



**Report on the
Secondary Entrance Assessment (SEA)
2001 –2004**

Prepared by
Division of Educational Research and Evaluation (DERE)
October 2004

Table of Contents

Executive Summary	3
Introduction.....	4
Placement.....	6
Student Performance 2001-2004.....	8
Interpretation of Student Performance – Standard Scores.....	8
National Performance by District and Subject Area.....	9
Performance on Mathematics 2001-2004	9
Performance on Language Arts 2001-2004	12
Performance on Creative Writing 2001-2004.....	15
Summary	18
National Performance by Sex and Subject Area 2001-2004	19
Performance in Mathematics by Sex and District.....	21
Performance in Language Arts by Sex and District.....	25
Performance in Creative Writing by Sex and District.	29
Students Scoring Thirty Percent and Below by Subject Area	33
Urban, Suburban and Rural Classifications	34
National Performance by District and Demographic Area 2001-2004.....	37
Performance in Mathematics by District and Demographic Area.....	38
Performance in Language Arts by District and Demographic Area.....	42
Performance in Creative Writing by District and Demographic Area.....	48
Issues.....	52
Recommendations.....	54
Appendices.....	55

Executive Summary

The Secondary Entrance Assessment is a placement examination that determines the entry of students into secondary schools each year. This examination began in 2001 and replaced the Common Entrance Examination.

This report examines the performance of students who wrote the Secondary Entrance Assessment in three subject areas – Mathematics, Language Arts and Creative Writing- over the period 2001 to 2004. Highlighted in the report are students' performance by district, sex and demographic classification by subject area.

In the reports based on performance by district, St. George and Victoria performed above the national mean in the three subject areas over the four-year period. North Eastern performed significantly below the national mean followed closely by Tobago and South Eastern.

In comparing the performance of students based on sex, it was found that female students attained higher scores than their male counterparts in all three subject areas over the four year period.

The performance of schools in urban areas was consistently above the national mean in all subject areas for the four years. Every year the performance of students in Victoria was better than that of Port of Spain.

The performance of rural schools in seven of the eight education districts fell below the national mean in the four years in all subject areas.

Performance in suburban schools in Caroni and St. George East was above the national mean, while performance in suburban schools in Port of Spain, North Eastern and Victoria was consistently below the national mean.

The percentage of students whose scores are thirty percent and under has been decreasing over the four years. However, the ratio of boys to girls, scoring thirty percent and below has increased.

Secondary Entrance Assessment (SEA) 2001 –2004

Introduction

This report examines the performance of students who wrote the Secondary Entrance Assessment (SEA) over the period 2001-2004 and highlights:

- Placement for SEA for the four year period
- National performance by District and Subject Area
- National performance by Sex and Subject Area
- National Performance profile by Subject Area and percentage of students scoring 30% and below
- Number of remedial students for the period reported
- National Performance by District and Demographic Area

The Common Entrance Examination (CEE) was introduced in the early 1960s to replace individual entrance examinations which were constructed and administered by the existing secondary schools. This allowed greater access to secondary schools. Students were assessed in Creative Writing, Mathematics and Language Arts. The CEE was expanded to include Science and Social Studies in 1982 in recognition of the importance of these subject areas and the observation that teaching was restricted to the subjects previously tested. Four of these subjects were assessed using multiple-choice items: Language Arts – 80 items, Mathematics – 60 items, Science – 25 items, and Social Studies – 25 items.

The Report of the Task Force for The Removal of the CEE (1998), argued that the Social Studies and Science areas of the curriculum were inadequately tested, defeating the purpose for which these subjects were taught. In addition, the Report noted that many teachers did not possess the skills or the equipment necessary to teach these subjects and recommended their removal. The Social Studies and Science Papers were therefore removed in 2000.

The Secondary Entrance Assessment (SEA) replaced the CEE in 2001 as the assessment procedure used to assign students to secondary schools - its introduction followed the achievement of universal secondary education in Trinidad and Tobago in 2000.

Currently the SEA is a placement examination that determines the entry of approximately twenty thousand (20,000) students into secondary schools each year. Students are assigned to secondary schools based on four (4) criteria – (i) order of merit (ii) students choice of school (iii) gender, and (iv) residence. In keeping with the **Concordat**, principals of assisted secondary schools are afforded the opportunity to choose twenty percent (20%) of their Form One student intake. Low achievers (students who attained 30% and lower of the total composite score) are assigned to ‘special’ classes in schools where remedial programmes have been established to address their needs.

The SEA is administered by the Examination Section of the Division of Educational Services. The Division of Educational Research and Evaluation provides quality assurance support in the monitoring of the process on the day of the examination. All primary schools are used as examination centres and students write the test papers at their own schools. The Caribbean Examination Council (CXC) is responsible for the marking of the examination scripts. The Division of School Supervision is responsible for the placement of students into secondary schools and it is assisted in this activity by the Information Technology Unit of the Ministry of Education and the Nation Information System Company (NISC).

The Mathematics and Language Arts papers each consist of 50 items. Students are required to respond to all items in both papers. A maximum score of 100 can be obtained in each paper. The Creative Writing paper contains four topics - two stories and two letters. Students are required to select one. This paper is scored out of a maximum mark of 12. The raw scores on the Creative Writing, Language Arts and Mathematics papers are each converted to a standardized score by the application of a statistical formula. The standardized scores are combined and the composite of the standardized scores are then used to place students on the basis of merit and choice of schools.

Placement

The total number of students writing the SEA in 2004 was 20,814. This figure represents an increase of 145 students when compared to the previous year, 2003. An analysis of the data revealed that 10,476 (50.3%) girls and 10,338 (49.7%) boys wrote the examination in 2004 compared to 10,356 (50.1%) girls and 10,313 (49.9%) boys in 2003(see Table 1).

Table 1. Total Number of Students Writing SEA 2001-2004

SEX	2001	2002	2003	2004
Male	10498	10645	10313	10338
Female	10688	10803	10356	10476
TOTAL	21186	21448	20669	20814

Table 2. Student Placement by District and Sex 2003-2004

DISTRICT	Number of Students Placed						2003	2004
	2003			2004			% Placed	% Placed
	Males	Females	Total	Males	Females	Total		
Caroni	1388	1359	2747	1444	1393	2837	13.3	13.6
North Eastern	609	586	1197	607	609	1216	5.8	5.8
P.O.S. & Environs	2068	1868	3936	2010	1948	3958	19.0	19.0
St George East	2452	2774	5226	2453	2736	5189	25.3	24.9
St Patrick	1019	1054	2073	1074	1131	2205	10.0	10.6
South Eastern	767	724	1491	685	617	1302	7.2	6.3
Victoria	1568	1522	3090	1629	1539	3168	14.9	15.2
Tobago	442	469	911	436	503	939	4.4	4.5
Total	10313	10356	20669	10338	10476	20814	100.0	100.0

Table 2 provides student placement data by district and sex. In 2004, four districts, Caroni, St. Patrick, Victoria and Tobago recorded small increases in student intake over 2003.

Table 3. Student Placement by Type of School and Sex 2001 - 2004

TYPE OF SCHOOL	2001		2002		2003		2004	
	Male	Female	Male	Female	Male	Female	Male	Female
Five/Seven (5/7) Year	5510	5687	5538	5689	5516	5771	5664	6043
Three (3) Year	4313	4217	4097	3733	4109	3763	4137	3829
Private	570	701	835	1311	513	724	354	527
Servol Junior Life Centres	105	83	175	70	144	92	183	77
Total	10498	10688	10645	10803	10313	10356	10338	10476

Table 3 provides student placement data by school type and sex from 2001 to 2004. In 2004 eleven thousand seven hundred and seven (11,707) students were placed at five and seven year schools. Of these, five thousand six hundred and sixty-four (5,664) were males and six thousand and forty-three (6,043) were females. Seven thousand nine hundred and sixty-six (7,966) students were placed at three-year schools, while eight hundred and eighty-one (881) students were placed in private secondary schools. Two hundred and sixty (260) students were placed at Servol Life Centres and forty-six (46) students were placed at a pre-vocational center. Appendix I gives a breakdown of the placement by school type and district for 2004.

The three year schools are nineteen Junior Secondary schools. There are forty nine (49) 5 year schools and fifty three (53) 7 year schools. The 7 year schools have sixth form students. The private schools range from the Servol Life Centers, to 5 year and 7 year schools, such as Bishops Centenary Trinity East Secondary. In 2004, twenty one (21) private schools were used for placement including eight (8) Junior Life Centers.

Student Performance 2001-2004

Interpretation of Student Performance – Standard Scores

Students' performance in Mathematics, Language Arts and Creative Writing for SEA are reported using standard scores (deviation IQ). Standard scores are used to report on standardized tests and are based on the normal curve, which facilitates comparisons of student performance. A standard score has a fixed mean and standard deviation.

The SEA has a fixed national mean of 200 and a standard deviation of 30. Interpretation of students' performance is based on the number of standard deviations above and below the mean. Scores within one standard deviation above and one standard deviation below the mean (171-229) are considered average; scores between one and two standard deviations above or below the mean are considered above average (230-259) or below average (141-170); and those above or below two standard deviations from the mean are considered outstanding (>260) or very low (<140). See Table 4 for a summary of how to interpret the figures and Appendix I for further explanation.

Table 4

Standard Deviation	Very Low	Below Average	Mean	Above Average	Outstanding
SEA Scores	-2	-1	0	1	2
	140	170	200 (mean)	230	260

National Performance by District and Subject Area

Performance on Mathematics 2001-2004

Over the four year period, the districts of Caroni, St. George East and Victoria scored consistently above the national mean. North Eastern, Port-of-Spain and Environs, South Eastern and Tobago scored below the national mean. St. Patrick scored above the national mean in 2003 only. Victoria performed the best over the period. Please refer to Table 6 which shows the number of points scored by each district above or below the national mean. Private candidates scored well below the national mean in three years. In 2002 they scored 1.5 point above the national mean.

Table 5

SEA: District and National Means for Mathematics 2001-2004

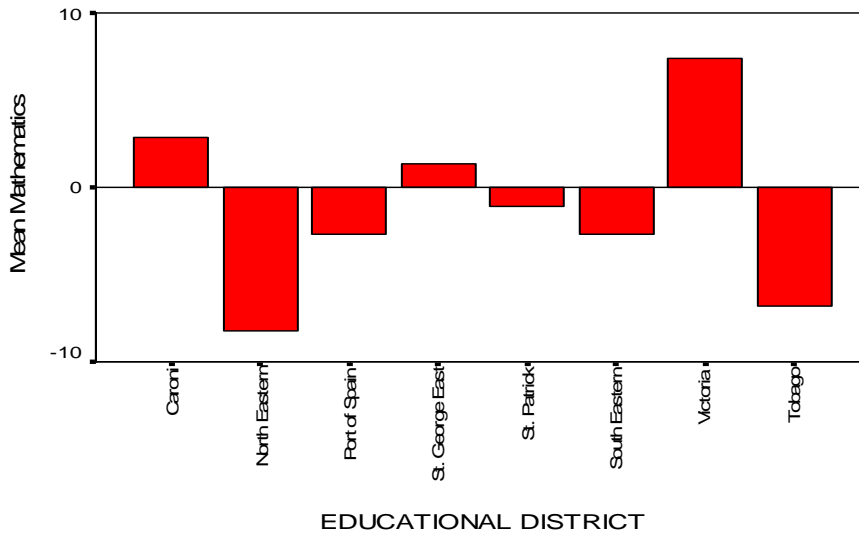
District	2001	2002	2003	2004
Caroni	202.82	203.35	202.46	202.59
North Eastern	191.78	188.08	190.06	190.95
Port of Spain	197.32	197.71	196.94	196.93
St. George East	201.35	201.66	200.98	202.23
St. Patrick	198.94	199.39	201.73	197.51
South Eastern	197.27	194.87	197.61	199.90
Victoria	207.43	207.58	206.07	205.21
Tobago	193.17	193.99	193.26	194.05
Private Candidates	174.58 (12)	201.53 (32)	177.20 (5)	184.29 (17)
National Mean	200.03	200.02	200.00	200.01

() The number of private candidates writing the examination

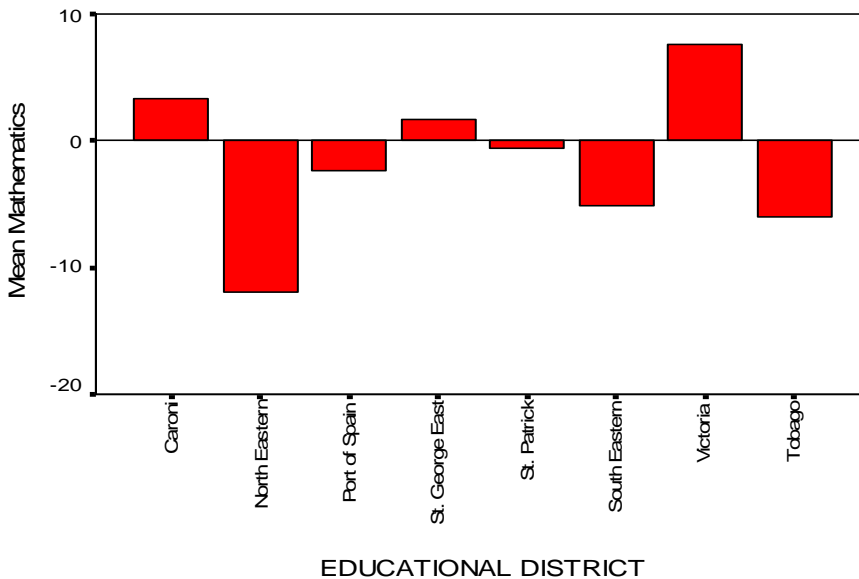
The performance of educational districts in Mathematics over the period 2001 to 2004 is also shown in graphs 1 to 4. The national mean is represented by the zero line. Private candidates are not represented on the graph because of their small number.

Generally, the students performed consistently from 2001 to 2002. However, Tobago's performance improved by .82 points North Eastern's fell by 3.7 points.

**Figure 1 Secondary Entrance Assessment 2001
Mean Performance in Mathematics by District relative to the national mean**

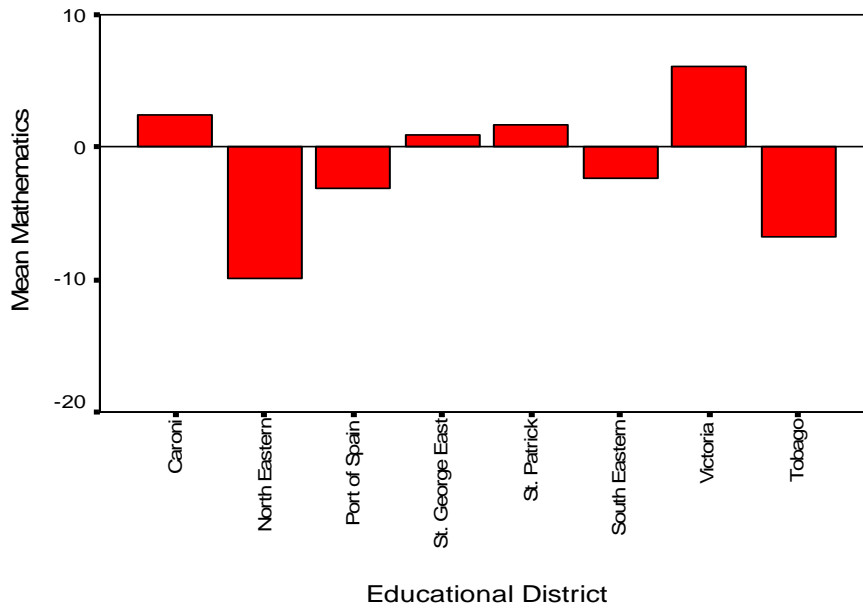


**Figure 2 Secondary Entrance Assessment 2002
Mean Performance in Mathematics by District**



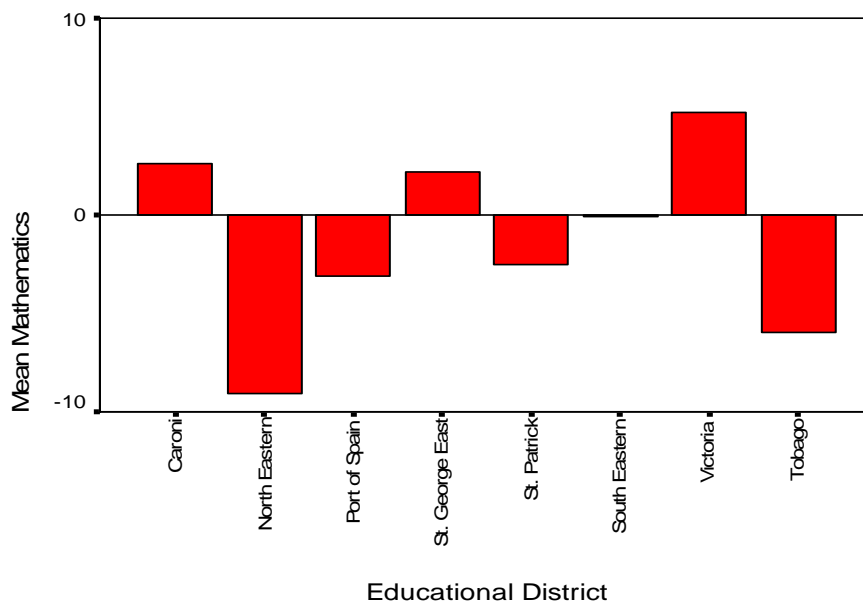
Between 2002 and 2003 St. Patrick showed an improvement of 2.34 points. This district scored below the national mean in 2002 and above in 2003. North Eastern Education District performed 2 point better, and South Eastern 2.74 points better in 2003; though still below the national mean.

**Figure 3 Secondary Entrance Assessment 2003
Mean Performance in Mathematics by District**



**Figure 4 Secondary Entrance Assessment 2004
Mean Performance in Mathematics by District**

In 2004 St Patrick fell below the national mean by 2.5 points.



Performance on Language Arts 2001-2004

Over the period 2001- 2004, St. George and Victoria scored consistently over the national mean, while North Eastern and South Eastern scored below the national mean. Caroni scored above the national mean in 2002 and 2004 and below in 2003. For three years Tobago (2001, 2002 2003), St. Patrick (2001, 2002, 2004) and Port-of-Spain and Environs (2002, 2003, 2004) scored below the national mean. The North Eastern district was consistently the lowest performing. Table 6 shows the number of points scored by each district above or below the national mean. Private candidates scored above the national mean in 2002 only.

