



ALBERT TOWN HIGH SCHOOL INSPECTION REPORT

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National Education Inspectorate
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FINAL

TABLE OF CONTENTS

	Page
Introduction	1
Key Questions.....	1
The Five-point Scale	2
Consistency in terminology	2
Profile	3
School's Demographics	3
Socio-economic Context.....	3
Executive Summary	4
Overall effectiveness of the school	4
Findings of School Inspection	6
1) School Leadership and Management.....	6
2) Teaching Support for Learning	7
3) Students' Academic Performance	8
4) Students' Academic Progress	9
5) Students' Personal and Social Development.....	10
6) Use of Human and Material Resources.....	11
7) Curriculum and Enhancement Programmes.....	12
8) Student Safety, Security, Health and Wellbeing.....	13
RECOMMENDATIONS	15
Further Action.....	15
List of Abbreviations and Acronyms	16
Appendices	17
Appendix 1 – Record of Inspection Activities.....	18
Appendix 2 – Inspection Indicators.....	19
Appendix 3 – National Test Data	37

Introduction

The National Education Inspectorate (NEI) is responsible for making an assessment of the standards attained by the students in our primary and secondary schools at key points during their education. It is the aim of the NEI to report on how well students perform or improve, as they progress through their schooling and learning life. The NEI is also charged with the responsibility to make recommendations to support improvement in the quality of the provision and outcomes for all learners.

During school inspections, our trained inspectors observe classroom lessons, interview members of the school's staff, students individually and in small groups. Inspectors also look at samples of student work and study various school documents provided before and during the inspection. Additionally, School Inspectors hold meetings with the principal and senior members of the staff to get clarity on their roles and responsibilities at the school.

Please see the **Inspection Indicators** (Appendix 2) used by School Inspectors to assist in forming judgments about a school's progress.

Key Questions

The inspection indicators are structured as a set of eight key questions that inspectors ask about the educational provision and performance of every school. These are:

1. How effectively is the school led and managed by the Board, the principal and senior management team and middle leadership?
2. How effectively does the teaching support the students' learning?
3. How well do students perform in national and/or regional tests and assessments? (For infants: in relation to age-related expectations)
4. How much progress do students make in relation to their starting points?
5. How good is the students' personal and social development?
6. How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?
7. How well do the curriculum and any enhancement programmes meet the needs of the students?
8. How well does the school ensure everyone's security, health, safety and wellbeing?

The Five-point Scale

Inspectors make judgements according to a five-point scale. The five levels on the scale are defined as follows:

Level 5 – Exceptionally high quality of performance or provision

Level 4 – Good. The expected level for every school. Achieving this level in all aspects of its performance and provision should be a realistic goal for every school

Level 3 – Satisfactory. The minimum level of acceptability required. All key aspects of performance and provision in every school should reach or exceed this level

Level 2 – Unsatisfactory. The quality is not yet at the level acceptable for schools. Schools are expected to take urgent measures to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory

Level 1 – Needs Immediate Support. The quality is very low. Schools are expected to take immediate action to improve the quality of any aspect of their performance or provision that is judged at this level. Action on the inspectors' recommendations for improvement is mandatory.

Consistency in terminology

The following terms are used consistently throughout the indicators with the following definitions:

All	100%
Almost all	90% to 99%
Most	75% to 89%
Many	50% to 74%
Some	49% and below

Profile

School's Demographics

Locale:	Urban
Region:	3
Parish:	Trelawny
School Code:	07034
Gender:	Co-educational
School Organization:	Shift
Size:	Extra Large
Attendance Rate:	N/A
Capacity:	800
Enrolment:	1379
No. of Teachers:	63
Pupil-Teacher Ratio:	27:1
Owned by:	Government

Socio-economic Context

The Albert Town High School is a co-educational extra-large school in rural Trelawny. It has an enrolment of 1379 students and 63 and operates on a shift system. Most students are from low income families living in Albert Town and adjoining communities. The school's intake of students is primarily from the GSAT and GNAT examinations. Many of these students enter with mathematics and English averages below 50 per cent. The school exposes students to a wide variety of academic and vocational subjects and helps to develop students' interest in agriculture through the school farm. The students participate in a variety of sports and cultural programmes and were the winner of TVJ's All Together Sing in 2008.

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Albert Town High School is unsatisfactory with some satisfactory features

Leadership and management is satisfactory

The Albert Town High School is satisfactorily led and managed by an assertive and visionary Principal who values highly the input of others in the development of the school. A good relationship is maintained with staff and students and extends to the local community and supportive parents. The Board actively supports the programmes of the school and is firm on its accountability measures as it seeks to improve standards.

Teaching and learning is unsatisfactory

Although assessment practices and policies are satisfactory, and students demonstrate good learning at Grades 10 and 11, the methods teachers use and their understanding of how students learn are unsatisfactory. Many lessons are dull and do not cater to the learning styles and ability levels of students.

Attainment is *needs immediate support*

When compared to national averages in mathematics and English Language, most students perform well below these levels. Despite improvement in this regard, the school has failed to attain the required standards over the past three years.

Progress in mathematics and English is unsatisfactory

Whilst the school receive students who perform satisfactorily in terms of national averages in Grade Six Achievement Test (GSAT) and Grade Nine Achievement Test (GNAT) English and mathematics, it has failed to ensure satisfactory progress over a period of time.

Students' personal and social development is satisfactory

Most students demonstrate sound economic awareness and are knowledgeable of national and cultural aspects of the country and regions. However, there is low regard for the environment and they are often rude and disruptive in classes. The students also create disturbances beyond the confines of the school.

The use of human and material resources is satisfactory

The school has a well qualified staff, capable of effectively delivering the curriculum. They have good quality material resources, but these are not sufficiently used by teachers.

Curriculum is satisfactory

The school adapts and modifies the national curricular, using the school improvement and action plans as a base, to meet the needs of the students. There is corporate review and planning which has seen to the inclusion of a mathematics handbook as a supplement to the mathematics curriculum.

Safety, security, health and wellbeing are satisfactory

The school has a very efficient security system that monitors the compound to ensure that all are safe. Efforts at ensuring a healthy environment are made, however these are compromised by students' poor social habits. The staff, along with the guidance department caters to students' wellbeing. They know the students well and try to meet their needs.

Inspectors identified the following key strengths in the work of the school:

- A calm but assertive principal who leads by example and is willing to facilitate the concerns and ideas of others to ensure development of the school.
- Very good relationship with the local community.
- A good security system that ensures that persons are safe within the school compound.

How effective is the school overall?

The overall effectiveness of the school is **unsatisfactory with some satisfactory features**.
The school is classified as an Emerging Satisfactory School¹. (ES)

¹ Emerging satisfactory schools are schools currently classified as performing unsatisfactorily, but where evidence of effort that could result in good performance in teaching and learning and students' progress is seen, and if continued, will result in satisfactory performance.

Findings of School Inspection

1) School Leadership and Management

How effectively is the school led and managed by the Board, the Principal and Senior Management Team and Middle Leadership?

