

Government of Anguilla

DEPARTMENT
OF
EDUCATION

END OF YEAR REPORT

2014 - 2015



2015
14

“Raising Standards for Sustainable National Development”

Department of Education End of Year Report 2014-2015

Acronyms & Abbreviations

AAPS	Alwyn Allison Primary School
ALHCS	Albena Lake-Hodge Comprehensive School
CAPE	Caribbean Advanced Proficiency Examinations
CCSLC	Caribbean Certificate of Secondary Level Competence
CSEC	Caribbean Secondary Education Certificate
CPEA	Caribbean Primary Exit Assessment
CXC	Caribbean Examination Council
CVQ	Caribbean Vocational Qualification
DITES	Department of Information Technology & E-Government Services
DOE	Department of Education
EDP	Education Development Plan
EO	Education Officers
HFLE	Health Family Life Education
JESDI	Job Education Skill Development Initiatives
NBA	National Bank of Anguilla
TVET	Technical and Vocational Education and Training
PRU	Pupil Referral Unit
PSHE	Personal Social Health Education
WISE	Workshop Initiatives for Support in Education
SEN	Special Educational Needs
VPS	Valley Primary School
VVPS	Vivien Vanterpool Primary School

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INTRODUCTION

This report reflects the state of Education on Anguilla for the 2014-2015 academic year.

Section One contains data on student enrollment, staffing, pupil attendance, suspensions at the secondary level and academic achievements among students on various levels on key stage assessments. Information for this section is provided under the headings of preschool, primary and secondary levels of education.

Section Two is a report of the Department of Education's Units for the period. The headings are as follows:

1. Early Childhood Education
2. Primary Education
3. Secondary Education
4. Multi- Professional Support Services
5. Teacher Training/Professional Development Unit
6. Curriculum Development: Reform and Renewal
7. Assessment Unit
8. Technical and Vocational Education and Training
9. Career and Guidance Unit

PRESCHOOL EDUCATION

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PRESCHOOLS

Enrollment

The academic year 2014 - 2015 recorded 11 pre-school centres on the island due to the closure of First Steps Montessorri Academy.

The number of students enrolled was 460, an increase of 8 students from the 2013 - 2014 academic year. This is shown in Table 1.1 and Figure 1.1.

Table 1.2 shows that the male to female students ratio was approximately 1.1, with boys accounting for 50% (231 students) and girls 50% (229 students) of the enrollment.

46% (211 students) were 4 year olds while 54% (249 students) were 3 year olds.

St. Mary's Pre-school recorded the highest enrollment with 168 students, representing 37% of the pre-school population, followed by Prophecy Preschool with 70 students (15%). The school with the smallest enrollment was Omololu International School with 10 students. This number accounted for only 2% of the preschool population.

Five of the eleven preschools recorded decreases in enrollment from the 2014 - 2015 academic year (see Table 1.4). These were Bethel Methodist (down 10), Central Christian (down 5), Ebenezer (down 3), Island Harbour Christian (down 4), and St. Mary's (down 12). Four schools recorded an increase in enrollment i.e. Life Impact Rainbow Preschool (up 3), The Outreach Preschool (up 12), James Ronald Webster Early Childhood Development Centre (up 9) and Omololu International School (up 1). Maranatha's enrolment remained the same.

Tables 1.1 and 1.2 show the total enrollment in the pre-schools for the period 2001/02 -2014/15.

Table 1.1: Enrollment, Number of Teachers and Child/Teacher Ratio

Year	No. of Pre-school Centres	Total Enrollment	No. of Teachers	Child/Teacher Ratio
2001/2002	11	403	36	11
2002/2003	11	422	35	12
2003/2004	11	453	38	12
2004/2005	11	427	41	10
2005/2006	11	459	39	12
2006/2007	11	412	37	11
2007/2008	11	450	42	11
2008/2009	11	451	42	11
2009/2010	11	444	44	10
2010/2011	10	434	41	11
2011/2012	10	414	39	11
2012/2013	12	445	43	10
2013/2014	12	452	41	11
2014/2015	11	460	42	11

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Figure 1.1: Growth of Enrollment in Pre-school Centres in Anguilla

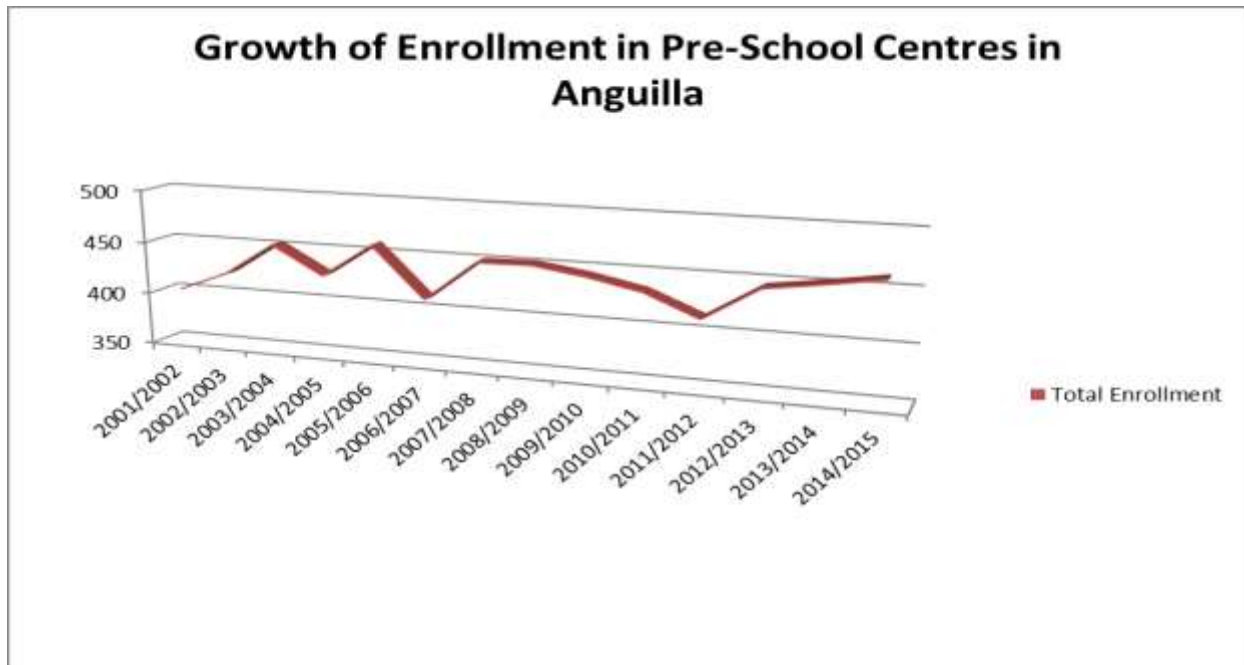
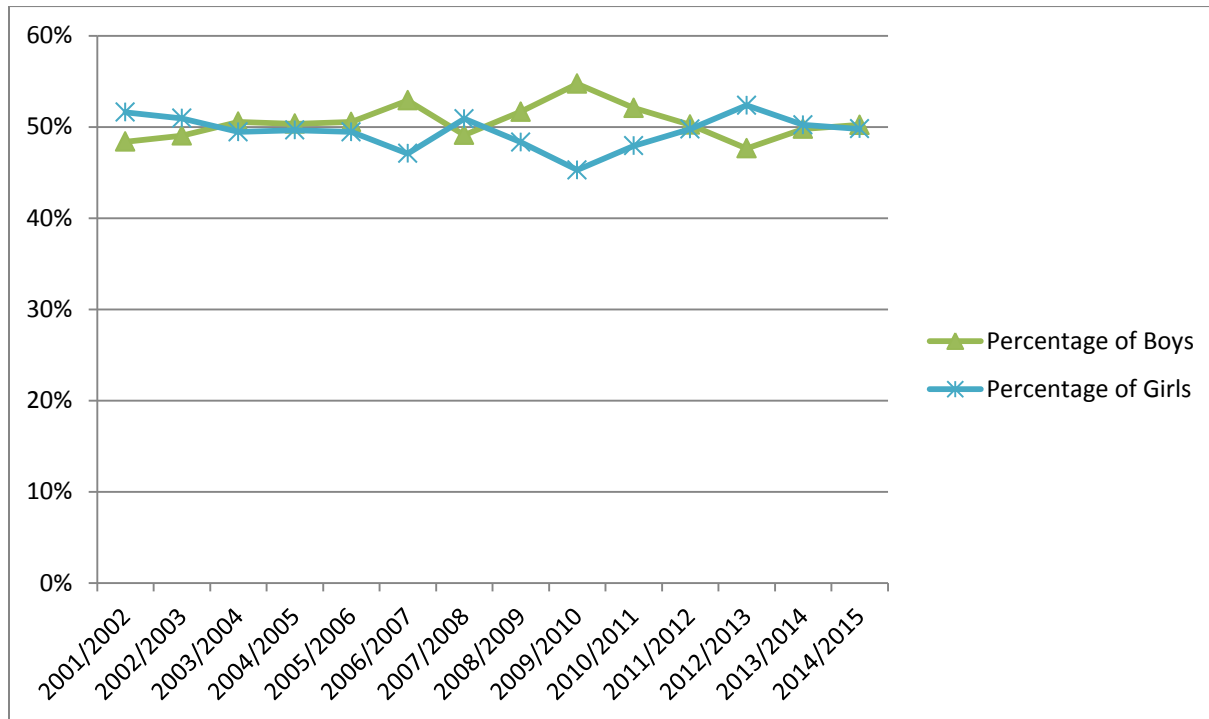


Table 1.2: Percentage of Males and Females in Preschools Centres 2001/02-2014/15

Year	Total Enrolment	No of Boys	Percentage of Boys	No of Girls	Percentage of Girls	Boy/Girl Ratio
2001/2002	403	195	48%	208	52%	0.9
2002/2003	422	207	49%	215	51%	1.0
2003/2004	453	229	51%	224	49%	1.0
2004/2005	427	215	50%	212	50%	1.0
2005/2006	459	232	51%	227	49%	1.0
2006/2007	412	218	53%	194	47%	1.1
2007/2008	450	221	49%	229	51%	1.0
2008/2009	451	233	52%	218	48%	1.1
2009/2010	444	243	55%	201	45%	1.2
2010/2011	434	226	52%	208	48%	1.1
2011/2012	414	208	50%	206	50%	1.0
2012/2013	445	212	48%	233	52%	0.9
2013/2014	452	225	50%	227	50%	1.0
2014/2015	460	231	50%	229	50%	1.0

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Figure 1.2: Percentage of Males verses Females in Pre-schools Centres in Anguilla



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Table 1.3: Showing students enrollment by Age and Sex for 2012-2013, 2013 -2014 and 2014-2015

Name of School	Address	2012-2013						2013-2014						2014-2015					
		No. of teachers	3 years		4 years		Total 12/13	No. of teachers	3 years		4 years		Total 13/14	No. of teachers	3 years		4 years		Total 14/15
			Male 12/13	Female 12/13	Male 12/13	Female 12/13			Male 13/14	Female 13/14	Male 13/14	Female 13/14			Male 14/15	Female 14/15	Male 14/15	Female 14/15	
Bethel Methodist	South Hill	4	10	14	13	11	48	4	17	17	8	15	57	4	23	15	10	19	67
Central Christian	Rey Hill	4	8	12	7	6	33	4	8	7	9	12	36	4	8	7	10	6	31
Church of God of Holiness	The Valley																		
Ebenezer	The Valley	3	4	5	4	12	25	2	3	4	7	7	21	2	3	8	2	5	18
First Steps Montesorri Academy	Old Ta	2	5	2	3	5	15	2	2	3	3	1	9						
Island Harbour Christian	Island Harbour	4	10	5	4	6	25	4	7	6	11	3	27	4	5	5	7	6	23
Life Impact-Rainbow Preschool	West End	2	2	0	2	1	5	1	3	1	3	2	9	2	3	4	1	4	12
Liz	Old Ta	2	4	2	3	0	9												
Maranatha	Blowing Point	1	5	6	1	3	15	2	4	5	5	4	18	2	3	4	5	6	18
Prophecy	The Quarter	8	17	28	26	18	89	7	16	18	12	18	64	8	20	15	18	17	70
St. Augustine's	East End																		
St. Mary's	The Valley	11	46	54	31	42	173	11	42	42	49	47	180	11	44	43	43	38	168
The Outreach Preschool	Cauls Bottom	1	5	0	0	0	5	2	4	9	4	1	18	2	9	11	4	6	30
James Ronald Webster Early Childhood Development Centre	East End							1	2	0	1	1	4	2	7	4	1	1	13
Omololu International School	The Valley	1	0	0	2	1	3	1	3	2	2	2	9	1	4	4	1	1	10
Total		43	116	128	96	105	445	41	111	114	114	113	452	42	129	120	102	109	460

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Figure 1.3.1: Showing 3 years old Male vs Female students enrollment by school for 2014/ 2015

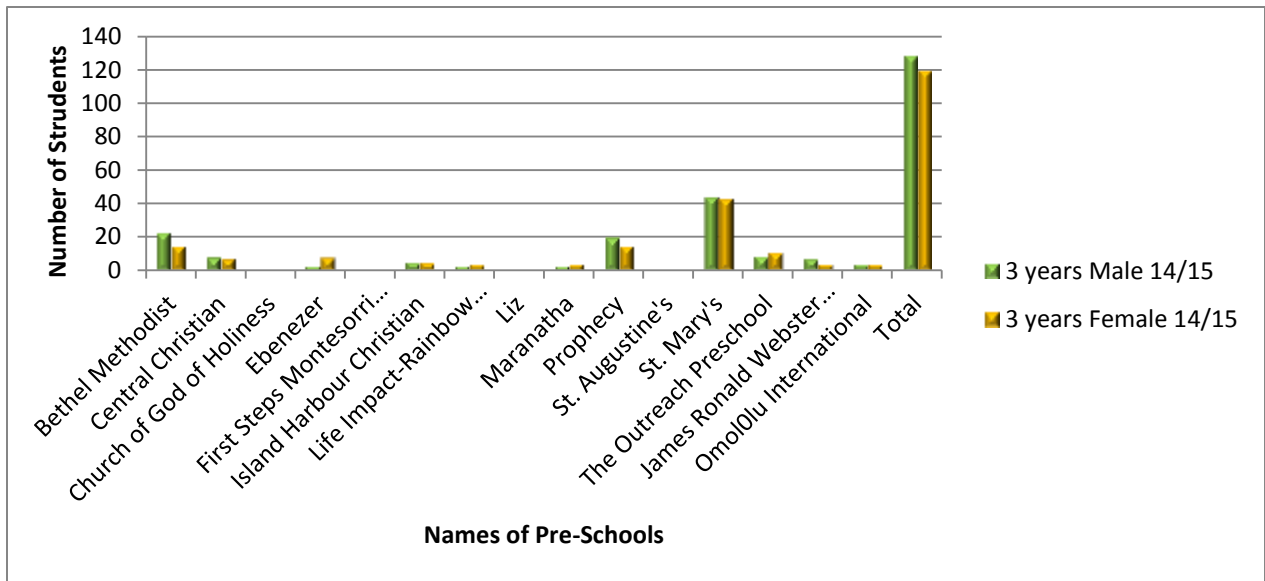
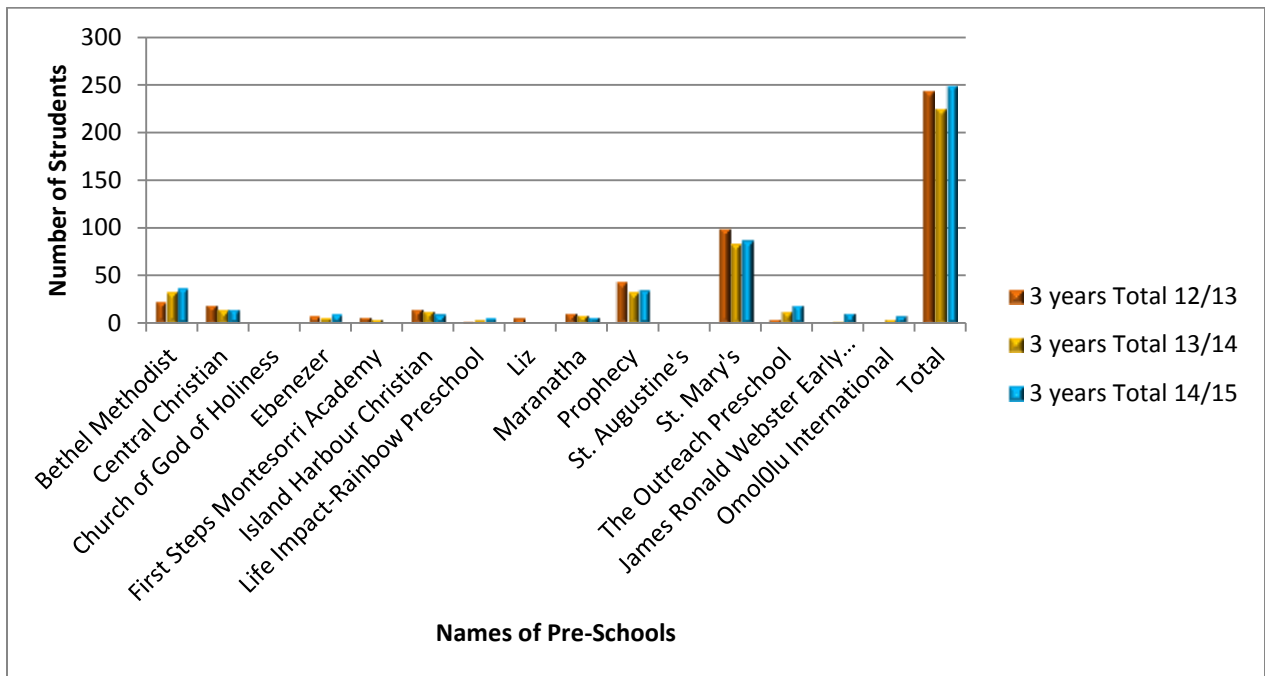


Figure 1.3.2: Showing 3 years old enrollment by school for 2012/ 2013 to 2014/ 2015



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Figure 1.3.3: Showing 4 years old Male vs Female students enrollment by school for 2014/2015

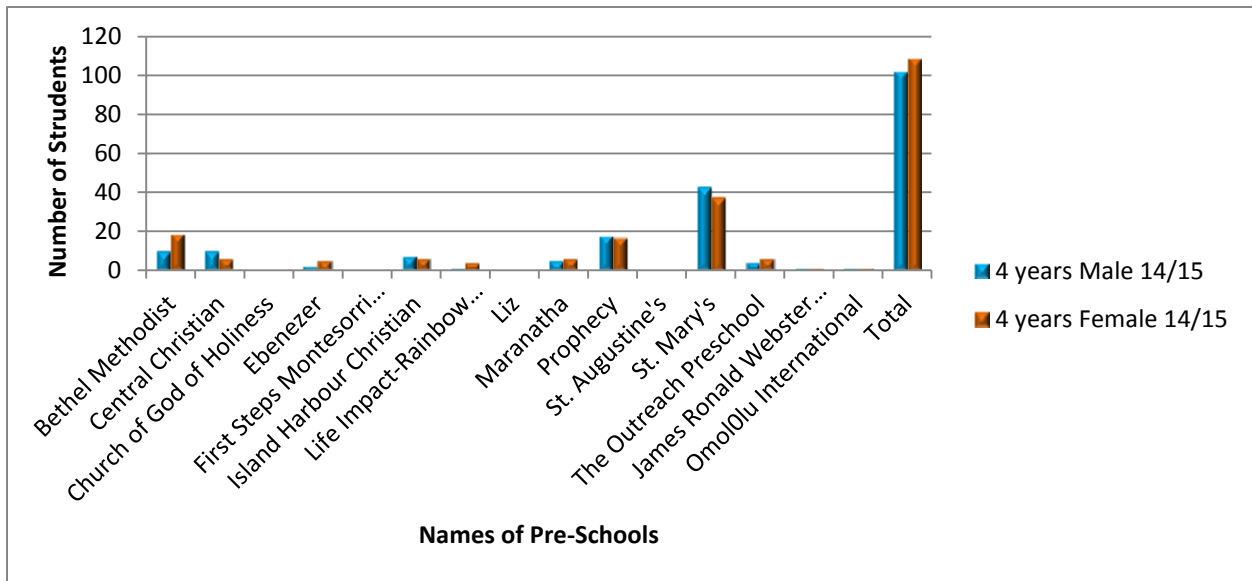
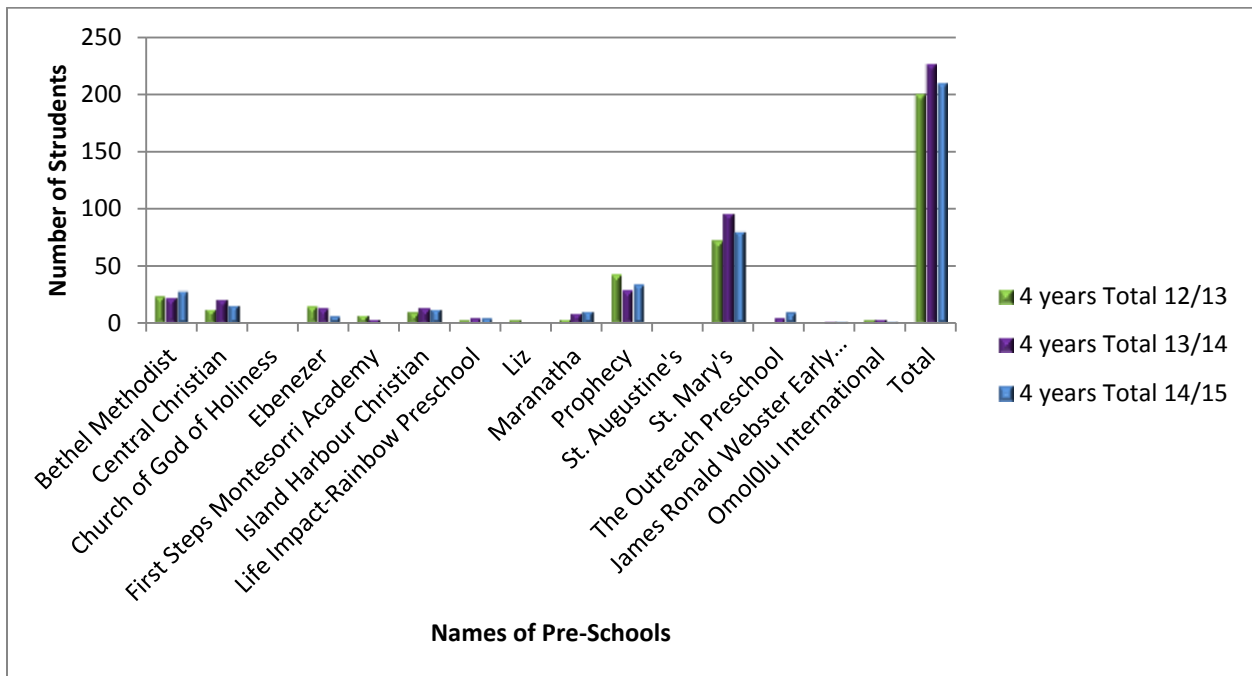


Figure 1.3.4: Showing 4 years old enrollment by school for 2012/2013 to 2014/2015



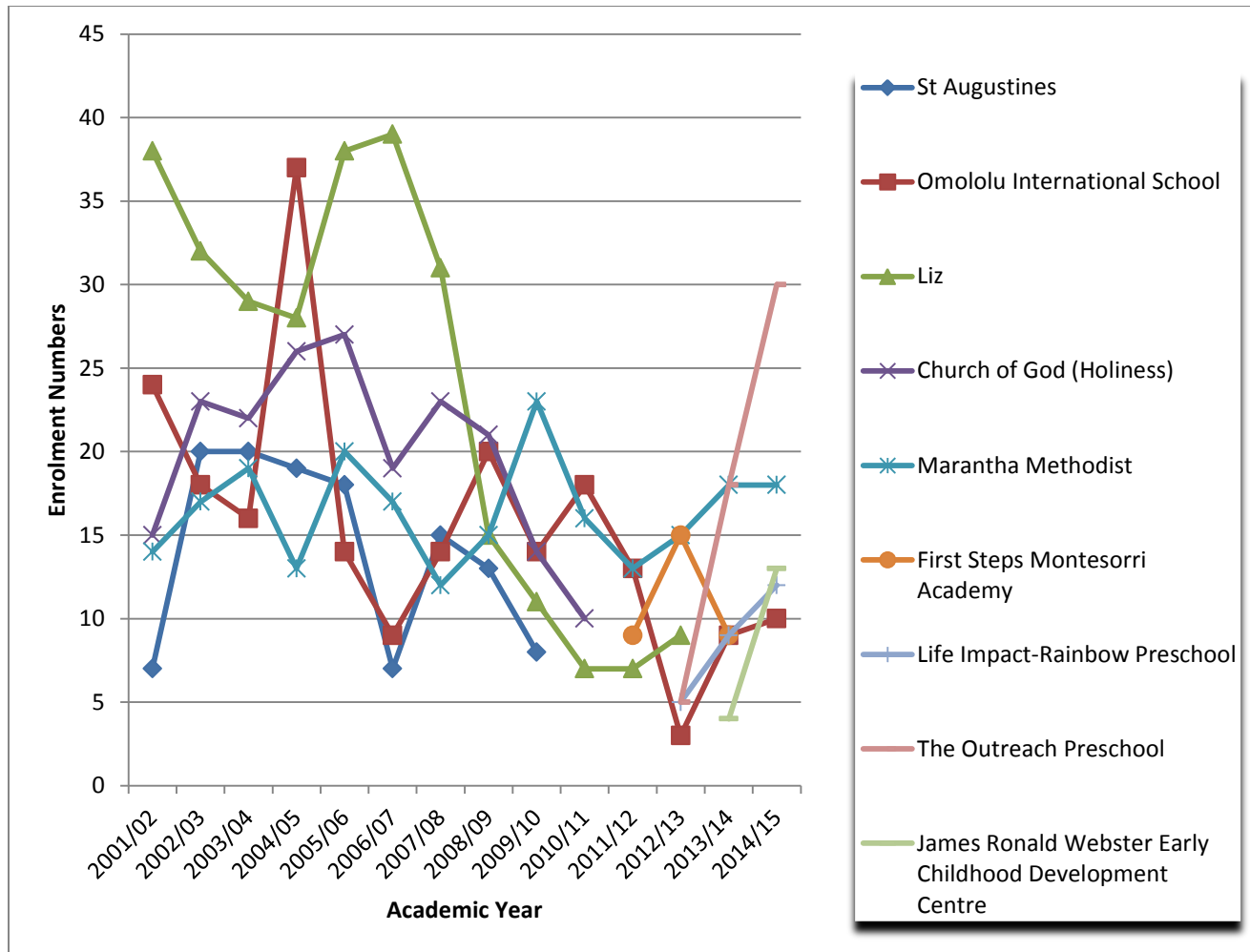
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Table 1.4 :- Individual School Enrolment 2001/02 to 2014/15

Pre-school	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
St Augustines	7	20	20	19	18	7	15	13	8					
Omololu International School	24	18	16	37	14	9	14	20	14	18	13	3	9	10
Liz	38	32	29	28	38	39	31	15	11	7	7	9		
Church of God (Holiness)	15	23	22	26	27	19	23	21	14	10				
First Steps Montesorri Academy											9	15	9	
Life Impact-Rainbow Preschool												5	9	12
The Outreach Preschool												5	18	30
James Ronald Webster Early Childhood Development Centre													4	13
Island Harbour Christian	34	38	28	37	33	27	30	34	32	34	25	25	27	23
Central Christian	22	24	32	34	37	37	36	36	35	35	31	33	36	31
Ebenezer Methodist	-	-	-	37	61	43	37	36	34	27	28	25	21	18
Bethel Methodist	33	44	57	35	43	36	42	49	47	48	47	48	57	67
Marantha Methodist	14	17	19	13	20	17	12	15	23	16	13	15	18	18
Prophecy	79	76	82	82	82	94	92	88	96	105	102	89	64	70
St Mary's	102	101	114	79	86	84	118	124	130	134	139	173	180	168
TOTAL	368	393	419	427	459	412	450	451	444	434	414	445	452	460

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Figure 1.4.1: Growth of enrollment for Smaller Pre-schools in Anguilla



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Figure 1.4.2: Growth of enrollment for Medium sized Pre-schools in Anguilla

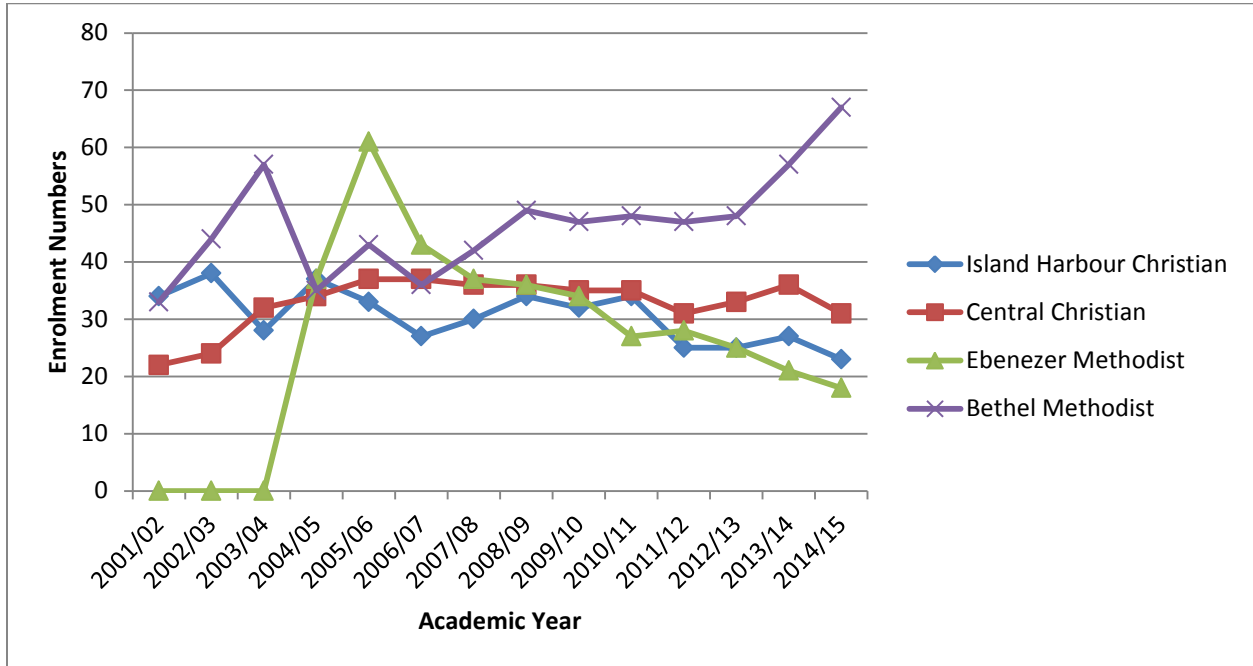
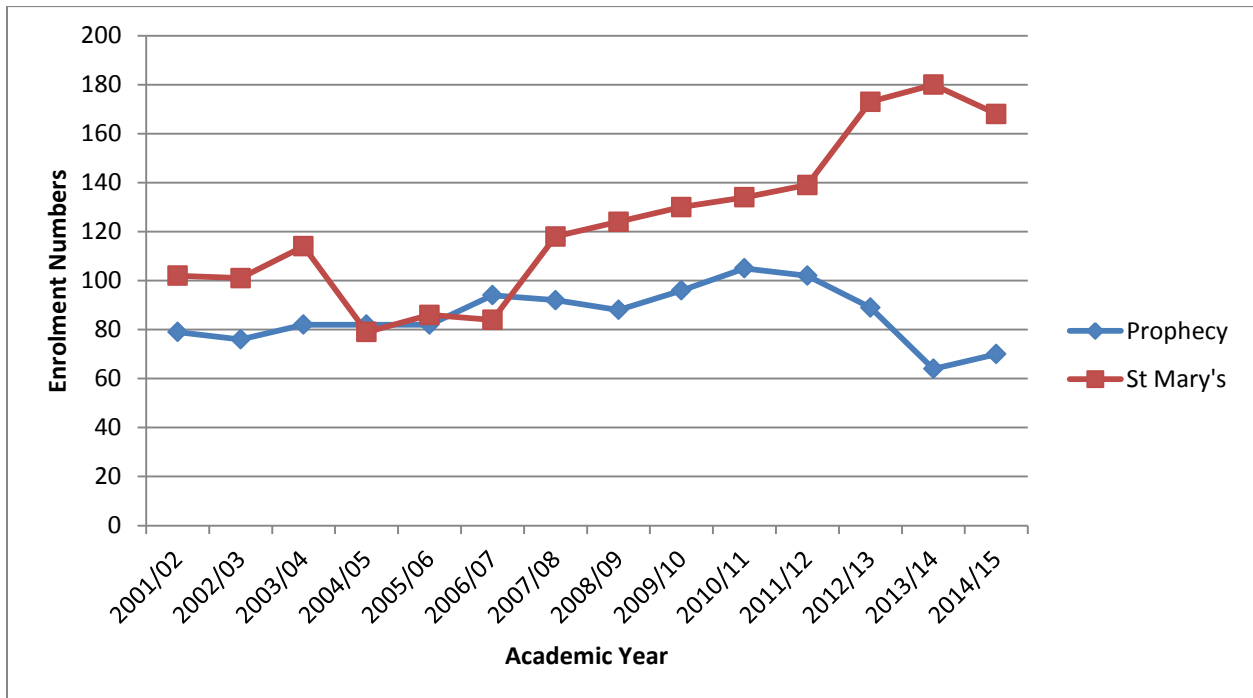


Figure 1.4.3: Growth of enrollment for Larger Pre-schools in Anguilla



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Staffing for Preschools

During this period, the number of Preschool teachers increased from 41 during 2013-2014 academic year to 42 teachers in this reporting period (2014-2015).

The teacher student ratio was 1:11, with Bethel Methodist having the highest ratio (1:17) and Omololu International School with the lowest (1:5).

Of the 42 teachers employed, 36% (15 teachers) were trained teachers compared to 39% (16 teachers) in 2013 - 2014. The majority of them, 64% (27 teachers) compared to 61%, (25 teachers) in 2013 – 2014 are untrained.

Table 1.5:- Pre-school Centres according to Child/Teacher Ratio

Pre-school	2012-2013			2013-2014			2014-2015		
	No of students	No of Teachers	Teacher/Pupil ratio 12/13	No of students	No of Teachers	Teacher/Pupil ratio 13/14	No of students	No of Teachers	Teacher/Pupil ratio 14/15
St Augustines									
Liz	9	2	5						
Church of God (Holiness)									
First Steps Montessori Academy	15	2	8	9	2	5			
Marantha Methodist	15	1	15	18	2	9	18	2	9
Island Harbour Christian	25	4	6	27	4	7	23	4	6
Central Christian	33	4	8	36	4	9	31	4	8
Life Impact- Rainbow Preschool	5	2	3	9	1	9	12	2	6
The Outreach Preschool	5	1	5	18	2	9	30	2	15
James Ronald Webster Early Childhood Development Centre				4	1	4	13	2	7
Omololu International School	3	1	3	9	1	9	10	1	10
Ebenezer Methodist	25	3	8	21	2	11	18	2	9
Bethel Methodist	48	4	12	57	4	14	67	4	17
Prophecy	89	8	11	64	7	9	70	8	9
St Mary's	173	11	16	180	11	16	168	11	15
TOTAL	445	43	10	452	41	11	460	42	11

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Figure 1.5:- Teacher /Pupil ratio for Pre-School Centres in Anguilla

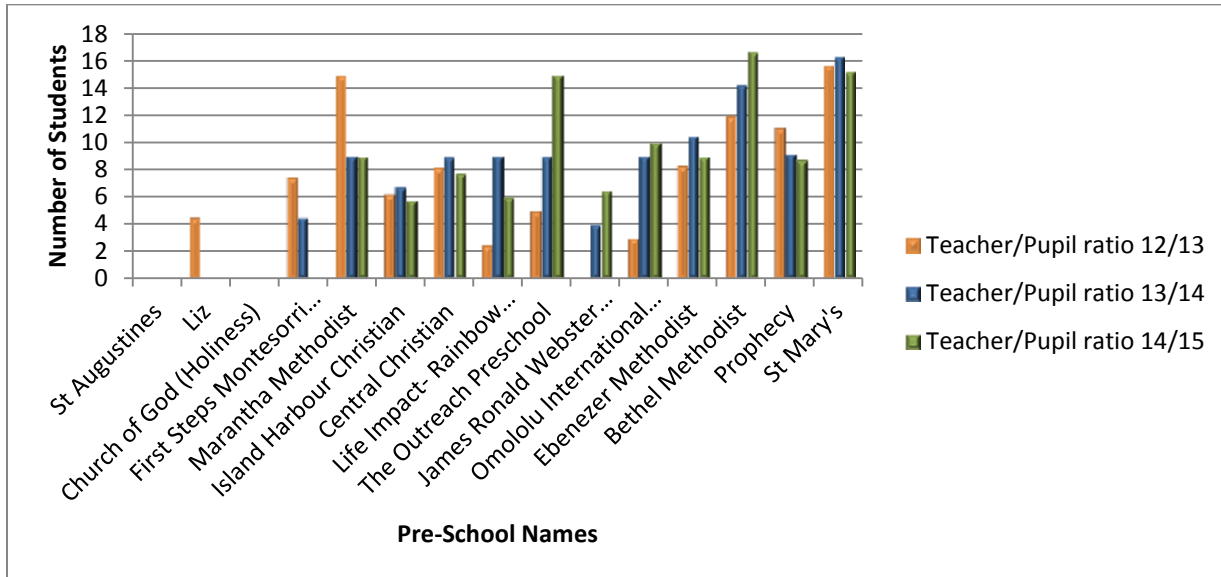


Table 1.6 -: Showing number of Trained Teachers at Each Pre-School 2012-2013 to 2014-2015

Name of School	2012 - 2013			2013 - 2014			2014 - 2015		
	No. of teachers	Status		No. of teachers	Status		No. of teachers	Status	
		Trained 12/13	Untrained 12/13		Trained 13/14	Untrained 13/14		Trained 14/15	Untrained 14/15
Bethel Methodist	4	2	2	4	2	2	4	1	3
Central Christian	4	0	4	4	0	4	4	0	4
Church of God of Holiness									
First Steps Montessori Academy	2	1	1	2	1	1			0
Ebenezer	3	1	2	2	1	1	2	1	1
Island Harbour Christian	4	1	3	4	1	3	4	1	3
Life Impact- Rainbow Preschool	2	1	1	1	1	0	2	2	0
Liz	2	1	1						
Marantha	1	1	0	2	1	1	2	1	1
Prophecy	8	2	6	7	2	5	8	2	6
St. Augustine's									
St. Mary's	11	7	4	11	7	4	11	7	4
The Outreach Preschool	1	0	1	2	0	2	2	0	2
James Ronald Webster Early Childhood Development Centre				1	0	1	2	0	2
Omololu International School	1	0	1	1	0	1	1	0	1
Total	43	17	26	41	16	25	42	15	27
National	100%	40%	60%	100%	39%	61%	100%	36%	64%

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Figure 1.6 .1:- Showing number of Trained Teachers at Each Pre-School 2012/13 to 2014/15

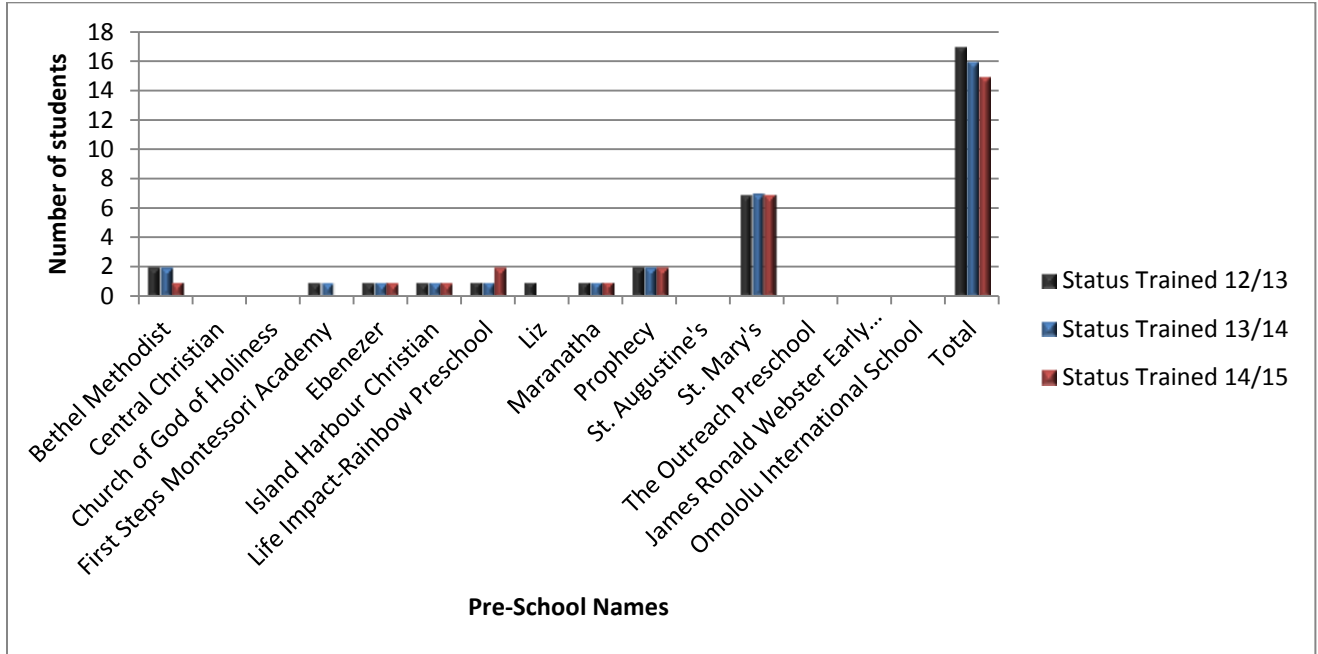
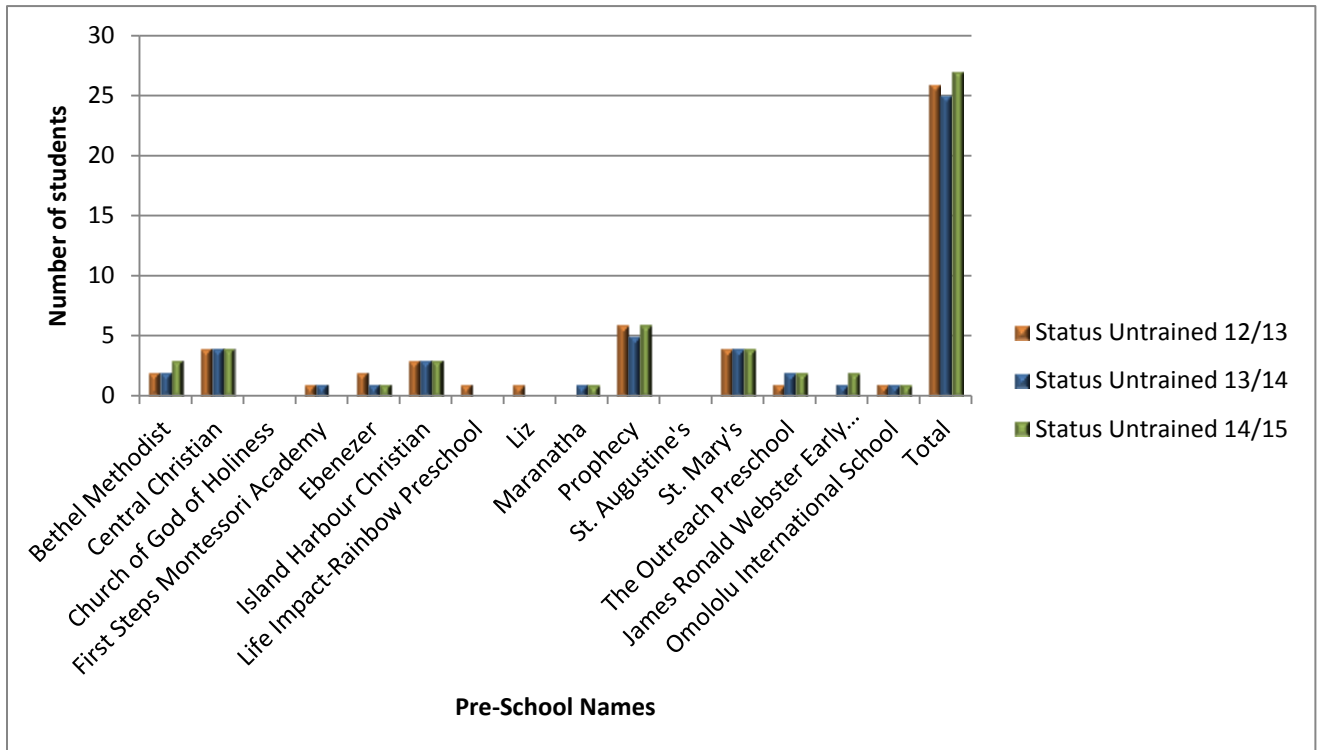


Figure 1.6.2 :- Showing number of Untrained Teachers at Each Pre-School 2012/13 to 2014/15



PRIMARY EDUCATION

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PRIMARY EDUCATION

Enrollment

There are eight (8) primary schools on the island, of which, six (6) are public primary schools and two (2) are privately run.

