

ALBERT TOWN HIGH SCHOOL

INSPECTION REPORT

Acting Principal: Mrs Janice Skeen Miller
Board Chairman: Mr Winston Foster



National Education Inspectorate
Inspection Date: January 18, 2024

Report Issued: April 4, 2024

FINAL

TABLE OF CONTENTS

	Page
Introduction	1
Key Questions	1
The Five-point Scale	3
Consistency in terminology	3
Profile	4
School's Demographics	4
Socio-economic Context	4
Executive Summary	5
Overall effectiveness of the school	5
Findings of School Inspection	7
1) School Leadership and Management	7
2) Teaching Support for Learning	9
3) Students' Academic Performance	11
4) Students' Academic Progress	12
5) Students' Personal and Social Development	13
6) Use of Human and Material Resources	15
7) Curriculum and Enhancement Programmes	16
8) Student Safety, Security, Health and Wellbeing	17
Recommendations	19
Further Action	20
List of Abbreviations and Acronyms	21
Appendices	22
Appendix 1 - Record of Inspection Activities	23
Appendix 2 - National Test Data	24

FINAL

Introduction

The National Education Inspectorate (NEI) is responsible for assessing the standards attained by the students in our primary and secondary schools at key points during their education. The NEI aims 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 and interview members of the school's staff and 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 staff members to clarify their roles and responsibilities at the school.

Key Questions

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

1. How effectively is the school led and managed by the Board, the Principal, 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 well-being?

FINAL

Value Added Assessment of Students' Progress

In this round of inspections, the Value Added Model for Assessing Schools (VAMAS) is a component of this inspection report. The fundamental feature of the VAMAS is to analyse individual student performance in both English and mathematics at key points in their learning.

Under the VAMAS, students are assigned designations based on their performance. Students who attain satisfactory performance in mathematics and English are designated as Alphas. In contrast, those who achieve satisfactory performance in either English or mathematics are designated as **Betas**. Those with unsatisfactory performance in both subjects are designated as **Gammas**.

VAMAS designations at the secondary level are determined based on students' proficiency in the Primary Exit Profile (PEP) language arts and mathematics at grades six (PEP 6) and internal assessment scores in grade 7.

FINAL

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: the quality of performance or provision is beyond the expected level for every school.

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: quality 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: 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. These schools are also at risk of direct interventions for improvement by the HME.

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	21% to 49%
Few	1% to 20%
None	0

FINAL

Profile

School's Demographics

Locale:	Urban
Parish:	Trelawny
Region:	3. Brown's Town
School Code:	07034
Gender:	Co-educational
School Organisation:	Whole Day
Size:	III
Capacity:	800
Enrolment:	695
No. of Teachers:	55
Pupil-Teacher Ratio:	25:1
Owned by:	Government

Socio-economic Context

Albert Town High School is situated in the rural community of Albert Town in Southern Trelawny, on the periphery of the Cockpit Country. It is approximately 30 kilometres north of Christiana and about 50 kilometres south of the parish capital, Falmouth. The school serves students from many communities, including Christiana, Mandeville, Coleyville, Lowe River, Wait-A-Bit, Troy, New Hope, Falmouth, Duncans and Clarks Town. Residents within Albert Town and the surrounding communities are mostly subsistent farmers, with a few employed at schools and small businesses in Albert Town or close by. Many parents are also unemployed; thus, school students generally fall within a lower socio-economic bracket. Approximately 400 students benefit from the Programme of Advancement through Health and Education (PATH). The school's welfare programmes also serve other students in need.

FINAL

Executive Summary

Overall effectiveness of the school

The overall effectiveness of Albert Town High is satisfactory

Overall, leadership and management is satisfactory

The school's leadership fosters positive staff relationships with a commitment to teaching, learning, and targeted student interventions. However, some inconsistencies in accountability measures are noted. In addition, self-evaluation and improvement planning align with Ministry objectives but require more rigorous efforts to address identified weaknesses. The Board of Governance is proactive, contributing significantly to leadership and management and fostering transparency and accountability. Further, adequate communication and collaboration with parents and external organisations are needed to enhance resources and support school initiatives to foster a conducive environment for holistic development.

Overall, teaching in support of learning is satisfactory

Most teachers demonstrate good subject knowledge and effective teaching strategies, confidently delivering concepts and fostering engaging discussions. And, while occasional limitations in tailoring instruction exist, most teachers employ diverse methodologies, such as scenarios and discussions. Teaching methods adhere to the 5E model, though some lesson objectives lack precision. Student assessments include monthly tests and projects despite some inconsistencies in documentation. Further, most students actively participate in the learning process, demonstrating positive attitudes and collaborative efforts.

Overall, students' performance in English and mathematics is *needs immediate support*

The Caribbean Secondary Education Certificate (CSEC) results showed that English language and mathematics performance improved over the 2021 to 2023 period but remained significantly below the national pass rates. The school's performance in City and Guilds English and mathematics declined and was below the national pass rates. The school's participation rate increased for both subjects over the review period.

Overall, students' progress in English and mathematics is satisfactory

The schools' overall performance in CSEC English language increased from 34 per cent in 2021 to 49 per cent in 2023. There was, however, a decrease in the pass rate for City and Guilds English. The schools' overall performance in CSEC mathematics increased from two per cent to 11 per cent throughout the 2021 to 2023 period. The performance in City and Guilds mathematics, however, decreased. Many students make sufficient progress in mathematics and English lessons.

Overall, students' personal and social development is satisfactory

Students generally display positive behaviour and attitudes, actively participating in lessons with interest and respect. Most students show commitment to learning with good self-organisation. However, instances of loitering in corridors during class hours have been observed.

FINAL

Transportation challenges also impact punctuality and attendance. Students exhibit commendable civic understanding and spiritual awareness, demonstrating knowledge of national identity, regional traditions, and civic responsibilities. Economic and environmental awareness is also good, with informed opinions on critical issues.

Overall, the use of human and material resources is satisfactory

The school has adequately equipped and qualified teaching and support staff. Moreover, regular staff meetings and professional development workshops contribute to a collaborative and dynamic environment. Deployment of teachers is based on expertise and preferences, prioritising areas of strength, while support staff play a crucial role in maintaining an orderly environment. The quality and quantity of material resources are generally satisfactory, with an aesthetically pleasing environment and various facilities, although overcrowding is noted due to the shortage of classroom space. Despite some inadequacies, teachers resourcefully use available tools for enhanced lessons.

Overall, provisions for the curriculum and enhancement programmes are satisfactory

The school adapts its curriculum to diverse needs, incorporating technical and advanced programs, yet struggles with reading proficiency and equitable subject session allocation. Curriculum discussions occur, but cross-curricular integration is limited. Extracurriculars, including sports and clubs, achieve but face low participation in academic clubs. Community engagement is minimal, with few field trips or work experiences indicating room for enhancement in curriculum application and extracurricular involvement.

Overall, the provisions for student safety, security, health and well-being are good

The school makes adequate provisions for safety and security, with clear policies, evacuation routes, and emergency procedures in place. Security measures include gate personnel, regular drills, and a visible presence of the Dean of Discipline to deter loitering. However, incomplete perimeter fencing and limited safety signs compromise efforts. Nevertheless, provisions for students' health and well-being are good, with robust procedures overseen by the school nurse, including mandatory immunisation and annual medical certificates. Guidance and counselling services promptly address disciplinary matters, utilising alternative punishments, and students receive nutritious meals through the PATH.

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

- The Board's clear vision and proactive initiatives have significantly contributed to school improvement, addressing infrastructural and administrative challenges effectively.
- Many students display commendable civic understanding, spiritual awareness, and understanding of economic and environmental issues.
- Exceptional provisions for students' health and well-being, including comprehensive health plans and counselling services exist.

How effective is the school overall?

The overall effectiveness of the school is **satisfactory**

FINAL

Findings of School Inspection

1) School Leadership and Management

How effectively is the school led and managed by the Board, Principal, senior management team and middle leadership?

Overall, leadership and management is satisfactory

School-based leadership and management is satisfactory

Since September 2022, the school has been led by an Acting Principal. While the Senior Management Team (SMT) is visible, there is room for enhanced accessibility and improved staff cohesion. Despite the challenges, the school maintains positive staff relationships overall and fosters a generally respectful environment that is conducive to learning. The school's commitment to teaching, learning, and student outcomes is evident through strategic streaming, extra lessons, and targeted interventions, especially for students with perceived and identified learning disabilities. Grade 7 students are re-evaluated through the Individual Diagnostic Reading Inventory (IDRI), and most are placed on Pathway 3. The school's management and documentation systems exhibit a structured approach. The School Management System (SMS) produces students' reports and cumulative records. Teachers' action plans are submitted, and mechanisms for monitoring lessons, class visits, and staff appraisals are also in place. In addition, punitive measures are in place for non-submission of lesson plans, which is chronic in some instances. Moreover, most senior teachers maintain logbooks. However, inconsistencies in using the documents to ensure accountability are noted.

Self-evaluation and school improvement planning is satisfactory

The school's routine self-evaluation and improvement planning processes demonstrate a comprehensive approach aligned with the Ministry of Education and Youth (MoEY) objectives. The School Self-Evaluation (SSE) acknowledges strengths, including improved infrastructure and positive community relations, while highlighting weaknesses, such as the need for curriculum expansion, upgraded labs, and improved record-keeping. The School Improvement Plan (SIP) operations plan (2021-24) outlines well-defined goals and indicators of success, emphasising partnerships with parents, infrastructure enhancements, and technological improvements. However, the current SIP is incomplete. The school's approach to incorporating the views of key stakeholders is acknowledged; the SIP Committee comprises representatives from the parent, community, student, and staff body, as well as the SMT and the Board, each in charge of their relevant strategic target areas. Despite incremental improvements, particularly in infrastructure and academic achievements, the school must address the identified weaknesses rigorously to enhance its overall self-evaluation and improvement efforts.