Overall the school is satisfactorily led

Leadership and management is satisfactory

The school is led and managed by a very assertive and visionary Principal who values highly the advice and input of all stakeholders and those who seek to assist in the development of the school. The vision of equity is communicated well by management and is fully embraced by most stakeholders. This is continuously demonstrated in management's interaction with teachers and students. This vision has brought about a change in culture, where more emphasis is placed on the positive development of low performing students. Instructional leadership, though not sufficiently rigorous, seeks to orientate new teachers and continuously monitor all to ensure that standards are maintained. Despite this effort, there is inconsistency and irregularity in some areas, particularly with regard to lesson planning. There is no standard format for lesson plans; the period of coverage varies and many are not evaluated or submitted for approval.

Self-evaluation is satisfactory

Despite not being formalised, and limited mainly to Caribbean Secondary Education Certificate (CSEC) attainment, a valiant effort is made by the school to assess its status. All teachers are involved in the development of the school improvement plan which is done jointly with departmental objectives and action plans. There is, however, very little evidence of parents' and students' input. A drive to develop an efficient document system is being undertaken, but data are mostly raw scores and these are insufficiently used in assessment, planning, and development.

Governance is good

The school Board plays an active role in offering support and advice to the school. Members are sufficiently knowledgeable as the organisation has formalised its policy outlining the roles and responsibilities of its members and ensuring regular meetings. There is a good working relationship with management, staff and students and visits to the school are regular. Counselling sessions are conducted with students and staff are encouraged and commended often. The Board ensures that accountability measures are in place to ensure that standards are maintained and personnel strive toward excellence. There are unannounced class visits, lesson plan checks and action plans are required of the staff. Developmental workshops are organised and community links are often sourced for lesson enhancement.

Relationships with parents and the local community are good

Parents are regularly informed of students' progress and development through the effective communication channel of the school. They receive reports twice per year and are updated

regularly through circulars, church bulletins and telephone calls. Despite these efforts, many parents do not support the various programmes or their children in meaningful ways. Those who do, offer excellent support in all aspects. There is a good relationship between the school and the business community. Some facilitate students' work experience, give career talks and others offer assistance in repairing school furniture.

How effectively is the school led and managed by the Board, the principal and senior management team?	
Grades	7 - 11
Leadership and management	Satisfactory
Self-evaluation and improvement planning	Satisfactory
Governance	Good
Relations with parents and community	Good

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching and learning is unsatisfactory

Teachers subject knowledge and how best to teach is unsatisfactory

Although teachers display good knowledge of the subjects they teach, in most lessons, their teaching methods do not indicate that they understand how best to teach the subjects or that they possess a satisfactory understanding of how students learn best; very few differentiate content and assessment. However, a few teachers in the mathematics department demonstrate satisfactory understanding of how best the students learn and lessons are developed to reflect this.

Teaching methods are unsatisfactory

Most lesson plans are detailed with clearly stated and attainable objectives and in a few instances, show that evaluation is done. Most teachers exhibit good time management. However, in some lessons, teachers do not use time wisely as in the case of a Grade 11 and some lower grades. Whereas some teachers make good use of resources such as textbooks, handouts and the whiteboard, many teachers do not utilize the available resources to develop their lessons in creative ways. Many employ strategies which do not fit the needs of the learner; there is heavy reliance on the whiteboard as the main teaching aid and many lessons are dull and teacher-centred. Teacher-student interaction varies throughout classes with better interactions seen in Grades 10 and 11 where teachers effectively use questions to foster healthy discussion.

Assessment is satisfactory

The assessment policy requires testing every three weeks and at the end of each term. Where assessment activities are appropriate, they match the grade levels of the students and allow them to use their manipulative and technical skills effectively. For example, some students are able to identify similes and use them correctly to construct their own sentences. Despite this, assessment is mainly done through questioning and little use is made of assessment results to enhance further development.

Student learning is good in Grades 10 and 11 and satisfactory in Grades 7-9

Where there is good collaboration between teachers and students, students display a positive attitude and motivation to learn. This was more obvious in Grades 10 and 11 and a few other classes. In the upper school, primarily the vocational classes, most students are able to apply concepts learnt to real life situations. This however, is rarely seen in Grades 7 to 9. Most students in these grades display inappropriate behaviours which deny students of an ideal climate for effective learning. Despite this, other students are able to use opportunities to develop good inquiry and research skills as was seen in Grades 8 and 11.

How effectively does the teaching support the students' learning?		
Grades	7-9	10-11
Teachers' subject knowledge and how best to teach the subject	Unsatisfactory	Unsatisfactory
Teaching methods	Unsatisfactory	Unsatisfactory
Assessment	Satisfactory	Satisfactory
Students' learning	Satisfactory	Good

3) Students' Academic Performance

How well do the students perform in national and/or regional tests and assessments?

Attainment in English and mathematics is needs *immediate support*

When compared to national attainment standards, most students' performance in English is very low. Despite the marginal improvement in performance in CSEC over the past three years, the school's performance remained significantly below national averages. Between the years 2005 to 2009, there was an overall average pass rate of 26 per cent compared to the national average for the same period of 46 per cent for the same period. In 2010 only 6.3 per cent of the cohort was able to pass the examination. The percentage passes in five subjects or more including English Language and mathematics in CSEC for the period 2005 to 2009 also falls well below national average. Even so, the school has seen some improvement since 2008.

Over the past three years, most students have performed very low in mathematics when compared to national averages. Performances in CSEC moved marginally from 17 per cent in 2007 to 19 per cent in 2008 and then dropped sharply to 8 per cent in 2009. In 2010 only 9.8 per cent of the cohort passed. The school's worst performance was in 2009 when they had an average of 8 per cent compared to the national average of 41 per cent.

How well do the students perform in national and/or regional tests and assessments?	
Grades	11
How well do the students perform in National or regional tests and examinations in English?	<i>Needs immediate support</i>
How well do the students perform in National or regional tests and examinations in mathematics?	<i>Needs immediate support</i>

4) Students' Academic Progress

How much progress do the students make in relation to their starting points?

Overall, progress in mathematics and English is unsatisfactory

Progress in English is unsatisfactory

At Grades 7 to 9 there is consistency and depth in coverage of some topics in English. Some students demonstrate satisfactory knowledge of the content as they interact in classes and produce written assignments. Many books, however, do not show adequate demonstration of understanding especially in extended writing. In the upper grades, content coverage is low. Two topics frequently indentified since September are Summary Writing and Elements of a Story. As students advance in grades, their performance declines; this was clearly seen in the accumulative records. Records indicate that most students score under 50 per cent on tests. The 2005 cohort entered the school with averages mostly over 50 per cent. However, after five years only 6.3 per cent of that cohort passed CSEC English.

Progress in mathematics is unsatisfactory

Sixty-five per cent of the 2005 cohort entered Grade 7 with GSAT mathematics scores ranging from 50 to 85 per cent. In 2010, this cohort of 270 decreased to 147 and only 9.8 per cent passed CSEC mathematics. Across grade levels, students fail to maintain or improve averages. Assessment records show decline in performance especially at Grade 8. Grade 11 students make marginal improvement of two per cent and many perform below 50 per cent in end of term tests. Content coverage across some grades is insufficient and students' samples show inadequate demonstration of understanding of concepts. There are incorrect concepts observed in students' samples and there is a lack of evaluative comments to promote improvement. Despite all this, critical thinking and application of concepts are demonstrated in Grades 8 and 11, where students ably represented parts of a circle and calculated light needed for an area in terms of distance. Most students in the upper grade calculated indices correctly.

