



PRESS RELEASE

**MINISTRY OF EDUCATION, HUMAN RESOURCE DEVELOPMENT,
RELIGIOUS AFFAIRS, AND INFORMATION**

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SUMMARY RESULTS OF THE 2021 CARIBBEAN PRIMARY EXIT ASSESSMENT (CPEA) AND TRANSFER PROCEDURES

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.

Due to the challenges posed by the COVID-19 pandemic, in early 2020, Grenada was unable to accommodate students for the sitting of the external component of the Caribbean Primary Exit Assessment (CPEA) in May of that year. However, the Ministry of Education, Human Resource Development, Religious Affairs, and Information utilized the CPEA internal assessment scores and the Minimum Competency Test (MCT) Grade 5 scores to assist in the assignment of students to a secondary school, in a ratio of 2:1, respectively.

In 2021, however, Grenada administered both components of the examination. The 2021 Caribbean Primary Exit Assessment (CPEA) officially commenced with the internal component in September 2020 and culminated on Thursday, May 27 and Friday, May 28, 2021, with the external component. The assessment was opened to all students who were eleven (11) on or will be before Sept. 1, 2021.

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-Test in English, Mathematics, Science and Civic

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

(A) Language Arts (B) Mathematics (C) Science (D) Social Studies

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

REGISTRATION AND SECONDARY SCHOOL ASSIGNMENT

One thousand, nine hundred and six (1,906) students were registered for the Assessment in 2021. This figure included one thousand and twenty-six (1026) males and eight hundred and eight (880) females. However, one thousand eight hundred and ninety (1890) students wrote the external component, while one thousand, nine hundred and one (1901) wrote the internal aspect.

One thousand seven hundred and twenty (1720) students were assigned to a secondary school throughout Grenada, Carriacou, and Petite Martinique. This number includes eight hundred and ninety-two (892) males and eight hundred and twenty-eight (828) females. Therefore, the Ministry of Education retained one hundred and eighty-one (181) students at the primary school level; one hundred and thirty-four (134) males and forty-seven (47) females. These students will have another opportunity to write the Assessment in the academic year 2021-2022.

In 2020, one thousand eight hundred and seven-two (1872) students were registered to write CPEA, but only one thousand, seven hundred and forty-three (1743) students were assigned to secondary school. **One thousand nine hundred and forty-nine (1, 949)** students were registered for the CPEA in 2019; one thousand and eleven (1,011) were males, and nine hundred and thirty-eight (938) were females. However, one thousand seven hundred and ninety-nine (1,799) students were assigned to secondary schools.

Table 1: The number of students assigned to each secondary school 2021

SECONDARY SCHOOLS	NUMBER ASSIGNED		
	F	M	GRAND TOTAL
ANGLICAN HIGH SCHOOL	105		105
BISHOP'S COLLEGE	24	14	38
BOCA SECONDARY SCHOOL	41	64	105
GRENADA BOYS SECONDARY SCHOOL		140	140
GRENADA CHRISTIAN ACADEMY	6	22	28
GRENADA SEVENTH DAY ADVENTIST COMPREHENSIVE	26	25	51
GRENVILLE SECONDARY SCHOOL	27	74	101
HAPPY HILL SECONDARY SCHOOL	26	39	65
HILLSBOROUGH SECONDARY	27	22	49
J.W. FLETCHER CATHOLIC SECONDARY SCHOOL	36	24	60
MC DONALD COLLEGE	41	56	97
PRESENTATION BROTHERS' COLLEGE		70	70
ST ANDREW'S ANGLICAN SECONDARY SCHOOL	60	79	139
ST DAVID'S CATHOLIC SECONDARY SCHOOL	44	56	100
ST JOHN'S CHRISTIAN SECONDARY SCHOOL	11	21	32
ST JOSEPH'S CONVENT (GRENVILLE)	103		103
ST JOSEPH'S CONVENT (ST GEORGE'S)	105		105
ST MARK'S SECONDARY SCHOOL	35	54	89
ST ROSE MODERN SECONDARY SCHOOL	27	32	59
THE ISLAND MONTESSORI SCHOOL	1		1
THE ST GEORGE'S INSTITUTE	4	3	7
WESLEY COLLEGE	37	33	70
WESTERHALL SECONDARY SCHOOL	37	59	96
WESTMORELAND SECONDARY SCHOOL	5	5	10
GRAND TOTAL	828	892	1720

GENERAL RESULTS

The highest score attained in the assessment was **488** out of a maximum possible score of 500. In 2018 and 2019, the highest score was 481 and 490, respectively. The lowest score obtained in the examination was 117, compared to **7** in 2019 and **91** in 2018. **The national mean was 69.69 and the standard deviation was 14.81. The mean of 69.69 in 2021 reflects a marginal decline of 1.99%, against 2019's 71.68.** In 2017 and 2018 the national mean was 69.46 and 68.8, respectively. Ninety-point four eight percent (90.48%) of the CPEA candidates writing the assessment obtained fifty percent (50%) or more in the assessment. This reflects a decline 1.92% when compared to the 92.4% achieving the same mark in 2019. In 2020, although there was no external component of the CPEA, 93.1% of the Grade 6 students were assigned to secondary schools.

