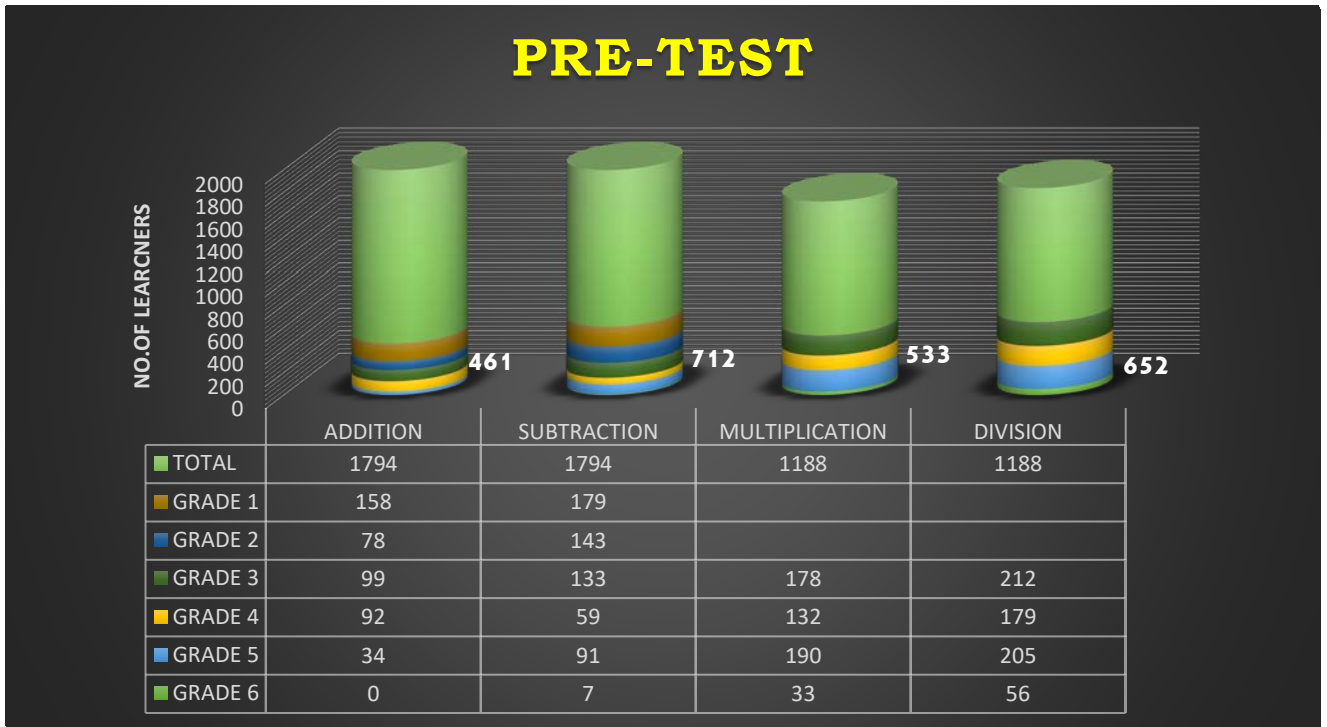




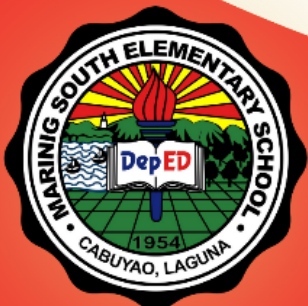
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**Department of Education**  
 REGION IV-A CALABARZON  
 CITY SCHOOLS DIVISION OF CABUYAO  
 DISTRICT 4A  
**MARINIG SOUTH ELEMENTARY SCHOOL**

