UH | 85 | 5 | 6 | 0 | 0 | 0 | 0 | 1 | 20 | 1 | 20 |
| Manchester | Decarteret College | SH | 159 | 125 | 79 | 2 | 2 | 13 | 10 | 40 | 32 | 55 | 44 |
| Manchester | Manchester High | SH | 293 | 261 | 89 | 4 | 2 | 39 | 15 | 79 | 30 | 122 | 47 |
| Manchester | May Day High | UH | 130 | 41 | 32 | 0 | 0 | 0 | 0 | 4 | 10 | 4 | 10 |
| Manchester | Mile Gully High | UH | 111 | 39 | 35 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Manchester | Porus High | UH | 198 | 21 | 11 | 0 | 0 | 0 | 0 | 4 | 19 | 4 | 19 |
| Manchester | Winston Jones High | UH | 64 | 12 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Portland | Buff Bay High | UH | 120 | 16 | 13 | 0 | 0 | 1 | 6 | 4 | 25 | 5 | 31 |
| Portland | Fair Prospect High | UH | 138 | 8 | 6 | 0 | 0 | 0 | 0 | 2 | 25 | 2 | 25 |
| Portland | Happy Grove High | SH | 187 | 95 | 51 | 1 | 1 | 2 | 2 | 13 | 14 | 16 | 17 |
| Portland | Port Antonio High | UH | 289 | 86 | 30 | 0 | 0 | 1 | 1 | 1 | 1 | 2 | 2 |
| Portland | Titchfield High | SH | 345 | 119 | 34 | 4 | 3 | 15 | 13 | 47 | 39 | 66 | 55 |
| St. Ann | Aabuthnott Gallimore High | UH | 196 | 23 | 12 | 0 | 0 | 0 | 0 | 2 | 9 | 2 | 9 |
| St. Ann | Armada Juvenile Correction Ctr | Special | | | | | | | | | | | |
| St. Ann | Brown's Town High | UH | 575 | 186 | 32 | 0 | 0 | 3 | 2 | 12 | 6 | 15 | 8 |
| St. Ann | Ferncour SH High | SH | 250 | 178 | 71 | 0 | 0 | 7 | 4 | 16 | 9 | 23 | 13 |
| St. Ann | Iona High | UH | 58 | 16 | 28 | 0 | 0 | 0 | 0 | 3 | 19 | 3 | 19 |
| St. Ann | Marcus Garvey Technical | Tech | | | | | | | | | | | |
| St. Ann | Ocho Rios High | UH | 486 | 230 | 47 | 1 | 0 | 3 | 1 | 16 | 7 | 20 | 9 |
| St. Ann | St.Hilda's Diocesan High | SH | 216 | 149 | 69 | 2 | 52 | 23 | 15 | 49 | 33 | 74 | 50 |
| St. Ann | York Castle High | SH | 196 | 123 | 63 | 0 | 0 | 2 | 2 | 12 | 10 | 14 | 11 |
| St. Catherine | Ascott High | UH | 98 | 29 | 30 | 0 | 0 | 0 | 0 | 2 | 7 | 2 | 7 |
| St. Catherine | Bog Walk High | UH | 303 | 59 | 19 | 0 | 0 | 5 | 8 | 14 | 24 | 19 | 32 |
| St. Catherine | Bridgeport High | UH | 443 | 42 | 9 | 0 | 0 | 6 | 14 | 12 | 29 | 18 | 43 |
| St. Catherine | Charlemont High | SH | 189 | 143 | 76 | 0 | 0 | 7 | 5 | 29 | 20 | 36 | 25 |
| St. Catherine | Ewarton High | UH | 205 | 52 | 25 | 0 | 0 | 0 | 0 | 4 | 8 | 4 | 8 |
| St. Catherine | Glengoffe High | UH | 230 | 27 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St. Catherine | Greater Portmore High | UH | 166 | 21 | 13 | 0 | 0 | 0 | 0 | 1 | 5 | 1 | 5 |
| St. Catherine | Guy's Hill High | UH | 234 | 81 | 35 | 2 | 2 | 6 | 7 | 11 | 14 | 19 | 23 |
| St. Catherine | Jonathan Grant High | UH | 403 | 153 | 38 | 0 | 0 | 3 | 2 | 16 | 10 | 19 | 12 |
| St. Catherine | Jose Marti Technical | Tech | | | | | | | | | | | |
| St. Catherine | McGrath High | UH | 198 | 52 | 26 | 0 | 0 | 6 | 12 | 5 | 10 | 11 | 21 |