How much progress do the students make, in relation to their starting points?	
Grades	7 - 11
How much progress do the students make in relationship to their starting points in English?	Unsatisfactory
How much progress do the students make in relationship to their starting points in mathematics?	Unsatisfactory

5) Students' Personal and Social Development

How good is the students' personal and social development?

Students' personal and social development is satisfactory

Students' behaviour and attitude are unsatisfactory

Although many students display positive attitude towards learning, they demonstrate poor interpersonal relationship with peers and some teachers. In one Grade 8 reading class, students yelled at each other and the class erupted in chaos. The teacher's effort to address the matter met with some resistance from students. Many classes are continuously disrupted by students' boisterous behaviour and excessive shouting in and out of classes. Most students tend to move around in groups and force their way up and down the stairs. The Prefect body interacts well with students and encourages them to display positive attitudes. However many, especially the older girls are openly disrespectful to teachers; they move to and from classes very disorderly and often fight for chairs. Many blatantly disregard the school rules.

Punctuality is poor at the start of the day and at the change of sessions due to excessive loitering in the town centre and along corridors respectively. This impacts the quality of time spent in the classrooms and hence receiving instruction.

Civic understanding and spiritual awareness are satisfactory

The school instils commendable social, civic and spiritual values through devotions and some class sessions. Some teachers use social issues from the print media to invite students to make commentaries on popular and cultural songs. Many students have a good sense of national pride, expressing thoughtfully their favourite aspects of Jamaica and how they can contribute to its development. Their love for local music and dance is strengthened by class discussions on cultural songs and commentaries. They demonstrate sound awareness of their identity and national symbols. Students participate enthusiastically in worship. During form time, they conduct their own meaningful devotions and encourage peers to emulate good values and attitudes.

Economic awareness is good

Most students recognize the importance of the school's agricultural gardens to the economy of the school. They can relate to issues such as the impact of the sale of Air Jamaica on the

country. Students are aware of the country's import and export crops and many are knowledgeable of the continued contribution of agriculture, particularly sugar, to the economy. Most students understand the difference they can make to the country's development and many have selected intended professions that will provide the best opportunity for them to make meaningful contribution to their families and the economy.

Environmental awareness is unsatisfactory

Students participate in the planting of agricultural crops in the school garden and the rearing of chickens. They speak about the importance of a healthy environment but their practices do not endorse this. Many vandalize and deface the buildings with graffiti and litter the compound with garbage. Some boys use the corner of the agricultural science department as a urinal.

How good is the students' personal and social development?	
Grades	7-11
Students' behaviour and attitudes	Unsatisfactory
Civic understanding and spiritual awareness	Satisfactory
Economic awareness and understanding	Good
Environmental awareness and understanding	Unsatisfactory

6) Use of Human and Material Resources

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?

The school satisfactorily uses its human and material resources

Human resource is good

The school has a well-qualified teaching staff with all except one being teacher-trained. More than half of the 63 teachers have at least a first degree and almost all are deployed in their area of specialization. The pupil teacher ratio is 25:1, as recommended by the Ministry of education. The support staff is adequate to ensure the effective functioning of the school and includes 17 ancillary workers. There are also two Guidance Counsellors, a Dean of Discipline and two security guards.

Material resource is satisfactory

The school has a wealth of electronic equipment which includes 55 computer, 12 laptops, 9 multi-media projectors, 2 camcorders and a DVD player. There are three well-equipped computer laboratories and a library with good quality reference books. All technical areas have laboratories with functional equipment which are well-maintained and accessible to all.

Despite the high quality and quantity of instructional materials and laboratories, there are deficiencies in some sections of the premises. A few sections of the building are in need of repair, walls are defaced with graffiti and many classrooms are overcrowded and some have poor lighting. Furniture is in short supply and students scramble for them which sometimes lead to fights. To ease the furniture problem, teachers and students of the Wood Work Department repair broken ones.

Use of material resources is satisfactory at Grades 10 and 11 and unsatisfactory at Grades 7 to 9

In the upper school, there is extensive use of technology and machinery, particularly in the vocational areas. Power Point presentations are also used to enhance some lessons. Software for reading is utilized by the Reading Teachers across the grades. Use of technology is not widespread; however, as many teachers are unable to use most of the technology available and most teachers at Grades 7 to 9 rely mainly on the chalkboards and class texts.

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?		
Grades	7-9	10-11
Human resources	Good	Good
Material resources – quality and quantity	Satisfactory	Satisfactory
Use of material resources	Unsatisfactory	Satisfactory

7) Curriculum and Enhancement Programmes

How well do the curriculum and any enhancement programmes meet the needs of the students?

Adaptation and modification of the curriculum is satisfactory

The school adapts well the MoE's Curriculum and has included the E-Learning programme. The ROSE curriculum is used in the lower grades and the CSEC, CCSLC syllabi used in the upper grades along with vocational subjects. There is modification of the ROSE curriculum in mathematics and English with additional modification of the vocational guides to better suit the needs of the students. Cooperative curriculum review and planning is not done annually but although it is not systematic in structure, teachers are given an opportunity to make their input. Individual departments do further modification to facilitate the different ability levels across grades. For example; the mathematics department developed a supporting handbook and the home economics department meets every first Monday for further planning. Other aspects of modification have seen to a structure being developed to add cosmetology to the curriculum.

Cross curricular links are practised mostly in the ROSE programme and students in Grades 7 to 9 are exposed to the various practical areas on a six-week rotation basis. Extra-curricular activities are few and the functioning ones such as debating, drama and 4-H are affected by the shift system; classrooms are occupied all throughout the day and there is

insufficient classroom space to cater for other activities. Links with the local community revolves around participation in activities such as the national yam festival which originates in the town. Students also participated in TVJ's "All Together Sing", which they won 2008. There is involvement in various athletics programmes offered locally and by the Inter-Secondary Schools Sports Association (ISSA). The school owns a welding plant where an individual from the community is periodically employed to undertake repairs to buildings and furniture.

How well do the curriculum and any enhancement programmes meet the needs of the students?	
Grades	7-11
Curriculum	Satisfactory

8) Student Safety, Security, Health and Wellbeing

How well does the school ensure everyone's safety, security, health and wellbeing?

The provision for student safety, security, health and wellbeing is satisfactory

Health, safety and security are satisfactory

The school has an established safety policy that is monitored by the school's safety and security committee spear-headed by the Dean of Discipline. This committee includes students, parents, staff members, police officers and members of the fire brigade. Despite breaches in the perimeter fencing, there is a communication system in place where sixteen key staff members are connected on a cellular network for monitoring the compound. Security at the school's entrance ensures that visitors show their identification, sign the visitor's log-book and wear a pass.