Governance is good

Proactive initiatives and a clear vision for school improvement mark the Board's invaluable contribution to the school's leadership and management. Board initiatives guided the SMT in successfully removing the school from the shift system, expanding facilities to accommodate students' expanding needs, and tackling water supply challenges. Meetings are held following

FINAL

Ministry standards, while Board minutes reveal meticulous record-keeping and comprehensive discussions, fostering transparency and accountability. In holding school leaders responsible, the Chairman's regular inquiries and hands-on approach contribute to a robust financial system and procedure adherence. Moreover, the Board's awareness of challenges such as security, electricity supply, and student discipline underscores a dedication to holistic improvement, with ongoing efforts and strategic plans in place. This proactive and engaged approach exemplifies the Board's pivotal role in steering the school towards continuous excellence.

Relationship with parents and the local community is good

The school maintains adequate communication with parents through PTA meetings held once per term, parent consultations, and communication through WhatsApp groups maintained by grade supervisors and form teachers. In addition, written communication, including circulars and letters, further enhances the school's engagement with parents. PTA meetings are generally well supported; over 400 parents attended the last session. Many parents are also actively involved in school events and workdays. However, the challenge lies in parental involvement with their children's education, as many face literacy and unemployment issues. The school aims to establish a parent support group and provide skills training sessions to address this. The school's connections with external organisations and agencies, such as Gallop Foundations, the Australian Embassy, and local businesses, showcase a collaborative effort to enhance resources and support initiatives within the school. These partnerships reflect a positive rapport between the school and the wider community, fostering a conducive environment for holistic development.

How effectively is the school led and managed by the Board, the Principal and the senior management team?	
School-based leadership and management	Satisfactory
Self-evaluation and improvement planning	Satisfactory
Governance	Good
Relationship with parents and the local community	Good

FINAL

2) Teaching Support for Learning

How effectively does the teaching support the students' learning?

Overall, teaching in support of learning is satisfactory

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

Most teachers thoroughly understand their respective subjects, demonstrating confidence in delivery as they define intricate concepts, fostering engaging discussions with students. For instance, during a Grade 8 mathematics lesson on Algebra, the teacher adeptly conveyed that “*in substitution, an algebraic expression is replaced by a given number in order to simplify and determine the value of the expression*”. Despite occasional limitations in tailoring instruction to individual learning needs, most teachers employ effective strategies to enhance the teaching and learning experience. For example, they use diverse methodologies such as scenarios, teacher-student demonstrations, discussions, and paired work to reinforce understanding. Furthermore, many of them review prior lesson material to ensure a fluid transition and strengthen students' connections to ongoing lessons. For instance, in a Grade 9 English lesson, the teacher asked the students to repeat some words they wrote from the previous lesson before starting the new topic on 'Main Ideas'.

Teaching methods are satisfactory

While some lesson objectives lack precision, most instructional sessions adhere to the 5E model effectively, demonstrating a commitment to structured and engaging teaching. Despite inefficient time management for a few lessons, most lessons begin promptly and maintain well-paced activities. An adequate range of effective teaching strategies is evident in lessons to pique students' interest. The use of question and answer, coupled with a direct teacher approach, emerges as the dominant strategy across all lessons. Moreover, interactions between teachers and students consistently reflect a high engagement quality, fostering robust discussions where students feel comfortable expressing themselves and receiving appropriate responses. For instance, in a Grade 7 mathematics lesson addressing Substitution, the teacher's rapport with students was exceptional, creating a vibrant learning environment. Further, despite limited resources, many teachers creatively utilise tools like cell phones and textbooks for research, showcasing adaptability in the face of constraints.

Students' assessment is satisfactory

Assessment is an integral component of most lessons' teaching and learning process, allowing teachers to gain insights into individual students' strengths and weaknesses. Primary assessment methods encompass seated work and question-and-answer sessions. For instance, in a Grade 8 reading lesson, students engaged in seated work, identifying antonyms for underlined words in sentences, such as “The day is cold and dark. Despite inconsistencies in documentation among some teachers, the school maintains a comprehensive assessment policy to guide the assessment process. This policy outlines various assessment types, emphasising the importance of providing constructive feedback to students. Assessment formats encompass monthly tests, projects, homework, presentations, and end-of-term/year exams. The school undertakes data analysis to inform teaching and learning and implements targeted intervention plans. Furthermore, most teachers consistently offer regular oral and written feedback to students.

FINAL

Student learning is satisfactory

Most students demonstrate an appropriate attitude and motivation to learn, actively participate in the learning process with evident enthusiasm and focus, and possess the necessary tools to participate in the learning process. Many take responsibility for their learning by asking teachers to repeat unclear concepts, thus seeking clarification and reflecting a proactive approach despite limited accommodation for inquiry and research skills. A few instances of satisfactory application of learning to new situations and real life are evident. For example, in the Grade 8 social studies lesson on cultural icons, most students could identify cultural icons in Jamaica. Collaborative efforts among students are also observed, as in a Grade 10 English lesson on Poetry, where students organised group presentations. Furthermore, some students display satisfactory higher-order and critical thinking skills. In a Grade 7 mathematics lesson on Integers, they solved problems and formulated rules for integers based on their understanding, showcasing their cognitive engagement.

How effectively does the teaching support the students' learning?	
Teachers' knowledge of the subjects they teach and how best to teach them	Good
Teaching methods	Satisfactory
Assessment	Satisfactory
Students' learning	Satisfactory

FINAL

3) Students' Academic Performance

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

Overall, students' performance in national tests is *needs immediate support*

Students' performance in English is *needs immediate support*

The Caribbean Secondary Education Certificate (CSEC) results showed that the performance in English language remained below the national pass rate from 2021 to 2023. It increased from 34 per cent in 2021 to 49 per cent in 2023. The participation rate increased over the period. The school's performance in City and Guilds English decreased over the period by ten percentage points. It moved from 48 per cent in 2021 to 38 per cent in 2023, which was below the national pass rates in both years. The participation rate increased from 40 per cent in 2021 to 90 per cent in 2023.

Students' performance in mathematics is *needs immediate support*

The CSEC results showed that performance in mathematics remained below the national pass rate from 2021 to 2023. The school's pass rate improved from two per cent to 11 per cent over the 2021 to 2023 period. The participation rate increased over the period. The school's City and Guilds mathematics pass rate decreased from 42 per cent in 2021 to 20 per cent in 2023, which was below the national pass rates in both years. The mathematics participation rate, however, increased by 50 percentage points, moving from 41 per cent of the Grade 11 cohort in 2021 to 91 per cent in 2023.

Students' performance in Technical/Vocational subjects

Students participated in 13 technical/vocational subjects throughout the period. The highest level of participation was recorded in electronic document preparation and management. The pass rates were generally high for some of the subjects. The pass rates were 80 per cent and above in all years in agricultural science single award, food, industrial technology (electrical), physical education and sport, technical drawing, and visual arts. All students in industrial technology (electrical), physical education and sport, technical drawing, and visual arts attained passing grades in all years.

Students' matriculation rate

Based on CSEC results, the school's matriculation rate decreased overall by six percentage points from 2018 to 2022. It fell from ten per cent to four per cent. The school's matriculation rate remained below the national rate throughout the period.

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

FINAL

4) Students' Academic Progress

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

Overall, students' progress in relation to their starting points is satisfactory

Students' progress in English is satisfactory

The students placed through the Primary Exit Profile (PEP) 6 in 2018 entered with a proficiency level of 45 per cent in language arts. In 2023, the pass rate for CSEC English language was 49 per cent, while the combined pass rate in City and Guilds English was 38 per cent. The schools' overall performance in CSEC English language increased from 34 per cent in 2021 to 49 per cent in 2023. There was, however, a decrease in the pass rate for City and Guilds English.

Progress during lessons exhibits a mixed picture across various grade levels and subjects. In a Grade 9 literacy studies lesson, most students successfully applied their knowledge by correctly filling out a bank withdrawal form with specific details such as the account holder's name, bank branch, account number, and amount. A Grade 10 English literature lesson on the poem "Ol' Higue" also showed progress, with all four groups effectively adapting the poem into different forms like drama, illustration, and panel discussion, utilising appropriate literary tools to convey the poem's content, such as symbolism. Similarly, most Grade 8 English students demonstrated the ability to identify parts of a formal letter and construct a letter of request, while Grade 7 English language students successfully identified, named, and used pronouns in both oral and written work. Grade 8 English language students also showcased their ability to read and spell words related to traditional forms of communication and compare and contrast them with modern forms. However, progress was not consistent across all lessons. In a Grade 8 reading lesson, many students struggled to identify antonyms accurately, with some providing incorrect answers such as "easy" as the antonym for "day" or "hard." Similarly, in a Grade 9 reading lesson, many students faced difficulties using a summarising word to write sentences about fruits, vegetables, and healthy fats. Furthermore, a review of mark books for Literacy Studies revealed that students across Grades 7-9 were reading below their grade level, with some reading at pre-primer levels and others at Grades 1-6.

Students' progress in mathematics is satisfactory

The students placed through the PEP 6 in 2018 entered with a proficiency level of 41 per cent in mathematics. In 2023, the pass rate for CSEC mathematics was 11 per cent, while the combined pass rate in City and Guilds mathematics was 20 per cent. The schools' overall performance in CSEC mathematics increased from two per cent to 11 per cent throughout the 2021 to 2023 period. The performance in City and Guilds mathematics, however, decreased.

Progress during mathematics lessons varies across grade levels and topics. In a Grade 9 lesson on measuring the area of a trapezium, some students correctly labelled axes and drew the shape despite imperfect lines. Nearly all Grade 10 students progressed in a lesson on inverse functions, accurately finding the inverse for at least one of two questions, such as deriving $h^{-1}(x) = x/7$ from $h(x) = 7x$. Most Grade 7 students developed simple rules for working with integers, like "negative plus negative equals negative" and "negative times negative equals positive." Similarly, most Grade 8 students solved algebraic expressions, such as simplifying $2y + 3 - 3 - 2(-3) + 2(4)$ to 2 when $x = -3$ and $y = 4$, and understood linear equations, solving problems like $3a + 7 = 4a + 20$.

FINAL

However, in a Grade 7 lesson, many struggled with the concept of debt as a negative number, incorrectly writing integers for a word problem involving credit.

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

5) Students' Personal and Social Development

How good is the students' personal and social development?