**Administration of Numeracy Assessment Test**

**SY:2022-2023**



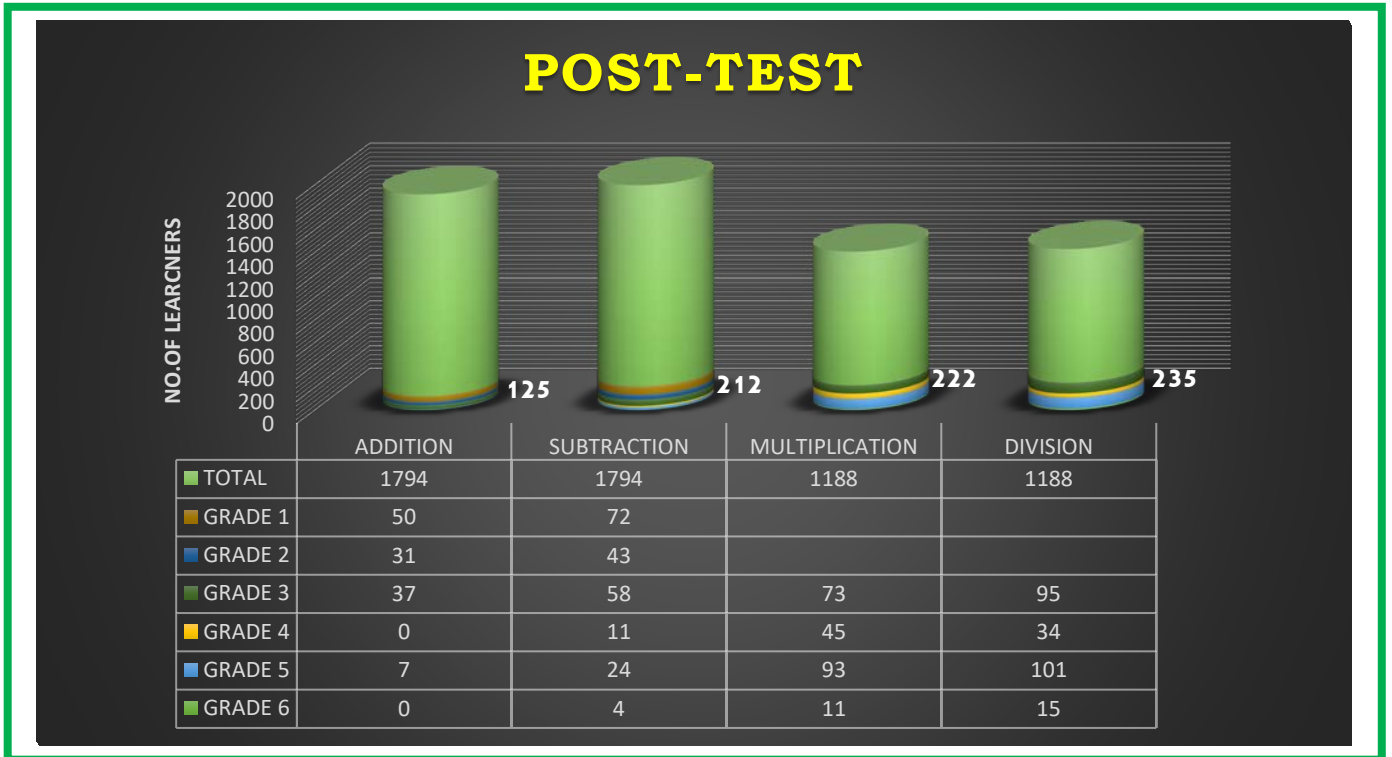
The figure above displays the results of the numeracy pre-test. It indicates that out of 1794 learners, 461 were identified as non-numerates in Addition, 712 were non-numerates in Subtraction, 533 were non-numerates in Multiplication, and 652 were non-numerates in Division. Based on the presented data, it can be concluded that the majority of learners struggle with the Division operation.



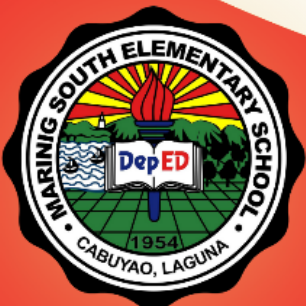


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**POST -TEST NUMERACY RESULT**



The graphical presentation displays the results of the post-test in Numeracy. It reveals that learners exhibit varying performance in the four fundamental operations. Specifically, 125 out of 1794 learners remain non-numerates in Addition, 212 out of 1794 learners still struggle with Subtraction, 222 out of 1188 learners are non-numerates in Multiplication, and 235 out of 1188 learners continue to face difficulties in the Division operation.