The school is without a school nurse but emergencies are handled by the home economics and the physical education teachers as well as the Guidance Counsellors. Serious health issues are referred to the Ulster Spring Health Centre. Garbage bins are strategically placed, but not adequately used by students as evidenced by litter in classrooms and on the compound. The canteen staff is certified by the health department; they prepare balanced meals daily. Although bathroom facilities are adequate, some boys continue to urinate at the corner of the agriculture room and on the bathroom floor.

Provisions for students' wellbeing are good

Students' wellbeing is of high priority to staff. A good relationship is maintained between staff and students and they care about the students. For example, they spearheaded fundraising activities for a student's brain surgery and rebuilding another students' home that was destroyed by fire. Behavioural issues are handled well. Each student is given a handbook which outlines breaches and sanctions and the students are sensitized at the beginning at the school term and regularly reminded of the school rules. Sanctions for breaking the rules include detentions and at times suspensions depending on the gravity of the breach.

The guidance department has well organised programmes which manage students' welfare; they source funding to provide materials for students in need. They spearhead student welfare and health education issues including lunches for students who are needy but not on the PATH programme. The counselling and esteem programme is effectively addressing students' behavioural and social issues and there has been a reduction in the number of suspensions since the implementation of a detention system. Staff constantly monitors students' attendance and punctuality; any student absent for at least three days must return with a letter from the parents or be accompanied by the parents on returning to school. Through dialogues and counselling with parents, they have managed to decrease the number of school dropouts to less than one per cent.

How well does the school ensure everyone's safety, security, health and wellbeing?	
Grades	7 - 11
Safety, security and health	Satisfactory
Wellbeing	Good

Recommendations

We recommend that the following actions be taken to make further improvement:

1. Principal and School Management Team (SMT) should develop a more rigorous self-evaluation process to give a more realistic picture of the school's strengths and weaknesses and the level of value added to the individual students.
2. Principal and SMT should facilitate and develop more in-house workshops to help teachers develop creative ways of teaching and differentiating lesson delivery and assessment to address students' different learning styles and ability levels.
3. The Principal along with the HoDs should review assessment instruments and content coverage to ensure they are in line with curriculum and grade level requirements so as to improve attainment levels.
4. Principal and SMT should develop enhancement programmes and set attainment targets to motivate and challenge students' to achieve high standards in external examinations.
5. Teachers should endeavour to educate themselves on how to integrate technology effectively into their lessons in order to better cater for students in the 21st Century classrooms.
6. The MoE should consider discontinuing the shift system to enable the students to spend longer hours in classes and become more rounded as opportunities will be created for participation in extra-curricular activities.

Further Action

The school has been asked to prepare an Action Plan indicating how it will address the recommendations of this report. The Action Plan will be sent to the National Education Inspectorate and the Regional Education Authority within two months of the school's receiving the written report. The next inspection will report on the progress made by the school.



Maureen Dwyer
Chief Inspector
National Education Inspectorate

List of Abbreviations and Acronyms

CAPE	Caribbean Advanced Proficiency Examination
CCSLC	Caribbean Certificate of Secondary Level Competence
CSEC	Caribbean Secondary Education Certificate
GNAT	Grade Nine Achievement Test
GSAT	Grade Six Achievement Test
HEART	Human Employment and Resource Training
ICT	Information and Communication Technology
IT	Information Technology
ISSA	Inter Secondary Schools' Association
JSAS	Jamaica Schools Administration System
JTA	Jamaica Teachers Association
MOE	Ministry of Education
NEI	National Education Inspectorate
PATH	Programme of Advancement Through Health and Education
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	School Management Team

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 - Inspection Indicators

Appendix 3 – National Test Data

Appendix 1 – Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	45
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	English	Maths	Other
Number of lessons or part lessons observed [Primary]	17	14	14
Number of lessons or part lessons observed [Secondary, either grades 7 – 11 or 7 – 9 in an all-age school]			

Number of scheduled interviews completed with members of staff, governing body and parents	12
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Number of scheduled interviews completed with students (Group discussion with students of Grades 6-9)	3
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	Parents	Students	Teachers
Number of questionnaires returned and analysed			

Appendix 2 – Inspection Indicators

Inspection indicators serve a number of purposes:

- They establish the vocabulary for a conversation with, and between, schools about the purposes of schooling and the key determinants of educational success
- They provide schools with a picture of educational excellence to which they can aspire
- They provide schools with a clear understanding of levels of provision and performance that are considered unacceptable and must be improved
- Schools can use the indicators to evaluate their own provision and performance, and to help them to make improvements
- The use of indicators ensures that inspectors concentrate on weighing evidence to make consistent judgements in all schools
- The publication of indicators helps to make inspection a transparent process for schools and the wider public.

Inspection Indicators

1. How effectively is the school led and managed by the Board, the Principal and Senior Management Team and Middle Leadership?

1.1 Leadership and management

Key features:

- Leadership qualities
- Vision, direction and guidance
- Culture and ethos
- Instructional leadership
- Impact on standards and progress
- Development of relationships with staff
- Accountability
- School information and document management system

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The school's leadership lacks drive and authority. There is widespread lack of confidence in the leadership among the staff. The leadership holds the staff accountable for their performance in a very limited way. Most students are under-achieving and make very little progress	Staff in leadership positions is insufficiently rigorous in focussing on improvement. The leadership holds the staff accountable in a limited way for their performance. Many students in one or more age groups do not make enough progress in their work and personal development.	The school has a strong sense of direction, which focuses on improving students' achievements and wellbeing. The staff shares a common purpose. The leadership consistently holds the staff accountable for their performance. Most students make satisfactory progress and all groups are supported well	Leadership is firm and decisive. The staff works well together, with clear lines of responsibility. The staff responds positively to initiatives. Staff accountability systems are rigorously applied. The needs of most students are well catered for and most students make good progress	Leadership is dynamic and often inspirational. A clear vision for the future directs and guides staff and students. The leadership holds the staff highly accountable for their performance. The school is successful with all groups of students, including those who do not respond well to school or have difficulties with learning

1.2 Self-evaluation and improvement planning

Key features:

- Process and activities for school self-evaluation
- Monitoring and analysis of the school's performance, including views of parents and students
- Process for staff appraisal and development
- Process for school improvement planning, implementation and monitoring

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Self-evaluation is poorly developed. There is almost no monitoring or evaluation of the school's provision and performance, including teaching and learning. As a result, the school has no clear agenda for improvement	Self-evaluation is inadequately developed, so managers do not have a realistic view of the school's strengths and weaknesses, including teaching and learning. Planning for improvement is not based on realistic priorities	The school's priorities are based on sound analysis of its performance. The work of the school is monitored effectively, including the performance of staff and students, and appropriate actions are taken	Through effective self-evaluation, which takes into account the views of parents, managers know their school well. They use the outcomes of self-evaluation to plan and take action promptly to make necessary improvements. Staff appraisal procedures are effective.	Systematic and rigorous self-evaluation is embedded in the school's practice at all levels. Staff appraisal is rigorous and staff development is well-planned and highly effective. Strategic thinking is clear. Ambitious improvement planning results in the achievement of identified goals.