Overall, students' personal and social development is satisfactory

The students' behaviours and attitudes are satisfactory

Students exhibit positive behaviour and attitudes, actively participating in lessons with interest, respect, and preparedness. Despite some boisterous behaviour from boys, they quickly conform when addressed. Students maintain appropriate relationships with peers and staff, showing respect and cooperation. They are generally well-prepared, neatly attired, and equipped with necessary resources, demonstrating self-organisation and commitment to learning. However, too many instances of students loitering in corridors during class hours have been observed.

Punctuality and attendance are unsatisfactory

While unpunctuality remains an issue, largely due to transportation challenges and the ineffectiveness of the PATH bus system, many students generally arrive early for lessons, except for the first class after devotion. Transitions between lessons are seamless, with most students responding promptly to the school bell. However, attendance registers reveal high absenteeism across the school, and many students, especially those travelling from distant locations, arrive late, impacting both attendance and punctuality.

The civic understanding and spiritual awareness of the students is good

Students demonstrate a commendable understanding of national identity and regional traditions, expressing awareness of their Jamaican nationality through discussions of traditions, culture, food, music, folktales, and religious practices. Upper school students also show knowledge of wider Caribbean traditions. Most students recognise civic responsibilities such as paying taxes, caring for the elderly, and contributing to charity. Some assume roles like Student Deputy Mayor of Falmouth, prefects, and class monitors, actively ensuring a well-behaved environment per the school's motto and vision. Many students have a spiritual upbringing, attend church, and actively participate in worship activities.

FINAL

Students' economic awareness and understanding is good

Upper and lower school students demonstrate a notable awareness and understanding of Jamaica's economic progress and global importance. Upper school students articulate informed opinions, perceiving the Jamaican economy as developing slowly. They advocate prioritising government spending, especially in education, highlighting challenges such as teacher retention due to low compensation. Many recognise economic imbalances, citing the weak Jamaican currency and trade disparities. Students express concern about the economy, linking issues like low income, crime, violence, child abuse, and unemployment. They also display awareness of their potential contribution to Jamaica's technological advancement, suggesting a focus on population growth.

Students' environmental awareness and understanding is good

Most students demonstrate environmental awareness, showcasing knowledge of national and global issues. They highlight critical problems like burning fossil fuels, bauxite mining, garbage pollution, deforestation, and burning garbage, emphasising the government's lack of focus on natural resource preservation. Students advocate prohibiting bauxite mining, recognising its detrimental environmental and livelihood impact. They actively maintain a clean school environment, adhere to garbage disposal protocols, and participate in tree and flower planting. Most express concern for the wider environment, suggesting the need for laws to limit tree removal and promoting recycling.

How good is the students' personal and social development?	
Students' behaviours and attitudes	Satisfactory
Punctuality and attendance	Unsatisfactory
Civic understanding and spiritual awareness	Good
Economic awareness and understanding	Good
Environmental awareness and understanding	Good

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?

Overall, the use of human and material resources is satisfactory

The quality of human resources is satisfactory

The school boasts an adequately equipped and qualified teaching and support staff, including fifty-one teachers, an Acting Principal, two Vice Principals, a Dean of Discipline, APSE coaches, and two guidance counsellors. With 66 per cent of teachers holding a first degree, the well-rounded and knowledgeable team is fortified through regular staff meetings and professional development workshops, fostering collaboration and dynamism. Departmental-level internal seminars and in-house or Ministry-facilitated workshops, with topics thoughtfully selected based on identified needs, further enrich staff. Recent workshops include Appraisal, Self-Care, and SWPBIS, demonstrating the school's commitment to ongoing professional development.

The use of human resources is satisfactory

The teaching staff at the school is deployed based on their areas of specialisation, expertise, and strengths. While all teachers are Secondary trained and have relevant qualifications, some are assigned additional responsibilities such as facilitating workshops, supervising clubs, or acting as Heads of Departments. However, teacher punctuality remains a challenge, with many arriving late for school but mostly on time for lessons. The Senior Management Team highlights the frequency of teacher absenteeism as a concern. On the other hand, the support staff, for example, the groundsman, play a crucial role in maintaining a clean and orderly learning environment by keeping the schoolyard spotless throughout the day.

The quality and quantity of material is satisfactory

The school compound offers an aesthetically pleasing environment with well-manicured green areas, plants, and foliage, creating a pleasant ambience. Situated on hilly terrain, the school effectively manages water volume through strategically placed drains. Despite the ongoing construction of new classrooms to accommodate the transition from the shift system, the current capacity falls short, resulting in overcrowding and repurposing spaces like the library and laboratories. Nevertheless, the school boasts well-maintained facilities, including a tuck shop, canteen, computer rooms, and smart rooms. Covered walkways, handrails in corridors and stairways, spacious classrooms, and ample bathroom facilities contribute to a conducive learning environment.

However, while resources in computer laboratories, book rooms, and home economics and science departments are sufficient, technological devices like projectors and speakers are inadequate. Moreover, although the school provides Wi-Fi, coverage is limited, not reaching a significant portion of the campus. Despite these challenges, the school strives to maintain a conducive learning environment within its available resources.

FINAL

The use of material resources is satisfactory

The school plant is effectively utilised, with walls displaying the vision, mission statements, and murals to boost students' morale and highlight values. The netball court and playfield support the curriculum, while the auditorium, library, and home economics department are used as classrooms due to space shortage. The school's farm accommodates agricultural projects, including growing produce like yams, bananas, and plantains and pig rearing. A streamlined system maximises limited technological resources, with teachers signing for equipment and using the smart room. Teachers resourcefully use available tools and their own devices to enhance lessons.

How effectively does the school use the human and material resources at its disposal to help the students achieve as well as they can?	
Human resources	Satisfactory
Use of human resources	Satisfactory
Material resources – quality and quantity	Satisfactory
Use of material resources	Satisfactory

7) Curriculum and Enhancement Programmes

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

Overall, provisions for the curriculum and enhancement programmes are satisfactory

Provisions for curriculum are satisfactory

The school has taken steps to review and adapt its curriculum to meet the diverse needs of its students, particularly in light of the high percentage of boys and the significant number of students performing at lower levels. The inclusion of technical/vocational education, the Career Advancement Programme (CAP), and the sixth form programme demonstrates the school's commitment to providing various pathways for student success. The Curriculum Implementation Team (CIT) and common planning sessions within departments facilitate discussions on curriculum adaptation and best practices. However, the curriculum modifications appear insufficient in addressing the chronic reading problems many students face, as evidenced by the lack of rigorous unit plans in most departments, except for the English Language department. Additionally, there are disparities in the allocation of sessions for core subjects like mathematics and language arts across different grade levels and pathways, which may impact the breadth and balance of the curriculum. While there is evidence of sequencing in lesson topics within the English and mathematics departments, cross-curricular links are limited, with only a few observed lessons demonstrating such connections.

FINAL

Enhancement programmes are satisfactory

The school offers a range of extracurricular activities, including 14 active clubs and sports programs, catering to students' diverse interests. Students actively participate and excel in competitions sponsored by the Inter-Secondary School Association (ISSA), Jamaica Cultural Development Commission (JCDC), and 4H, with notable achievements in athletics, netball, public speaking, and electronic drawing. The school is also reviving the Cadet Corps and has established a reading room for pull-out sessions. However, the uptake of some programs, such as reading and math clubs, remains low due to students' phobias. The school has limited links with the local community, with some support from local churches, banks, and past students, but field trips and work experience programs have been limited in recent years.

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

8) Student Safety, Security, Health and Well-being

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

Overall, the provisions for student safety, security, health and well-being are good

Provisions for safety and security are satisfactory

The school has implemented policies and procedures to ensure the safety and security of its community, including a detailed Safety and Security Policy and a Disaster Preparedness Plan. The school has security personnel at the front gate and back of the property, and a new Dean of Discipline is in place to oversee the implementation of policies such as the phone policy, corridor pass policy, and grooming policy. An earthquake drill was conducted on January 12, 2024, although drills are infrequent. However, the lack of full perimeter fencing results in security breaches and concerns, as the compound is open to intruders in most parts. The board is aware of this issue and is lobbying the Ministry of Education for assistance. The Dean of Discipline maintains proper records to track repeat offenders and assess their progress for possible interventions.

Provisions for students' health and well-being are exceptionally high

The school maintains robust health and well-being procedures for students, overseen by the school nurse through a monitored Health Plan. Full student immunisation, supported by annual medical certificates, is mandatory. The nurse conducts regular sensitisation sessions, offering health tips and disseminating flyers to prevent diseases like dengue. Moreover, harmonious staff-student relationships are fostered with mutual respect, exemplified by supportive teachers who assist students with various needs. Well-planned guidance and counselling services include

FINAL

needs assessments to inform planning and interventions, group and individual counselling, and psychosocial support for parents. Disciplinary matters are promptly addressed by class teachers and the dean of discipline, utilising alternative punishments like in-house suspension, while workshops collaboratively planned by the nurse, guidance counsellor, and dean of discipline target anti-social behaviours. Furthermore, the school provides nutritious daily meals, benefiting 400 students through the PATH, and up to 50 additional needy students receive lunch tickets from the guidance department.

How well does the school ensure everyone’s safety, security, health and well-being?	
Provisions for safety and security	Satisfactory
Provision for health and well-being	Exceptionally High

FINAL

Recommendations

Recommendations from the previous inspection report

Previous recommendations	Progress* (Limited, In Progress, Completed)
1. The Board and the Technical Officers at the MoEY&I along with the leadership of the school should identify the breaches in the area of safety and security and rectify them as a matter of urgency. The construction of the requisite classrooms should also be treated similarly.	In progress
2. The SMT should: <ul style="list-style-type: none"> a. Continue to develop and promote differentiated teaching methods and assessment so that more students can learn as well as they are able to b. Focus attention on improving discipline among lower school students. Devise effective measures to address the amount of time that is lost during the transition to lessons and arrival at school. 	Limited In Progress

**Limited: Little to no action taken to implement the recommendation; In Progress: Efforts to execute the recommendation are ongoing; Completed: Recommendation has been fully implemented.*

Recommendations based on the findings of this inspection

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

The report reveals a school community dedicated to providing a diverse and inclusive educational experience supported by strong governance and community engagement. However, it also highlights areas needing attention, such as curriculum consistency, student performance in core subjects, and security enhancements.

