

Are Our Children Learning?

Annual Learning Assessment Report



THE UWEZO INITIATIVE IN UGANDA IS SUPPORTED BY THE
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Uwezo Uganda is hosted at the Uganda National NGO Forum
Plot 25, Muyenga Tank Hill Road,
P. O. Box 4636, Kampala.
Tel: 0414 510 272, 0312 260 373
Fax: 0312 260 372
Email: uganda@uwezo.net
Website: www.uwezo.net

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Uganda 2011





Forward

What if we were all wrong? - Rakesh Rajani

In today's world it is difficult to find as much agreement as we have on the value of basic education. Virtually everyone agrees that all children should go to school. Parents expend enormous time and resources to find and pay for schooling. Our governments typically set aside the largest share of the national budget to education. Hundreds of thousands of teachers have been employed in Kenya, Tanzania and Uganda, constituting about half of the entire civil service in the region. And many others – development agencies, religious organizations, researchers and the media – also dedicate enormous energy to education.

But, what if we were all wrong? What if we were to wake up one day and find out that the ways in which we have been promoting education, allocating billions of dollars, organizing our schools systems and measuring success have focused on the wrong things? That the very thing we all cherish and spend so much on is in fact not achieving what it was meant to?

The Uwezo initiative should perhaps serve as that wake-up call.

The Uwezo idea is very simple. We send children to school because we expect them to learn the basic skills and competencies necessary to thrive. So Uwezo – instead of focusing on impressive numbers of classrooms built, teachers recruited, books supplied and so forth – asks the simple question, 'Are Our Children Learning?'

There are many ways of measuring learning; Uwezo focuses on the basic ability to read and count. Through a rigorous consultative process involving government and independent experts, a tool is produced to assess children's actual ability to read (in English and Kiswahili) and to do basic arithmetic at the Class 2 level. Children aged 6-16 years in tens of thousands of households across the three countries are assessed using this tool, in the largest sample survey ever of its kind. And a nationwide picture emerges that tells us whether our children have developed competency in literacy and numeracy that will serve as the foundation for further learning.

What Uwezo has found, now in its second year of business, is truly sobering. Large majorities of children lack the competencies they are expected to have developed. Some begin to catch up over time, but still too many children complete primary schooling unable to read and count at the Class 2 level. Disaggregating further we find that within countries there are huge disparities; children from some districts do much better than others. Where and to whom you are born should not matter in educational opportunity available to you – that is why we have public education systems – but they do. There is no one Kenya, one Tanzania or one Uganda, and certainly not one East Africa.

In short, Uwezo has demonstrated powerfully that schooling is not translating into learning. Billions of dollars are wasted each year. An even greater level of aspirations of parents and students are dashed. As nations we are at risk, the very foundation of our democracies, social development and economic progress jeopardized, unable to grow equitably and creatively, unable to compete, unable to imagine and craft better worlds. The good news is that what it takes to turn things around is not rocket science. But first we need to shed our obsession with counting schooling inputs and instead focus squarely on learning outcomes – on what children are learning.

Second, while lots of things are important, we need to hone in on the few factors that make a big difference in learning, such as motivating teachers and holding them accountable, and creating an environment for children that is engaging and interactive. All these are doable; there is clear evidence of success from within our own countries and others that we can build on.

Whether we will do so depends on us. It depends on what we do after we read this report – in how we interact with our children and grandchildren, colleagues and friends, teachers and the authorities. On how keenly we ask the right questions and seek to find the sharp answers, on how doggedly we will act to make a difference in our own communities and hold our governments to account. It's possible. And it starts with us.

(Rakesh Rajani is the Head of Twaweza East Africa, which oversees the Uwezo initiative)

Preface

Uwezo: A National and International Approach – Sara J. Ruto

Uwezo traces its genesis to 2008, when a group of educators from East Africa visited Pratham, an independent civil society organization in India, which has developed an innovative and citizen driven methodology that produces the Annual Status of Education Report (ASER, see www.asercentre.org). The East Africa team was struck with the potential of the approach to galvanise action from all quarters to effect positive change in education. At its core is the insistence of evidence, as the springboard for informed positions on the status of basic education. From an almost total reliance on quasi measures to inform us if citizens are literate, Uwezo now offers evidence from actual assessments.

The Uwezo national assessment is conducted at a local and national level but uses a methodological design developed and perfected at a regional and international level. Uwezo data is collected from the household at the village level, in sampled enumeration areas. The unit of analysis is the district. It is designed to be large scale in order to offer indications on the working of the national system of education. Uwezo is found in Tanzania, Uganda and Kenya, and it benchmarks itself on the ASER methodological design found in India and Pakistan.

We value the cross border design of Uwezo for a number several reasons. It allows one to learn from and build on existing processes. It allows rigour brought about by subjecting national processes to collective deliberation within and across the borders. It allows one to juxtapose the assessment results against those of other countries for it has been said that a good way to gauge oneself is against the other.

Rigour is of essence in Uwezo and a core mandate of the Uwezo East Africa office. In the past year friends and experts from different countries have joined the Uwezo team to develop standard documents that guide our processes. These documents recognise and uphold the place of national policies. Hence for example, the tests are derived from the national curriculum of each country. In all countries however, we focus on the Grade two level. The characteristics of the panel that develops the tests are also similar across the countries. The Uwezo standards are of essence especially considering that Uwezo conducts annual assessments. It has been said that 'when measuring change, you do not change the measure'. These standards guide us on the constants, allow national relevance but also situate us in the international educational discourse.

Ultimately however, Uwezo is about providing a mirror on the working of the national educational system. In Uwezo, we use largescale data to provide a mirror on educational provision in each country by posing a simple question; Are children accessing their constitutional right to quality basic education? While it is agreed that quality is a compound term, it is important to address it in more achievable indicators. This report poses one critical question that can help us unpack the concept by asking the question - Are Our Children Learning? At the very minimum, any child who has attended school ought to be literate and numerate. The evidence contained herein can help us affirm whether the good intentions by governments, parents, funding agencies are bearing fruit.

We affirm the methodological rigour of the Uwezo process. We urge all to consider this as a 'report card' that informs us if we are on target to meet commitments on the right to quality education. We call all to act to improve learning for all our children.

A handwritten signature in blue ink, appearing to read "Sara J. Ruto".

Dr. Sara J. Ruto is the Regional Manager of Uwezo East Africa.

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Acknowledgement

This is the second year of implementing the Uwezo National Assessment in Uganda. Once more we are truly indebted to several institutions across the country that made it possible for us to collectively work together to carry out this country wide national assessment.

The commitment, support and resolve we experienced and saw across the country remains unprecedented and humbling. While last year (2010) we worked in 27 districts, this year we covered 80 districts – indeed if we are to use the 2007 district boundaries we covered the whole country. Last year we reached and assessed 34,752 children, this year we have assessed 88,373 children. Last year we covered 810 villages, this year we covered 2,400 villages. Last year we worked with 1,620 volunteers, this year we worked with 4,800 volunteers. This was a truly large scale initiative.

As partners in the Uwezo initiative, we do not see ourselves as another organization doing ‘our’ work. We see ourselves as a movement of citizens working together to create change and make a contribution in our children’s learning. Uwezo is therefore truly indebted to the number of institutions and individuals who contributed to the success of the second assessment. We extend our gratitude to the Uganda National NGO Forum Board and Management for having agreed to host Uwezo in Uganda. We are grateful for the administrative and institutional support provided. Support from several development partners and our oversight institution – Twaweza, enable us to conduct this citizen’s assessment in Uganda for the second time. To this we are specifically grateful.

We have continued to benefit from the support and guidance of several government institutions which include but are not limited to; the Ministry of Education and Sports, Uganda Bureau of Statistics (UBoS), the Uganda National Examinations Board’s – National Assessment of Progress in Education (NAPE), National Curriculum Development Centre (NCDC), Center for Performance Management of Evaluative Research and several other institutions. We are grateful for their expertise and insights provided. We have also benefited from several civil society organizations at the national and local level, these include the FENU, SNV, Aga Khan Development Network and all the 80 District Partner Institutions.

The technical support offered by ASER India, Twaweza East Africa, Uwezo Kenya and Uwezo Tanzania and Uwezo East Africa, which are headed by long-term experts in education is greatly appreciated. Our “capability” has indeed been improved and this will enable us work towards galvanizing citizen action to improve children’s learning.

In a special way, we acknowledge the expertise and advice provided by the Uwezo Uganda Advisory Committee as well as the Uwezo East Africa Regional Office headed by Dr. Sara Ruto. Your insightful knowledge and practical guidance rendered throughout the year enabled us to courageously embark and finish this journey.