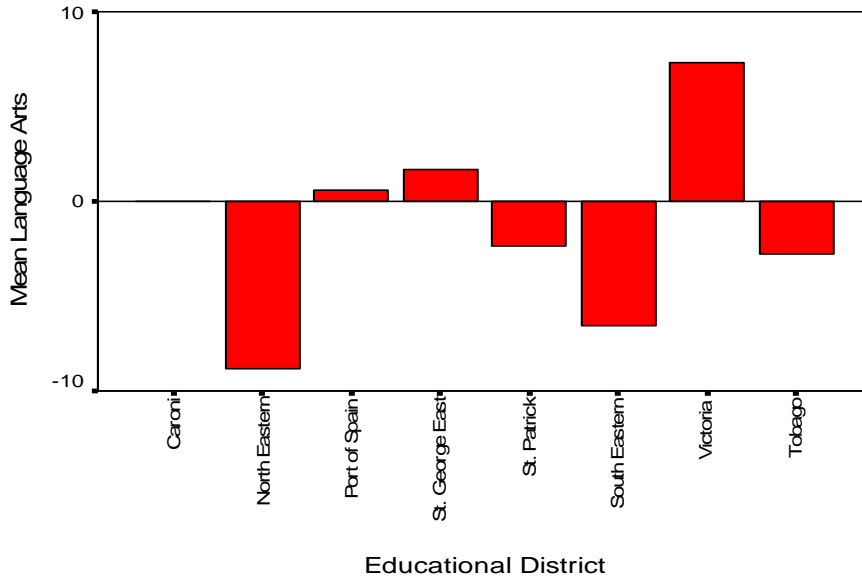
Table 6
SEA: District and National Means for Language Arts 2001-2004

District	2001	2002	2003	2004
Caroni	200.03	201.79	199.54	200.09
North Eastern	191.19	187.15	190.03	189.78
Port of Spain and Environs	200.57	199.88	199.75	199.24
St. George East	201.69	202.14	201.81	201.95
St. Patrick	197.67	198.53	200.54	195.77
South Eastern	193.42	192.18	194.98	198.19
Victoria	207.30	206.96	204.97	205.99
Tobago	197.20	197.29	197.65	200.14
Private Candidates	183.33 (12)	207.56 (32)	172.00 (5)	188.24 (17)
National	200.01	200.03	200.00	200.01

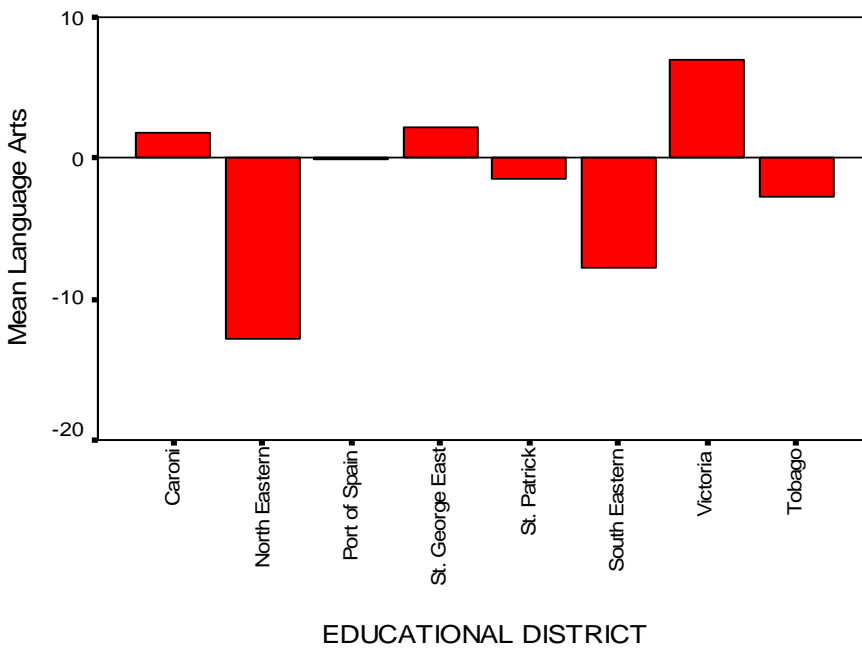
() The number of private candidates writing the examination.

The performance of educational districts in Language Arts over the period 2001 to 2004 is also shown in Figures 5 to 8. The national mean is represented by the zero line. Private candidates are not represented. Between 2001 and 2002 Caroni showed an improvement of 1.76 points. North Eastern fell further below the national mean by 4.04 points.

**Figure 5 Secondary Entrance Assessment 2001
Mean Performance in Language Arts by District**

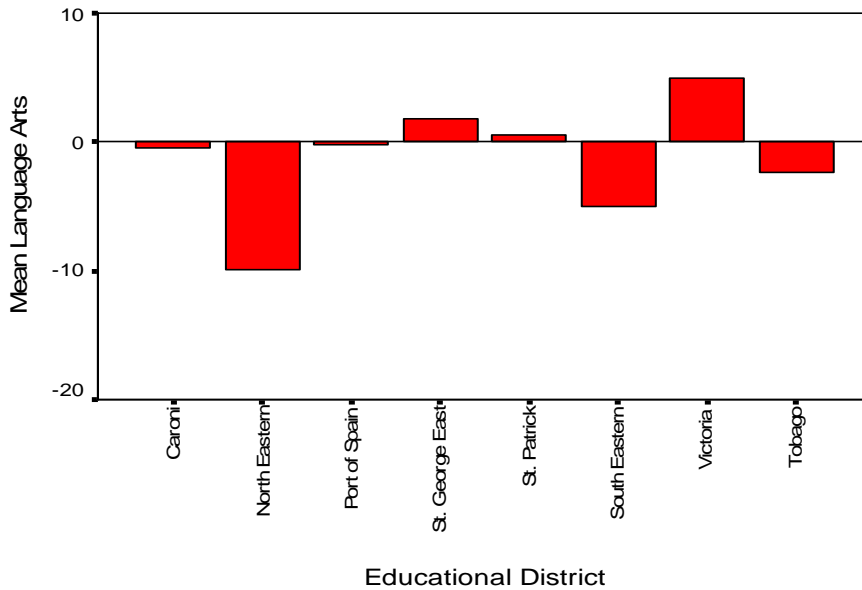


**Figure 6 Secondary Entrance Assessment 2002
Mean Performance in Language Arts by District**



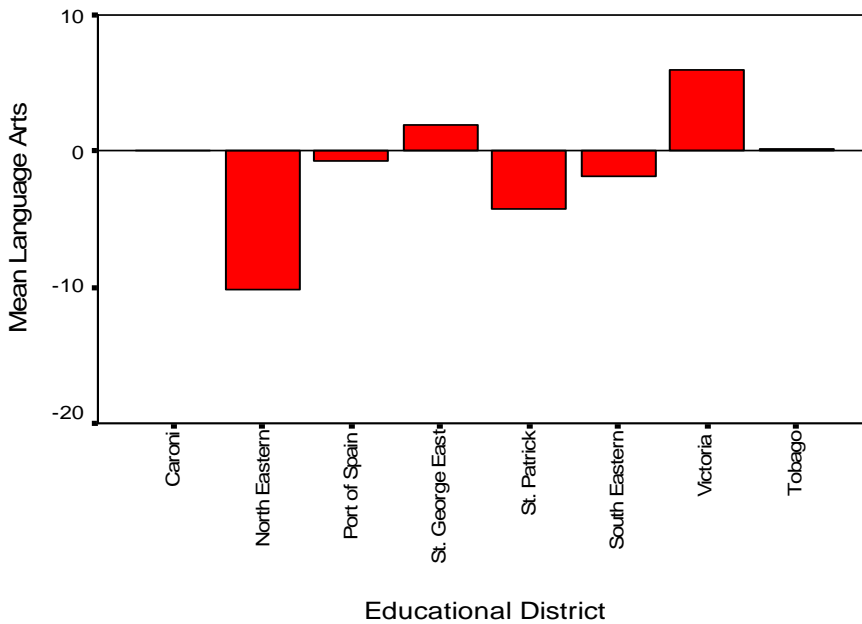
Caroni's performance fell by 2.25 points and Victoria by 2.0 points, from 2002 to 2003. North Eastern, St. Patrick and South Eastern reflected improved performance by 2.88, 2.00 and 2.8 points respectively over the two years.

**Figure 7 Secondary Entrance Assessment 2003
Mean Performance in Language Arts by District**



Between 2003 and 2004, St. Patrick's performance fell by 4.77 points. Tobago and South Eastern's points improved by 2.49 and 3.21 respectively

**Figure 8 Secondary Entrance Assessment 2004
Mean Performance in Language Arts by District**



Performance on Creative Writing 2001-2004

St. George East and Victoria scored above the national mean over the four year period.

North Eastern and Tobago scored below the national mean.

In 2001 and 2002 Port-of-Spain and Environs scored above the national mean and in 2003 and 2004 scored below the national mean. Caroni fell slightly below the national mean in 2001 however scored above the mean in 2002, 2003 and 2004.

On the other hand, St. Patrick scored below the national mean in 2001, 2002 and 2004 and a little above the national mean in 2003. Similarly, South Eastern scored below the national mean in 2001, 2002 and 2003 and above the mean in 2004.

Victoria performed the best over the four years.

Table 7 shows the number of points scored by each district above the national mean.

Private candidates scored above the national mean in 2002.

Table 7

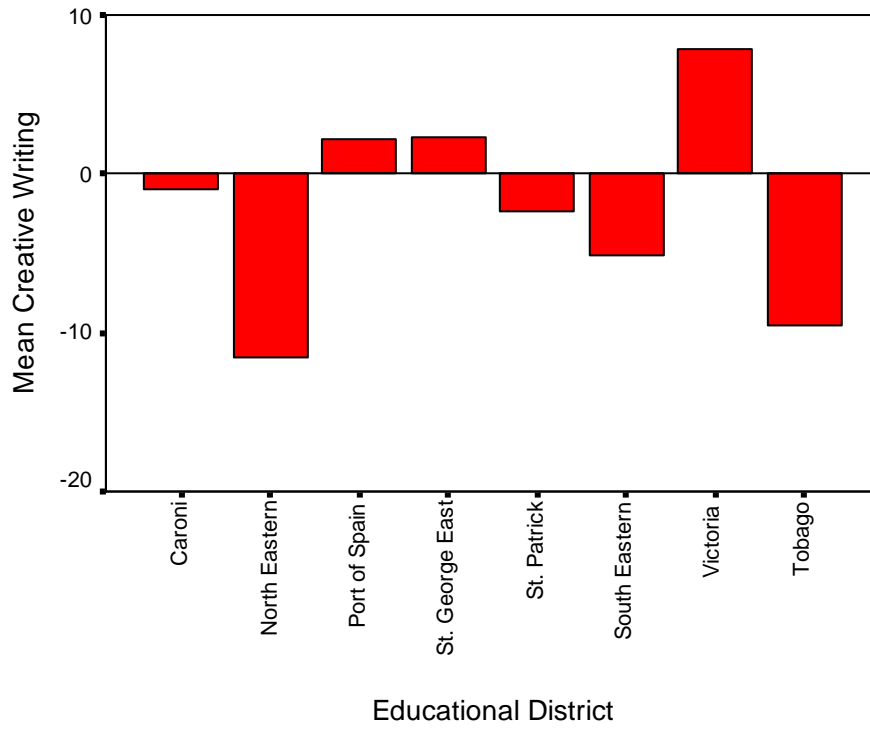
SEA: District and National Means for Creative Writing 2001-2004

District	2001	2002	2003	2004
Caroni	199.06	203.53	201.22	202.7
North Eastern	188.5	188.66	190.05	188.77
Port of Spain	202.23	201.51	198.70	197.47
St. George East	202.32	202.15	201.75	201.99
St. Patrick	197.65	199.02	200.42	197.28
South Eastern	194.88	193.47	199.28	201.42
Victoria	207.84	204.35	205.27	204.87
Tobago	190.42	189.99	192.90	196.03
Private Candidates	190.25 (12)	205.31 (32)	166.80 (5)	195.47 (17)
National	200.04	200.14	200.19	200.08

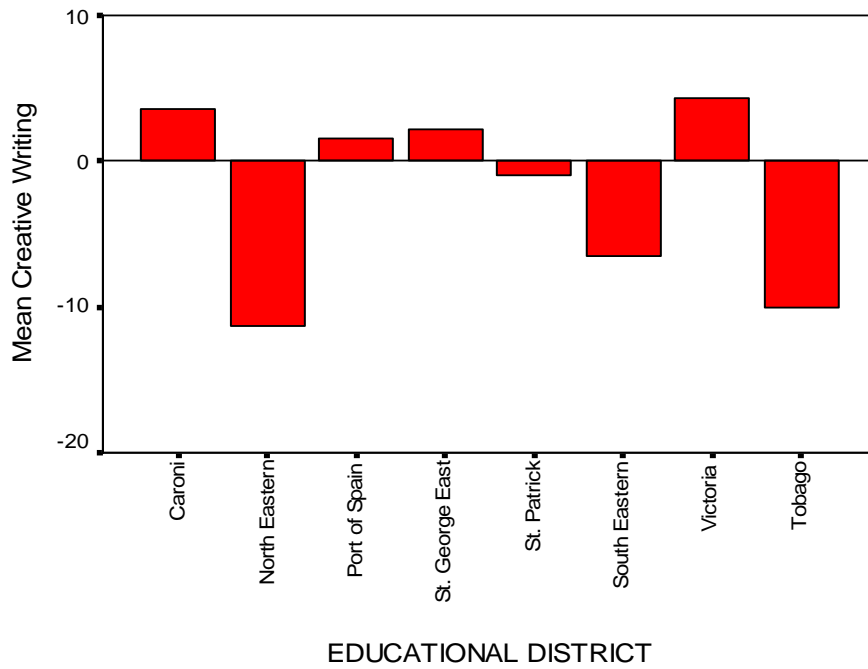
() - The number of private candidates writing the examination.

The performance of educational districts in Creative Writing over the period 2001 to 2004 is also shown in Figures 9 to 12. The national mean is represented by zero. Private candidates are not represented in the graphs because of their small numbers.

**Figure 9 Secondary Entrance Assessment 2001
Mean Performance in Creative Writing by District**

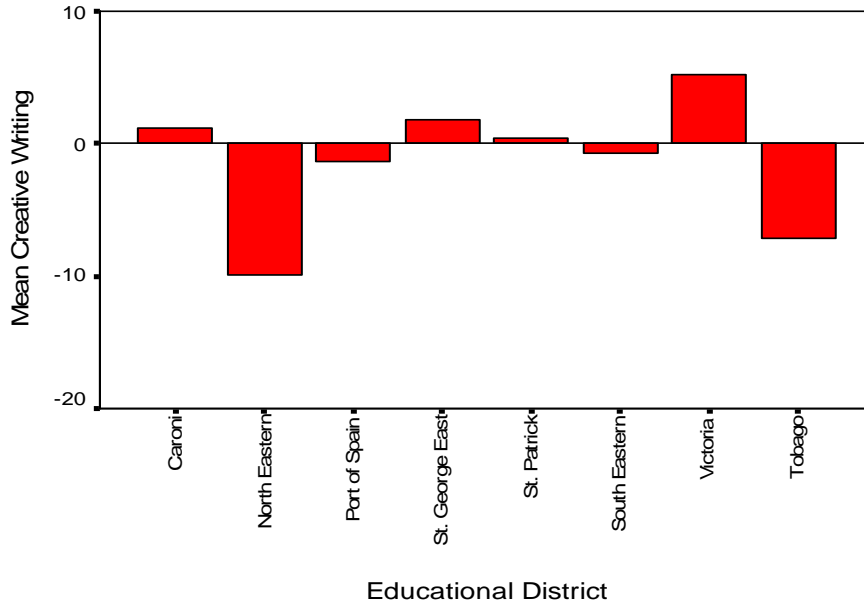


**Figure 10 Secondary Entrance Assessment 2002
Mean Performance in Creative Writing by District**

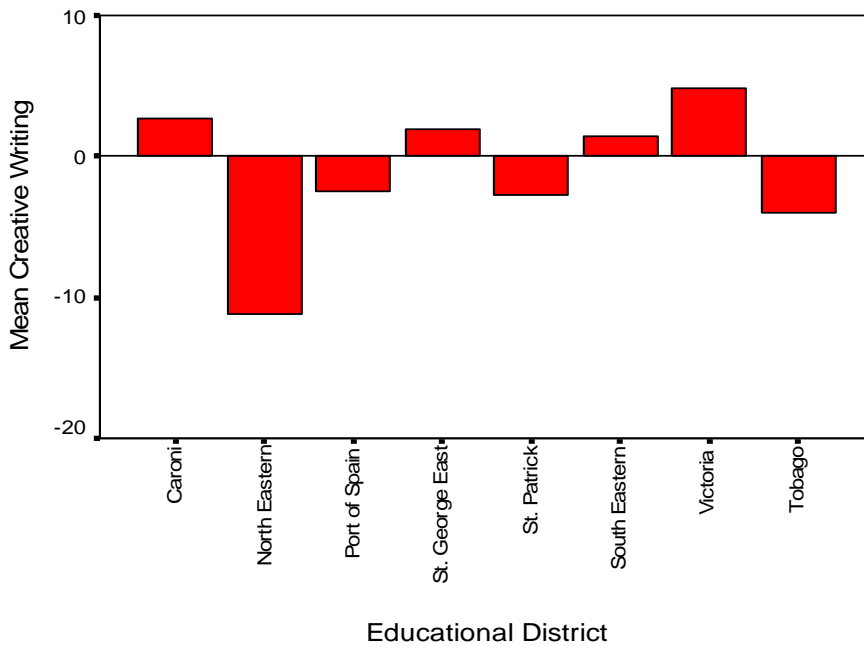


**Figure 11 Secondary Entrance Assessment 2003
Mean Performance in Creative Writing by District**

In 2003, the general performance in Port of Spain and Environs fell by 2.81 points and Caroni by 2.31 points. South Eastern and Tobago, although remaining below the national mean, increased in performance by 5.81 and 2.91 respectively from 2002.



**Figure 12 Secondary Entrance Assessment 2004
Mean Performance in Creative Writing by District**



Summary

Overall, the districts of St. George and Victoria have performed above the national means in the three subjects over the four years. North Eastern has performed significantly below the national mean in the three subjects over the four years followed closely by Tobago and South Eastern.

National Performance by Sex and Subject Area 2001-2004

The performance of students by sex in the different subject areas is presented (using error bars) in graphs 13 to 24. The means (represented by 200) and standard errors of measurement are displayed for both male and females. Standard errors of measurement are used in testing to estimate the range or band where the true score can be found. Each score on the error bar can be interpreted as falling within a range, which is represented by the upper and lower portions of the error bars.

Over the period 2001 to 2004, female students attained higher scores, than their male counterparts in all three-subject areas: Mathematics, Language Arts and Creative Writing. The mean scores of the female students, continued to exceed the national means. (Refer to Table 8 on the following page)

Table 8 National Means by Subject Areas and Sex

SEA 2001-2004 National Mean by Subject Area and Sex

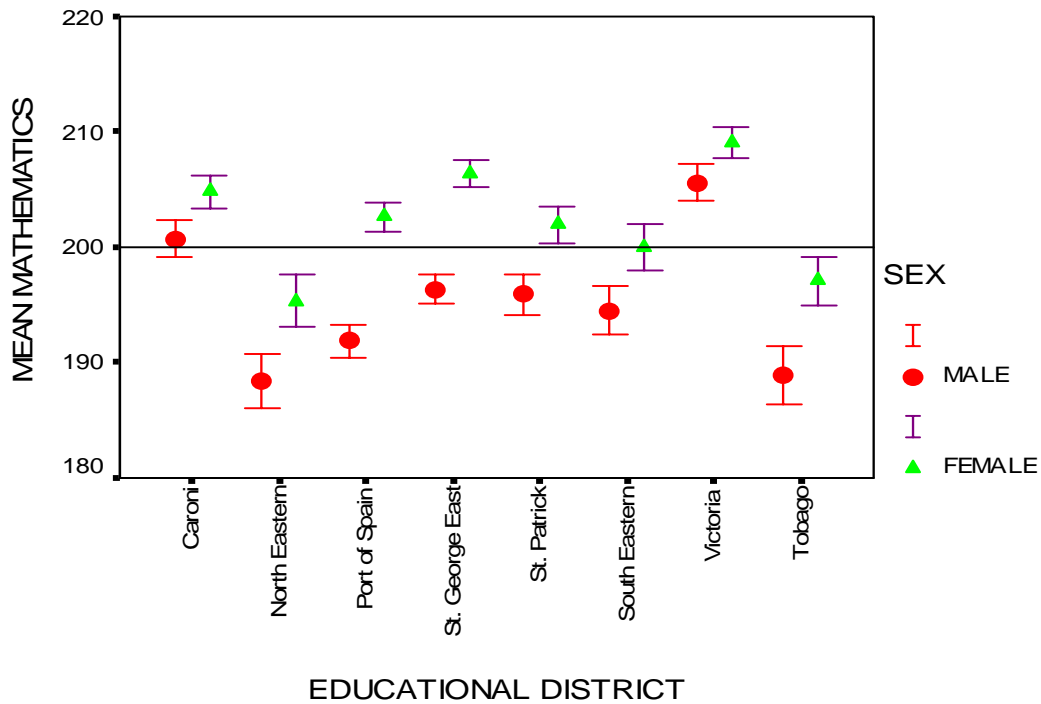
	Mathematics		Language Arts		Creative Writing	
	Mean	Standard	Mean	Standard	Mean	Standard
		Deviation		Deviation		Deviation
2001						
National	200.03	30.00	200.01	29.96	200.04	29.76
Female	203.72	28.53	206.15	27.89	206.66	27.56
Male	196.27	30.97	193.77	30.70	193.31	30.39
2002						
National	200.02	29.99	200.03	29.96	200.14	29.97
Female	203.55	28.65	206.25	27.24	207.44	27.24
Male	196.45	30.88	193.72	31.24	192.73	30.79
2003						
National	200.00	29.97	200.00	29.98	200.19	29.98
Female	203.41	28.06	206.08	25.91	207.49	26.63
Male	196.58	31.41	193.88	32.44	192.85	31.35
2004						
National	200.01	29.97	200.01	29.97	200.08	29.76
Female	202.92	28.36	206.22	26.94	206.96	26.73
Male	197.07	31.25	193.72	31.53	193.11	31.03

Performance in Mathematics by Sex and District.