1. The MoEY should allocate additional resources for infrastructure development and technological enhancements to support curriculum delivery.
2. The Board should prioritise and expedite efforts to secure full perimeter fencing and improve overall campus security to ensure a safe learning environment.
3. The leadership should:
 - a. Develop and implement more robust, evidence-based literacy and numeracy intervention programs targeting students' specific needs to address performance gaps.
 - b. Implement more consistent and rigorous accountability measures to address identified challenges, including inconsistencies in updating and using key documentation.
 - c. Strengthen self-evaluation and improvement planning efforts to more effectively target weaknesses by completing the evaluation matrix.

FINAL

- d. Encourage increased student participation in clubs and enhance exposure to field excursions to enrich the curriculum.
 - e. Provide additional support and training to teachers to address occasional limitations in tailoring instruction to individual learning needs.
4. Teachers should:
- a. Strengthen the quality of teaching episodes to allow more opportunities for students to develop key 21st-century skills, such as collaboration, critical thinking, creativity and communication.
 - b. Enhance precision in lesson objectives and ensure consistency in documentation for student assessment.
 - c. Play a more active role in reducing students' loitering in corridors during class hours.

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 (NEI) and the regional offices within two months of the school's receipt of the written report. The next inspection will report on the progress made by the school.



Maureen Dwyer, Ed.D., BH(M), J.P.
Chief Executive Officer/Chief Inspector
National Education Inspectorate

FINAL

List of Abbreviations and Acronyms

ASTEP	Alternative Secondary Transition Education Programme
APSE	Alternative Pathways to Secondary Education
CAP	Career Advancement Programme
CAPE	Caribbean Advanced Proficiency Examination
CCSLC	Caribbean Certificate of Secondary Level Competence
CIT	Curriculum Implementation Team
CSEC	Caribbean Secondary Education Certificate
GAIN	General Achievement in Numeracy
GFLT	Grade Four Literacy Test
GNAT	Grade Nine Achievement Test
GOILP	Grade One Individual Learning Profile
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
JTC	Jamaica Teaching Council
MoEYI	Ministry of Education, Youth and Information
NCEL	National College for Educational Leadership
NEI	National Education Inspectorate
NSC	National Standards Curriculum
PATH	Programme of Advancement Through Health and Education
PEP	Primary Exit Profile
PTA	Parent Teacher Association
SIP	School Improvement Plan
SJE	Standard Jamaican English
SMT	School Management Team
SSE	School Self-Evaluation

FINAL

Appendices

Appendix 1 - Record of Inspection Activities

Appendix 2 – National Test Data

FINAL

Appendix 1 - Record of Inspection Activities

Evidence for this report was based on the following:

Total number of lessons or part lessons observed	28
--	----

	English	Math	Other
Number of lessons or part lessons observed	9	8	11

Number of scheduled interviews completed with members of staff, governing body and parents	8
--	---

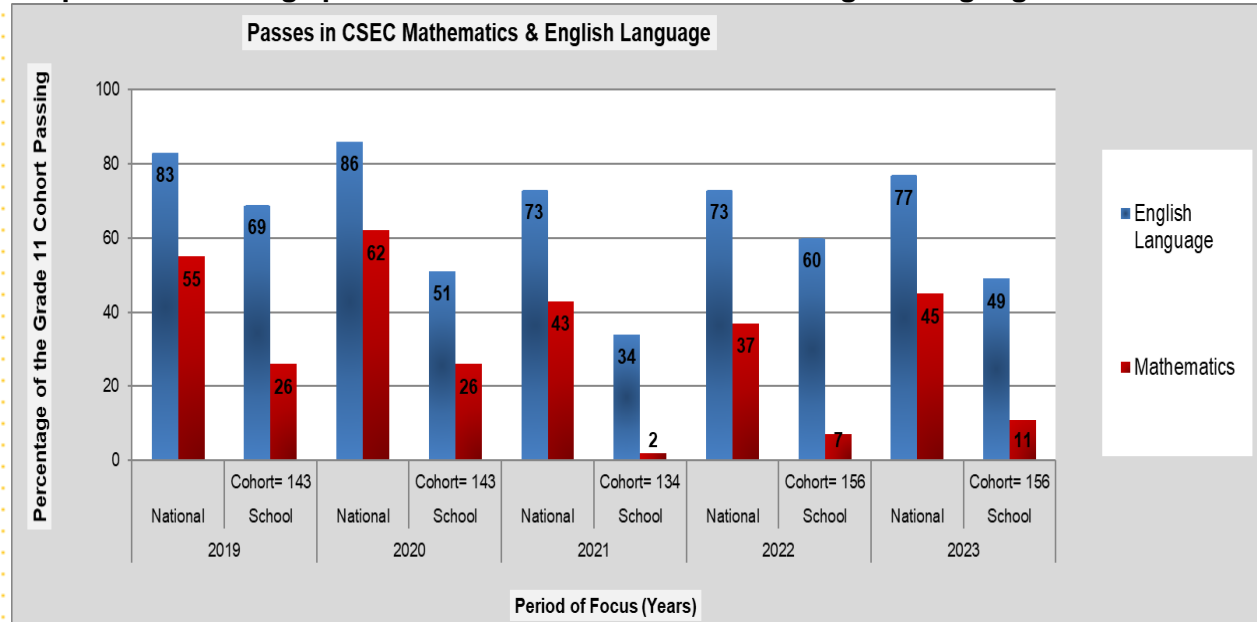
Number of scheduled interviews completed with students	2
--	---

	Parents	Students	Teachers
Number of questionnaires returned and analysed	N/A	N/A	N/A

FINAL

Appendix 2 - National Test Data STUDENTS' ATTAINMENT

Graph 1a: Percentage passes in CSEC mathematics and English language 2019 to 2023



School passes for CSEC English language and mathematics are a percentage of the total number of students sitting the examination and may include grades 9 and 10 students.

Table 1a: Students sitting & passing CSEC mathematics and English language (2019-2023)

Year	Grade 11 Cohort*	Students Sitting CSEC Mathematics		Number passing CSEC Mathematics		Students Sitting CSEC English		Number passing CSEC English	
		Count	(%)	Count	(%)	Count	(%)	Count	(%)
2019	143	54	(38%)	14	(26%)	58	(41%)	40	(69%)
2020	143	61	(43%)	16	(26%)	57	(40%)	29	(51%)
2021	134	53	(40%)	1	(2%)	50	(37%)	17	(34%)
2022	156	71	(46%)	5	(7%)	63	(40%)	38	(60%)
2023	156	106	(68%)	12	(11%)	75	(48%)	37	(49%)

*As at Census Day (2nd Monday in October)

The grade 11 cohort increased from 143 to 156 over the 2019 to 2023 period. The school's performance in both subjects remained below the national pass rate for the review period.

The participation rate for mathematics and English language increased over the 2019 to 2023 period. Of the students sitting, the school's CSEC English language pass rate exceeded the mathematics pass rate each year. The performance gap between the two subjects was widest in 2022 at 53 percentage points.

FINAL

CSEC English language:

The English language participation rate increased by seven percentage points overall for the 2019 to 2023 period. Of the students sitting throughout the period under review, the pass rate decreased by 20 percentage points. It moved from 69 per cent (40 of 58 students sitting) in 2019 to 49 per cent (37 of 75 students sitting) in 2023. The school's pass rate was lowest at 34 per cent in 2021. It remained below the national pass rate throughout the period.

CSEC Mathematics:

The mathematics participation rate decreased by 30 percentage points overall over the period. It moved from 38 per cent in 2019 to 68 per cent in 2023. The pass rate decreased overall by 15 percentage points, falling from 26 per cent (14 of 54 students sitting) in 2019 to 11 per cent (12 of 106 students sitting) in 2023. It remained below the national pass rate throughout the period.

Graph 1b: Percentage passes in City and Guilds mathematics and English language 2019 to 2023

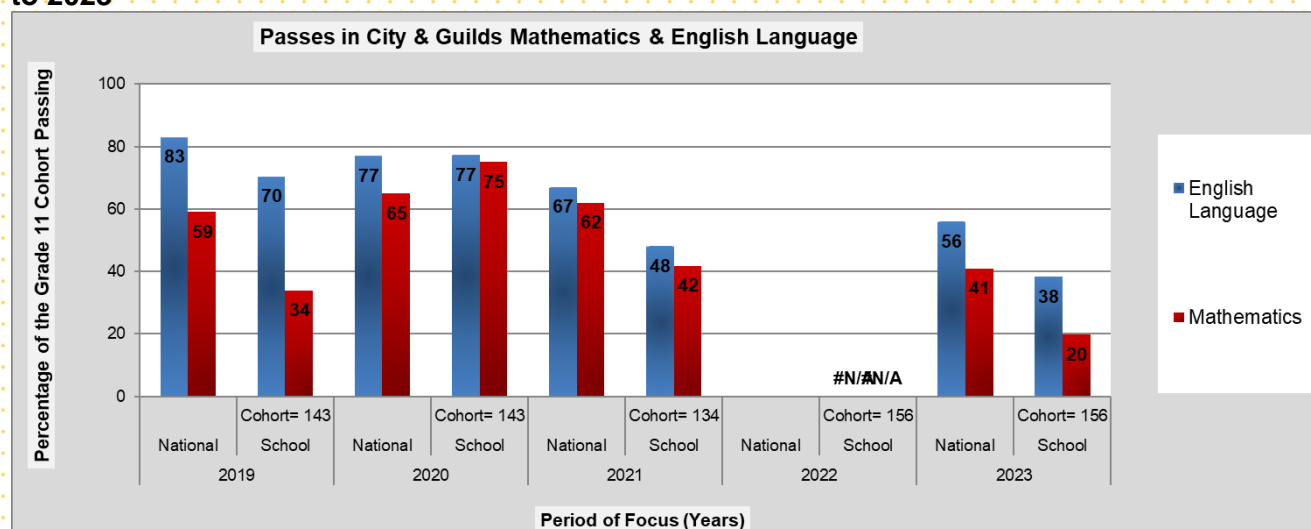


Table 1b: Students sitting City & Guilds mathematics and English language (2019-2023)