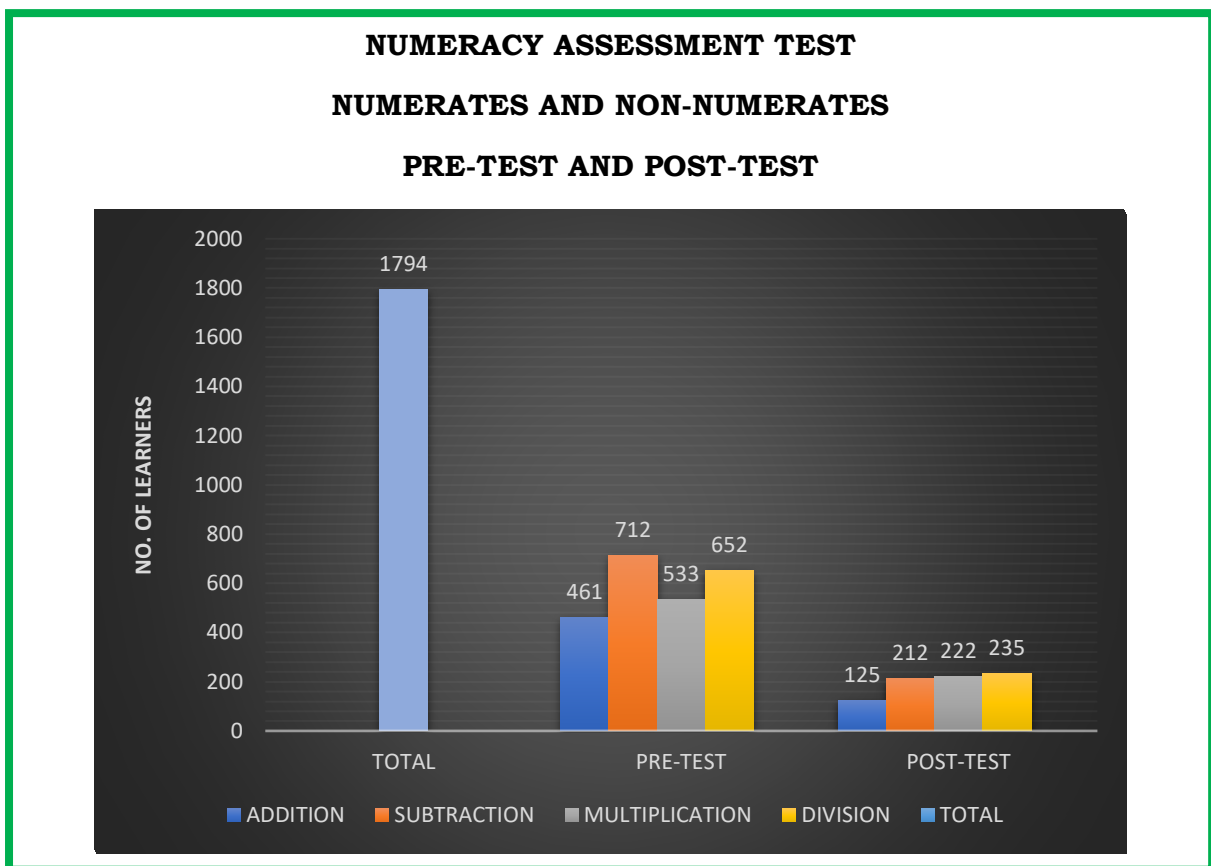
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**CONSOLIDATED RESULTS OF NUMERACY ASSESSMENT TEST**

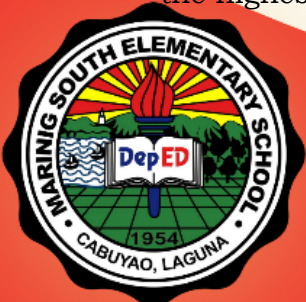
**NUMERATES AND NON-NUMERATES**

**PRE-TEST AND POST-TEST**

**2022-2023**



The figure above depicts the results of the pre-test and post-test in numeracy. When comparing the four fundamental operations between the post-test and pre-test, it can be observed that 125 out of 461 non-numerates in Addition, 212 out of 712 learners still struggle with Subtraction, 222 out of 533 learners remain non-numerates in Multiplication, and 235 out of 652 learners are marked as non-numerates in Division. Based on the data, it is evident that among the four fundamental operations, Division poses the most difficulty for the learners, as it has the highest number of non-numerates.







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