The enrolment for the 2014-2015 academic year was 1,533 students, an increase of 2 students from 2013 – 2014 academic year (see Table 2.7). Public schools registered 1,389 students which increased by 7 students, while private schools recorded a decrease of 5 students bringing the total registered to 144 (compared to 149 for 2013/2014).

The largest school enrolment was recorded at the Valley Primary School which registered a total of 441 students an increase of 5 students over the previous year. The school with the least number of students Omololu International, which is a private school with a roll of 53 students. The private primary school with the largest enrolment was Central Christian with a total of 91 students, an increase of 2 students from the 2013 – 2014 academic year.

Only one of the smaller public schools registered enrolment remained the same as previous academic year. This school was Alwyn Allison Richardson Primary with 149 students. Vivien Vanterpool Primary increased by 12 students, and Morris Vanterpool Primary decreased by 1 student. Two of the three larger schools also recorded decreased rolls, namely Orealia Kelly Primary by 7 students and Adrian T. Hazell Primary by 2 students. Valley Primary enrolment increased by 5 students (see Table 2. 3).

Over the years (see Table 2.5 & Figure 2.5), the ratio of boys to girls in public schools has remained approximately 1 to 1. For the 2014 - 2015 academic year, the boys accounted for 50% (693 students) and girls for 50% (696 students) of the enrolment.

The public schools registering the highest percentage of boys (see Table 2.7 & Figure 2.7.1) were Morris Vanterpool Primary with 54% (52 out of 96 students) and Alwyn Allison Primary 52% (78 out of 149 students). The lowest percentage of boys i.e. 48% were registered at Vivien Vanterpool Primary (49 out of 102 students) and Orealia Kelly Primary (153 out of 320 students).

In the private schools, (see Table 2.6 and Figure 2.6) the ratio was also 1 to 1 with boys accounting for 55% of the enrollment (79 boys) and 65 girls, which represent 45%. The private school registering the highest percentage of boys was Omololu International with 58% (31 out of 53 students). The school with the lowest enrolment of boys in all the primary schools (private and public) was Vivien Vanterpool and Orealia Kelly Primary (see Table 2.7 and Figure 2.7.1)

The Grade level (Nationally) with the largest enrollment was Grade 3 with 233 students (210 in public schools, 23 in private schools) and the grade level with the smallest enrolment was Grade 4 with 193 students (171 in public schools and 22 in private schools).

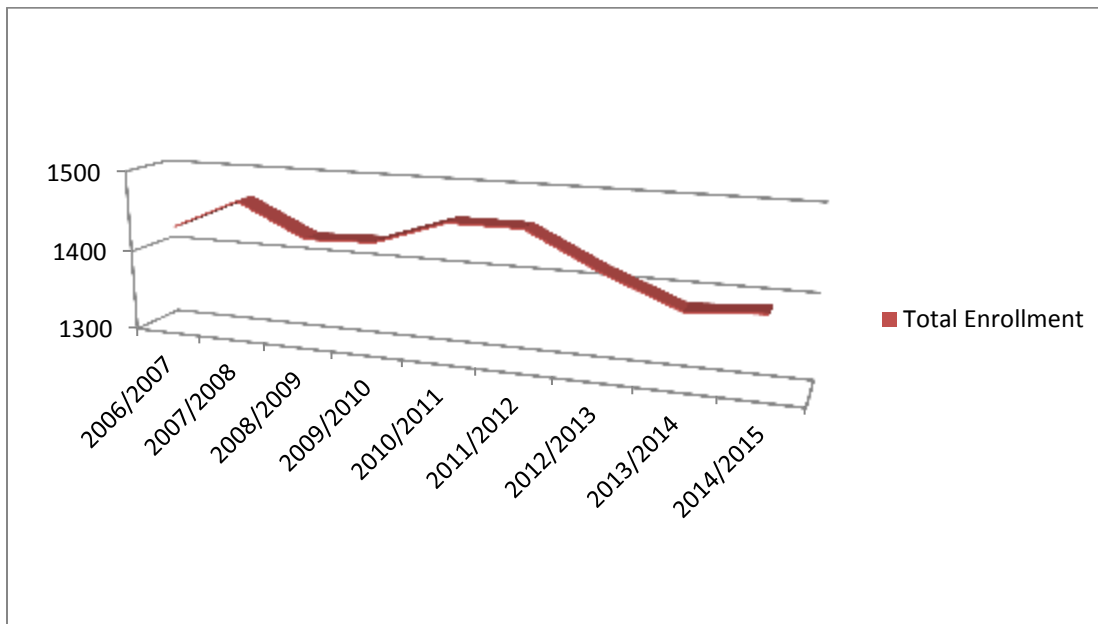
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Grades 3 and 5 recorded the largest enrollment in the private schools with 23 students. See Table 2.8 for enrolments in each grade for all schools.

Table 2.1: Enrollment, Number of Class Teachers and Pupil/Teacher Ratio for Public Primary Schools 2006/2007 - 2014/2015

Year	Total Enrollment	No. of Class Teachers	Pupil/Teacher Ratio
2006/2007	1429	67	21
2007/2008	1467	74	20
2008/2009	1427	70	20
2009/2010	1430	72	20
2010/2011	1460	72	20
2011/2012	1460	76	19
2012/2013	1417	77	18
2013/2014	1382	77	18
2014/2015	1389	80	17

Figure 2.1: Showing Growth of Enrollment in Public Schools

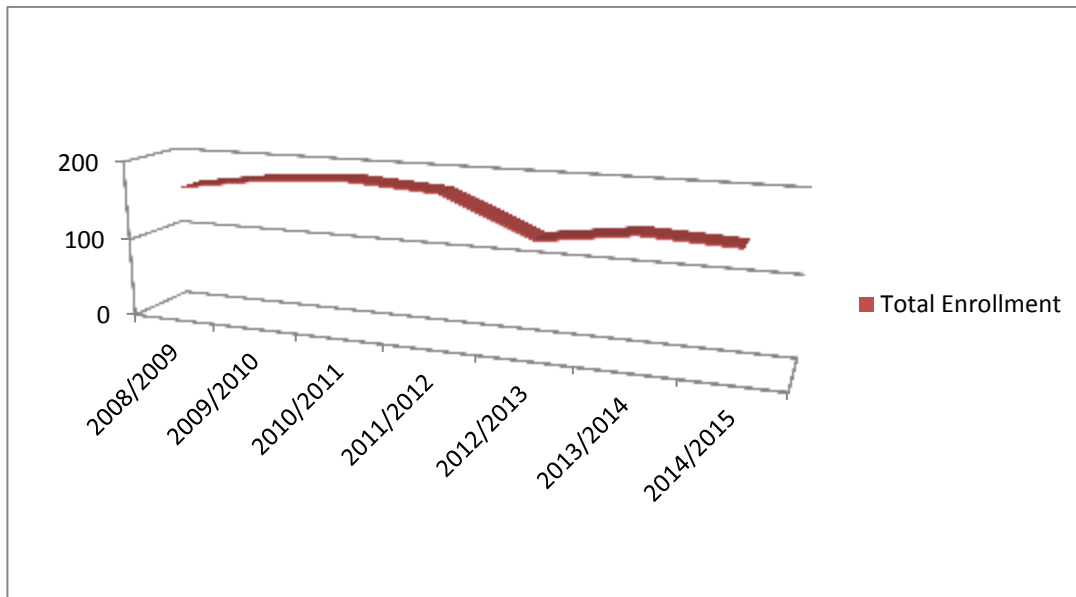


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Table 2.2: Enrolment for Private Schools 2008/2009 - 2014/2015

Year	Total Enrollment
2008/2009	165
2009/2010	181
2010/2011	187
2011/2012	180
2012/2013	133
2013/2014	149
2014/2015	144

Figure 2.2: Showing Growth of Enrollment in Private Schools

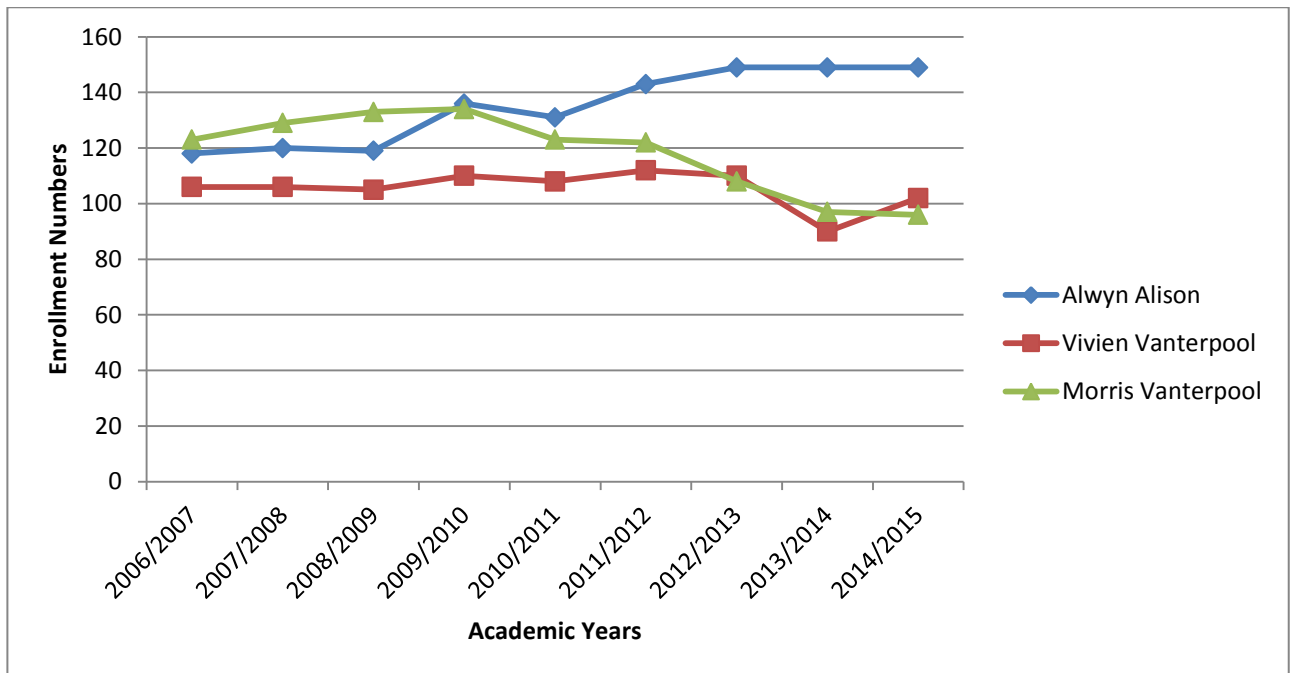


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Table 2.3: Enrollment in Individual Public Primary Schools 2006/2007-2014/2015

Year	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Alwyn Alison	118	120	119	136	131	143	149	149	149
Vivien Vanterpool	106	106	105	110	108	112	110	90	102
Morris Vanterpool	123	129	133	134	123	122	108	97	96
Adrian T. Hazell	322	332	306	285	302	305	289	283	281
Orealia Kelly	362	363	356	355	366	349	332	327	320
Valley	398	417	408	410	430	429	429	436	441

Figure 2.3.1: Growth of Enrollment in Smaller Public Primary Schools



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Figure 2.3.2: Growth of Enrollment in Larger Public Primary Schools

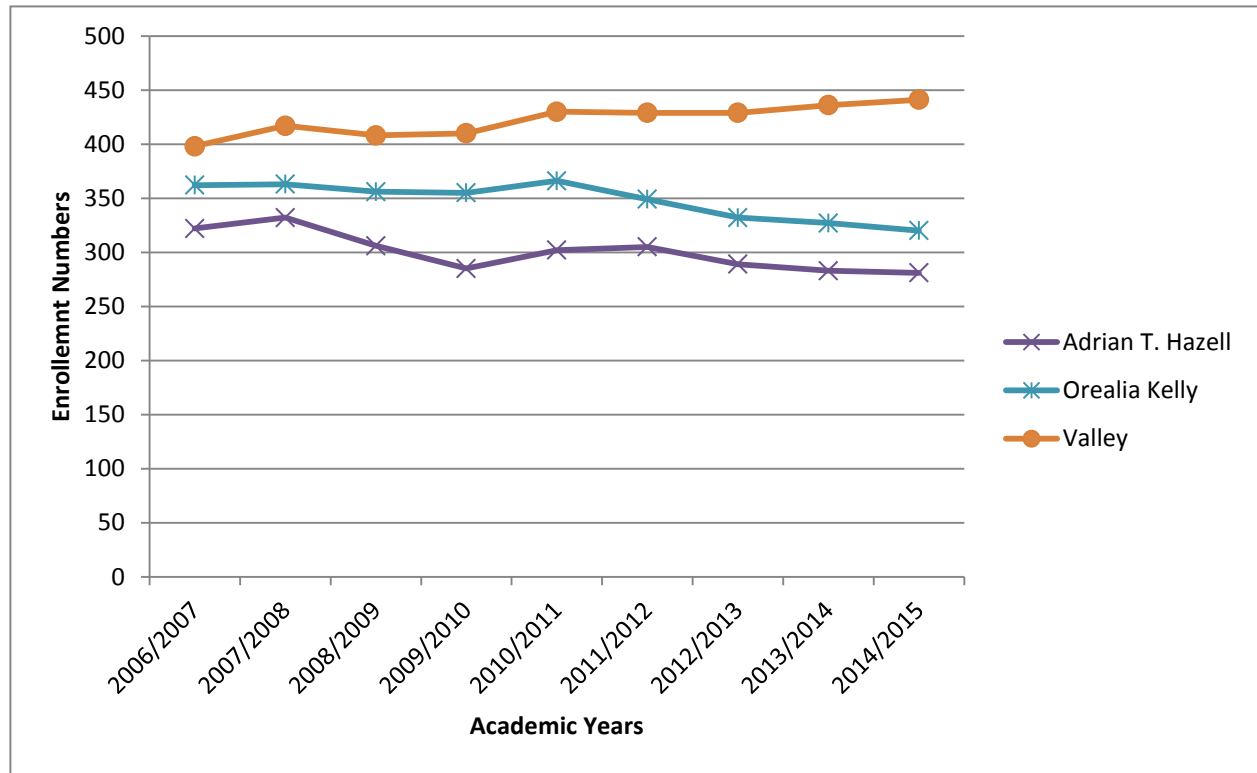


Table 2.4: Enrollment in Individual Private Primary Schools 2006/2007-2014/2015

Year	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Central Christian	105		130	130	132	120	105	89	91
Omolulu International	13	28	35	51	55	60	28	60	53

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Figure 2.4: Growth of Enrollment in Smaller Private Primary Schools

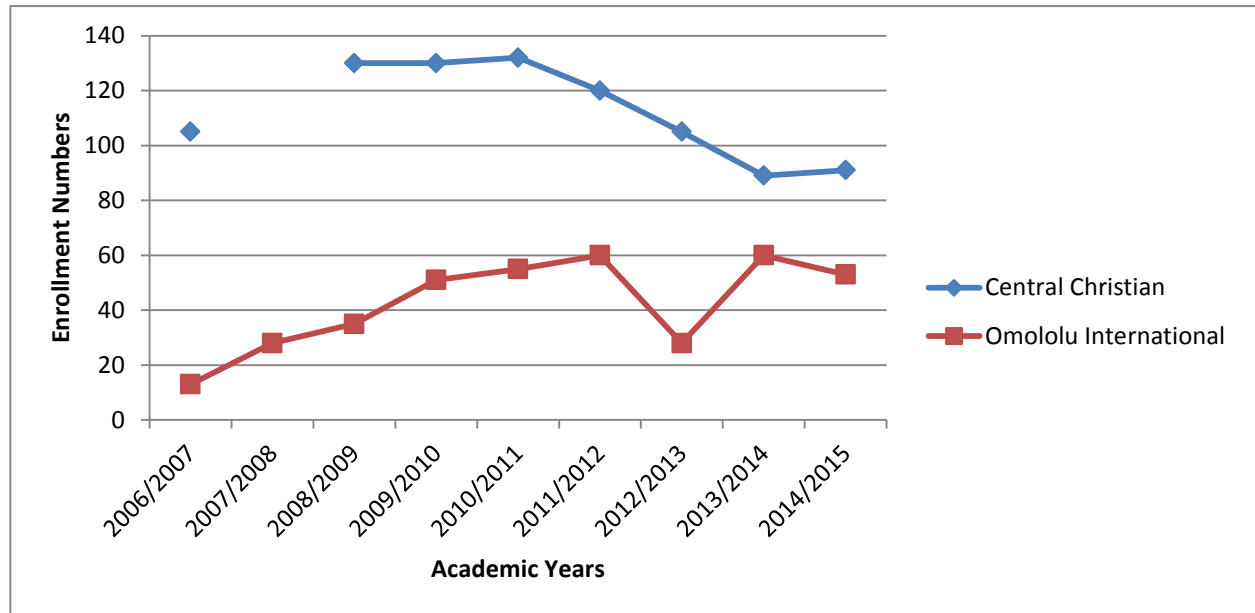


Table 2.5: Number of Males and Females enrolled in Public Primary Schools 2006/07-2014/15

Year	Total Enrolment	No of Boys	Percentage of Boys	No of Girls	Percentage of Girls
2006/2007	1429	742	52%	687	48%
2007/2008	1467	745	51%	722	49%
2008/2009	1427	739	52%	688	48%
2009/2010	1430	734	51%	696	49%
2010/2011	1460	759	52%	701	48%
2011/2012	1460	756	52%	704	48%
2012/2013	1417	732	52%	685	48%
2013/2014	1382	709	51%	673	49%
2014/2015	1389	693	50%	696	50%

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Figure 2.5: Percentage share of Males versus Females at Public Primary Schools in Anguilla

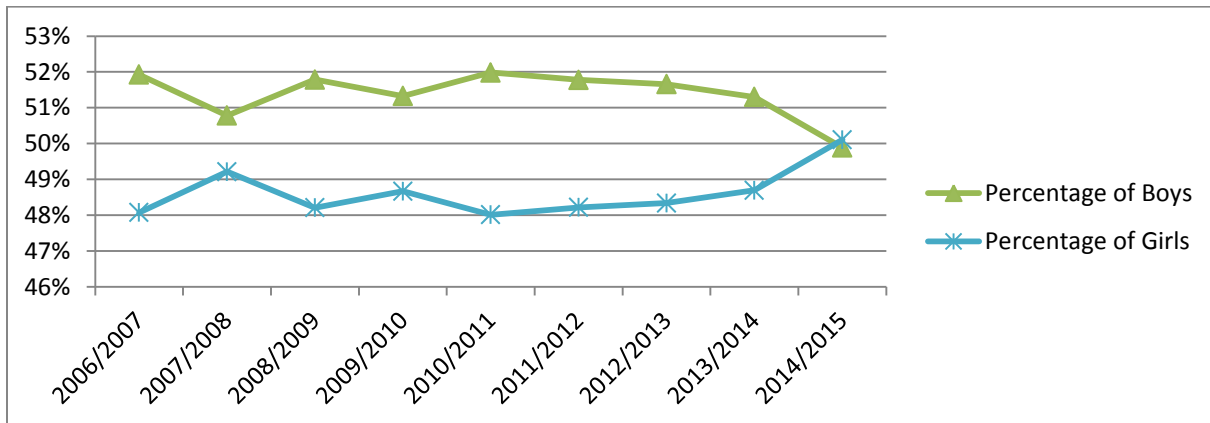
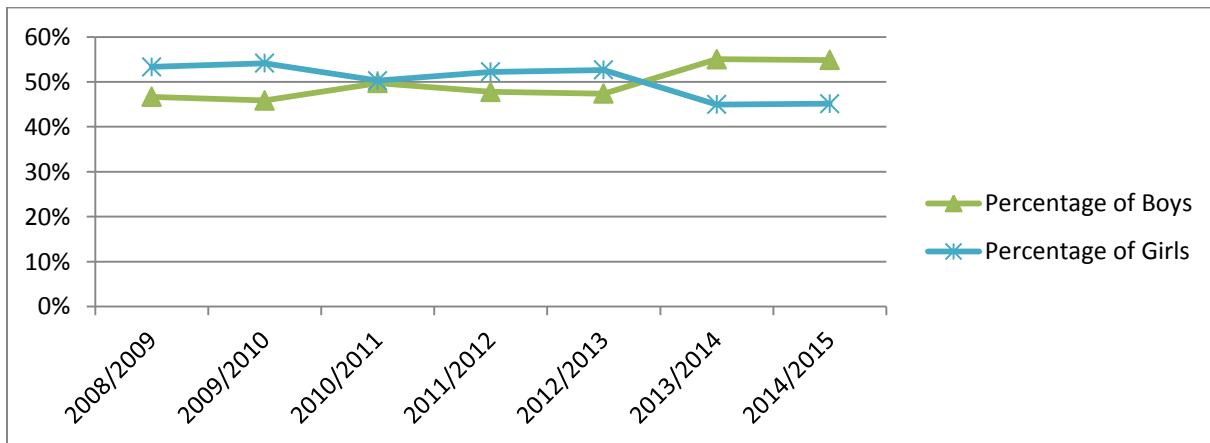


Table 2.6: Number of Males and Females enrolled in Private Primary Schools 2008/2009-2014/2015

Year	Total Enrolment	No of Boys	Percentage of Boys	No of Girls	Percentage of Girls
2008/2009	165	77	47%	88	53%
2009/2010	181	83	46%	98	54%
2010/2011	187	93	50%	94	50%
2011/2012	180	86	48%	94	52%
2012/2013	133	63	47%	70	53%
2013/2014	149	82	55%	67	45%
2014/2015	144	79	55%	65	45%

Figure 2.6: Percentage share of Males versus Females at Private Primary Schools



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Table 2.7: Enrolment in Primary Schools by Sex

SCHOOL	2012-2013					2013-2014					2014-2015				
	Enrolment	No. of Boys	Percentage of boys 12/13	No. of Girls	Percentage of girls 12/13	Enrolment	No. of Boys	Percentage of boys 13/14	No. of Girls	Percentage of girls 13/14	Enrolment	No. of Boys	Percentage of boys 14/15	No. of Girls	Percentage of girls 14/15
Central Christian	105	49	47%	56	53%	89	44	49%	45	51%	91	48	53%	43	47%
Vivien Vanterpool	110	56	51%	54	49%	90	42	47%	48	53%	102	49	48%	53	52%
Orealia Kelly	332	168	51%	164	49%	327	172	53%	155	47%	320	153	48%	167	52%
Valley	429	215	50%	214	50%	436	218	50%	218	50%	441	217	49%	224	51%
Alwyn Alison	149	83	56%	66	44%	149	86	58%	63	42%	149	78	52%	71	48%
Adrian T Hazell	289	147	51%	142	49%	283	138	49%	145	51%	281	144	51%	137	49%
Omololu International	28	14	50%	14	50%	60	38	63%	22	37%	53	31	58%	22	42%
Morris Vanterpool	108	63	58%	45	42%	97	53	55%	44	45%	96	52	54%	44	46%
National	1550	795	52%	755	48%	1531	791	53%	740	47%	1533	772	52%	761	48%

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Figure 2.7.1:- Percentage share of girls and boys in each Primary Schools 2014-2015

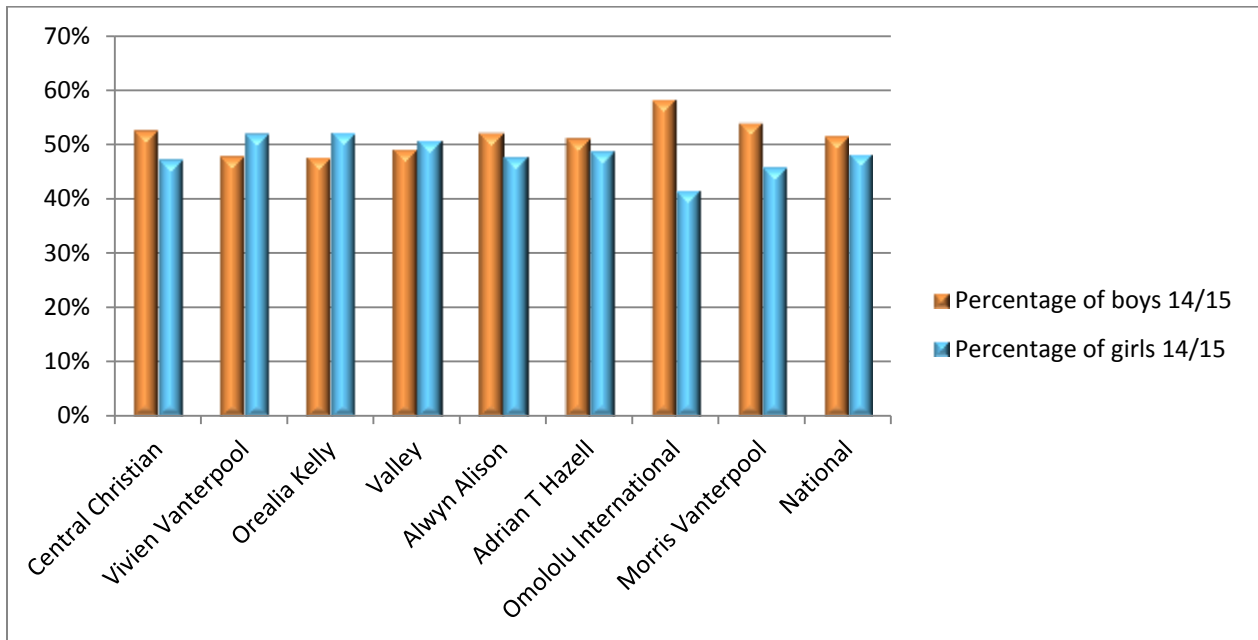
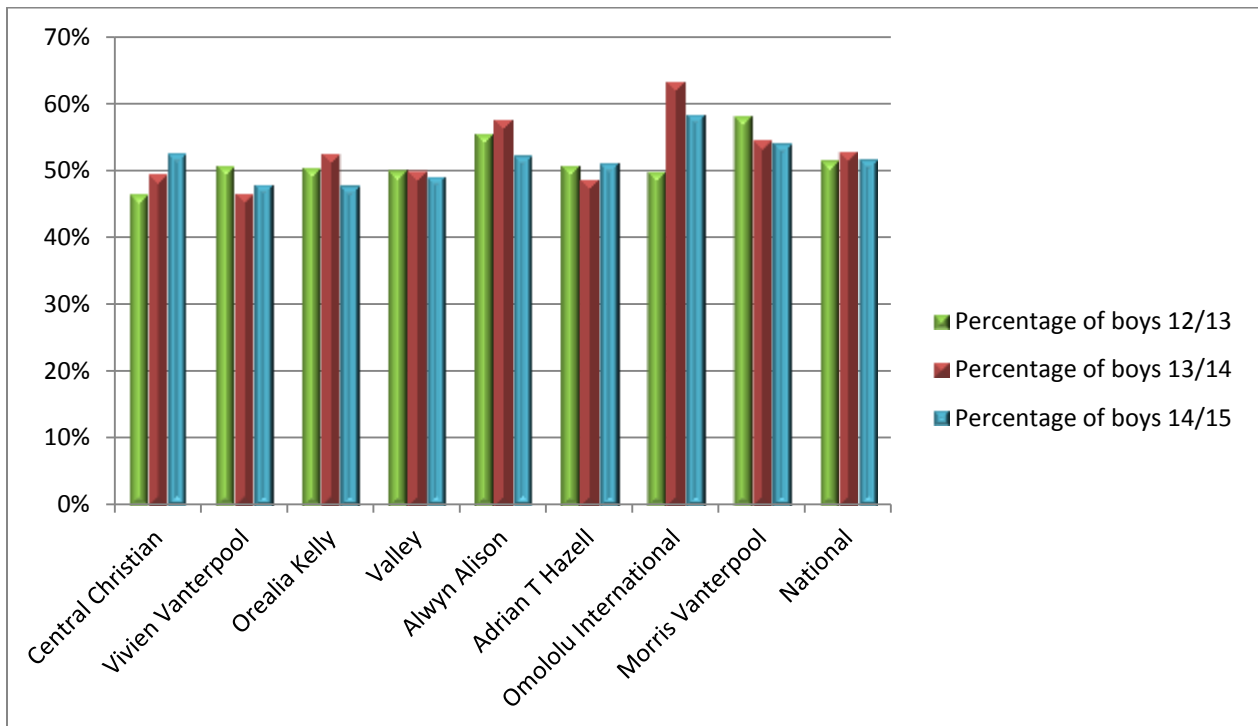
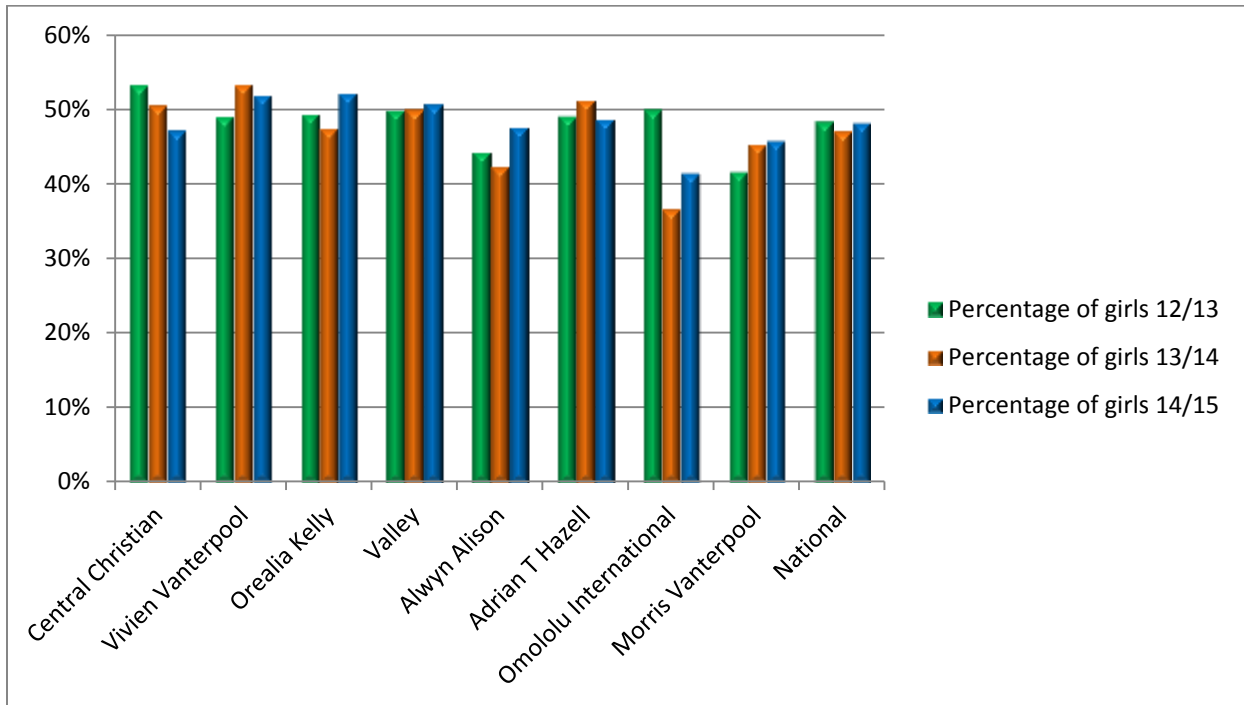


Figure 2.7.2:- Percentage share of boys in each Primary Schools 2012-2013, 2013-2014, and 2014-2015



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Figure 2.7.3:- Percentage share of girls in each Primary Schools 2012-2013, 2013-2014, and 2014-2015



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Table 2.8-: Enrollment in each grade for all Schools as at September 2014

GRADE	SEX	ADRIAN T. HAZELL PRIMARY	VALLEY PRIMARY	MORRIS VANTERPOOL PRIMARY	ORELIA KELLY PRIMARY	ALWYN ALISON PRIMARY	VIVIEN VANTERPOOL PRIMARY	DOVE CENTER	CENTRAL CHRISTIAN SCHOOL	OMOLOLU INTERNATIONAL	COMBINATION OF THE PUBLIC SCHOOL & CENTER TOTALS	COMBINATION OF THE PRIVATE SCHOOL TOTALS
Kindergarten	M	22	33	12	17	7	10	0	8	3	101	11
	F	23	31	4	29	17	5	0	7	2	109	9
Grade I	M	14	29	7	22	12	1	0	6	8	85	14
	F	20	46	8	26	11	8	0	6	3	119	9
Grade II	M	20	38	4	25	10	13	0	4	2	110	6
	F	22	22	6	16	7	9	0	5	4	82	9
Grade III	M	29	34	8	23	12	6	0	5	5	112	10
	F	17	38	7	20	9	7	0	8	5	98	13
Grade IV	M	12	28	7	22	9	7	0	10	4	85	14
	F	23	19	5	28	5	6	0	5	3	86	8
Grade V	M	24	19	4	22	15	8	0	7	6	92	13
	F	18	30	11	21	9	10	0	8	2	99	10
TOTAL JUNIORS	M	121	181	42	131	65	45	0	40	28	585	68
	F	123	186	41	140	58	45	0	39	19	593	58
Grade VI	M	23	29	10	16	9	4	0	8	3	91	11
	F	14	38	3	26	11	8	0	4	3	100	7
S.N	M	0	0	0	6	9	0	4	0	0	19	0
	F	0	0	0	1	11	0	2	0	0	14	0
OVERALL TOTAL	M	144	217	52	153	74	49	4	48	31	693	79
	F	137	224	44	167	69	53	2	43	22	696	65
COMBINED TOTAL		281	441	96	320	143	102	6	91	53	1389	144

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Primary Staffing (Public Schools)

For the 2014 - 2015 academic year, the Grade teachers for the Public Primary Schools totaled 80. The teacher/ pupil ratio nationally (on public schools only) was 1 to 17 which decreased from the previous year. It ranged from 1 to 20 at Orealia Kelly to 1 to 14 at Morris Vanterpool Primary. See Table 2.9 & Figure 2.9 for more information.

Of the 80 Grade Teachers, 73% (58 teachers) were certificated teachers, 3% (2 teachers) completed the training course but did not pass the exams for all subjects and therefore remained uncertified, and 25% (20 teachers) were untrained (see Table 2.10).

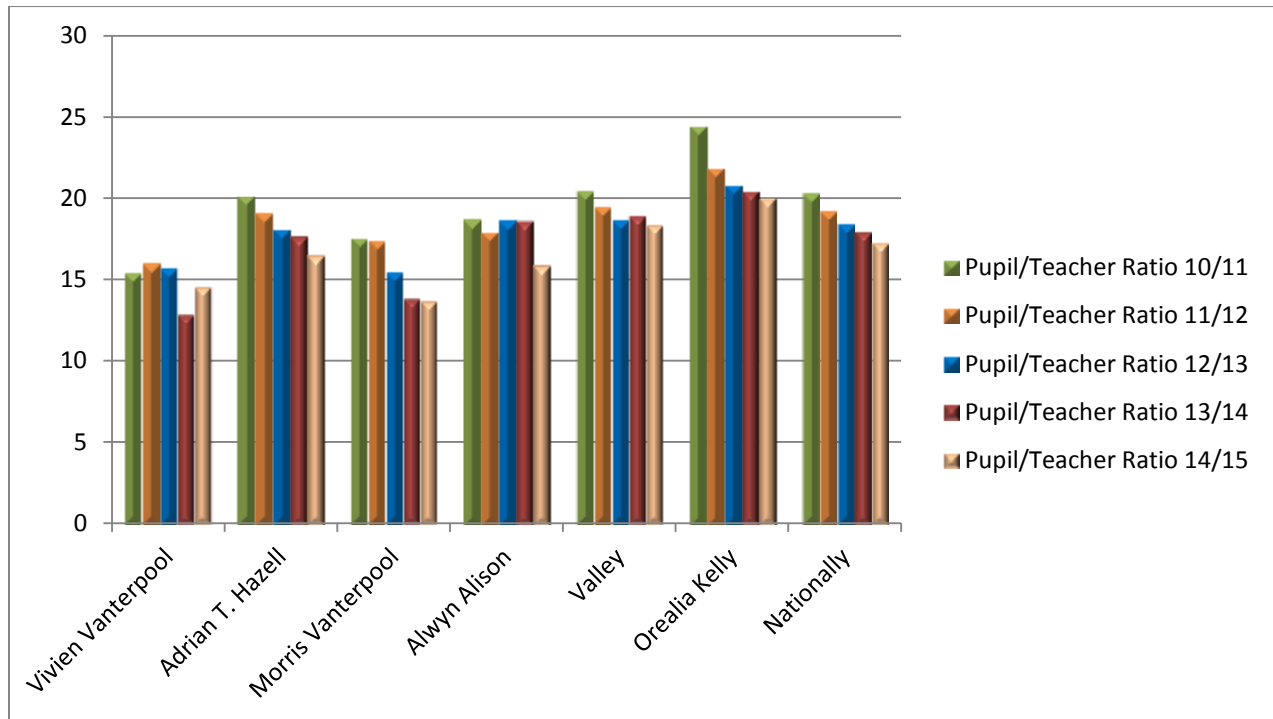
The school with the highest percentage of trained teachers was Adrian T. Hazell Primary with 94% (16 out of 17 teachers) followed by Alwyn Allison Primary with 78% (7 out of 9 teachers), while the schools with the lowest percentage were Morris Vanterpool and Vivien Vanterpool both with 43% (4 out of 7 teachers). More information on staff deployment is presented in Table 2.10 and Figure 2.10.1.

Table 2.11 shows the total number of persons on staff at the public primary level for 2014 -2015, which was 127. This recorded an increase of 3 persons over the previous year.