We would like to extend our utmost appreciation to the District Contact Persons, Regional Coordinators, Research Associates and again the respective District Partner Institutions. Your association as key partners with Uwezo enabled the successful implementation and is greatly appreciated.

We are particularly grateful to the district leadership in all the 80 districts assessed. We are appreciative of the role played by the RDCs, CAOs, CDOs and village LC leaders. Thanks also go to all head teachers in 2,400 schools from which data was collected in each of the districts assessed.

To the entire assessment team, we say thank you for having worked hard and to our big family of 4,800, we are grateful for the enthusiasm and dedication to being a part of the Uwezo initiative and for having collected all the data. We are also thankful to the parents, guardians and the 88,411 children in the different households assessed for having willingly given us audience.

Final appreciation goes to the Uwezo Secretariat, various consultants, the report writing team and the Center for Performance Management and Evaluative Research (CPMER) that spearheaded the data entry and analysis, for having worked tirelessly.

To All, I say Thank You!



Richard Ssewakiryanga
Country Coordinator, Uwezo Uganda

Introduction

Every woman, man, youth and child has the human right to education, training and information, and to other fundamental human rights. The human right to education is explicitly set out in the Universal Declaration of Human Rights, the International Covenants, the Convention on the Rights of the Child and the Constitution of Uganda. The Constitution of the Republic of Uganda 1995, amended in 2005 has set out explicit objectives in Article XVIII (i-iii). Further, the Education Act 2008 explains, in detail, how the government will deliver the education system and the roles and responsibilities of all involved.

What we see in Uganda and across East Africa is the progress made to increase enrollment of pupils in school. The number of out-of-school children has decreased significantly and over 7 million children in Uganda are now in school. It is now clear to all stakeholders in education that we cannot comfortably celebrate the enrolment achievements because we know that there is a need for equal emphasis on universal access and quality. These issues cannot be addressed or achieved in isolation from each other. Expanding the availability of education at all levels is relatively meaningless unless the education provided at each level contributes to the acquisition of knowledge and the development of skills. As we move towards 2015 – the year set to achieve the millennium development goals, we are worried that international efforts have almost singularly focused on the easiest-to-measure goal of access. The global commitment to learning is still unclear since currently country success is measured by achieving universal access to school for girls and boys. Learning unfortunately is getting lost in the pledge to get every child into school.

Clearly the benefits that accrue from access to basic education are commendable. Many argue that access to education will contribute to higher personal lifetime earnings, smaller and healthier families, reduced incidence of HIV/AIDS, higher economic growth and increased participation in democratic processes among other things. But we would like to also add that true benefits of schooling are derived from the learning that occurs in school. The quality of education matters just as quantity. Indeed improving quality of education will be more than just increasing the level of inputs at the school-level. Improving quality requires us to make significant structural changes in our institutions, including accountability systems that measure student performance, incentives to improve performance, and local level autonomy that gives schools the power to make changes in their practices.

Uwezo starts a national conversation when it asks, **Are our Children Learning?** This is a question that we are asking far and wide and we hope it will be echoed by many so that we can push ourselves to do more on learning. Uwezo East Africa learnt from ASER India and builds its design and methodology from the pioneering approach of the Annual Status of Education Report (ASER, www.asercentre.org) in India. The key features of Uwezo are; that Uwezo like ASER is a household based nationwide survey that measures ability in basic literacy and numeracy among children between the ages of 6 and 16.

In Uganda we did the first assessment in 2010 and this report presents results from the second assessment conducted in 2011. At its core, Uwezo is a citizen-led assessment that complements education assessments conducted by Government. It is based on the concern that educational assessment studies have increased across East Africa but the use and impact appears to be limited. Uwezo seeks to fill this gap by generating household based data on children's literacy and numeracy across East Africa, in a manner that informs the public, stimulates countrywide debate, and creates demand for policy change from the bottom-up.

What is the scale of Uwezo?

Uwezo is designed to have scale for a greater impact to be achieved. It is a nationwide assessment covering 30 villages per district, 20 households per village and 1 school per village. Nationwide scale makes it more attractive to all stakeholder because every part of the country will easily identify with the results and allows for comparison. The table below gives a snapshot of the extend of our work so far:

| Scale | 2010 | 2011 |
|--------------------------------|--------|---------|
| District Reached | 27 | 80 |
| Households Reached | 16,200 | 48,000 |
| School Reached | 810 | 2400 |
| Children Reached (3-16 years) | 38,206 | 101,753 |
| Children Assessed (6-16 years) | 34,752 | 88,373 |

What are the other unique features of Uwezo?

Uwezo continues to uphold the features of simplicity. In this case we use simple but comprehensive tools to assess literacy and numeracy that can be easily administered; (Tests are based on primary two curriculum content analysis). We also use volunteers (60 volunteers per district) to administer the tests nationally. It shifts the assessment away from the domain of education experts to the public domain, hence galvanising public response and action to the schooling process. The survey is planned to provide input into the annual planning and budgeting process. Uwezo ensures that we stay current through our commitment to 100 days analysis. Uwezo assessment is conducted within a defined and relatively short period of time. Consequently there is no danger of collecting data that becomes stale due to long delays before analysis and use.

Uwezo also espouses the principle of building partnerships. Uwezo is driven by civil society. The collective approach of Uwezo that seeks concerted contribution from all, presents education coalitions with an opportunity to collectively augment existing efforts in the area of assessment. This approach is novel, given that much of the existing NGO effort is lone ranger, localised, has small geographic coverage and limited policy impact. Uwezo also realizes generating evidence alone is not enough. Uwezo therefore has a significant part of its work designed to communicate the results. Uwezo shares information in a manner that better informs the public, stimulates nation-wide citizen debate and creates pressure for policy change from the bottom up approach.

About this Report

This report presents data from 79 out of 80 districts. We are doing this to ensure that we can communicate to a broad range of audiences the key messages. Additional analytical papers will be developed for audiences that find these relevant. The report has got a section that focuses on the national level findings and then a snapshot for each of the districts is presented in about half a page. District summary report cards have been generated and will be shared with each of the districts. Although the report uses data from only 80 districts (as of 2007), the new districts will also find the information relevant since some of the information comes from the sub counties that were originally part of the old districts. This means that nationally each district should be able to use this information, since the re-demarcation of new districts does not result into a new set of social indicators immediately. However, all efforts will be made to try and cover the whole country eventually.

It is important to underscore that Uwezo is a citizen-driven initiative and hence we encourage open sharing of our information. All our data is available on our website (www.uwezo.net). We encourage students, policy makers and academicians to use this data and make more meaning out of it and also share their

findings with us. Uwezo believes that there can be change in the tide of learning if we all participate and do whatever each one can. We all recognize that our children are absorbing a lot of new information in their early years of primary school. The earlier we deal with the issue of improving quality teaching and learning practices at the early stages the better because if we do, children will be more likely to follow a high, upward trajectory of knowledge and skill acquisition. This is the aspirations of many parents and let us work to achieve that aspiration.

UWEZO 2011: Key facts and highlights

Fact 1: Children perform better when their parents visit the school and talk about learning.

- In English reading 40% of children in P3-P7 whose parents visited the school to talk about learning were competent compared to 34% who were competent but whose parents did not visit school to talk about the child's learning.

Fact 2: Children in lower primary who receive extra tuition/coaching are not any better in performance in English reading and basic mathematics than those who do not receive extra tuition

- Only 3 out of every 10 children in P3 who receive extra tuition could solve P2 division sums
- 7 out of every 10 children in P3 could not solve P2 division sums although they receive extra tuition
- 2 out of every 10 children in P3 could solve P2 division sums but did not receive extra tuition
- Only 12 out of every 100 children in P3 who receive extra tuition could read and comprehend a P2 level story text
- 8 out of every 10 children in P3 could not read and understand a P2 level story text although they receive extra tuition.

Fact 3: Many children in lower primary are still struggling to read English and do basic mathematics

- 9 out of every 10 children in P3 could not read and understand an English story text of P2 level difficulty.
- 7 out of every 10 children in P3 could not solve numerical written division sums of P2 level difficulty correctly.

Fact 4: Efforts to reduce teachers and pupils absenteeism is paying off

- Only 1 out of every 10 teachers was absent from school on the day of assessment
- Only 1 out of every 10 children was absent from school in the week of assessment

Fact 5: Children whose mothers are educated perform better in basic English reading and mathematics

- 6 out of every 10 of children in P3-P7 whose mothers had post-secondary level of education could read and understand a P2 level story text
- 7 out of every 10 of children in P3-P7 whose mothers had never acquired any level of education could not read and understand a P2 level story text.

Design and Methodology:

Choosing villages, Schools, Households and Children

Sampling methodology

The sample frame used for Uwezo 2011 assessment was adopted from the 2002 Uganda Population and Housing Census (UPHC) list of Enumeration Areas (EAs) provided by Uganda Bureau of Statistics (UBOS). The frame was updated in 2007/08 from 56 to 80 districts. A representative sample of 48,000 households was drawn for the survey using a stratified two stage sampling design.