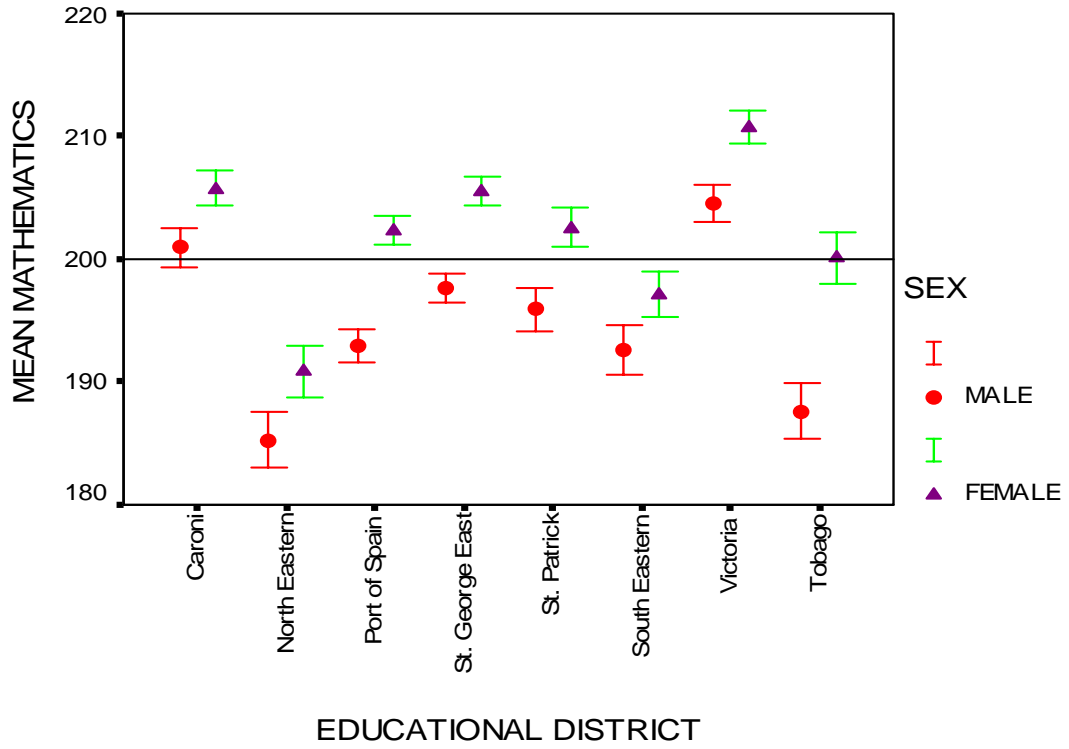
The performance of male and females in Mathematics in their educational districts over the period 2001 to 2004 is presented in figures 13 to 16. The national mean is represented by 200.

Between 2001 and 2002 the overall trend in performance was maintained. However, the gap between the performance of male and female students in Victoria and Tobago seems to have widened.

Figure 13 Secondary Entrance Assessments 2001
Mean Performance in Mathematics by District and Sex

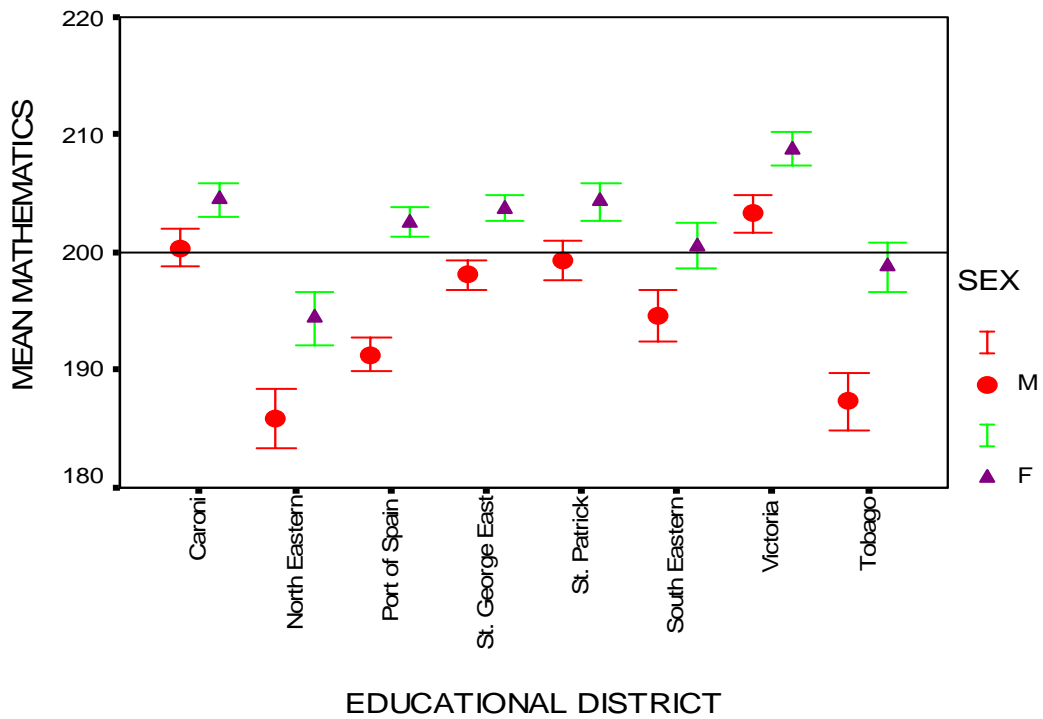


**Figure 14 Secondary Entrance Assessment 2002
Performance in Mathematics by District**



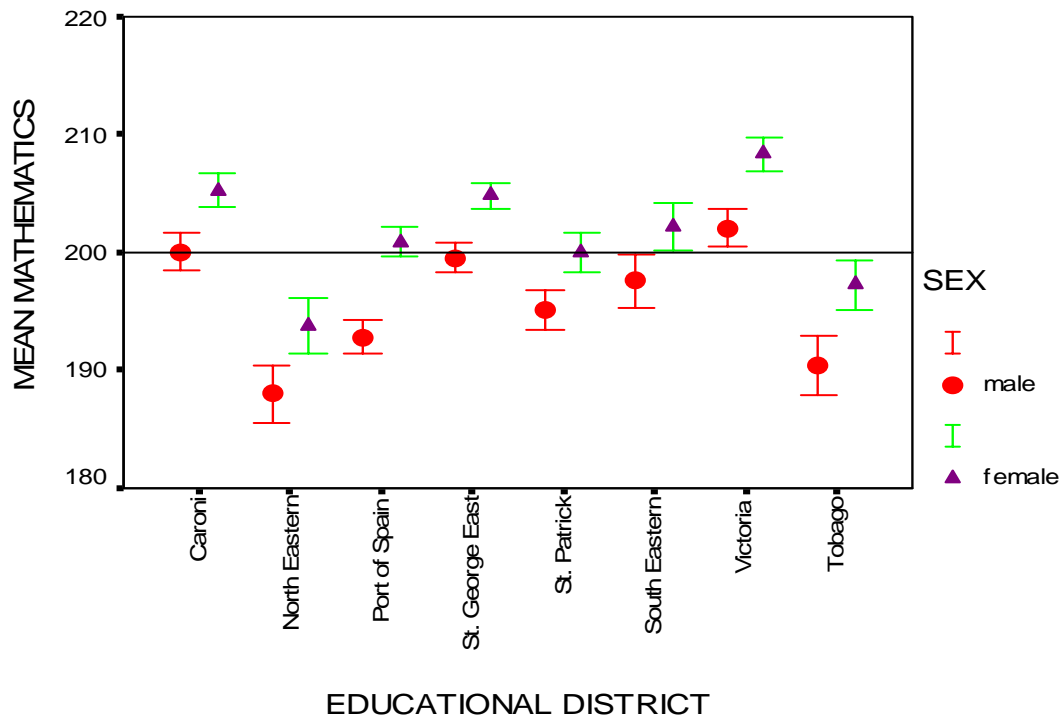
In the North Eastern and South Eastern districts the females improved in performance from 2002 to 2003 thus widening the gap in performance. In St. Patrick and St. George East the gap in performance was narrowed.

Figure 15 Secondary Entrance Assessment 2003
Mean Performance in Mathematics by District and Sex



In 2004 the gap in performance for North Eastern and Port-of-Spain and Environs education districts seems to have narrowed. This also occurred in Tobago where the performance in males improved. There was almost no significant difference in scores between males and females in the South Eastern district.

**Figure 16 Secondary Entrance Assessment 2004
Mean Performance in Mathematics by District and Sex**



Performance in Language Arts by Sex and District

The performance of males and females in Language Arts in their educational districts over the period 2001 to 2004 is presented in Figure 17 to 20. The national mean is represented by 200.

From 2001 to 2002 the overall trend in performance was maintained. However, in the North Eastern district the performance of female students fell, thus narrowing the gap between male and females.

Figure 17 Secondary Entrance Assessment 2001
Mean Performance in Language Arts by District and Sex

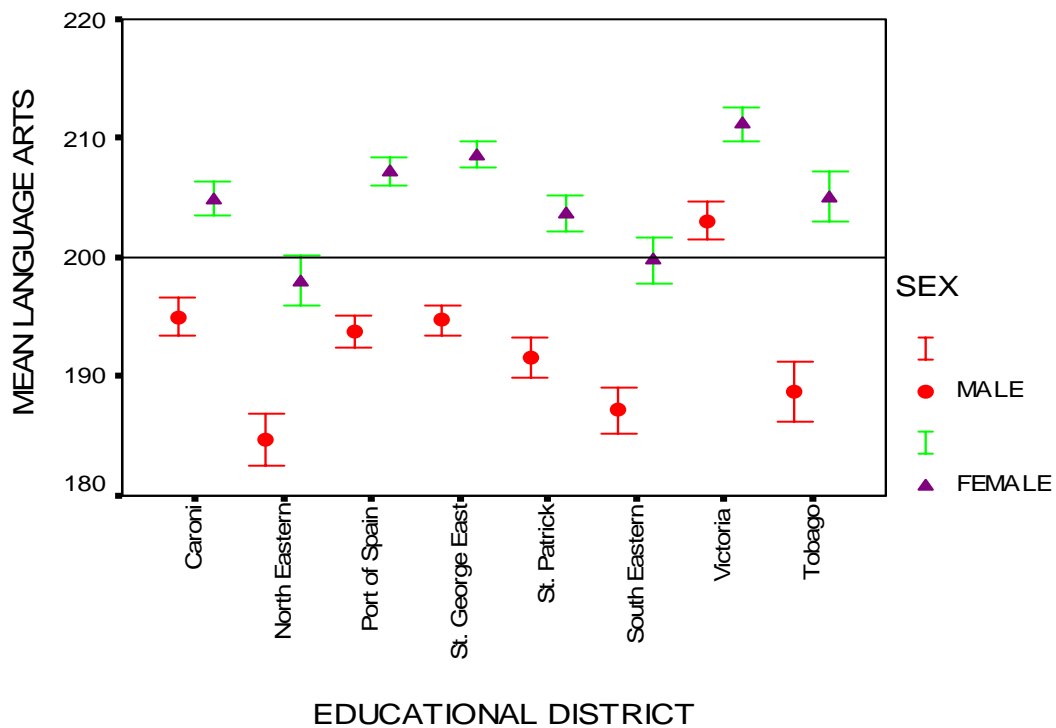
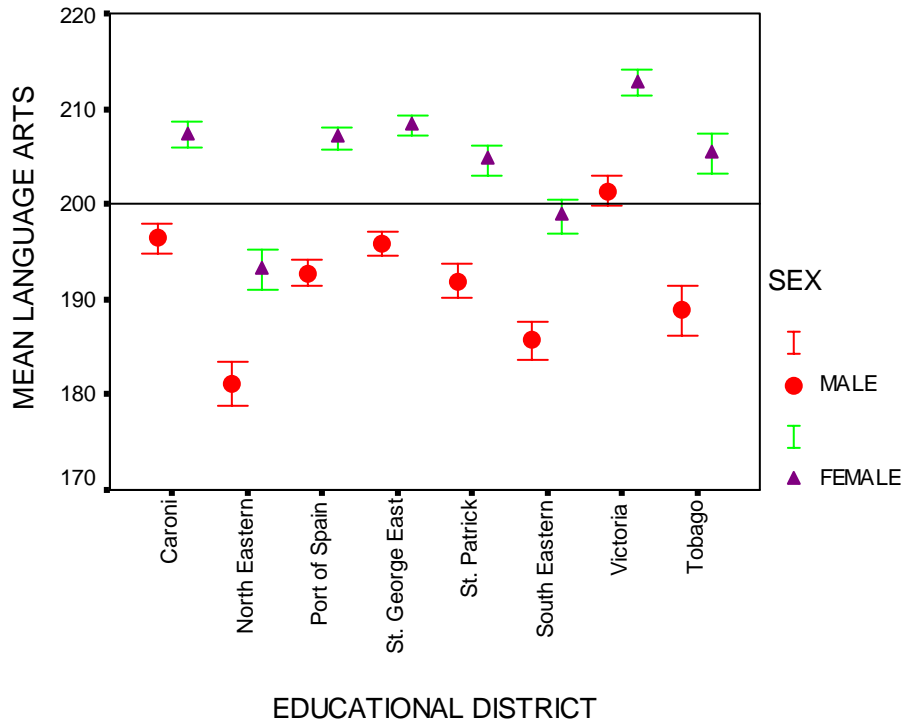
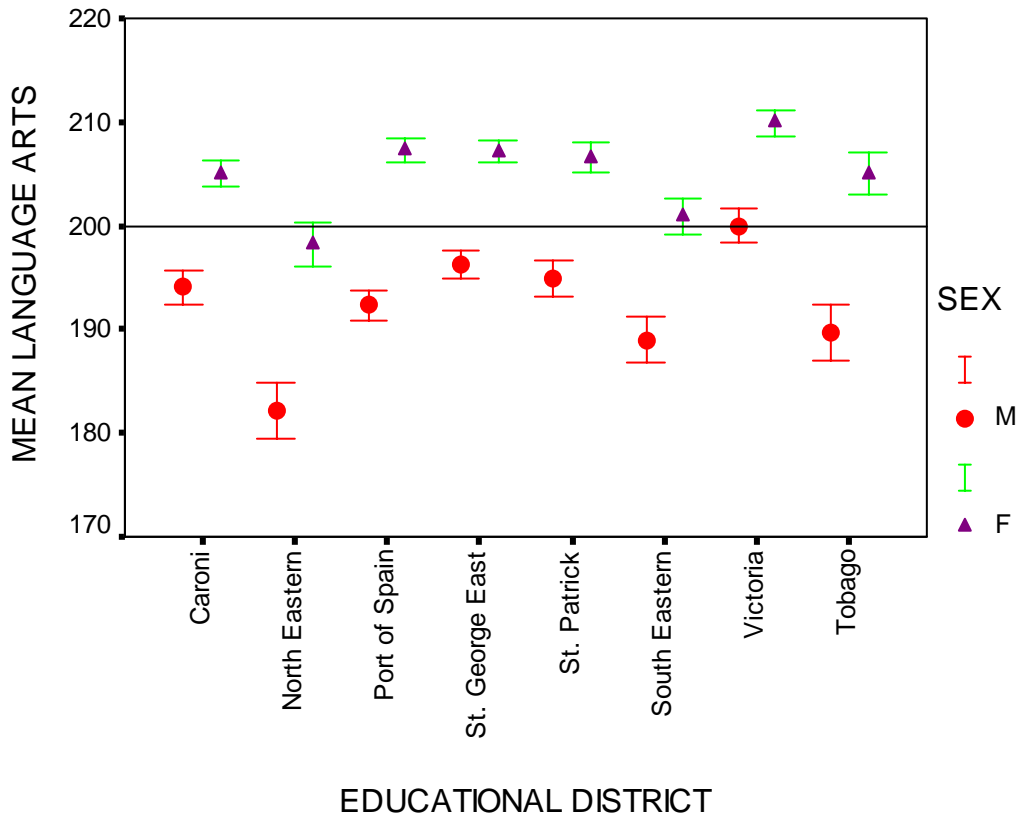


Figure 18 Secondary Entrance Assessment 2002
Mean Performance in Language Arts by District and Sex



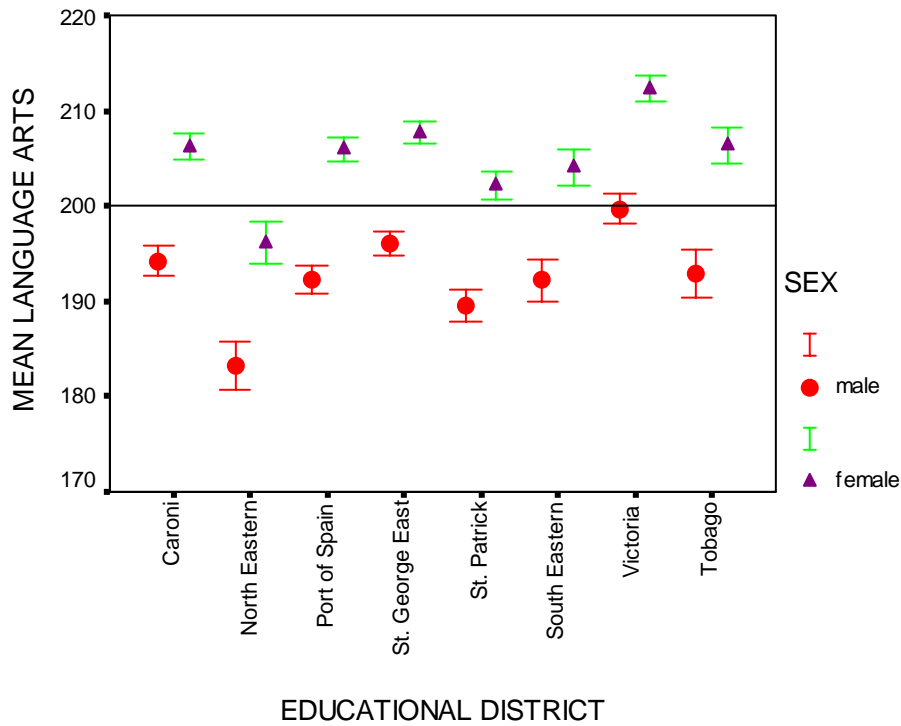
In 2003 female students in North Eastern increased their scores closer to the mean. Performance between male and females in the other districts remained the same.