Year	Grade 11 Cohort*	Students Sitting City and Guilds Mathematics		Number passing City and Guilds Mathematics		Students Sitting City and Guilds English		Number passing City and Guilds English	
		Count	%	Count	%	Count	%	Count	%
2019	143	62	43%	21	34%	88	62%	62	70%
2020	143	88	62%	66	75%	141	99%	109	77%
2021	134	55	41%	23	42%	54	40%	26	48%
2022	156	-	-	-	-	-	-	-	-
2023	156	142	91%	28	20%	141	90%	54	38%

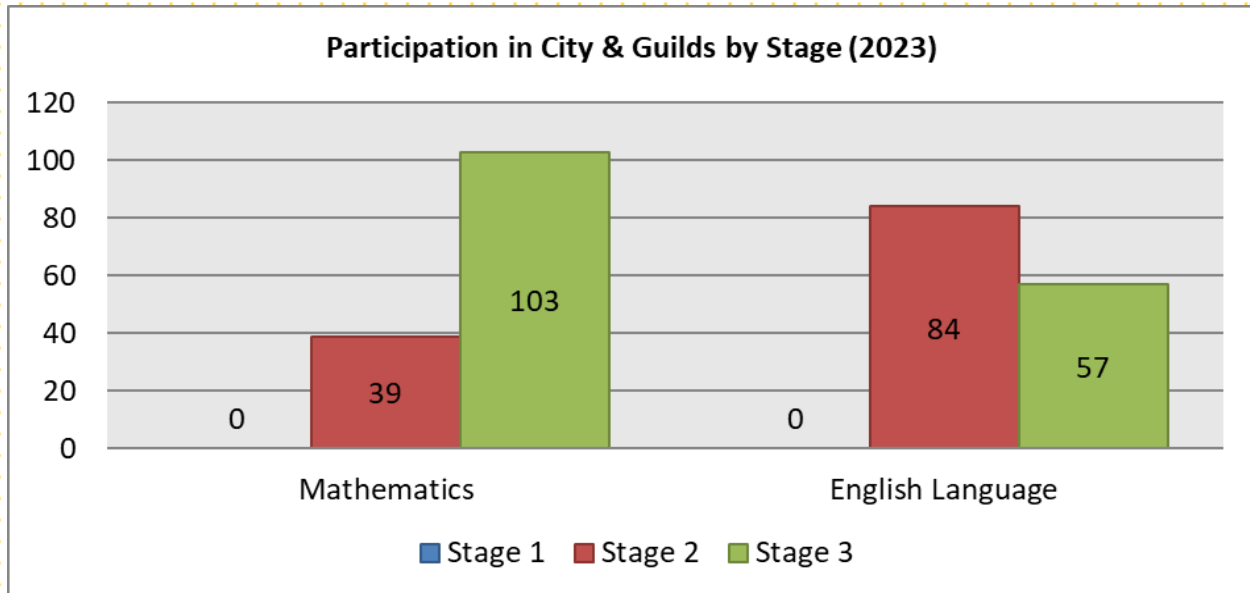
The school's pass rate in City and Guilds English language decreased over the 2019 to 2023 period by 32 percentage points. It moved from 70 per cent to 38 per cent. It was highest at 77 per cent in 2020. The participation rate improved, moving from 62 per cent of the Grade 11 cohort in 2019 to 90 per cent of the cohort in 2023. It remained below the national pass rate throughout the

FINAL

period, except in 2020 when it was on par.

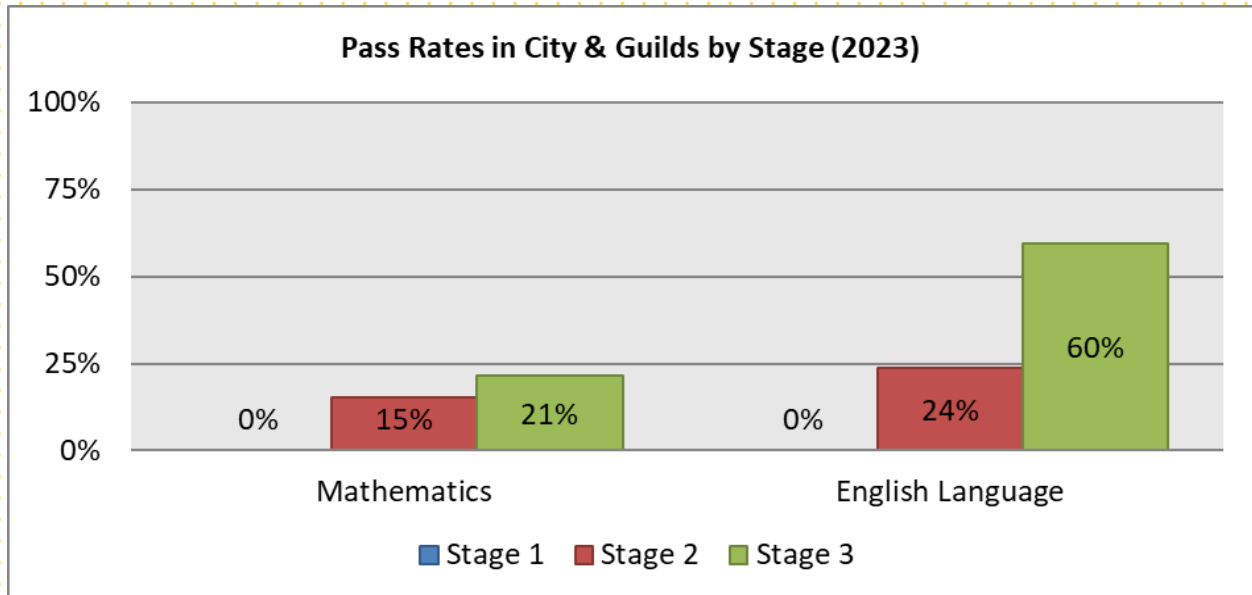
The school's City and Guilds mathematics pass rate decreased over the 2019 to 2023 period by 14 percentage points. It was highest at 75 per cent in 2020. The participation rate increased from 43 per cent of the Grade 11 cohort in 2019 to 91 per cent in 2023. It remained below the national pass rate throughout the period, except in 2020 when it was above.

Graph 1c: Participation in City and Guilds mathematics and English language components by Stage (2023)



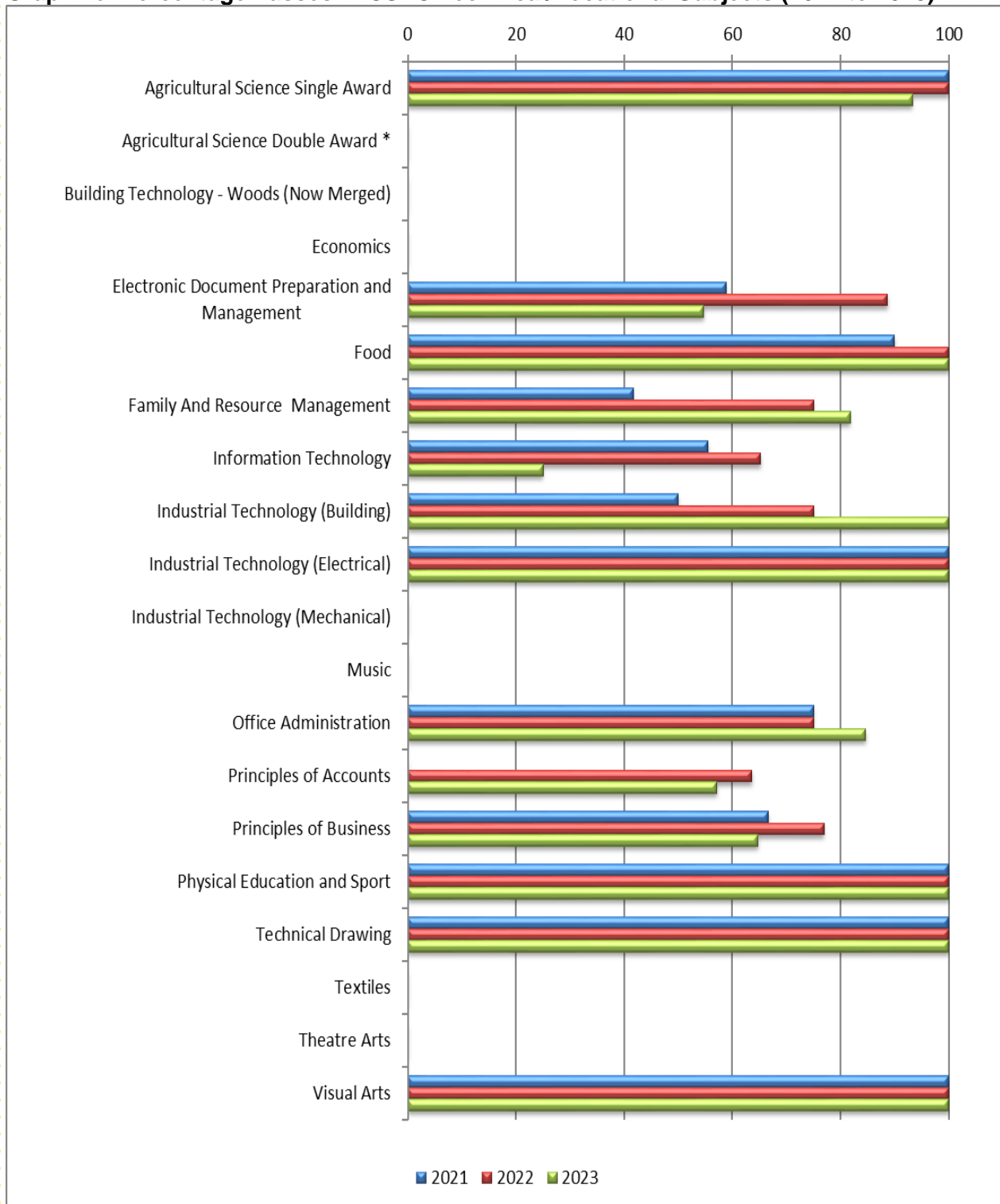
A closer analysis of the number of students sitting City and Guilds mathematics in 2023 revealed that most of the students sat at Stage 3. However, in English language, most students sat at stage 2.