| PARISH | Name of School | Type | Eligible Cohort (Grade 11) | CXC Mathematics | | | | | | | | | |
|---------------|-------------------------|---------|-------------------------------|-----------------|-------------------------|---------|----|---------|----|---------|----|--------------|----|
| | | | | # Sitting | % of Eligible Cohort | Grade 1 | % | Grade 2 | % | Grade 3 | % | Total Passes | % |
| St. Catherine | Old Harbour | UH | 502 | 135 | 27 | 3 | 2 | 14 | 10 | 24 | 18 | 41 | 30 |
| St. Catherine | Spanish Town High | UH | 379 | 88 | 23 | 0 | 0 | 2 | 2 | 17 | 19 | 19 | 22 |
| St. Catherine | St. Catherine High | SH | 467 | 331 | 71 | 1 | 0 | 3 | 1 | 40 | 12 | 44 | 13 |
| St. Catherine | St.Jago High | SH | 292 | 196 | 67 | 3 | 2 | 20 | 10 | 52 | 27 | 75 | 38 |
| St. Catherine | St.Mary's College | SH | 162 | 72 | 44 | 0 | 0 | 2 | 3 | 24 | 33 | 26 | 36 |
| St. Catherine | Tacius Golding High | UH | 207 | 67 | 32 | 0 | 0 | 3 | 4 | 4 | 6 | 7 | 10 |
| St. Catherine | Waterford High | UH | 265 | 73 | 28 | 0 | 0 | 1 | 1 | 9 | 12 | 10 | 14 |
| St. Catherine | YWCA School Leavers | Special | | | | | | | | | | | |
| St. Elizabeth | B.B Coke High | UH | 277 | 75 | 27 | 0 | 0 | 2 | 3 | 6 | 8 | 8 | 11 |
| St. Elizabeth | Balaclava High | UH | 202 | 37 | 18 | 0 | 0 | 0 | 0 | 1 | 3 | 1 | 3 |
| St. Elizabeth | Black River High | UH | 319 | 148 | 46 | 0 | 0 | 2 | 1 | 26 | 18 | 28 | 19 |
| St. Elizabeth | Hampton High | SH | 131 | 128 | 98 | 5 | 4 | 16 | 13 | 29 | 23 | 50 | 39 |
| St. Elizabeth | Lacovia High | UH | 331 | 55 | 17 | 0 | 0 | 2 | 4 | 4 | 7 | 6 | 11 |
| St. Elizabeth | Lewisville High | UH | 177 | 32 | 18 | 0 | 0 | 1 | 3 | 1 | 3 | 2 | 6 |
| St. Elizabeth | Maggotty High | UH | 401 | 109 | 27 | 1 | 1 | 2 | 2 | 7 | 6 | 10 | 9 |
| St. Elizabeth | Munro College | SH | 136 | 127 | 93 | 5 | 4 | 25 | 20 | 35 | 28 | 65 | 51 |
| St. Elizabeth | Newell High | UH | 129 | 23 | 18 | 0 | 0 | 0 | 0 | 1 | 4 | 1 | 4 |
| St. James | Anchovy High | UH | 386 | 105 | 27 | 0 | 0 | 3 | 3 | 12 | 11 | 15 | 14 |
| St. James | Cambridge High | UH | 267 | 59 | 22 | 0 | 0 | 0 | 0 | 17 | 29 | 17 | 29 |
| St. James | Cornwall College | SH | 232 | 223 | 96 | 9 | 4 | 19 | 9 | 36 | 16 | 64 | 29 |
| St. James | Maldon High | UH | 303 | 70 | 23 | 0 | 0 | 0 | 0 | 5 | 7 | 5 | 7 |
| St. James | Montego Bay High | SH | 151 | 133 | 88 | 17 | 13 | 30 | 23 | 43 | 32 | 90 | 68 |
| St. James | Mount Alvernia High | SH | 480 | 216 | 45 | 1 | 0 | 23 | 11 | 55 | 25 | 79 | 37 |
| St. James | St.James High | UH | 646 | 88 | 14 | 0 | 0 | 0 | 0 | 7 | 8 | 7 | 8 |
| St. James | Teamwork Prep | Special | | | | | | | | | | | |
| St. Mary | Brimmer Vale High | UH | 154 | 24 | 0 | 0 | 1 | 1 | 4 | 2 | 8 | 3 | 13 |
| St. Mary | Islington High | UH | 193 | 15 | 8 | 0 | 0 | 0 | 0 | 2 | 13 | 2 | 13 |
| St. Mary | Marymount High | SH | 110 | 102 | 93 | 1 | 1 | 10 | 10 | 30 | 29 | 41 | 40 |
| St. Mary | Oracabessa High | UH | 238 | 25 | 11 | 0 | 0 | 0 | 0 | 10 | 40 | 10 | 40 |
| St. Mary | St.Mary High | SH | 270 | 210 | 78 | 2 | 1 | 18 | 9 | 51 | 24 | 71 | 34 |
| St. Mary | Tacky High | UH | 176 | 42 | 24 | 1 | 2 | 2 | 5 | 6 | 14 | 9 | 21 |
| St.Thomas | Morant Bay High | SH | 188 | 124 | 66 | 1 | 1 | 14 | 11 | 32 | 26 | 47 | 38 |
| St.Thomas | Robert Lightbourne High | UH | 123 | 9 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| St.Thomas | Seafort High | UH | 332 | 89 | 27 | 0 | 0 | 1 | 1 | 9 | 10 | 10 | 11 |
| St.Thomas | St. Thomas Technical | Tech | | | | | | | | | | | |
| St.Thomas | Yallahs High | UH | 223 | 35 | 16 | 0 | 0 | 2 | 6 | 3 | 9 | 5 | 14 |