Table 2.9: Public Primary Schools Pupil/Teacher Ratio

Year	2010-2011			2011-2012			2012-2013			2013-2014			2014-2015		
	No. of Students	No. of Class Teachers	Pupil/Teacher Ratio 10/11	No. of Students	No. of Class Teachers	Pupil/Teacher Ratio 11/12	No. of Students	No. of Class Teachers	Pupil/Teacher Ratio 12/13	No. of Students	No. of Class Teachers	Pupil/Teacher Ratio 13/14	No. of Students	No. of Class Teachers	Pupil/Teacher Ratio 14/15
Vivien Vanterpool	108	7	15	112	7	16	110	7	16	90	7	13	102	7	15
Adrian T. Hazell	302	15	20	305	16	19	289	16	18	283	16	18	281	17	17
Morris Vanterpool	123	7	18	122	7	17	108	7	15	97	7	14	96	7	14
Alwyn Alison	131	7	19	143	8	18	149	8	19	149	8	19	143	9	16
Valley	430	21	20	429	22	20	429	23	19	436	23	19	441	24	18
Orealia Kelly	366	15	24	349	16	22	332	16	21	327	16	20	320	16	20
Nationally	1460	72	20	1460	76	19	1417	77	18	1382	77	18	1383	80	17

Figure 2.9: Showing Public Primary Schools Pupil/Teacher ratio



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Table 2.10: Numbers of trained and untrained teachers in each school 2013-2014 and 2014 -2015

School Name	2013-2014							2014-2015						
	Total Number of Class Teachers	Number of trained certificated teachers	Percentage of trained certificated teachers	Number of trained uncertificated teachers	Percentage of trained uncertificated teachers	Number of untrained teachers	Percentage of untrained teachers	Total Number of Class Teachers	Number of trained certificated teachers	Percentage of trained certificated teachers	Number of trained uncertificated teachers	Percentage of trained uncertificated teachers	Number of untrained teachers	Percentage of untrained teachers
Vivien Vanterpool	7	4	57%	0	0%	3	43%	7	4	57%	0	0%	3	43%
Morris Vanterpool	7	3	43%	0	0%	4	57%	7	4	57%	0	0%	3	43%
Orealia Kelly	16	13	81%	1	6%	2	13%	16	10	63%	1	6%	5	31%
Adrian T. Hazell	16	14	88%	0	0%	2	13%	17	16	94%	0	0%	1	6%
Valley	23	15	65%	1	4%	7	30%	24	17	71%	1	4%	6	25%
Alwyn Alison	8	5	63%	0	0%	3	38%	9	7	78%	0	0%	2	22%
NATIONAL	77	54	70%	2	3%	21	27%	80	58	73%	2	3%	20	25%

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Figure 2.10.1: Showing percentage of trained certificated teachers in each school 2014-2015

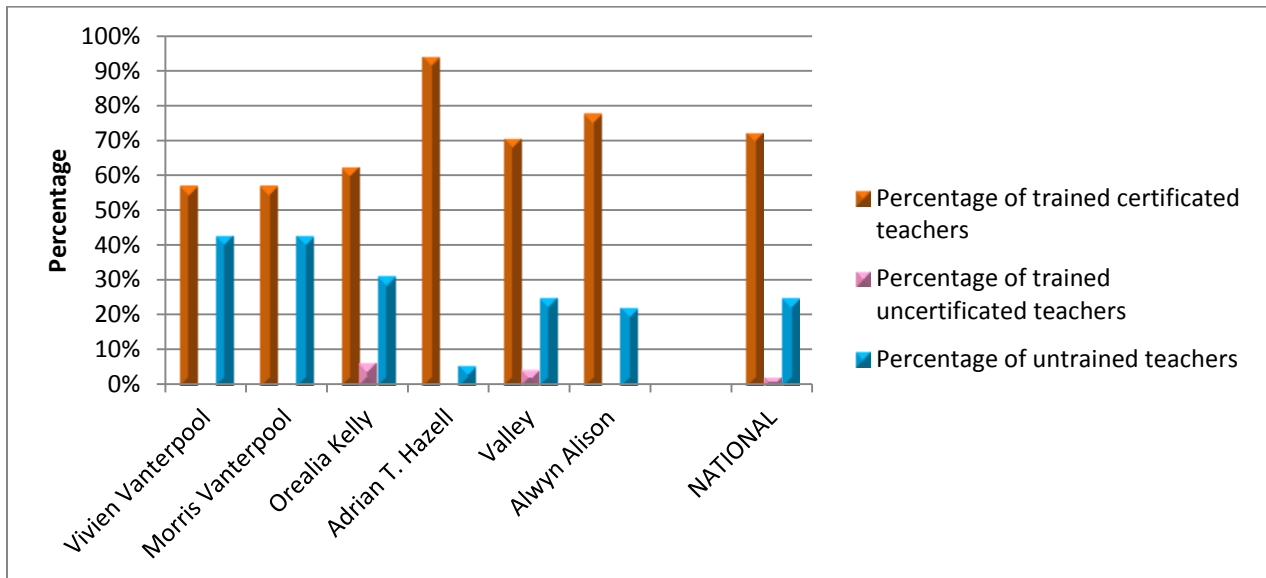
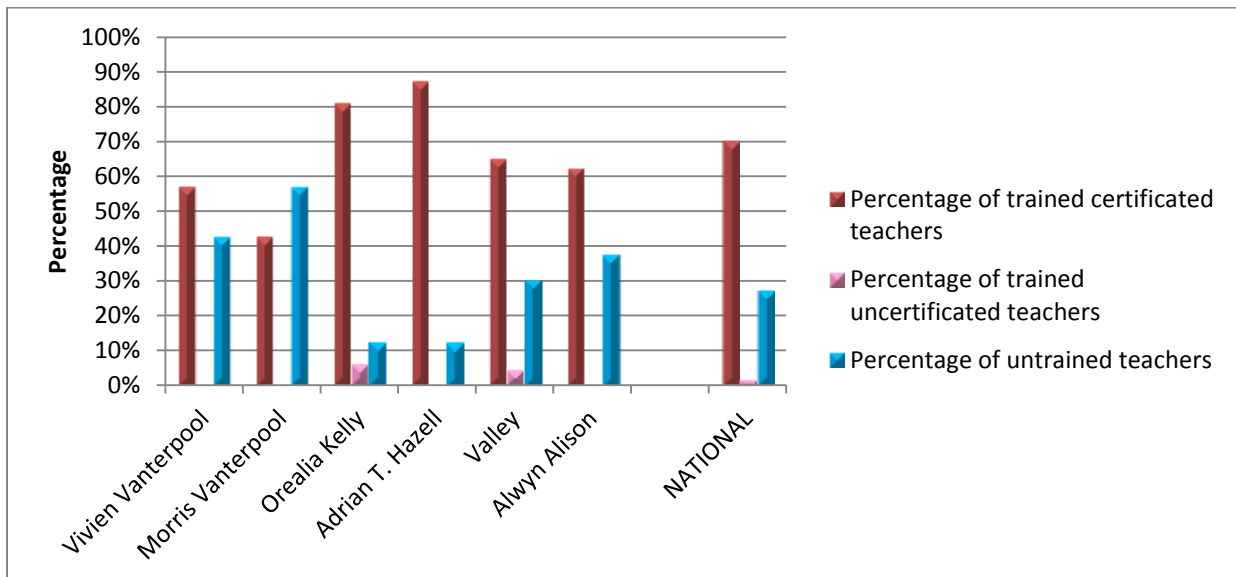


Figure 2.10.2: Showing percentage of trained certificated teachers in each school 2013-2014



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Table 2.11: Showing Staff at the Public Primary Level 2014-2015

Position	Number	
Principals	6	
Deputy Principals (also class teachers)	6	
Class Teachers		Percentage
Trained certificated Teachers (including Deputies)	58	73%
Trained uncertificated Teachers	2	3%
Untrained Teachers	20	25%
Total Teachers	80	100%
Guidance Counsellors	3	
Teaching Assistants	13	
Pupil Assistants	3	
Physical Education	3	
Art and Craft	3	
Music	3	
ICT	3	
Speech Therapist	1	
ESL	1	
Spanish	1	
Remedial Reading	3	
Reading Recovery	2	
Maintenance	2	
Custodians	6	
Total Staff	127	

N.B: Please note that Deputy Principals are classroom teachers and Music Teachers are shared with Secondary.

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Primary Attendance

Attendance for the year (92.02%) fell below the National target of 95% for the primary level. This was the third lowest attendance recorded over six years. For 2013-2014 attendance was 93.48%, 2012-2013 attendance was 92.59%, 2011-2012 attendance was 91.25%, 2010 -2011 attendance was 92.35% and for 2009-2010, attendance was 90.80%.

The term with the highest attendance was Term 1 with an average of 94.67%, while the term recording the lowest attendance was Term 2 with an average attendance of 90.78%.

The school with the highest level of attendance was Morris Vanterpool Primary with 93.33%, while the school registering the lowest attendance was Alwyn Allison R Primary School (90.00%).

Table 2.12: TOTAL PUPIL ATTENDANCE - PRIMARY SCHOOLS

FOR MICHAELMAS 2014					
SCHOOL	ROLL	NO. OF SESSIONS	TOTAL ATTENDANCE	AVERAGE	PERCENTAGE
Adrian T. Hazell Primary	279	120	29747	248	93.14
Valley Primary	440	128	52707	412	93.48
Morris Vanterpool Primary	97	128	11796	92	95.50
Orelia Kelly Primary	321	128	39186	306	95.49
Alwyn Alison Primary	144	128	17199	134	93.41
Vivien Vanterpool Primary	101	128	12596	98	97.01
National Average for Michaelmas term	230	127	27205	215	94.67
TOTAL ENROLMENT	1382				

Education Department - Target Pupil Attendance is 95%

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Table 2.13: TOTAL PUPIL ATTENDANCE - PRIMARY SCHOOLS

FOR LENTEN 2015					
SCHOOL	ROLL	NO. OF SESSIONS	TOTAL ATTENDANCE	AVERAGE	PERCENTAGE
Adrian T. Hazell Primary	285	111	28489	257	90.94
Valley Primary	442	109	43287	397	90.08
Morris Vanterpool Primary	96	107	9451	88	92.00
Orelia Kelly Primary	321	114	33073	290	90.60
Alwyn Alison Primary	151	112	14790	132	89.10
Vivien Vanterpool Primary	100	112	10297	92	91.98
National Average for Lenten term	233	111	23231	209	90.78
TOTAL ENROLMENT	1395				

Education Department - Target Pupil Attendance is 95%

Table 2.14: TOTAL PUPIL ATTENDANCE - PRIMARY SCHOOLS

FOR TRINITY 2015					
SCHOOL	ROLL	NO. OF SESSIONS	TOTAL ATTENDANCE	AVERAGE	PERCENTAGE
Adrian T. Hazell Primary	283	96	25071	254	91.95
Valley Primary	439	94	38019	385	92.09
Morris Vanterpool Primary	98	96	8728	87	92.48
Orelia Kelly Primary	324	98	28642	278	90.45
Alwyn Alison Primary	150	98	12964	126	87.49
Vivien Vanterpool Primary	100	98	8811	85	89.16
National Average for Trinity term	232	97	20373	203	90.60
TOTAL ENROLMENT	1394				

Education Department - Target Pupil Attendance is 95%

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Table 2.15: OVERALL PUPIL ATTENDANCE - PRIMARY SCHOOLS

2014- 2015					
SCHOOL	ROLL	NO. OF SESSIONS	TOTAL ATTENDANCE	AVERAGE	PERCENTAGE
Adrian T. Hazell Primary	847	327	83307	253	92.01
Valley Primary	1321	331	134013	398	91.88
Morris Vanterpool Primary	291	331	29975	89	93.33
Orelia Kelly Primary	966	340	100901	291	92.18
Alwyn Alison Primary	445	338	44953	131	90.00
Vivien Vanterpool Primary	301	338	31704	92	92.72
Overall National Average	695	334	70809	209	92.02
TOTAL ENROLMENT	4171				

Education Department - Target Pupil Attendance is 95%

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Academic Performance

Reading

The reading results for this academic year revealed that in Grade 6, 93% of the students were functionally literate (3% up from last year) while 68% of the students were reading at their chronological age and above. This showed a 11% increase over the previous year's performance of 58%.

In Grade 5, functional literacy was at 85% which increased by 3% over the previous year. The number of students reading at their chronological age and above however, decreased by 2% with (56% compared with 58% for the 2013-2014 academic year).

In Grade 4, the results revealed that 65% of the students are functional literate (an increase of 2% from the previous year) and 44% of the students reading at Chronological age and above. This showed a decline of 1% over the previous year.

At Grade 3, there was a decrease over the previous year in functional literacy which recorded 46% compared with 53%. However, the number of students reading at chronological age and above (52%) increased by 4% over the previous year.

Table 2.20 gives a five-year breakdown of the national reading results by grades during 2011-2015.

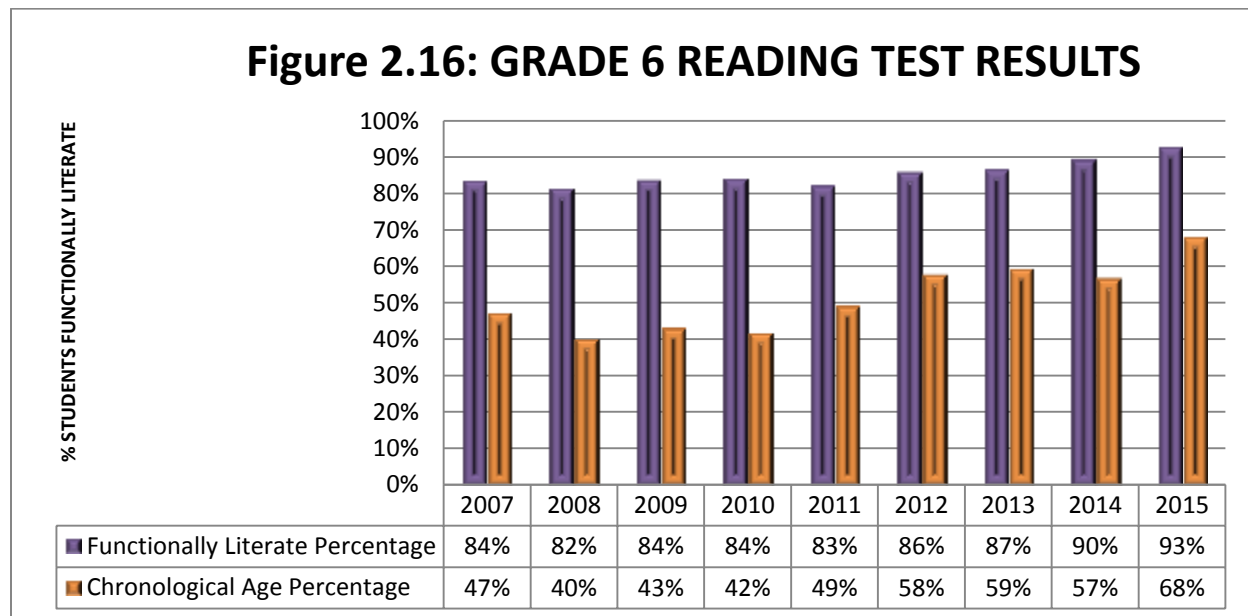


Figure 2.17: GRADE 5 READING TEST RESULTS

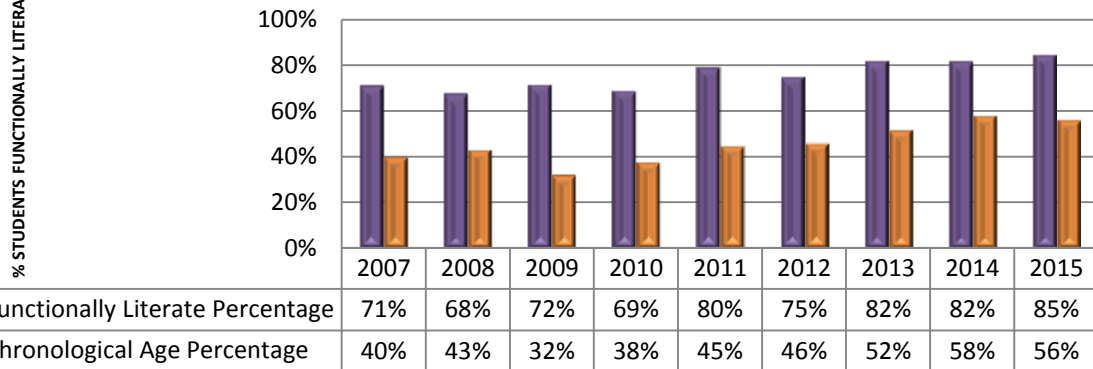


Figure 2.18: GRADE 4 READING TEST RESULTS

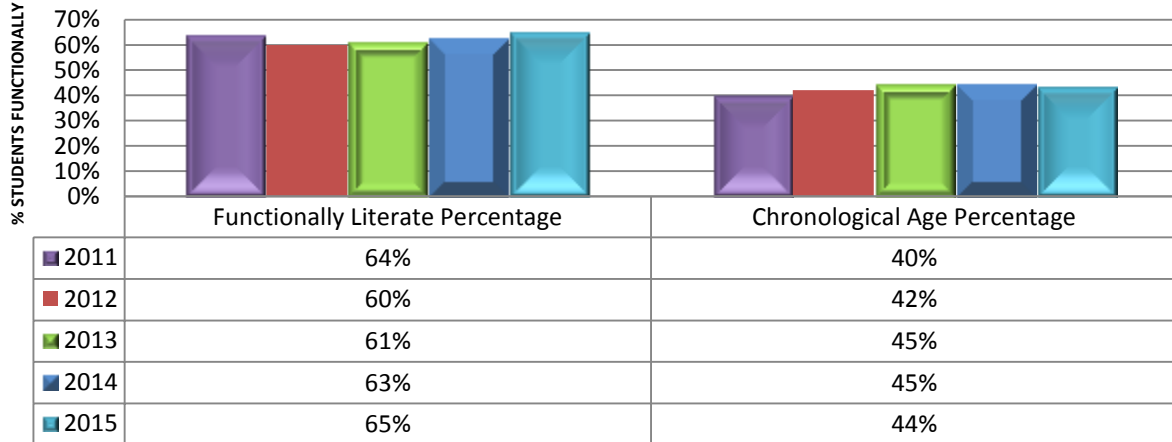
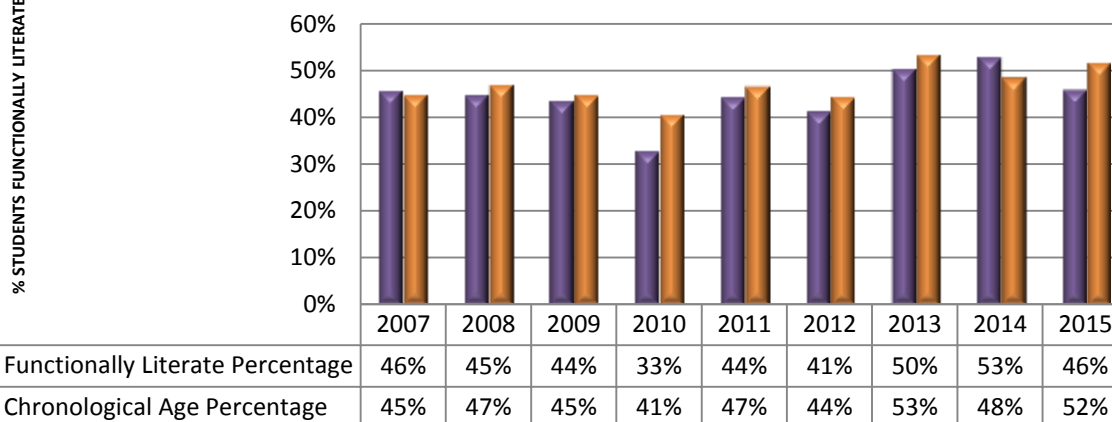


Figure 2.19: GRADE 3 READING TEST RESULTS



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TABLE 2.20: GRADES 3, 4, 5 & 6: NATIONAL READING RESULTS OVER FIVE YEAR PERIOD 2011-2015

GRADE	Gender	Total Number of Students who sat Examination					Number of Students Reading at Chronological Age and Above					Percentage of Students Performing at Chronological Age and above					Number of Students Functionally Literate (Reading Age 9.0)					Percentage of Students Functionally Literate (Reading Age 9.0)				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
THREE	Females	111	105	111	95	105	60	58	67	56	56	54%	55%	60%	59%	53%	58	53	64	52	49	52%	50%	58%	55%	47%
	Males	114	120	95	101	104	45	42	43	39	52	39%	35%	45%	39%	50%	42	40	40	34	47	37%	33%	42%	34%	45%
	Total	225	225	206	196	209	105	100	110	95	108	47%	44%	53%	48%	52%	100	93	104	86	96	44%	41%	50%	44%	46%
FOUR	Females	108	92	91	103	84	53	43	50	53	43	49%	47%	55%	51%	51%	74	62	64	72	59	69%	67%	70%	70%	70%
	Males	112	108	101	89	83	35	41	37	33	30	31%	38%	37%	37%	36%	67	58	54	49	50	60%	54%	53%	55%	60%
	Total	220	200	192	192	167	88	84	87	86	73	40%	42%	45%	45%	44%	141	120	118	121	109	64%	60%	61%	63%	65%
FIVE	Females	119	121	102	99	109	59	65	64	64	75	50%	54%	63%	65%	69%	98	98	90	86	97	82%	81%	88%	87%	89%
	Males	125	113	112	97	97	51	43	47	50	41	41%	38%	42%	52%	42%	96	78	86	75	78	77%	69%	77%	77%	80%
	Total	244	234	214	196	206	110	108	111	114	116	45%	46%	52%	58%	56%	194	176	176	161	175	80%	75%	82%	82%	85%
SIX	Females	102	121	121	100	96	61	80	75	64	74	60%	66%	62%	64%	77%	92	109	110	96	93	90%	90%	91%	96%	97%
	Males	121	124	111	111	93	49	62	63	56	55	40%	50%	57%	50%	59%	92	102	92	93	83	76%	82%	83%	84%	89%
	Total	223	245	232	211	189	110	142	138	120	129	49%	58%	59%	57%	68%	184	211	202	189	176	83%	86%	87%	90%	93%

Grade 4 Standardised Test Results

Each year the Department of Education (DOE) usually administers three standardised tests (Numeracy, Literacy, and ICT) to Grade 4 students since Test of Standards is not done in this grade. However, as the content of the standardised tests does not match the revised curriculum new examinations are being introduced beginning with Literacy. The other subject areas will follow suit.

In Numeracy, the percentage of students performing at or above their chronological age performance (36.4%) has shown a slight increase of 2.7% over the previous year, which had registered 33.7%.

Literacy performance at or above the 50% Standard showed that 50.3% of the students met the criteria. Female performed better than males by 26.9%. Females recorded 63.5% (54 out of 85 students) and males 36.6% (30 out of the 82 students).

No ICT examination was administered during this academic period however, there is still information provided on the previous year's examinations. Last year DOE implemented a new ICT curriculum. Due to this, the DOE made the decision to forego the Grade 4 test until the new assessment can be put in place.

Table 2.28 gives a breakdown of data relating to Grade 4 Standardised test results and Table 2.29 gives a breakdown of the national results.

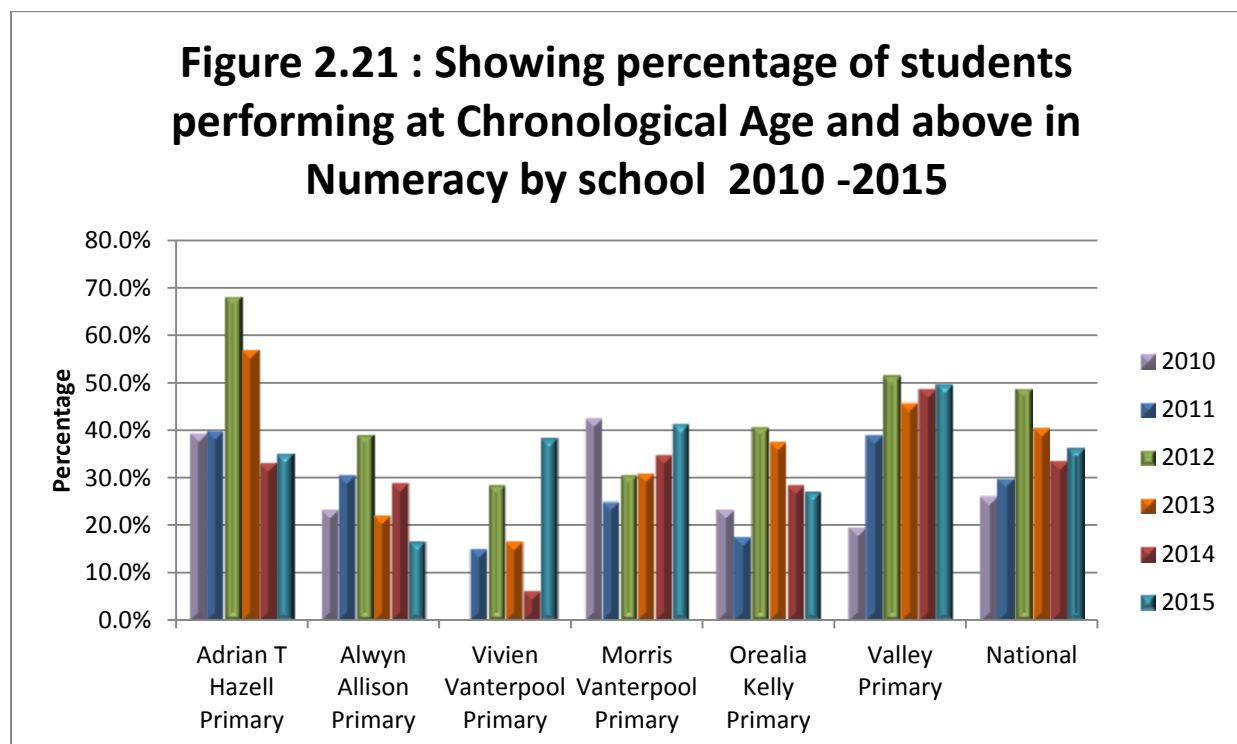


Figure 2.22: Percentage Nationally of students performing at or above their chronological age and above in Numeracy 2010-2015

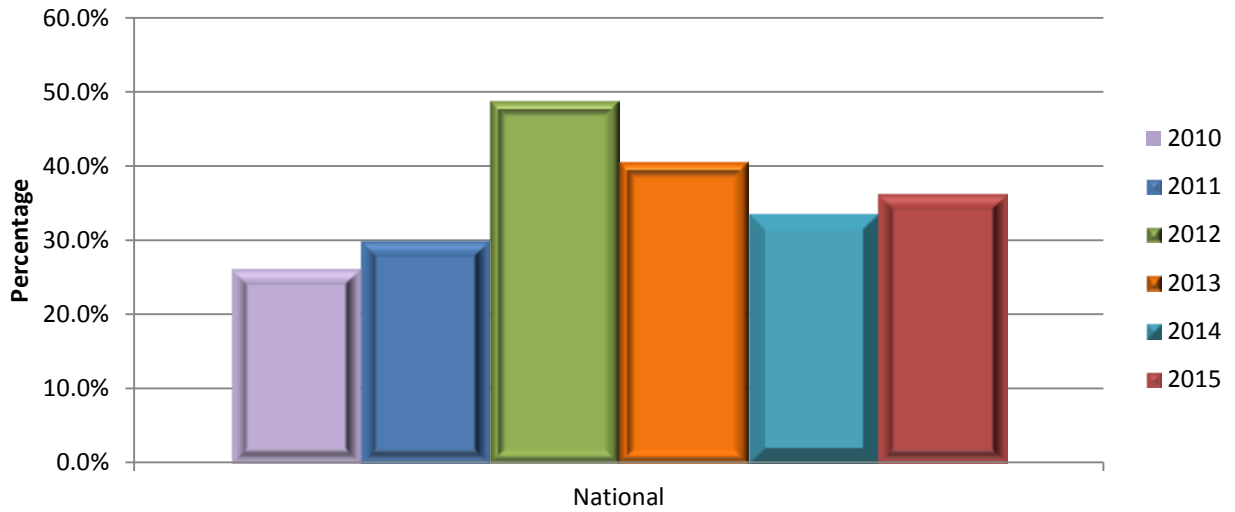


Figure 2.23: Percentage of Students Performing at or above Standard (50%) in Literacy 2015

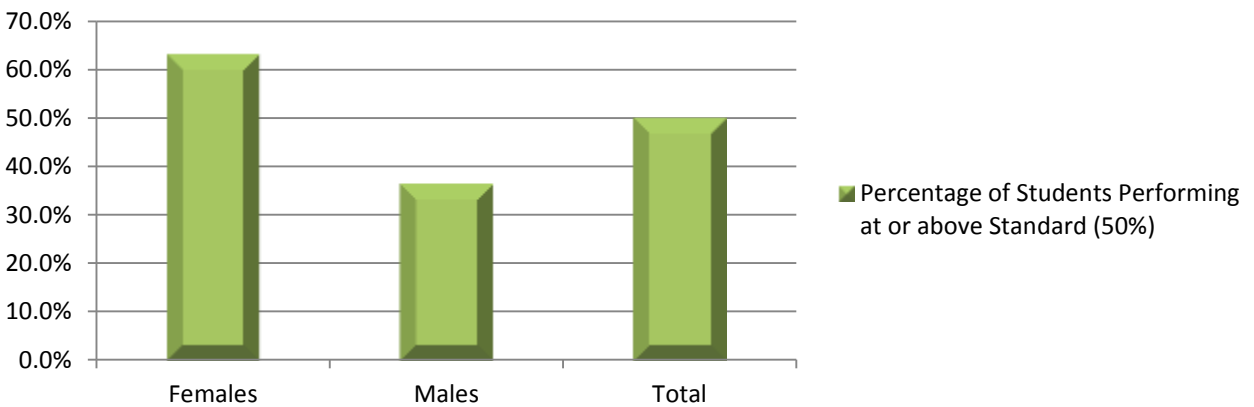


Figure 2.24: Showing percentage of students performing at Chronological Age and above in Literacy by school 2010-2014

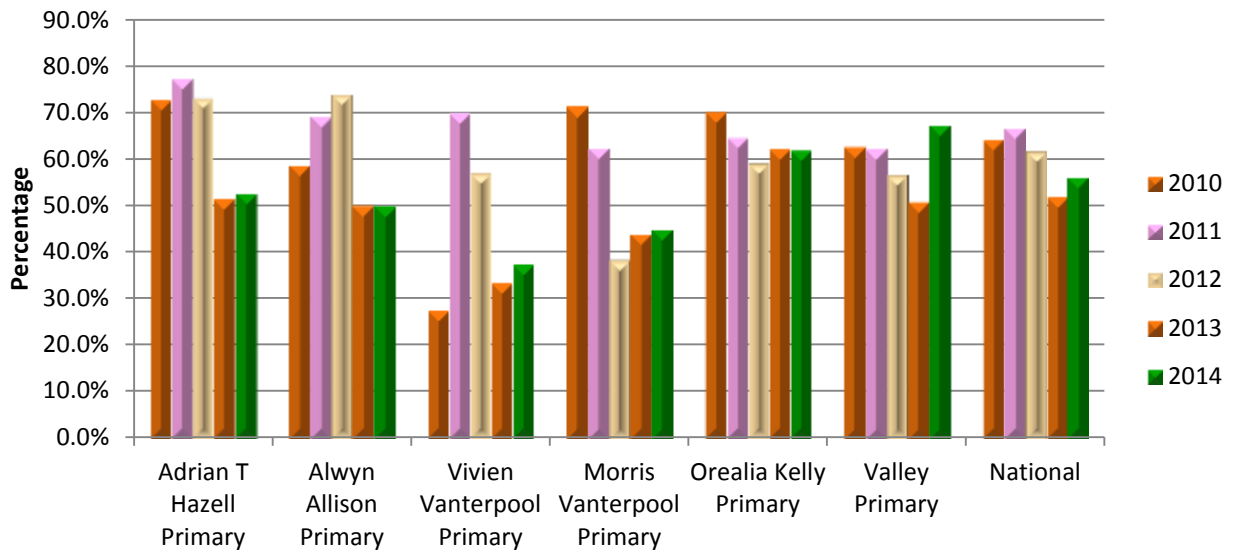


Figure 2.25: Percentage Nationally of students performing at or above their chronological age and above in Literacy 2010-2014

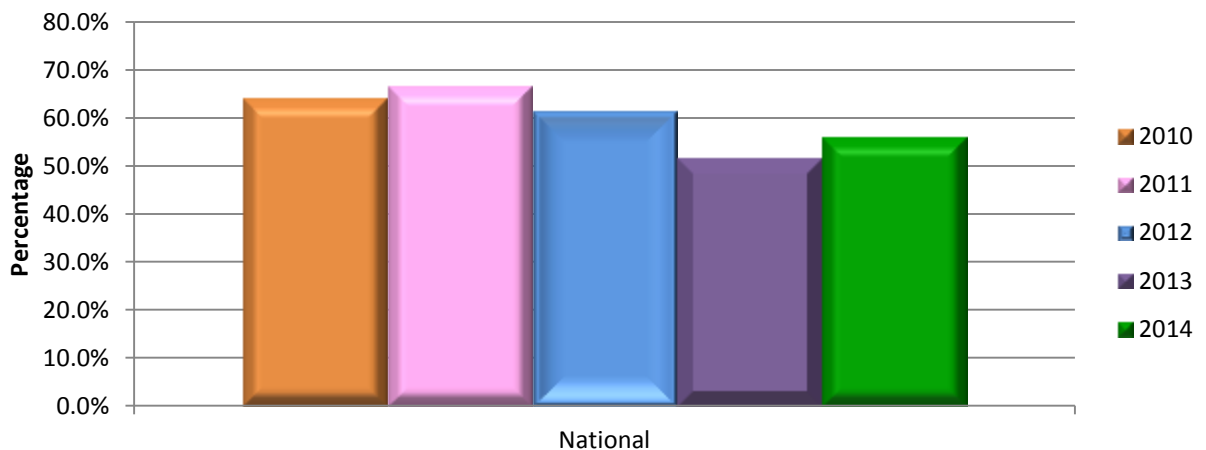


Figure 2.26: Showing percentage of students performing at Chronological Age and above in ICT by school 2010-2014

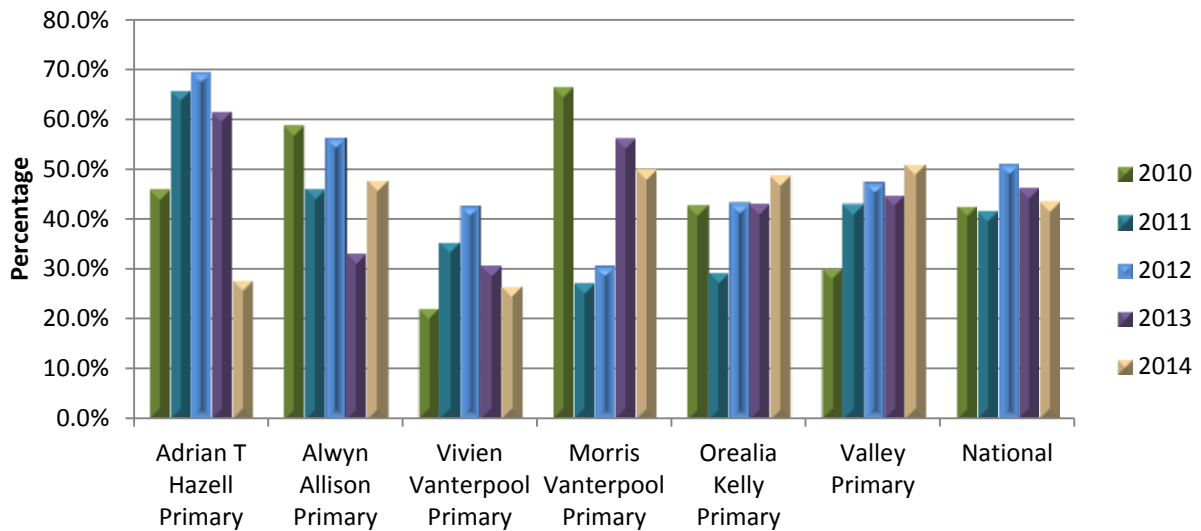
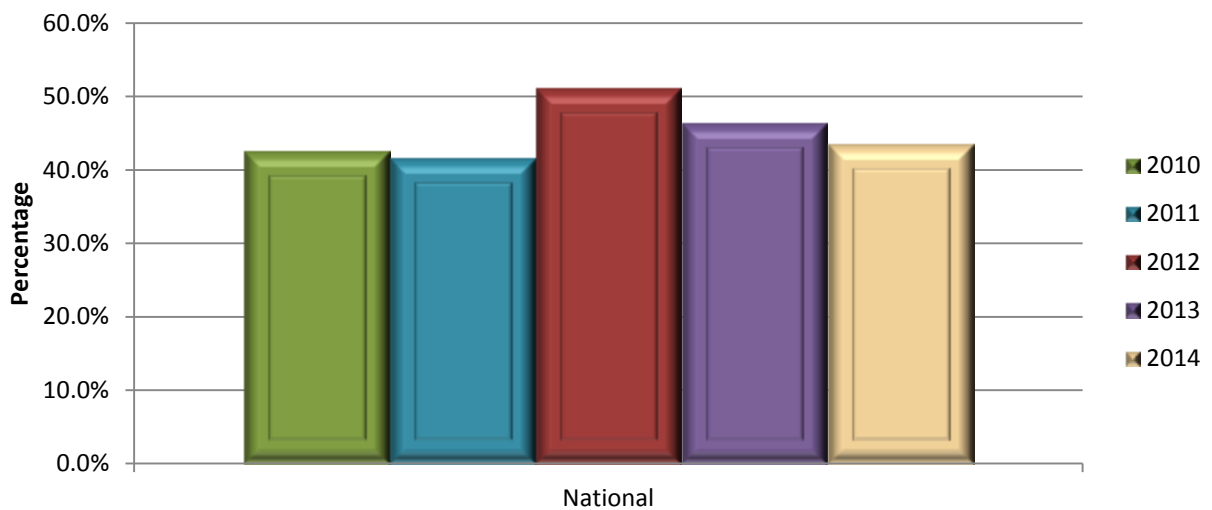


Figure 2.27: Percentage Nationally of students performing at or above their chronological age and above in ICT 2010-2014



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TABLE 2.28: GRADE 4: STANDARDISED RESULTS FOR OVER FIVE YEAR PERIOD 2011-2015

Subject	Gender	Total Number of Students who sat Examination					Number of Students Performing at Chronological Age and above					Percentage of Students Performing at Chronological Age and above				
		2011	2012	2013	2014	2015	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Numeracy (Mathematics): National	Females	107	88	90	97	83	32	48	40	33	33	29.9%	54.5%	44.4%	34.0%	39.8%
	Males	110	100	97	90	82	33	44	36	30	27	30.0%	44.0%	37.1%	33.3%	32.9%
	Total	217	188	187	187	165	65	92	76	63	60	30.0%	48.9%	40.6%	33.7%	36.4%
Literacy: National	Females	107	88	90	97		84	60	60	61		78.5%	68.2%	66.7%	62.9%	
	Males	110	100	97	90		61	56	37	44		55.5%	56.0%	38.1%	48.9%	
	Total	217	188	187	187		145	116	97	105		66.8%	61.7%	51.9%	56.1%	
ICT: National	Females	103	89	88	98		50	47	50	44		48.5%	52.8%	56.8%	44.9%	
	Males	103	104	97	88		36	52	36	37		35.0%	50.0%	37.1%	42.0%	
	Total	206	193	185	186		86	99	86	81		41.7%	51.3%	46.5%	43.5%	

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TABLE 2.29: GRADE 4: NATIONAL LITERACY RESULTS FOR 2015

Subject	Gender	Total Number of Students who sat Examination	Number of Students Performing at or above Standard (50%)	Percentage of Students Performing at or above Standard (50%)
		2015	2015	2015
Literacy: National	Females	85	54	63.5%
	Males	82	30	36.6%
	Total	167	84	50.3%

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Test of Standards Results

The Department of Education sets yearly targets based upon our 2010 – 2015 Education Development Plan (EDP). The 2015 projected targets for 50% and above in the four core areas tested were as follows: Language Arts 75%, Mathematics 75%, Social Studies 75% and Science 75%. The projected targets for 80% and above in the four core areas tested were Language Arts 20%, Mathematics 20% , Social Studies 20% and Science 20%.

The subject with the highest percentage of students meeting the standard at 80% in Grade 6 was Mathematics (21.0%) and at 50% was Language with (75.9%). The subject with the least number of students meeting the standards was Social Studies with (7.2%) at 80% and (54.4%) at 50%. Our 50% and above national target was met for Language. Our national target for 80% and above was met for Mathematics.

On the Grade 5 test, the National target for 50% and 80% and above were not met in any of the subject areas tested. The subject with the lowest performance was Social Studies with (48.5%) scoring 50% and above and (2.6%) scoring 80% and above. The subject with the highest number of students gaining 50% was Language with 64.3% of the students and the subject with the highest number of students gaining 80% was Mathematics with 8.7%.

For Grade 3, the National target for 50% and 80% and above were not met in any of the subject areas tested. The subject with the lowest performance was Mathematics with (37.9%) scoring 50% and above and (3.4%) scoring 80% and above. The subject with the highest number of students gaining 50% was Science with 65.5% of the students and the subject with the highest number of students gaining 80% was also Science with 8.7%.

