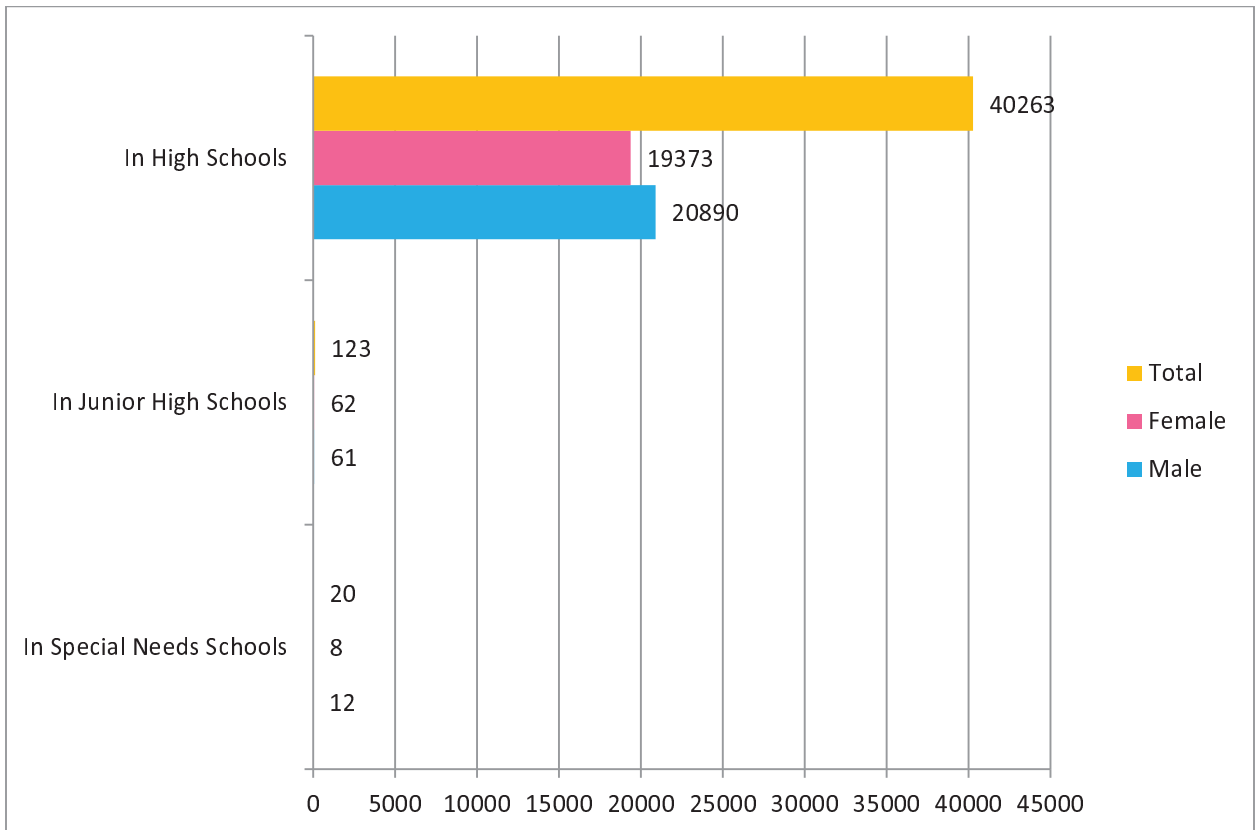


## STUDENT PLACEMENT

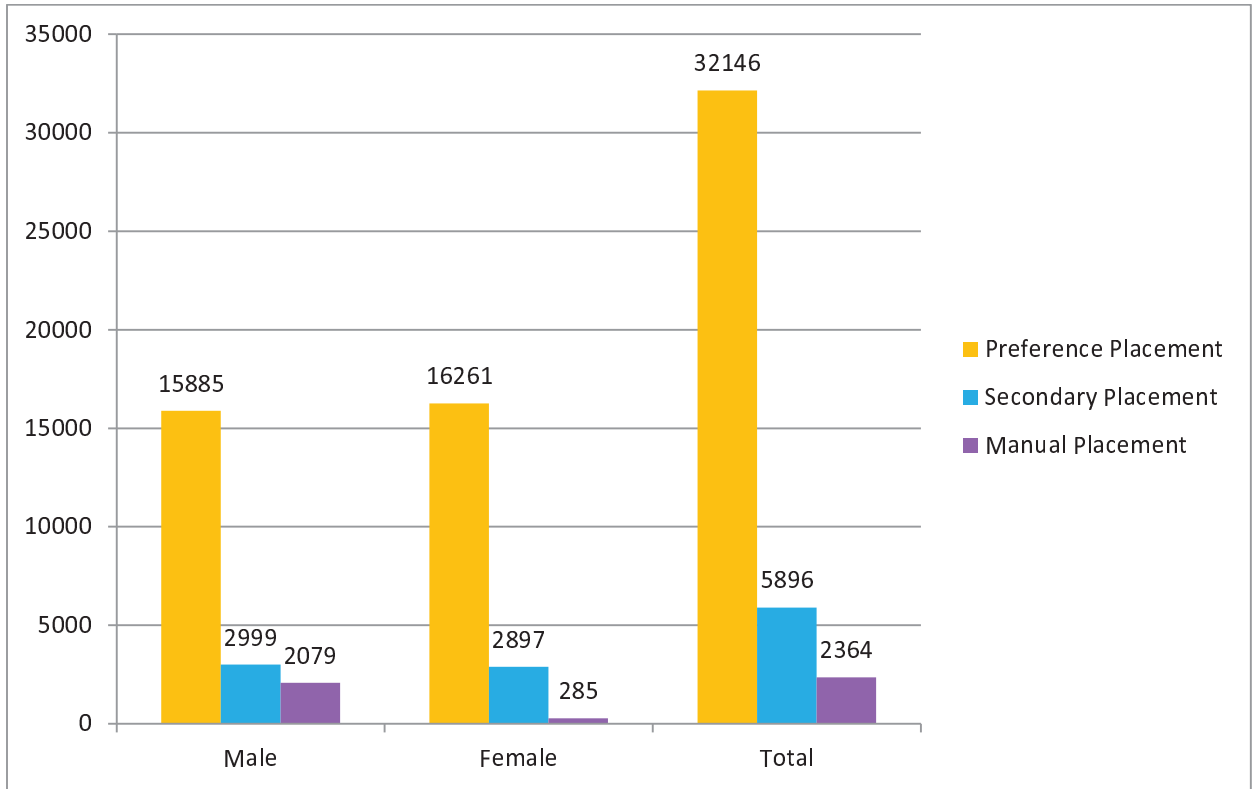


Of the **40,426** students who sat the examination, **40,263** were placed in a school at the secondary level. Twelve students were excluded from the placement process as a result of their request to not be placed in a public school at the secondary level.

**Figure 2: 2019 Placement by School Type**



**Figure 3: Placement by Gender by Placement Mechanism**



Additionally, **32,146** (80%) of students were placed in one of their preferred schools. Since 2015 parents have been given the opportunity to indicate two additional school choices to the standard five that they had in the past. These two additional choices were selected from a cluster of schools that were within a 10 mile radius of students’ primary level attending schools. These two additional choices are factored in as the sixth