| PARISH | Name of School | Type | Eligible Cohort (Grade 11) | CXC Mathematics | | | | | | | | | |
|--------------|----------------------|------|-------------------------------|-----------------|-------------------------|---------|----|---------|----|---------|----|--------------|------------|
| | | | | # Sitting | % of Eligible Cohort | Grade 1 | % | Grade 2 | % | Grade 3 | % | Total Passes | % |
| Trelawny | Albert Town High | UH | 313 | 83 | 27 | 0 | 0 | 2 | 2 | 12 | 14 | 14 | 17 |
| Trelawny | Cedric Titus High | UH | 202 | 31 | 15 | 0 | 0 | 1 | 3 | 1 | 3 | 2 | 6 |
| Trelawny | Muschette High | UH | 233 | 35 | 15 | 0 | 0 | 0 | 0 | 5 | 14 | 5 | 14 |
| Trelawny | Westwood High | SH | 128 | 92 | 72 | 9 | 10 | 18 | 20 | 35 | 38 | 62 | 67 |
| Trelawny | William Knibb High | SH | 204 | 141 | 69 | 0 | 0 | 5 | 4 | 15 | 11 | 20 | 14 |
| Westmoreland | Fromm Technical | Tech | | | | | | | | | | | |
| Westmoreland | Godfrey Stewart High | UH | 262 | 24 | 9 | 0 | 0 | 0 | 0 | 2 | 8 | 2 | 8 |
| Westmoreland | Grange Hill High | UH | 260 | 118 | 45 | 0 | 0 | 0 | 0 | 15 | 13 | 15 | 13 |
| Westmoreland | Little London High | UH | 182 | 9 | 5 | 0 | 0 | 1 | 11 | 1 | 11 | 2 | 22 |
| Westmoreland | Mannings High | SH | 314 | 307 | 98 | 10 | 3 | 33 | 11 | 70 | 23 | 113 | 37 |
| Westmoreland | Maud McLeod High | UH | 211 | 33 | 16 | 0 | 0 | 1 | 3 | 3 | 9 | 4 | 12 |
| Westmoreland | Peter'sfield High | UH | 396 | 10 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | | | 32,098 | 13,265 | | | | | | | | 4,199 | |
| | | | | | | | | | | | | 32% | of sitting |
| | | | | | | | | | | | | 13% | of cohort |