FIGURE 2.30: PERCENTAGE PUPILS IN GRADE 6 MEETING THE STANDARDS OF 50%

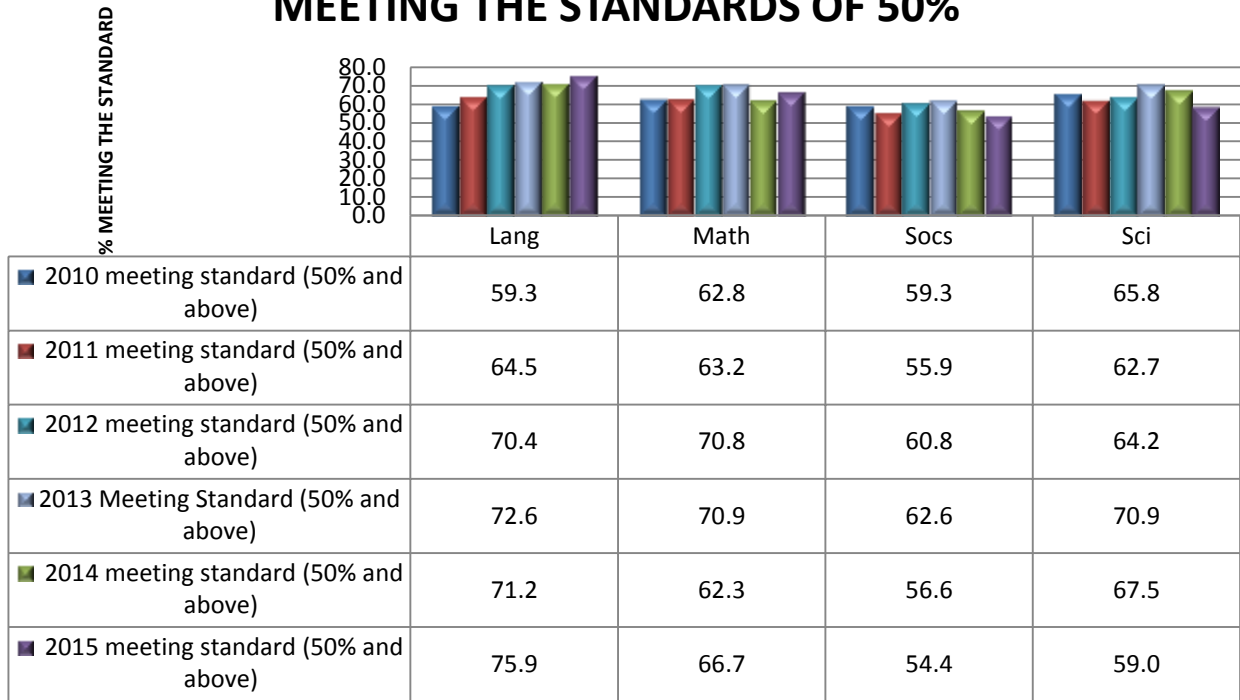
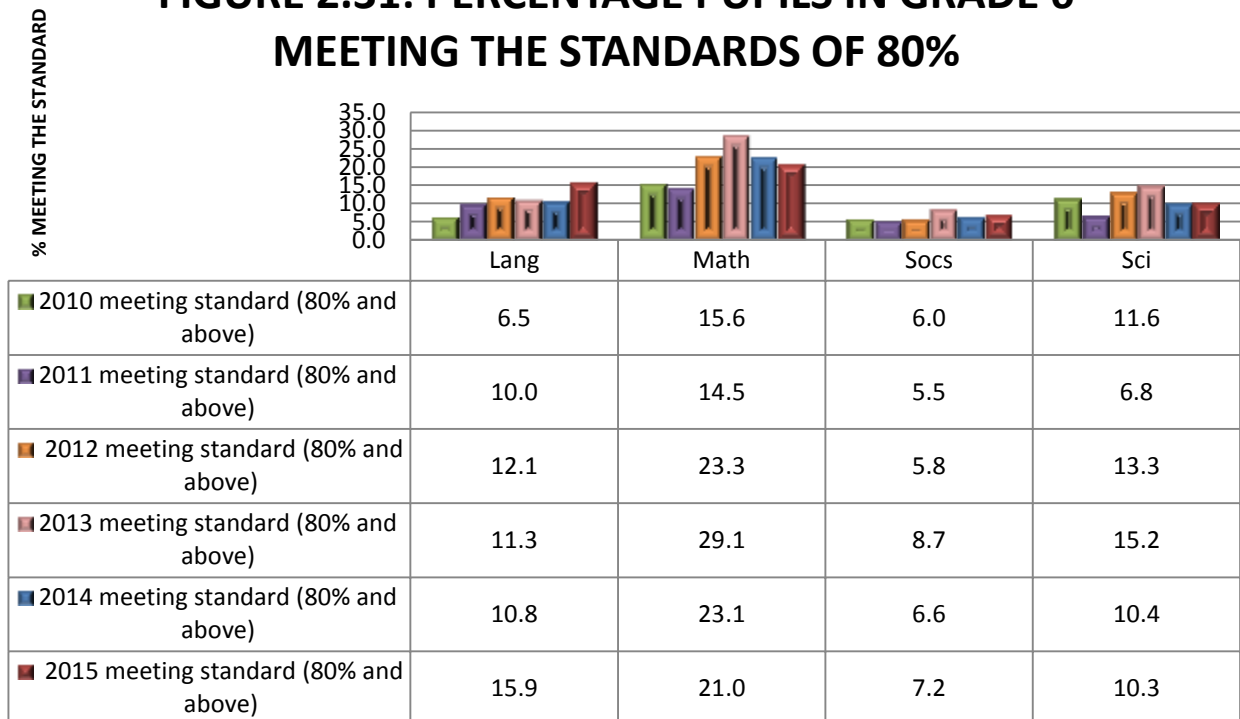


FIGURE 2.31: PERCENTAGE PUPILS IN GRADE 6 MEETING THE STANDARDS OF 80%



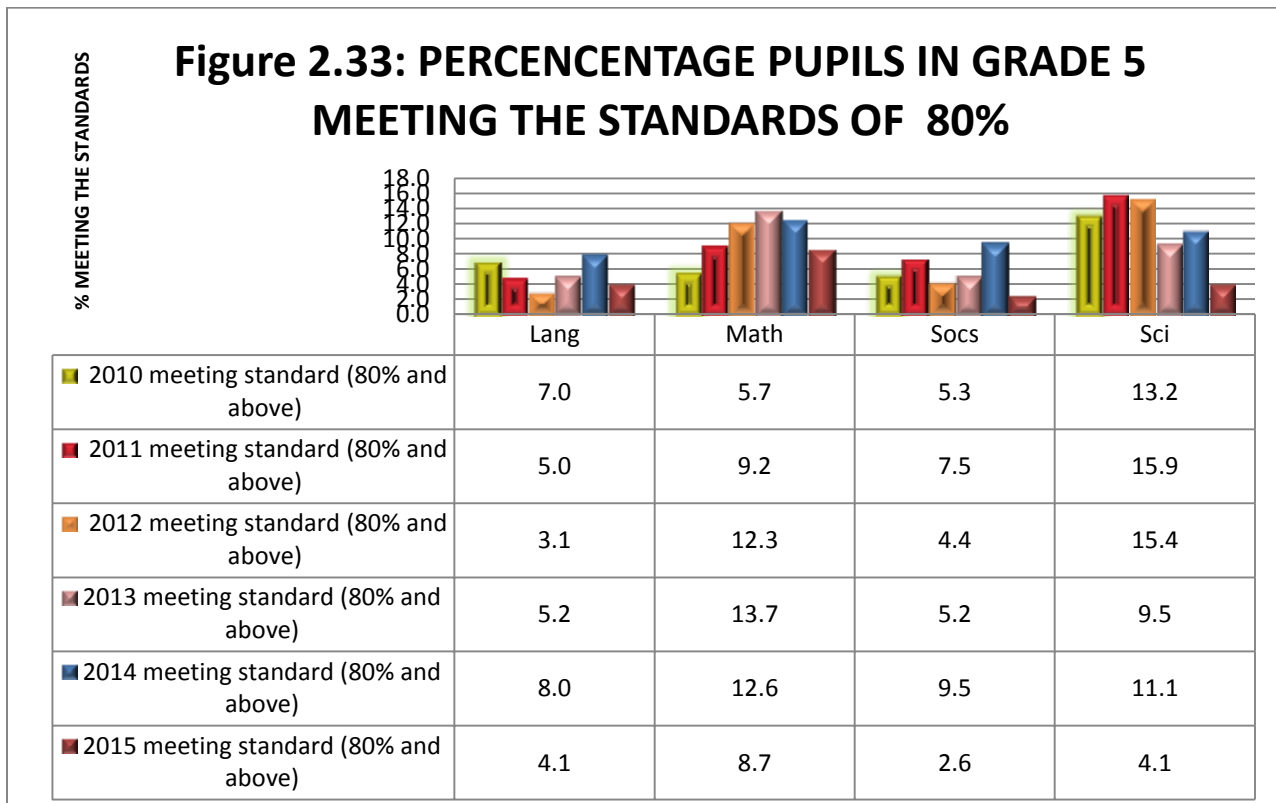
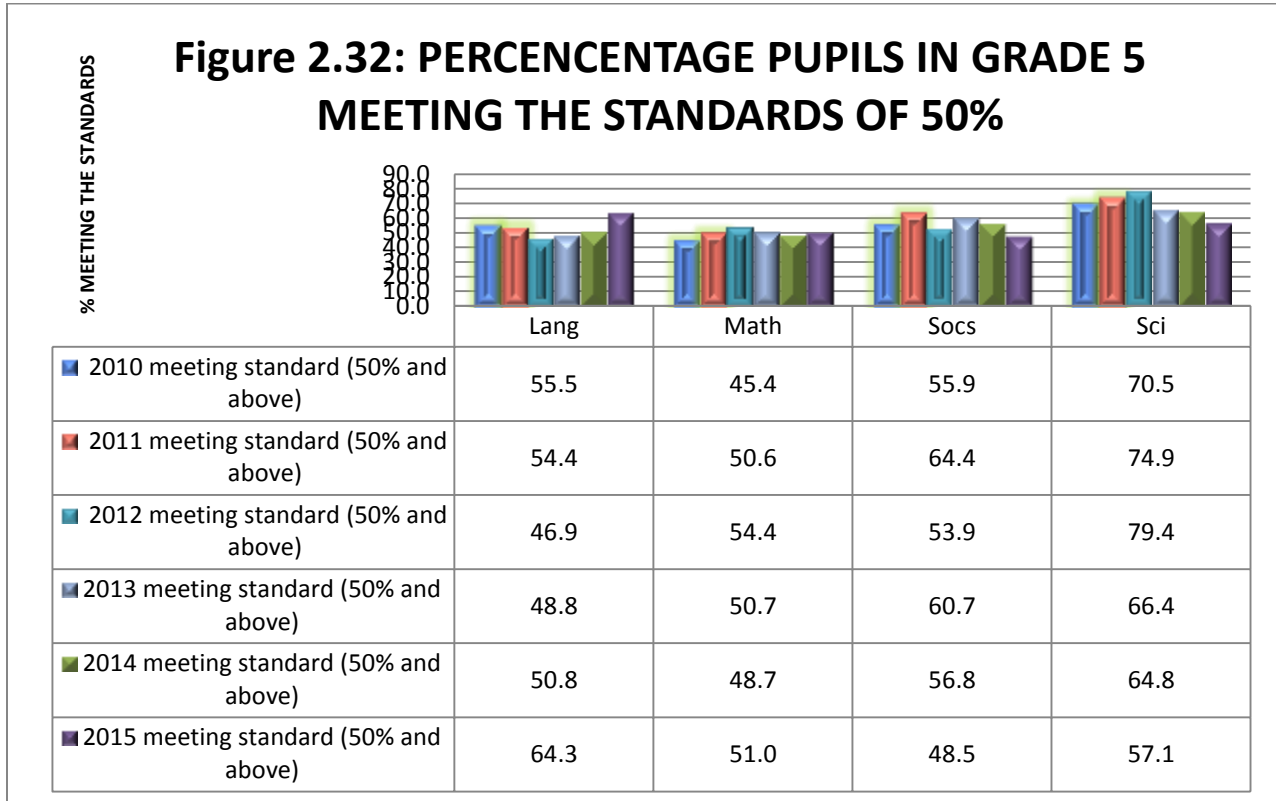


Figure 2.34: PERCENTAGE PUPILS IN GRADE 3 MEETING THE STANDARDS OF 50%

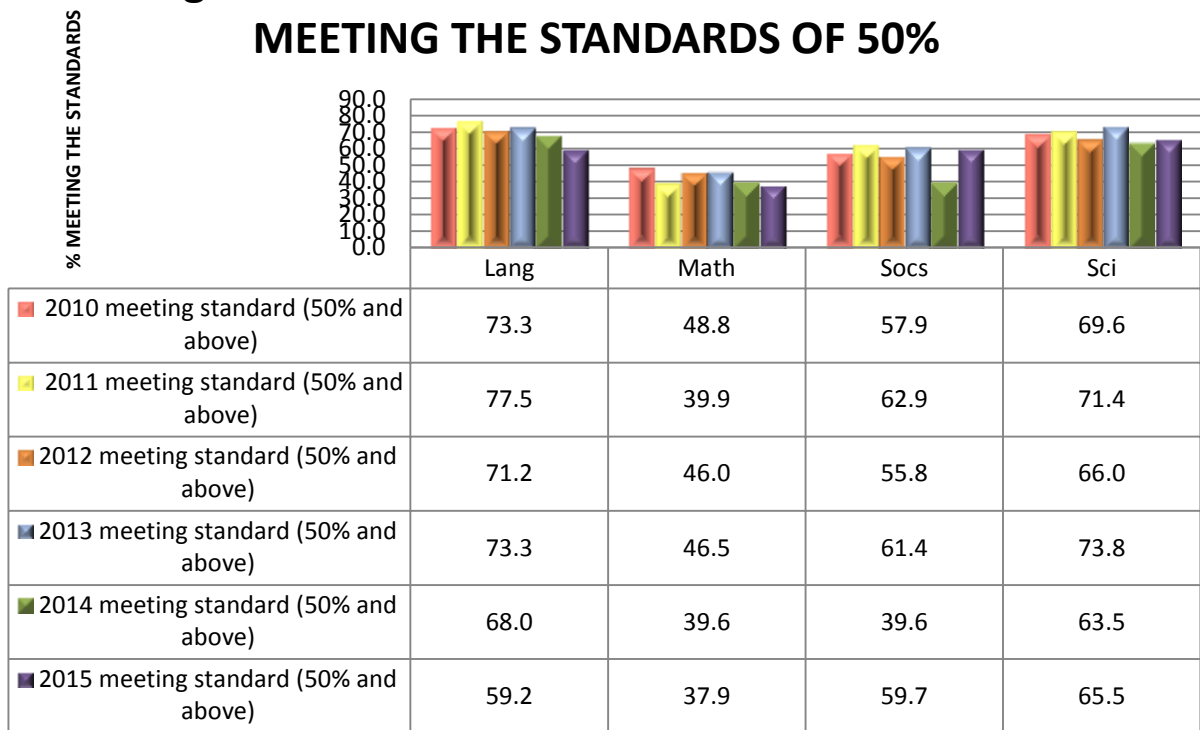
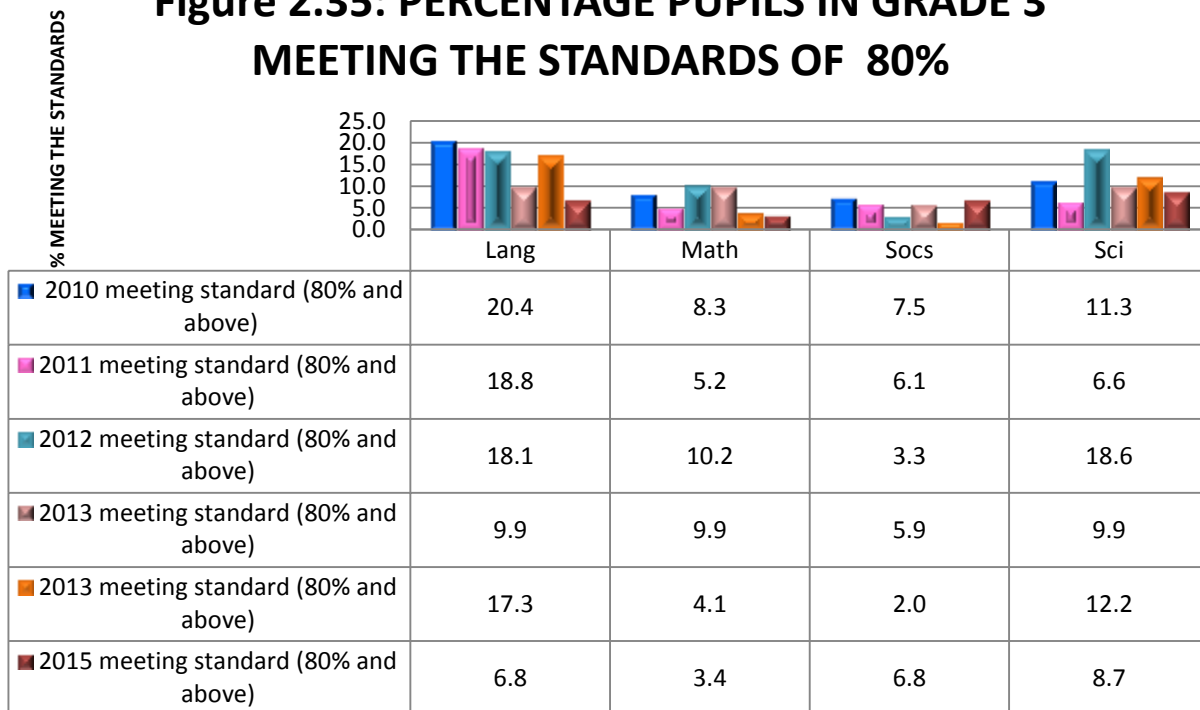


Figure 2.35: PERCENTAGE PUPILS IN GRADE 3 MEETING THE STANDARDS OF 80%



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Comparison of Boys' and Girls' Performance

A comparison of the performance of boys and girls reveal that girls performed better than the boys in all 4 subject areas.

At Grade 6, in Language Arts, 85.0% of girls achieved 50% and above compared with 66.3% of the boys. In Mathematics there was 75.0% of the girls and 57.9% of the boys; Social Studies 64.0% of the girls and 44.2% of the boys and in Science 65.0% of the girls versus 52.6% of the boys (see Figures 2.38, 2.40 and 2.41). Males performance also, decreased over the previous year in all subject areas except Language Arts which increased by 6.5%. Females performance improved in all subject areas. Language Arts increased by 1.4%, Mathematics by 12%, Social Studies and Science by 3.0%. At this level, the targets set were met and exceeded by the girls in Language Arts and Mathematics while boys were unable to meet the required targets for 50% and above.

A similar pattern is revealed in Figures 2.39, 2.42 and 2.43 which shows the performance of boys and girls at 80% and above. The difference in performance is greatest in Language Arts with 22.0% of the girls scoring 80% and above compared with 9.5% of boys (difference of over 12.5%). Mathematics followed with 26.0% of the girls scoring 80% and above compared with 15.8% of the boys. Social Studies followed with 8.0% of the girls scoring 80% and above compared with 6.3% of the boys. Science followed with 11.0% of the girls scoring 80% and above and the boys 9.5%. The targets set were met and exceeded by girls in Language Arts and Mathematics. Grade 6 performance at 80% and above, however, revealed improvement in Social Studies for male performance over the previous year.

At Grade 5 in Language Arts, 72.6% of the girls achieved 50% and above compared with 54.4% of the boys. In Mathematics, the girls also performed better than the boys. The girls' performance was 56.6% compared to 44.4% for boys. In Science 60.4% of the girls compared to 53.3% boys, and in Social Studies 53.8% of the girls versus 42.2% of the boys (see Figures 2.44, 2.46 and 2.47). Male performance improved in Language Arts. However, none of the genders met the 50% and above target. Mathematics and Social Studies posed a challenge for both boys and girls. The lowest performance was recorded in those two subjects.

The results at 80% and above revealed (in Figure 2.45), that the Grade 5 boys performed better at 80% and above than the girls in Mathematics, Science and Social Studies. The difference in performance was greatest in Mathematics, where 12.2% of the boys scored 80% and above compared with 5.7% of the girls (difference of 6.5%). In Science 5.6% of the boys and 2.8% of the girls scored 80% and above and in Social Studies 3.3% of the boys compared to 1.9% of the girls. In Language Arts 5.7% of the girls scored 80% and above compared with 2.2% of the boys. At the 80% and above target, both male and female performances decreased in all subjects areas tested except Mathematics for boys (see Figures 2.48 and 2.49). Neither males nor females met the target set for 80% and above.

An analysis of the performance in Grade 3 (see Figures 2.50, 2.52 and 2.53) reveal that 85.0% of the girls scored 50% and above in Language Arts compared to 55.1% of the boys, in Mathematics 75.0% (girls) compared to 40.8% (boys), in Social Studies 64.0% (girls) compared

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to 60.2% (boys), and in Science 65.0% (girls) compared to 62.2% (boys). The girls met and/or exceeded the target at this level for Language Arts and Mathematics. The boys fell short of the target in all subject areas.

At 80% and above, 7.1% of the boys achieved this score for Language Arts compared to 6.5% of the girls and for Science (9.2% compared to 8.3%). At this level, the girls performed better than the boys in Social Studies (9.3% compared to 4.1%) and Mathematics (3.7% compared to 3.1%). Neither males nor females met the target set for 80% and above. (See Figures 2.51, 2.54 and 2.55)