In the first stage 30 EAs were selected in each of the 80 districts using probability proportional to size sampling. In each of the 30 selected EAs, a new list of household was generated and served as a sampling frame for the household in the second stage. The second and ultimate stage involved the selecting of 20 households from each of the 30 EAs using systematic sampling from household lists done prior the survey.

| | Uwezo 2010 | Uwezo 2011 |
|-------------------------------|--|--|
| Sample | Reached 27 districts, 810 villages, 16200 households | Reached 80 districts, 2400 villages, 48,000 households |
| Reached and assessed children | Reached 38, 206 children Assessed 34 752 children | Reached 101,753 children Assessed 88,373 children |
| Sampling villages | Random sample of 30 villages in each district | Random replacement of 10 villages in each of the 2010 villages; 20 old villages retained to form panel |
| Household listing and lists | Household listing and sampling was done prior assessment. Volunteer was given a list of sampled household. | Household listing and sampling was done prior assessment. Volunteer was given a list of sampled household. |
| Processes re-check | Process recheck conducted in 14(52%) randomly selected districts. No full district re-check done | Process recheck conducted in 20 (25%) randomly selected districts. Done one full district re-check. |

Selecting the schools

Government schools serving the assessment villages were selected for generation of school based data. In situations where a village did not have a government primary school serving it, then the school in the neighboring villages to which most of the children in that particular village attended was surveyed.

Selecting the children

The full assessment in reading and numeracy targeted all children who regularly reside in the household, between the ages of 6 – 16 years old irrespective of whether they were attending school or not. Overall a total of 88,373 children were assessed.

The Testing Tools and Processes

A rigorous process of test development yielded four sets of tests in English and mathematics with the same level of difficulty for use during the national assessment. This was done by a group of test developers and education experts. The Uganda P.2 curriculum was used as a point of reference in development of these tests.

Development of tests

A group of competent test developers and panelists including practicing primary school teachers and education experts undertook the process of developing the assessment tools. At different levels of development, these tests were widely shared with the researchers and educationalists. Extensive pre-testing in both rural and urban settings, including a full district pilot was done to further validate the tests.

| ASPECT | Uwezo 2010 | Uwezo 2011 |
|--|--|--|
| Background papers – tests and assessment | Preparation of background papers on tests and national assessment | Background papers done in 2009 applied in 2011 |
| Stakeholder buy-in | Held meetings with key stakeholder to introduce Uwezo | Retention of Ministry of Education and Sports (NCDC, UNEB) and Uganda Bureau of Statistics (UBOS) |
| Constitution of Test panels | Selection of 2 test experts and 2 panelists in English and Numeracy | Retained 2 test experts and introduced 2 new ones Re-constituted panelists including government agencies |
| Development and adopting the testing framework | Developing and adopting the testing framework | Adoption of the revised aspects of the framework in line with regional standards |
| Developing sample tests | Developing, reviewing and the framework of the four sample tests in each subject | Process maintained |
| Pre-tests | Done in rural and urban setting in 2 districts | Done in rural and urban setting in 3 districts |
| Reviewing tests | Reviews after each pre-test | Process maintained |
| District wide pilot | Done in 2 districts | Done in one district |
| Test validation | Done after the district-wide pilot | Process maintained |

Administering the test in English (Reading) and in numeracy

English reading test

The four developed sets of tests in English were produced at letter, words, paragraph and story levels. During the administration of tests, volunteers started with the letter level and would then progress a level higher depending on the child's ability. Ability to fluently read words was gauged on ease and accuracy. At paragraph and story level fluency was gauged on ability to read sentences accurately rather than as a string of words. Comprehension ability was gauged on accuracy of the child to read the given story and correctly answer the questions given orally.

Sample of reading test

Letter Identification, Word Level, Paragraph/Sentence Level, Story level, Questions:

| Letter identification (Should attempt any 5, at least 4 must be correct) | Word level (Should attempt any 5, at least 4 must be correct) | Paragraph/sentence Level (Should attempt any of the 2 paragraphs) | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|------|-------|---|---|---|---|---|---|--|-----|------|------|-----|-------|------|------|------|------|------|---|--|---|
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| i | e | d | p | a | | | | | | | | | | | | | | | | | | | | |
| n | s | c | f | g | | | | | | | | | | | | | | | | | | | | |
| dig | nose | good | leg | foot- | | | | | | | | | | | | | | | | | | | | |
| play | sick | ball | body | cold | | | | | | | | | | | | | | | | | | | | |
| Mr. Opio is my uncle. He is a good man. He gave me a pen. I like my pen. | My name is Amina. I have a big ball. It is in my bag. Mary gave it to me. | | | | | | | | | | | | | | | | | | | | | | | |
| Story Level: (Should attempt both questions) | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Sarah and Jane are good friends. They are pupils of Gulu Primary School. Sarah plays netball at school. Jane likes singing. Their teacher likes them. He took them to the zoo. They saw many animals. They were happy.</p> | | <p>Questions Who is Sarah's friend? What does Jane like?</p> | | | | | | | | | | | | | | | | | | | | | | |

Numeracy test

The numeracy tests were developed with eight levels and with a bonus test; counting of numbers 1-9, recognition of numbers 10-99, recognition of numbers 100-999, recognition of place values, and operation of whole numbers. Similarly in administration of the numeracy tests children were first made to attempt the counting level and were then taken higher depending on their ability in order to determine their numeracy skills.



Sample of Mathematics test

Counting:

How many members are there in each set?

(Should attempt any 5, atleast 4 must be correct)



Number Recognition 10 – 99 : (Should attempt any 5, atleast 4 must be correct)

| | | | |
|-----------|-----------|-----------|-----------|
| 15 | 47 | 25 | 23 |
| 30 | 94 | 36 | 51 |

Number Recognition 100 – 999: (Should attempt any 5, atleast 4 must be correct)

| | | | |
|------------|------------|------------|------------|
| 104 | 129 | 200 | 476 |
| 374 | 234 | 581 | 943 |

Place value: (The child to place the lined number in its right place value)

| Number | H | T | O |
|------------|---|---|---|
| 263 | | | |
| 453 | | | |
| 578 | | | |

| Addition (Should attempt any 3, atleast 2 must be correct) | Subtraction -Should attempt any 3(one from each row), atleast 2 must be correct | Multiplication -Should attempt any 3(atleast 2 must be correct) | Division -Should attempt any 3(atleast 2 must be correct) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|--------------------------|--------------------------|--------------------------|------------------------|------------------------|------------------------|--|----------------------|----------------------|----------------------|--------------------------|--------------------------|--------------------------|------------------------|------------------------|------------------------|--|--------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|--|--------------|--------------|--------------|---------------|
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| 1 3 + 4 5 ____ | 3 5 + 5 1 ____ | 4 3 + 2 3 ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 2 5 + 1 2 2 ____ | 1 2 1 + 6 5 4 ____ | 2 5 6 - 3 1 2 ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 1 6 + 4 2 ____ | 3 5 3 + 2 3 ____ | 2 4 9 - 5 6 ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 9 - 4 5 ____ | 7 8 - 3 4 ____ | 8 4 - 6 2 ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 3 4 - 3 2 3 ____ | 6 3 5 - 1 1 2 ____ | 5 5 6 - 4 3 2 ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 5 4 - 3 4 ____ | 2 6 5 - 1 4 ____ | 5 8 7 - 6 5 ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 x 1 = ____ | 6 x 2 = ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 x 6 = ____ | 9 x 2 = ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 x 2 = ____ | 6 x 3 = ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 x 8 = ____ | 4 x 2 = ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 ÷ 2 = ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 ÷ 2 = ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 ÷ 3 = ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 ÷ 5 = ____ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Tell the time: (Should attempt any 3, atleast 2 must be correct - for half and full hour)



Communication and impact of the 2010 ALA Report

Communication is at the heart of Uwezo process and through this, Uwezo creates public awareness on children's learning which generates public pressure and motivates citizens to take action on education and learning. Uwezo believes that every citizen has a role to play in promoting children's learning.

Communication Materials used as a call for action

As a Headteacher;

1 Do you discuss your children's learning with their teachers? Yes No

2 Do you discuss the test performance of your children?

3 Do you discuss the test results with the parents?

4 Do you have frequent test meetings with the teachers?

5 Do you have frequent test meetings with the parents?

6 Do you discuss the children's learning with other parents? Yes No

You and I can create change in learning

As a parent;

1 Do you discuss your children's learning with their teachers? Yes No

2 Do you create time for your children to revise at home?

3 Do you ask your children to read to you at home?

4 Do you provide time for your children to read before they go to school? Yes No

5 Do you discuss about children's learning with other parents? Yes No

6 Do you spend time with your children about their school learning? Yes No

You and I can create change in learning

Our village market

People also come to buy clothes. Our school is near the market. Children go to the market to buy books. We like our market.