Graph 1d: Pass rates in City and Guilds mathematics and English language components by Stage (2023)



No student sat City and Guilds mathematics at Stage 1. No more than 21 per cent of the students sitting City and Guilds mathematics attained passing grades at Stages 2 and 3. The pass rate was higher for English language at Stages 2 and 3, where no more than 60 per cent of the students sitting attained passing grades.

Graph 1e: Percentage Passes in CSEC Technical/Vocational Subjects (2021 to 2023)



FINAL

Table 1c: Students sitting & passing CSEC Technical/Vocational subjects (2021 to 2023)

Technical/Vocational Subjects	Albert Town High					
	Number of Students Sitting			Percentage of Students Sitting and Attaining Grades I-III		
	2021	2022	2023	2021	2022	2023
Agricultural Science Single Award	5	13	15	100	100	93
Agricultural Science Double Award *	0	0	0	-	-	-
Building Technology - Woods (Now Merged)	0	0	0	-	-	-
Economics	0	0	0	-	-	-
Electronic Document Preparation and Management	34	53	64	59	89	55
Food	10	11	10	90	100	100
Family And Resource Management	12	12	11	42	75	82
Information Technology	18	23	44	56	65	25
Industrial Technology (Building)	6	4	4	50	75	100
Industrial Technology (Electrical)	6	4	4	100	100	100
Industrial Technology (Mechanical)	0	0	0	-	-	-
Music	0	0	0	-	-	-
Office Administration	16	12	26	75	75	85
Principles of Accounts	0	11	14	-	64	57
Principles of Business	15	13	17	67	77	65
Physical Education and Sport	10	8	13	100	100	100
Technical Drawing	13	5	8	100	100	100
Textiles	0	0	0	-	-	-
Theatre Arts	0	0	0	-	-	-
Visual Arts	6	8	6	100	100	100

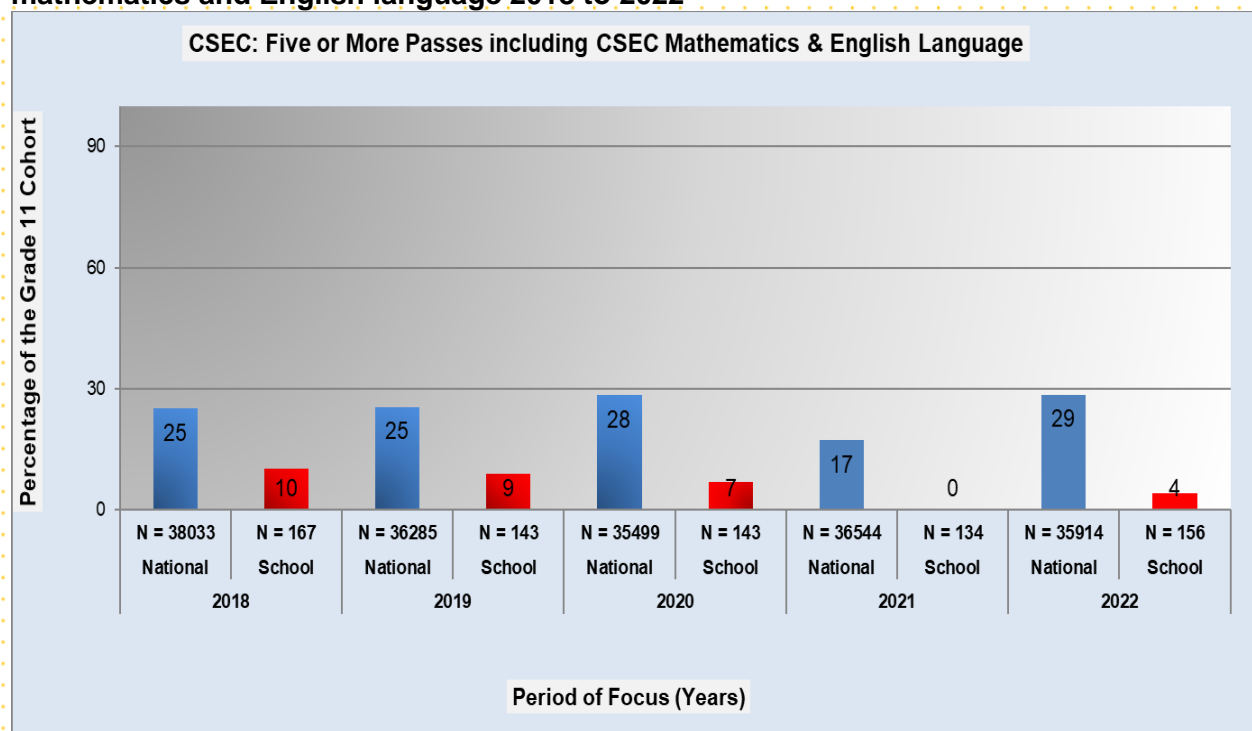
Students participated in 13 Technical/Vocational subjects throughout the period. The highest level of participation was recorded in Electronic Document Preparation and Management. The participation rates in the other subjects were notably low when compared to the enrolment for each year.

The pass rates were generally high for some of the subjects. The pass rates were 80 per cent and above in all years in, Agricultural Science Single Award, Food, Industrial Technology (Electrical), Physical Education and Sport, Technical Drawing, and Visual Arts. All students sitting Industrial Technology (Electrical), Physical Education and Sport, Technical Drawing, and Visual Arts attained passing grades in all years.

FINAL

STUDENTS' ATTAINMENT

Graph 2: Percentage of students attaining five or more CSEC passes including mathematics and English language 2018 to 2022



The secondary school target set by The Ministry of Education, Youth & Information is 54% of students sitting CSEC attaining five or more passes by 2016.

The school's matriculation rate, based on CSEC results, decreased overall by six percentage points for the 2018 to 2022 period. It fell from ten per cent to four per cent. The school's matriculation rate remained below the national matriculation rate throughout the period.

Note: Actual matriculation rates may differ as students may have sat and passed English Language and/or mathematics in previous years or in City and Guilds.

Table 2: Percentage of students attaining five or more CSEC passes including mathematics and English language (2022)

Students attaining passes in 5+ CSEC or equivalent subjects	
National Education Performance Target (2016)	54 per cent
School's Current (2022) attainment	4 per cent

FINAL

STUDENTS' PROGRESS

Students' Starting Point

Graph 3a: Proficiency Levels (%) for students entering the school (2019-2023)

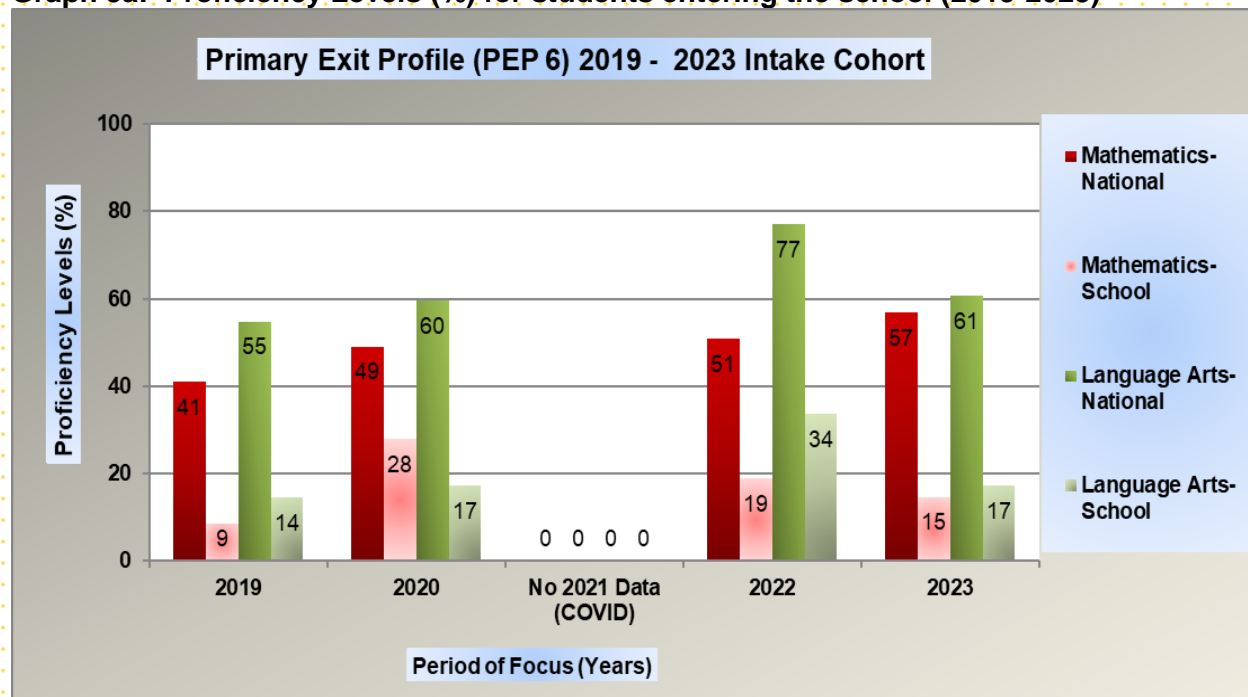


Table 3a: Proficiency Levels (%) for students entering the school (2019-2023)

Entrance Cohort	Mathematics		Language Arts	
	National	School	National	School
2019	41	9	55	14
2020	49	28	60	17
No 2021 Data (COVID)	N/A	N/A	N/A	N/A
2022	51	19	77	34
2023	57	15	61	17

Overall, nine per cent of the students entering Albert Town High in 2019 were proficient in mathematics. This was below the national proficiency of 41 per cent. In 2023, 15 per cent of the entrance cohort was proficient in mathematics. This was also below the national performance.

In 2019, proficiency levels in language arts were higher than in mathematics as 14 per cent of the students were found to be proficient. This performance was below the national proficiency by 41 percentage points. A similar pattern was obtained in 2023, when 17 per cent of the students were proficient, remaining below the national proficiency level by 44 percentage points.