Figure 2.36: OVERALL PERCENTAGE MEETING THE STANDARDS OF 50% AND ABOVE 2015

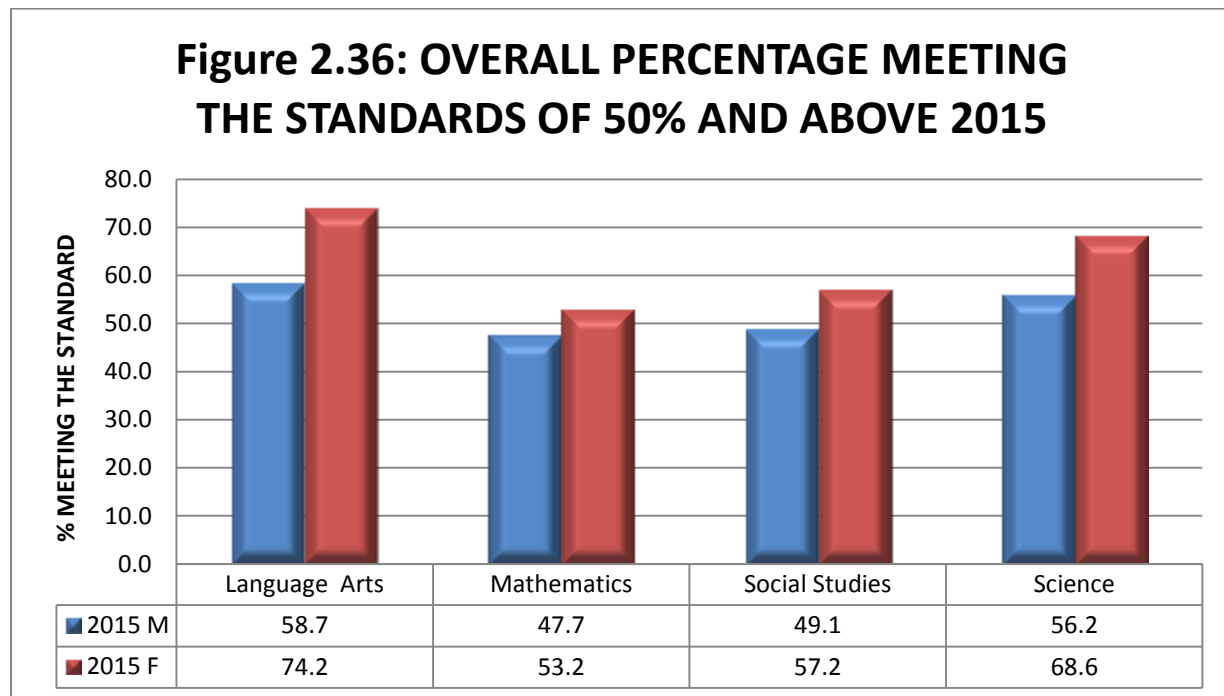


Figure 2.37: OVERALL PERCENTAGE MEETING THE STANDARDS OF 80% AND ABOVE 2015

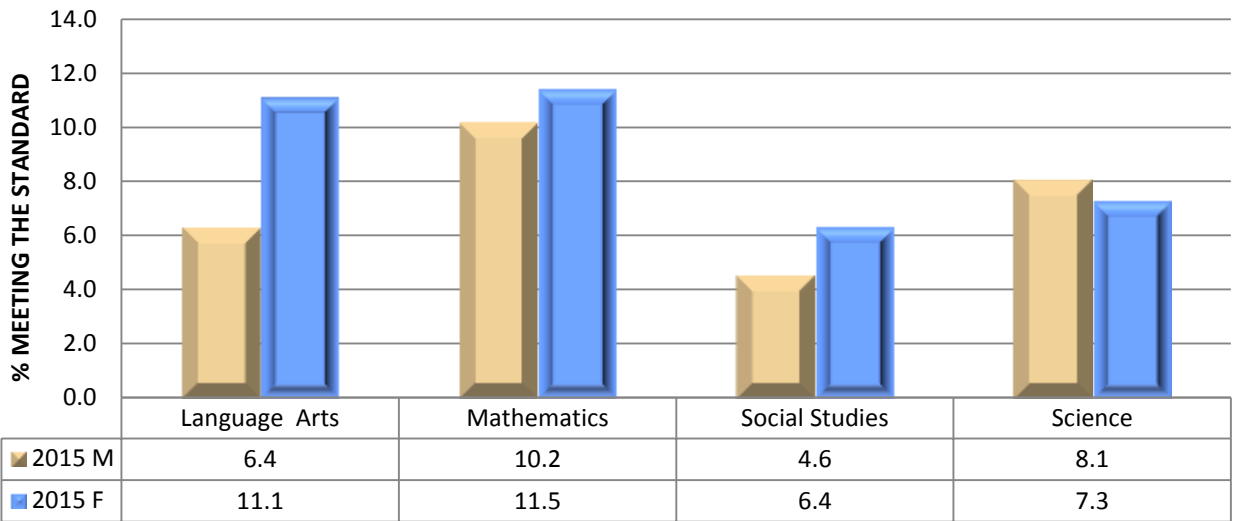


Figure 2.38: PERCENTAGE OF MALES & FEMALES IN GRADE 6 MEETING THE STANDARDS OF 50% AND ABOVE 2015

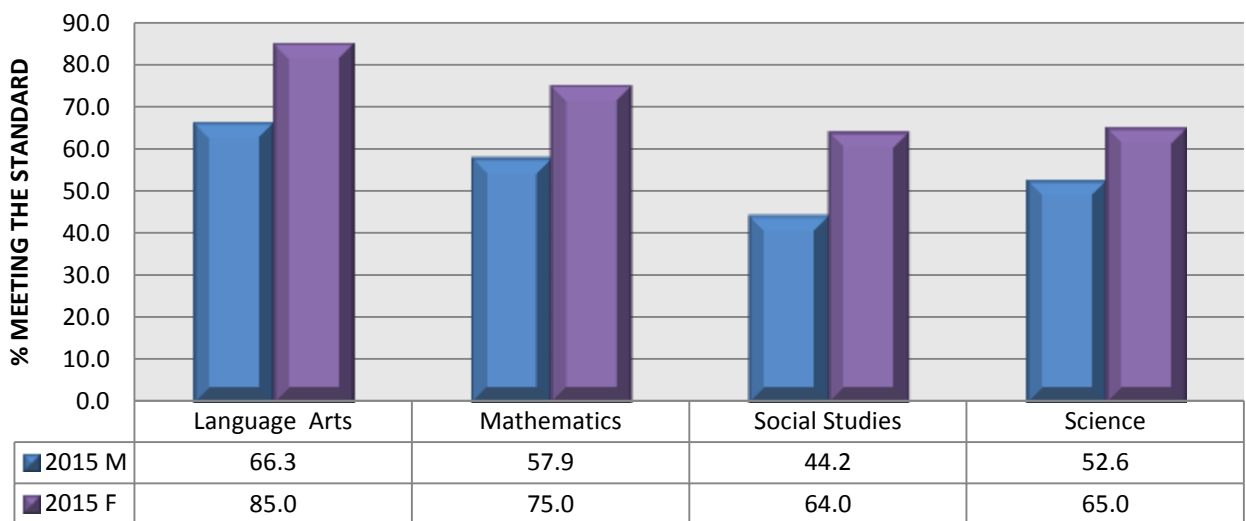


Figure 2.39: PERCENTAGE OF MALES & FEMALES IN GRADE 6 MEETING THE STANDARDS OF 80% AND ABOVE 2015

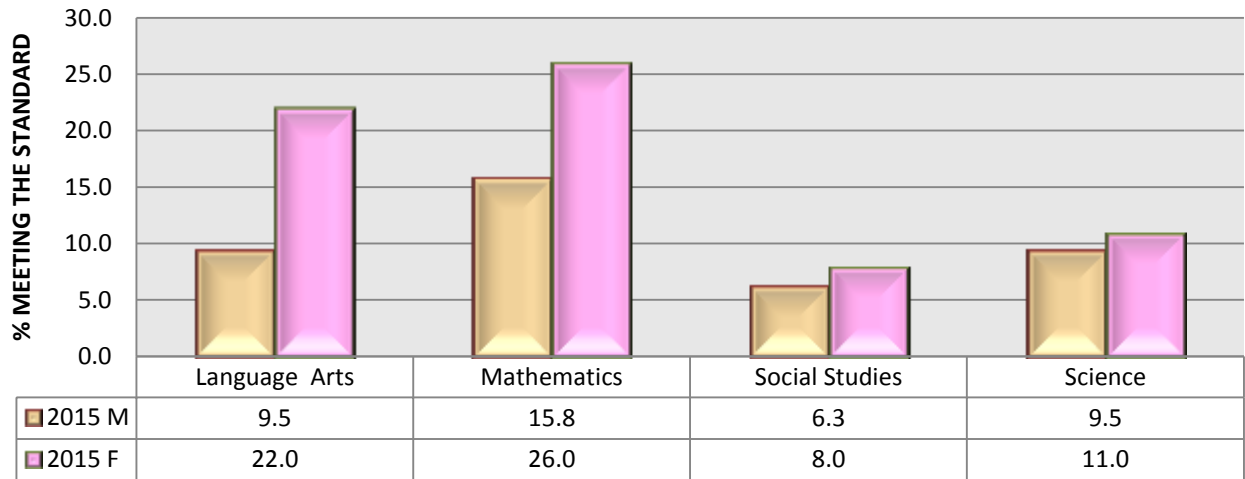


Figure 2.40: PERCENTAGE OF MALES IN GRADE 6 MEETING THE STANDARDS OF 50% AND ABOVE 2010-2015

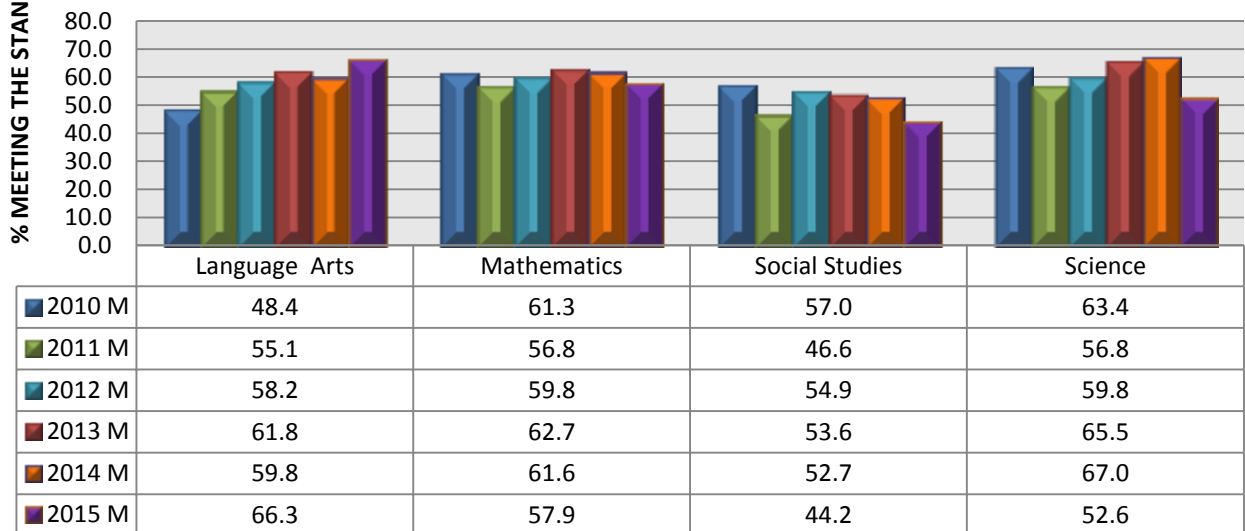


Figure 2.41: PERCENTAGE OF FEMALES IN GRADE 6 MEETING THE STANDARDS OF 50% AND ABOVE 2010-2015

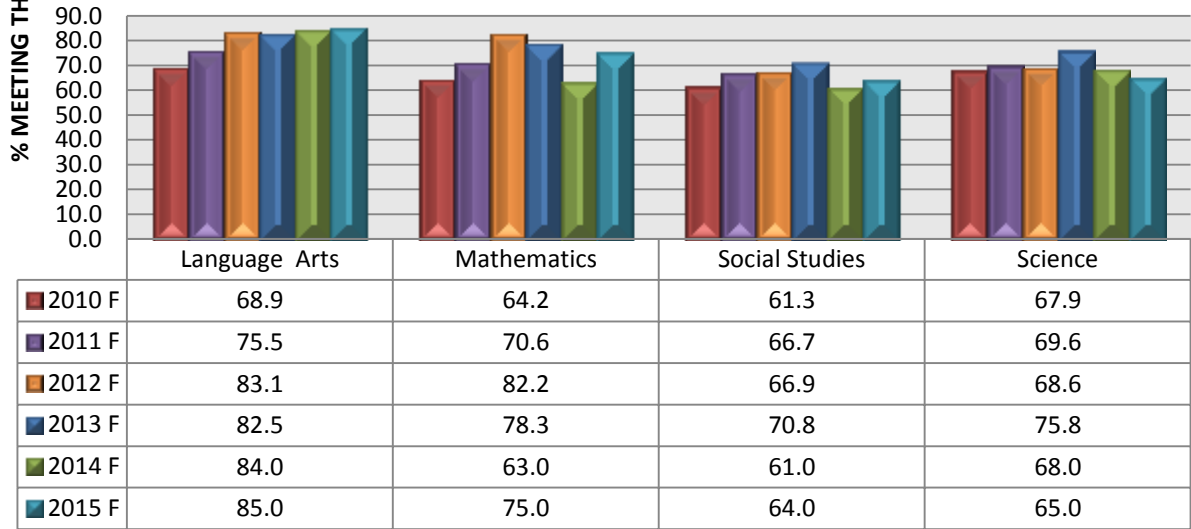


Figure 2.42: PERCENTAGE OF MALES IN GRADE 6 MEETING THE STANDARDS OF 80% AND ABOVE 2010-2015

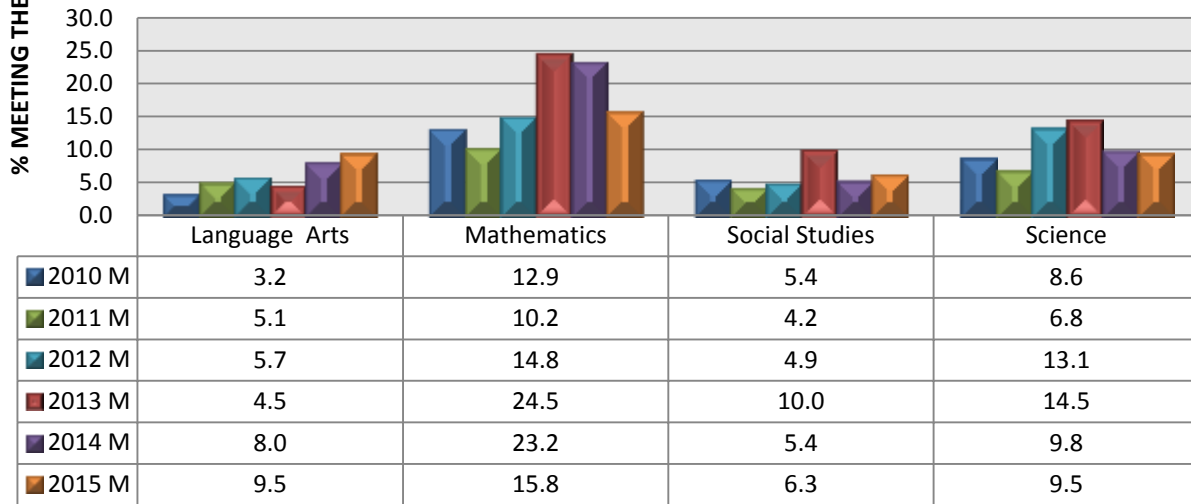


Figure 2.43: PERCENTAGE OF FEMALES IN GRADE 6 MEETING THE STANDARDS OF 80% AND ABOVE 2010-2015

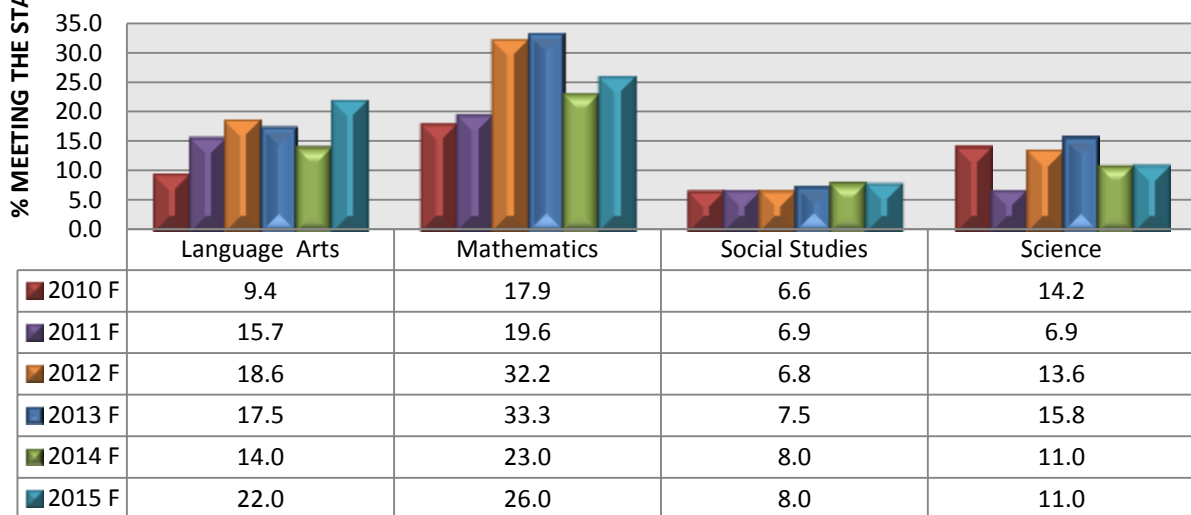


Figure 2.44: PERCENTAGE OF MALES & FEMALES IN GRADE 5 MEETING THE STANDARDS OF 50% AND ABOVE 2015

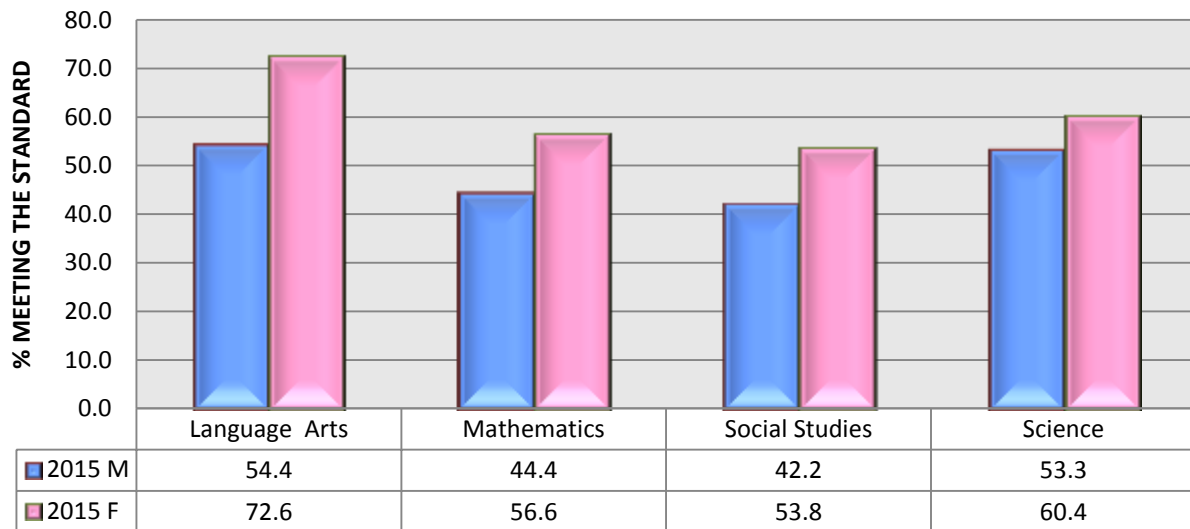


Figure 2.45: PERCENTAGE OF MALES & FEMALES IN GRADE 5 MEETING THE STANDARDS OF 80% AND ABOVE 2015

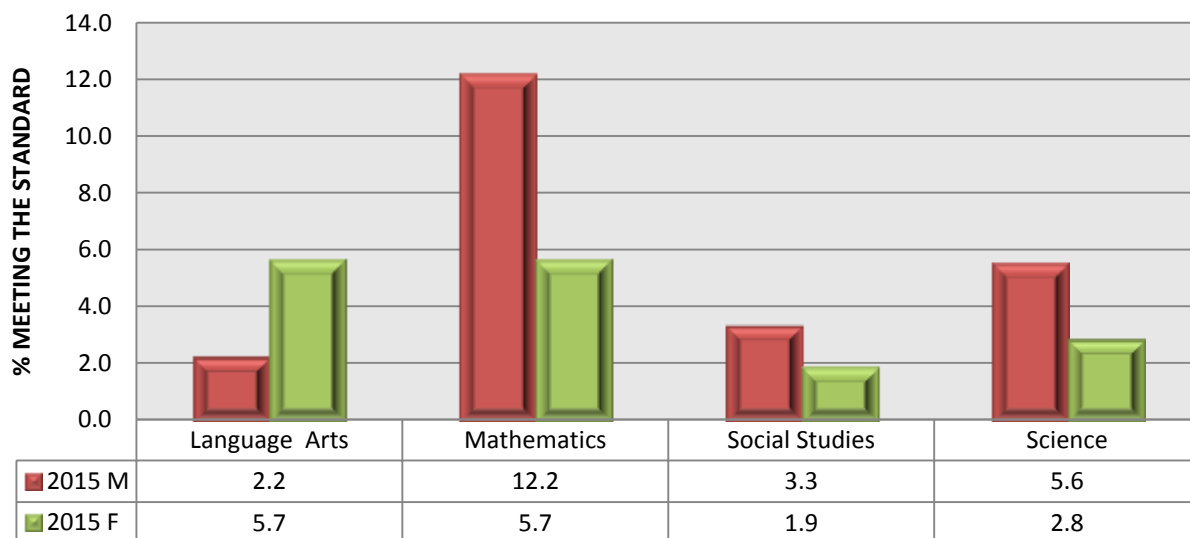


Figure 2.46: PERCENTAGE OF MALES IN GRADE 5 MEETING THE STANDARDS OF 50% AND ABOVE 2010-2015

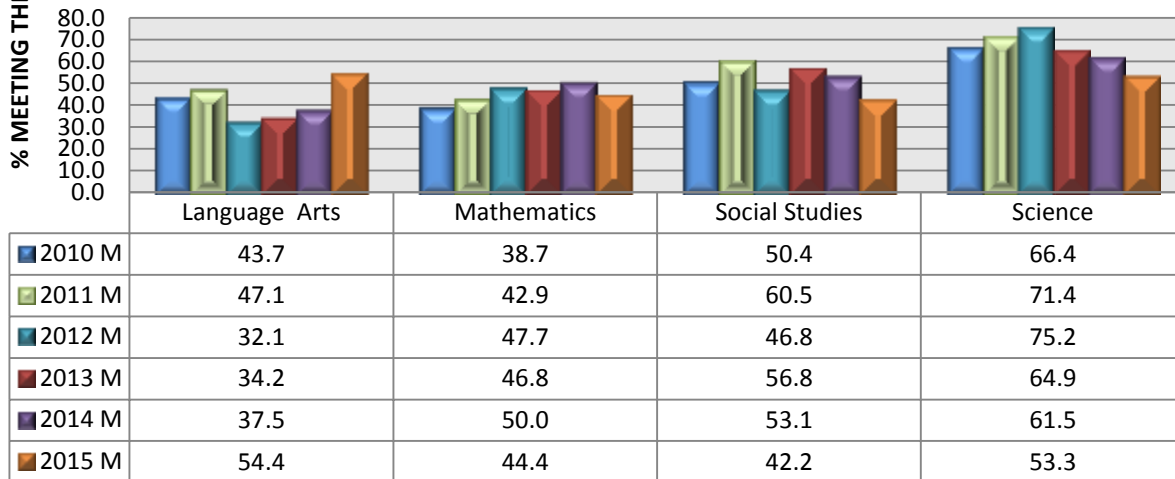


Figure 2.47: PERCENTAGE OF FEMALES IN GRADE 5 MEETING THE STANDARDS OF 50% AND ABOVE 2010-2015

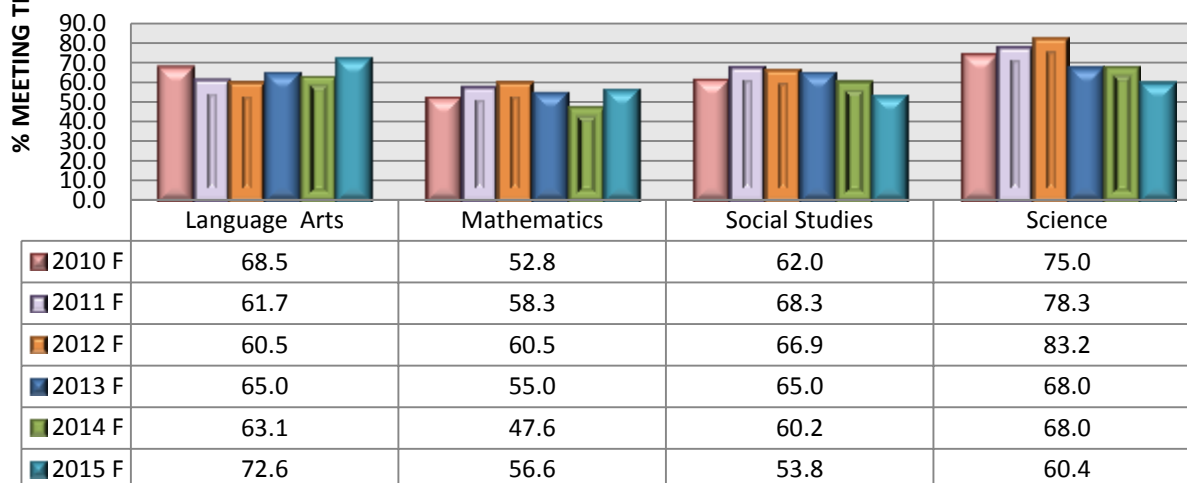


Figure 2.48: PERCENTAGE OF MALES IN GRADE 5 MEETING THE STANDARDS OF 80% AND ABOVE 2010 -2015

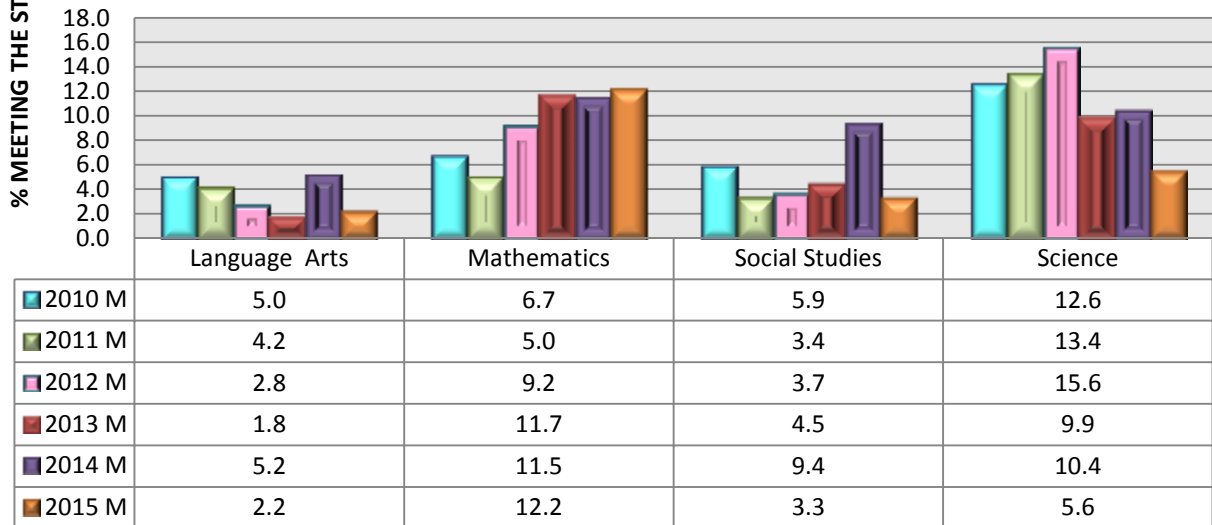


Figure 2.49: PERCENTAGE OF FEMALES IN GRADE 5 MEETING THE STANDARDS OF 80% AND ABOVE 2010 -2015

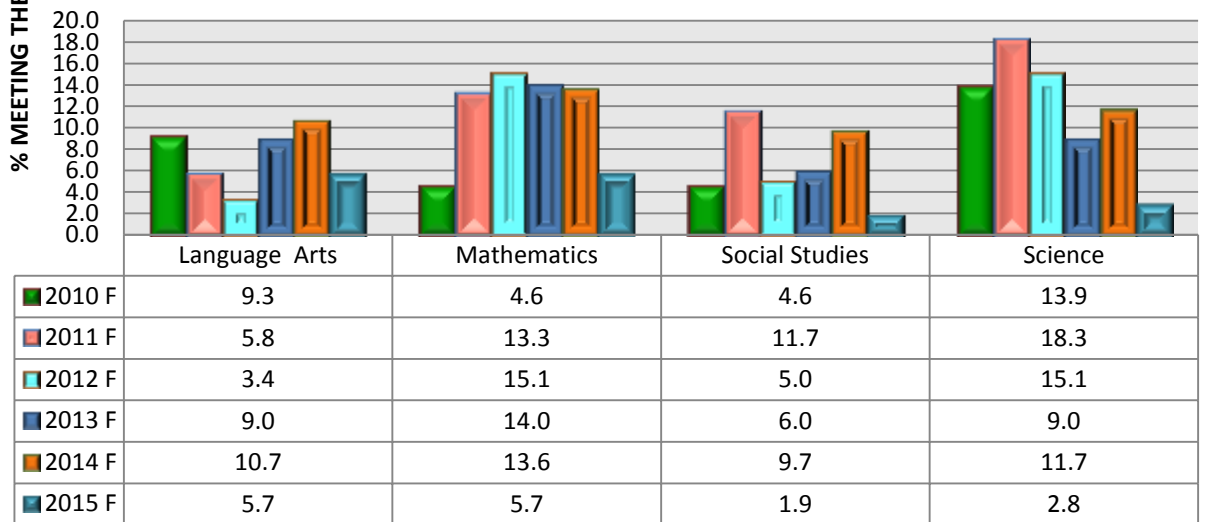


Figure 2.50: PERCENTAGE OF MALES & FEMALES IN GRADE 3 MEETING THE STANDARDS OF 50% AND ABOVE 2015

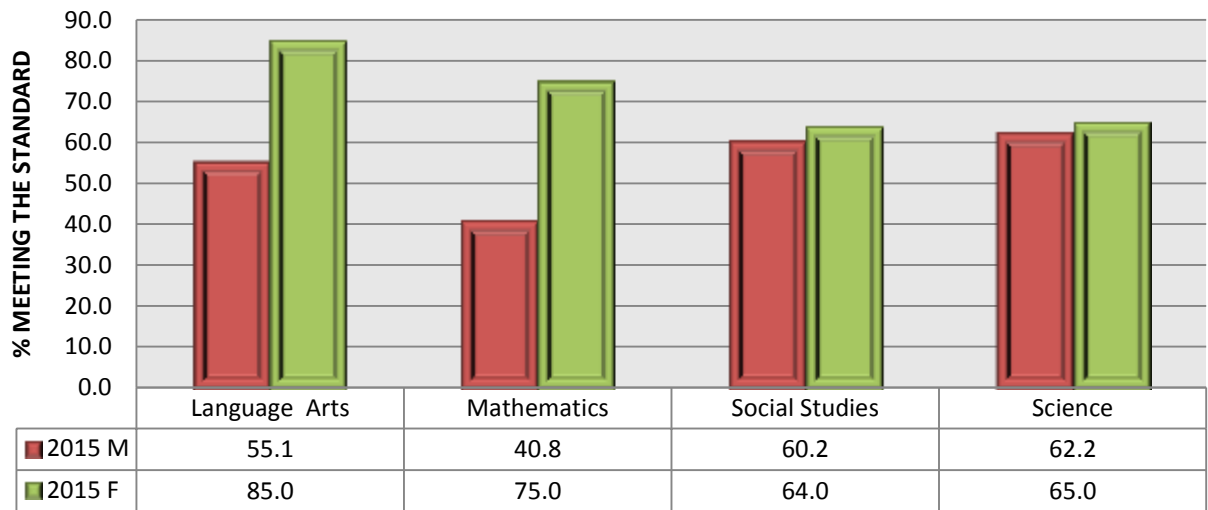


Figure 2.51: PERCENTAGE OF MALES & FEMALES IN GRADE 3 MEETING THE STANDARDS OF 80% AND ABOVE 2015

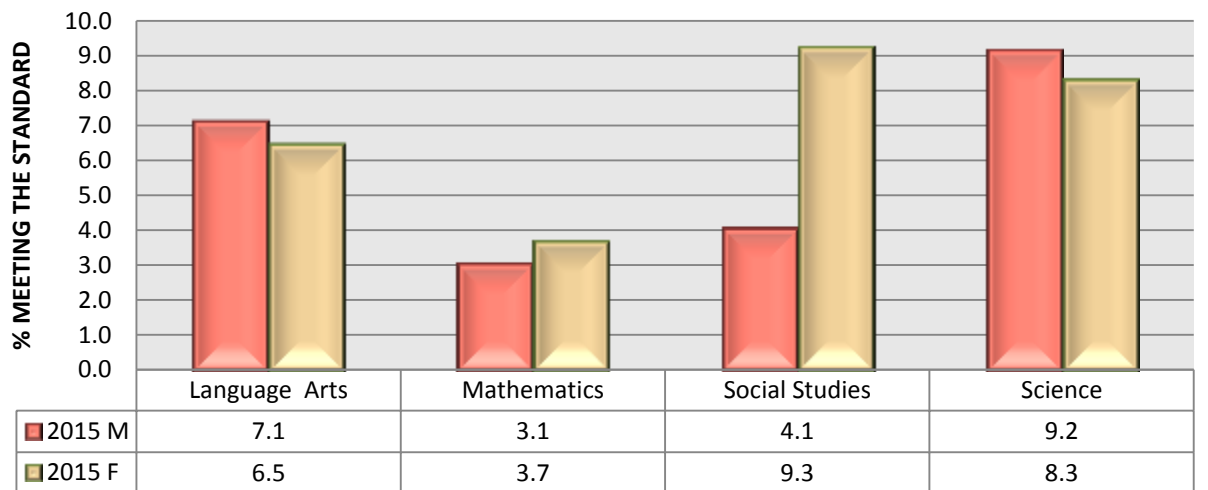


Figure 2.52: PERCENTAGE OF MALES IN GRADE 3 MEETING THE STANDARDS OF 50% AND ABOVE 2010-2015

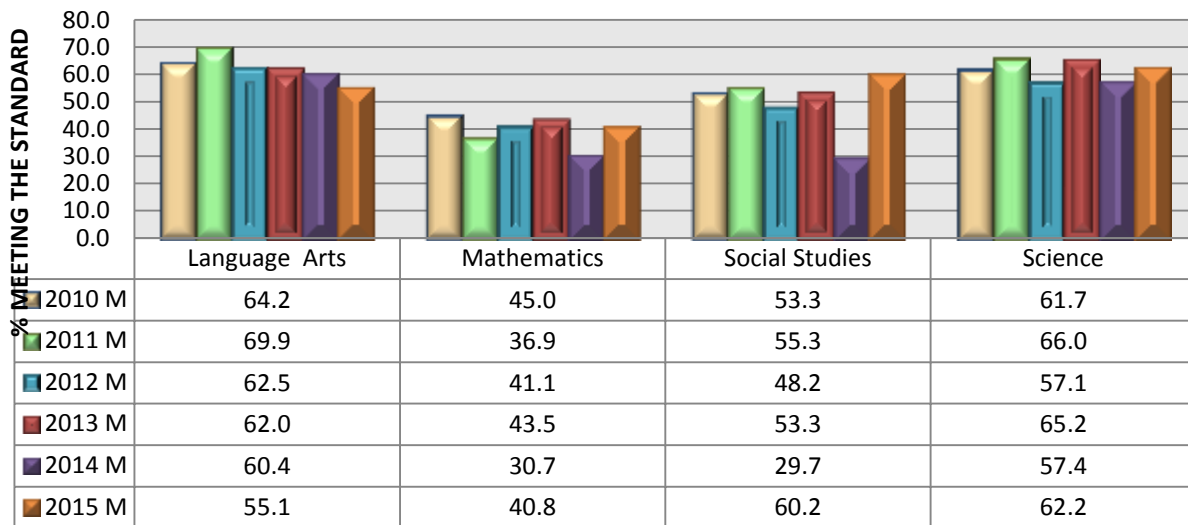


Figure 2.53: PERCENTAGE OF FEMALES IN GRADE 3 MEETING THE STANDARDS OF 50% AND ABOVE 2010-2015

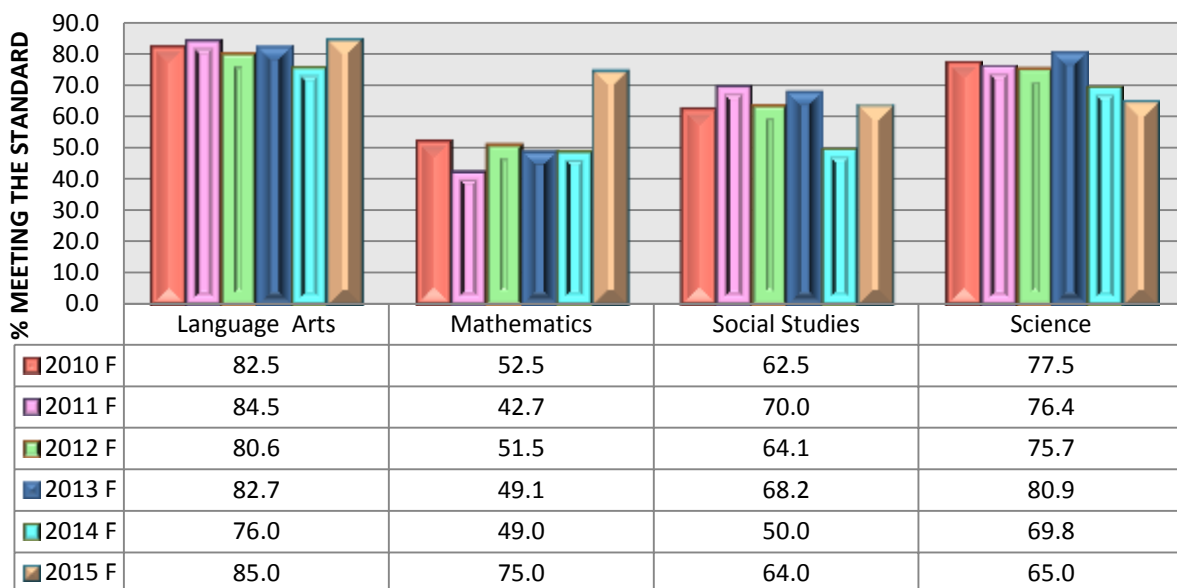


Figure 2.54: PERCENTAGE OF MALES IN GRADE 3 MEETING THE STANDARDS OF 80% AND ABOVE 2010 -2015

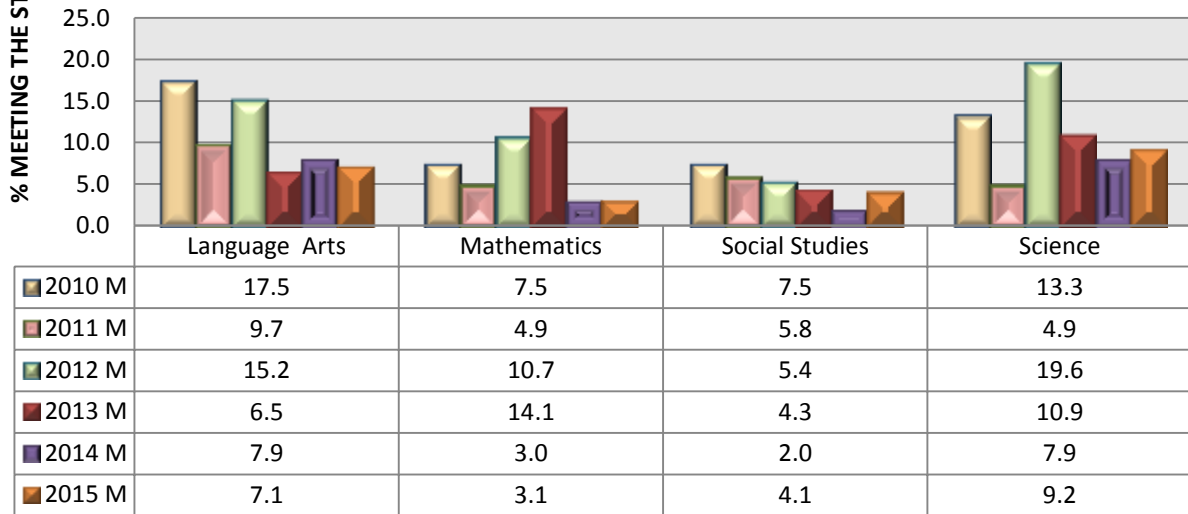
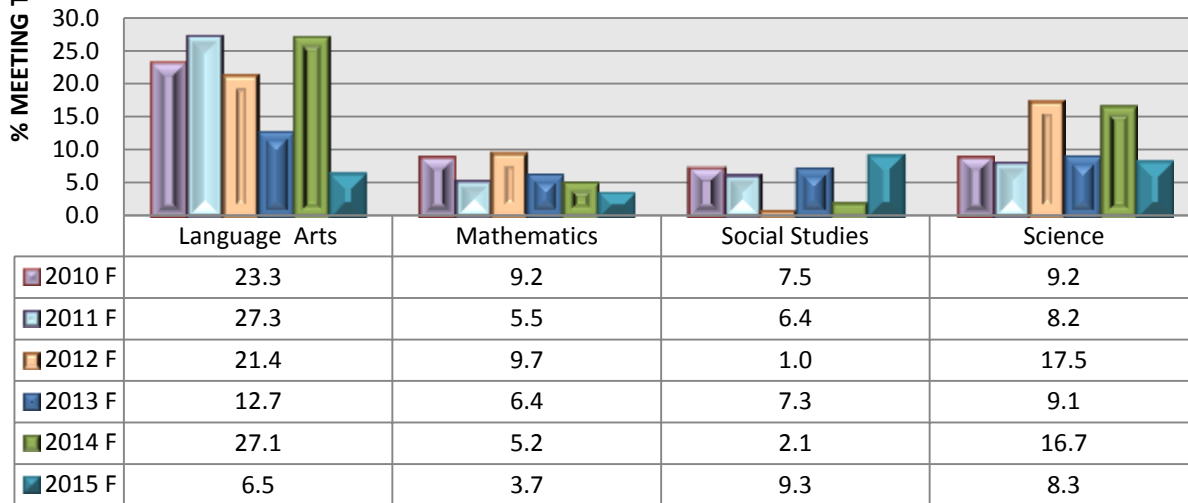


Figure 2.55: PERCENTAGE OF FEMALES IN GRADE 3 MEETING THE STANDARDS OF 80% AND ABOVE 2010 -2015



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TABLE 2.56: GRADE 6: TEST OF STANDARDS DATA BY AVERAGE & STANDARD DEVIATION OVER FIVE YEAR PERIOD 2011-2015

DESCRIPTION	2011				2012				2013				2014				2015			
	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science
Public & Private Average	55.1	56.3	52.6	55.4	58.1	61.6	52.8	56.2	57.9	62.0	54.7	59.5	55.8	57.6	51.1	56.0	59.7	57.6	51.8	53.6
Public & Private STDEV	19.5	21.6	17.9	17.4	18.5	21.7	17.3	19.8	18.4	23.1	17.6	18.3	17.4	22.5	17.1	17.6	17.3	20.5	16.8	17.6
Public & Private Females Avg	61.3	61.8	56.1	58.1	64.8	66.7	55.3	58.1	57.4	60.8	53.5	57.4	60.6	59.7	53.1	56.8	66.8	63.2	54.6	56.9
Public & Private Females STDEV	18.3	20.1	17.2	16.6	15.5	19.6	15.8	18.0	16.7	22.0	16.2	17.1	15.5	21.2	15.3	16.1	15.5	18.7	15.7	16.2
Public & Private Males Avg	49.7	51.5	49.4	53.1	51.6	56.6	50.3	54.4	58.5	63.3	55.9	61.8	51.6	55.7	49.4	55.3	53.4	52.8	49.4	50.6
Public & Private Males STDEV	18.9	21.8	18.1	17.9	19.0	22.6	18.3	21.3	20.1	24.3	19.0	19.3	18.1	23.6	18.3	19.0	16.5	20.9	17.4	18.4

Source: Department of Education

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TABLE 2.57: GRADE 5: TEST OF STANDARDS DATA BY AVERAGE & STANDARD DEVIATION OVER FIVE YEAR PERIOD 2011-2015

DESCRIPTION	2011				2012				2013				2014				2015			
	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science
Public & Private Average	52.4	50.0	55.2	60.4	46.2	51.0	49.9	62.4	48.9	52.3	52.7	56.7	49.3	50.3	52.4	57.0	54.4	49.3	48.1	52.0
Public & Private STDEV	18.4	19.7	17.9	16.7	18.3	21.3	18.5	17.1	17.5	20.4	17.9	17.1	19.3	22.2	18.5	17.8	16.3	20.8	16.1	17.1
Public & Private Females Avg	56.8	53.7	56.6	61.9	50.8	53.9	51.9	63.3	55.1	53.8	55.1	57.3	54.0	51.9	53.9	59.0	58.4	51.0	49.4	52.9
Public & Private Females STDEV	16.9	19.9	17.0	15.6	16.5	20.8	17.4	15.5	16.8	19.9	16.9	16.0	18.8	22.0	18.2	17.2	14.4	18.8	14.2	15.6
Public & Private Males Avg	48.0	46.3	53.8	58.9	41.2	47.9	47.8	61.4	43.3	50.9	50.5	56.1	44.2	48.6	50.9	54.9	49.7	47.3	46.5	50.9
Public & Private Males STDEV	18.9	18.8	18.7	17.6	18.9	21.5	19.4	18.7	16.4	20.8	18.6	18.0	18.6	22.3	18.8	18.3	17.2	23.0	18.1	18.7

Source: Department of Education

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TABLE 2.58: GRADE 3: TEST OF STANDARDS DATA BY AVERAGE & STANDARD DEVIATION OVER FIVE YEAR PERIOD 2011-2015

DESCRIPTION	2011				2012				2013				2014				2015			
	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science	Language Arts	Mathematics	Social Studies	Science
Public & Private Average	61.8	44.7	54.2	58.5	59.0	48.6	50.2	58.1	59.2	47.7	53.5	58.6	57.3	45.2	44.5	56.9	52.6	43.0	51.8	56.1
Public & Private STDEV	17.7	19.5	17.6	16.2	19.1	21.9	18.4	19.9	17.3	21.4	18.3	17.7	19.3	20.1	18.4	18.4	19.4	20.5	19.7	20.3
Public & Private Females Avg	66.2	46.6	57.1	60.6	63.9	49.9	52.1	59.9	62.8	48.5	55.6	60.1	63.4	49.4	48.9	60.3	56.1	43.4	53.1	57.1
Public & Private Females STDEV	16.1	18.8	16.5	15.2	17.1	20.7	16.8	18.3	15.6	19.7	17.0	16.2	17.4	18.9	17.4	17.8	18.1	18.9	19.0	18.1
Public & Private Males Avg	57.1	42.7	51.1	56.2	54.5	47.3	48.5	56.5	54.9	46.7	51.0	56.8	51.6	41.3	40.4	53.6	48.8	42.5	50.4	55.0
Public & Private Males STDEV	18.2	20.1	18.3	16.9	19.8	23.0	19.6	21.2	18.4	23.4	19.6	19.3	19.4	20.4	18.4	18.4	20.3	21.2	20.5	22.6

Source: Department of Education

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CARIBBEAN PRIMARY EXIT ASSESSMENT (CPEA)

The Caribbean Primary Exit Assessment (CPEA) which is administered to Grade 6 students yearly was piloted during the 2011- 2012 academic year in Anguilla. The CPEA is an assessment of the key literacies required by all pupils existing the primary school systems. During the pilot stage 227 candidates from the public schools sat this examination. For the 2014-2015, academic year 204 candidates sat the CPEA.

The examination totals 500 marks. According to Table 2.59 our highest score nationally for the reporting period was 476 (95%) compared to 478 (96%) in 2013-2014. The lowest score was 134 (27%) which is higher than all the lowest scores (minimum scores) recorded. Standard deviation was 76.25 and the mean 316.98.

Table 2.60 shows our highest score nationally by gender for two academic years. From the data represented for 2014-2015, you would notice that females performed better than their male counterparts in terms of maximum and minimum scores on the test.

Table 2.61 shows a breakdown by age of the candidates when signed up to sit the examination. Based on the table, the majority of the students sitting the examination were of age 12 (52%). A small percentage was of age 13 (1%).

Table 2.62 shows that 80% of candidates obtained 50% and above. This is a 1% decrease over the previous year 2013-2014. However, the percentage of candidates obtaining 80% and above increased by 3% with 17% compared to 14%.

Table 2.59: National CPEA Results for Anguilla

Year	Standard Deviation	Mean	Maximum Score	Minimum Score	Number of Candidates
2012-2013	82.13	317.68	486	58	219
2013-2014	77.85	315.59	478	63	216
2014-2015	76.25	316.98	472	134	204

Table 2.60: National CPEA Results for Anguilla by Gender

Year	Gender	Standard Deviation	Mean	Maximum Score	Minimum Score	Number of Candidates
2013-2014	M	79.83	305.38	471	81	113
	F	74.41	326.80	478	63	103
2014-2015	M	76.28	302.57	470	134	101
	F	73.89	331.11	472	173	103

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Table 2.61: National CPEA Results by Age at Date of Registration for Anguilla

Age	Year	Standard Deviation	Mean	Maximum Score	Minimum Score	Number of Candidates
11	2012-2013	92.02	313.19	486	58	69
12		76.62	323.38	474	135	141
13		70.48	262.78	372	171	9
11	2013-2014	67.87	323.60	471	174	72
12		79.84	317.87	478	63	129
13		96.22	261.50	397	81	12
14		28.58	242.00	275	225	3
11	2014-2015	70.22	317.53	472	135	74
12		81.92	324.43	470	134	107
13		57.43	280.57	370	175	23

Table 2.62: National CPEA Results by students meeting the standard of 50% & 80% and above

Year	Number of Candidates	Number of Candidate obtaining 50% and above	Percentage of Candidate obtaining 50% and above	Number of Candidate obtaining 80% and above	Percentage of Candidate obtaining 80% and above
2011-2012	227	173	76%	24	11%
2012-2013	219	170	78%	37	17%
2013-2014	216	176	81%	31	14%
2014-2015	204	163	80%	34	17%

SECONDARY EDUCATION

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SECONDARY EDUCATION

Student Enrollment

There is only one secondary school on the island, which is a comprehensive school with two campuses. Campus B houses students in Forms 1 and 2, while Campus A caters from students from Form 3 to Form 6.

The total enrollment at the school for the 2014– 2015 academic year (See Table 3.1) was 1,257 students. This showed an increase of 51 students from the previous year's enrollment of 1,206 students. This increase is due to the enrolment in Forms 3, 4, 6A, 6B and WISE students being recorded separately.

The form level with the largest number of students was Form 3 with an enrollment of 235 students. This accounts for the third largest enrolment in the history of the secondary school. The form with the least enrollment was Form 5 with 178 students.

Five (5) students (4 boys) and (1 girl) were enrolled at PRU. Of the 1,257 students, a total of 36 students (28 boys and 8 girls) attended WISE.

Sixth Form accounted for 129 students, 65 in 6A, and 64 in 6B an increase of 14 students over previous year. There were 31 students in Tech Voc Sixth Form.

The ratio of boys to girls was approximately 1 to 1, with boys accounting for 49% (620 students) and girls 51% (637 students) of the enrollment. The form level with the highest percentage of boys was Form 1 with 53% (114 out of 215 students). The lowest percentage of boys was recorded in Form 5 (see Table 3. 3).

Girls accounted for 59% (76 out of 129 students) of the 6A and 6B enrollment while 10 students out of the 31 students recorded in Tech Voc Sixth were girls.

Table 3.1: Enrollment 2005/2006 - 2014/2015 and Pupil/Teacher Ratio

Year	Total Enrollment	No. of Teachers	Pupil/Teacher Ratio
2005/2006	1045	91	11
2006/2007	1061	98	11
2007/2008	1077	100	11
2008/2009	1123		#DIV/0!
2009/2010	1111	91	12
2010/2011	1150	98	12
2011/2012	1168	98	12
2012/2013	1207	101	12
2013/2014	1206	101	12
2014/2015	1257	106	12

Department of Education End of Year Report 2014-2015

Figure 3.1: Growth of Enrollment at the Secondary Level 2005/2006 to 2014/2015

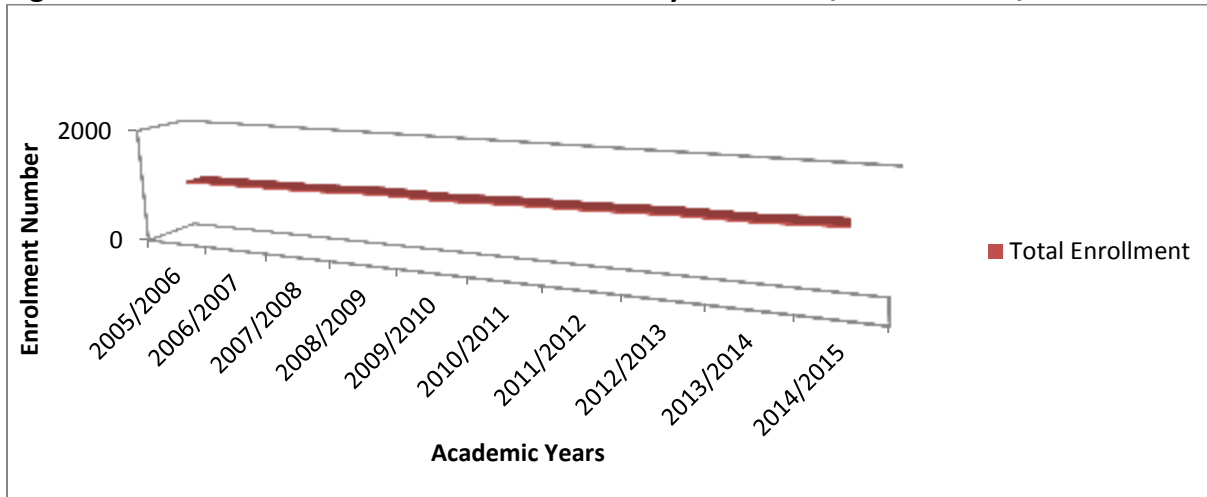
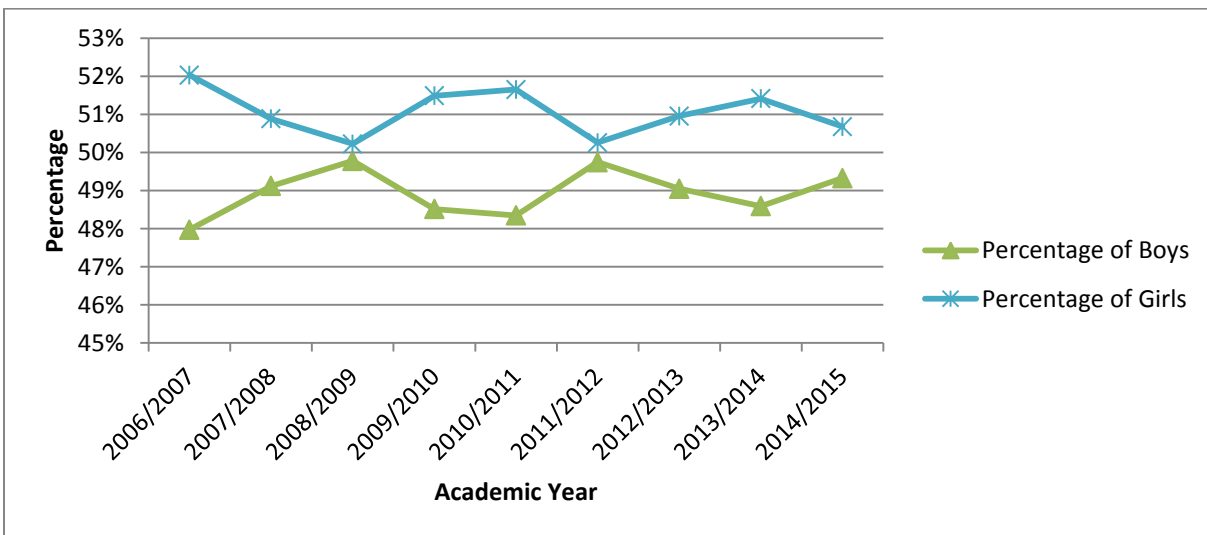


Table 3.2: Percentage of Males and Females in Secondary School 2005/2006-2014/2015

Year	Total Enrolment	No of Boys	Percentage of Boys	No of Girls	Percentage of Girls
2005/2006	1045	489	47%	556	53%
2006/2007	1061	509	48%	552	52%
2007/2008	1077	529	49%	548	51%
2008/2009	1123	559	50%	564	50%
2009/2010	1111	539	49%	572	51%
2010/2011	1150	556	48%	594	52%
2011/2012	1168	581	50%	587	50%
2012/2013	1207	592	49%	615	51%
2013/2014	1206	586	49%	620	51%
2014/2015	1257	620	49%	637	51%

Figure 3.2: Percentage share of Males and Females in Secondary School



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Table 3.3: Form Groups reflecting enrollment by sex 2012-2013 – 2014-2015

Year Group	2012-2013					2013-2014					2014-2015				
	Enrolment	No of Boys	Percentage of boys 12/13	No of Girls	Percentage of girls 12/13	Enrolment	No of Boys	Percentage of boys 12/13	No of Girls	Percentage of girls 13/14	Enrolment	No of Boys	Percentage of boys 14/15	No of Girls	Percentage of girls 14/15
FORM 1	240	121	50%	119	50%	238	113	47%	125	53%	215	114	53%	101	47%
FORM 2	215	112	52%	103	48%	233	118	51%	115	49%	233	106	45%	127	55%
FORM 3	198	91	46%	107	54%	212	112	53%	100	47%	235	119	51%	116	49%
FORM 4	205	95	46%	110	54%	190	82	43%	108	57%	195	96	49%	99	51%
FORM 5	206	98	48%	108	52%	194	91	47%	103	53%	178	79	44%	99	56%
FORM 6A	50	17	34%	33	66%	47	21	45%	26	55%	65	29	45%	36	55%
FORM 6B	62	30	48%	32	52%	68	30	44%	38	56%	64	24	38%	40	63%
PRU	12	11	92%	1	8%	9	8	89%	1	11%	5	4	80%	1	20%
TECH VOC.	19	17	89%	2	11%	15	11	73%	4	27%	31	21	68%	10	32%
WISE											36	28	78%	8	22%
TOTAL	1207	592	49%	615	51%	1206	586	49%	620	51%	1257	620	49%	637	51%

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Figure 3.3.1: Secondary Enrollment by Sex 2014- 2015

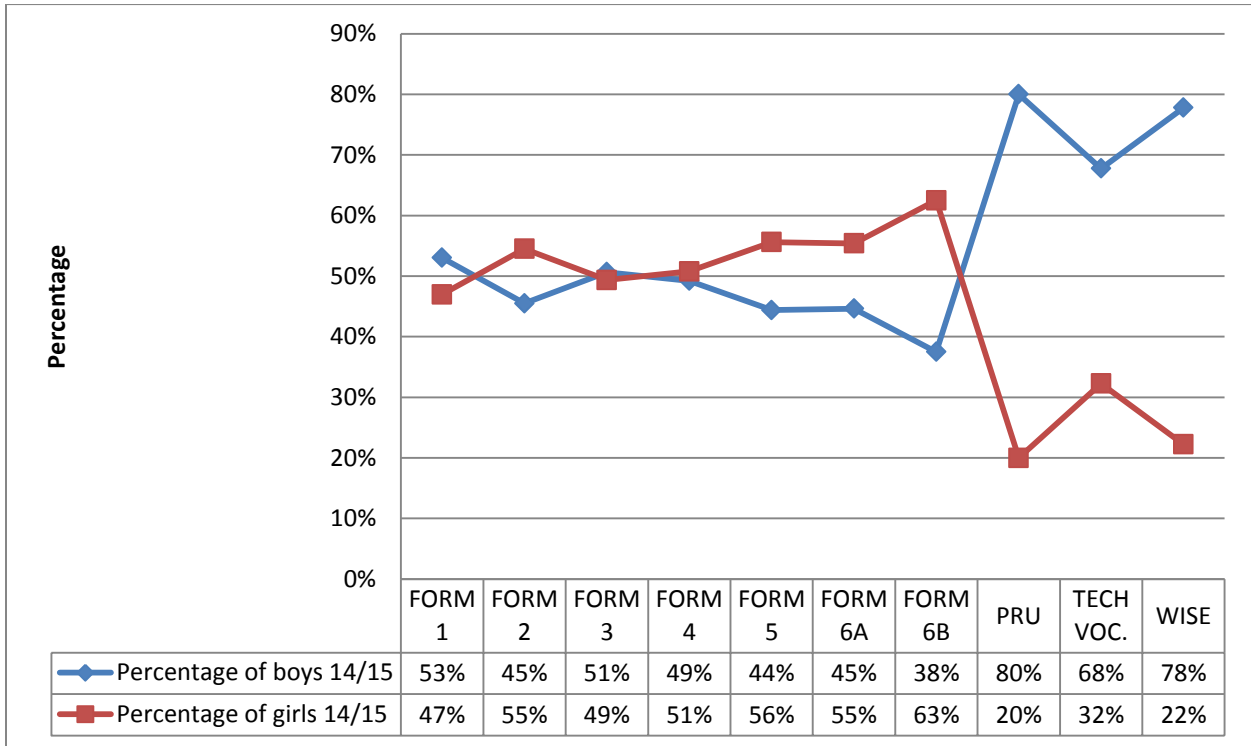
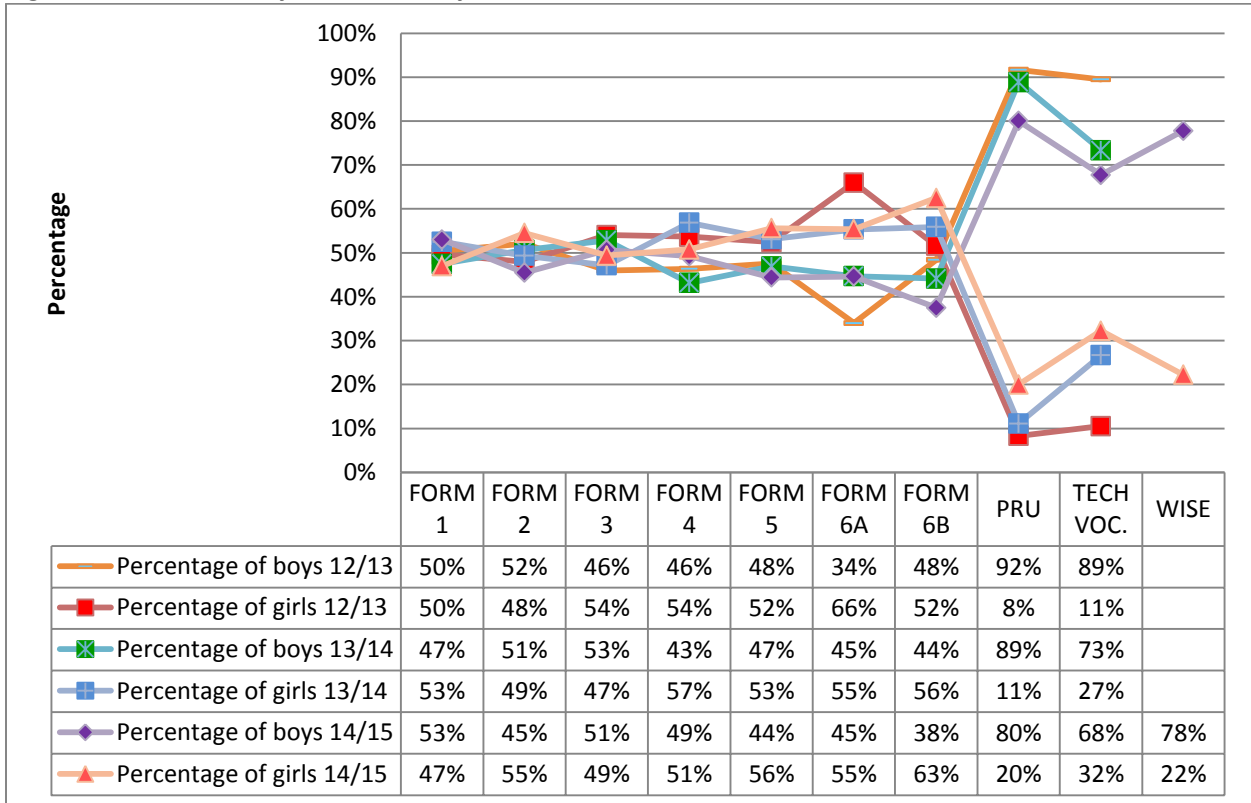


Figure 3.3.2: Secondary Enrollment by Sex 2012-2013, 2013-2014, and 2014-2015



Department of Education End of Year Report 2014-2015

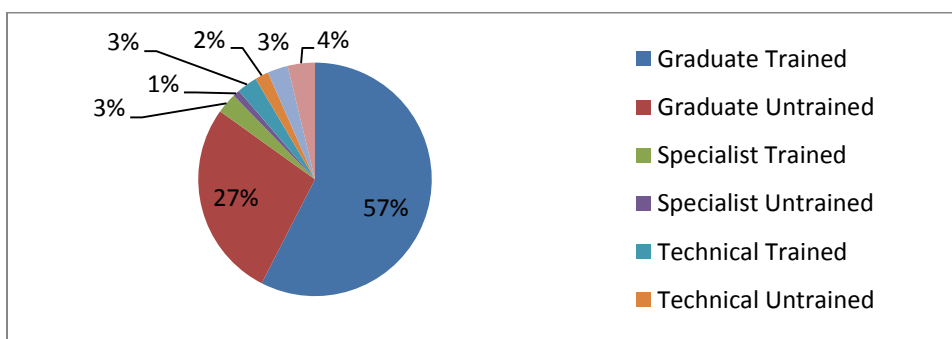
Staffing Secondary

For the 2014- 2015 academic year, the number of staff at the secondary totaled 128, which is an increase of 5 staff from the previous year. The subject teachers at the secondary school totalled 106 teachers. Of the 106 teachers, 66% (70 teachers) were teacher trained. Fifty-eight percent (58%) 61 were trained graduates, 3% (3) represented specialist trained, technical trained and certificated training respectively. 4% (4) of the teaching force at secondary are uncertificated.