Figure 19 Secondary Entrance Assessment 2003
Mean Performance in Language Arts by District and Sex



Between 2003 and 2004 performance of both male and females in St. Patrick and South Eastern districts fell. The difference in performance for all districts in 2004 was very similar.

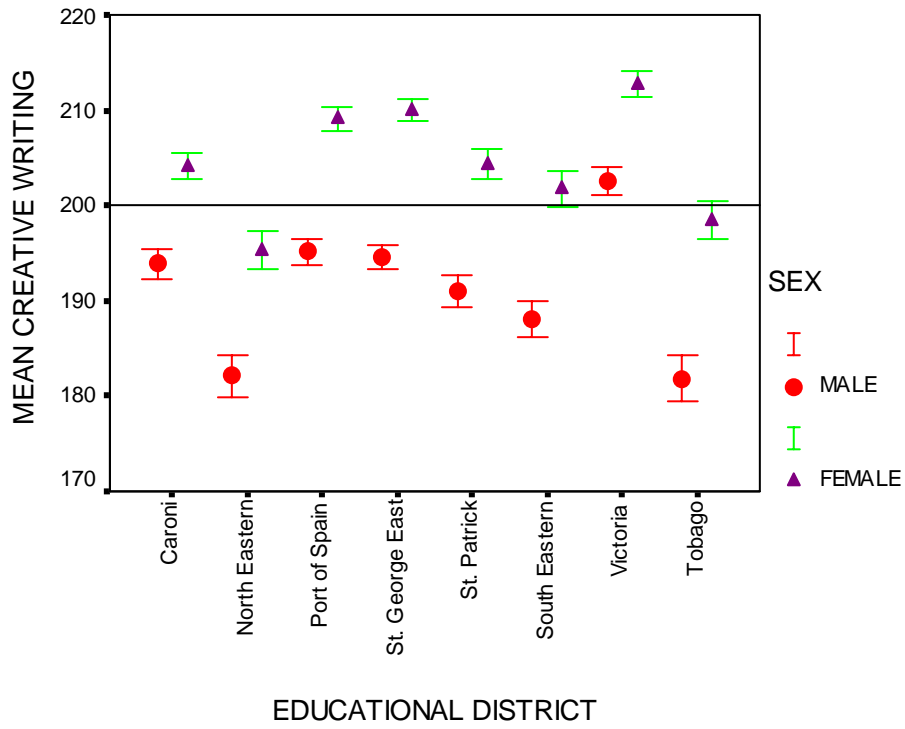
**Figure 20 Secondary Entrance Assessment 2004
Mean Performance in Language Arts by District and Sex**



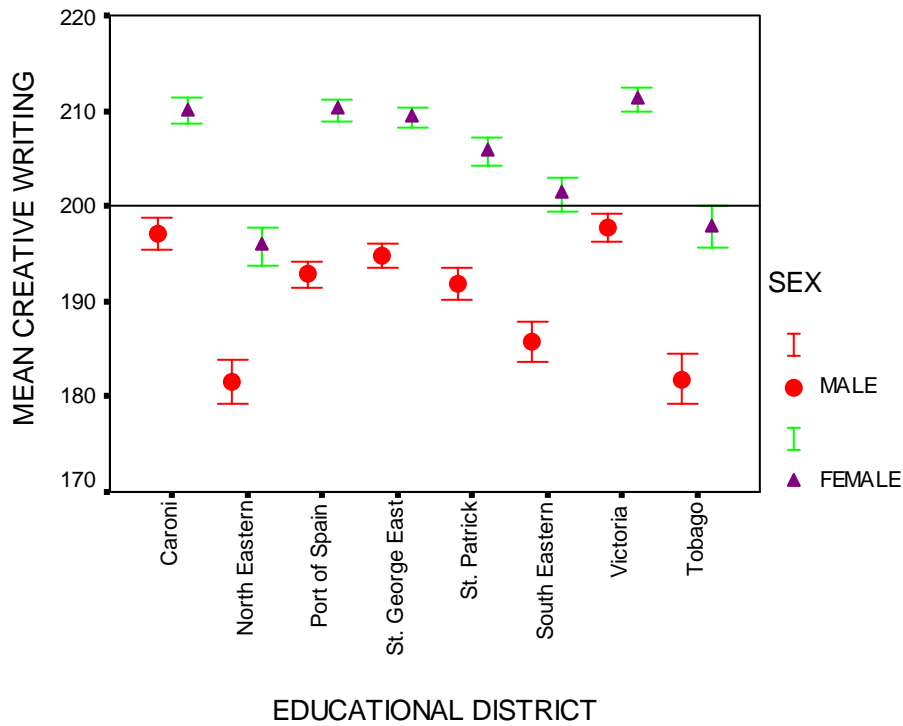
Performance in Creative Writing by Sex and District.

From 2001 to 2004 performance of male and female students in Caroni increased at the same rate. In Victoria however, performance of male students fell.

Figure 21 Secondary Entrance Assessment 2001
Mean Performance in Creative Writing by District and Sex

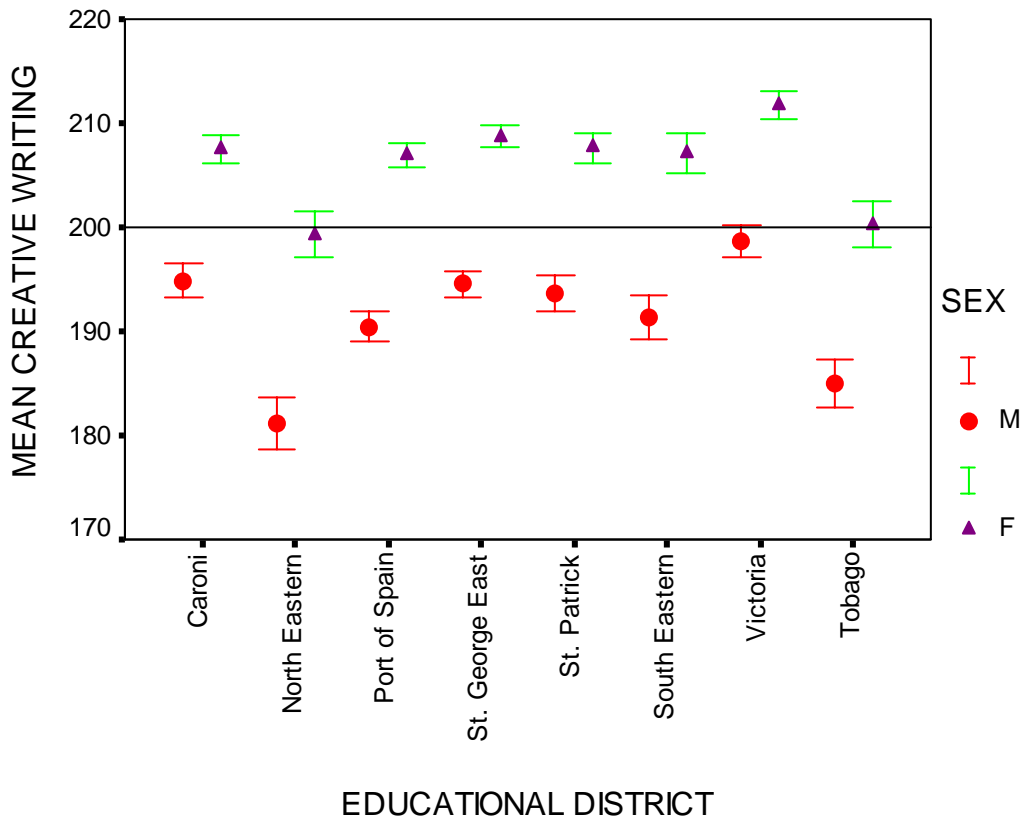


**Figure 22 Secondary Entrance Assessment 2002
Mean Performance in Creative Writing by District and Sex**



Between 2002 and 2003 performance of female students in North Eastern increased and widened the gap between their male counterparts. In St. Patrick and South Eastern both male and female increased their performance at the same rate.

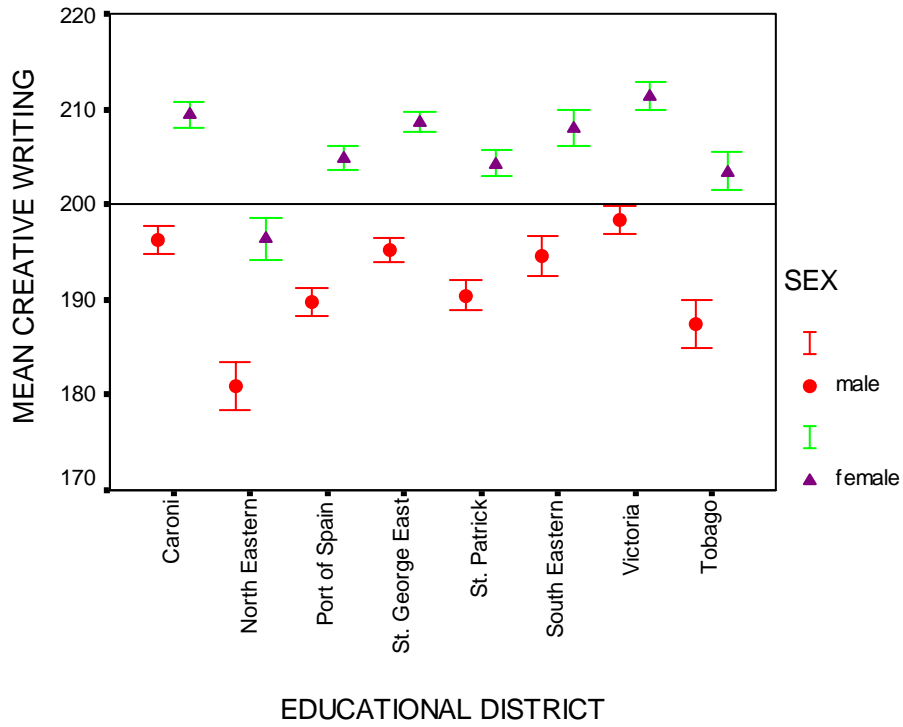
Figure 23 Secondary Entrance Assessment 2003
Mean Performance in Creative Writing by District and Sex



From 2003 to 2004 performance of female students in North Eastern fell thus narrowing the gap. Performance of female students in Tobago improved.

The wide gaps in performance over the four years suggest significant differences in performance between male and female students.

Figure 24 Secondary Entrance Assessment 2004
Mean Performance in Creative Writing by District and Sex



Students Scoring Thirty Percent and Below by Subject Area

The percentage of students scoring thirty percent and below in Creative Writing, Language Arts and Mathematics varied from year to year during the period under review. There is a general trend of students performing better in Creative Writing than on the other two papers. While the percentage of students performing at 30% and below in Mathematics (in 2003 17.1% and 2004 15.4%) decreased; the percentage of students scoring 30% and below in Language Arts rose slightly to 16.0% in 2004, after two years of decline; 23.9% in 2001, 18.2% in 2002 and 12.1% in 2003.

TABLE 9 SEA 2001-2004 PERFORMANCE PROFILE BY SUBJECT AREA AND NUMBER; AND PERCENTAGES OF STUDENTS SCORING 30% AND BELOW

NUMBER AND PERCENTAGE OF STUDENTS SCORING 30% AND BELOW								
SUBJECT	Number				Percentage			
	2001	2002	2003	2004	2001	2002	2003	2004
Creative Writing	2935	4176	2535	2720	13.9	19.5	12.3	13.1
Language Arts	5072	3902	2504	3325	23.9	18.2	12.1	16.0
Mathematics	4774	5964	3527	3215	22.5	27.8	17.1	15.4

The table above shows that a significant percentage of students (13% to 16%) continued to score below 30% in all three-subject areas in 2004. Scoring 30% and below is not considered an acceptable score. With this in mind, students who attain 30% and lower of total composite score, are assigned to special classes in secondary schools where remedial programmes and attentive/skills programmes have been established to address their needs.

While the actual number of students writing the SEA each year has remained steady at approximately twenty one thousand, the number and percentage of students “under performing” have fallen from a high of 3,635 (16%) in 2002, to 2433 (11%) in 2004. However a disturbing ratio of boys who are under performing exists, 3:1 of boys to girls in 2003 and 2004 compared to a 2:1 ratio in 2001 and 2002. This underpins and emphasises the need for focussed attention on boys’ learning at school, and for parental support at home.

TABLE 10 NUMBER AND PERCENTAGES OF STUDENTS SCORING 30% AND BELOW

YEAR	BOYS	GIRLS	TOTAL	PERCENTAGE
2001	2300	1041	3341	16
2002	2508	1127	3635	16
2003	1596	550	2146	10
2004	1737	696	2433	11

Urban, Suburban and Rural Classifications

The term urban is generally considered a city environment. The suburbs or suburban areas are around a city where houses and small open spaces are mixed. Rural areas are areas in the country farms, fields and very few houses.

The Central Statistical Office, CSO, has classified geographical areas as urban or rural at the ward level, based on population density per square kilometre.

Areas where the population density is 200 or more per square kilometre have been classified as urban, with the exception of Siparia. Those areas where the population density is less than 200 per square kilometre have been classified as rural.

The Ministry Of Education's classification of "suburban" was developed and used in the early 1970's with the construction of the Junior Secondary Schools. The existing classification used in this report includes a suburban category and does not match CSO's classification used in the 2000 National Census.

Some areas presently classified by CSO as urban, are classified in our document, as suburban. A complete listing of primary schools by categories is appended.

The statistics, when examined, shows that the largest number of schools have been classified as rural.

Table 11 shows number of schools by district and demographic classification

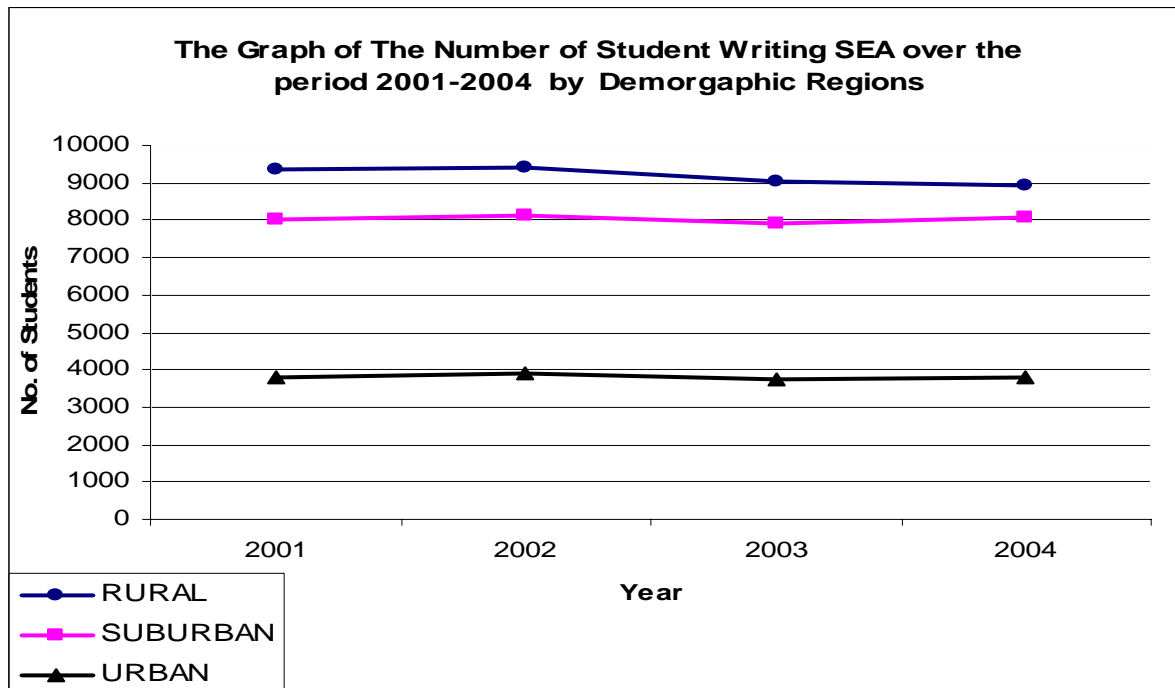
NUMBER OF SCHOOLS BY DISTRICT AND DEMOGRAPHIC CLASSIFICATION

DISTRICTS	NUMBER OF SCHOOLS			
	RURAL	SUBURBAN	URBAN	TOTAL
Caroni	57	12	0	69
North Eastern	37	7	0	44
Port of Spain and Environs	4	32	59	95
St. George East	34	75	0	109
St. Patrick	51	11	0	62
South Eastern	36	15	0	51
Victoria	51	6	22	79
Tobago	32	7	0	39
TRINIDAD & TOBAGO	302	165	81	548

Table 12 shows the Number of Students Writing SEA by Demographic Classification for the period 2001-2004

Number of Students Writing SEA				
Demographic Classifications	2001	2002	2003	2004
Rural	9359	9415	9032	8905
Suburban	8043	8105	7905	8100
Urban	3772	3896	3727	3809
Total	21174	21416	20664	20814

Figure 25 shows a graphic representation of the previous table.



National Performance by District and Demographic Area 2001-2004

Performance in Mathematics by District and Demographic Area

The mean scores for urban schools was above the national mean for the four years, with the mean scores for urban schools in Victoria being consistently higher than those in Port of Spain.

Rural schools in all districts for the four-year period, with the exception of schools in St. Patrick in 2003, had mean scores that fell below the national mean. Rural schools in North Eastern and Port of Spain and Environs generally maintained lower mean scores than those in the other districts. Rural schools in Caroni, St. Patrick and Victoria had mean scores that fell just below the national mean.

The mean scores for suburban schools in Caroni, St. George East and South Eastern districts for the four-year period were consistently above the national mean. However, those in the North Eastern, Port of Spain and Environs and Victoria districts were consistently below the National mean. Suburban schools in St. Patrick performed at the national mean only in 2002 and below in the other 3 years. The performance of suburban schools in Tobago fluctuated from performing on the national mean in 2001, to above in 2002 and below the national mean in 2004.

Figures 26- Shows mean performance in each subject area by district and demographic classification.