FINAL

STUDENTS' PROGRESS

Students' Starting Point

Graph 3b: Proficiency Levels (%) for students entering the school (2019-2023) by Gender

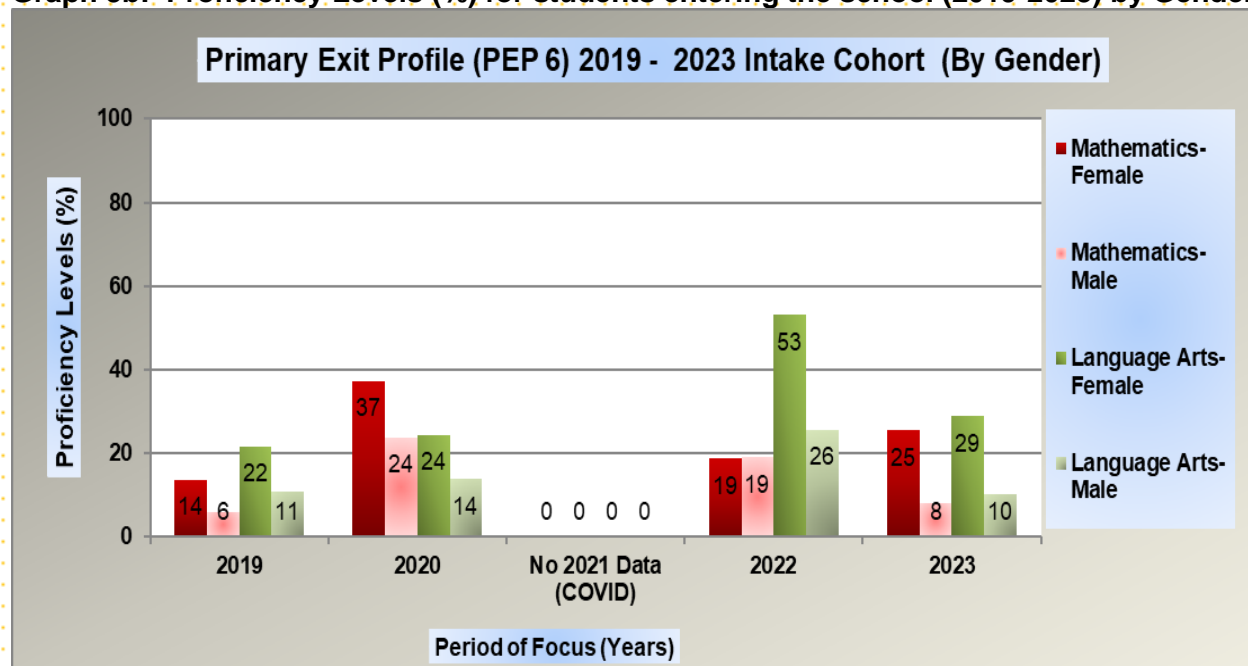


Table 3b: Proficiency Levels (%) for students entering the school (2019-2023) by Gender

Entrance Cohort	Mathematics		Language Arts	
	Female	Male	Female	Male
2019	14	6	22	11
2020	37	24	24	14
No 2021 Data (COVID)	N/A	N/A	N/A	N/A
2022	19	19	53	26
2023	25	8	29	10

Overall, girls outperformed the boys in both subject areas in the 2019 to 2023 sittings of the PEP 6, with the exception of mathematics in 2022, when they were on par.

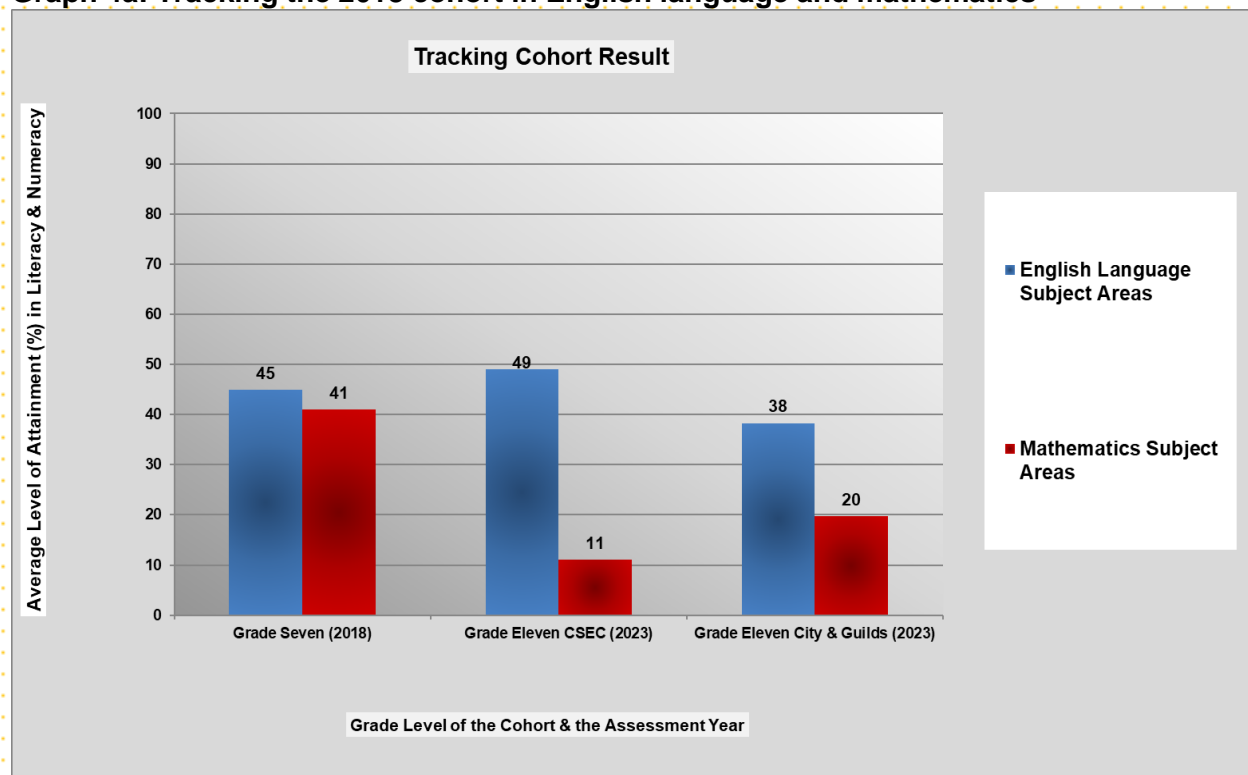
In 2019, 14 per cent of the girls sitting the PEP 6 mathematics were proficient. This is in comparison to six per cent of the boys sitting in that year. Similarly, 25 per cent of the girls were proficient in mathematics in 2023, compared to eight per cent of the boys.

In 2019, 22 per cent of the girls were proficient in language arts compared to 11 per cent of the boys. Similarly, in 2023, 29 per cent of the girls were proficient in language arts compared to ten per cent of the boys.

FINAL

STUDENTS' PROGRESS

Graph 4a: Tracking the 2018 cohort in English language and mathematics



This graph tracks the performance of the **2018 Cohort** of students entering Albert Town High. It shows their **average intake scores** in the 2018 GSAT (language arts and mathematics) and the **pass rates** in the 2023 CSEC and City and Guilds examinations (English language and mathematics).

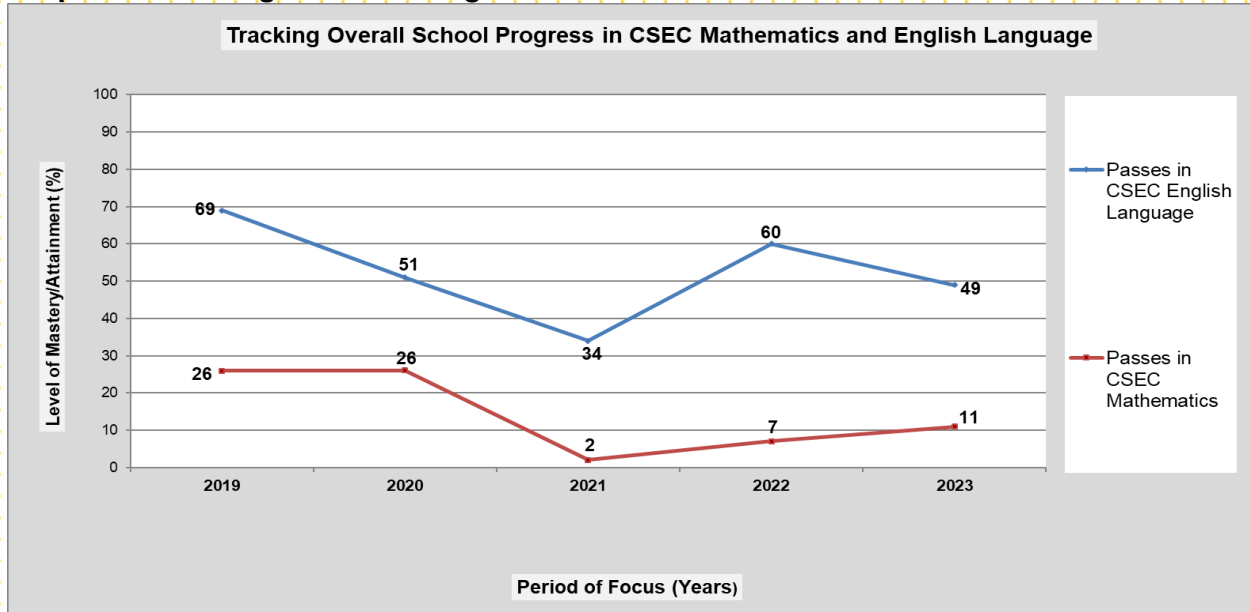
The **2018 Cohort** attained an average of 45 per cent in the language arts component of the GSAT. In 2023, the pass rate for CSEC English language was 49 per cent. This pass rate is reflective of the 48 per cent of the Grade 11 cohort who sat the examination. In 2023, the total pass rate for the different stages of City and Guilds English was 38 per cent. This pass rate is reflective of the 90 per cent of the Grade 11 cohort who sat City and Guilds English.