Table 3.4: Showing Staff at the Secondary Level 2014-2015

Position	Number	
Principal	1	
Deputy Principals	3	
TVET Coordinator	1	
WISE Coordinator	1	
PRU Coordinator	1	
Teachers		Percentage
Graduate Trained	61	58%
Graduate Untrained	29	27%
Specialist Trained	3	3%
Specialist Untrained	1	1%
Technical Trained	3	3%
Technical Untrained	2	2%
Certificated	3	3%
Uncertificated (untrained)	4	4%
Teachers Trained	70	66%
Total Teachers	106	100%
Guidance Counsellors	4	
Teaching Assistants	6	
Lab Technicians	2	
Steel Pan Instructor	1	
Custodian	2	
Total Staff	128	

Figure 3.4: Showing Qualification of Teachers at the Secondary Level 2014-2015



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Student Suspensions

For the 2014-2015 academic year, the Department of Education was in receipt of a total of 15 suspension letters, a decrease from the previous year's total of 16.

The largest number of suspensions (7) occurred during Term 3, while the term with the least number recorded was Term 1 with only 2 suspensions.

The most common offence for which students were suspended was disrespect to Adults (7 suspensions), fighting/physical assault (5 suspensions followed by disturbance of peace (2 suspensions and damage of property (1 suspension). No student was recommended for expulsion.

The form which had the largest number of suspensions recorded was Form 4 (11 suspensions). Forms 1, 2 and 3 recorded 1 suspension each. No suspensions were recorded in Forms 5 and 6.

Nine (9) suspensions were issued to boys and six (6) to girls.

Table 3.5: Secondary Suspensions for academic year 2014-2015

TERM	Recommended Withdrawals	Fighting/ Physical Assault	Disrespect to Adults	Disturbance of Peace	Damage to Property	Illegal Activities/	Possession of a weapon	Loitering	Total
2014 Term 1	0	0	2	0	0	0	0	0	2
2015 Term 2	0	2	3	0	1	0	0	0	6
2015 Term 3	0	3	2	2	0	0	0	0	7
Total	0	5	7	2	1	0	0	0	15

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Figure 3.5: ALHCS Suspensions for academic year 2014-2015 (Types of Offences)

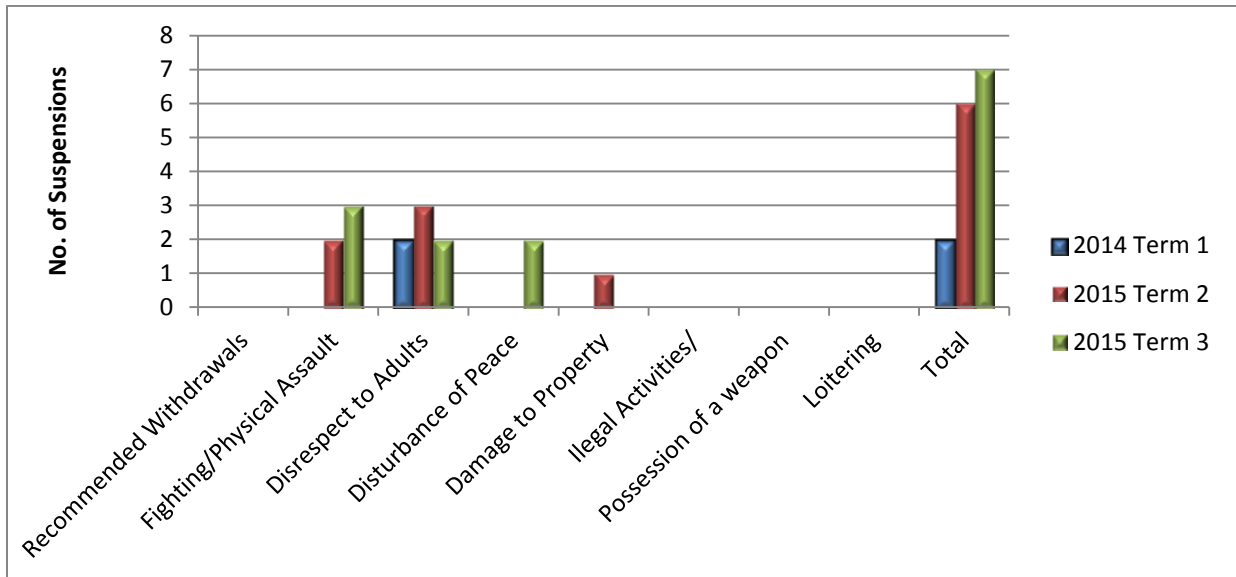


Table 3.6: Secondary Suspensions by form and sex for academic year 2014 – 2015

Period	Form 1	Form 2	Form 3	Form 4	Form 5	Form 6	Male	Female	Total
2014 Term 1	0	0	0	2	0	0	1	1	2
2015 Term 2	0	1	1	4	0	0	4	2	6
2015 Term 3	1	0	0	6	0	0	4	3	7
2014-2015 Total	1	1	1	12	0	0	9	6	15

Figure 3.6.1: Secondary Suspensions by form over seven academic years

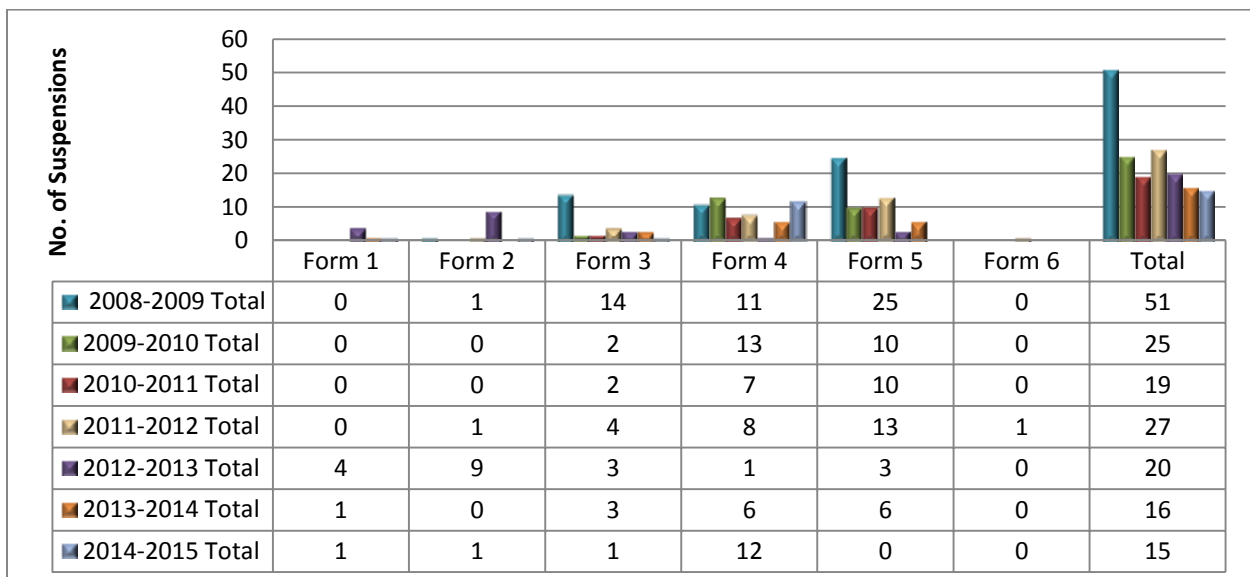


Figure 3.6.2: Suspensions by Term for academic year 2014 – 2015

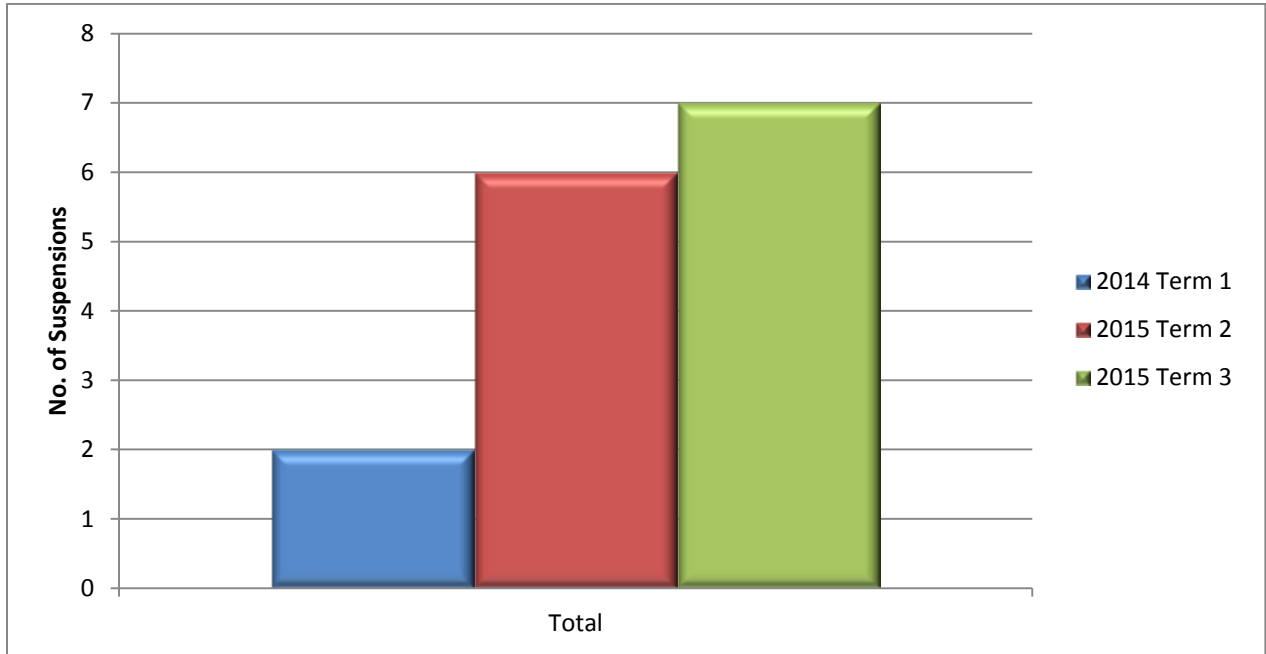
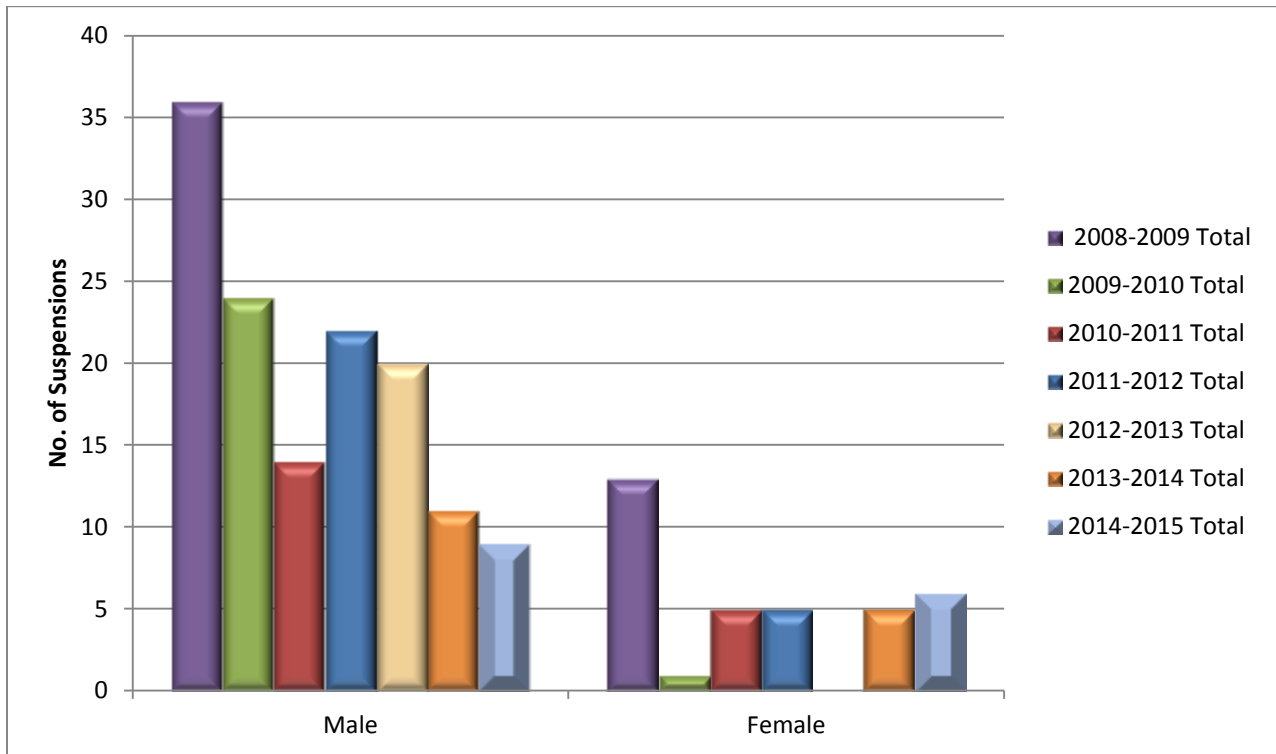


Figure 3.6.3: Suspensions by Gender over seven academic years



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Figure 3.6.4: Suspensions in Term 1 over seven academic years

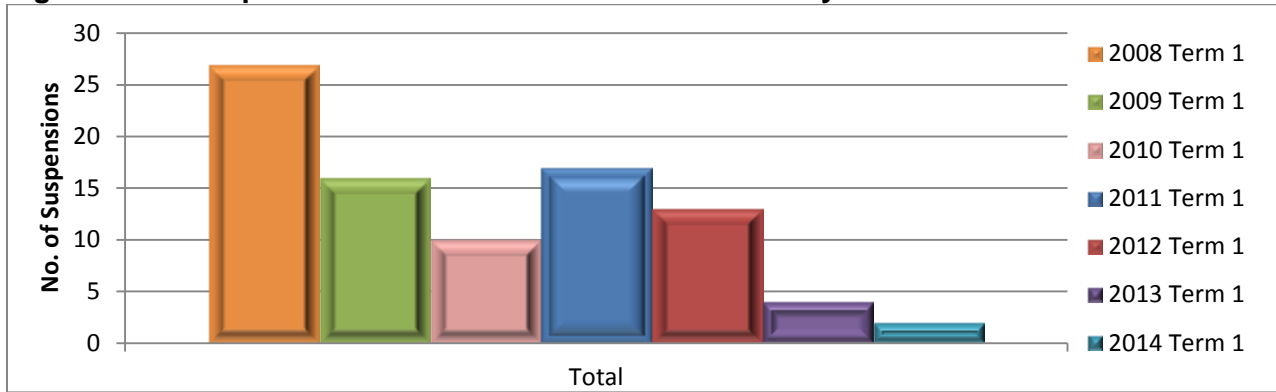


Figure 3.6.5: Suspensions in Term 2 over seven academic years

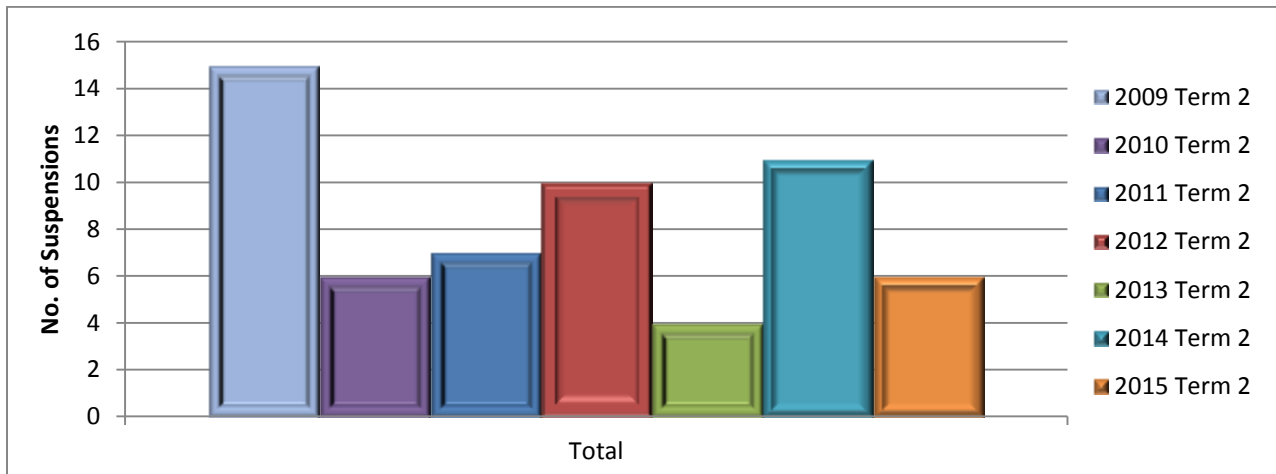
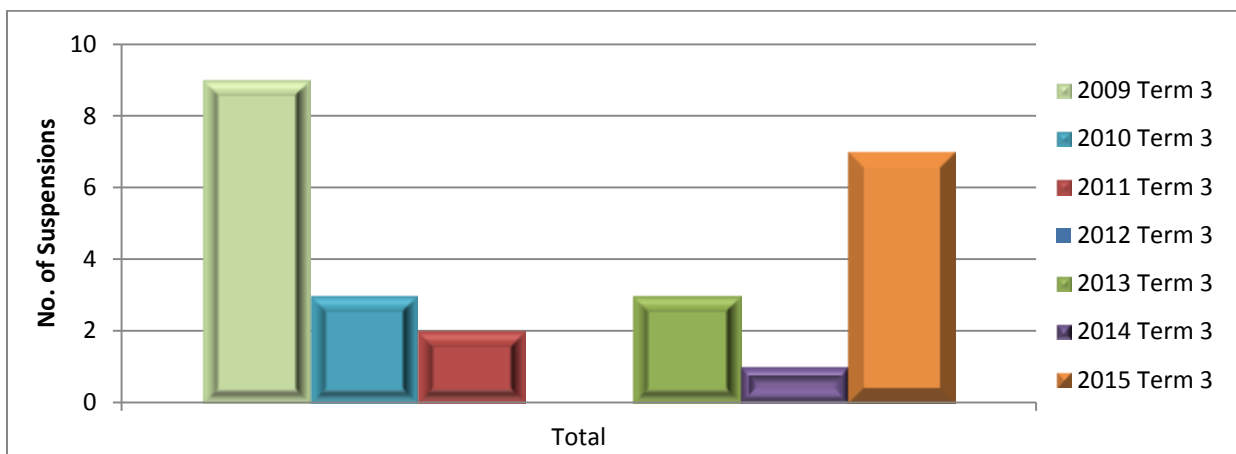


Figure 3.6.6: Suspensions in Term 3 over seven academic years



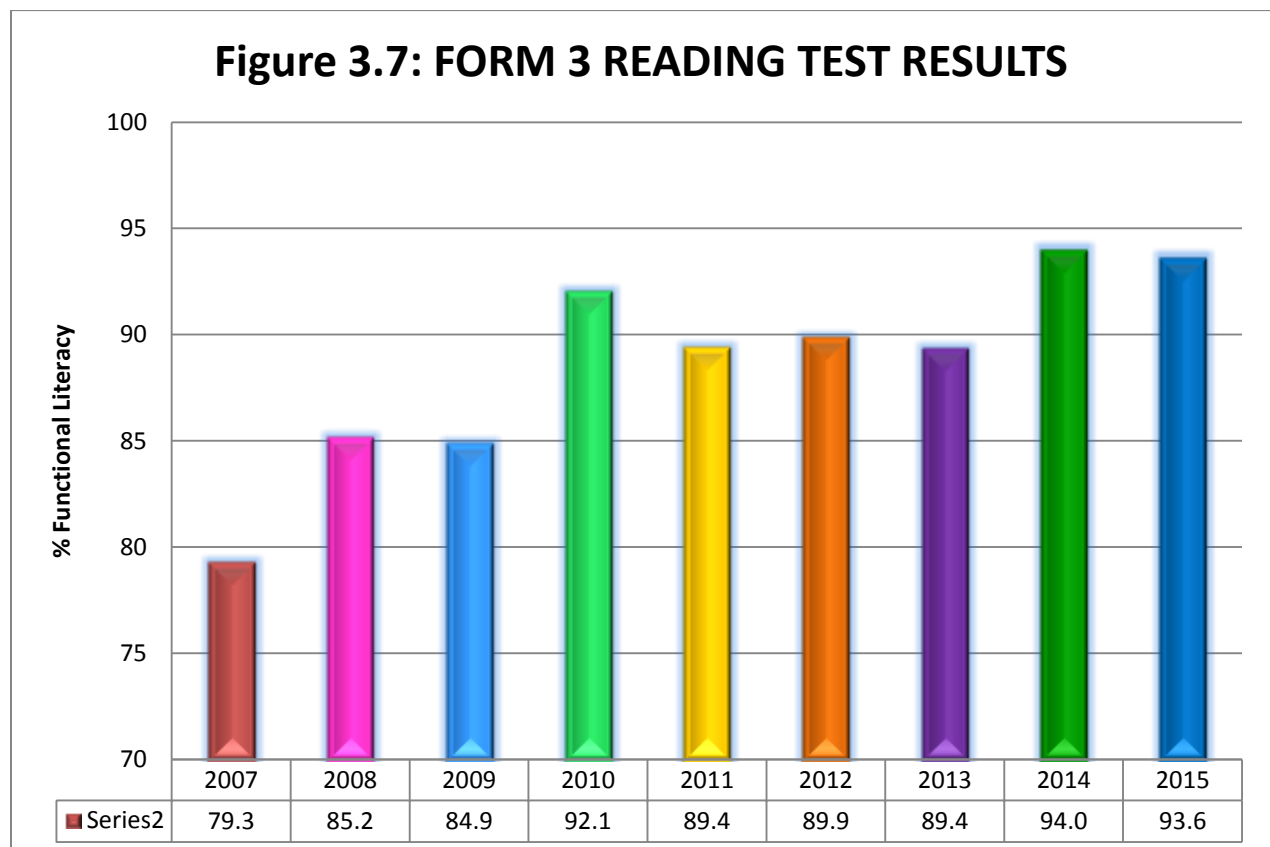
ACADEMIC PERFORMANCE

Performance on Standardised Reading Test

A standardized reading test is administered annually by the Department of Education to students in Forms 3 and 5 at the secondary school.

The results for the 2014-2015 academic year revealed that 93.6% of the students in Form 3 were functionally literate. This showed a slight decrease of (0.4%) over the previous year results which recorded 94.0% functional literacy. Looking closely at Table 3.7 you would notice that both male performance increased over the previous year while female performance declined by 1.6%.

An analysis of the Form 5 results in Figure 3.8 showed 97.2% functional Literacy among students at that level. A comparison of the results for the same students when they were in Form 3 showed that the number of students who were functionally literate increased in Form 5 by 7.8%. This showed an increased over the previous year (see Figure 3.8.1 and Table 3.8.1).



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Table 3.7: FORM 3 READING TEST RESULTS BY GENDER OVER A FIVE YEAR PERIOD 2011-2015

National Performance Level	Form 3: February 2011			Form 3: February 2012			Form 3: February 2013			Form 3: February 2014			Form 3: February 2015		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
7	4 (3.8%)	7 (6.2%)	11 (5.0%)	5 (5.0%)	11 (10.2%)	16 (7.7%)	3 (3.1%)	9 (8.8%)	12 (6.1%)	7 (6.2%)	6 (5.9%)	13 (6.0%)	11 (9.1%)	15 (13.4%)	26 (11.2%)
6	12 (11.4%)	11 (9.7%)	23 (10.6%)	4 (4.0%)	17 (15.7%)	21 (10.1%)	5 (5.2%)	11 (10.8%)	16 (8.1%)	8 (7.1%)	11 (10.8%)	19 (8.8%)	27 (22.3%)	23 (20.5%)	50 (21.5%)
5	15 (14.3%)	26 (23.0%)	41 (18.8%)	18 (18.0%)	25 (23.1%)	43 (20.7%)	20 (20.8%)	19 (18.6%)	39 (19.7%)	27 (23.9%)	28 (27.5%)	55 (25.6%)	35 (28.9%)	35 (31.3%)	70 (30.0%)
4	23 (14.3%)	32 (28.3%)	55 (25.2%)	33 (33.0%)	26 (24.1%)	59 (28.4%)	26 (27.1%)	33 (32.4%)	59 (29.8%)	26 (23.0%)	35 (34.3%)	61 (28.4%)	23 (19.0%)	22 (19.6%)	45 (19.3%)
3	37 (35.2%)	28 (24.8%)	65 (29.8%)	28 (28.0%)	20 (18.5%)	48 (23.1%)	29 (30.2%)	22 (21.6%)	51 (25.8%)	34 (30.0%)	20 (19.6%)	54 (25.1%)	14 (11.6%)	13 (11.6%)	27 (11.6%)
2	14 (13.3%)	9 (8.0%)	23 (10.6%)	12 (12.0%)	9 (8.3%)	21 (10.1%)	13 (13.5%)	8 (7.8%)	21 (10.6%)	11 (9.7%)	2 (2.0%)	13 (6.0%)	11 (9.1%)	4 (3.6%)	15 (6.4%)
Functional Literacy	91 (86.7%)	104 (92.0%)	195 (89.4%)	88 (88.0%)	99 (91.7%)	187 (89.9%)	83 (84.5%)	94 (92.2%)	177 (89.4%)	102 (90.3%)	100 (98.0%)	202 (94.0%)	110 (90.9%)	108 (96.4%)	218 (93.6%)
Total Number of Students	105	113	218	100	108	208	96	102	198	113	102	215	121	112	233

M- Male F – Female T- Total

Figure 3.8: FORM 5 READING TEST RESULTS

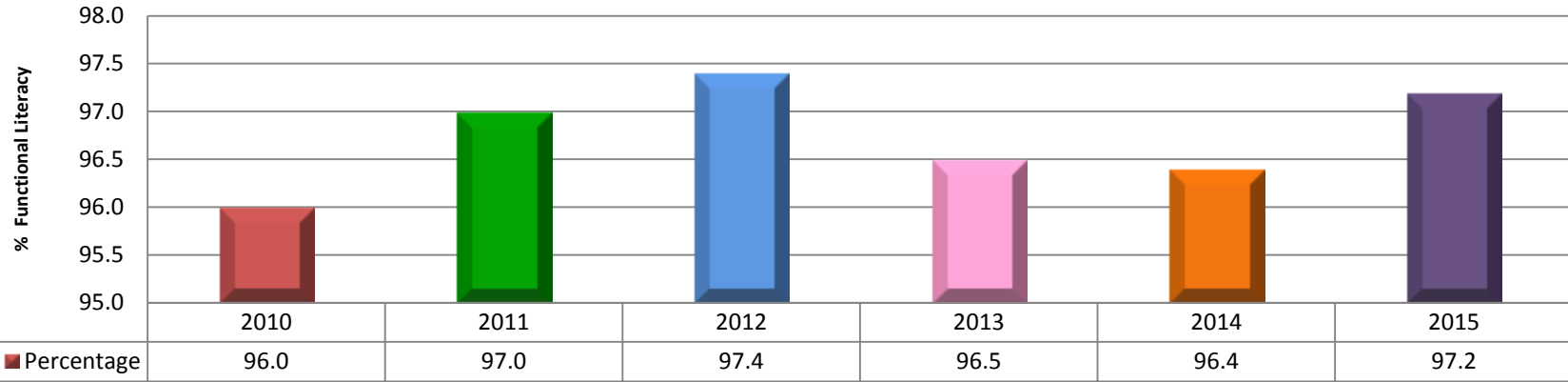
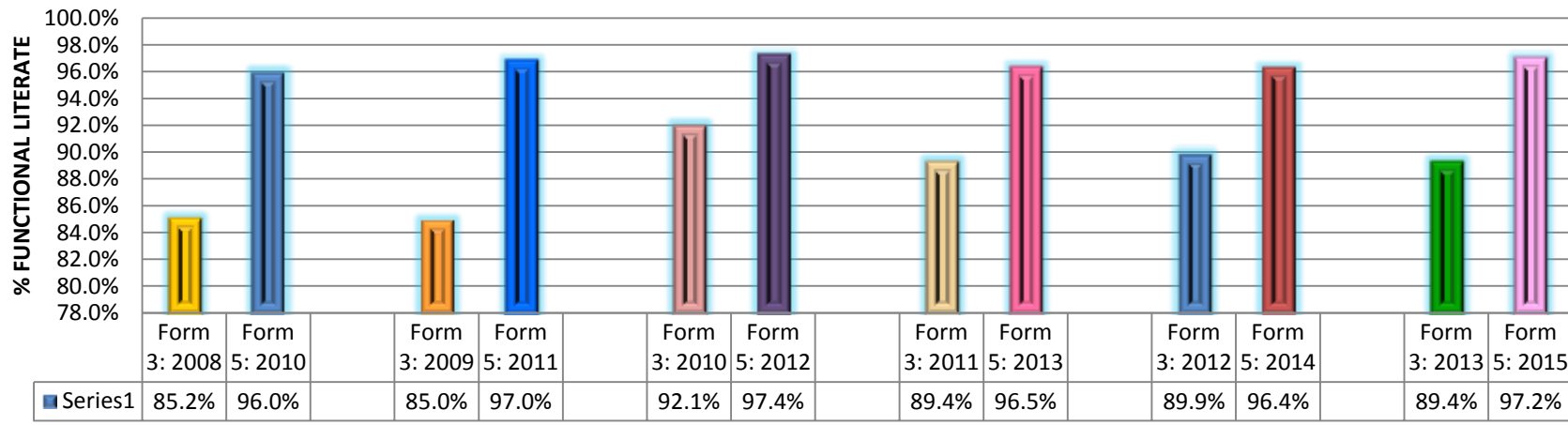


Figure 3.8.1: COMPARING SAME STUDENTS PROGRESS IN READING RESULTS IN FORM 3 AND FORM 5



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Table 3.8.1: COMPARING SAME STUDENTS PROGRESS IN READING RESULTS IN FORM 3 AND FORM 5 BY GENDER OVER A FOUR YEAR PERIOD 2012-2015

National Performance Level	Form 3: February 2012			Form 5: February 2014			Form 3: February 2013			Form 5: February 2015		
	M	F	T	M	F	T	M	F	T	M	F	T
7 (43-45)	5 (5.0%)	11 (10.2%)	16 (7.7%)	11 (12.0%)	22 (22.0%)	33 (17.2%)	3 (3.1%)	9 (8.8%)	12 (6.1%)	18 (20.5%)	25 (27.2%)	43 (23.9%)
6 (40-42)	4 (4.0%)	17 (15.7%)	21 (10.1%)	19 (20.7%)	22 (22.0%)	41 (21.4%)	5 (5.2%)	11 (10.8%)	16 (8.1%)	27 (30.7%)	26 (28.3%)	53 (29.4%)
5 (36-39)	18 (18.0%)	25 (23.1%)	43 (20.7%)	21 (22.8%)	20 (20.0%)	41 (21.4%)	20 (20.8%)	19 (18.6%)	39 (19.7%)	20 (22.7%)	23 (25.0%)	43 (23.9%)
4 (30 -35)	33 (33.0%)	26 (24.1%)	59 (28.4%)	19 (20.7%)	22 (22.0%)	41 (21.4%)	26 (27.1%)	33 (32.4%)	59 (29.8%)	17 (19.3%)	13 (14.1%)	30 (16.7%)
3 (20 -29)	28 (28.0%)	20 (18.5%)	48 (23.1%)	17 (18.5%)	12 (12.0%)	29 (15.1%)	29 (30.2%)	22 (21.6%)	51 (25.8%)	3 (3.4%)	3 (3.3%)	6 (3.3%)
2 (0 -19)	12 (12.0%)	9 (8.3%)	21 (10.1%)	5 (5.4%)	2 (2.0%)	7 (3.6%)	13 (13.5%)	8 (7.8%)	21 (10.6%)	3 (3.4%)	2 (2.2%)	5 (2.8%)
Functional Literacy	88 (88.0%)	99 (91.7%)	187 (89.9%)	87 (94.6%)	98 (98.0%)	185 (96.4%)	83 (84.5%)	94 (92.2%)	177 (89.4%)	85 (96.6%)	90 (97.8%)	175 (97.2%)
Students at NPL 5 & above				51 (55.4%)	63 (63.0%)	115 (59.9%)				65 (73.9%)	74 (80.4%)	139 (77.2%)
Total Number of Students	100	108	208	92	100	192	96	102	198	88	92	180

M- Male

F – Female

T- Total

PERFORMANCE ON CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

Students at the Albena Lake -Hodge Comprehensive School this year registered an increase in the number of candidate entries but a decrease in subject entries for the Caribbean Certificate of Secondary Level Competence (CCSLC) programme. A total of 667 candidates were entered with 959 subject entries with 930 of those entries completed. In 2014 there were 601 candidate entries and 971 subject entries with 936 entries completed.

The overall performance of candidates was however, satisfactory. There was an increase in the number of entries achieving mastery level. This year 34% of the subject entries achieved the level of mastery. In 2014, 32% of the subject entries achieved the level of mastery, compared with 34% in 2013, 32% in 2012, and 30% in 2011.

Comparison by Year Group

In Form 2, one hundred and eight-nine (189) students wrote Science. This was the only subject written at this level. Fifty-nine (59) of them (31%) achieved Mastery and 114 (60%) achieved Competent (see Table 3.9.3).

Form 3 registered the highest performance of the four (4) year groups, 49% of the entries achieved Mastery. In Mathematics, 49 out of 64 students (77%) achieved Mastery. The subject with the highest number of entries was Social Studies with 120 students. Sixty-seven percent (67%) of them achieved Mastery. and 31% achieved Competency. This was the only form where there were subject entries for Spanish (15) and French (26). 80% gained Competent for Spanish with 20% developing competence. For French 58% of the entries gained competent. No one achieved Mastery.

In Form 4 of the 241 subject entries, 92 (38%) gained Mastery (see Table 3.9.5). The subject with the highest level of Mastery was English (61%). Nineteen percent (19%) of the students scored mastery in Mathematics and 56% in Social Studies. No one scored at the Mastery level in Science. In Form 4, 114 students wrote English, 90 Mathematics, 28 Science and 9 Social Studies.

Form 5 registered the lowest performance of the 4 year groups, with 12% of the entries achieved Mastery level. This form recorded the highest performance for competent with 61% overall.

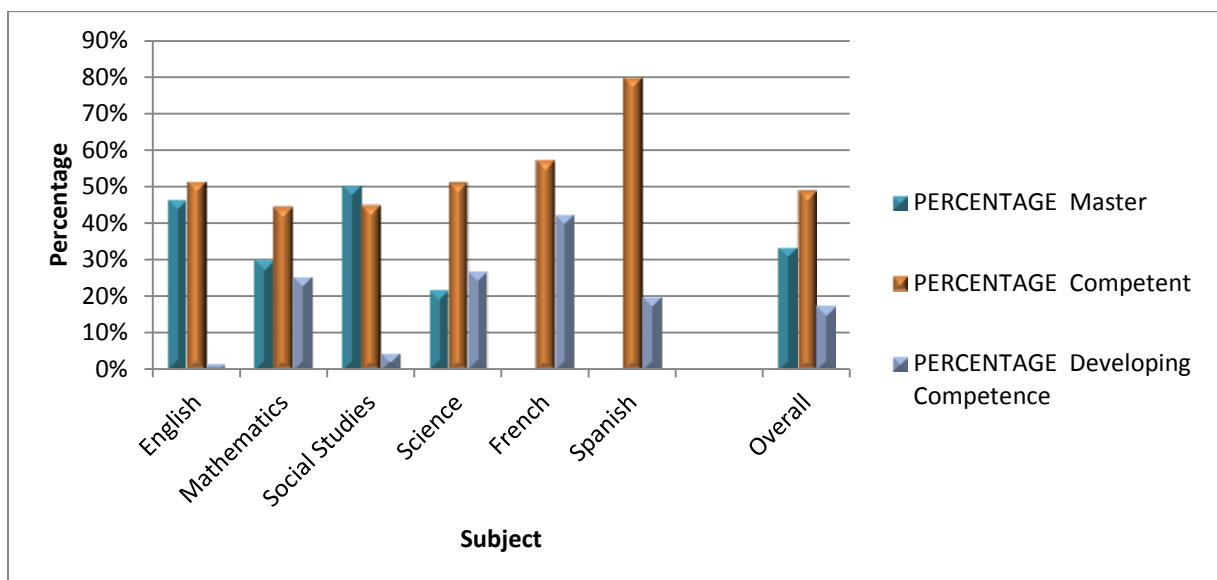
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Overall Female performance exceeded male performance 40.61% of the girls achieved Mastery compared with 25.52% of the boys (see Table 3.9.7).