Uwezo Uganda is funded by the Uganda National NGO Forum. Plot 25, Kampala, P.O. Box 454, Kampala. Tel: 0414 012 272, 0412 260 375, Fax: 0412 260 372 Email: info@uwezo.org

Dissemination of 2010 Findings



Key dignitaries unveiling the Uwezo 2010 report



The RDC Ibanda district officiating at the district launch



Uwezo Uganda participating in the National Civil Society Fair

Uwezo ALA 2010 in the media

Most pupils can't read, says new report

We are talking about UPE failures but what happened to the children?

Govt disputes UPE report

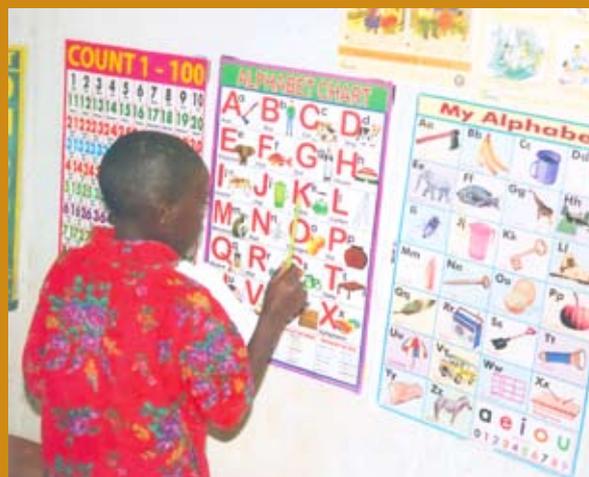
P3 pupils reaching the defined proficiency levels

| Category | Percentage |
|----------|------------|
| Numeracy | 74.8% |
| Literacy | 71.4% |
| (Other) | 68.1% |

Uwezo in the community



A child reading to the volunteer as the parent watches



A child reading letters at Mabombwe Learning Community Center

Focus on Mabombwe village initiative

Contributor: Bakyekose Winnie, Volunteer Wakiso District

In April 2010 I one of the lucky persons to be selected as a volunteer from Mabombwe village. Since then I have been part of the Uwezo family and this year round I got a second chance to be the volunteer for that village after a new process where I had to apply. Ever since joining Uwezo changes have happened in my village and in my home within a space of only two years. With my first experience as a volunteer, I realized that children in Mabombwe village were hardly doing the Uwezo test, yet the tests were at a level of P2. A thought then came to my mind that there was need for something to be done to address this problem. This was an eye opener which led me to think twice and decide to start this initiative whose objective is to improve on children's learning capabilities and promote and increase parents participation in children's learning. The initiative also intends to initiate inter- primary school junior quiz competition for literacy and numeracy within our community. I therefore embarked on the journey of creating change first in my own village. I talked to my parents about this big problem in our village and asked them for a room we were not using so I would embark on my desire of helping the children in my village to learn.

At the beginning I started the Sunday learning classes with three children who used to come for reading lessons but later on the number increased to ten children, and currently the number of children is 40. Lessons are conducted on Sunday afternoon, where by I use alphabetical charts, health posters, newspapers, English story books, Uwezo assessment tests and mathematics text books to teach the children. I always give children work to be done at home in order to involve parents as well.

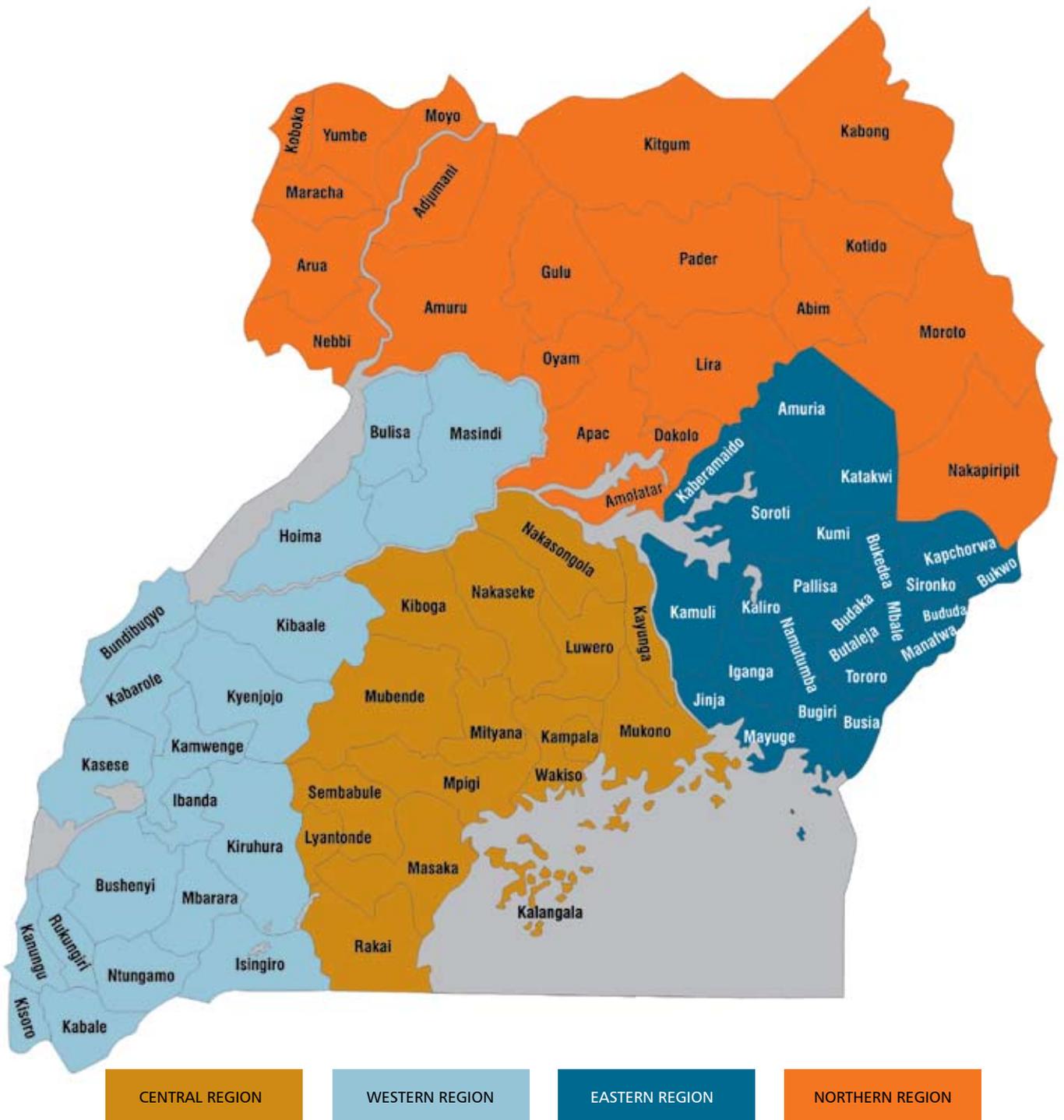
After the second Uwezo assessment when the number of children increased, I had to ask my mother for a second room where at times together with another concerned parent we teach the children. This has however not been without challenges, being a student some weekends I fail to make it as I also have to study and getting another person requires giving him/her some allowance. Most parents are not educated hence cannot help the children with home work given. The space to accommodate the classes is also still a challenge especially as the number keeps growing and reading materials are insufficient.

Nevertheless the uwezo initiative has made me a better citizen who hopes for a transformation in my village. Little did I know at the beginning when I was selected as a volunteer that I would carry on this task for more than the three days of the assessment. Uwezo has made me an icon in my village among parents and children and am glad to be associated with it.

Structure of the report

This report is presented in 3 major sections. The **first section** outlines the technical and administrative aspects of the assessment. It details the sampling strategy, test development processes, communication strategy. The **second section** presents the actual findings of competency levels of children 6-16 in literacy and numeracy within a broader national picture. **Subsequent sections** are a presentation of data based on findings from statistical regions but with district specific data.