1.3 Governance

Key features:

- Strategic and advisory role of the Board
- Operational support for the management of the school
- Accountability

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The Board has almost no influence on the work of the school. It does almost nothing to support the efficient and effective management of the school. The Board holds the school leadership accountable for its performance in a very limited way.	The Board has little influence on the work of the school. It does little to support the efficient and effective management of the school. The Board holds the school leadership accountable in a limited way for its performance.	The Board meets all its responsibilities. It gives clear support and advice to the school leadership. The Board consistently holds the school leadership accountable for their performance.	The Board has a positive influence on the work of the school. It plays a significant strategic and advisory role in leading the school's development. . The school leadership is rigorously held to account for its performance.	The Board makes a significant contribution to the leadership of the school and its successes. It works most effectively in support of the school's educational leaders. The Board holds the school leadership highly accountable for its performance.

1.4 Relations with parents and the local community

Key features:

- Communications with parents
- Parents' involvement in their children's learning and the life of the school
- Links with the local community and agencies

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Communications with parents are infrequent and of poor quality. Many parents know too little about the work their children are doing to be able to help them effectively. The school has very little to do with its local community. Opportunities are missed to enrich the curriculum through the use of community resources	The school gives parents insufficient information about their children's progress and wellbeing. Community involvement is limited and the school does not actively seek relationships with outside agencies to support the wellbeing and progress of students	Parents receive regular, detailed reports about their children's progress. There are regular opportunities to talk to teachers and some parents are actively involved in school life. The school works with outside agencies to enhance the wellbeing and progress of students	Methods for communicating between home and school are well established. Many parents are involved in school activities. The school has productive links with the local community and uses them to enrich the curriculum and strengthen teaching and learning	The school has a strong educational partnership with parents, who are actively involved in many aspects of school life and play an important role in decision-making. The school capitalises on the expertise and resources in the community to improve its performance and benefit students

2. How effectively does the teaching support the students' learning?

2.1 Teachers' knowledge of the subjects they teach and how best to teach them

Key features:

- Teachers' knowledge of their subjects
- Teachers' knowledge of how best to teach their subjects
- Teachers' understanding of how students learn best in their subjects
- Teacher reflect on their teaching

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Many teachers have insufficient knowledge of the subjects and the curriculum they teach. This seriously limits the progress that many students make and the standards they reach	Some teachers have insufficient knowledge of the subjects and the curriculum and of how to teach effectively. This results in ineffective and inaccurate teaching and incomplete curriculum coverage	Most teachers have a secure understanding of the subjects they teach. There is evidence that teachers reflect on the impact of their practice. Curriculum coverage is secure	All teachers have good subject knowledge and reflect regularly on the impact of their teaching. Coverage of curriculum is complete.	Teaching of a consistently high quality stems from the teachers' expert knowledge of their subjects and how to teach them. They reflect regularly and rigorously on the impact of their teaching

2.2 Teaching methods

Key features:

- Quality and effectiveness of lesson planning
- Management of time
- Effective use of resources – textbooks, audio and visual materials, resource persons and ICT
- Quality of teacher and student interactions including questions and dialogue
- Teaching strategies which challenge and cater to the needs of all students

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The teaching methods in many lessons are poorly matched to the needs of the students. Activities are often only loosely related to the achievement of learning objectives. Lessons are frequently dull and unchallenging for the students	Although their planning may be detailed, the methods the teachers use often take little account of what the students already know. The work they set frequently lacks challenge and lesson objectives are often unclear	Teachers plan their lessons well and teaching methods are effective. They manage time well and make the work interesting, with realistic levels of challenge. They make sure the students have the resources they need to complete tasks successfully	Lessons are well planned with teaching methods that are effective in securing intended outcomes. The needs of individual students are well catered for. Teachers challenge and extend the students' thinking, which helps them to make good progress and achieve high standards	The teaching methods are effective. Lessons are often imaginative and consistently stimulate and challenge the students to achieve as well as they can. Activities are chosen to match the needs of the students, to secure intended outcomes and to achieve excellent standards

2.3 Assessment

Key features:

- Assessment as part of teaching and learning
- Assessment practices including policies, implementation and record keeping
- Student self-assessment
- Use of assessment information by teachers and students to inform teaching and learning
- Quality of feedback by teachers, in lessons and in written work, to help students identify and make improvements
- Teachers' knowledge of students' strengths and weaknesses

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
There is little, if any, systematic internal assessment of students' work. Teachers have very little detailed knowledge of students' progress and achievements	Assessment is not well developed. Teachers do not have sufficient detailed knowledge of students' progress and achievements	Assessment is used to track the achievements of students, to indicate what they have learned and to help them understand what they need to do next.	Consistent and effective assessment practices are in place for monitoring students' progress. Most staff uses them to focus sharply on what students need to do to improve. Students are sometimes involved in evaluating their own work	A thorough programme of assessment and review, including students' evaluation of their work, is used consistently throughout the school. Teachers are highly effective in helping students to identify and make improvements in their work

2.4 Student learning

Key features:

- Attitudes and motivation to learn
- Interactions and collaboration between students
- Application of learning to new situations and real life
- Inquiry and research skills
- Problem-solving skills

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students show little motivation to learn. They require constant supervision to stay on task	Many students find it difficult to work without supervision and too much of the teachers' time is spent managing students' behaviour	Most students use their time well in lessons. They can explain clearly what they have learned. They can work constructively with others when required	Most students are keen to learn. Many can apply what they have learned to new situations and show initiative in solving problems. They are able to work well, both independently and as part of a team	Almost all students are highly motivated to learn. Almost all students understand how current learning relates to previous work. They can apply what they have learned to new situations. They frame their own questions and solve problems independently of the teachers, working well together in teams

3. How well do students perform in national and/or regional tests and assessments? (For infants: in relation to age-related expectations)

Key features:

- Performance in national and/or regional assessments
- Performance in comparison to similar schools

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The performance of most students is very low in comparison with those in similar schools	The performance of many students is low in comparison with those in similar schools	The students' performance is generally in line with those in similar schools	The performance of many students is good in relation to those in similar schools	The performance of most students is very high in relation to those in similar schools

4. How much progress do students make in relation to their starting points?

Key features:

- Progress against starting points
- Progress over time
- Progress during lessons
- Appropriateness of levels achieved

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students are under-achieving and make almost no progress	Many students are under-achieving and progress is unsatisfactory	The achievement of most students is adequate and they make satisfactory progress	The progress of most students is good. Most students achieve well compared with their earlier attainment	Almost all students make excellent progress and achieve very well in relation to their earlier attainment

5. How good is the students' personal and social development?

5.1 Students' behaviour and attitudes

Key features:

- Observed behaviour and attitudes in lessons and around the school compound
- Students' relationships with students and all school staff
- Punctuality
- Attendance

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students show little self-discipline. They disobey school rules and disrupt many lessons. Student attendance is 69% or less	The poor behaviour of some students disrupts some lessons and causes difficulties. Students often do not obey rules and regulations. Student attendance is 70% - 79%	Behaviour and relationships are generally good. Rules are respected. The school is orderly and safe. Student attendance is 80% - 89%	Good behaviour and relationships prevail throughout the school. Most students exercise self-control. Student attendance is 90% - 95%	Almost all students are self-disciplined, respond very well to adults and resolve difficulties in mature ways. Student attendance is 96% or higher