| Parish | Name of School | Type | Eligible Cohort (Grade 11) | SSC D4 - Mathematics (Cont.) | | | | | | | SSC D3 - Mathematics (Funct.) | | | | | | |
|---------------------|----------------------------|------|----------------------------|------------------------------|--------|---------|---|----|----|----|-------------------------------|------------|--------|---------|----|---|-----|
| | | | | Registered | Absent | Sitting | 5 | 4 | 3 | 2 | 1 | Registered | Absent | Sitting | 3 | 2 | 1 |
| Clarendon | Alston High | UH | 139 | 82 | 1 | 81 | | 2 | 13 | 33 | 33 | 66 | 4 | 62 | | | 62 |
| Clarendon | Bustamante High | UH | 159 | 33 | | 33 | | 1 | 5 | 23 | 4 | 115 | 16 | 99 | | | 99 |
| Clarendon | Central High | UH | 425 | 35 | 7 | 28 | 1 | | 7 | 16 | 4 | 363 | 78 | 285 | 19 | | 266 |
| Clarendon | Clarendon High | SH | 296 | | | | | | | | | | | | | | |
| Clarendon | Claude McKay Hig | UH | 165 | 22 | | 22 | | 3 | 3 | 9 | 7 | 122 | 12 | 110 | 4 | | 106 |
| Clarendon | Denbigh High | UH | 240 | 59 | | 59 | 3 | 9 | 20 | 25 | 2 | 160 | | 160 | 49 | | 111 |
| Clarendon | Edwin Allen High | SH | 427 | | | | | | | | | | | | | | |
| Clarendon | Garvey Maceo High | UH | 276 | 135 | | 135 | 1 | 5 | 35 | 93 | 1 | 1 | | 1 | | | 1 |
| Clarendon | Glenmuir High | SH | 232 | | | | | | | | | | | | | | |
| Clarendon | Kellits High | UH | 230 | 75 | | 75 | | | 7 | 37 | 31 | 99 | | 99 | 3 | | 96 |
| Clarendon | Kemps High | UH | 230 | 90 | 2 | 88 | | 5 | 11 | 50 | 22 | 125 | 9 | 116 | 5 | | 111 |
| Clarendon | Knox College | SH | 204 | | | | | | | | | | | | | | |
| Clarendon | Lennon High | UH | 271 | 137 | 4 | 133 | 1 | 4 | 26 | 57 | 45 | 73 | 4 | 69 | | | 69 |
| Clarendon | Lister Mair Gilby (MayPen) | | | 1 | | 1 | | | | | 1 | 7 | 1 | 6 | | | 6 |
| Clarendon | Spaldings High | UH | 411 | 143 | 8 | 135 | | 3 | 14 | 55 | 63 | 172 | 8 | 164 | 1 | | 163 |
| Clarendon | Thompson Town High | UH | 112 | 22 | 1 | 21 | | 2 | 6 | 9 | 4 | 84 | 7 | 77 | 5 | | 72 |
| Hanover | Green Island High | UH | 340 | 62 | 1 | 61 | 2 | 2 | 14 | 24 | 19 | 211 | 15 | 196 | 21 | | 175 |
| Hanover | Knocklava Technical | Tech | | 121 | 1 | 120 | 1 | 8 | 23 | 42 | 46 | 62 | | 62 | 1 | | 61 |
| Hanover | Merlene Ottey High | UH | 0 | 54 | 1 | 53 | 1 | 3 | 5 | 37 | 7 | 92 | 3 | 89 | 10 | | 79 |
| Hanover | Rusea's High | SH | 367 | 165 | | 165 | 9 | 20 | 44 | 65 | 27 | 171 | 7 | 164 | 36 | | 128 |
| Kingston/St. Andrew | Ardenne High | SH | 304 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Calabar High | SH | 309 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Camperdown | SH | 199 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Campion College | SH | 208 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Charlie Smith High | SH | 90 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Clan Carthy High | UH | 245 | 99 | 3 | 96 | | 2 | 13 | 40 | 41 | 155 | 27 | 128 | 1 | | 127 |
| Kingston/St. Andrew | Convent of Mercy (Alpha) | SH | 187 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Denham Town High | UH | 271 | 20 | | 20 | 1 | 1 | 3 | 11 | 4 | 69 | 4 | 65 | 12 | | 53 |
| Kingston/St. Andrew | Donald Quarrie High | UH | 259 | 157 | 2 | 155 | | 1 | 9 | 44 | 101 | 100 | 13 | 87 | 1 | | 86 |
| Kingston/St. Andrew | Dunoon Park Technical | Tech | | 121 | 1 | 120 | 4 | 5 | 12 | 95 | 4 | 50 | | 50 | 9 | | 41 |
| Kingston/St. Andrew | Edith Dalton James | UH | 243 | 63 | 3 | 60 | 1 | 3 | 12 | 22 | 22 | 153 | 10 | 143 | 4 | | 139 |
| Kingston/St. Andrew | Excelsior High | SH | 345 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Haile Selassie High | UH | 162 | 15 | | 15 | | | | 4 | 11 | 59 | 2 | 57 | | | 57 |
| Kingston/St. Andrew | Holy Childhood High | SH | 199 | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Holy Trinity High | UH | 364 | 42 | 2 | 40 | | 5 | 7 | 17 | 11 | 290 | 5 | 285 | 17 | | 268 |

