



PRESS RELEASE

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SUMMARY REPORT ON CANDIDATES' PERFORMANCE IN THE 2016 CARIBBEAN PRIMARY EXIT ASSESSMENT (CPEA)

OVERALL REPORT

BACKGROUND

The Caribbean Primary Exit Assessment (CPEA) was introduced in place of the National Common Entrance Examination (CEE) for the first time in 2012. The CPEA is a measure of the key skills required by students exiting the primary school system. It involves continuous assessment of students' performance throughout Grades 5 and 6. Students are therefore assessed for formative, summative and diagnostic purposes. The CPEA has been developed by the Caribbean Examinations' Council (CXC) in collaboration with the Ministries' of Education throughout the region.

The 2016 Caribbean Primary Exit Assessment (CPEA) officially commenced with the internal component in September, 2015 and culminated on Friday May 20th, 2016, with the external component. The assessment was opened to all students who were eleven (11) but not yet fourteen (14) years of age on September 1st, 2016.

THE CPEA COMPRISES TWO (2) COMPONENTS:

- Internal Assessment **(40% of total score)**
- External Assessment **(60% of total score)**

Features of the internal assessment include:

- Project
- Book Report
- Writing Portfolio
- Self-assessment
- Practice in "Can-do" Skills: English, Mathematics, Science and Civics

- Teacher made tests in English, Mathematics, Science and Civics

Features of the external assessment include fifty (50) multiple choice questions in:

(A) Mathematics (B) English (c) Science

Students were given seventy-five minutes to complete each paper.

REGISTRATION AND SECONDARY SCHOOL ASSIGNMENT

One thousand nine hundred and fifty-nine (1,959) students were registered to write the Assessment. This included one thousand and six (1,006) males and nine hundred and fifty-three (953) females. However, one thousand nine hundred and fifty-five (1955) students wrote the Assessment; one thousand and five (1,005) were males, while nine hundred and forty-nine (950) were females. **One thousand seven hundred and twenty-three (1,723) students were assigned to secondary schools throughout Grenada, Carriacou and Petite Martinique.** This included eight hundred and thirty-nine (839) males and eight hundred and eighty-four (884) females. Therefore, **two hundred and thirty-two (232) students were retained at the primary school;** sixty-five (65) females and one hundred and sixty-seven (167) males.

These students, once within the CPEA eligibility age will have another opportunity to write the Assessment in 2017. On the other hand, those who have passed the age will write the National School Leaving Examination in 2017.

In 2015, **One thousand eight hundred and thirty-five (1,835)** candidates wrote the examination, nine hundred and forty-one (**941**) were males and eight hundred and ninety-four (**894**) were females. However, one thousand five hundred and sixty-three (1,563) students were assigned to secondary schools.

Table 1: The number of students assigned to each secondary school

SECONDARY SCHOOL	NUMBER ASSIGNED		
	F	M	GRAND TOTAL
ANGLICAN HIGH SCHOOL	104	-	104
BEACON HIGH SCHOOL	7	2	9
BISHOP'S COLLEGE	22	18	40
BOCA SECONDARY SCHOOL	51	42	93
GRENADA BOYS SECONDARY SCHOOL		147	147
GRENADA CHRISTIAN ACADEMY	12	25	37
GRENADA SEVENTH DAY ADVENTIST COMPREHENSIVE SCHOOL	22	36	58
GRENVILLE SECONDARY SCHOOL	43	72	115
HAPPY HILL SECONDARY SCHOOL	36	37	73
HILLSBOROUGH SECONDARY	15	20	35
J.W. FLETCHER CATHOLIC SECONDARY SCHOOL	17	18	35
MC DONALD COLLEGE	36	46	82
PRESENTATION BROTHERS' COLLEGE		68	68
ST ANDREW'S ANGLICAN SECONDARY SCHOOL	59	83	142
ST DAVID'S CATHOLIC SECONDARY SCHOOL	51	45	96
ST JOHN'S CHRISTIAN SECONDARY SCHOOL	15	17	32
ST JOSEPH'S CONVENT (GRENVILLE)	99	-	99
ST JOSEPH'S CONVENT (ST GEORGE'S)	103	-	103
ST MARK'S SECONDARY SCHOOL	57	43	100
ST ROSE MODERN SECONDARY SCHOOL	27	30	57
WESLEY COLLEGE	61	44	105
WESTERHALL SECONDARY SCHOOL	34	33	67
WESTMORLAND SECONDARY SCHOOL	13	13	26
GRAND TOTAL	884	839	1723

GENERAL RESULTS

The highest score attained in the assessment was **486** out of a maximum possible score of 500. The lowest score obtained was 118. **The national mean was 67.63** and the standard deviation 14.33. This reflects an increase of 1.43 when compared to 2015's and 2014's 66.2. **Eighty-eight point one three percent (88.13%) of the CPEA candidates writing the assessment procured fifty percent or above in the assessment. In 2015, eighty-five point one percent (85.1%) of the candidates achieved the same level.**

All primary and secondary schools would be provided with the list of students assigned to each school and the candidates' profiles as indicated by the raw scores.