Map showing 2011 assessment districts(as of 2007)





NATIONAL SYNTHESIS



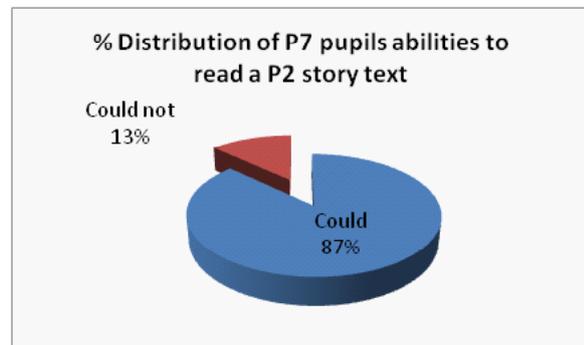
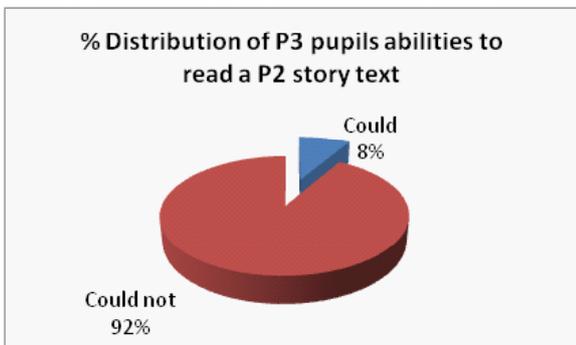
THE OVERALL COMPETENCE LEVEL IN READING

UWEZO 2011 recorded English reading levels as:

- **Level 1 (non-readers)** is the inability to even recognize letters of the alphabet.
- **Level 2 (letter)** is the ability to recognize letters of the alphabet ONLY
- **Level 3 (word)** is the ability to read words of primary 2 level difficulty ONLY
- **Level 4 (sentence)** is the ability to read a paragraph of primary 2 level difficulty ONLY
- **Level 5 (story)** is the ability to correctly read a 'story' text of Primary 2 level difficulty ONLY
- **Level 6 (comprehension)** is the ability to correctly read and understand a 'story' text of Primary 2 level difficulty

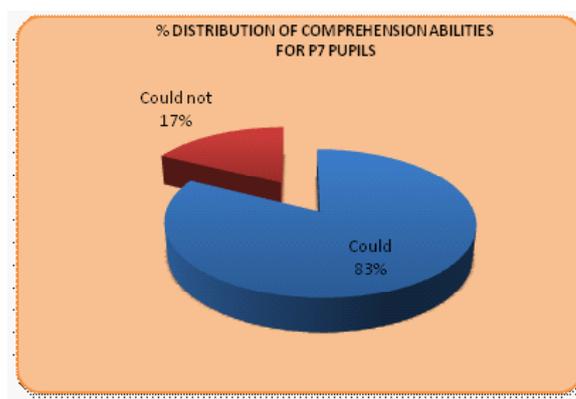
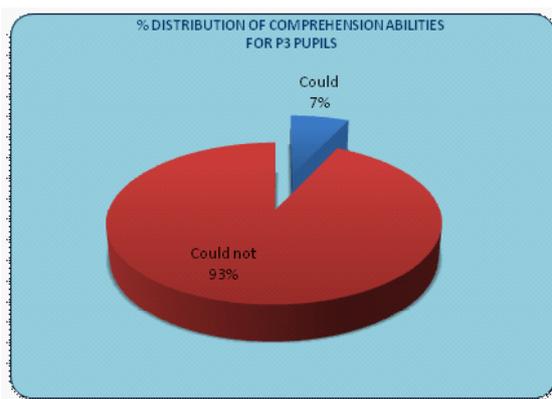
| Percentage distribution for reading competencies by class, P1 - P7 | | | | | | |
|--|-------------|-------------|-------------|------------|-------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Total |
| P1 | 61.1 | 33.4 | 4.2 | 0.9 | 0.5 | 100.0 |
| P2 | 38.3 | 34.0 | 13.3 | 3.2 | 2.3 | 100.0 |
| P3 | 20.7 | 37.7 | 25.3 | 8.0 | 8.3 | 100.0 |
| P4 | 10.5 | 24.7 | 27.3 | 16.5 | 21.1 | 100.0 |
| P5 | 5.0 | 12.5 | 20.1 | 19.4 | 42.7 | 100.0 |
| P6 | 2.5 | 4.8 | 9.7 | 12.3 | 70.6 | 100.0 |
| P7 | 1.8 | 1.5 | 3.5 | 6.0 | 87.1 | 100.0 |
| Total | 25.4 | 26.4 | 15.4 | 8.9 | 23.9 | 100.0 |

At least **9 out of every 10 (92%)** of all children in P3 could not read a P2 English level story text. On the other hand, 9 out of every 10 children in P.7 could read a P2 English level story text.

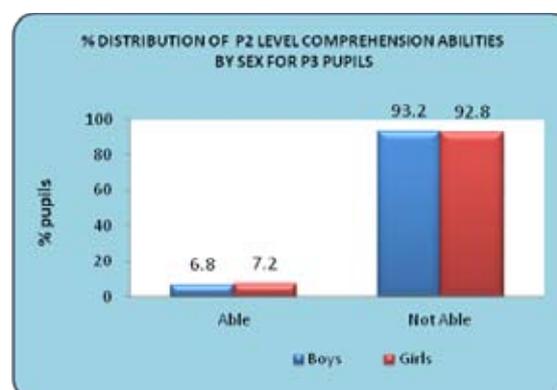
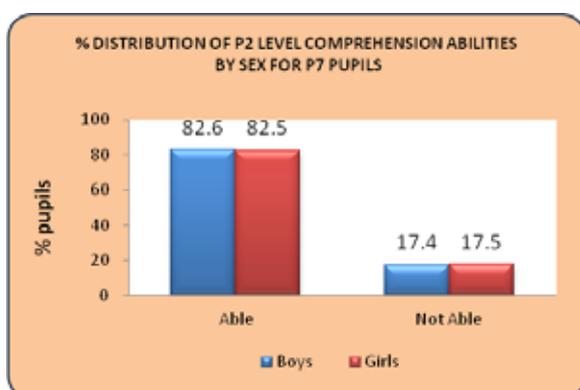


| Percentage distribution for comprehension competencies by class, P3 - P7 | | |
|--|---------------|--------------|
| Class | comprehension | Total |
| P3 | 85.9 | 100.0 |
| P4 | 91.8 | 100.0 |
| P5 | 92.4 | 100.0 |
| P6 | 94.8 | 100.0 |
| P7 | 96.9 | 100.0 |
| Total | 93.8 | 100.0 |

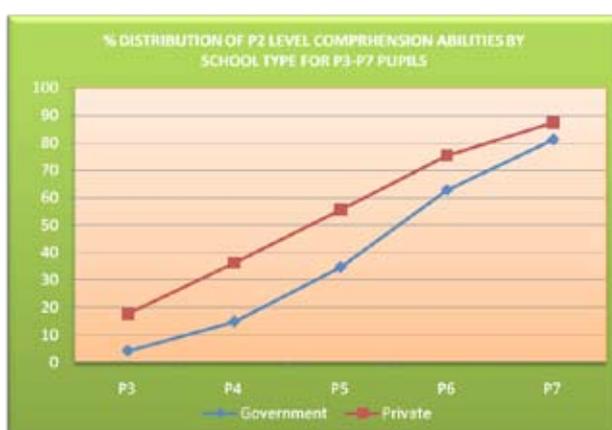
Of all children in P3 who could read a P2 English level story text, about **9 out of every 10 could comprehend** the story implying that at least 1 out of every ten children could not comprehend the story.



Overall **at least one out of every five** (21%) of all the class **P3** children sampled across the country could not even recognize letters of the English alphabet; and **only 7%** could **read and understand** an English story text of class P2 level difficulty. Almost one out of every five (17%) of all the class P7 children could not read and understand an English story text of class P2 level difficulty.



There were **no gender differences** in English reading comprehension competencies at both **lower and upper primary** levels. Of all the class P3 children slightly more girls (7.2%) could **read and understand** an English story text of class P2 level difficulty, compared to boys (6.8%). And, there was hardly any difference between boys (82.6%) and girls (82.5%) in class P7 among all the children that could **read and understand** an English story text of P2 level difficulty.