Each primary school will receive its specific copy of the Grade 6 students' assignments to a secondary school with particulars for their students only. Therefore, the Ministry will not publish the comprehensive listing in 2021.

EXTERNAL COMPONENT

In the external component, students performed the best in Language Arts. Out of a total possible score of 100, the national mean in Language Arts was 65.39, a decline of 0.44. In Science, the top performing area over the years, the mean was 64.97, recording a drop of 2.67. The subject Mathematics documented the most significant decrease, moving from a mean score of 55.56 in 2019 to a below average score of 49.06 in 2021. Social Studies was the only area where improvements were noted. The mean for the Social Studies external component in 2021 was 64.51 compared to 64.20 in 2019.

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

Subject	Maximum Possible Score	National Mean							
		2013	2014	2015	2016	2017	2018	2019	2021
Mathematics	100	56.45	56.21	56.93	60.25	57.16	54.13	55.56	49.06
Language Arts	100	58.91	62.64	58.63	58.86	64.50	66.77	65.83	65.39
Science	100	64.30	65.04	65.96	65.93	67.54	70.95	67.64	64.97
Social Studies	100						54.66	64.20	64.51

Two students (1 male and 1 female) attained a perfect score of 100% in the Social Studies, external component in 2021. One student obtained the same mark for Language Arts. No student in neither Mathematics nor Science achieved the maximum mark of 100% in 2021.

INTERNAL COMPONENT

In the internal assessment, the best performance was recorded in Social Studies, followed by Science, Language Arts and Mathematics consecutively. Table 3 below demonstrates the national mean in all of the areas. The mean score in the Social Studies, internal component was 83.07 and the Mathematics mean score was 81.16.

Table 3: The national mean in each subject area in the internal component of the assessment

Subject	Maximum Possible Score	National Mean						
		2014	2015	2016	2017	2018	2019	2021
Mathematics	100	70.55	71.07	74.90	77.86	79.92	79.95	81.16
Language Arts	100	72.92	74.28	75.92	77.78	80.29	80.37	82.41
Science	100	72.37	73.61	74.90	78.09	79.23	80.65	82.95
Social Studies	100	76.68	74.20	79.37	81.77	78.62	80.39	83.07

Table 4: Number of students obtaining 50% or above in the external assessment

Percentage	Number of students by gender		Grand Total
	M	F	
< 50%	351	163	514
>= 50%	665	711	1376
Grand Total	1016	874	1890

Table 4 shows that 1376 students attained 50% or above in the external component of the examination. This figure represents 72.80% of the students writing this component.

Table 5: Number of students obtaining 50% or above in the internal assessment

Percentage	Number of students by gender		Grand Total
	M	F	
< 50%	32	15	47
>= 50%	991	863	1854
Grand Total	1023	878	1901

There were 1854 students achieving the 50% or above mark in the internal component of the examination, representing 97.52% of the cohort participating in the internal aspect of the examination.

TRANSFER PROCEDURES

1. All applications for transfers will be submitted **ONLINE** to the Principal of the Secondary School to which the transfer is being requested. This application must be submitted within **FIVE DAYS** of the results being published and will be reviewed by a Transfer Committee chaired by the Principal.
2. The Transfer Committee will comprise the Manager, the Principal and Vice principal of the school.
3. The transfer committees must meet and submit their recommendation to the Ministry of Education **NO MORE THAN TWO WEEKS** after the results are published. Recommendations received after the deadline will not be considered.
4. **If a school meets the student teacher ratio 1:35 after placement, NO transfers will be allowed except** where a student is unable to take up a space assigned, and a recommendation is made to replace that student.
5. Principals will send all recommendations for transfers to the Ministry of Education for approval. Transfers must only be granted after the Ministry of Education reviews and documents the same in writing.

Kindly remember to make your transfer request **ELECTRONICALLY** to the principals of the secondary schools.

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JUNE 21, 2021