| Parish | Name of School | Type | Eligible Cohort (Grade 11) | SSC D4 - Mathematics (Cont.) | | | | | | | SSC D3 - Mathematics (Funct.) | | | | | | | | |
|---------------------|----------------------------|------|----------------------------|------------------------------|--------|---------|---|---|----|----|-------------------------------|------------|--------|---------|---|----|---|-----|--|
| | | | | Registered | Absent | Sitting | 5 | 4 | 3 | 2 | 1 | Registered | Absent | Sitting | 3 | 2 | 1 | | |
| Kingston/St. Andrew | Immaculate Conception High | SH | 220 | | | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Jamaica College | SH | 236 | | | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Kingston College | SH | 220 | | | | | | | | | 2 | | 2 | | | | 2 | |
| Kingston/St. Andrew | Kingston High | UH | 186 | 24 | | 24 | | 1 | | 3 | 20 | 109 | 3 | 106 | | 2 | | 104 | |
| Kingston/St. Andrew | Lister Mair Gilby High | | | | | | | | | | | 2 | | 2 | | | | 2 | |
| Kingston/St. Andrew | Mavis Bank High | UH | 70 | 14 | | 14 | 4 | 6 | 2 | 2 | | 60 | 8 | 52 | | 16 | | 36 | |
| Kingston/St. Andrew | Meadowbrook High | SH | 219 | | | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Merle Grove High | SH | 250 | | | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Mona High | UH | 214 | 87 | 1 | 86 | 1 | 8 | 33 | 31 | 13 | 113 | 2 | 111 | | 44 | | 67 | |
| Kingston/St. Andrew | Norman Manley | UH | 348 | 148 | | 148 | 2 | 6 | 27 | 67 | 46 | 173 | 5 | 168 | | 15 | | 153 | |
| Kingston/St. Andrew | Oberlin High | SH | 318 | 56 | | 56 | | | 1 | 31 | 24 | 41 | | 41 | | 2 | | 39 | |
| Kingston/St. Andrew | Papine High | SH | 270 | 59 | 1 | 58 | | | 7 | 37 | 14 | 190 | 27 | 163 | | 2 | | 161 | |
| Kingston/St. Andrew | Penwood High | UH | 103 | 47 | | 47 | | 7 | 10 | 15 | 15 | 179 | 12 | 167 | | 13 | | 154 | |
| Kingston/St. Andrew | Priory High | SH | 55 | 17 | 4 | 13 | | 1 | 5 | 7 | | 66 | 19 | 47 | | | | 47 | |
| Kingston/St. Andrew | St. Andrew High | SH | 225 | | | | | | | | | | | | | | | | |
| Kingston/St. Andrew | St. Hugh's High | SH | 273 | | | | | | | | | | | | | | | | |
| Kingston/St. Andrew | St. Anne's High | UH | 91 | 17 | | 17 | | 2 | 4 | 8 | 3 | 72 | 1 | 71 | | 11 | | 60 | |
| Kingston/St. Andrew | St. George's College | SH | 222 | | | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Tarrant | UH | 221 | 75 | 1 | 74 | 1 | 2 | 9 | 54 | 8 | 119 | 6 | 113 | | 10 | | 103 | |
| Kingston/St. Andrew | The Queen's High | SH | 278 | | | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Tivoli Gardens High | SH | 361 | | | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Trench Town High | SH | 78 | 24 | | 24 | | 2 | 5 | 16 | 1 | 41 | 1 | 40 | | 8 | | 32 | |
| Kingston/St. Andrew | Vauxhall High | UH | 379 | 39 | 2 | 37 | | 4 | 15 | 12 | 6 | 268 | 51 | 217 | | 40 | | 177 | |
| Kingston/St. Andrew | Wolmer's Boys' School | SH | 217 | | | | | | | | | | | | | | | | |
| Kingston/St. Andrew | Wolmer's Girls' School | SH | 172 | | | | | | | | | | | | | | | | |
| Manchester | Bellfield High | UH | 309 | 144 | | 144 | 1 | 8 | 36 | 78 | 21 | 157 | 1 | 156 | | 26 | | 130 | |
| Manchester | Bishop Gibson High | SH | 118 | | | | | | | | | | | | | | | | |
| Manchester | Christiana High | UH | 417 | 100 | 3 | 97 | | 3 | 23 | 40 | 31 | 218 | 8 | 210 | | 24 | | 186 | |
| Manchester | Cross Keys High | UH | 85 | 27 | | 27 | | 1 | 5 | 14 | 7 | 52 | | 52 | | 3 | | 49 | |
| Manchester | Decarteret College | SH | 159 | | | | | | | | | | | | | | | | |
| Manchester | Manchester High | SH | 293 | | | | | | | | | | | | | | | | |
| Manchester | May Day High | UH | 130 | 37 | 1 | 36 | | 1 | 6 | 21 | 8 | 76 | 6 | 70 | | 4 | | 66 | |
| Manchester | Mile Gully High | UH | 111 | 43 | 1 | 42 | | | 6 | 29 | 7 | 66 | 2 | 64 | | 2 | | 62 | |
| Manchester | Porus High | UH | 198 | 39 | | 39 | | | 9 | 18 | 12 | 161 | 6 | 155 | | 4 | | 151 | |
| Manchester | Winston Jones High | UH | 64 | 11 | | 11 | | | 3 | 3 | 5 | 57 | | 57 | | 2 | | 55 | |
| Portland | Buff Bay High | UH | 120 | 20 | | 20 | 2 | 3 | 8 | 4 | 3 | 102 | 6 | 96 | | 8 | | 88 | |

