



# **PRESS RELEASE**

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

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## **SUMMARY RESULTS OF THE 2022 CARIBBEAN PRIMARY EXIT ASSESSMENT 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' performances 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.

Despite the presence of the world-wide COVID-19 pandemic, Grenada was able to administer both the internal and the external components of the CPEA during the 2021-2022 academic year. The Ministry of Education encouraged the wearing of masks and hand sanitizing in all examination centers.

The 2022 Caribbean Primary Exit Assessment (CPEA) officially commenced with the internal component in September 2021 and culminated with the external components on Thursday May 12th and Friday May 13th, 2022. The assessment was opened to all students who were eleven (11) on or before September 1st, 2022. Due to challenges posed by the COVID-19 pandemic in May 2022, a few students were unable to write the external component of the assessment. In this instance 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 affected students to a secondary school, in a ratio of 2:1, respectively.

#### **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, eight hundred and three (1,803)** students were registered for the Assessment in 2022. This figure included nine hundred and fifty-five (955) males and eight hundred and fifty (848) females. However, one thousand seven hundred and ninety-four (1794) students wrote the internal component whereas one thousand seven hundred and eighty-three (1783) students wrote the external component of the examination.

**Of the one thousand, seven hundred and ninety- four (1794) students,** nine hundred and fifty (950) males and eight hundred and forty-four (844) females, who completed at least one component of the CPEA assessment during the specific period, **one thousand six hundred and forty-five (1645) have been assigned to a secondary school.** This number includes eight hundred and thirty-three (833) males and eight hundred and twelve (812) females. **The remaining one hundred and forty-nine (149) students,** one hundred and sixteen (116) males and thirty-three (33) females, **who are unassigned, would be supported to sit the assessment in 2023.**

In 2021, one thousand nine hundred and six (1906) students were registered to write the CPEA, but only one thousand, seven hundred and twenty (1720) students were assigned to secondary schools. **One thousand eight hundred and seventy-two (1, 872)** students were registered for the CPEA in 2020; but only **one thousand, seven hundred and forty- three (1743)** students were assigned to secondary schools. Since no external assessment was possible in 2020, the CPEA Internal scores and the Minimum Competency Test (M.C.T.) Grade Five scores were utilized to

place the students.

**Table 1: The number of students assigned to each secondary school (2022)**

SCHOOL	F	M	TOTAL
ANGLICAN HIGH SCHOOL	105		105
BISHOP'S COLLEGE	27	21	48
BOCA SECONDARY SCHOOL	54	51	105
GRENADA BOYS' SECONDARY SCHOOL		140	140
GRENADA CHRISTIAN ACADEMY	11	10	21
GRENADA SEVENTH DAY ADVENTIST COMPREHENSIVE SCHOOL	29	40	69
GRENVILLE SECONDARY SCHOOL	17	68	85
HAPPY HILL SECONDARY SCHOOL	28	53	81
HILLSBOROUGH SECONDARY SCHOOL	22	26	48
J.W. FLETCHER CATHOLIC SECONDARY SCHOOL	37	23	60
MC DONALD COLLEGE	28	45	73
PRESENTATION BROTHER' COLLEGE		70	70
ST ANDREW'S ANGLICAN SECONDARY SCHOOL	42	81	123
ST DAVID'S CATHOLIC SECONDARY SCHOOL	49	50	99
ST JOHN'S CHRISTIAN SECONDARY SCHOOL	13	31	44
ST JOSEPH'S CONVENT (GRENVILLE)	102		102
ST JOSEPH'S CONVENT (ST GEORGE'S)	105		105
ST MARK'S SECONDARY SCHOOL	34	33	67
ST ROSE MODERN SECONDARY SCHOOL	18	20	38
THE ISLAND MONTESSORI SCHOOL	1	1	2
THE ST GEORGE'S INSTITUTE	8	6	14
WESLEY COLLEGE	44	26	70
WESTERHALL SECONDARY SCHOOL	26	28	54
WESTMORLAND SECONDARY SCHOOL	12	10	22
<b>Grand Total</b>	<b>812</b>	<b>833</b>	<b>1645</b>

## **GENERAL RESULTS**

The highest score attained in the assessment was **483** out of a maximum possible score of 500. In 2019 and 2021, the highest score was 490 and 488, respectively. The lowest score obtained in the examination was 108, compared to 7 in 2019 and 117 in 2021. **The national mean of 68.59 in 2022, reflects a marginal decline of 1.1%, against 2021's 69.69.** In 2019 the national mean was 71.68. Ninety-one-point seven percent (91.7%) of the CPEA candidates writing the assessment obtained fifty percent (50%) or more in the assessment. This reflects an improvement of 1.22% when compared to the 90.48% achieving the same mark in 2021. 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 2022.