Figure 26

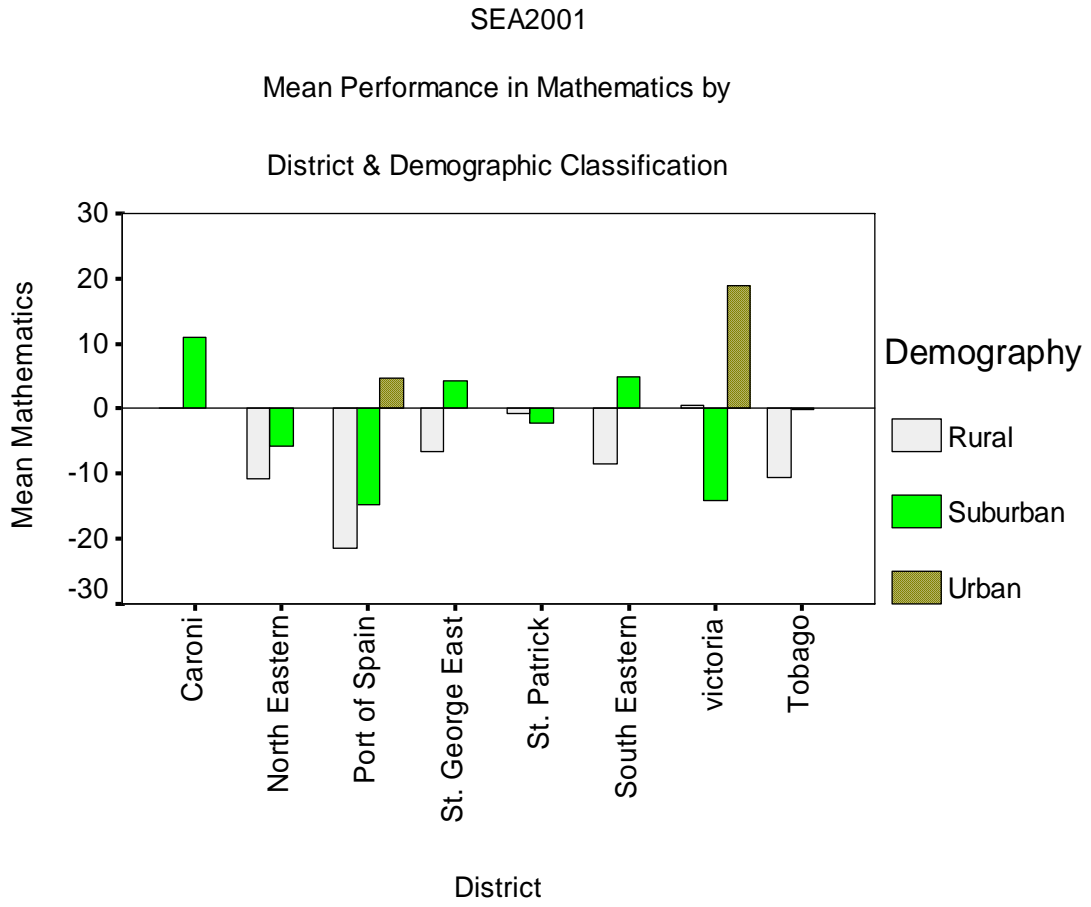


Figure 27

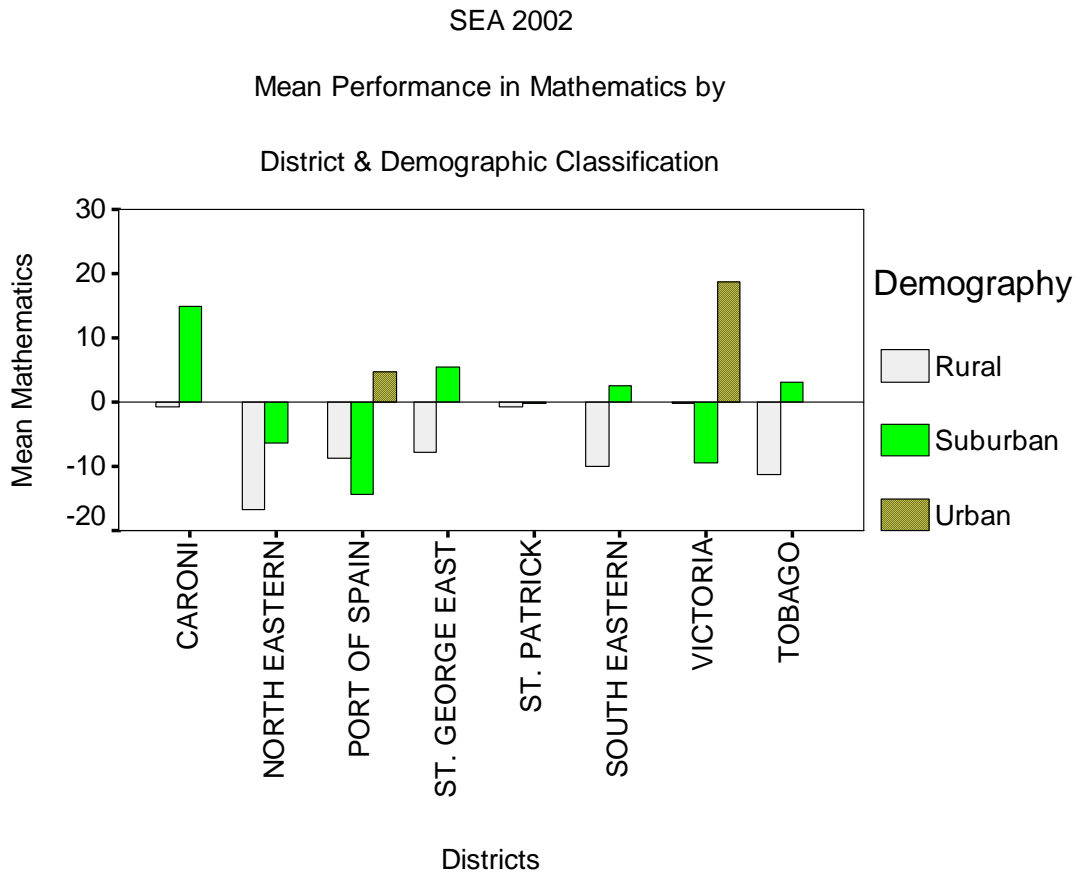


Figure 28

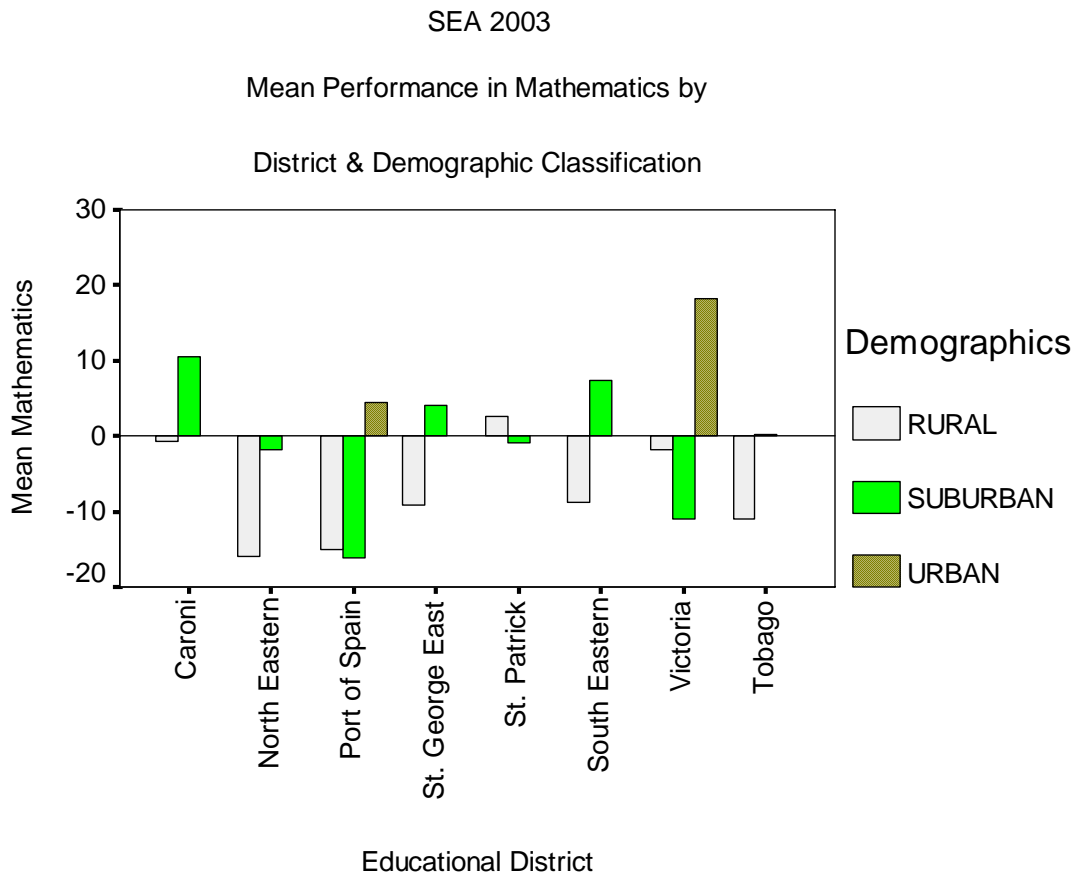
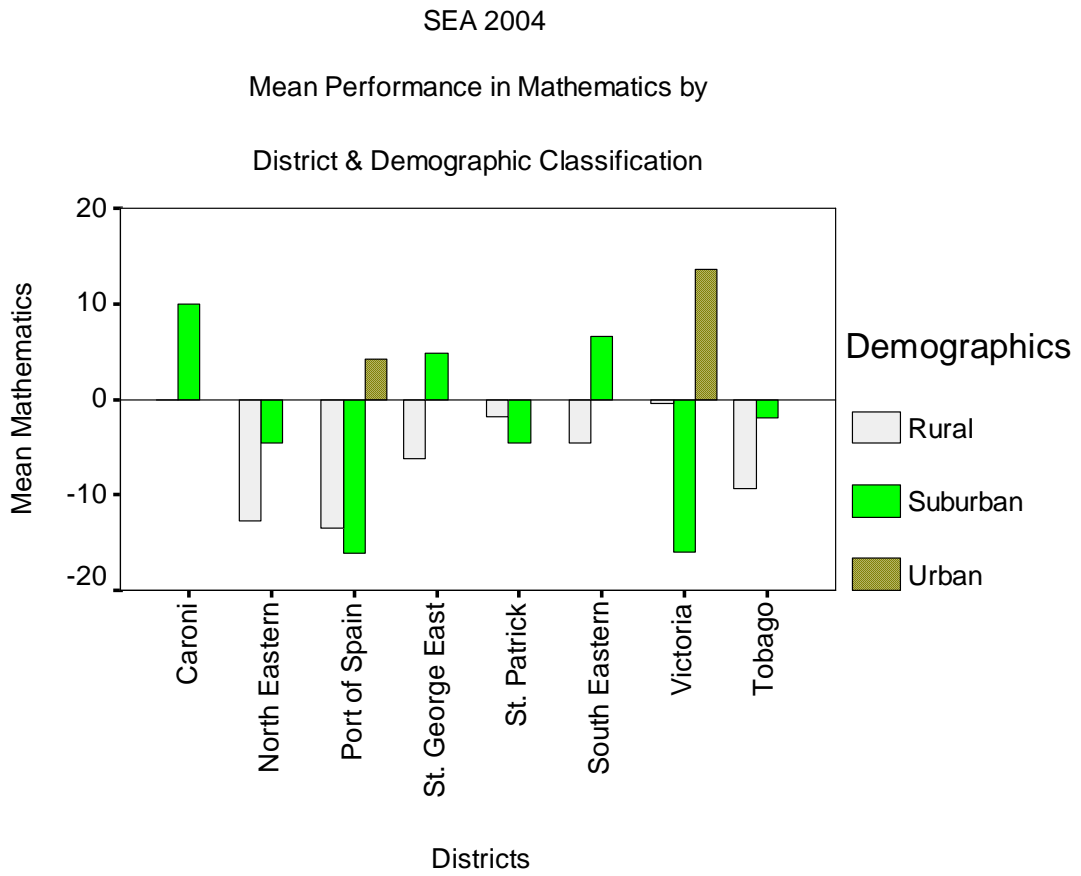


Figure 29



Performance in Language Arts by District and Demographic Area

The mean scores for urban schools was above the national mean for the four-year period, with, the mean scores for Victoria being consistently higher than the mean scores for urban schools in the Port of Spain and Environs education district.

Rural schools in all districts over the four year period, with the exception of one district had mean scores that fell below the national mean. The mean scores of rural schools in St. Patrick district in 2003 coincided with the national mean.

Over the 4-year period, suburban schools in Caroni, St. George East and Tobago performed above the national mean and those in North Eastern, Port of Spain and Environs and Victoria performed below the national mean.

Suburban schools in the South Eastern district improved performance by moving from performing below the national mean in 2001 and 2002 to above the national mean in 2003 and 2004.

In the St. Patrick district however although schools' performance improved in 2002 and 2003, scores dropped below the national mean in 2004.