| Parish | Name of School | Type | Eligible Cohort (Grade 11) | SSC D4 - Mathematics (Cont.) | | | | | | | SSC D3 - Mathematics (Funct.) | | | | | | |
|---------------|-------------------------|---------|----------------------------|------------------------------|--------|---------|---|----|----|-----|-------------------------------|------------|--------|---------|----|-----|-----|
| | | | | Registered | Absent | Sitting | 5 | 4 | 3 | 2 | 1 | Registered | Absent | Sitting | 3 | 2 | 1 |
| St. Elizabeth | Lacovia High | UH | 331 | 32 | 1 | 31 | 1 | 3 | 7 | 15 | 5 | 294 | 6 | 288 | 14 | 274 | |
| St. Elizabeth | Lewisville High | UH | 177 | 31 | 2 | 29 | | 2 | 9 | 8 | 10 | 141 | 12 | 129 | 16 | 113 | |
| St. Elizabeth | Maggotty High | UH | 401 | 140 | 3 | 137 | 3 | 3 | 22 | 62 | 47 | 165 | 13 | 152 | 6 | 146 | |
| St. Elizabeth | Munro College | SH | 136 | | | | | | | | | | | | | | |
| St. Elizabeth | Newell High | UH | 129 | 65 | 1 | 64 | | 2 | | 29 | 33 | 60 | | 60 | 2 | 58 | |
| St. James | Anchovy High | UH | 386 | 44 | 22 | 22 | | | 1 | 7 | 14 | 175 | 28 | 147 | 20 | 127 | |
| St. James | Cambridge High | UH | 267 | 121 | 5 | 116 | | 6 | 21 | 63 | 26 | 128 | 5 | 123 | 4 | 119 | |
| St. James | Cornwall College | SH | 232 | | | | | | | | | | | | | | |
| St. James | Maldon High | UH | 303 | 81 | 1 | 80 | | 2 | 19 | 28 | 31 | 186 | 16 | 170 | 1 | 4 | 165 |
| St. James | Montego Bay High | SH | 151 | | | | | | | | | | | | | | |
| St. James | Mount Alvernia High | SH | 480 | | | | | | | | | | | | | | |
| St. James | St.James High | UH | 646 | 84 | 2 | 82 | 2 | 7 | 23 | 32 | 18 | 538 | 63 | 475 | 45 | 430 | |
| St. James | Teamwork Prep | Special | | 9 | | 9 | | | | 5 | 4 | 5 | | 5 | | | 5 |
| St. Mary | Brimmer Vale High | UH | 154 | 36 | 2 | 34 | | 1 | 4 | 11 | 18 | 121 | 15 | 106 | 2 | 104 | |
| St. Mary | Islington High | UH | 193 | 62 | | 62 | | 1 | 4 | 9 | 48 | 128 | 6 | 122 | 1 | 121 | |
| St. Mary | Marymount High | SH | 110 | | | | | | | | | | | | | | |
| St. Mary | Oracabessa High | UH | 238 | 27 | | 27 | 2 | 5 | 15 | 4 | 1 | 211 | 2 | 209 | 2 | 30 | 177 |
| St. Mary | St.Mary High | SH | 270 | 75 | 4 | 71 | | | 3 | 37 | 31 | 74 | 3 | 71 | 1 | 70 | |
| St. Mary | Tacky High | UH | 176 | 57 | | 57 | 1 | 4 | 21 | 29 | 2 | 107 | 8 | 99 | 7 | 92 | |
| St.Thomas | Morant Bay High | SH | 188 | | | | | | | | | | | | | | |
| St.Thomas | Robert Lightbourne High | UH | 123 | 7 | | 7 | | | 3 | 4 | | 111 | 5 | 106 | 11 | 95 | |
| St.Thomas | Seafort High | UH | 332 | 180 | 3 | 177 | | 4 | 36 | 84 | 53 | 99 | 1 | 98 | 3 | 95 | |
| St.Thomas | St. Thomas Technical | Tech | | 51 | | 51 | 2 | 14 | 14 | 16 | 5 | 181 | 8 | 173 | 55 | 118 | |
| St.Thomas | Yallahs High | UH | 223 | 108 | 5 | 103 | 1 | 3 | 16 | 39 | 44 | 111 | 29 | 82 | 4 | 78 | |
| Trelawny | Albert Town High | UH | 313 | 152 | 4 | 148 | | 7 | 24 | 73 | 44 | 82 | 6 | 76 | 4 | 72 | |
| Trelawny | Cedric Titus High | UH | 202 | 41 | | 41 | | 5 | 24 | 12 | | 142 | 3 | 139 | 1 | 45 | 93 |
| Trelawny | Muschette High | UH | 233 | 60 | 2 | 58 | | 4 | 14 | 23 | 17 | 174 | 2 | 172 | 14 | 158 | |
| Trelawny | Westwood High | SH | 128 | | | | | | | | | | | | | | |
| Trelawny | William Knibb High | SH | 204 | | | | | | | | | | | | | | |
| Westmoreland | Fromm Technical | Tech | | 186 | 4 | 182 | 4 | 8 | 52 | 73 | 45 | 71 | 2 | 69 | 5 | 64 | |
| Westmoreland | Godfrey Stewart High | UH | 262 | 37 | 3 | 34 | | | 4 | 13 | 17 | 197 | 21 | 176 | 2 | 174 | |
| Westmoreland | Grange Hill High | UH | 260 | 66 | | 66 | | | 3 | 35 | 28 | 168 | 14 | 154 | 6 | 148 | |
| Westmoreland | Little London High | UH | 182 | 6 | | 6 | | | 4 | 1 | 1 | 157 | 10 | 147 | 26 | 121 | |
| Westmoreland | Mannings High | SH | 314 | | | | | | | | | | | | | | |
| Westmoreland | Maud McLeod High | UH | 211 | 37 | 3 | 34 | | 5 | 5 | 17 | 7 | 164 | 14 | 150 | 11 | 139 | |
| Westmoreland | Peter'sfield High | UH | 396 | 277 | 31 | 246 | 2 | 3 | 17 | 103 | 121 | 132 | 17 | 115 | 2 | 113 | |