External Component

In the external component, students performed best in Science, followed by Mathematics. Out of a total possible score of one hundred, the national mean in Science was 65.93, a decline of 0.03 when compared to 2015. The greatest improvement was recorded in Mathematics from a mean of 56.93 in 2015 to 60.25 in 2016. In Language Arts, the mean was 58.86, an improvement to 2015's 58.63.

Table 2: The national mean in each subject area in the external

Subject	Maximum Possible Score	National Mean (2016)	National Mean (2015)	National Mean (2014)	National Mean (2013)
Mathematics	100	60.25	56.93	56.21	56.45
Language Arts	100	58.86	58.63	62.64	58.91
Science	100	65.93	65.96	65.04	64.30

Table 3: The number of students obtaining scores in the presented range in the external component

Range of Scores	Number of Students								
	Mathematics			Language Arts			Science		
	M	F	TOTAL	M	F	TOTAL	M	F	TOTAL
0-20	01	02	03	04	00	04	01	00	01
21-40	174	77	251	245	77	322	102	38	140
41-60	442	334	776	427	289	716	357	234	591
61-80	273	337	315	276	464	740	400	462	862
81-100	115	200	315	53	120	173	145	216	361
TOTAL	1005	950	1955	1005	950	1955	1005	950	1955

In 2016, fifteen (15) students received a perfect score (100%) in Mathematics external. This reflects almost a fifty percent increase when compared to the eight (8) students in 2015. Only one student attained the lowest score of fourteen (14) in Mathematics. In Language Arts, two students (one male and one female) achieved ninety-four (94) as the maximum score in the assessment, while one student got the lowest score of eight (8). The maximum score of one hundred (100) was obtained by three (3) students in Science component, the lowest score of sixteen (16) was attained by one student.

Internal Component

In the internal assessment, the best performance was recorded in Civics, followed by Language Arts with Mathematics and Science at the rear. Table 4 below demonstrates the national mean in all of the areas.

Table 4: The national mean in each subject area in the internal component

Subject	Maximum Possible Score	National Mean (2016)	National Mean (2015)	National Mean (2014)
Mathematics	100	74.90	71.07	70.55
Language Arts	100	75.92	74.28	72.92
Science	100	74.90	73.61	72.37
Civics	100	79.37	74.20	76.68

Table 5: The number of students obtaining score in the presented range in the internal component

Range of Scores	Number of Students											
	Mathematics			Language Arts			Science			Civics		
	M	F	T	M	F	T	M	F	T	M	F	T
0-20	12	03	15	06	00	06	04	01	05	00	00	00
21-40	68	41	109	38	20	58	51	28	79	20	01	21
41-60	202	116	318	208	88	296	213	120	333	120	70	190
61-80	350	308	658	428	314	742	412	334	746	439	324	763
81-100	373	482	855	325	528	853	325	467	792	426	555	981
TOTAL	1005	950	1955	1005	950	1955	1005	950	1955	1005	950	1955

When compared to the other three subject areas, the number of students obtaining scores of 0-20 on the internal assessment was most for Mathematics.

Internal and External Combined

Table 6: The number of students obtaining score in the presented range in both the internal and external components

Range of Scores	Number of Students		
	M	F	TOTAL
0-20	00	00	00
21-40	45	14	59
41-60	384	194	578
61-80	423	475	898
81-100	153	267	420
TOTAL	1005	950	1955

When both the internal assessment and the external assessment scores were combined, most students (45.93%) fell within the 61-80 range of scores. No student obtained scores from the 0-20 range.

Table 7: Number of students obtaining 50% and above in the external assessment

Percentage	Number of students by gender		Grand Total	Percentage obtaining 50% or more and less than 50%
	M	F		
< 50%	343	140	483	24.71
≥ 50%	662	810	1472	75.29
Grand Total	1005	950	1955	100

Most students (75.29%) achieved 50% or more in the external component of the CPEA. The girls have continued to out-perform the boys.

Table 8: Number of students obtaining 50% and above in the internal assessment

Percentage	Number of students by gender		Grand Total	Percentage obtaining 50% or more and less than 50%
	M	F		
< 50%	77	38	115	5.88
≥ 50%	928	912	1840	94.12
Grand Total	1005	950	1955	100