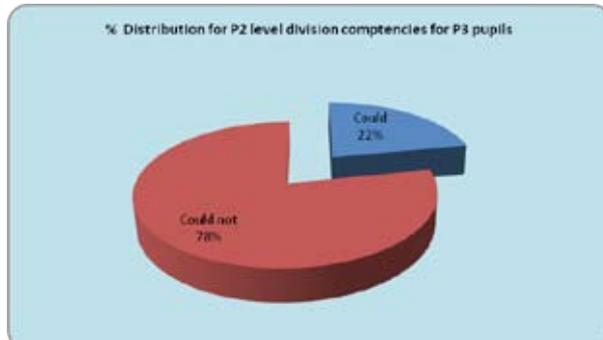
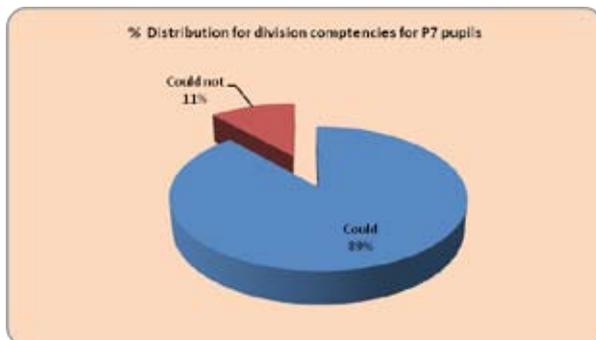
The **type of school** attended by the children – whether **government-aided or private** school – had relatively **limited influence** on the children’s English reading comprehension **competencies in upper primary** compared to lower primary level. Whereas there were considerable differences in English **reading** comprehension competencies among **class P3** children skewed **in favor of private schools** (17.5%) compared to government-aided schools (4.1%), **this difference is considerably reduced among class P7** children. 81.2% of all the class **P7** children who attended government-aided schools could **read and understand** an English story text of class P2 level difficulty, compared to 87.3% who attended private schools.

OVERALL COMPETENCE LEVELS IN MATHEMATICS

UWEZO 2011 recorded mathematics levels as:

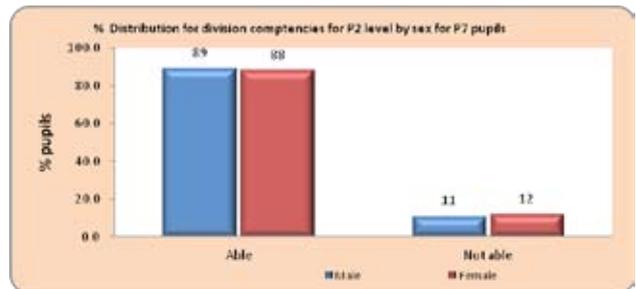
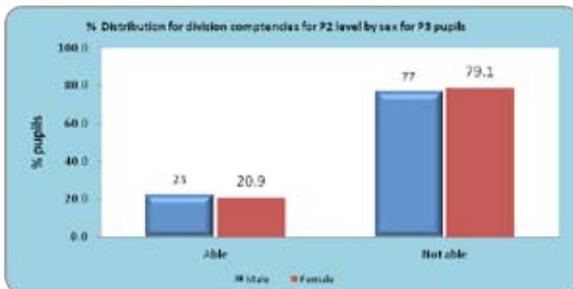
- **Level 1 (nothing)** as the inability to count a least 4 out 5 numerical numbers from 1 – 9.
- **Level 2 (1-9)** as the ability to count numerical numbers from 1 to 9 only
- **Level 3 (10-99)** as the ability to recognize numerical numbers from 10 to 99 only
- **Level 4 (addition)** as the ability to solve at least two numerical written addition sums of primary 2 difficulty only
- **Level 5 (subtraction)** as the ability to solve at least two numerical written subtraction sums of primary 2 difficulty only
- **Level 6 (multiplication)** as the ability to solve at least two numerical written multiplication sums of primary 2 difficulty only
- **Level 7 (division)** as the ability to solve at least two numerical written division sums of primary 2 difficulty

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|-------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | count 1-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 45.4 | 42.1 | 4.6 | 4.7 | 1.6 | 0.7 | 1.0 | 100 |
| P2 | 17.2 | 44.6 | 10.7 | 16.6 | 5.9 | 2.0 | 3.0 | 100 |
| P3 | 2.1 | 22.8 | 15.0 | 24.1 | 15.5 | 7.7 | 12.9 | 100 |
| P4 | 1.5 | 5.7 | 3.9 | 20.8 | 27.7 | 9.2 | 31.1 | 100 |
| P5 | 1.2 | 1.8 | 2.1 | 16.5 | 16.9 | 16.3 | 45.2 | 100 |
| P6 | 1.6 | 2.9 | 0.0 | 6.4 | 6.0 | 9.5 | 73.6 | 100 |
| P7 | 0.0 | 1.3 | 0.0 | 3.8 | 8.1 | 13.0 | 73.9 | 100 |
| Total | 14.6 | 22.4 | 6.2 | 13.9 | 11.4 | 6.9 | 24.5 | 100 |

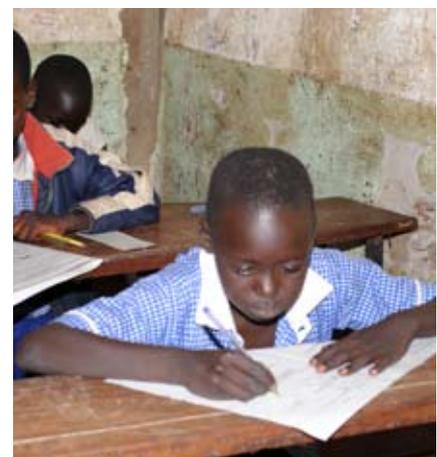
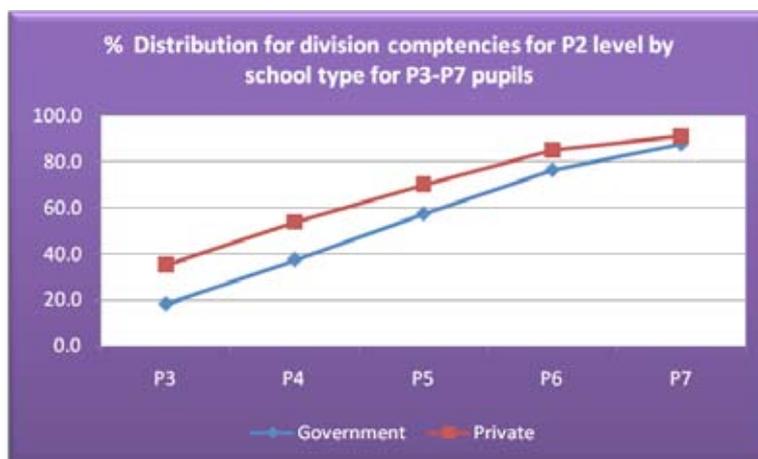


At least one out of every five (22%) of all class **P3** children could **not** solve numerical written division sums of P2 level difficulty correctly. **More than one out of every ten** (11%) of all class **P7** children could **not** solve numerical written division sums of P2 level difficulty correctly.

| % Distribution for division competencies for P2 level by sex for P1-P7 pupils | | | | | | |
|---|--------------|--------------|------------|--------------|--------------|------------|
| Class | Boys | | | Girls | | |
| | Could | Could not | Total | Could | Could not | Total |
| P1 | 1.4 | 98.6 | 100 | 1.2 | 98.8 | 100 |
| P2 | 7.7 | 92.3 | 100 | 6.5 | 93.5 | 100 |
| P3 | 22.8 | 77.2 | 100 | 20.9 | 79.1 | 100 |
| P4 | 42.2 | 57.8 | 100 | 38.9 | 61.1 | 100 |
| P5 | 60.1 | 39.9 | 100 | 59.3 | 40.8 | 100 |
| P6 | 78.9 | 21.1 | 100 | 77.3 | 22.8 | 100 |
| P7 | 89.1 | 11.0 | 100 | 88.0 | 12.0 | 100 |
| Total | 33.41 | 66.59 | 100 | 32.94 | 67.06 | 100 |



Gender differences in division mathematics competencies were very **slightly skewed in favor of boys** at both **lower and upper primary** levels. Of all the class P3 children slightly more boys (22.8%) could solve numerical written division sums of P2 level difficulty correctly, compared to girls (20.9%). But, there was relatively lesser difference between boys (89.1%) and girls (88%) in class P7 among all the children that could solve numerical written division sums of P2 level difficulty correctly.

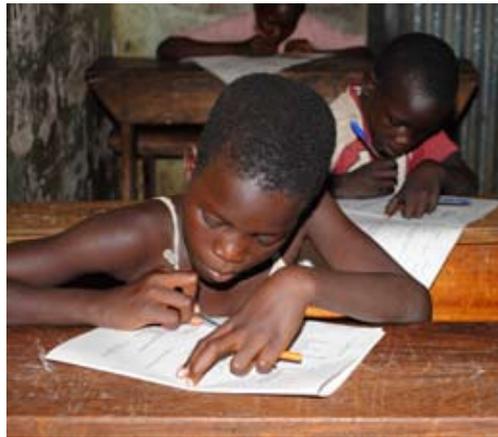
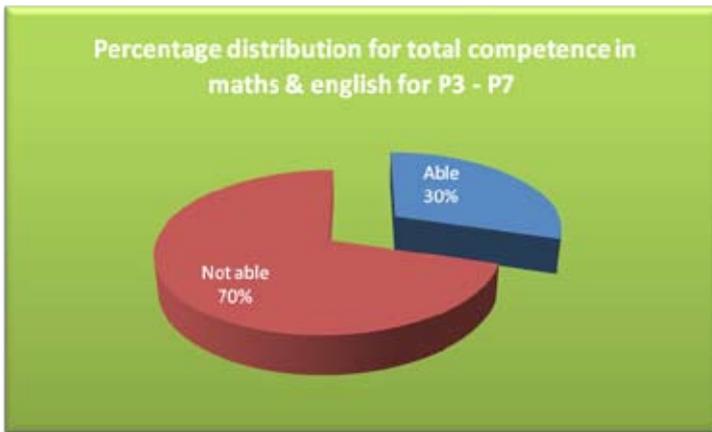


The **type of school** attended by the children – whether **government-aided or private** school – had relatively **limited influence** on the children’s division **competencies in upper primary** compared to lower primary level.