Figure 30

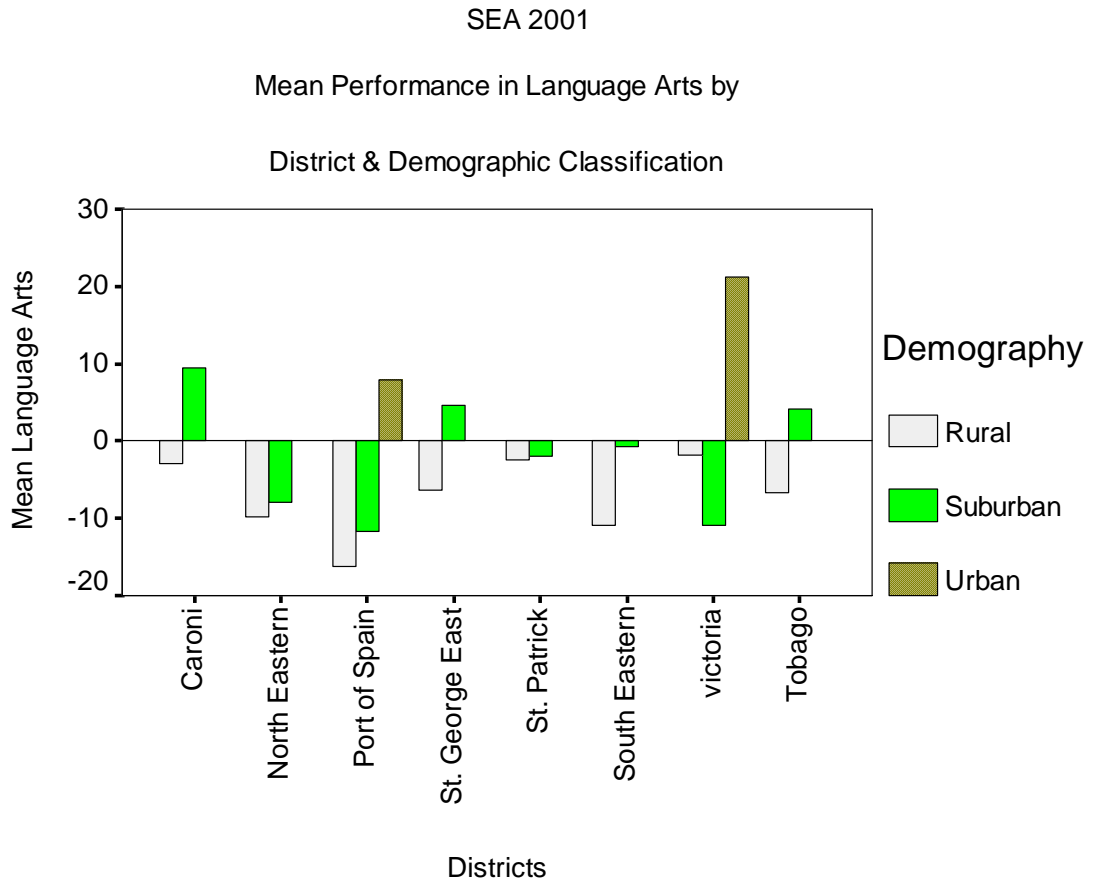


Figure31

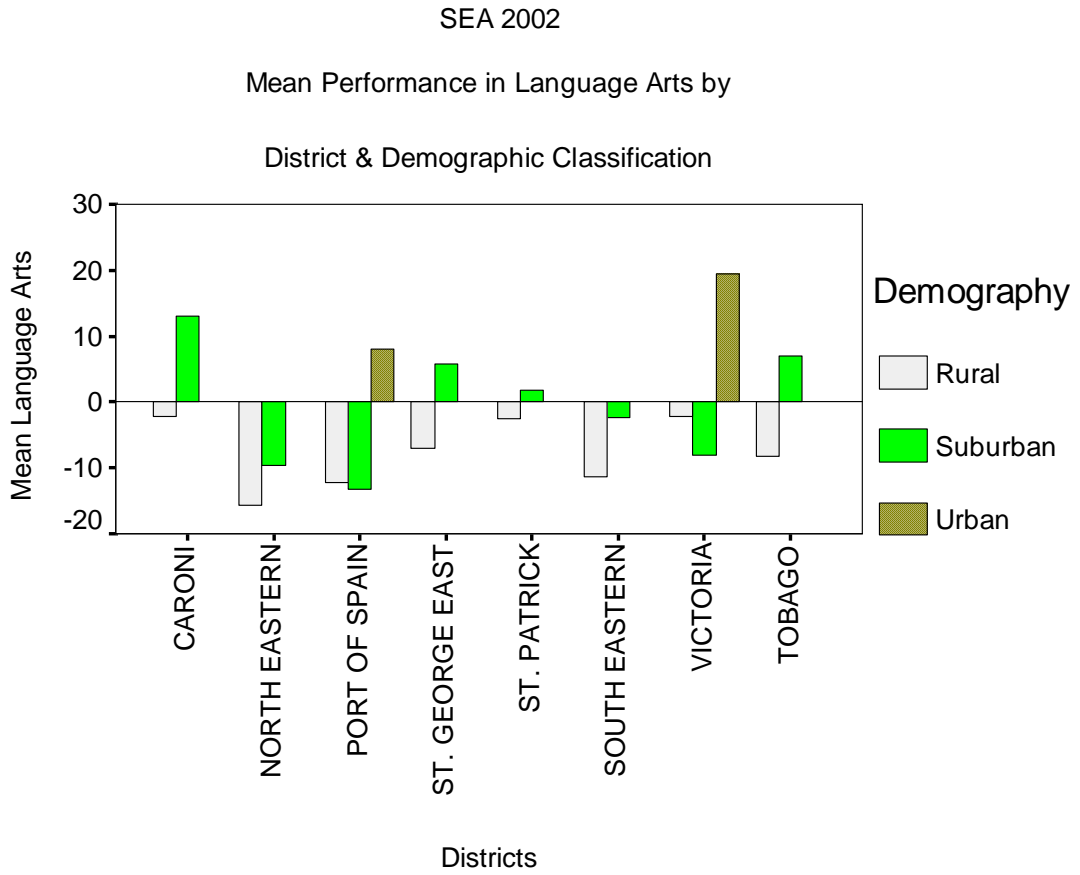


Figure 32

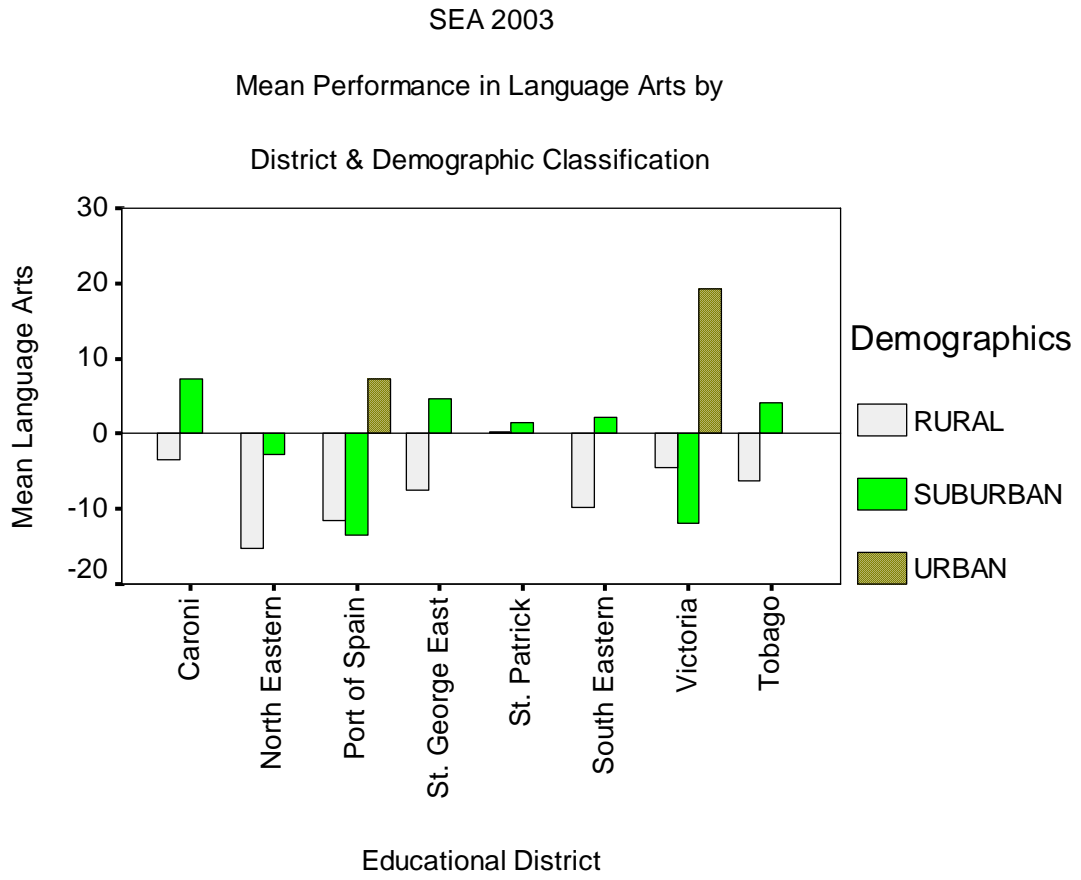
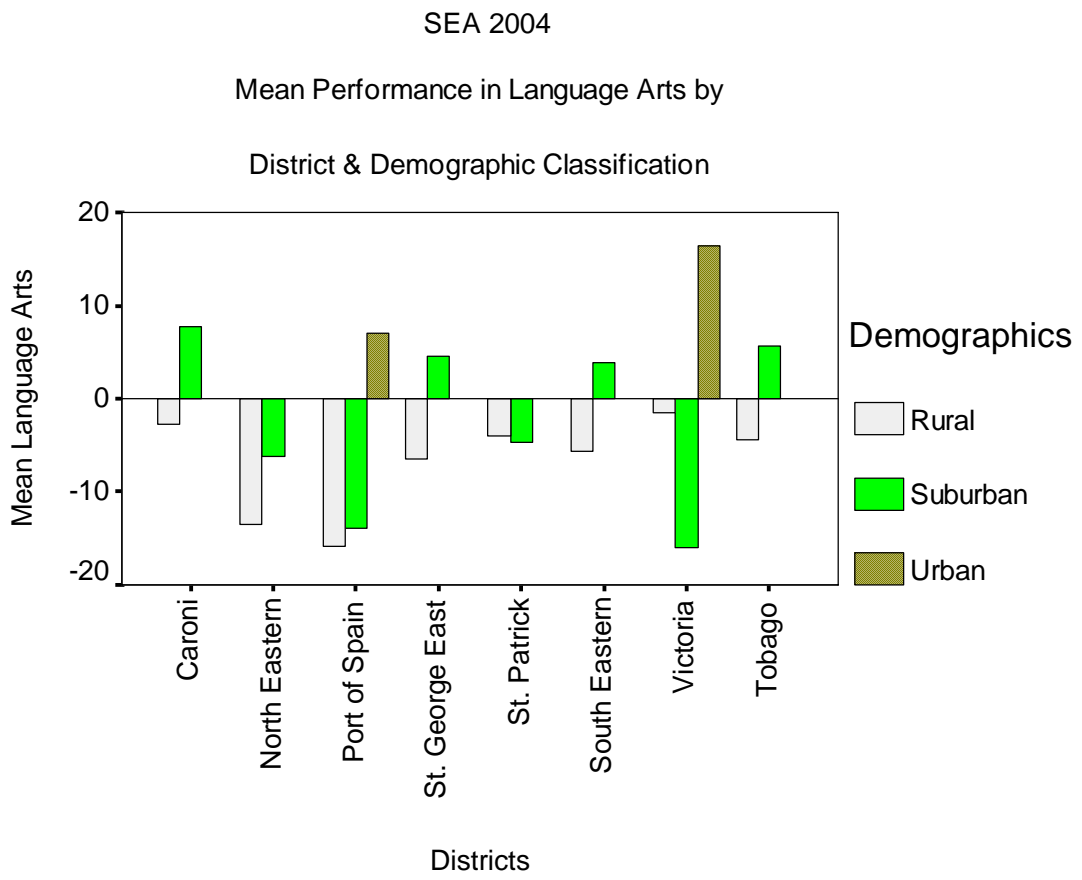


Figure 33



Performance in Creative Writing by District and Demographic Area

The mean scores for urban schools were above the national mean for the four-year period. In keeping with the trend for Mathematics and Language Arts, the mean scores for Victoria were higher than those for Port of Spain and Environs district.

The mean for seven out of eight districts with rural schools fell below the national mean in all four years. In 2001 and 2004 the means for Victoria and Caroni, respectively were a little above the national mean. In 2002 and 2003 Caroni and St. Patrick's mean score coincided with the national mean.

Suburban schools in Caroni and St. George East performed above the national mean and those in North Eastern, Port of Spain and Environs and Victoria below the mean in all four years.

In St. Patrick, suburban schools scored above the national mean.

Figure 34

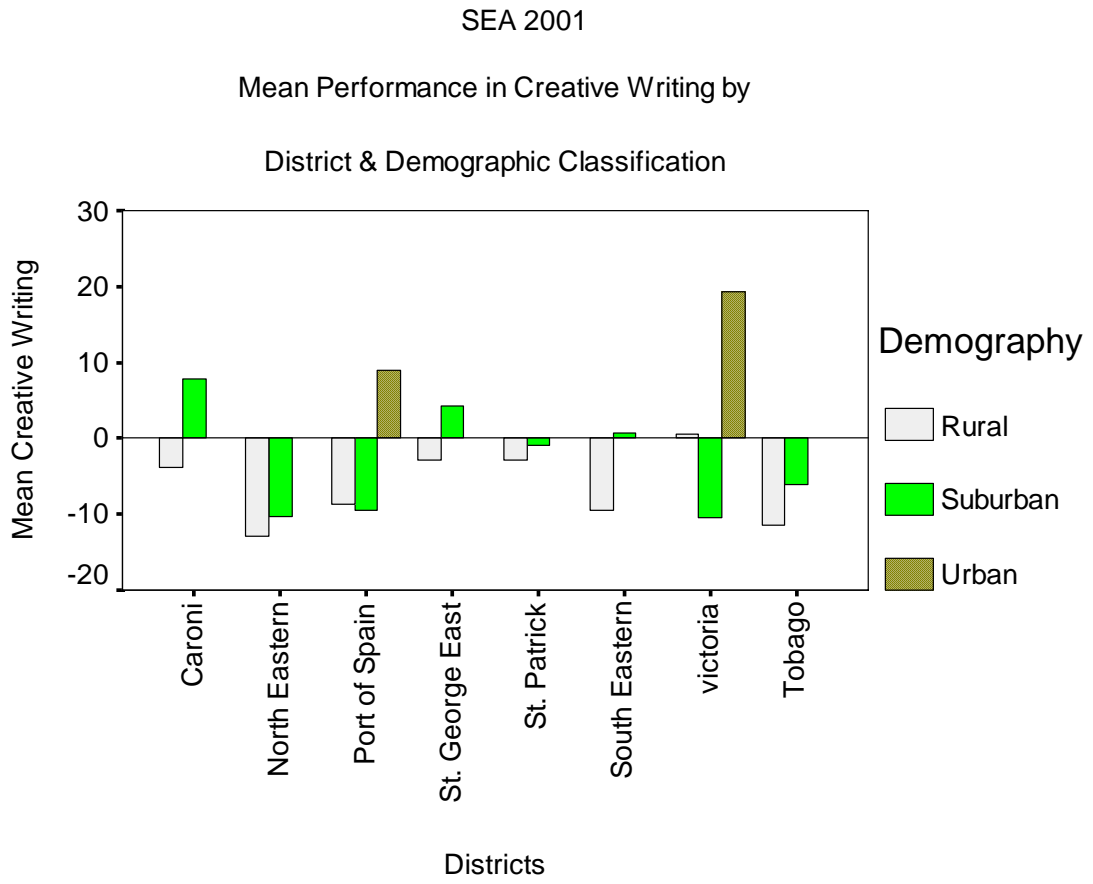


Figure 35

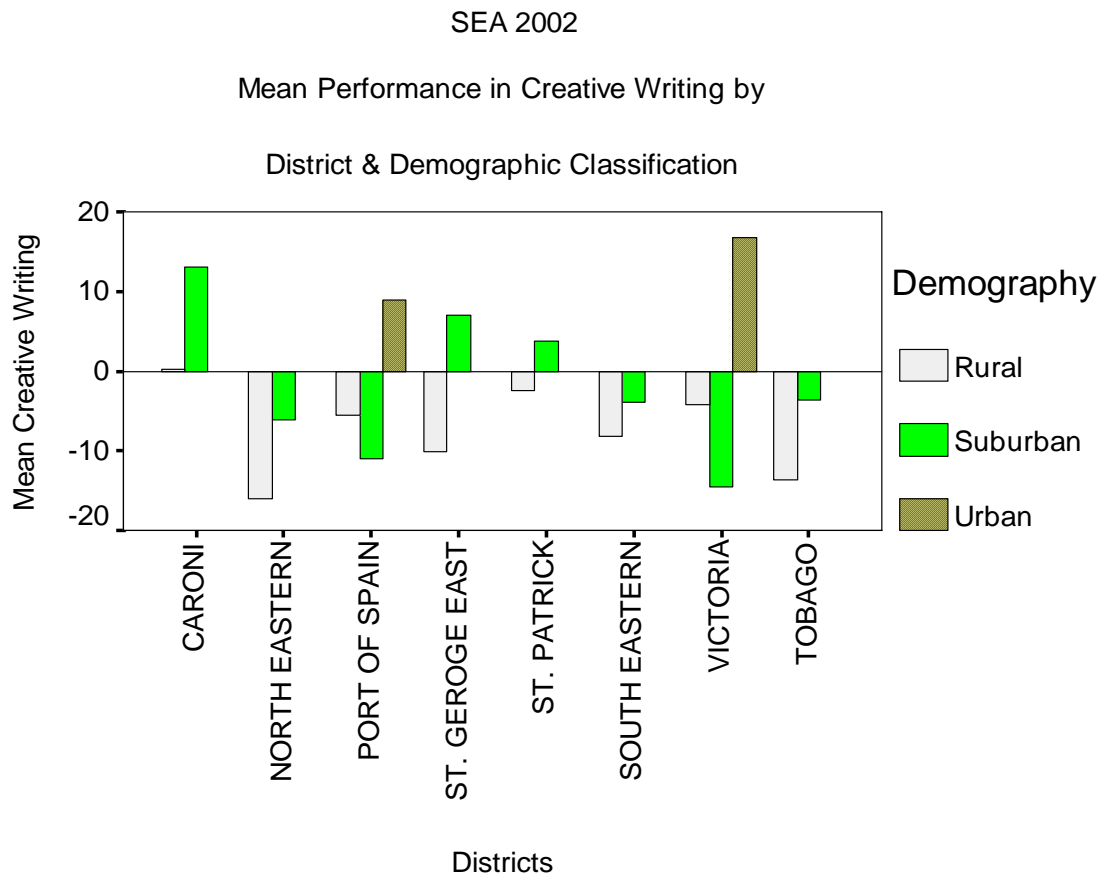


Figure 36

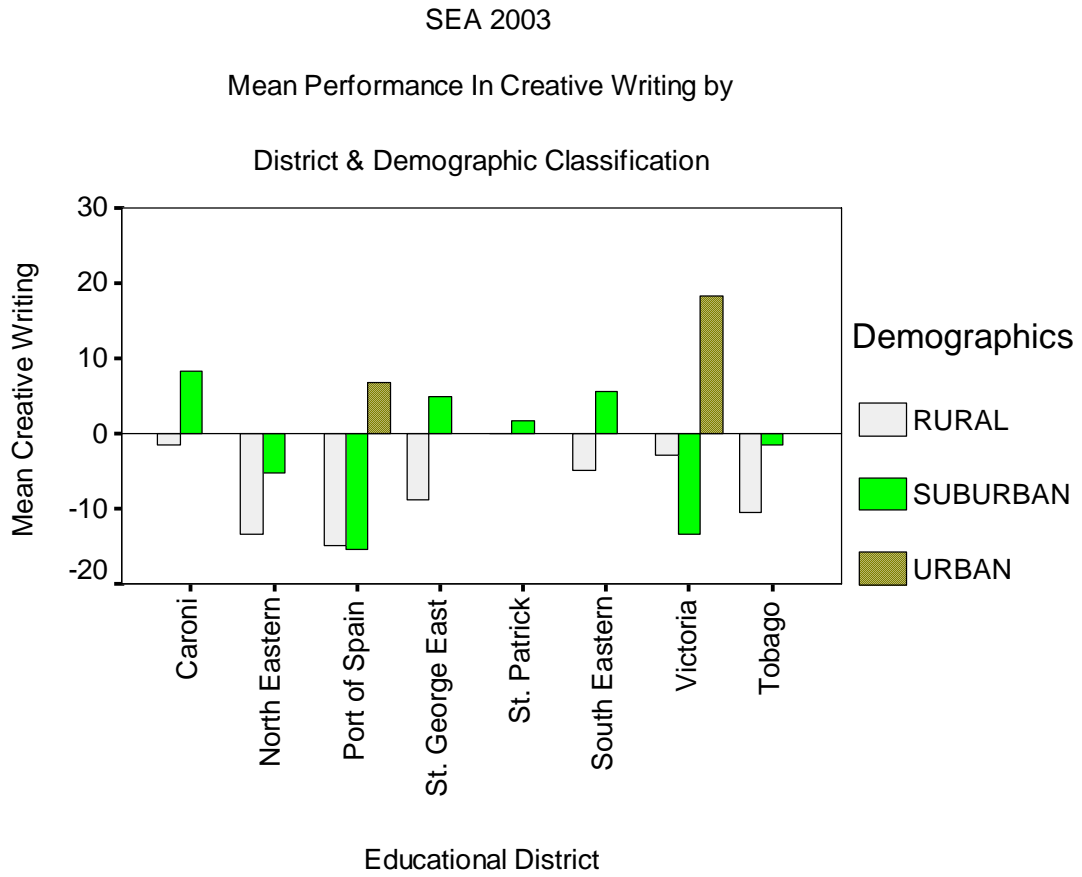
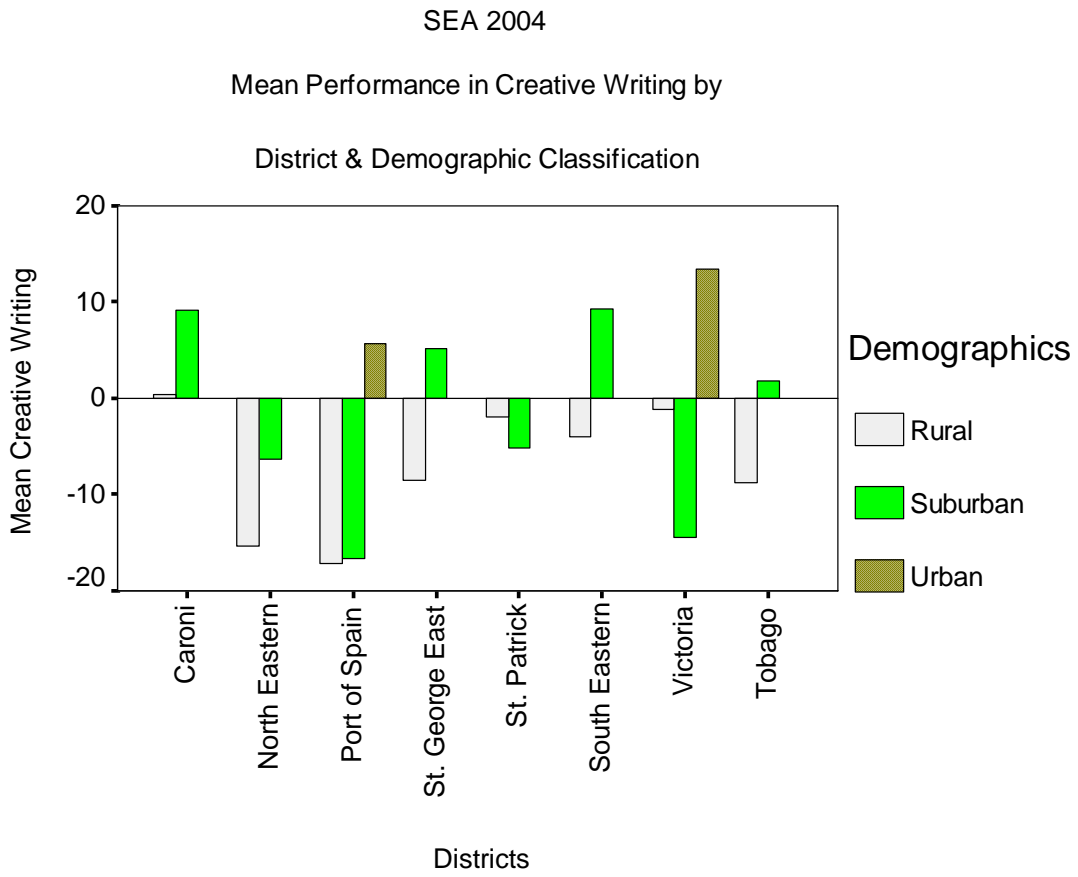


Figure 37



Issues

Based on the analysis of data from this report the following issues and recommendations have emerged:

- Student selection and placement in denominational secondary schools under the Concordat continue to disrupt placement pattern by merit.
- There are a number of districts performing under the district mean
- The under achievement of males
- There is a need to look at instructional materials in the classroom and other factors within the school that impact on student performance.
- There is a need to revisit policies on Home Work, teaching strategies in Mathematics and Language Arts as well as clinical supervision.

- The SEA placement process continues to legitimize inequities in the school system by sorting students into perceived high scoring, average scoring and low scoring groups and placing them into secondary schools likewise perceived.

- Promotion at the primary level appears in many instances to be automatic instead of being guided by attainment and mastery of subject matter as evidenced by the number of students whose composite scores were 30% and lower at the SEA examination.