and seventh preferred schools for placement. **5,896 (14%)** of students were placed in secondary level schools that are in close proximity to the schools they are currently attending (secondary placement). A further **2,364** students (**6%**) were placed manually in secondary level schools. Factors taken into consideration for manual placement included: proximity of secondary school to the home address they submitted and whether or not students were on the PATH programme.

The Ministry of Education continues to employ strategies to increase the quality of secondary school places. Some of these strategies include:

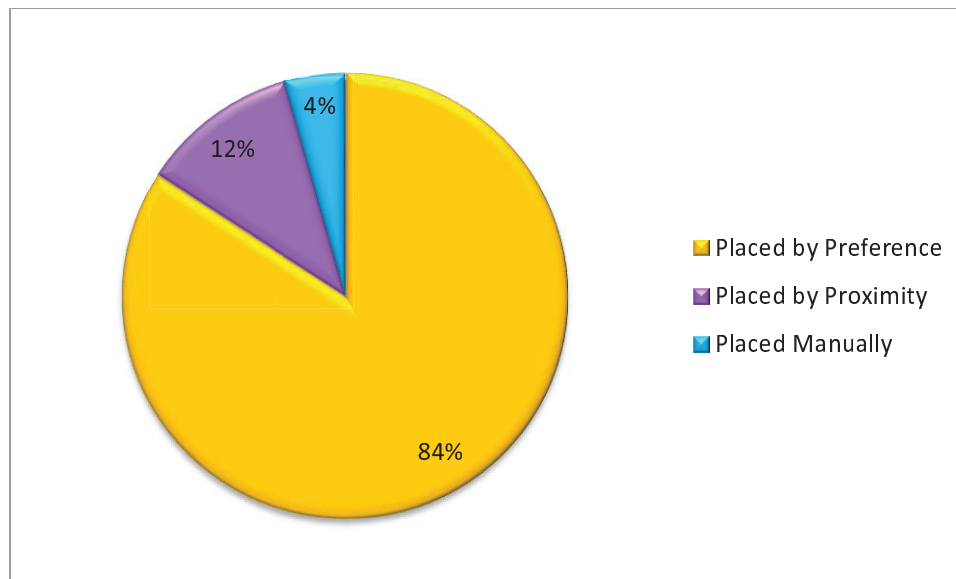
- increase in financial allocation to schools for resources
- phasing out of schools on shift system by providing additional places
- refurbishment of existing facilities
- development of partnerships where necessary for students with special needs