Whereas there were considerable differences in division competencies among **class P3** children **skewed in favor of private schools** (35.1%) compared to government-aided schools (18.2%), **this difference is considerably reduced among class P7** children . 87.8% of all the class **P7** children who attended government-aided schools could solve numerical written division sums of class P2 level difficulty, compared to 91.4% who attended private schools.

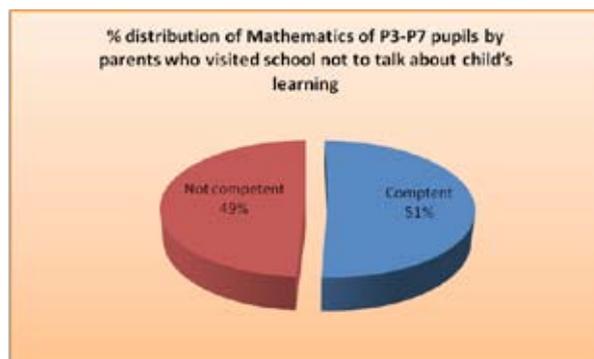
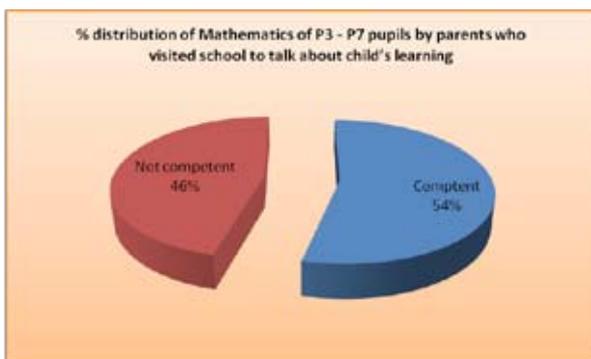
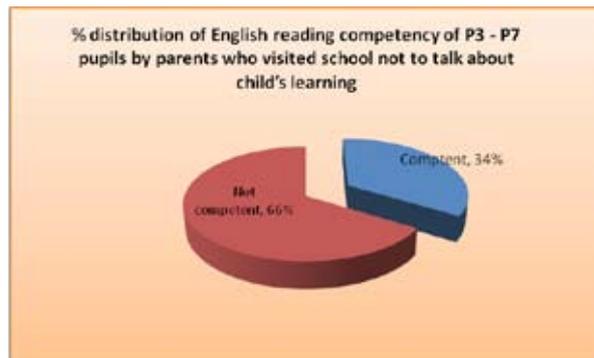
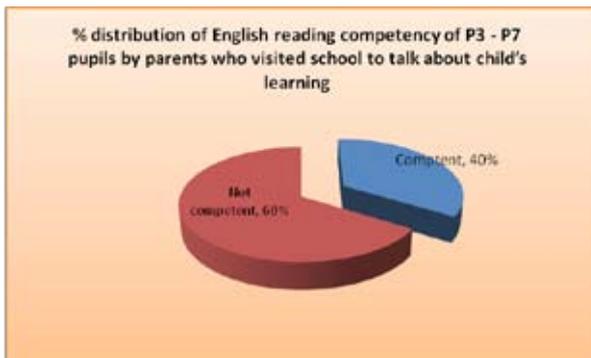


Total competency



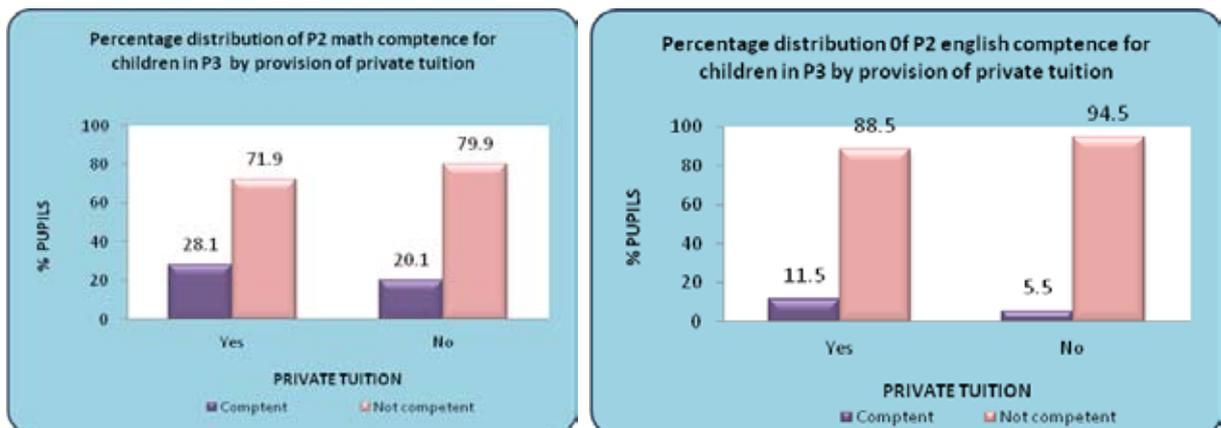
Only **three out of ten** (29.7%) of all class **P3-P7** pupils could both read and understand an English story text of class P2 level difficulty as well as solve numerical written division sums of P2 level difficulty correctly.

The overall competence levels in English reading and Mathematics in relation to Household factors

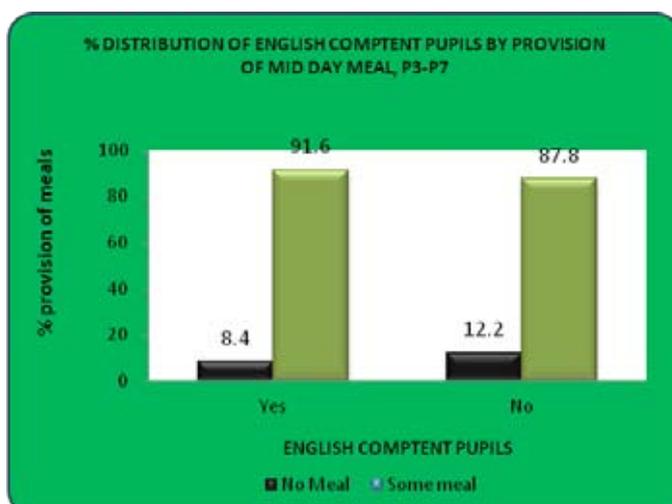


Parents **visiting the school to talk about a child's learning** had a relatively **positive influence on children's competencies** in both English reading comprehension and division mathematics. For example, 40% of all class P3-P7 pupils whose parents reported visiting the child's school in the past one year to talk about the child's learning could read and understand an English story text of class P2 level difficulty, compared to only 34% pupils whose parents reported not visiting the child's school in the past one year to talk about the child's learning.

Competence by provision of private tuition (coaching)

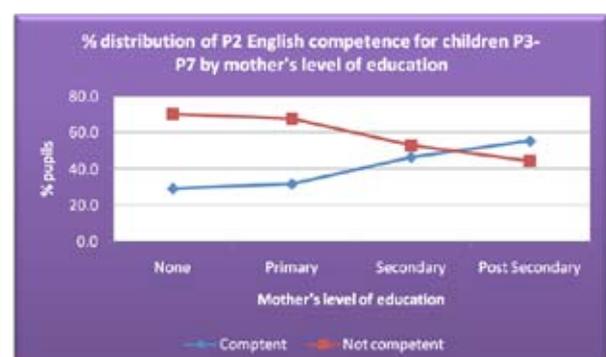
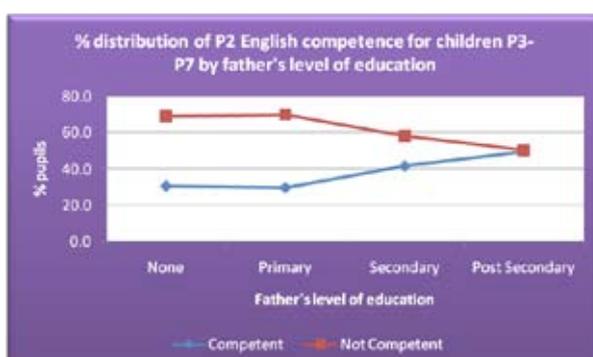


Provision of **private tuition (coaching)** had **minimal influence on children's competencies** in English reading comprehension and division mathematics in **lower primary** level. 28% of all class P3 pupils whose parents reported providing private tuition could solve numerical written division sums of P2 level difficulty correctly, compared to 20% pupils whose parents reported not providing private tuition.