## **External Component**

In the external component, students performed the best in Science. Out of a total possible score of 100, the national mean in Science was 59.88, a decline of 5.09 from 2021's 64.97. The most notable drop was in Language Arts with a shift from 65.39 in 2021 to 46.92 in 2022. The subject Mathematics documented the most significant increase, moving from a mean score of 49.06 in 2021 to 53.88. The mean for Social Studies external component in 2021 was 64.51 compared to 59.87 in 2022.

**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	2022
Mathematics	100	56.45	56.21	56.93	60.25	57.16	54.13	55.56	49.06	53.88
Language Arts	100	58.91	62.64	58.63	58.86	64.50	66.77	65.83	65.39	46.92
Science	100	64.30	65.04	65.96	65.93	67.54	70.95	67.64	64.97	59.88
Social Studies	100						54.66	64.20	64.51	59.87

## **Internal Component**

In the internal assessment, the best performance was recorded in Language Arts, followed by Science, Social Studies and Mathematics at the rear. Table 3 below demonstrates the national mean in all of the areas. The mean score in Language Arts, internal component was 83.56 and Mathematics mean score was 81.70.

**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	2022
Mathematics	100	70.55	71.07	74.90	77.86	79.92	79.95	81.16	81.70
Language Arts	100	72.92	74.28	75.92	77.78	80.29	80.37	82.41	83.56
Science	100	72.37	73.61	74.90	78.09	79.23	80.65	82.95	83.49
Social Studies	100	76.68	74.20	79.37	81.77	78.62	80.39	83.07	83.45

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

Percentage	Number of students by gender		Grand Total
	M	F	
< 50%	364	177	541
>= 50%	581	661	1242
<b>Grand Total</b>	945	838	1783

Table 4 shows that 1242 students attained 50% or above in the external component of the examination. This figure represents 69.66% of the students writing this component.

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

Percentage	Number of students by gender		Grand Total
	M	F	
< 50%	34	11	45
>= 50%	916	833	1749
<b>Grand Total</b>	950	844	1794

There were 1749 students achieving the 50% or above mark in the internal component of the examination, representing 97.5% of the cohort participating in the internal aspect of the examination.

## **TRANSFER PROCEDURES**

### **GROUND FOR TRANSFER REQUEST**

**Transfers will only be allowed under the following strictly adhered to grounds:**

For a student to be transferred (from the first school assigned to another), at least one of the following criteria must be met:

AVAILABILITY of Space: in accordance with the 1:35 teacher to pupil ratio.

VACATED Space: where a student has vacated an assigned placement at the school for which a transfer is requested.

OTHER Special Conditions: Hinged on a) and b), but not limited where the following conditions apply:

-Medical and/or Psychological Conditions: underlying conditions with proven history and records.

-Change in Residence: Where the student now resides closer to the preferred school (proof required).

**TRANSFERS:** The following procedures will apply when requesting transfers for students:

1. Parents or Guardian shall apply for transfer electronically via the online WEB OFFICE Portal of the Government of Grenada website, after which it will be received by the principal of the secondary school where the transfer is being requested. The applications should be submitted within five (5) business days of the results being published and is valid for five (5) business days thereafter.
2. The application will be reviewed by a CPEA Transfer Committee (comprised of the manager, the principal and vice principal of the school), chaired by the principal.
3. The school's CPEA Transfer Committee will meet and submit their recommendations to the Ministry of Education, through the Office of the Chief Education Officer, no later than two (2) weeks after the results are published. Recommendations received after the deadline will not be considered.
  - a) Principals will send all recommendations for transfers to the Ministry of Education through the Office of the Chief Education Officer, for final approval.
  - b) All recommendations for transfers shall be forwarded to the Planning, Research & Development Unit through the Office of the Chief Education Officer, for documentation and collating, which must be done within two (2) business days following receipt.
  - c) All recommendations shall then be forwarded to the Ministry's CPEA Oversight Committee (comprised of Chief Education Officer, DCEO-Testing & Measurement; DCEO-School Administration; Senior Planning Officer), for transfer review and decisions. Page 7 of 11
4. Transfers will only be granted after the Ministry of Education has reviewed and officially documented the transfer decision.
5. Immediately following the review and decisions the following steps shall be taken a) For all approved transfers, the parent or guardian shall be notified in writing by the Office of the Chief Education

Officer, so that all requisite steps are followed. b) For all denied transfers, the parent or guardian shall be notified in writing by the Office of the Chief Education Officer, so that all requisite steps are followed.

## **NOTE**

- **The Ministry of Education will NOT ACCEPT any hard copies of completed transfer forms from parents,** and accordingly, parents MUST refrain from making their request physically at the Examination's Unit.
- **Parents who DO NOT have access to electronic means of submission** can contact the Educational Testing and Measurement Unit via telephone: **440-2791** or 440-2737 Ext:27004 to assist with the same.
- **Late submission of transfer forms and incomplete forms WILL NOT** be considered.
- Based on students' performance and the number of students placed in the school of their first choice, **some schools have already met their CAPACITY. Therefore, the Ministry of Education WILL NOT** allow transfer to schools where the class size is already at its maximum.