| Parish | Name of School | Type | Eligible Cohort (Grade 11) | SSC D4 - Mathematics (Cont.) | | | | | | | SSC D3 - Mathematics (Funct.) | | | | | | | | | | |
|--------|----------------|------|----------------------------|------------------------------|--------|---------|-----|-----|-------|-------|-------------------------------|------------|--------|---------|---|--------|---|--------|---|-------|--------|
| | | | | Registered | Absent | Sitting | 5 | 4 | 3 | 2 | 1 | Registered | Absent | Sitting | 3 | 2 | 1 | | | | |
| | | | 32,098 | 7,514 | | 7,287 | | | | | | | | | | 12,893 | | 11,992 | | | |
| | | | | | | | 102 | 386 | 1,317 | 3,246 | 2,236 | | | | | | | 11,992 | 7 | 1,197 | 10,788 |

Appendix D provides tables listing the public secondary school institutions registering students for CXC and/or SSC examinations for English language and mathematics. The tables provide registration and performance data by institution for 2001. Analyses of the data indicate:

- Secondary high (SH) schools (traditional high schools) register students for CXC exams and not for SSC exams (only six of the 52 SH schools access CXC and SSC English language exams; only seven SH schools access CXC and SSC mathematics exams).
- Technical high schools register students for SSC exams and not for CXC exams.
- Upgraded high schools (UH), or comprehensive high schools, access both CXC and SSC exams; of the 83 UH schools, only four have no students sitting CXC and only two have no students sitting SSC.
- A large percentage of students in the eligible cohort (11th grade) do not sit either CXC or SSC exams; of students in secondary highs, 2,088 (17% of the eligible cohort, assuming no dual registration and no out-of-grade registrants) do not sit either CXC or SSC English language exams and 2,758 (23% of eligible cohort, assuming no dual registration and no out-of-grade registrants) do not sit either a CXC or SSC mathematics examination. (These figures were calculated by totaling the number of CXC and SSC registrants for each school and subtracting the total from the eligible 11th grade cohort in the school. Only schools where the eligible cohort was larger than the total exam registrations for the school were included in the calculations.)
- In most UH schools (63 schools for English language and 63 for mathematics) and in some SH schools (17 schools for English language and 14 for mathematics) the total number of exam registrations (CXC and SSC) for a subject is greater than the number of students in the eligible cohort. This likely reflects some registrations of out-of-grade students (e.g., those repeating a test) but it also appears that some students must be sitting both the CXC and the SSC.

Appendix E: Cost Estimate for Involvement of the Caribbean Examinations Council (CXC) in Jamaican Assessment Development Activities

The cost estimate that follows is based on information obtained at a meeting in September, 2002 at the CXC headquarters in Barbados. Mr. Baldwin Hercules was asked by Dr. Lucy Stewart to convene the meeting in her absence. Mr. Hercules also invited Dr. Yuland Wright, Head of Measurement and Evaluation; and Mrs. Patricia King, Senior Registrar. Mrs. Loretta Anderson represented the National and Regional Secondary Level Examinations and the Reform of Secondary Education (Rose II) project team.

All figures on the attached cost estimate are in U.S. dollars. The cost estimate does not include costs that are currently part of the SSC testing program in Jamaica. It does include those marginal costs associated with the involvement of the CXC in developing and assuring the quality of the Jamaican examinations. *The costs shown are for the first year of operation. Certain one-time startup costs will not recur, such as syllabus setting, but would be replaced with less expensive review and revision activities.*

Background. At present, the CXC does the scoring and reporting of the Common Entrance Examination for Barbados, Trinidad & Tobago, and St. Lucia. The Local Examination project in Barbados was on the drawing board for two years, and its operational implementation is presently on hold. Mrs. Anderson explored the cost implications of CXC's providing a similar test development service to Jamaica. It is the assumption of the project team that such a service would improve the public and professional support, or social currency, for Jamaica's secondary school examinations as described in the body of our report.