5.2 Students' civic understanding and spiritual awareness

Key features:

- Understanding of national identity and civic responsibility
- Spiritual understanding and awareness
- Appreciation of local and regional traditions and culture

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students have little or no understanding of national identity and/or spiritual awareness and little appreciation of local traditions and culture	Many students lack understanding of national identity and/or spiritual awareness. Many students lack appreciation of local traditions and culture.	Many students are developing an understanding of national identity, and an appreciation of local traditions and culture together with spiritual understanding	Most students understand the concept of national identity. They understand and appreciate local traditions and culture. They have a good spiritual understanding	Almost all students understand and appreciate the defining characteristics of Jamaican society, and the region's traditions and culture. They have a high level of spiritual understanding

5.3 Students' economic awareness and understanding

Key features:

- Awareness and understanding of Jamaica's economic progress and importance both regionally and globally
- Awareness of their potential contribution to Jamaica

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students are unaware of the importance of Jamaica's continued economic progress and of their potential to contribute to it. Most students have little or no understanding and awareness of economic issues.	Many students are unaware of the importance of Jamaica's continued economic progress and of their potential to contribute to it.	Many students understand the importance of Jamaica's continued economic progress and that they will have a role in contributing to it.	Most students understand the importance of Jamaica's continued economic progress and know that they can contribute to it.	Almost all students understand the importance of securing Jamaica's economic progress and are well equipped and willing to contribute to it.

5.4. Environmental awareness and understanding

Key features:

- Knowledge and understanding of national and global environmental issues
- Concern and care for the environment

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most students have little or no awareness of national or global environmental issues and they show little concern for their immediate environment	Many students have little awareness of national or global environmental issues and make little effort to take care of their immediate environment	Many students are aware of national and global environmental issues and they take care of their immediate environment	Most students know that national and world resources need to be protected and used responsibly and they take care of their immediate environment	Almost all students understand the importance of securing a sustainable environment. They take care of their immediate environment and some are involved in related co-curricular activities

6. How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?

6.1. Human resources

Key features:

- Sufficiency of suitably qualified and knowledgeable teaching and support staff
- Effective deployment of staff

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The school is inadequately staffed to deliver its curriculum effectively. The quality of the education the students receive is seriously reduced in consequence	The school lacks, or fails to deploy, teaching and support staff with the knowledge and expertise required to deliver the curriculum in full	The school retains and deploys sufficient qualified staff to deliver the curriculum and achieve satisfactory standards	The school has the well qualified teaching and support staff it needs to deliver the curriculum and enable the students to achieve good standards	The school has a full complement of well qualified staff and deploys them to achieve the best standards possible for students

6.2. Material resources – Quality and Quantity

Key features:

- Appropriateness and quality of the school premises
- Appropriateness, quality and sufficiency of resources for teaching and learning

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Premises and resources are significantly below expected quality and quantity	There are significant deficiencies in premises and/or resources	Premises and resources are sufficient in quality and quantity	Premises and resources are of good quality and sufficiency	Premises and resources are plentiful and of high quality

6.3. Use of material resources

Key features:

- Effective use of school premises
- Effective organisation and use of available resources for teaching and learning

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
The staff make poor use of the available premises and/or resources	Deficiencies in premises and/or resources restrict some aspects of the students' academic achievement and personal development	Premises and resources are maintained and organised to satisfactorily support teaching and learning	Premises and resources are well maintained, and well organised. Staff and students have easy access to resources and make good use of them	The school is creative in its use of premises and resources and makes exceptionally good use of the available resources to achieve high standards

7. How well do the curriculum and any enhancement programmes meet the needs of the students?

Key features:

- Adaptation and modification of curriculum
- Review and planning
- Continuity, progression and coverage
- Relevance to all students
- Cross-curricular links and extra-curricular activities
- Links with the local environment and community

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
There is almost no adaptation or modification of the curriculum or curriculum guides. Most teachers do not adapt or enrich the curriculum to meet the students' needs	There is discontinuity in the modified or adapted curriculum in some subjects from year to year. There are significant gaps in content. Additional support for students is minimal	The curriculum is modified or adapted and regularly reviewed to make learning worthwhile. There are few significant gaps in content. Some additional support is provided for students who need it	The curriculum is well balanced, and reviewed and updated regularly to maintain its relevance to all students. There are no significant gaps in content. Additional support is provided for most students who need it	There is imaginative modification and/or adaptation of curriculum. The curriculum is broad, balanced and regularly evaluated to ensure that it meets changing needs and maintains the students' interest. There is extensive additional support for all students who need it

8. How well does the school ensure everyone's safety, security, health and wellbeing?

8.1 Safety, security and health

Key features:

- Policy and procedures to ensure the safety, security and health of all members of the school community, including on and off site school activities
- Quality of monitoring and maintenance

Short descriptions to illustrate the five-point scale:

Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Policies for safety and health are non-existent or ignored. There are almost no safety, security and health checks. Many parts of the buildings and equipment are unsafe and/or unhygienic and poorly maintained	Policies for safety and health are poorly implemented. Safety, security and health checks are irregular and not rigorous. Some parts of the buildings or equipment are unsafe and/or unhygienic	Policies and procedures are implemented and accidents are rare. Requirements for maintaining the safety, security and health of students are met. Buildings and equipment are safe, secure, hygienic and maintained in sound repair	Regular and thorough checks are made and acted upon to ensure that a safe, secure and healthy environment is maintained. Buildings and equipment are hygienic and kept in a good state of repair	The school provides an exceptionally safe, secure and hygienic environment for students and staff. Buildings and equipment are regularly maintained in excellent condition

8.2 Wellbeing

Key features:

- Staff' relationship with students
- Staff management of behavioural issues
- Staff support of, and advice to students
- Guidance and counselling arrangements
- Tracking of students' wellbeing
- Management of student attendance and punctuality
- Arrangements for suspension and exclusion of students – number of students out of school due to suspension and exclusion
- Number of school drop-outs

Short descriptions to illustrate the five-point scale:

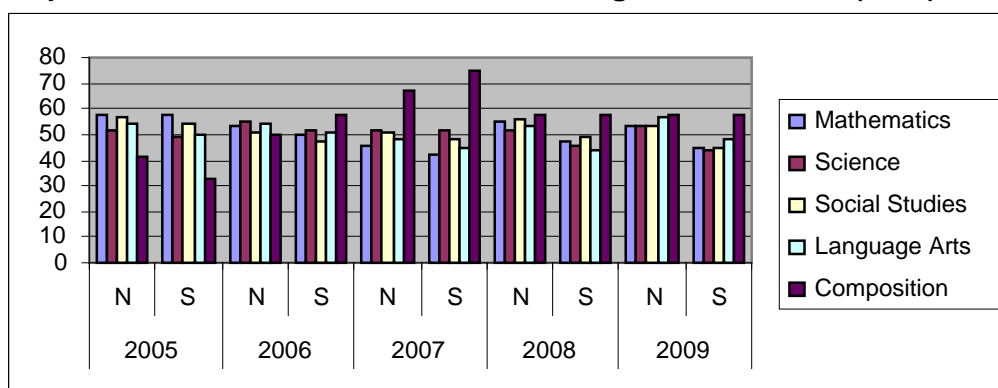
Level 1 Needs Immediate Support	Level 2 Unsatisfactory	Level 3 Satisfactory	Level 4 Good	Level 5 Exceptionally high
Most members of staff have poor relationships with most Guidance and Counselling arrangements are poor and the school is ineffective in responding to students' needs. Arrangements for the suspension and exclusion of students are poorly handled	The staff is slow to diagnose and respond to students' needs. Guidance and Counselling arrangements are weak or are not applied consistently. Arrangements for the suspension and exclusion of students are unsatisfactory	Staff knows students well. They show them respect and respond promptly to their personal needs. Students know they can trust and confide in staff. Arrangements for the suspension and exclusion of students are satisfactory	Students' personal wellbeing is a high priority for staff. There are systems for tracking students' personal welfare and for supporting individuals and groups. Arrangements for the suspension and exclusion of students are well-handled	Staff have very good relationships with all students. There are well developed systems for tracking students' personal welfare and for supporting individuals or groups. Staff consistently provides well-judged advice and guidance. Arrangements for the suspension and exclusion of students are exceptionally well-handled