Table 3.9: PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC) 2015

SUBJECTS	Number Sat	LEVEL OF COMPETENCE			PERCENTAGE		
		Master	Competent	Developing Competence	Master	Competent	Developing Competence
English	174	81	90	3	47%	52%	2%
Mathematics	233	70	104	59	30%	45%	25%
Social Studies	197	99	89	9	50%	45%	5%
Science	285	62	146	77	22%	51%	27%
French	26	0	15	11	0%	58%	42%
Spanish	15	0	12	3	0%	80%	20%
Overall	930	312	456	162	34%	49%	17%

Figure 3.9.1: PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC) 2015



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Figure 3.9.2: COMPARISON OF PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC) FOR 2011, 2012, 2013, 2014 & 2015 EXAMINATIONS

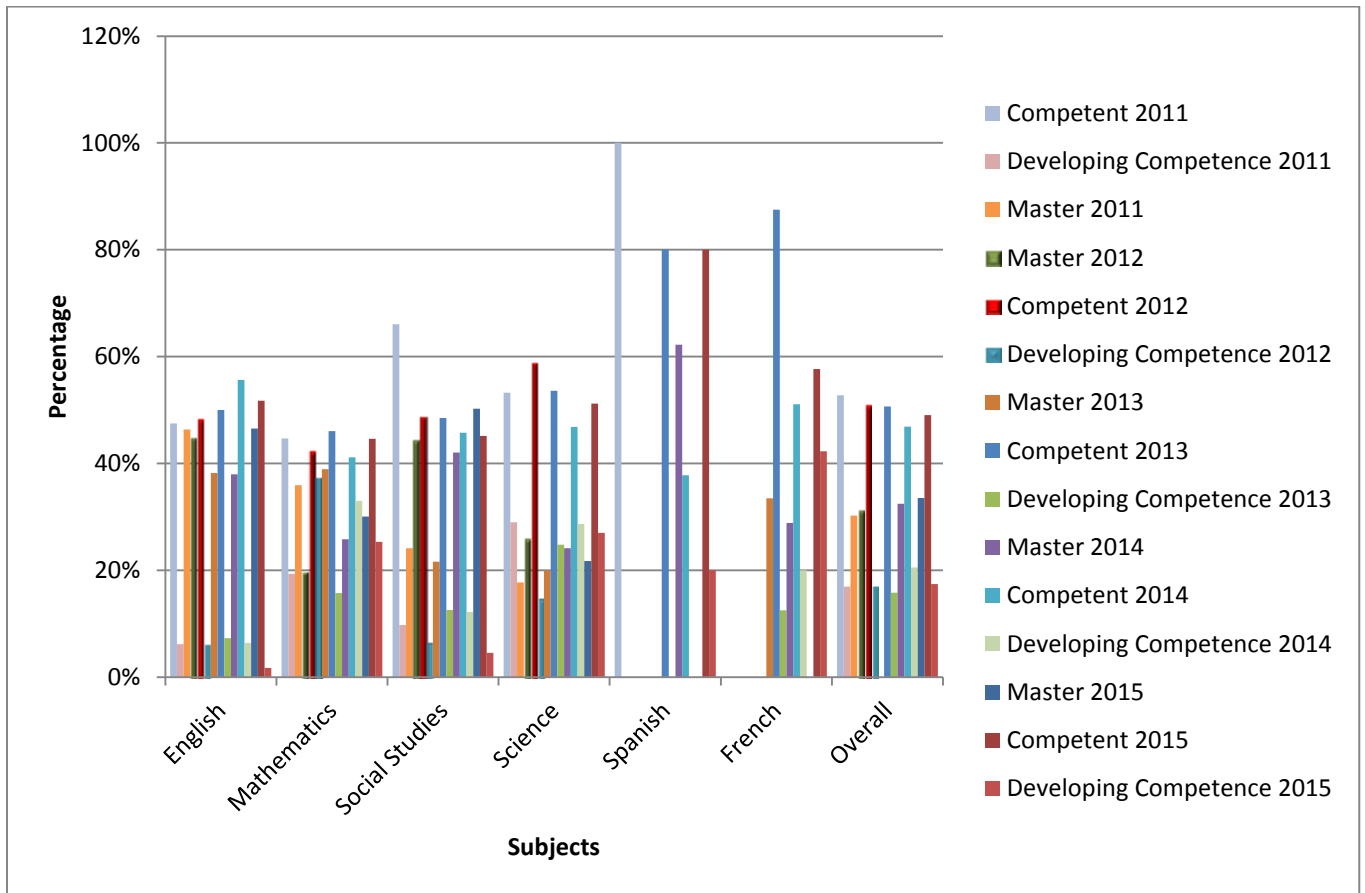
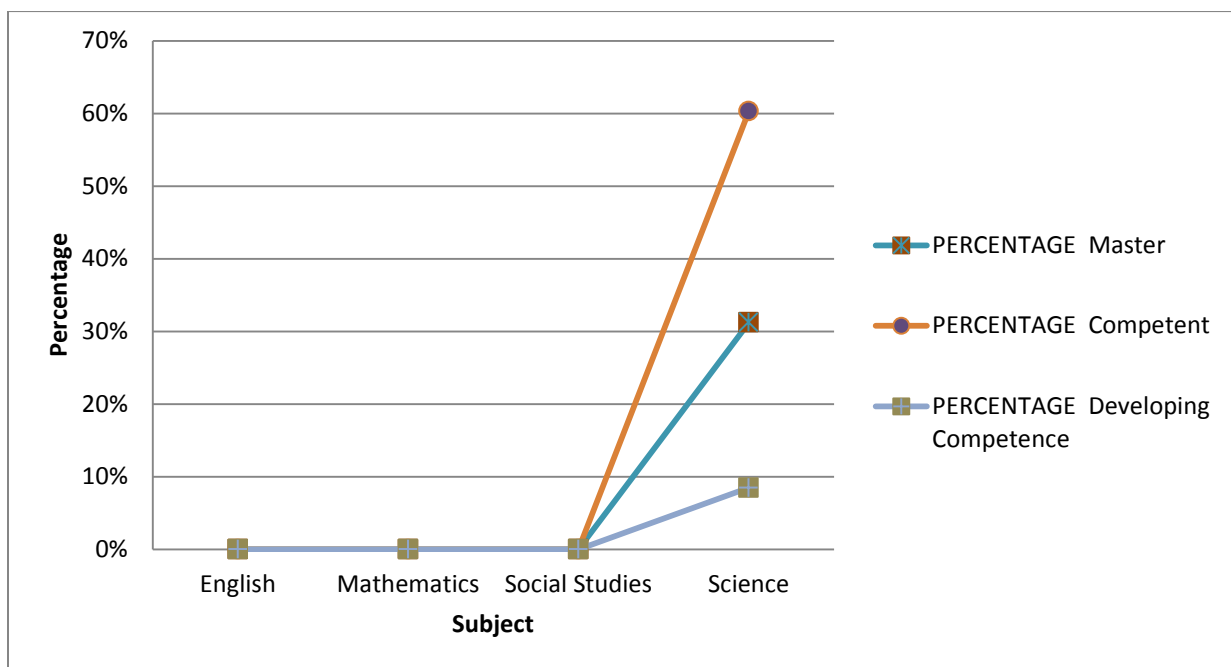


Table 3.9.3: FORM 2 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

SUBJECTS	Number Sat	LEVEL OF COMPETENCE			PERCENTAGE		
		Master	Competent	Developing Competence	Master	Competent	Developing Competence
English	0	0	0	0	0%	0%	0%
Mathematics	0	0	0	0	0%	0%	0%
Social Studies	0	0	0	0	0%	0%	0%
Science	189	59	114	16	31%	60%	8%
Overall	189	59	114	16	31%	60%	8%

Figure 3.9.3: FORM 2 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

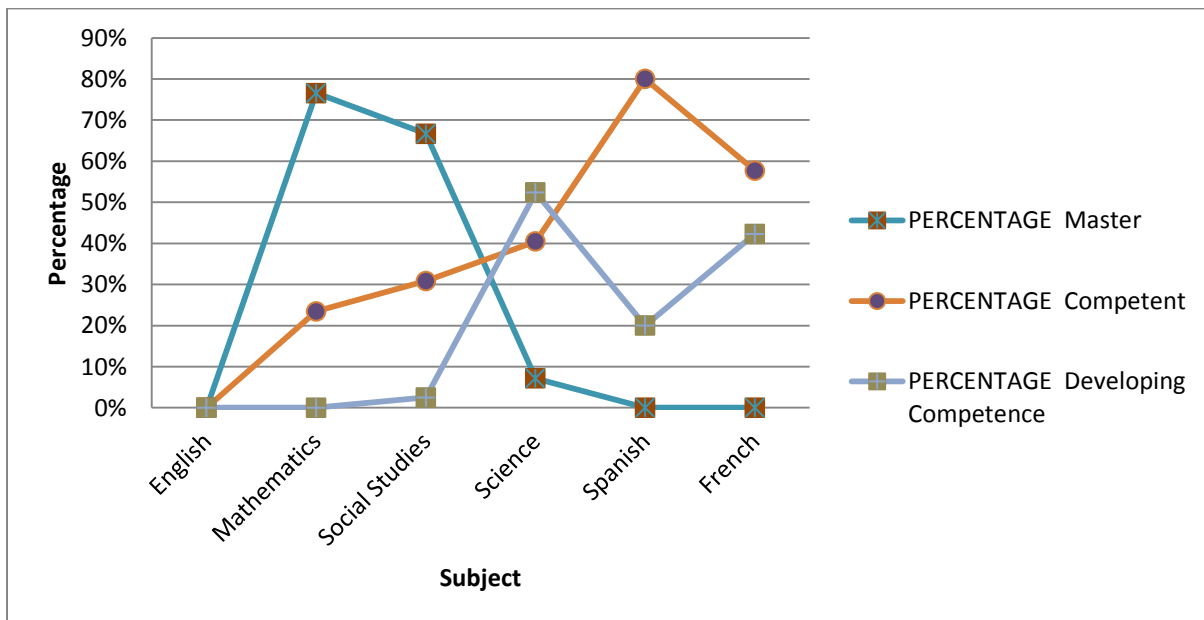


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Table 3.9.4: FORM 3 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

SUBJECTS	Number Sat	LEVEL OF COMPETENCE			PERCENTAGE		
		Master	Competent	Developing Competence	Master	Competent	Developing Competence
English	0	0	0	0	0%	0%	0%
Mathematics	64	49	15	0	77%	23%	0%
Social Studies	120	80	37	3	67%	31%	3%
Science	42	3	17	22	7%	40%	52%
Spanish	15	0	12	3	0%	80%	20%
French	26	0	15	11	0%	58%	42%
Overall	267	132	96	39	49%	36%	15%

Figure 3.9.4: FORM 3 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

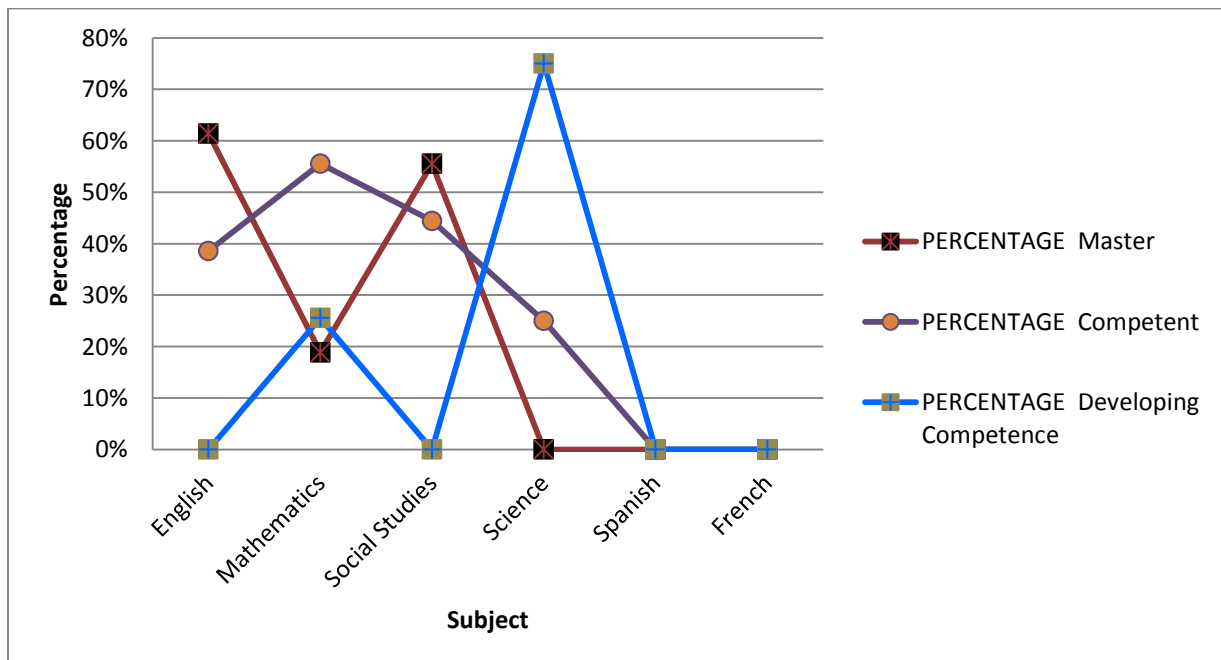


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Table 3.9.5: FORM 4 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

SUBJECTS	Number Sat	LEVEL OF COMPETENCE			PERCENTAGE		
		Master	Competent	Developing Competence	Master	Competent	Developing Competence
English	114	70	44	0	61%	39%	0%
Mathematics	90	17	50	23	19%	56%	26%
Social Studies	9	5	4	0	56%	44%	0%
Science	28	0	7	21	0%	25%	75%
Spanish	0	0	0	0	0%	0%	0%
French	0	0	0	0	0%	0%	0%
Overall	241	92	105	44	38%	44%	18%

Figure 3.9.5: FORM 4 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

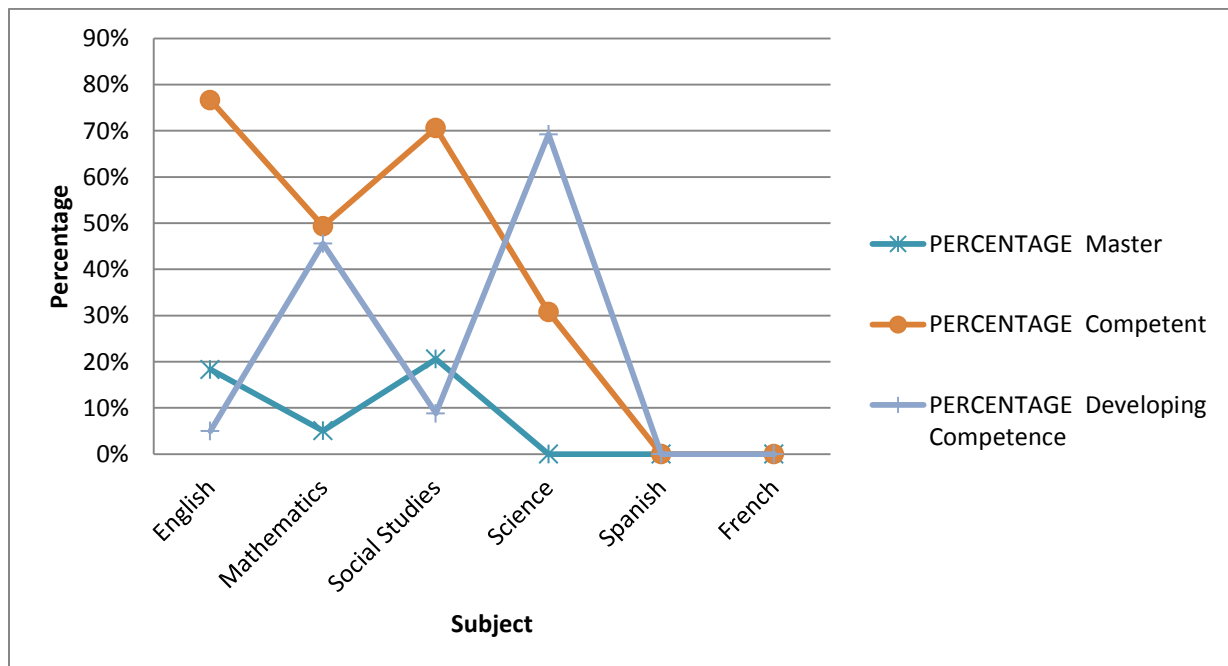


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Table 3.9.6: FORM 5 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)

SUBJECTS	Number Sat	LEVEL OF COMPETENCE			PERCENTAGE		
		Master	Competent	Developing Competence	Master	Competent	Developing Competence
English	60	11	46	3	18%	77%	5%
Mathematics	79	4	39	36	5%	49%	46%
Social Studies	68	14	48	6	21%	71%	9%
Science	26	0	8	18	0%	31%	69%
Spanish	0	0	0	0	0%	0%	0%
French	0	0	0	0	0%	0%	0%
Overall	233	29	141	63	12%	61%	27%

Figure 3.9.6: FORM 5 PERFORMANCE IN THE CARIBBEAN CERTIFICATE OF SECONDARY LEVEL COMPETENCE (CCSLC)



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TABLE 3.9.7: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CCSLC PERFORMANCE FOR OVER A FIVE YEAR PERIOD 2011-2015 FOR ANGUILLA

Subjects Tested	GENDER	2011						2012						2013						2014						2015					
		Master	Competent	Developing-Competent	Entered	Sitting	Other	Master	Competent	Developing-Competent	Entered	Sitting	Other	Master	Competent	Developing-Competent	Entered	Sitting	Other	Master	Competent	Developing-Competent	Entered	Sitting	Other	Master	Competent	Developing-Competent	Entered	Sitting	Other
ENGLISH CCSLC	Males	35	49	6	100	90	10	27	46	11	90	84	6	19	51	10	85	80	5	27	55	7	92	89	3	29	47	2	80	78	2
	Females	48	36	5	91	89	2	49	36	0	90	85	5	57	38	3	102	98	4	44	49	5	101	98	3	82	43	1	98	96	2
	Total	83	85	11	191	179	12	76	82	11	180	169	11	76	89	13	187	178	9	71	104	12	193	187	6	81	90	3	178	174	4
	Males %	38.89	54.44	6.67				32.14	54.76	13.10				23.75	63.75	12.50				30.34	61.80	7.87				37.18	60.26	2.56			
	Females %	53.93	40.45	5.62				57.65	42.35	0.00				58.16	38.78	3.06				44.90	50.00	5.10				85.42	44.79	1.04			
Total %	92.82	94.89	12.28				44.97	48.52	6.51				42.70	50.00	7.30				37.97	55.61	6.42				46.55	51.72	1.72				
FRENCH CCSLC	Males													0	1	0	1	1	0	1	6	3	11	10	1	0	7	5	16	12	4
	Females													0	6	1	7	7	0	12	17	6	37	35	2	0	8	6	15	14	1
	Total													0	7	1	8	8	0	13	23	9	48	45	3	0	15	11	31	26	5
	Males %													0.00	100.00	0.00				10.00	60.00	30.00				0.00	58.33	41.67			
	Females %													0.00	85.71	14.29				34.29	48.57	17.14				0.00	57.14	42.86			
Total %													0.00	87.50	12.50				28.89	51.11	20.00				0.00	57.69	42.31				
INTEGRATED SCIENCE CCSLC	Males	19	50	30	122	99	23	25	86	33	163	144	19	20	68	37	142	125	17	25	67	45	140	137	3	18	70	48	140	136	4
	Females	22	73	37	136	132	4	57	100	14	178	171	7	34	66	25	131	125	6	44	68	37	149	149	0	44	76	29	155	149	6
	Total	41	123	67	258	231	27	82	186	47	341	315	26	54	134	62	273	250	23	69	135	82	289	286	3	62	146	77	295	285	10
	Males %	19.19	50.51	30.30				17.36	59.72	22.92				16.00	54.40	29.60				18.25	48.91	32.85				13.24	51.47	35.29			
	Females %	16.67	55.30	28.03				33.33	58.48	8.19				27.20	52.80	20.00				29.53	45.64	24.83				29.53	51.01	19.46			
Total %	17.75	53.25	29.00				26.03	59.05	14.92				21.60	53.60	24.80				24.13	47.20	28.67				21.75	51.23	27.02				
MATHEMATICS CCSLC	Males	40	40	23	131	103	28	5	38	42	114	85	29	26	45	15	92	86	6	25	41	32	107	98	9	30	45	37	113	112	1
	Females	38	57	19	119	114	5	35	47	33	124	115	9	42	37	13	96	92	4	29	45	37	116	111	5	40	59	22	123	121	2
	Total	78	97	42	250	217	33	40	85	75	238	200	38	68	82	28	188	178	10	54	86	69	223	209	14	70	104	59	236	233	3
	Males %	38.83	38.83	22.33				5.88	44.71	49.41				30.23	52.33	17.44				25.51	41.84	32.65				26.79	40.18	33.04			
	Females %	33.33	50.00	16.67				30.43	40.87	28.70				45.65	40.22	14.13				26.13	40.54	33.33				33.06	48.76	18.18			
Total %	35.94	44.70	19.35				20.00	42.50	37.50				38.20	46.07	15.73				25.84	41.15	33.01				30.04	44.64	25.32				
SOCIAL STUDIES CCSLC	Males	14	55	10	91	79	12	20	34	8	73	62	11	24	39	13	82	76	6	30	41	12	86	83	3	34	45	8	90	87	3
	Females	28	60	7	97	95	2	40	32	1	77	73	4	41	42	8	91	91	0	39	34	8	86	81	5	65	44	1	112	110	2
	Total	42	115	17	188	174	14	60	66	9	150	135	15	65	81	21	173	167	6	69	75	20	172	164	8	99	89	9	202	197	5
	Males %	17.72	69.62	12.66				32.26	54.84	12.90				31.58	51.32	17.11				36.14	49.40	14.46				39.08	51.72	9.20			
	Females %	29.47	63.16	7.37				54.79	43.84	1.37				45.05	46.15	8.79				48.15	41.98	9.88				59.09	40.00	0.91			
Total %	24.14	66.09	9.77				44.44	48.89	6.67				38.92	48.50	12.57				42.07	45.73	12.20				50.25	45.18	4.57				

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TABLE 3.9.7: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CCSLC PERFORMANCE FOR OVER A FIVE YEAR PERIOD 2011-2015 FOR ANGUILLA CONT'D

Subjects Tested	GENDER	2011						2012						2013						2014						2015						
		Master	Competent	Developing-Competent	Entered	Sitting	Other	Master	Competent	Developing-Competent	Entered	Sitting	Other	Master	Competent	Developing-Competent	Entered	Sitting	Other	Master	Competent	Developing-Competent	Entered	Sitting	Other	Master	Competent	Developing-Competent	Entered	Sitting	Other	
SPANISH CCSLC	Males	0	1	0	1	1	0							1	1	0	2	2	0	10	2	0	12	12	0	0	8	2	11	10	1	
	Females	0	5	0	5	5	0							1	7	0	8	8	0	18	15	0	34	33	1	0	4	1	6	5	1	
	Total	0	6	0	6	6	0							2	8	0	10	10	0	28	17	0	46	45	1	0	12	3	17	15	2	
	Males %	0.00	100.00	0.00										50.00	50.00	0.00				83.33	16.67	0.00				0.00	80.00	20.00				
	Females %	0.00	100.00	0.00										12.50	87.50	0.00				54.55	45.45	0.00				0.00	80.00	20.00				
	Total %	0.00	100.00	0.00										20.00	80.00	0.00				62.22	37.78	0.00				0.00	80.00	20.00				
OVERALL	Males	108	195	69	445	372	73	77	204	94	440	375	65	90	205	75	404	370	34	118	212	99	448	429	19	111	222	102	450	435	15	
	Females	136	231	68	448	435	13	181	215	48	469	444	25	175	196	50	435	421	14	186	228	93	523	507	16	231	234	60	509	495	14	
	Total	244	426	137	893	807	86	258	419	142	909	819	90	265	401	125	839	791	48	304	440	192	971	936	35	342	456	162	959	930	29	
	Males %	29.03	52.42	18.55				20.53	54.40	25.07				24.32	55.41	20.27				27.51	49.42	23.08				25.52	51.03	23.45				
	Females %	31.26	53.1	15.63				40.77	48.42	10.81				41.57	46.56	11.88				36.69	44.97	18.34				40.61	47.27	12.12				
Total %	30.24	52.79	16.98				31.50	51.16	17.34				33.50	50.70	15.80				32.48	47.01	20.51				33.55	49.03	17.42					

Source: Caribbean Examinations Council

CARIBBEAN SECONDARY EDUCATION CERTIFICATE (CSEC)

In May/June 2015, a total of 186 candidates from the Albena Lake Hodge Comprehensive School wrote the Caribbean Examinations Council (CXC) examination for the Caribbean Secondary Education Certificate (CSEC) at the Technical and General Proficiencies. There were 1034 subject entries of which 1000 were at the General Proficiency and 34 at the Technical Proficiency. This year registered an increase in candidate entries and a decrease in subject entries over last year. In May/June 2014, there were 176 candidate entries and 1054 subject entries.

Those subjects offered at Technical Proficiency were: Building Technology Construction, Building Technology Woods and Electrical and Electronic Technology.

Thirty three subjects are offered by the Caribbean Examinations Council at the CSEC level. Students at the Albena Lake Hodge Comprehensive School entered for 31 of these subjects. (See Table 3.14).

PERFORMANCE OF CANDIDATES

This year, 995 of the 1034 subject entries were completed and forwarded to CXC. The performance of candidates in the CSEC May/June 2015 examinations showed a slight decline when compared to that of 2014. Overall seventy six percent (76%) of the subject entries presented for General and Technical proficiencies achieved grades I to III compared with 78% in 2014, 79% in 2013, 78% in 2012; and 78% in 2011. The statistics show that 47% of the candidates achieved acceptable grades in four or more subjects down from 59% in the previous year. This year there were 60 candidates achieving acceptable grades in 5 or more subjects with Mathematics and English.

There was a small increase in the level of grade achievement. Figure 3.11 indicates that approximately 50% of the subject entries achieved grades 1 and 2. In 2014, 49% of the subject entries achieved grades 1 and 2. A summary on performance in each subject is given in Tables 3.14 and 3.16.

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Figure 3.10: CSEC Enrollment June 2015 as Percentage of largest Subject cohort

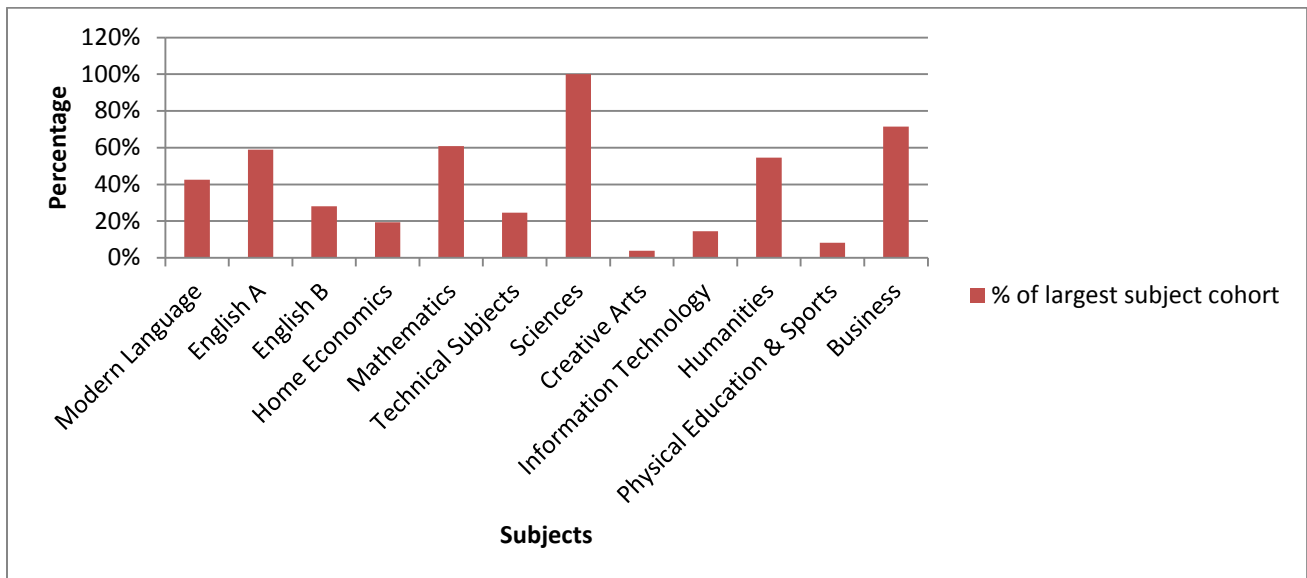


Figure 3.11: CSEC PERFORMANCE

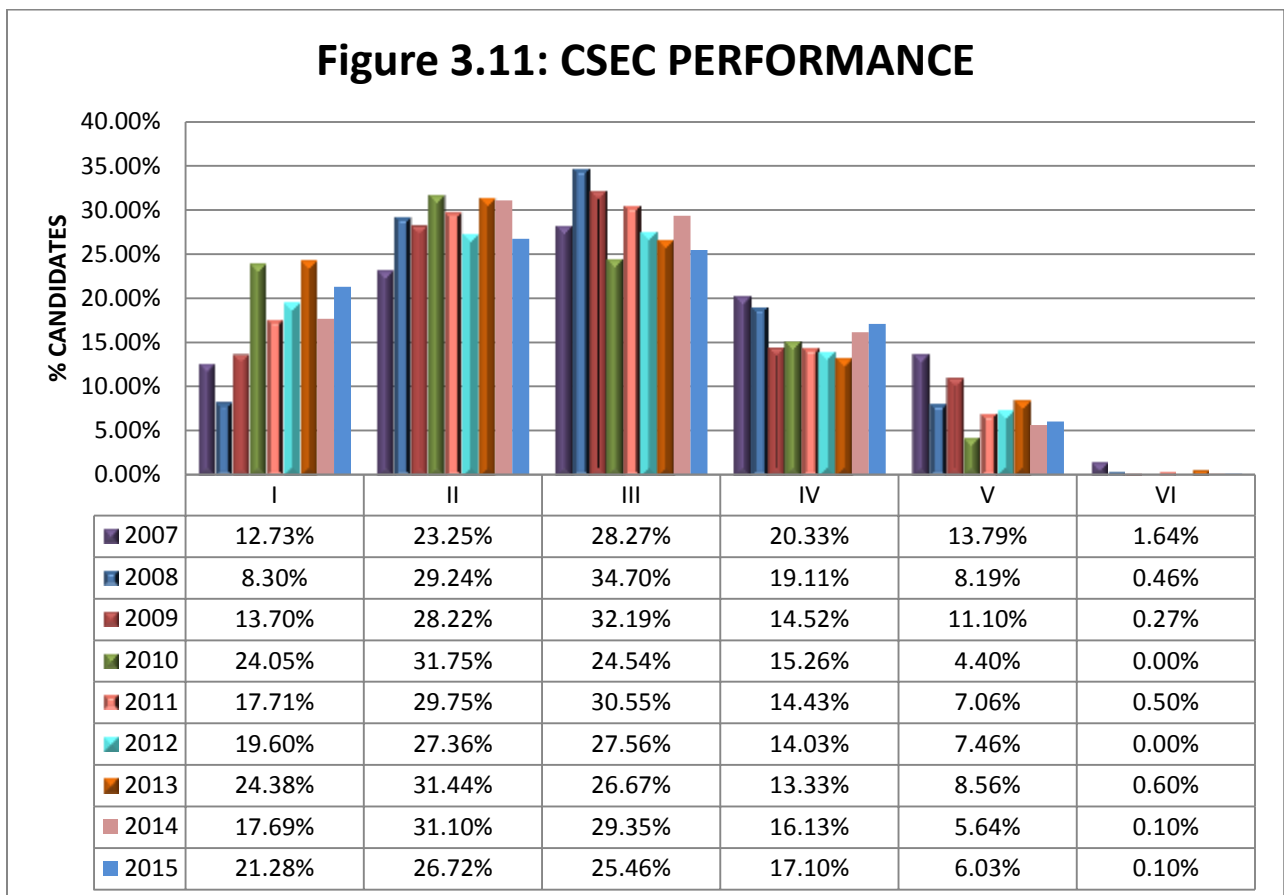


Figure 3.12: PERCENTAGE OF CANDIDATES ACHIEVING GRADES I TO III AT CSEC

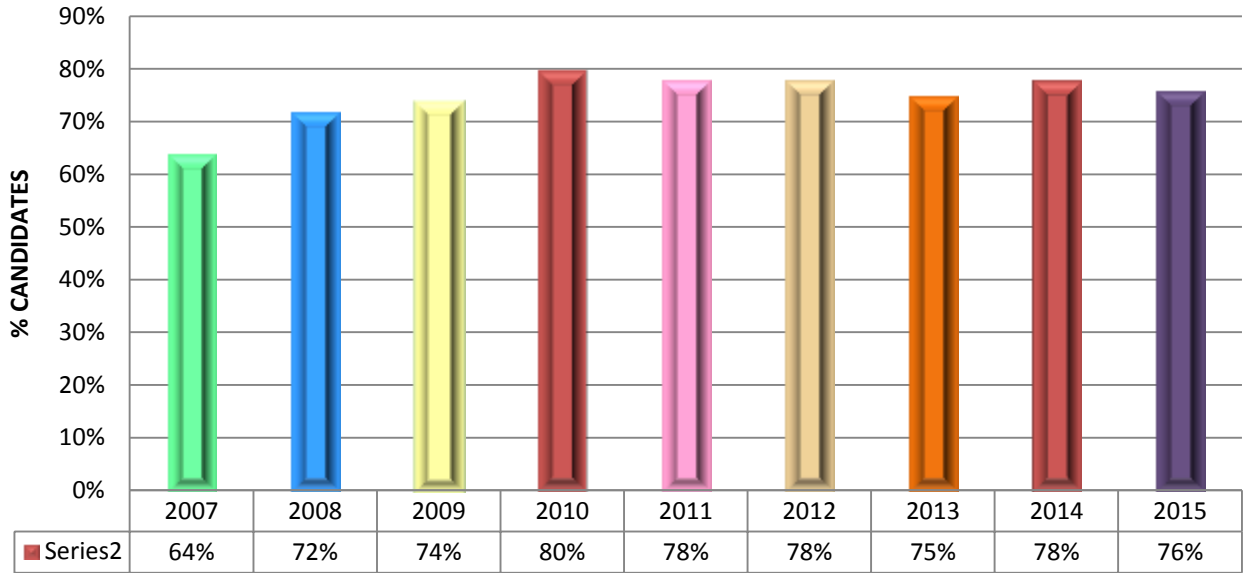
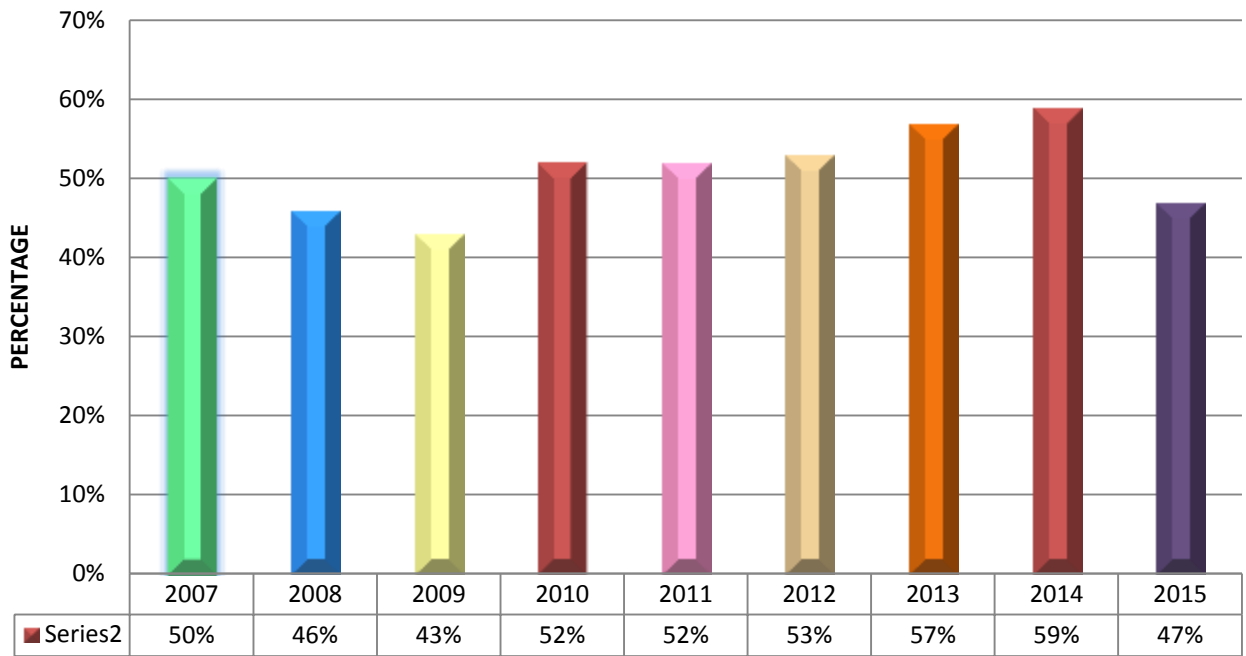


Figure 3.13: PERCENTAGE ACHIEVING 4 OR MORE CSEC AT GRADE I TO III



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**Table 3.14: STUDENT PERFORMANCE AT CARIBBEAN SECONDARY EDUCATION
CERTIFICATE**

SUBJECTS	Number of Entries	Number Sat	Number of Candidates achieving Grades 1-3	Percentage %
<u>LANGUAGES</u>				
English A	122	120	104	87
English B	58	58	55	95
French	34	33	17	52
Spanish	54	52	31	60
<u>MATHEMATICS</u>	126	124	71	57
<u>SCIENCES</u>				
Integrated Science	33	32	22	69
Biology	26	26	24	92
Chemistry	18	18	15	83
Physics	30	28	21	75
Agriculture Science S/A	16	15	15	100
Human and Social Biology	84	81	34	42
<u>HUMANITIES</u>				
Caribbean History	20	20	13	65
Geography	30	29	25	86
Social Studies	63	58	42	72
<u>BUSINESS STUDIES</u>				
Office Administration	42	42	41	98
Principles of Accounts	19	19	7	37
Principles of Business	34	32	32	100
Economics	6	6	6	100
EDPM	47	47	47	100

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<u>HOME ECONOMICS</u>				
Food and Nutrition	24	24	24	100
Clothing and Textiles	7	7	7	100
Home Management	9	9	9	100
<u>INFORMATION TECHNOLOGY</u>	30	30	28	93
<u>PHYSICAL EDUCATION AND SPORTS</u>	17	17	17	100
<u>TECHNICAL SUBJECTS</u>				
Technical Drawing	13	13	9	69
Building Technology (Construction)	15	13	12	92
Building Technology (Woods)	16	14	8	57
Electrical and Electronic Technology	3	2	1	50
<u>CREATIVE ARTS</u>				
Visual Arts	30	18	11	61
Music	1	1	1	100
Theatre Arts	7	7	7	100

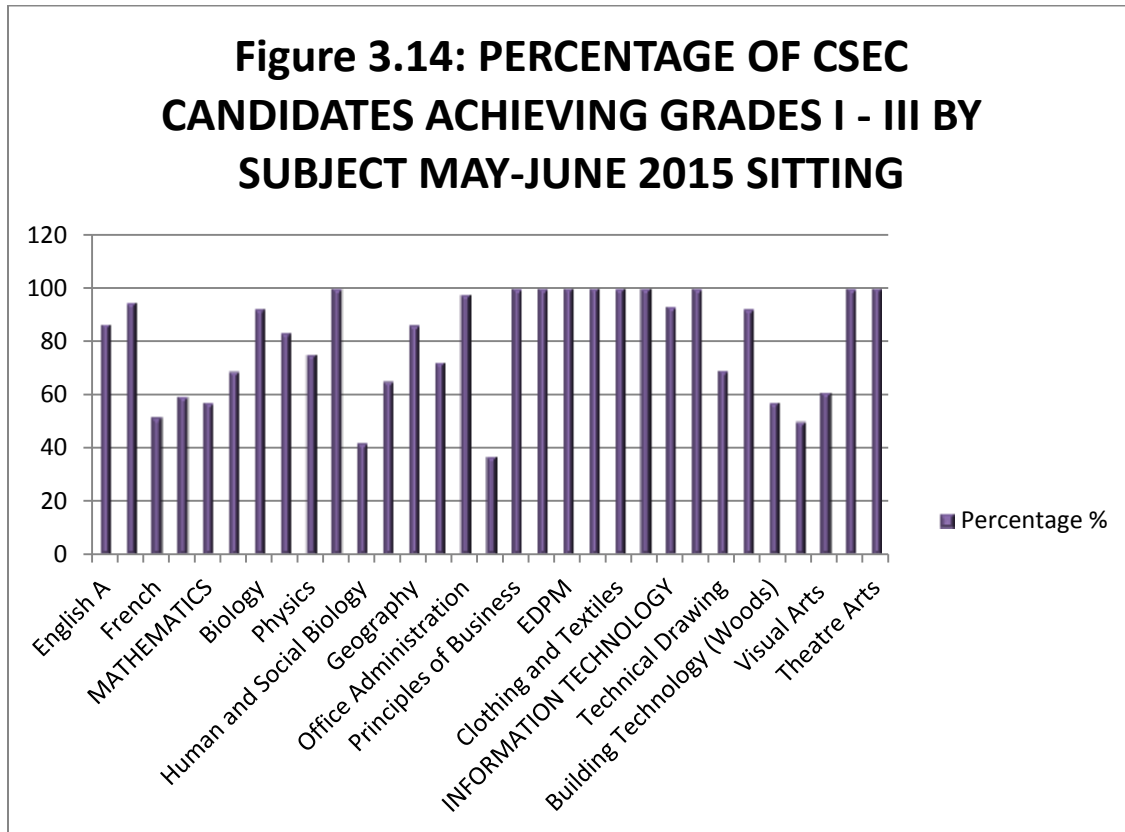
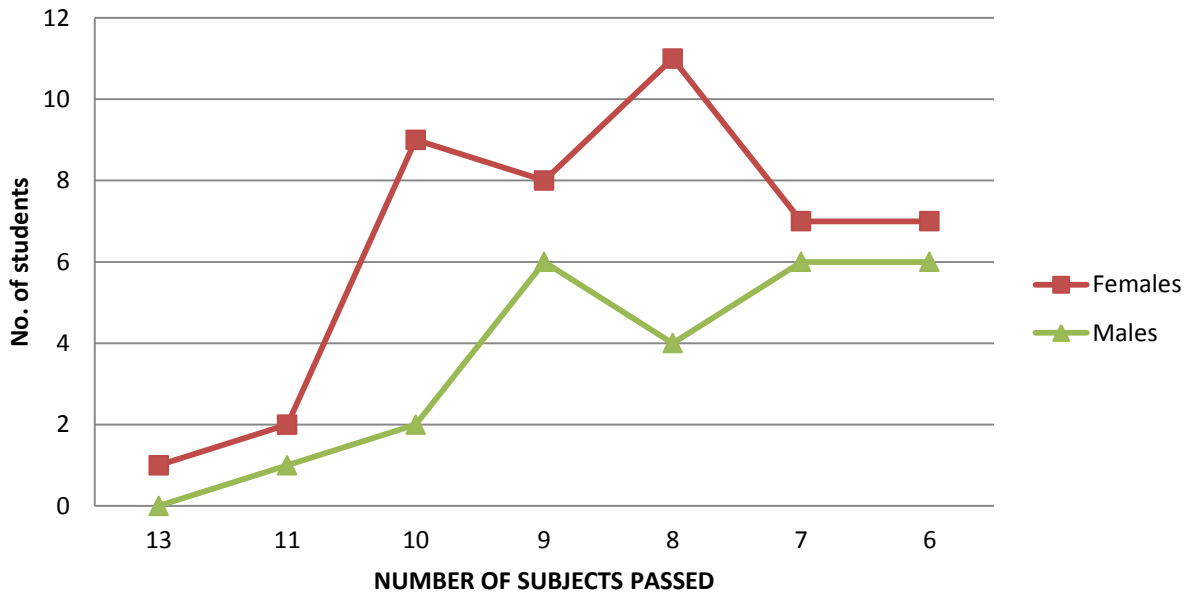