For the purposes of planning, the CXC staff and Mrs. Anderson assumed that Jamaica would require a core of five subject areas and an individual student profile. In addition, some students would continue to take the CXC examinations as they do now. All of this test data, plus additional educational information, would be presented to each student on a special transcript at the time of his or her school leaving.

Assumptions about initial test development for a core of five subject areas. If asked to put in place the core of subjects, CXC would want to put together a team of two persons (a curriculum specialist and subject specialist) for two weeks for each course. Each member of the team would cost approximately US\$300 per day plus per diem, transportation, and accommodation cost. The latter direct costs have been estimated here at \$1000 per person, per trip for both Jamaica and CXC staff members. The CXC also highly recommended the inclusion of a continuous assessment component in the assessment, which is included in the cost estimate.

CXC staff felt strongly that there should be included at some point components for one Personal & Social Development assessment, one on Healthy Life Styles (could be included in a food and nutrition component), and one on Family Values.

The functions that the CXC would take on, after the decision is taken as to what should be on the Proficiency Certificate once it is completed, would be:

- The preparation of specimen papers
- Item writing and test development activities
- Assistance with data analysis and scoring

It was suggested that multiple choice, short answer, and structured responses be used. These would require pretesting with students in Jamaica.

Scoring by Barbados, if required, would be included in their management costs, as they already have in place software for this (for which Jamaica would pay a users' fee, included in the attached cost estimate). It was suggested by CXC that *at least* 15 classes totaling 400 students should be used for pretesting each subject.

For reasons of economy and efficiency, the production of test papers would be carried out in Jamaica. Circulation of the tests and their administration would also be the responsibility of Jamaica.

If needed, alternatively CXC Barbados could print and package examinations similar to what is done for the CXC examinations. The cost of this has *not* been included in the attached estimate, but they would need to set up at least an administrator and three assistants to carry out these functions.

The suggested time for this examination is mid-May, with marking to be done in June in Jamaica. The approximate rate of marking is 25 scripts per person per day for mathematics; English can be expected to have a lower rate, 20 scripts per person per day.

The preparation of each certificate with security features can be done by the CXC and is included in the estimate.

It was suggested that seasonal staff could be employed in Jamaica for the pretesting and operational testing preparatory work, marking, and data entry. This would require approximately 40 persons working 15 to 20 days each at an approximate rate of US \$40.00 per day.

Notes on schedule: The first draft test would take about one week (requiring one individual from Barbados and one from Jamaica). This would be followed by at least six weeks for Jamaican stakeholders to review and make comments on the first draft. The second draft would also take about one week (requiring one individual from Barbados and one from Jamaica). The CXC also indicated that to start off activities one month for item development and ten weeks for syllabus development would be needed.

| Appendix Table E-1: Cost Estimate for Involvement of the Caribbean Examinations Council (CXC) in Jamaican Assessment Development Activities | | | | | |
|--|-------------------|--------------------------|-----------------------|------------------|-------------------|
| | N Subjects | N Technical Staff | Unit Cost US\$ | # of Days | Total US\$ |
| Preparing m/c & f/r items; test assembly* | | | | | |
| CXC staff time | 5 | 5 | 300 | 10 | 75,000 |
| CXC travel to Jamaica | | 15 | 1,000 | | 15,000 |
| Jamaica staff time | 5 | 5 | 0 | 10 | 0 |
| Jamaica travel to Barbados | | 10 | 1,000 | | 10,000 |
| Preparing continuous assessment component | | | | | |
| CXC staff time | 5 | 5 | 300 | 3 | 22,500 |
| CXC travel to Jamaica | | | | | |
| Jamaica staff time | 5 | 5 | 0 | 3 | 0 |
| Jamaica travel to Barbados | | | | | |
| Field testing in Jamaica | | | | | |
| | | N temp clerical | | | |
| Printing and distribution | 5 | | 5 | 1,000 | 25,000 |
| Preparatory work | | 10 | 40 | 2 | 800 |
| Marking & QC | | 10 | 40 | 5 | 2,000 |
| Data entry | | 10 | 40 | 5 | 2,000 |
| Supervision of temps | 2 | | 300 | 5 | 3,000 |
| Data analysis | 2 | | 300 | 5 | 3,000 |
| Test revision | 5 | | 300 | 2 | 3,000 |
| Operational testing in Jamaica** | | | | | |
| Scoring & reporting software from CXC | | | | | 6,000 |
| Create & print secure certificates | | 1 | | 50,000 | 50,000 |
| Communications | | | | | 10,000 |
| Total | | | | | \$227,300 |
| * Multiple-choice questions and free-response (essays, problem sets, etc.) questions. | | | | | |
| ** Comparable to current expenses for SSC; not estimated here. | | | | | |