Appendix 3 – National Test Data

STUDENT PROGRESS AND ATTAINMENT

I. Grade Six Achievement Test

Graph 1: Grade Six Achievement Test Average Intake Scores (2009)



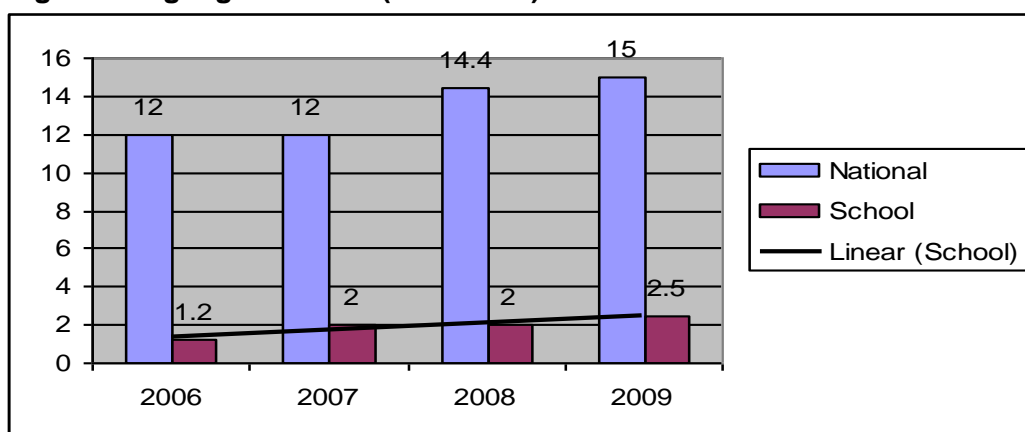
Key: N- National S-School

Note: Overall averages were calculated based on figures presented in tables the Appendix

The period 2005-2009 for the GSAT Test average intake for Albert Town High showed results of 53.48% for the overall average at the national level and 49.8% at the school level. As a result the school's performance was comparable at the national level. For individual subject areas, there was no evidence of student progress in most subjects. For example in Mathematics, the results recorded were 58% in 2005 and 53% in 2009. But much improvement was seen in the Composition subject area at both the national (41%, 50%, and 67%) and the school (33%, 58%, and 75%) levels over three years (2005-2007). However, this was not maintained in the following years as the student attainment fell in the following years (2008 & 2009) to levels consistent with 2006 results.

II. Caribbean Secondary Education Certificate

Graph 2: Percentage of Students Who Attained 5+ Passes Including Mathematics and English Language in CSEC (2006-2009)

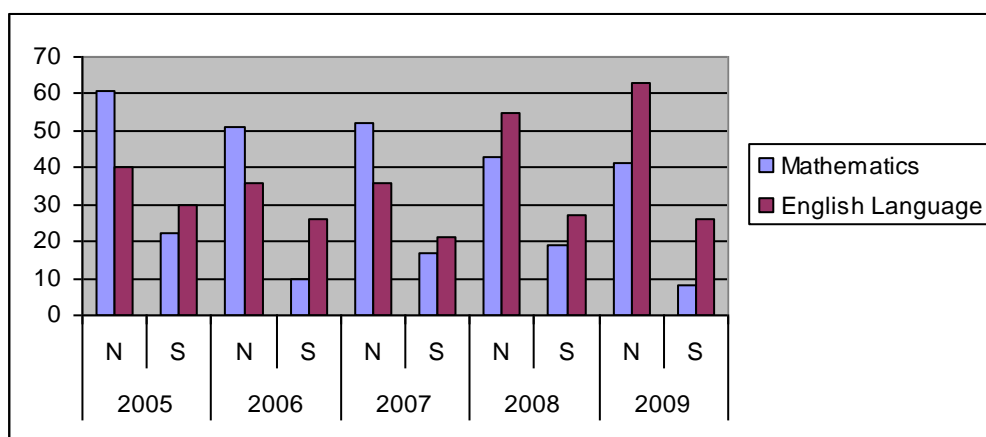


Note: Overall averages were calculated based on figures presented in tables the Appendix

The overall national average of 13.35% was attained against Albert Town High's overall school average of 1.39% for the period 2006-2009. The results showed that, while there was

growth in the student attainment at the national level with increases (12, 14.4 and 15%) at the national level, the school's attained very considerably lower than the national level. Nonetheless incremental improvements were noted in the school's rate of improvement.

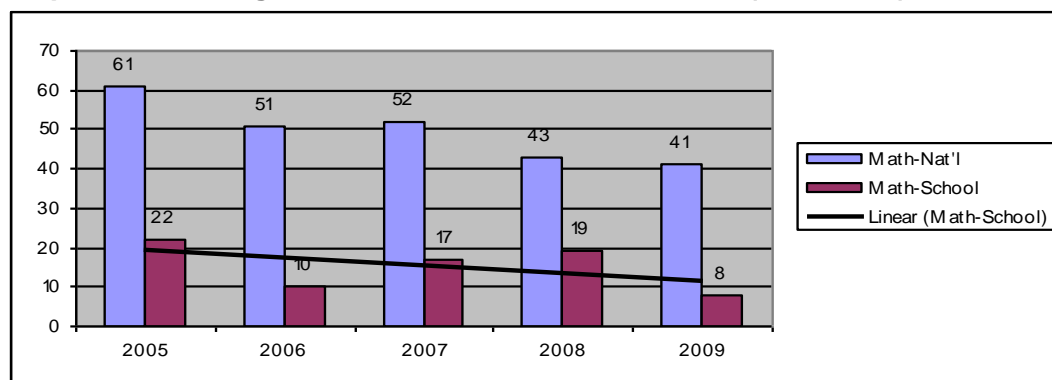
Graph 3: Number of Students Sitting and Percentage Passes in Mathematics and English Language (2005-2009) in CSEC



Note: Overall averages were calculated based on figures presented in tables the Appendix

In the period 2005-2009, passes in Mathematics and English Language in CSEC had an overall national average of 47.8%; while Albert Town only attained an overall average of 21%. For the entire period, the average pass rate in Mathematics and English Language at Albert Town High was consistently lower than the national average.