The **2018 Cohort** attained an average of 41 per cent in the mathematics component of the GSAT. In 2023, the pass rate for CSEC mathematics was 11 per cent. This pass rate is reflective of the 68 per cent of the Grade 11 cohort who sat the examination. In 2023, the total pass rate for the different stages of City and Guilds mathematics was 20 per cent. This pass rate is reflective of the 91 per cent of the Grade 11 cohort who sat City and Guilds mathematics.

FINAL

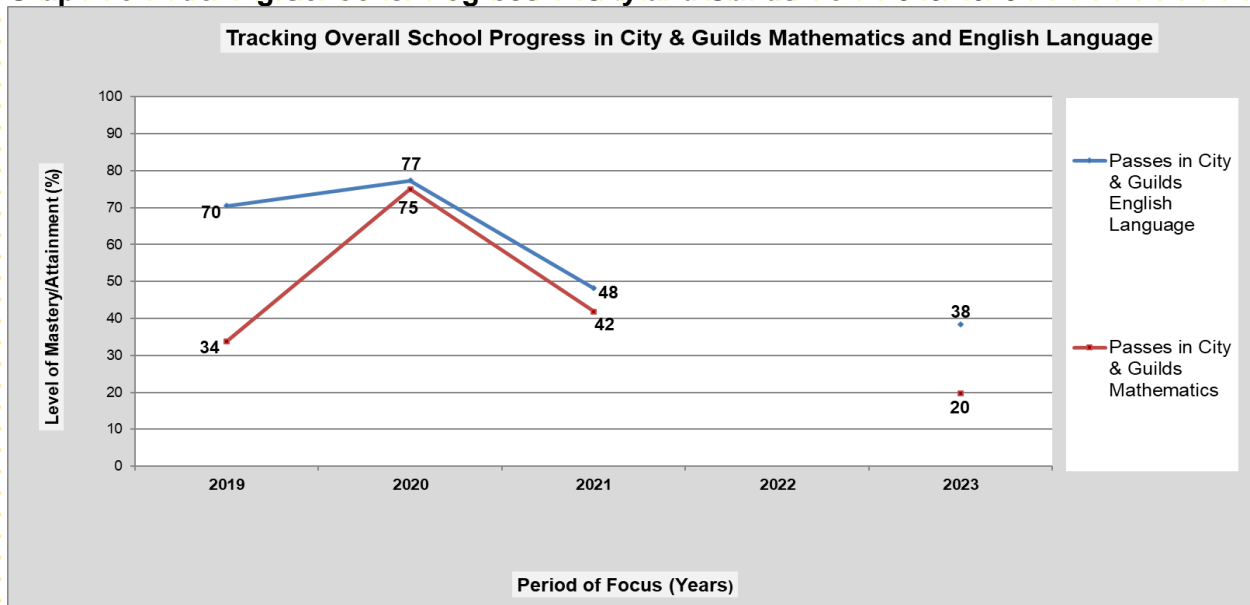
STUDENTS' PROGRESS

Graph 4b: Tracking School's Progress in CSEC from 2019-2023



The school's English language and mathematics pass rate decreased over the period of review. The mathematics pass rate was below the English language pass rate throughout the 2019 to 2023 period.

Graph 4c: Tracking School's Progress in City and Guilds from 2019-2023



No data were available for City and Guilds English and mathematics in 2022. The school's City and Guilds English language and mathematics pass rates both decreased overall for the period. The City and Guilds English language pass rate was above the City and Guilds mathematics pass rate in all years.

FINAL

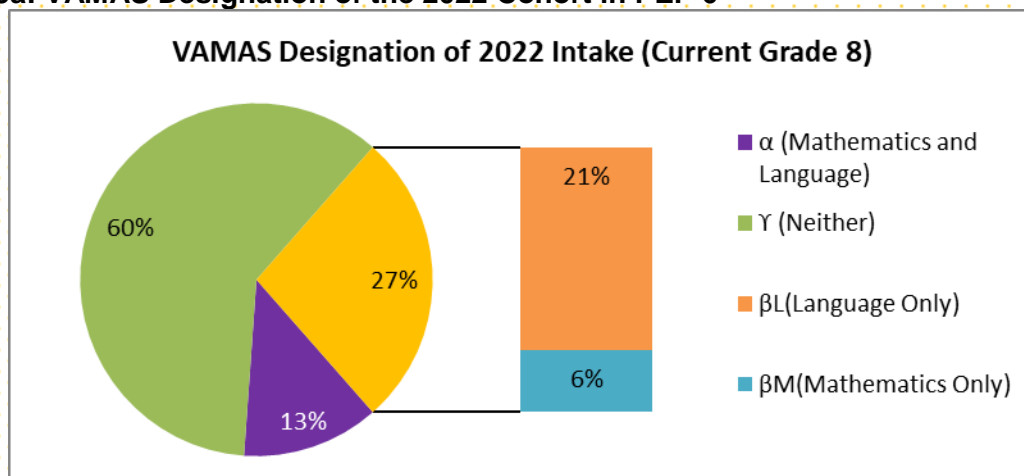
STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

A fundamental feature of the Value Added Model for Assessing Schools (VAMAS) is to analyse individual student performance in both English and mathematics at key points in their education.

Under the VAMAS, students are assigned designations based on their traceable performances. Students attaining satisfactory performance in both mathematics and English are designated as **Alphas (α)** while those attaining satisfactory performance in either English or mathematics are designated as **Betas (β)** and those with unsatisfactory performance in both subjects are designated as **Gammas (γ)**. Additionally, satisfactory performance in English only is designated **β L** while satisfactory performance in mathematics only is designated **β M**

At the secondary level, value added progress under the VAMAS is determined by comparing students' proficiency levels in the PEP 6 with their performance on internal tests.

Graph 5a: VAMAS Designation of the 2022 Cohort in PEP 6



An application of the VAMAS revealed that approximately one eighth of the students in the 2022 entrance cohort at Albert Town High were at the requisite level of performance in 2022 PEP 6.

Table 5a: VAMAS Designation of the 2022 Cohort in PEP 6

VAMAS Designation	Number of Students	Percentage
α (Proficient in Both)	14	13%
β (Proficient in Either)	30	27%
γ (Proficient in Neither)	67	60%
Total	111	100%

Some 13 per cent or 14 of the 111 students were designated **Alphas** having been deemed proficient in both language arts and mathematics in the 2022 PEP 6.

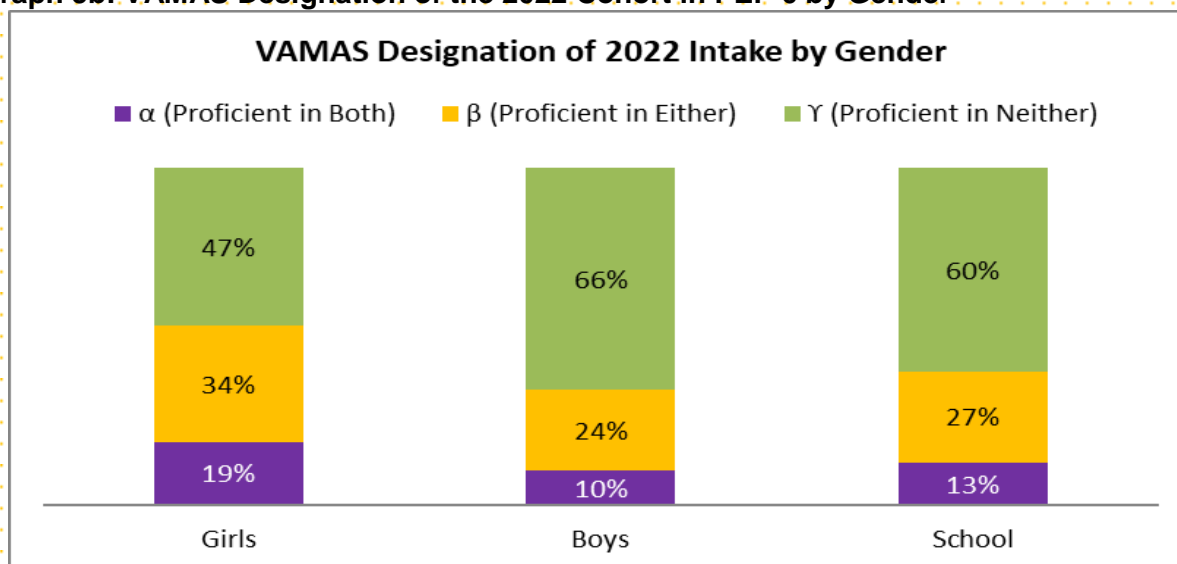
FINAL

STUDENTS' PROGRESS – VALUE ADDED MODEL FOR ASSESSING SCHOOLS (VAMAS)

The expectation is that these students should remain **Alphas** during their tenure at the school. A gender comparison revealed that the proportion of **Alphas** among the girls was marginally higher than that of the boys.

Another 27 per cent or 30 of the students were in a partial state of readiness for secondary level education as they were proficient in either language arts or mathematics and were designated as **Betas**. Within this category, it was found that most of these **Betas** were proficient in language arts thus implying a general weakness of the entrance cohort in mathematics. The data showed that more girls than boys were designated as **Betas**. The expectation is that the school should put measures in place to move these **Betas** to **Alphas** or at least maintain their **Beta** status.

Graph 5b: VAMAS Designation of the 2022 Cohort in PEP 6 by Gender



There were 67 students or 60 per cent of the 2022 entrance cohort who were in a worrisome state of readiness. These students were neither proficient in language arts nor in mathematics and were in jeopardy of being able to access secondary education. These 67 students were designated as **Gammas** and will require special intervention by the school in order to move them to **Alpha** or **Beta** status. The number of **Gammas** was higher among boys than it was for the girls.

Table 5b: VAMAS Designation of the 2022 Cohort in PEP 6 by Gender

VAMAS Designation	Girls	Boys	School	Girls	Boys	School
α (Proficient in Both)	6	8	14	19%	10%	13%
β (Proficient in Either)	11	19	30	34%	24%	27%
γ (Proficient in Neither)	15	52	67	47%	66%	60%
Total	32	79	111	100%	100%	100%

FINAL

END OF REPORT.

FINAL