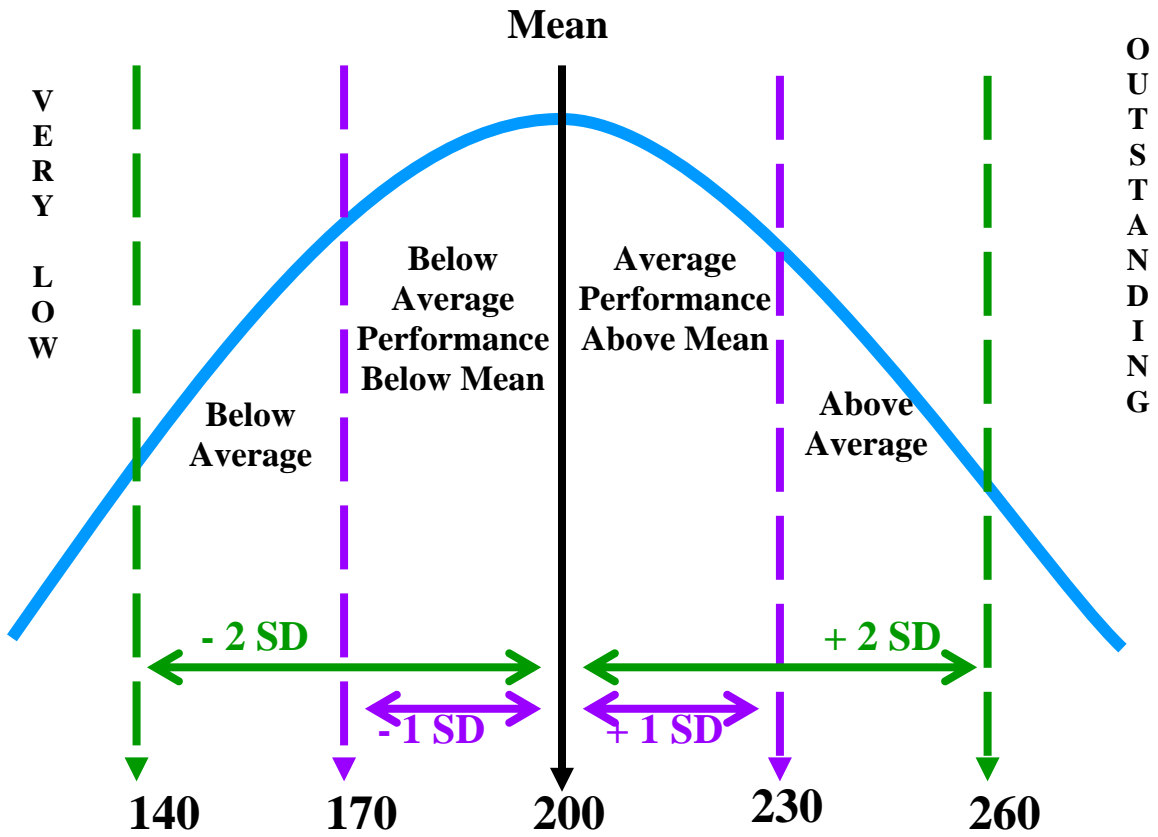
- The placement system is maintaining the notion of different types and quality of schools as well as different quality of education in the school system.

- There is a significant number of students whose composite scores at the SEA are 30% and lower. This highlights the need to address teaching and learning at the primary level.

Recommendations

- Parents of students who are under thirteen years old and whose composite SEA scores are 30% and under should be advised to have their children repeat Standard 5.
- Introduction of a policy on promotion in primary schools. Primary school promotion to be based on readiness. Readiness on students to be defined as students with prerequisite knowledge and skills of students ready for promotion.
- The Continuous Assessment Programme at the primary level should be strengthened and appropriate remediation should be undertaken at this level. There is a need for increased social support services for students with challenges to learning and ensure students are equipped with the necessary resources. Therefore there is a need for support from other Ministries.
- There is a compelling need to expedite the deshifting of Junior Secondary Schools to allow for equity and improved quality for students assigned to those schools.
- Measures must be implemented for greater accountability at school and district level.
- Research must be conducted to investigate the factors contributing to student under achievement, especially male under achievement.
- A reclassification of schools as it relates to the three demographic categories - urban suburban and rural- should be developed consistent with the Central Statistical Office's demographic classification system.

Appendices
APPENDIX I



APPENDIX II

**SECONDARY ENTRANCE ASSESSMENT 2004
GOVERNMENT AND ASSISTED SECONDARY SCHOOLS AND PRIVATE INSTITUTIONS
SUMMARY**

DISTRICT	ACTUAL INTAKE BY TYPE OF SCHOOL & SEX			
	TYPE OF SCHOOL	MALE	FEMALE	TOTAL
CARONI	THREE YEAR	745	676	1421
	FIVE & SEVEN YEAR	679	709	1388
	SERVOL JUNIOR LIFE CENTRES	20	8	28
	PRIVATE SCHOOLS	0	0	0
	TOTAL	1444	1393	2837
NORTH EASTERN	THREE YEAR	213	211	424
	FIVE & SEVEN YEAR	357	371	728
	SERVOL JUNIOR LIFE CENTRES	22	12	34
	PRIVATE SCHOOLS	15	15	30
	TOTAL	607	609	1216
PORT OF SPAIN & ENVIRONS	THREE YEAR	624	655	1279
	FIVE & SEVEN YEAR	1287	1094	2381
	SERVOL JUNIOR LIFE CENTRES	99	35	134
	PRIVATE SCHOOLS		164	164
	TOTAL	2010	1948	3958
ST. GEORGE EAST	THREE YEAR	1220	1255	2475
	FIVE & SEVEN YEAR	958	1179	2137
	SERVOL JUNIOR LIFE CENTRES	29	19	48
	PRIVATE SCHOOLS	246	283	529
	TOTAL	2453	2736	5189
ST. PATRICK	THREE YEAR	610	438	1048
	FIVE & SEVEN YEAR	464	693	1157
	TOTAL	1074	1131	2205
SOUTH EASTERN	THREE YEAR	301	260	561
	FIVE & SEVEN YEAR	346	349	695
	PRE - VOCATIONAL	38	8	46
	TOTAL	685	617	1302
VICTORIA	THREE YEAR	424	334	758
	FIVE & SEVEN YEAR	1137	1145	2282
	SERVOL JUNIOR LIFE CENTRES	13	3	16
	PRIVATE SCHOOLS	55	57	112
	TOTAL	1629	1539	3168
TOBAGO	FIVE & SEVEN YEAR	436	503	939
	TOTAL	436	503	939
NATIONAL TOTAL	THREE YEAR	4137	3829	7966
	FIVE & SEVEN YEAR	5664	6043	11707
	SERVOL JUNIOR LIFE CENTRES	183	77	260
	PRIVATE SCHOOLS	354	527	881
	TOTAL	10338	10476	20814

APPENDIX III

NUMBER AND PERCENTAGE OF REMEDIAL STUDENTS - SEA 2001 TO 2004

TOTAL by SEX	2001			2002			2003			2004		
	TOTAL SAT	Total Remedial	%	TOTAL SAT	Total Remedial	%	TOTAL SAT	Total Remedial	%	TOTAL SAT	Total Remedial	%
MALE	10498	2300	21.9	10645	2508	23.6	10313	1596	15.5	10338	1737	16.8
FEMALE	10688	1041	9.7	10803	1127	10.4	10356	550	5.3	10476	696	6.6
TOTAL	21186	3341	15.8	21448	3635	16.9	20669	2146	10.4	20814	2433	11.7

APPENDIX IV
SECONDARY ENTRANCE ASSESSMENT
NATIONAL PERFORMANCE PROFILE 2001- 2004

SUBJECT	MARKS/RANGE	NUMBER OF STUDENTS				PERCENTAGE (%) OF STUDENTS			
		2001	2002	2003	2004	2001	2002	2003	2004
Creative Writing	0	309	606	433	417	1.5	2.8	2.1	2.0
	1	78	137	92	158	0.4	0.6	0.4	0.8
	2	602	944	371	546	2.8	4.4	1.8	2.6
	3	397	346	170	255	1.9	1.6	0.8	1.2
	4	1549	2143	1469	1344	7.3	10.0	7.1	6.5
	5	1241	631	621	585	5.9	2.9	3.0	2.8
	6	4237	3953	3402	3404	20.0	18.4	16.5	16.4
	7	2207	1352	1461	1098	10.4	6.3	7.1	5.3
	8	4791	5518	4922	5520	22.6	25.7	23.8	26.5
	9	1683	1093	1411	1030	7.9	5.1	6.8	4.9
	10	1930	2779	2976	3266	9.1	13.0	14.4	15.7
	11	883	527	947	694	4.2	2.5	4.6	3.3
	12	1279	1419	2394	2497	6.0	6.6	11.6	12.0
English	0-5	455	423	327	325	2.1	2.0	1.6	1.6
	6-20	2467	1805	1231	1691	11.6	8.4	6.0	8.1
	21-30	2150	1674	946	1309	10.1	7.8	4.6	6.3
	31-40	2753	2115	1256	1692	13.0	9.9	6.1	8.1
	41-50	3319	2479	1760	2117	15.7	11.6	8.5	10.2
	51-60	3424	2716	2104	2698	16.2	12.7	10.2	13.0
	61-70	3135	2867	2875	3443	14.8	13.4	13.9	16.5
	71-80	2285	3211	3748	3660	10.8	15.0	18.1	17.6
	81-90	1060	3207	4479	3044	5.0	15.0	21.7	14.6
	91-100	138	951	1943	835	0.7	4.4	9.4	4.0
Mathematics	0-5	354	666	167	199	1.7	3.1	0.8	1.0
	6-20	2522	3092	1598	1577	11.9	14.4	7.7	7.6
	21-30	1898	2206	1762	1439	9.0	10.3	8.5	6.9
	31-40	1924	2390	1961	1743	9.1	11.1	9.5	8.4
	41-50	2048	2215	2128	1979	9.7	10.3	10.3	9.5
	51-60	2036	2026	2228	2035	9.6	9.4	10.8	9.8
	61-70	1887	1796	2385	2163	8.9	8.4	11.5	10.4
	71-80	2236	1942	2935	2651	10.6	9.1	14.2	12.7
	81-90	3051	2453	3245	3140	14.4	11.4	15.7	15.1
	91-100	3230	2662	2260	3588	15.2	12.4	10.9	17.2

APPENDIX V

MINISTRY OF EDUCATION
EXAMINATION SECTION
SECONDARY ENTRANCE ASSESSMENT EXAMINATION – 2004
PRIMARY SCHOOLS & CODES

DISTRICT 1
CARONI

CODE	SCHOOL	CODE	SCHOOL
1001 S 113 M	Agostini Settlement KPA	1111 R 110 M	Jerningham Government School
1005 S 119 M	Balmain Presbyterian School	1113 R 110 M	Las Lomas Government School
1007 R 119 M	Bamboo Grove Presbyterian	1117 R 121 M	Las Lomas R.C. School
1009 R 121 M	Brasso R. C School	1121 R 123 M	Lendore Village Hindu School
1011 R 110 M	Brasso Venado Government	1129 R 119 M	Longdenville Presbyterian School
1013 R 110 M	California Government School	1125 R 110 M	Longdenville Government School
1017 R 121 M	Caparo R. C School	1131 R 110 M	Madras Government School
1021 R 109 M	Carapichaima A. C School	1133 R 121 M	Mamoral R.C. School
1025 R 103 M	Carapichaima Muslim A.S.J. A	1137 R 123 M	Mc Bean Hindu School
1029 R 121 M	Carapichaima R.C School	1141 R 119 M	Mc Bean Presbyterian School
1033 R 123 M	Caroni Hindu School	1145 R 119 M	Milton Presbyterian School
1037 R 119 M	Caroni Presbyterian School	1149 R 110 M	Munroe Road Government School
1041 S 110 M	Chaguanas Government School	1153 R 123 M	Munroe Road Hindu School
1043 S 121 M	Chaguanas R. C School	1155 S 110 M	Montrose Government School
1045 R 119 M	Chandernagore Presbyterian	1157 S 105 M	Montrose Vedic School
1049 R 103 M	Charlieville Muslim A. S. J. A	1159 R 110 M	Orange Valley Government
1053 R 119 M	Charlieville Presbyterian School	1161 R 123 M	Orange Field Hindu School
1057 R 121 M	Chickland R.C. School	1163 R 110 M	Palmiste Government School
1061 R 109 M	Couva A.C. School (St. Andrews)	1165 R 110 M	Phoenix Park Government School
1063 R 110 M	Couva South Government School	1169 R 110 M	Preysal Government School
1067 R 110 M	Dow Village Government School	1172 R 110 M	R aghunanan Road Government
1065 R 110 M	Cunupia Government School	1173 R 121 M	St. David R.C. School
1069 R 123 M	Durham Village Hindu School	1177 R 123 M	St. Helena Hindu School
1071 S 110 M	Edinburgh Government School		
1073 R 123 M	Endeavour Hindu School	1181 R 119 M	St. Helena Presbyterian School
1075 R 110 M	Enterprise Government School	1185 S 105 M	Seereeram Memorial Hindu
1077 R 119 M	Esperanza Presbyterian School	1189 R 123 M	Springvale Hindu School
1081 S 119 M	Exchange Presbyterian School	1193 R 121 M	Todds Road R.C. School
1085 S 121 M	Exchange R. C. School	1197 R 119 M	Upper Carapichaima Pres. Sch
1089 R 123 M	Felicity Hindu School	1201 R 127 M	Warrenville Islamic (T.I.A)
1093 R 119 M	Felicity Presbyterian School	1205 R 119 M	Warrenville Presbyterian Sch
1097 R 121 M	Flanagin Town R.C. school	1209 R 123 M	Waterloo Hindu School
1101 R 123 M	Freeport Hindu School	1213 R 119 M	Waterloo Presbyterian School
1105 R 119 M	Freeport Presbyterian School	105 S 100 M	Servilla Private School
1109 R 121 M	Gran Couva R. C. School	108 S 100 M	I. M. G.

MINISTRY OF EDUCATION
EXAMINATION SECTION
SECONDARY ENTRANCE ASSESSMENT EXAMINATION – 2004
PRIMARY SCHOOLS & CODES

DISTRICT 2
NORTH EASTERN COUNTIES

CODE	SCHOOL	CODE	SCHOOL
2003 R 421 M	Biche R.C. school	2085 R 419 M	Mitan Presbyterian School
2005 R 421 M	Caigual R. C. school	2087 R 410 M	Monte Video Government
2008 R 421 M	Coryal R.C.	2089 R 410 M	Nariva Government School
2011 R 421 M	Cumaca R.C. School	2093 R 410 M	North Manzanilla Gov't
2013 R 509 M	Cumana A.C. School	2097 R 410 M	North Oropouche Gov't
2017 R 421 M	Cumana R.C. School	2101 R 421 M	North Oropouche R.C. Sch
2021 R 525 M	Cumana S.D.A. School	2105 R 419 M	Plum Road Presbyterian Sch
2025 R 410 M	Lower Cumuto Government	2109 R 421 M	Rampanalagas R.C. School
2029 R 421 M	Cumuto Presbyterian School	2113 R 410 M	Salybia Government School
2033 R 421 M	Upper Cumuto Government	2117 R 419 M	Sangre Chiquito Presbyterian
2037 S 419 M	Cunapo (St. Francis) R.C. Sch	2121 S 410 M	Sangre Grande Government
2041 R 419 M	Cunaripo Presbyterian School	2125 S 423 M	Sangre Grande Hindu School
2045 R 419 M	Fishing Pond Presbyterian Sch	2129 S 421 M	Sangre Grande R.C. School
2049 R 509 M	Grande Riviere A.C. School	2133 S 425 M	Sangre Grande S.D. A. School
2057 R 419 M	Grosvenor Presbyterian Sch	2141 R 421 M	Sans Souci R.C. School
2060 S 410 M	Guaico Government School	2145 R 421 M	Tamana R.C. School
2061 S 419 M	Guaico Presbyterian School	2149 R 423 M	Tamana Hindu School
2065 R 419 M	Jubilee Presbyterian School	2153 R 509 M	Toco A.C. School
2069 R 517 M	L'Anse Noire Moravian Sch	2157 R 421 M	Toco R.C. School
2073 R 410 M	Manzanilla Government Sch	2161 R 421 M	Upper Guaico R.C. School
2077 R 421 M	Matelot R.C. School	2165 R 410 M	Valencia Government School
2081 R 410 M	Matura Government School	2166	
		2167 R 410 M	Valencia South Government Prim.

MINISTRY OF EDUCATION
EXAMINATION SECTION
SECONDARY ENTRANCE ASSESSMENT EXAMINATION – 2004
PRIMARY SCHOOLS & CODES

DISTRICT 3

PORT OF SPAIN ENVIRONS

CODE	SCHOOL	CODE	SCHOOL
3005 S 609 M	Ascension A.C. School	3165 S 621 B	Petit Valley Boys' R .C. Sch
3010 U 610 M	Beetham Estate Gov't Prim. (Excel Composite)		
3017 U 621 B	Belmont Boys' R.C. School	3169 S 621 G	Petit Valley Girls' R .C. Sch
3021 U 621 G	Belmont Girls' R.C. School	3171 U 610 M	Picadilly Government Sch
3029 U 610 M	Belmont Government School	3173 S 610 M	Point Cumana Government
3033 U 621 B	Bethlehem Boys' R.C. School	3177 S 621 M	Point Cumana R.C. School
3037 U 621 G	Bethlehem Girls' R.C. School	3189 U 609 B	Richmond Street Boys' A.C.
3041 S 621 M	Boissiere Village R.C. School	3193 U 621 B	Rosary Boys' R.C. School
3049 S 610 M	Carenage Government School	3197 U 621 B	Rose Hill R.C. School
3056 S 610 M	Chinapoo Government Sch	3201 U 621 G	Sacred Heart Girls' R.C. School
3059 S 610 M	Cocorite Government School	3205 U 609 M	St. Agnes A.C. School
3061 S 610 M	Crystal Stream Government	3208 U 621 M	St. Ann's R.C. School
3065 S 610 M	Diamond Vale Government	3209 S 610 M	St. Barb's Government Sch
3069 S 621 B	Diego Martin Boys' R.C.	3211 U 609 G	St. Catherine's Girls' A.C
3073 S 621 G	Diego Martin Girls' R.C.	3213 U 609 M	St. Crispins A.C. school
3077 S 610 M	Diego Martin Government	3215 S 621 M	St. Dominic's R.C school
3085 U 610 B	Eastern Boys' Government	3217 U 610 G	St. Hilda's Girls' Government
3089 U 610 G	Eastern Girls' Government	3221 U 609 B	St. Margaret's Boys' A.C. Sch
3093 U 609 M	Escallier A.C. School	3223 U 621 M	St. Martin's R.C School
3097 S 610 M	Four Roads Government Sch	3227 S 609 B	St. Michael's School for Boys
3101 U 610 M	Gaines Normal AME School	3229 U 610 M	St. Phillip's Government Sch
3105 S 610 M	Gloster Lodge Moravian Sch	3233 U 621 G	St. Roses Girls' Inter R.C
3106 S 607 M	Hokett Baptist School	3237 U 621 G	St. Theresa Girls' R.C. Sch
3107 S 610 M	La Puerta Government Sch	3241 U 609 G	St. Ursula's Girls' A.C School
3109 R 621M	La Sieva R.C. School	3245 S 621 M	Success R.C. School
3111 S 610 B	Laventille Boys' Government	3249 U 610 M	Tranquility Government Sch
3112 S 610 G	Laventille Girls' Government	3257 U 621 B	Sacred Heart Boys R.C. Sch
3113 S 621 M	Upper Laventille R.C. School	3261 U 619 M	Woodbrook Presbyterian Sch
3115 S 610 M	Lower Morvant Government	3919 U 60 0M	School for the Deaf (Cascade)
3120 R 621M	Maraval R. C. School	302 U 600 M	Bibi Fatimah School
3122 S 621M	Maryland R.C. School	304 U 600 M	Blackman's Private School
3125 U 609 G	Melville Memorial Girls' A.C	306 U 600 M	Bishop Anstey Junior School
3127 S 610 M	Morvant Central Government	310 U 600 M	Briggs Preparatory School
3129 S 609 M	Morvant A.C. School	312 S 600 M	Bryn Mawr School

3131 S 610 M	Morvant North government	318 U 600 M	Dunross Preparatory School
3133 U 615 M	Moulton Hall Methodist Sch	327 U 600 M	Holy Faith Preparatory School (St. Bernadettes)
3137 U 621 B	Mucurapo Boys' R.C. School	329 U 600 M	Holy Faith Preparatory Sch (St. Monica's)
3141 U 621 G	Mucurapo Girls' R.C. School	331 U 600 M	Holy Name Preparatory Sch
3145 U 621 B	Nelson Street Boys' R.C. Sch	332 U 600 M	Holy Rosary Preparatory Sch
3149 U 621 G	Nelson Street Girls' R.C. Sch	334 U 600 M	Madressa Al Muslimeen Sch
3153 U 621 B	Newtown Boys' R.C. School	336 U 600 M	Maria Goretti Preparatory
3157 U 621G	Newtown Girls' R.C. School	337 U 600 M	Maria Regina Grade School
3161 R 621 M	Paramin R. C. School	343 U 600 M	Port of Spain S.D.A School
3162 R 610 M	Patna /River Estate Gov't	348 U 600 M	Princess Elizabeth School
351 U 600 M	Romilly's Preparatory School	381 U 600 M	Trinity Junior School
353 U 600 M	Sarah's Preparatory School	383 U 600 M	Westport S.D.A. School
354 U 600 M	St. Andrew's Private School	387 U 600 M	West End Academy
360 U 600 M	St. Catherine's Private School	388 U 600 M	St. Therese Prep. Private
368 U 600 M	St. Gabriel's Private School	931 S 600 M	Enaame's School
364 U 600 M	St. Christopher's Montessori Prep	932 S 600 M	Private Candidates