It must be noted that 97% of our schools are now a school of choice, in that students are now selecting a variety of schools as their preferred school for placement.

#### PATH PLACEMENT FOR PEP 2019

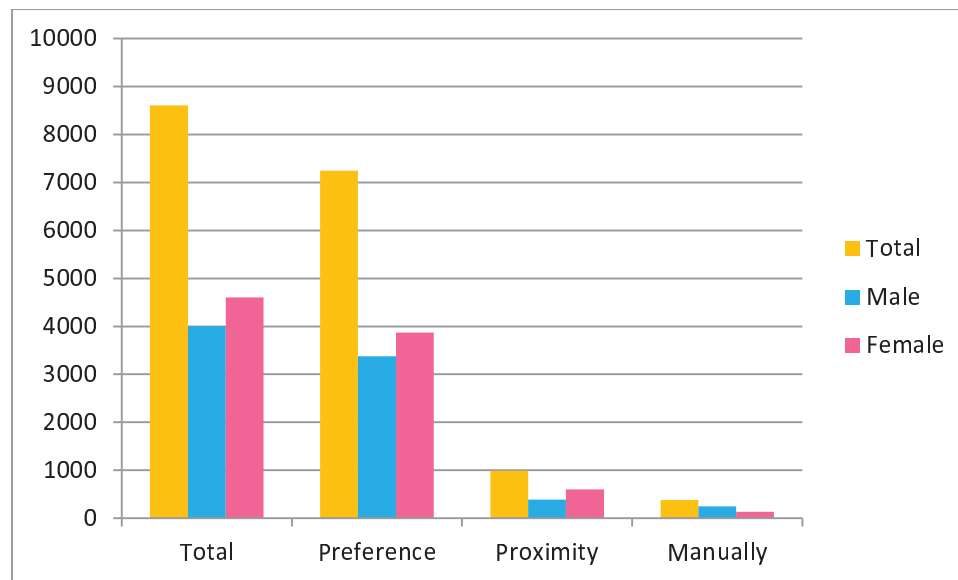
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**Figure 4: PEP PATH Students Placement**



The figure above shows that eight thousand six hundred and ten (8,610) PATH students sat the PEP 2019 Examination. Of this number 4,006 were male and 4,604 were female. Seven thousand two hundred and forty five (84%) were placed by Preference (choice) and nine hundred and eighty eight (12%) students were placed by proximity, also three hundred and seventy seven (4%) were manually placed. This shows that a significant number of students on PATH are getting their preferred school of choice.

**Figure 5: PEP 2019 PATH Students Placement by Gender**



Of the total number of PATH males placed, 3,374(84%) received placement by preference, 388 (10%) received secondary placement and 244(6%) were manually placed. Of the total number of PATH females placed, 3,871 (84%) received placement by preference, 600 (13%) received secondary placement and 133 (3%) were manually placed.

As of the 2017/2018 school year all students at the secondary level will be grouped for selected subjects under the APSE. The PEP results are presented using the three pathways and students who fall under pathway two and three will undergo the psycho-educational assessment commencing July 2019.

These results will be presented to each parent as well as to the high schools so this can be used to determine the nature of the intervention that the students will require in the core areas of Language, Mathematics, Science for Living, Social Studies, Communication with Information Technology and Personal Empowerment.

Please note however that the students should not be streamed based on abilities but instead students on all three pathways will be in forms together but will be grouped differently for the schools above. Schools are encouraged to:

1. Make full use of the PEP subject profiles for each student in order to determine challenges
2. Undertake upgrading and remediation at the outset of Grade 7

The MoEYI is equipped to provide specialist intervention to schools, particularly in areas of Language Arts and Mathematics.