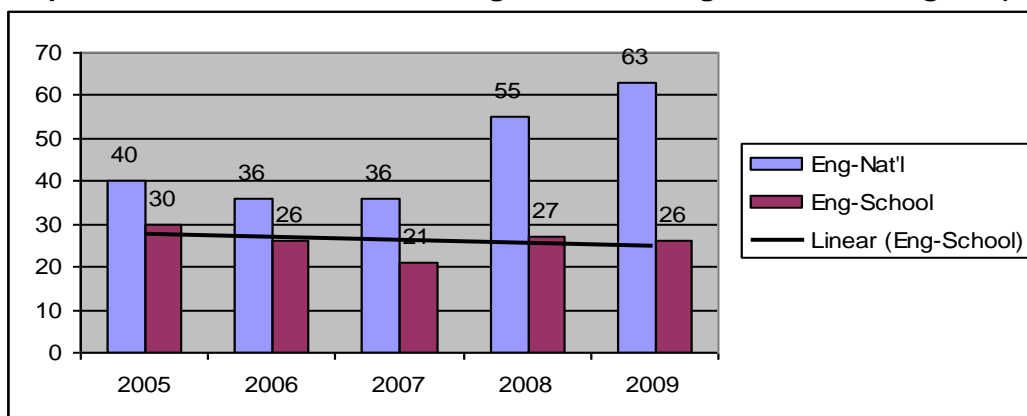
Graph 4: Percentage Passes in Mathematics in CSEC (2005-2009)



Note: Overall averages were calculated based on figures presented in tables the Appendix

The overall average for the period 2005-2009 in CSEC passes for Mathematics is 49.6% at the national level and 15.2% at the school level for Albert Town High. The rate of passes at Albert Town was consistently lower than the national average. The rate of improvement also declined from 22% in 2005 to 8% in 2009.

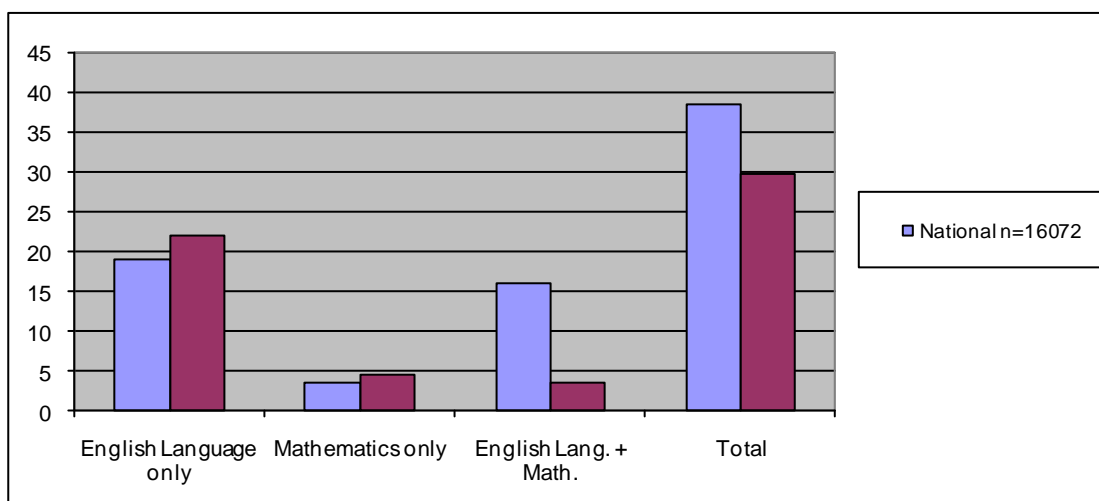
Graph 5: Number of Students Sitting and Percentage Passes in English (2005-2009)



Note: Overall averages were calculated based on figures presented in tables the Appendix

The overall national average for CSEC English Language scores is 46% and the overall school average for Albert Town High School is 26% for the period of 2005 and 2009. The student attainment at Albert Town High consistently recorded averages below the national level. The rate of improvement reflected a slight decline over the period of review.

Graph 6: Number of Students Passing Mathematics, English Language or Both as a Percentage of the Grade 11 Cohort Compared With the National Performance (2009)



Note: Overall averages were calculated based on figures presented in tables the Appendix

The national overall average for student passes in Mathematics, English Language or both was 12.87%. This compares to 9.97% at Albert Town High. The results were affected by the fact that 19% of students at the national level and 22 % at the school levels attained passes in English Language only. Moreover, the results were far lower in passes for Mathematics only, with 3.6% at the national and 4.5% at the school level.

I. Grade Six Achievement Test (GSAT)

Table 1: Grade Six Achievement Test Average Intake Scores (2009)

Subjects	2005		2006		2007		2008		2009	
	N	S	N	S	N	S	N	S	N	S
Mathematics	58	58	53	50	46	42	55	47	53	45
Science	52	49	55	52	52	52	52	46	53	44
Social Studies	57	54	51	47	51	48	56	49	53	45
Language Arts	54	50	54	51	48	45	53	44	57	48
Composition	41	33	50	58	67	75	58	58	58	58

Key: N-National S-School

Note: All subjects are marked out of 100 with the exception of composition which is marked out of 12

II. Caribbean Secondary Education Certificate

Table 2: Percentage of Students Who Attained 5+ Passes Including Mathematics and English Language in CSEC (2006-2009)

2006		2007		2008		2009	
National	School	National	School	National	School	National	School
12	1.2	12	2	14.4	2	15	2.5

Key: N-National S-School

Table 3: Number of Students Sitting and Percentage Passes in Mathematics and English Language (2005-2009) in CSEC

Subject	2005		2006		2007		2008		2009	
	N	S	N	S	N	S	N	S	N	S
Mathematics	61	22	51	10	52	17	43	19	41	8
English Language	40	30	36	26	36	21	55	27	63	26

Key: N-National S-School

Table 4: Percentage Passes in Mathematics in CSEC (2005-2009)

2005		2006		2007		2008		2009	
National	School	National	School	National	School	National	School	National	School
61	22	51	10	52	17	43	19	41	8

Key: N-National S-School

Table 5: Percentage Passes in English (2005-2009)

2005		2006		2007		2008		2009	
National	School	National	School	National	School	National	School	National	School
40	30	36	26	36	21	55	27	63	26

Key: N-National S-School

Table 6: Number of Students Passing Mathematics, English Language or Both as a Percentage of the Grade 11 Cohort Compared With the National Performance (2009)

Subject	National N=16072	Albert Town N=205
English Language only	19	22
Mathematics only	3.6	4.5
English Lang. + Math.	16	3.4
Total	38.6	29.9

Sources

1. Jamaica School Profiles 2009-2010. Planning and Development Division, Statistics Section, Ministry of Education.
2. Jamaica Directory of Public Educational Institutions 2009-2010. Planning and Development Division, Statistics Section, Ministry of Education.
3. Caribbean Secondary Education Certificate (CSEC) Results, Student Assessment Unit, Ministry of Education.
4. Caribbean Secondary Education Certificate (CSEC) Analysis, Policy and Planning Division, Ministry of Education.