Table 5: Student Achievement in the Various Subject Areas

Subject Area	Beginning		Developing		Proficient		Highly Proficient	
	% of Students	Number of Students	% of Students	Number of Students	% of Students	Number of Students	% of Students	Number of Students
Mathematics	7	3,004	52	20,799	35	13, 928	6	2,624
Science	7	2,950	44	17,615	42	16,784	7	2,805
Social Studies	3	1,216	34	13,824	50	20,057	13	5,077
Language Arts	9	3,751	36	14,506	46	18,634	9	3,467

Information gleaned from students' performance in the various subject areas shows that less than 10% of all students are at the Beginning Level. This means that less than 10% of the students who sat the examination demonstrated limited or no evidence of the required competencies and skills for readiness in Grade 7 in all subject areas. The students who are categorized as "Beginning" will need intensive on-going academic support at Grade 7. At the other end of the spectrum, a range of 6% to 13% of students are categorized as Highly Proficient in the various subjects. This means that these students demonstrate an advanced level of the required skills and competencies for readiness in Grade 7. Based on the students' performance it is evident that the education system at the Primary Level is moving in the right direction.

The National Standards Curriculum runs from Grades 1 to Grade 9. The aim of the Primary Exit Profile is to provide data on what students know and can do at the Grade 6 Level with the intent of continuous scaffolding at the Grade 7 Level. The table below shows the percentage of students who are on the cusp of improvement; students who are just below the next level of achievement in each subject. At the core of the education system is the belief that data should be used to inform decision making and subsequently improve students' performance as they transition through the education system.

Table 6: 2019 Performance in Mathematics – M/F

Achievement Level	Male		Female	
Beginning	2249	11%	762	4%
Developing	11583	55%	9218	47%
Proficient	5972	29%	7949	41%
Highly Proficient	1120	5%	1503	8%

The performance of the males continues to be far lower than that of the females in Mathematics.

Table 7: 2019 Performance in Science – M/F

Achievement Level	Male		Female	
Beginning	2130	10%	820	4%
Developing	9769	47%	7845	40%
Proficient	7513	36%	9267	48%
Highly Proficient	1355	7%	1448	7%

Although the performance of the male is still lower in Science it must be noted that the same percentage of males as of females are highly proficient.

Table 8: 2019 Performance in Social Studies – M/F

Achievement Level	Male		Female	
Beginning	949	5%	267	3%
Developing	8713	45%	5109	34%
Proficient	8977	46%	11077	50%
Highly Proficient	2147	11%	2928	13%

Of all the subjects sat in PEP 2019 Social Studies had the highest performance for both gender

Table 9: 2019 Performance in Language Arts – M/F

Achievement Level	Male		Female	
Beginning	2811	13%	946	5%
Developing	8685	42%	5821	30%
Proficient	8038	38%	10594	55%
Highly Proficient	1393	7%	2072	11%

Table 10: Percentage Breakdown of Borderline Students

Subject	Achievement Level Descriptors						
	Beginning	Borderline Developing	Developing	Borderline Proficient	Proficient	Borderline Highly Proficient	Highly Proficient
Mathematics	7%	4%	52%	14%	34%	5%	6%
Science	7%	4%	44%	10%	42%	8%	7%
Social Studies	3%	2%	34%	12%	50%	10%	13%
Language Arts	9%	6%	36%	12%	46%	11%	9%

ANALYSIS OF STUDENT PERFORMANCE IN MATHEMATICS

Based on the results shown in Table 2, 40% of students who sat the test have demonstrated Proficiency or Advanced Proficiency in the concepts, procedures and application of skills required by the NSC in Mathematics. While 52% of the students are "developing" It must be noted that of this 52%, there are 14% of students who are the cusp of moving into the proficient category. These students are considered to be "borderline" students and with some targeted support, will develop the skills that will enable them to become proficient in Mathematics.

ANALYSIS OF STUDENT PERFORMANCE IN LANGUAGE ARTS

Based on the results shown in Table 2, 55% of students who sat the test have demonstrated Proficiency or Advanced Proficiency in reading, writing and research skills required by the NSC in Language Arts. While 36% of the students are "developing" the requisite skills, 12% of these students are just outside the proficient category. These students are considered to be "borderline" students and with some targeted support, will develop the skills that will enable them to become proficient in Language Arts.

ANALYSIS OF STUDENT PERFORMANCE IN SCIENCE

Based on the results shown in Table 2, 49% of students who sat the test have demonstrated Proficiency or Advanced Proficiency in knowledge, skills and competencies required by the NSC in Science. While 44% of the students are "developing", 10% of these students are almost proficient. These students are considered to be "borderline" students and with some targeted support, will develop the skills that will enable them to become proficient in Science.

ANALYSIS OF STUDENT PERFORMANCE IN SOCIAL STUDIES

Based on the results shown in Table 2, 63% of students who sat the test have demonstrated Proficiency or Advanced Proficiency in knowledge, skills and competencies required by the NSC in Social Studies. It is important to note that of the four subject areas, students' performance in Social Studies had the best outcome. This is commendable in that there was a greater emphasis on students' ability to apply research skills in the Social Studies context. Bearing this in mind, the majority of the students (63%) would have shown that they have achieved the knowledge, skills and competencies. While 34% of the students are "developing", 12% of students who are close to being proficient. These students are considered to be "borderline" students and with some targeted support, will develop the skills that will enable them to become proficient in Social Studies.