MINISTRY OF EDUCATION
EXAMINATION SECTION
SECONDARY ENTRANCE ASSESSMENT EXAMINATION – 2004
PRIMARY SCHOOLS & CODES

DISTRICT 4
St. GEORGE EAST

CODE	SCHOOL	CODE	SCHOOL
4001 S 623 M	Aranguéz Hindu School	4159 R 610 M	La Horquetta South Gov't
4003 S 610 M	Aranguéz Government School	4160 R 610 M	La Horquetta North Gov't
4005 S 627 M	Aranguéz Islamia School	4161 R 610 M	La Pastora Government Sch
4009 S 610 B	Arima Boys' Government Sch	4173 R 621 M	La Veronica R.C. School
4015 S 610 M	Arima Centenary Government	4178 R 610 M	Malabar Government Sch
4017 S 610 G	Arima Girls' Government Sch	4181R 621 M	Malabar R.C. School
4018 S 621 B	Arima Boys' R.C School	4183 S 610 M	Malabar South Gov't School
4021 S 621 G	Arima Girls' R.C School	4185 S 621 G	Malick Girls' R.C. School
4025 R 623 M	Arima Hindu School	4187 R 610 M	Maloney Government Sch
4029 S 610 M	Arima New Government School	4189 R 619 M	Maracas Presbyterian Sch
4033 R 619 M	Arima Presbyterian School	4193 R 621 M	Maracas R.C. School
4035 S 610 M	Arima West Government Sch	4197 R 625 M	Maracas S.D.A School
4037 R 621 M	Aripo R.C. School	4209 R 610 M	Mt. D'or Government Sch
4041 S 609 M	Arouca A.C. School	4213 S 621 M	Mt. Lambert R.C. School
4045 S 610 M	Arouca Government School	4217 R 621 M	Mundo Nuevo R.C. School
4050 R 610 M	Bamboo Settlement Gov't Pri.	4221 R 623 M	Riverside Hindu School
4053 S 609 M	Barataria R.C. school	4223 R 610M	St. Augustine South Gov't
4057 S 609 M	Barataria A.C. School	4225 R 621M	St. Benedict's R.C. School
4061 R 610 M	Blanchisseuse Government	4233 S 621G	St. Finbar's Girls' R.C.
4063 R 610 M	Bon Air Government School	4237 S 621B	St. Joseph's Boys' R.C.
4065 R 621 M	Bourg Mulatresse R.C. Sch	4241 S 621G	St. Joseph's Girls' R.C
4069 R 621 M	Brasso Seco R.C. School	4245 S 610M	St. Joseph's Government
4073 R 621 M	Brazil R.C. School	4249 S 629M	St. Joseph's Muslim T.M.L.
4077 R 621 M	Carapo R.C. School	4257S 621M	St. Mary's A.C. (Tacarigua)
4089 S 609 M	Curepe A.C. Sch (St. Joseph)	4259S 609M	St. Mary's Children's Home
4093 S 621 M	Curepe R.C. Sch (Fatima)	4261 S 621B	St. Puis Boys' R.C. School
4097 S 619 M	Curepe Presbyterian School	4265 R 621M	San Raphael R.C. School
4101 S 605 M	Curepe Vedic A.P. S. School	4273 S 610 M	San Juan Boys' Government
4105 R 610 M	D'Abadie Government Sch	4277 S 621 B	San Juan Boys' R.C. School
4107 S 610 M	Dinsley Government School	4281 S 610 G	San Juan Girls' Government
4109 S 623 M	Don Miguel Hindu School	4285 S 621 G	San Juan Girls' R.C.
4113 S 623 M	El Dorado Hindu (North)	4289 S 619 M	San Juan Presbyterian Sch
4115 S 623 M	El Dorado Hindu (South)	4293 S 625 M	San Juan S.D.A. School
4117 S 610 M	El Socorro (Central) Gov't	4297 R 619 M	Santa Cruz Presbyterian Sch
4121 S 610 M	El Socorro (North) Gov't	4301 R 621 M	Santa Cruz R.C. School
4125 S 623 M	El Socorro Hindu School	430 5 R 623 M	Spring Village Hindu Sch

4129 S 627 M	El Socorro Islamia (T.I.A)	4317 S 619 M	Tacarigua Presbyterian Sch
4133 S 610 M	El Socorro (South) Gov't	4321 R 621 M	Talparo R.C. School
4137 S 610 M	Febeau Government School	4325 S 621 B	Tunapuna Boys' R.C. Sch
4141 S 623 M	Five Rivers Hindu School	4329 S 609 M	Tunapuna A.C. School
4145 R 627 M	Five Rivers Islamia (T.I.A)	4333 S 621 G	Tunapuna Girls' R.C. Sch
4149 S 605 M	Gandhi Memorial Vedic Sch	4337 S 610 M	Tunapuna Government Sch
4155 R 610 M	Las Cuevas Government Sch	4341 S 623 M	Tunapuna Hindu School
4157 R 621 M	La Fillette R.C. School	4345 S 619 M	Tunapuna Presbyterian Sch
4302 S 610 M	Santa Rosa Gov't School	424 S 600 M	Specialist Learning Centre
400 S 600 M	Arima S.D.A. Primary School (Pinehaven S.D.A)	425 S 600 M	St. Xavier's Private School
402 S 600 M	Atwell's Educational Centre	426 S 600 M	Charis Works Christian Acad
403 S 600 M	Curepe Educational Centre	428 S 600 M	The Guseppi Preparatory Sch
404 S 600 M	Lucia's Private School	429 S 600 M	University School
406S 600 M	Dominie Private School	430 S 600 M	Learning Living Institute
		432 S 600 M	Windsor Preparatory School
		441 S 600 M	Eden Way Preparatory
415S 600 M	Nellie Bailey Preparatory Sch	442 S 600 M	Rosec Primary
418S 600 M	Members of Christ Christian	941 S 600 M	St. Hilary's Preparatory Sch
		942 S 600 M	Private Candidates

MINISTRY OF EDUCATION
EXAMINATION SECTION
SECONDARY ENTRANCE ASSESSMENT EXAMINATION – 2004
PRIMARY SCHOOLS & CODES

DISTRICT 5
ST. PATRICK

CODE	SCHOOL	CODE	SCHOOL
5001 R 705 M	Avocat Vedic school	5119 R 710 M	Pepper Village Government
5005 R 709 M	Brighton A.C. School	5121 S 709 M	Point Fortin A.C School
5009 R 710 M	Buenos Ayres Government	5125 S 721 M	Point Fortin (Inter) R.C Sch
5013 R 710 M	Cap-de-Ville Government	5129 S 703 M	Point Fortin A.S.J.A School
5017 R 709 M	Cedros A.C. School	5133 R 710 M	Rancho Quemado Government
5021 R 710 M	Cedros Government School	5137 R 723 M	Rousillac Hindu School
5025 R 710 M	Chatham Government Sch	5141 R 719 M	Rousillac Presbyterian School
5029 R 710 M	Clarke Rochard Government	5145 S 721 G	St. Brigid's Girls' R.C. School
5033 R 723 M	Clarke Road Hindu School	5153 R 710 M	Salazar Trace Government Sch
5037 R 705 M	Dayanand Memorial Vedic	5155 R 723 M	San Francique Hindu School
5041 S 710 M	Egypt Village Government	5157 R 719 M	San Francique Presbyterian
5045 R 719 M	Erin Road Presbyterian Sch	5161 R 709 M	Santa Flora A.C School
5049 R 721 M	Erin R.C. school	5165 R 710 M	Santa Flora Government Sch
5051 R 710 M	Fanny Vilage Government	5169 S 721 B	Siparia Boys' R.C. School
5053 R 709 M	Forest Reserve A.C. School	5173 R 723 M	Siparia Hindu School
5061 R 719 M	Fyzabad Presbyterian School	5177 R 713 M	Siparia Road K.P.A School
5065 R 721 M	Granville R.C. School	5181 R 719 M	Siparia Road Presbyterian Sch
5069 R 710 M	Guapo Government School	5185 S 719 M	Siparia Union Presbyterian Sch
5073 R 710 M	Icados Government School	5189 R 709 M	Southern Central A.C. School
5077 R 721 M	La Brea R.C. School	5193 R 710 M	South Oropouche R.C school
5081 R 721 M	Lochmaben R.C School	5197 R 721 M	Suchit Trace Hindu School
5085 R 721 M	Morne Diable R.C Sch	5201 R 723 M	Siparia A.C (St. Christopher)
5089 R 710 M	Palo Seco Government Sch	5203 S 709 M	Tulsa Trace Hindu School
5091 R 710 M	Parrylands Government	5205 R 723 M	Vance River R.C school
5093 R 710 M	Penal Government School	5209 R 721 M	Beach Camp Private School
5097 R 719 M	Penal Presbyterian School	505 R 700 M	Erin S.D.A School
5101 R 710 M	Penal Quinam Government	513 R 700 M	Forest Reserve Primary School
5105 R 723 M	Penal Rock Hindu School	514 R 700 M	Point Fortin S.D.A School
5109 R 719 M	Penal Rock Presbyterian School	517 S 700 M	St. Catherine's Preparatory Sch
5113 R 721 M	Penal Rock R.C School	520 S 700 M	Siparia S.D.A.
5117 R 721 M	Penal R.C School	529 S 700 M	

MINISTRY OF EDUCATION
EXAMINATION SECTION
SECONDARY ENTRANCE ASSESSMENT EXAMINATION – 2004
PRIMARY SCHOOLS & CODES

DISTRICT 6
SOUTH EASTERN COUNTIES

CODE	SCHOOL	CODE	SCHOOL
6001 R 821 M	Bassetterre R.C School	6087 S 815 M	Princes Town Methodist School
6005 R 819 M	Biche Presbyterian School	6088 S 802 M	Princes Town A. S. J. A. School
6013 R 810 M	Cushe Government School	6089 R 819 M	Poole River Presbyterian School
6017 R 819 M	Ecclesville Presbyterian Sch	6090 S 819 M	Princes Town Presbyterian No. 1
6021 R 819 M	Elswicck Presbyterian Sch	6091 S 819 M	Princes Town Presbyterian No. 2
6025 R 807 M	Fifth Company Baptist Sch	6092 S 821 M	Princes Town R. C. School
6029 R 809 M	Fifth Company A.C. School	6093 R 821 M	Poole R. C. School
6033 R 821 M	Guayaguayre R. C. School	6097 R 823 M	Rio Claro Hindu School
6035 R 807 M	Hindustan Baptist (William Webb Memorial) School	6101 S 802 M	Rio Claro Muslim (A. S. J. A.)
6036 S 810 M	Iere Village Government	6105 R 819 M	Rio Claro Presbyterian School
6037 R 810 M	Indian Walk Government	6109 R 805 M	Rio Claro Vedic School
6039 S 819 M	Jordan Hill Presbyterian	6111 R 823 M	Robert Village Hindu School
6041 R 821 M	La Lune R.C. School	6113 R 821 M	Rock River R. C. School
6045 S 829 M	Liberville T. M. L. School	6115 S 819 M	St. Julien Presbyterian School
6047 R 810 M	Mafeking Government Sch	6117 S 810 M	St. Mary's Government School
6049 R 807 M	Marac Baptist School	6119 S 809 M	St. Michael's A.C. School
6053 R 821 M	Mayaro R.C. (St. Thomas)	6121 S 821 M	St. Therese R.C. School
6057 R 810 M	Mayaro Government School	6123 S 809 M	St. Stephen's A.C. School
6061 R 809 M	Holy Trinity A.C (Moruga A.C)	6125 R 821 M	Santa Maria R.C. School
6065 R 821 M	Moruga R. C. School	6127 R 821 M	Santa Rita R.C. School
6069 R 819 M	Navet Presbyterian School	6129 R 809 M	Sister's Road A.C. School
6073 R 809 M	New Grant A.C. School	6135 S 809 M	Sixth Company A.C. School
6074 R 810 M	New Grant Government Sch	6137 R 821 M	Tableland A.C. School
6077 R 819 M	Nipal Presbyterian School	6141 R 819 M	Torrib Trace Presbyterian Sch
6081 R 810 M	North Trace Government	6145 R 810 M	Trinity Government Primary
6085 R 821 M	Ortoire R.C. School	601 R 200 M	Amoco Galeota School
		613 R 200 M	Rio Claro S.D.A.

MINISTRY OF EDUCATION
EXAMINATION SECTION
SECONDARY ENTRANCE ASSESSMENT EXAMINATION – 2004
PRIMARY SCHOOLS & CODES

DISTRICT 7
VICTORIA

CODE	SCHOOL	CODE	SCHOOL
7001 U 809 G	Anstey Memorial Girls A. C.	7161 R 819 M	Picton Presbyterian School
7005 R 803 M	Barrackpore Muslim (A.S.J.A)	7165 R 819 M	Piparo Presbyterian School
7009 R 805 M	Barrack pore Vedic School	7169 S 810 M	Pleasantville Government
7013 R 819 M	Bien Venue Presbyterian Sch	7173 S 810 M	Pointe-a-Pierre Government
7017 R 819 M	Bonne Aventure Presbyterian	7199 R 823 M	Ramai Trace Hindu School
7021 R 819 M	Brothers Presbyterian School	7201 R 823 M	Reform Hindu School
7025 R 819 M	Canaan Presbyterian school	7205 R 819 M	Reform Presbyterian School
7029 R 821 M	Caratal R. C. School	7209 R 819 M	Riversdale Presbyterian Sch
7033 R 821 M	Cipero R.C. School	7213 R 819 M	Rochard Douglas Pres
7041 R 809 M	Claxton Bay A. C. Senior Sch	7217 R 805 M	St. Clement's Vedic (A.P.S.)
7045 R 810 M	Cocoyea Government School	7225 R 809 M	St. John's A. C. School
7049 U 809 B	Coffee Boys' A. C. School	7229 U 821 G	St. Gabriel's Girls' R.C.
7051 R 810 M	Cunjial Government School	7233 R 819 M	Ste. Madeleine Government
7053 R 823 M	Debe Hindu School	7237 S 810 M	St. Magaret's Government
7057 R 819 M	Debe Presbyterian School	7245 U 809 M	St. Paul's A. C. School
7061 R 809 M	Eckel village A. C. School	7249 U 803 M	San Fernando Muslim (A.S.J.A)
7065 R 810 M	Gasparillo Government School	7253 U 810 B	San Fernando Boys' Gov't
7069 R 823 M	Gasparillo Hindu School	7257 U 821 B	San Fernando Boys' R.C.
7071 U 819 M	Grant Memorial Presbyterian	7261 U 809 G	San Fernando Girls' A.C.
7073 R 823 M	Guaracara Hindu School	7265 U 810 G	San Fernando Girls Gov't
7077 R 823 M	Happy Hill Hindu School	7269 U 815 M	San Fernando Methodist
7081 R 819 M	Harbargain Government Sch	7277 U 82 5M	San Fernando S.D.A
7085 R 821 M	Harbargain R. C. School	7281 U 829 M	San Fernando Muslim (T.M.L)
7089 R 819 M	Harmony Hall Presbyterian	7289 R 819 M	Tabaquite Presbyterian Sch
7093 R 819 M	Hermitage Presbyterian School	7293 R 821 M	Tabaquite R.C. School
7105 R 819 M	Inverness Presbyterian Sch	7297 R 809 M	Tortuga Government School
7113 R 819 M	Kanhai Presbyterian School	7305 R 819 M	Union Presbyterian School
7115 R 810 M	La Romaine Government Sch	7309 U 819 M	Vistabella Presbyterian Sch
7117 R 821 M	La Romaine R. C. School	7313 R 810 M	Vos government School
7121 R 827 M	Lengua Islamia (T.I.A)	7317 R 823 M	Woodland Hindu School
7125 R 819 M	Lengua Presbyterian School	700 U 800 M	A.C. Goberdhan Memorial
7127 R 810 M	Macaulay Government Sch	703 U 800 M	Ave Maria Preparatory Sch
7129 S 809 B	Marabella Boys' A.C. Sch	707 U 800 M	Cedar Groove Private Sch
7133 S 809 G	Marabella Girls' A.C. Sch	709 R 800 M	Savonetta Private School

7134 S 810 M	Marabella Government Sch	723 U 800 M	St. Frances Montessori Prep.
7137 R 821 M	Mayo R. C. School	729 U 800 M	St. Joseph's Terrace Primary
7141 R 823 M	Mohess Road Hindu School	731 U 800 M	St. Jude's Private School
7145 R 810 M	Monkey Town Government	733 U 800 M	St. Peter's Private Primary
7149 U 821 M	Mon Repos R.C. School	747 U 800 M	Waterman's Preparatory
7153 R 810 M	Mt. Pleasant Government	7919 U 800 M	Audrey Jeffers School for the Deaf
7159 R 823 M	Palmyra Hindu School		

MINISTRY OF EDUCATION
EXAMINATION SECTION
 SECONDARY ENTRANCE ASSESSMENT EXAMINATION – 2004
 PRIMARY SCHOOLS & CODES

DISTRICT 8
TOBAGO

CODE	SCHOOL	CODE	SCHOOL
8001 R 909 M	Belle Garden A.C School	8089 R 909 M	Parlatuvier A.C. School
8005 R 910 M	Bethesda Government School	8093 R 910 M	Patience Hill Government
8009 R 910 M	Black Rock Government Sch	8097 R 909 M	Pembroke A.C School
8017 R 910 M	Bon Accord Government Sch	8101 R 909 M	Plymouth A.C. School
8019 R 910 M	Bucco Government School	8105 R 909 M	Roxborough A.C. School
8021 R 910 M	Castara Government School	8109 R 909 M	St. Patrick A.C. School
8025 R 915 M	Charlotteville Methodist Sch	8113 S 909 M	St. Andrews A.C School
8029 R 909 M	Delaford A.C School	8121 S 915 M	Scarborough Methodist
8033 R 921 M	Delaford R.C. school	8125 S 921 M	Scarborough R.C School
8037 R 910 M	Des Vignes Road Government	8127 S 910 M	Signal Hill Government Sch
8041 R 915 M	Ebenezer Methodist School	8129 R 909 M	Speyside A. C. School
8049 R 910 M	Golden Lane Government Sch	8134 R 910 M	Tablepiece Government Sch
8053 R 915 M	Goodwood Methodist School	8137 R 909 M	Whim A.C. School
8057 R 909 M	Hope A.C. School	803 R 900 M	Charlotteville S.D.A School
8061 S 909 M	Lambeau A.C. School	805 R 900 M	Glamorgan S.D.A. School
8065 R 915 M	L'Anse Fourmi Methodist	815 S 900 M	Michael K. Hall Community
8073 R 910 M	Mason Hall Government Sch	817 R 900 M	North Regional S.D.A
8077 R 910 M	Montgomery Government	820 R 900 M	Murray House Preparatory
8081 R 910 M	Moriah Government School	823 S 900 M	St. Nichols Private School
8085 R 915 M	Mount St. George Methodist	825 S 900 M	Scarborough S.D.A