Table 3.15: SHOWING 6 OR MORE PASSES AT CSEC BY GENDER FOR MAY-JUNE 2015 SITTING

	NUMBER OF SUBJECTS PASSED						
	13	11	10	9	8	7	6
NO. OF STUDENTS	1	3	11	14	15	13	13
Females	1	2	9	8	11	7	7
Males	-	1	2	6	4	6	6

Figure 3.15: Number of students passing 6 or more subjects at CSEC by gender in May -June 2015 sitting



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TABLE 3.16: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CSEC PERFORMANCE OVER FIVE YEAR PERIOD 2011-2015 FOR ANGUILLA

SUBJECTS	ENTERED															SAT															OBTAIN GRADES I TO III															PERCENTAGE OBTAINING GRADES I TO III																			
	2011			2012			2013			2014			2015			2011			2012			2013			2014			2015			2011			2012			2013			2014			2015																						
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F
English A	51	93	144	55	55	110	45	72	117	43	65	108	48	74	122	51	90	141	55	54	109	43	69	112	42	64	106	46	74	120	46	83	129	41	43	84	36	63	99	31	59	90	37	67	104	90%	92%	91%	75%	80%	77%	84%	91%	88%	74%	92%	85%	80%	91%	87%					
English B	17	44	61	21	37	58	21	37	58	11	43	54	18	40	58	16	44	60	21	37	58	21	37	58	11	43	54	18	40	58	13	40	53	19	32	51	19	35	54	9	38	47	18	37	55	81%	91%	88%	90%	86%	88%	90%	95%	93%	82%	88%	87%	100%	93%	95%					
French	1	8	9	5	8	13	10	19	29	4	23	27	6	28	34	1	8	9	5	8	13	10	19	29	4	23	27	6	27	33	0	5	5	4	7	11	6	15	21	3	20	23	3	14	17	0%	63%	56%	80%	88%	85%	60%	79%	72%	75%	87%	85%	50%	52%	52%					
Spanish	12	23	35	16	23	39	19	34	53	14	36	50	15	39	54	12	23	35	13	20	33	19	33	52	14	36	50	14	38	52	12	20	32	13	16	29	16	26	42	9	28	37	11	20	31	100%	87%	91%	100%	80%	88%	84%	79%	81%	64%	78%	74%	79%	53%	60%					
MATHEMATICS	50	88	138	51	58	109	61	73	134	54	80	134	51	75	126	48	85	133	51	53	104	61	69	130	54	78	132	49	75	124	16	28	44	24	17	41	24	18	42	28	44	72	29	42	71	33%	33%	33%	47%	32%	39%	39%	26%	32%	52%	56%	55%	59%	56%	57%					
Integrated Science	3	7	10	8	6	14	17	23	40	12	17	29	10	23	33	2	7	9	7	5	12	17	20	37	12	17	29	10	22	32	1	7	8	6	5	11	16	20	36	10	16	26	4	18	22	50%	100%	89%	86%	100%	92%	94%	100%	97%	83%	94%	90%	40%	82%	69%					
Biology	11	30	41	10	14	24	9	25	34	8	23	31	4	22	26	11	30	41	9	14	23	9	25	34	8	23	31	4	22	26	5	26	31	6	9	15	9	20	29	6	21	27	4	20	24	45%	87%	76%	67%	64%	65%	100%	80%	85%	75%	91%	87%	100%	91%	92%					
Chemistry	8	29	37	5	9	14	8	10	18	4	15	19	3	15	18	8	26	34	5	7	12	8	10	18	4	15	19	3	15	18	6	14	20	3	3	6	6	8	14	2	11	13	3	12	15	75%	54%	59%	60%	43%	50%	75%	80%	78%	50%	73%	68%	100%	80%	83%					
Physics	11	13	24	20	9	29	18	12	30	11	15	26	12	18	30	9	13	22	18	9	27	18	12	30	11	15	26	10	18	28	8	10	18	13	6	19	14	10	24	10	11	21	7	14	21	89%	77%	82%	72%	67%	70%	78%	83%	80%	91%	73%	81%	70%	78%	75%					
Agriculture Science S/A	8	5	13	12	4	16	1	4	5	8	8	16	10	6	16	8	5	13	10	4	14	1	4	5	6	7	13	9	6	15	8	5	13	10	4	14	1	4	5	5	7	12	9	6	15	100%	100%	100%	100%	100%	100%	100%	100%	100%	83%	100%	92%	100%	100%	100%					
Agriculture Science D/A	1	0	1													0	0	0													0	0	0							0%	0%	0%																							
Human and Social Biology	6	24	30	26	38	64	30	47	77	29	48	77	27	57	84	6	24	30	24	36	60	30	45	75	29	47	76	24	57	81	3	15	18	17	21	38	20	34	54	17	33	50	9	25	34	50%	63%	60%	71%	58%	63%	67%	76%	72%	59%	70%	66%	38%	44%	42%					
Caribbean History	5	21	26	8	13	21	3	5	8	7	11	18	4	16	20	5	21	26	8	13	21	3	4	7	7	11	18	4	16	20	3	15	18	1	3	4	2	0	2	5	6	11	1	12	13	60%	71%	69%	13%	23%	19%	67%	0%	29%	71%	55%	61%	25%	75%	65%					
Geography	14	11	25	22	9	31	16	15	31	12	9	21	19	11	30	14	11	25	21	8	29	14	15	29	12	9	21	18	11	29	13	10	23	17	8	25	12	14	26	6	7	13	14	11	25	93%	91%	92%	81%	100%	86%	86%	93%	90%	50%	78%	62%	78%	100%	86%					
Social Studies	15	50	65	22	38	60	37	55	92	31	58	89	24	39	63	14	50	64	22	38	60	36	54	90	30	57	87	21	37	58	12	42	54	19	33	52	26	40	66	17	50	67	11	31	42	86%	84%	84%	86%	87%	87%	72%	74%	73%	57%	88%	77%	52%	84%	72%					
Office Administration	16	55	71	19	33	52	6	34	40	10	24	34	12	30	42	16	50	66	19	28	47	5	34	39	10	24	34	12	30	42	16	48	64	17	28	45	5	32	37	9	22	31	12	29	41	100%	96%	97%	89%	100%	96%	100%	94%	95%	90%	92%	91%	100%	97%	98%					
Principles of Accounts	7	17	24	24	18	42	8	7	15	9	16	25	4	15	19	7	17	24	24	16	40	7	7	14	8	15	23	4	15	19	4	14	18	19	8	27	7	6	13	7	10	17	1	6	7	57%	82%	75%	79%	50%	68%	100%	86%	93%	88%	67%	74%	25%	40%	37%					
Principles of Business	3	31	34	21	31	52	15	32	47	16	26	42	13	21	34	3	31	34	21	31	52	15	32	47	16	26	42	13	19	32	3	26	29	19	30	49	13	29	42	14	24	38	13	19	32	100%	84%	85%	90%	97%	94%	87%	91%	89%	88%	92%	90%	100%	100%	100%					
Economics	1	11	12	6	3	9	5	3	8	4	12	16	3	3	6	1	11	12	6	3	9	5	3	8	4	12	16	3	3	6	0	9	9	6	3	9	3	3	6	4	11	15	3	3	6	0%	82%	75%	100%	100%	100%	60%	100%	75%	100%	92%	94%	100%	100%	100%					
EDPM	17	31	48	20	27	47	11	37	48	4	14	18	16	31	47	17	30	47	15	25	40	10	35	45	4	14	18	16	31	47	14	30	44	14	24	38	10	34	44	4	14	18	16	31	47	82%	100%	94%	93%	96%	95%	100%	97%	98%	100%	100%	100%								
Food and Nutrition	1	15	16	6	16	22	5	33	38	7	12	19	6	18	24	1	15	16	6	16	22	5	33	38	7	12	19	6	18	24	1	15	16	6	16	22	5	32	37	7	12	19	6	18	24	100%	100%	100%	100%	100%	100%	100%	97%	97%	100%	100%	100%	100%	100%	100%					
Clothing and Textiles	0	11	11	1	1	2	0	14	14	1	10	11	1	6	7	0	11	11	1	1	2	0	13	13	1	10	11	1	6	7	0	9	9	1	1	2	0	9	9	0	4	4	1	6	7	0%	82%	82%	100%	100%	100%	0%	69%	69%	0%	40%	36%	100%	100%	100%					
Home Management	0	11	11	2	9	11	0	6	6	1	16	17	0	9	9	0	11	11	2	9	11	0	6	6	1	16	17	0	9	9	0	11	11	2	9	11	0	6	6	1	16	17	0	9	9	0%	100%	100%	100%	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%					
Information Technology	11	17	28	21	15	36	22	9	31	14	29	43	16	14	30	11	16	27	20	14	34	22	9	31	14	29	43	16	14	30	11	16	27	19	14	33	20	8	28	12	28	40	15	13	28	100%	100%	100%	95%	100%	97%	91%	89%	90%	86%	97%	93%	94%	93%	93%					

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TABLE 3.16: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CSEC PERFORMANCE OVER FIVE YEAR PERIOD 2011-2015 FOR ANGUILLA CONT'D

SUBJECTS	ENTERED															SAT															OBTAIN GRADES I TO III															PERCENTAGE OBTAINING GRADES I TO III														
	2011			2012			2013			2014			2015			2011			2012			2013			2014			2015			2011			2012			2013			2014			2015																	
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total												
PHYSICAL EDUCATION AND SPORTS	16	4	20	11	1	12	10	3	13	12	6	18	15	2	17	13	4	17	10	1	11	10	3	13	9	6	15	15	2	17	11	3	14	10	1	11	10	3	13	8	6	14	15	2	17	85%	75%	82%	100%	100%	100%	100%	100%	100%	89%	100%	93%	100%	100%	100%
Technical Drawing	22	7	29	27	8	35	20	3	23	10	8	18	12	1	13	20	7	27	27	8	35	15	3	18	9	8	17	12	1	13	15	6	21	20	7	27	9	3	12	5	8	13	8	1	9	75%	86%	78%	74%	88%	77%	60%	100%	67%	56%	100%	76%	67%	100%	69%
Building Technology (Construction)	17	4	21	15	3	18	15	2	17	6	2	8	14	1	15	16	4	20	15	3	18	15	2	17	5	2	7	12	1	13	16	2	18	15	3	18	13	2	15	2	2	4	11	1	12	100%	50%	90%	100%	100%	100%	87%	100%	88%	40%	100%	57%	92%	100%	92%
Building Technology (Woods)	12	2	14	11	1	12	12	0	12	14	1	15	16	0	16	12	2	14	11	1	12	12	0	12	11	1	12	14	0	14	7	2	9	4	1	5	9	0	9	7	1	8	8	0	8	58%	100%	64%	36%	100%	42%	75%	0%	75%	64%	0%	67%	57%	0%	57%
Electrical and Electronic Technology	4	0	4	13	1	14	9	0	9	8	0	8	2	1	3	4	0	4	11	1	12	9	0	9	8	0	8	1	1	2	4	0	4	8	0	8	8	0	8	5	0	5	0	1	1	100%	0%	100%	73%	0%	67%	89%	0%	89%	63%	0%	63%	0%	100%	50%
Mechanical Engineering Technology	7	0	7				8	0	8	4	0	4				5	0	5				7	0	7	2	0	2				1	0	1				4	0	4	2	0	2				20%	0%	20%				57%	0%	57%	100%	0%	100%			
Visual Arts	5	27	32	7	11	18	6	19	25	10	22	32	7	23	30	5	19	24	7	11	18	4	16	20	7	22	29	3	15	18	5	19	24	7	11	18	4	16	20	4	18	22	1	10	11	100%	100%	100%	100%	100%	100%	100%	100%	100%	57%	82%	76%	33%	67%	61%
Music	0	4	4	3	2	5	4	2	6	4	5	9	1	0	1	0	4	4	3	2	5	4	2	6	4	5	9	1	0	1	0	0	0	3	2	5	4	2	6	4	5	9	1	0	1	0%	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	100%
Theatre Arts				2	20	22	2	4	6	7	11	18	1	6	7				2	20	22	2	4	6	7	11	18	1	6	7				2	19	21	2	4	6	7	11	18	1	6	7				100%	95%	95%	100%	100%	100%	100%	100%	100%	100%	100%	100%

M- Male F – Female

Source: Caribbean Examinations Council

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PERFORMANCE ON CARIBBEAN ADVANCED PROFICIENCY EXAMINATIONS (CAPE)

In May/June 2015 a total of 136 candidates in Upper and Lower Six at the Albena Lake Hodge Comprehensive School wrote subjects at the Caribbean Advanced Proficiency level. There were 551 subject entries. This year registered an increase in both candidate and subject entries over last year. In May/June 2014 there were 120 candidates and 474 subject entries. The Caribbean Examinations Council (CXC) offers a total of 58 Units in 33 subjects at this level. At the Albena Lake Hodge Comprehensive School a total of 48 Units (29 Unit 1 courses and 19 Unit 2 courses) in 29 subjects were offered in 2015.

Performance of candidates

The overall performance of candidates in the CAPE May/June 2015 examinations showed some improvement when compared to that of 2014. Eighty eight percent (88%) of the subject entries presented achieved Grades I to V compared with 86% in 2014, 81 % in 2013, 82% in 2012 and 84% in 2011. Of the 48 Units examined performance improved in 12 units, declined in 17 units and remained the same in 10 units. Five (5) units which were not examined in 2014 were examined in 2015. Additionally, Agricultural Science, Physical Education and Sport, Tourism and Entrepreneurship were offered for the first time by CXC. Figure 3.18 shows, that 38% of the subject entries achieved grades 1 -3 compared to 36% in 2014, 37% in 2013, 41% in 2012, and 39% in 2011. The statistics show that 50% of the subject entries achieved grades IV and V compared to 49% in 2014. Also, 12% of the subject entries achieved unacceptable grades VI and VII down from 14% in 2014. These statistics indicate that there is still a critical need to raise the level of grade achievement. A summary on CAPE Unit I performance in each subject unit is given in Table 3.19 and Table 3.21 and the summary on CAPE Unit II performance in each subject unit is given in Table 3.20 and Table 3.22.

Figure 3.17: CAPE PERFORMANCE IN UNIT I & II

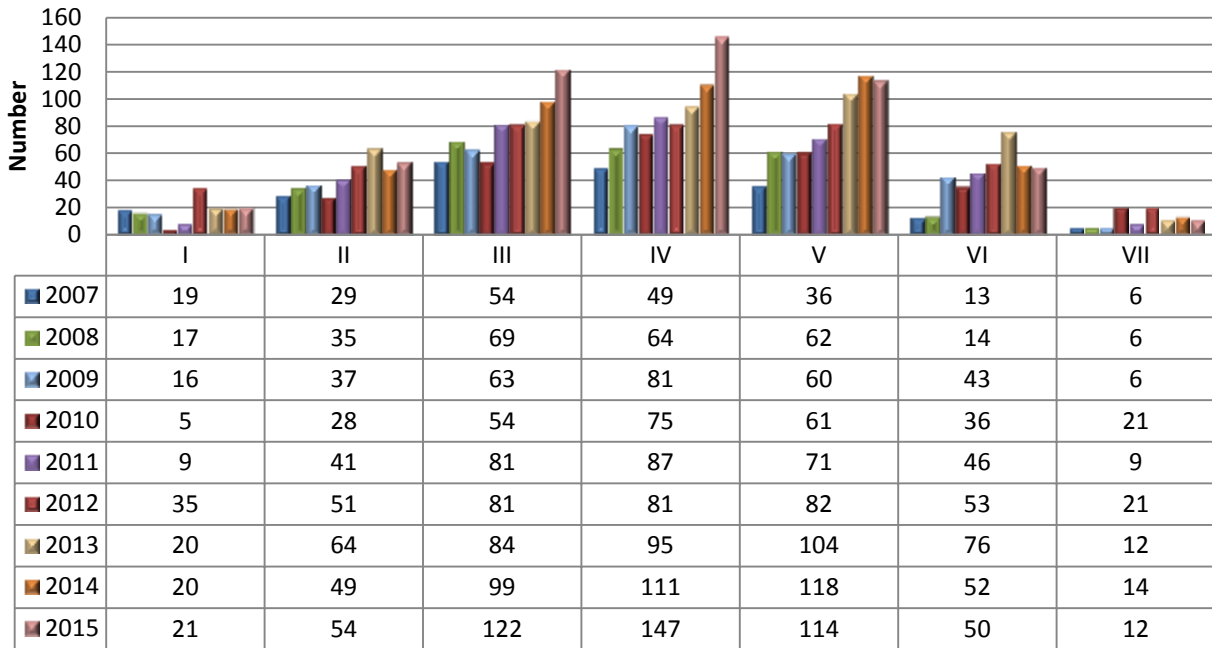
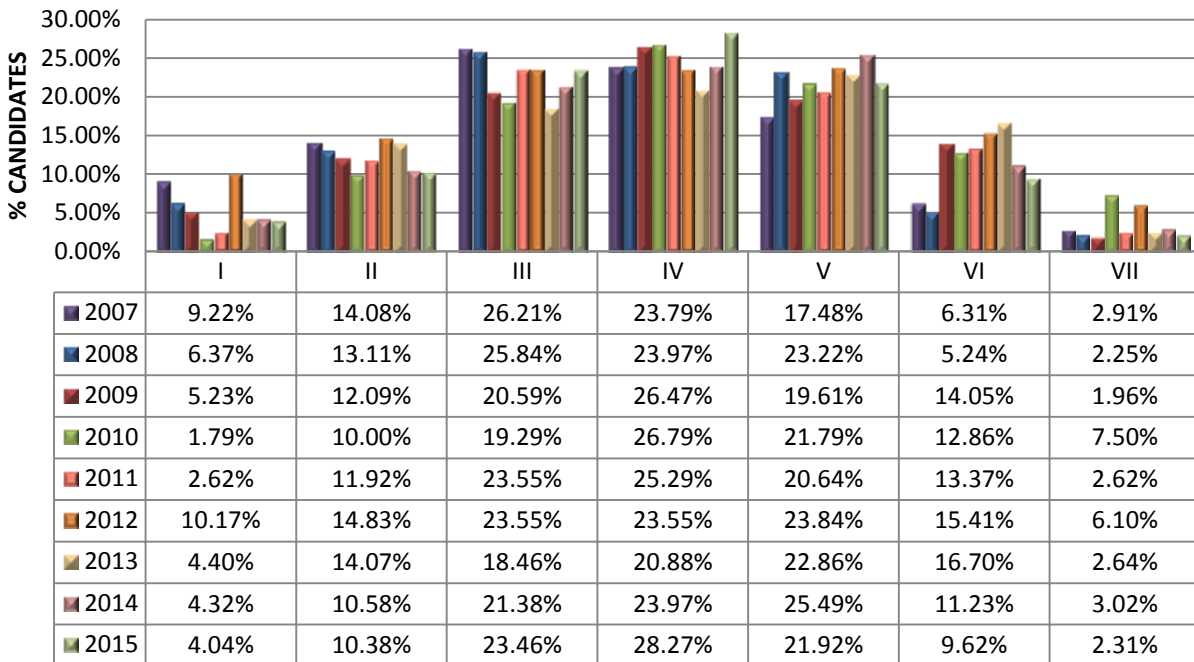


Figure 3.18: CAPE PERFORMANCE UNIT I & II

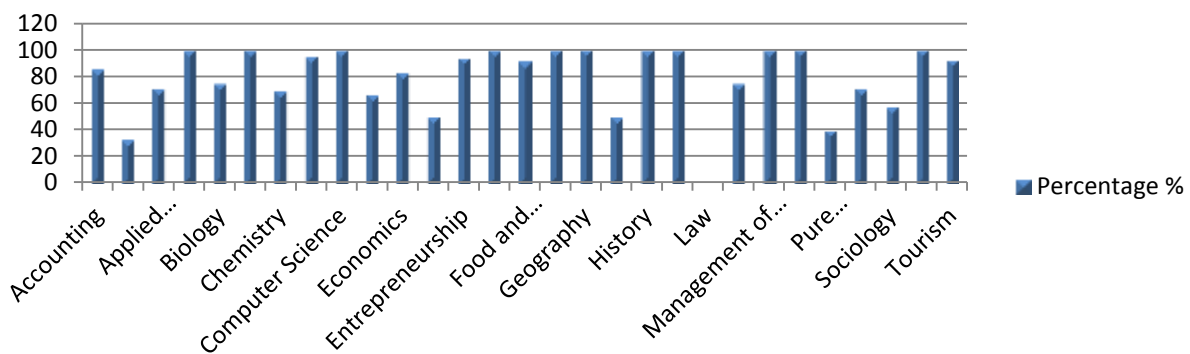


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Table 3.19: Percentage of CAPE Unit 1 candidates achieving Grades I – V by subject.

SUBJECTS	Number of Entries	Number Sat	Candidates Achieving Grades 1-5	Percentage %
UNIT 1				
Accounting	7	7	6	86
Agircultural Science	3	3	1	33
Applied Mathematics	8	7	5	71
Art and Design	6	5	5	100
Biology	16	16	12	75
Caribbean Studies	67	65	65	100
Chemistry	13	13	9	69
Communication Studies	71	68	65	96
Computer Science	8	8	8	100
Digital Media	3	3	2	67
Economics	6	6	5	83
Electrical & Electronic Technology	2	2	1	50
Entrepreneurship	21	17	16	94
Environmental Science	4	3	3	100
Food and Nutrition	14	12	11	92
French	3	3	3	100
Geography	4	4	4	100
Geometrical & Mechanical Engineering Draw ing	5	4	2	50
History	2	1	1	100
Information Technology	13	13	13	100
Law	1	1	0	0
Literatures in English	5	4	3	75
Management of Business	16	15	15	100
Physical Education and Sport	11	10	10	100
Pure Mathematics	10	10	4	40
Physics	8	7	5	71
Sociology	15	14	8	57
Spanish	6	4	4	100
Tourism	16	14	13	93

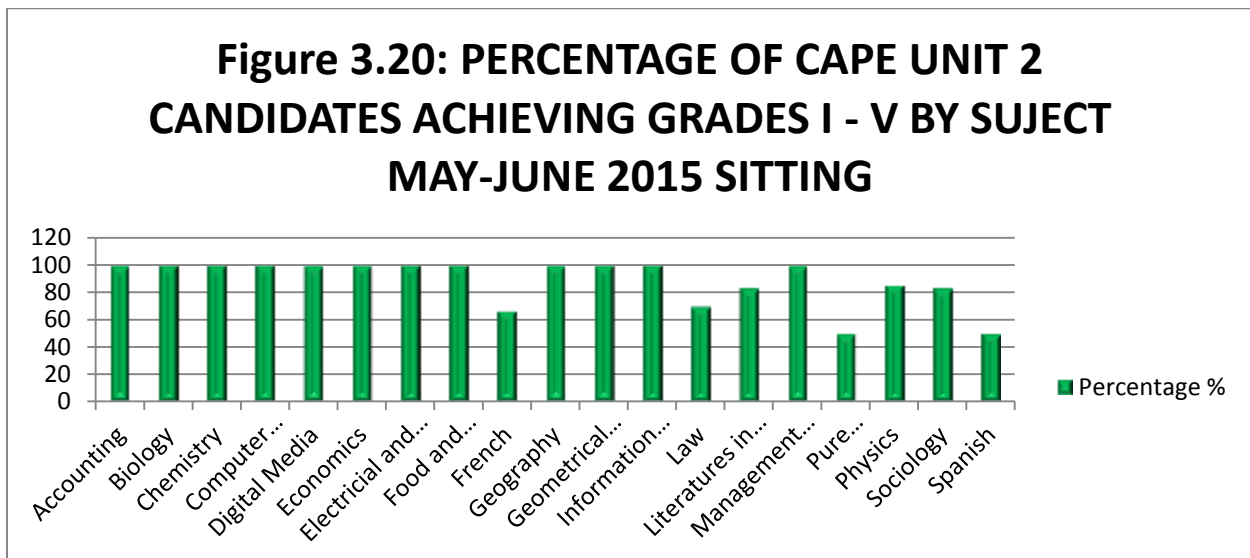
Figure 3.19: PERCENTAGE OF CAPE UNIT 1 CANDIDATES ACHIEVING GRADES I - V BY SUJECT MAY-JUNE 2015 SITTING



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Table 3.20: Percentage of CAPE Unit 2 candidates achieving Grades I – V by subject.

	Number of Entries	Number Sat	Candidates Achieving Grades 1-5	Percentage %
UNIT 2				
Accounting	10	10	10	100
Biology	9	9	9	100
Chemistry	1	1	1	100
Computer Science	12	12	12	100
Digital Media	14	13	13	100
Economics	5	5	5	100
Electrical and Electronic Technology	1	1	1	100
Food and Nutrition	13	13	13	100
French	3	3	2	67
Geography	3	3	3	100
Geometrical and Mechanical Drawing	3	2	2	100
Information Technology	8	8	8	100
Law	46	43	30	70
Literatures in English	6	6	5	83
Management of Business	22	21	21	100
Pure Mathematics	4	4	2	50
Physics	7	7	6	86
Sociology	18	18	15	83
Spanish	2	2	1	50



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TABLE 3.21: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CAPE PERFORMANCE UNIT I OVER FIVE-YEAR PERIOD 2011-2015 FOR ANGUILLA

SUBJECTS	ENTERED															SAT															OBTAIN GRADES I TO V															PERCENTAGE OBTAINING GRADES I TO III														
	2011			2012			2013			2014			2015			2011			2012			2013			2014			2015			2011			2012			2013			2014			2015																	
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total												
UNIT 1																																																												
Accounting	2	6	8	3	7	10	5	6	11	3	8	11	2	5	7	2	6	8	3	7	10	3	6	9	3	8	11	2	5	7	2	6	8	3	7	10	3	5	8	3	8	11	2	4	6	100%	100%	100%	100%	100%	100%	100%	83%	89%	100%	100%	100%	100%	80%	86%
Applied Mathematics	7	5	12	5	5	10	2	2	4	8	0	8	5	3	8	4	4	8	5	5	10	2	2	4	7	0	7	4	3	7	3	4	7	3	5	8	2	2	4	2	0	2	3	2	5	75%	100%	88%	60%	100%	80%	100%	100%	100%	29%	0%	29%	75%	67%	71%
Art and Design	2	1	3				3	7	10				0	1	1	2	1	3				3	7	10				1	4	5	2	0	2				3	7	10				1	4	5	100%	0%	67%				100%	100%	100%				100%	100%	100%
Biology	5	3	8	5	14	19	1	9	10	3	7	10	3	13	16	4	3	7	5	14	19	1	8	9	3	7	10	3	13	16	1	1	2	2	12	14	1	6	7	3	6	9	1	11	12	25%	33%	29%	40%	86%	74%	100%	75%	78%	100%	86%	90%	33%	85%	75%
Caribbean Studies	9	22	31	15	31	46	17	32	49	23	27	50	30	37	67	9	21	30	12	30	42	16	32	48	20	27	47	28	37	65	5	18	23	12	28	40	12	23	35	15	24	39	28	37	65	56%	86%	77%	100%	93%	95%	75%	72%	73%	75%	89%	83%	100%	100%	100%
Chemistry	0	4	4	1	8	9	0	6	6	1	2	3	2	11	13	0	4	4	1	6	7	0	6	6	1	2	3	2	11	13	0	1	1	1	5	6	0	4	4	0	1	1	2	7	9	0%	25%	25%	100%	83%	86%	0%	67%	67%	0%	50%	33%	100%	64%	69%
Communication Studies	18	32	50	22	44	66	30	34	64	35	38	73	27	44	71	17	32	49	21	39	60	29	34	63	34	37	71	24	44	68	13	28	41	17	35	52	23	33	56	29	34	63	21	44	65	76%	88%	84%	81%	90%	87%	79%	97%	89%	85%	92%	89%	88%	100%	96%
Computer Science	5	0	5	5	0	5	2	0	2	11	3	14	4	4	8	5	0	5	4	0	4	2	0	2	11	3	14	4	4	8	5	0	5	4	0	4	2	0	2	11	3	14	4	4	8	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%
Economics	0	6	6	0	2	2	5	3	8	5	2	7	3	3	6	0	6	6	0	2	2	4	3	7	5	2	7	3	3	6	0	6	6	0	1	1	3	3	6	5	1	6	3	2	5	0%	100%	100%	0%	50%	50%	75%	100%	86%	100%	50%	86%	100%	67%	83%
Electrical & Electronic	3	0	3	4	0	4	8	0	8	6	0	6	2	0	2	3	0	3	4	0	4	7	0	7	5	0	5	2	0	2	3	0	3	0	0	0	2	0	2	5	0	5	1	0	1	100%	0%	100%	0%	0%	0%	29%	0%	29%	100%	0%	100%	50%	0%	50%
Environmental Science	3	0	3				4	3	7				3	1	4	3	0	3				3	3	6				3	0	3	3	0	3				3	3	6				3	0	3	100%	0%	100%				100%	100%	100%				100%	0%	100%
Food and Nutrition	1	9	10	1	4	5	5	9	14	3	16	19	5	9	14	1	9	10	1	4	5	5	9	14	3	15	18	3	9	12	1	8	9	1	4	5	5	9	14	3	14	17	3	8	11	100%	89%	90%	100%	100%	100%	100%	100%	100%	100%	93%	94%	100%	89%	92%
French	0	1	1	0	2	2	0	2	2	0	2	2	0	3	3	0	1	1	0	2	2	0	2	2	0	2	2	0	3	3	0	1	1	0	1	1	0	2	2	0	2	2	0	3	3	0%	100%	100%	0%	50%	50%	0%	100%	100%	0%	100%	100%	0%	100%	100%
Geography	0	1	1	7	3	10				3	1	4	3	1	4	0	1	1	7	3	10				2	1	3	3	1	4	0	1	1	5	3	8				2	1	3	3	1	4	0%	100%	100%	71%	100%	80%				100%	100%	100%	100%	100%	100%
Geometrical and Mechanical	11	1	12	12	0	12	12	0	12	2	2	4	3	2	5	11	1	12	10	0	10	12	0	12	2	2	4	2	2	4	9	1	10	4	0	4	11	0	11	0	1	1	0	2	2	82%	100%	83%	40%	0%	40%	92%	0%	92%	0%	50%	25%	0%	100%	50%
History	1	5	6	0	1	1	0	2	2				2	0	2	1	5	6	0	1	1	0	2	2				1	0	1	1	4	5	0	0	0	0	0	0				1	0	1	100%	80%	83%	0%	0%	0%	0%	0%	0%				100%	0%	100%
Information Technology	9	15	24	8	9	17	8	9	17	6	4	10	8	5	13	9	15	24	8	7	15	8	9	17	6	3	9	8	5	13	9	15	24	7	7	14	8	8	16	5	3	8	8	5	13	100%	100%	100%	88%	100%	93%	100%	89%	94%	83%	100%	89%	100%	100%	100%
Law				3	28	31				6	20	26	0	1	1				3	19	22				6	19	25	0	1	1				3	9	12				5	12	17	0	0	0				83%	63%	68%	0%	0%	0%						
Literatures in English	1	7	8	1	3	4	1	9	10	2	4	6	1	4	5	1	7	8	1	2	3	0	9	9	2	4	6	0	4	4	0	7	7	1	2	3	0	9	9	2	3	5	0	3	3	0%	100%	88%	100%	100%	100%	0%	100%	100%	100%	75%	83%	0%	75%	75%

Department of Education End of Year Report 2014-2015

TABLE 3.21: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CAPE PERFORMANCE UNIT I OVER FIVE-YEAR PERIOD 2011-2015 FOR ANGUILLA CONT'D

SUBJECTS	ENTERED															SAT															OBTAIN GRADES I TO V															PERCENTAGE OBTAINING GRADES I TO III														
	2011			2012			2013			2014			2015			2011			2012			2013			2014			2015			2011			2012			2013			2014			2015																	
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total												
UNIT 1																																																												
Management of Business	1	16	17	2	14	16	12	14	26	6	15	21	5	11	16	1	16	17	2	12	14	11	14	25	6	15	21	4	11	15	1	16	17	2	7	9	10	11	21	6	13	19	4	11	15	100%	100%	100%	100%	58%	64%	91%	79%	84%	100%	87%	90%	100%	100%	100%
Pure Mathematics	6	5	11	4	5	9	10	7	17	6	5	11	4	6	10	6	5	11	3	5	8	10	7	17	6	5	11	4	6	10	3	4	7	1	3	4	5	5	10	3	3	6	1	3	4	50%	80%	64%	33%	60%	50%	50%	71%	59%	50%	60%	55%	25%	50%	40%
Physics	4	1	5	5	5	10	10	2	12	6	1	7	3	5	8	4	1	5	5	5	10	9	2	11	6	1	7	2	5	7	4	1	5	5	5	10	8	2	10	6	1	7	1	4	5	100%	100%	100%	100%	100%	100%	89%	100%	91%	100%	100%	100%	50%	80%	71%
Sociology	4	19	23	8	24	32	8	29	37	9	18	27	2	13	15	4	18	22	5	19	24	7	28	35	9	18	27	1	13	14	0	18	18	3	8	11	4	20	24	8	12	20	1	7	8	0%	100%	82%	60%	42%	46%	57%	71%	69%	89%	67%	74%	100%	54%	57%
Spanish	2	5	7	2	4	6	0	3	3	3	2	5	3	3	6	2	5	7	2	3	5	0	3	3	3	2	5	1	3	4	2	3	5	2	1	3	0	3	3	3	1	4	1	3	4	100%	60%	71%	100%	33%	60%	0%	100%	100%	100%	50%	80%	100%	100%	100%
Digital Media										10	1	11	2	1	3										10	1	11	2	1	3							10	1	11	1	1	2										100%	100%	100%	50%	100%	67%			
Agricultural Science													1	2	3													1	2	3							0	1	1							0%	50%	33%												
Physical Education and Sport													6	5	11													5	5	10							5	5	10							100%	100%	100%												
Entrepreneurship													10	11	21													8	9	17							7	9	16							88%	100%	94%												
Tourism													6	10	16													5	9	14							5	8	13							100%	89%	93%												

M- Male F – Female

Source: Caribbean Examinations Council

Department of Education End of Year Report 2014-2015

TABLE 3.22: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CAPE PERFORMANCE UNIT II OVER FIVE-YEAR PERIOD 2011-2015 FOR ANGUILLA

SUBJECTS	ENTERED															SAT															OBTAIN GRADES I TO V															PERCENTAGE OBTAINING GRADES I TO III															
	2011			2012			2013			2014			2015			2011			2012			2013			2014			2015			2011			2012			2013			2014			2015																		
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total																
UNIT 2																																																													
Accounting	0	4	4	2	6	8	3	7	10	3	6	9	3	7	10	0	4	4	2	6	8	3	7	10	3	6	9	3	7	10	0	3	3	2	6	8	0	4	4	3	6	9	3	7	10	0%	75%	75%	100%	100%	100%	0%	57%	40%	100%	100%	100%	100%	100%	100%	
Applied Mathematics	1	3	4				2	6	8	2	1	3				0	3	3				1	6	7	2	1	3				0	0	0				0	1	6	7	2	1	3				0%	0%	0%				100%	100%	100%	100%	100%	100%	100%	100%	100%
Art and Design				3	5	8				2	6	8							2	7	9				2	5	7							2	5	7				2	4	6							100%	71%	78%				100%	80%	86%				
Biology	1	4	5	3	2	5	3	11	14	1	5	6	3	6	9	1	4	5	3	2	5	2	11	13	1	5	6	3	6	9	0	4	4	1	1	2	2	10	12	0	2	2	3	6	9	0%	100%	80%	33%	50%	40%	100%	91%	92%	0%	40%	33%	100%	100%	100%	
Chemistry	1	2	3	0	1	1	1	5	6	1	3	4	0	1	1	1	2	3	0	1	1	1	5	6	1	3	4	0	1	1	1	0	1	0	1	1	1	5	6	1	3	4	0	1	1	100%	0%	33%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	100%	100%
Computer Science	4	1	5	3	0	3	2	0	2	2	0	2	10	2	12	4	1	5	2	0	2	2	0	2	1	0	1	10	2	12	4	1	5	2	0	2	2	0	2	1	0	1	10	2	12	100%	100%	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%	100%	100%	100%	100%
Economics	0	1	1	0	5	5	0	2	2	4	1	5	4	1	5	0	1	1	0	5	5	0	2	2	4	1	5	4	1	5	0	1	1	0	5	5	0	1	1	3	1	4	4	1	5	0%	100%	100%	0%	100%	100%	0%	50%	50%	75%	100%	80%	100%	100%	100%	100%
Electrical and Electronic Technology																																																													
Environmental Science				2	0	2				1	0	1	1	0	1				2	0	2				1	0	1	1	0	1				2	0	2				0	0	0	1	0	1				100%	0%	100%								100%	0%	100%
Food and Nutrition	0	3	3	1	9	10	1	5	6	6	6	12	2	11	13	0	3	3	0	8	8	1	5	6	6	6	12	2	11	13	0	3	3	0	8	8	1	5	6	6	6	12	2	11	13	0%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
French	0	1	1	0	1	1				0	1	1	1	2	3	0	1	1	0	1	1				0	1	1	1	2	3	0	1	1	0	1	1				0	1	1	1	1	2	3	0%	100%	100%	0%	100%	100%				0%	100%	100%	100%	50%	67%
Geography	4	3	7				6	1	7	3	0	3	1	2	3	4	3	7				6	1	7	3	0	3	1	2	3	4	3	7				3	1	4	3	0	3	1	2	3	100%	100%	100%				50%	100%	57%	100%	0%	100%	100%	100%	100%	
Geometrical and Mechanical Drawing	4	3	7	5	1	6	5	0	5	10	0	10	1	2	3	4	3	7	5	1	6	5	0	5	10	0	10	1	1	2	2	3	5	4	1	5	2	0	2	8	0	8	1	1	2	50%	100%	71%	80%	100%	83%	40%	0%	40%	80%	0%	80%	100%	100%	100%	
History				0	4	4													0	4	4												0	4	4																										
Information Technology	2	2	4	6	10	16	5	3	8	5	5	10	6	2	8	2	2	4	6	10	16	4	3	7	3	4	7	6	2	8	2	2	4	6	10	16	4	3	7	3	4	7	6	2	8	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
Law	4	24	28				7	22	29				15	31	46	2	22	24				6	20	26				13	30	43	2	16	18				4	15	19				8	22	30	100%	73%	75%				67%	75%	73%				62%	73%	70%	
Literatures in English	0	2	2	0	6	6	1	4	5	0	8	8	2	4	6	0	2	2	0	6	6	1	4	5	0	8	8	2	4	6	0	2	2	0	6	6	1	3	4	0	8	8	1	4	5	0%	100%	100%	0%	100%	100%	100%	75%	80%	0%	100%	100%	50%	100%	83%	
Management of Business	0	11	11	1	10	11	2	9	11	9	10	19	6	16	22	0	9	9	1	10	11	2	9	11	9	10	19	5	16	21	0	9	9	1	10	11	2	9	11	9	10	19	5	16	21	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	

Department of Education End of Year Report 2014-2015

TABLE 3.22: ALBENA LAKE HODGE COMPREHENSIVE SCHOOL CAPE PERFORMANCE UNIT II OVER FIVE-YEAR PERIOD 2011-2015 FOR ANGUILLA CONT'D

SUBJECTS	ENTERED															SAT															OBTAIN GRADES I TO V															PERCENTAGE OBTAINING GRADES I TO III																													
	2011			2012			2013			2014			2015			2011			2012			2013			2014			2015			2011			2012			2013			2014			2015																																
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total																														
UNIT 2																																																																											
Pure Mathematics	4	3	7	2	2	4	2	2	4	5	1	6	3	1	4	4	3	7	2	2	4	2	2	4	5	1	6	3	1	4	3	0	3	2	2	4	1	2	3	4	1	5	1	1	2	75%	0%	43%	100%	100%	100%	50%	100%	75%	80%	100%	83%	33%	100%	50%															
Physics	4	1	5	5	0	5	4	4	8	7	2	9	6	1	7	3	1	4	5	0	5	4	4	8	6	2	8	6	1	7	3	0	3	5	0	5	3	2	5	5	2	7	5	1	6	100%	0%	75%	100%	0%	100%	75%	50%	63%	83%	100%	88%	83%	100%	86%															
Sociology	1	5	6	0	14	14	4	11	15	3	16	19	6	12	18	1	5	6	0	14	14	4	11	15	3	16	19	6	12	18	1	5	6	0	12	12	4	8	12	3	15	18	4	11	15	100%	100%	100%	0%	86%	86%	100%	73%	80%	100%	94%	95%	67%	92%	83%															
Spanish	0	2	2	2	2	4	2	1	3	0	2	2	1	1	2	0	2	2	1	2	3	2	1	3	0	2	2	1	1	2	0	2	2	1	2	3	1	1	2	0	2	2	1	0	1	0%	100%	100%	100%	100%	100%	50%	100%	67%	0%	100%	100%	100%	0%	50%															
Digital Media																																																																											

M- Male F – Female

Source: Caribbean Examinations Council