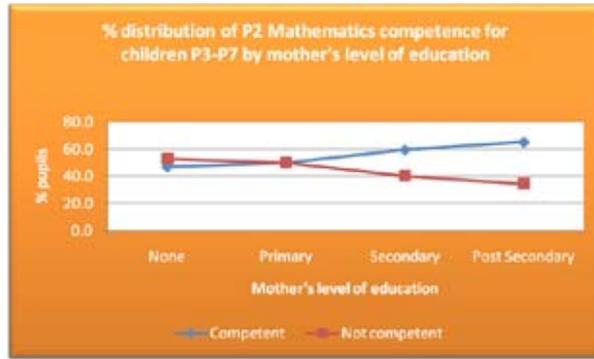
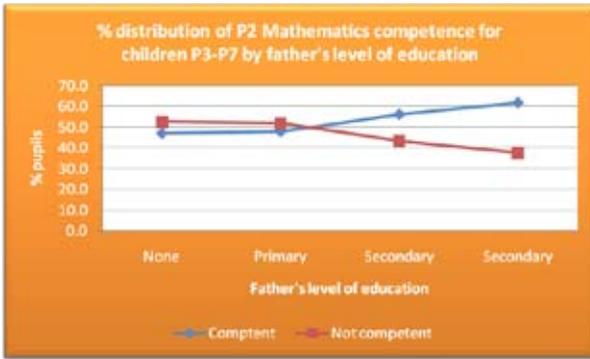


Provision of **some form of mid-day meal** had a **positive influence on children's competencies** in English reading comprehension. 92% of all class P3-P7 pupils whose parents reported providing some form of mid-day meal could read and understand an English story text of class P2 level difficulty, compared to only 88% pupils whose parents reported not providing some form of mid-day meal.

% distribution of English reading comprehension competencies of P3-P7 pupils by father and mothers' level of education



% distribution of division mathematics competencies of P3-P7 pupils by father and mother's level of education



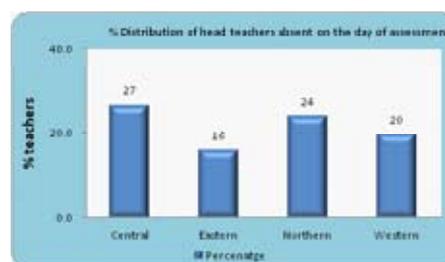
Parents' level of education had a positively relative influence on children's competencies in English reading comprehension and division mathematics, with mothers' level of education having more relative influence than the fathers' level of education.



Some school indicators

Percentage of head teachers absent on day of assessment

| Region | Percentage |
|----------|------------|
| Central | 26.7 |
| Eastern | 16.0 |
| Northern | 24.1 |
| Western | 19.8 |
| Uganda | 20.9 |



| | % teacher absent on assessment day | pupil teacher ratio |
|----------|------------------------------------|---------------------|
| Central | | 48.7 |
| Eastern | 13.0 | 63.2 |
| Northern | 15.7 | 64.9 |
| Western | 14.0 | 53.4 |
| Uganda | 13.8 | 58.9 |

Percentage of pupil's absent during the week of assessment as per enrollment by region

| | |
|----------|------|
| Central | 26.3 |
| Eastern | 19.8 |
| Northern | 25.0 |
| Western | 23.9 |
| Uganda | 23.1 |

One 2 of every ten (20.9%) of all the head teachers of the schools sampled across the county were absent from the school on the day of the Uwezo assessment. About **1 out of 10 teachers** were absent on the day of the assessment and **2 out 10 pupils** were absent in the week of assessment.

% Number of schools with selected events and facilities by district

| | No. of schools surveyed | Event | | | | Facility | | |
|--------------|-------------------------|----------------------------|-------------|-------------|--------------|--------------|-------------|-------------|
| | | Music, dance and drama day | Class day | Sports day | Mid day meal | Water source | Library | Play field |
| Central | 416 | 80.0 | 66.6 | 84.4 | 61.5 | 57.7 | 32.7 | 75.5 |
| Eastern | 639 | 86.1 | 70.1 | 91.2 | 33.0 | 51.5 | 17.4 | 86.2 |
| Northern | 539 | 73.5 | 68.1 | 85.7 | 22.4 | 66.0 | 34.0 | 90.2 |
| Western | 531 | 78.9 | 69.7 | 91.3 | 18.6 | 61.2 | 36.2 | 82.9 |
| Total | 2,125 | 79.9 | 68.8 | 88.5 | 32.3 | 58.8 | 29.3 | 84.3 |

% schools with Mathematics and English learning materials by district

| | No. of schools surveyed | Mathematics | | | | English | | | |
|--------------|-------------------------|---------------|---------------------------------|-------------|-------------|-----------------------|---|-------------------------------------|--|
| | | Practice book | Thematic curricular flash cards | Abacus | Counters | English resource book | English thematic curricular wall charts | English thematic curriculum readers | English thematic curriculum flashcards |
| Central | 416 | 78.8 | 63.2 | 72.1 | 77.4 | 76.4 | 78.4 | 53.6 | 53.4 |
| Eastern | 639 | 68.5 | 68.1 | 74.3 | 84.7 | 69.5 | 76.7 | 48.2 | 56.2 |
| Northern | 539 | 75.3 | 70.1 | 70.5 | 82.4 | 71.2 | 75.0 | 63.5 | 66.4 |
| Western | 531 | 69.3 | 58.0 | 72.9 | 77.4 | 74.4 | 71.8 | 46.9 | 48.4 |
| Total | 2,125 | 72.5 | 65.1 | 72.6 | 80.8 | 72.5 | 75.3 | 52.8 | 56.3 |

Only **3 out of ten** (29.3%) of all the schools reported having library facilities. Only **5 out of 10** and **6 out 10** schools reported having English thematic curriculum readers and flashcards respectively.

Percentage distribution for provision of mid meal day for children in P3-P7

| | No meal | Some meal | Total |
|---------------|-------------|-------------|--------------|
| Central | 5.4 | 94.7 | 100.0 |
| Eastern | 13.5 | 86.5 | 100.0 |
| Northern | 16.3 | 83.7 | 100.0 |
| Western | 7.6 | 92.4 | 100.0 |
| Uganda | 10.9 | 89.1 | 100.0 |

Nationally, about 9 out 10 parents reported to provide some mid meal for children in P3-P7.



REGIONAL SYNTHESIS

CENTRAL

CENTRAL

KALANGALA

Reading

| Percentage distribution for competence in English by class, P1 - P6 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 33.2 | 60.7 | 6.1 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 12.0 | 67.8 | 16.7 | 3.5 | 0.0 | 0.0 | 100.0 |
| P3 | 5.8 | 34.7 | 36.6 | 9.6 | 0.0 | 13.4 | 100.0 |
| P4 | 6.8 | 8.5 | 18.7 | 32.0 | 0.0 | 34.0 | 100.0 |
| P5 | 0.0 | 8.9 | 3.6 | 23.3 | 1.7 | 62.4 | 100.0 |
| P6 | 2.6 | 2.6 | 5.1 | 5.2 | 5.2 | 79.4 | 100.0 |
| Total | 13.9 | 38.5 | 13.6 | 10.4 | 0.7 | 23.0 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P6 | | | | | | | | |
|--|------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 15.4 | 54.1 | 11.8 | 7.7 | 6.0 | 1.7 | 3.3 | 100 |
| P2 | 8.4 | 21.4 | 7.2 | 19.0 | 10.7 | 17.9 | 15.4 | 100 |
| P3 | 3.9 | 5.8 | 17.4 | 5.7 | 19.3 | 11.5 | 36.5 | 100 |
| P4 | 6.8 | 3.4 | 1.7 | 11.9 | 18.7 | 8.5 | 49.1 | 100 |
| P5 | 0.0 | 0.0 | 3.6 | 3.6 | 16.2 | 9.0 | 67.6 | 100 |
| P6 | 2.6 | 0.0 | 0.0 | 0.0 | 0.0 | 10.2 | 87.2 | 100 |
| Total | 7.9 | 21.3 | 7.9 | 9.1 | 11.3 | 9.1 | 33.5 | 100 |

Facts

- 13 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 37 out of 100 children in P3 are able to solve P2 level division sums

KAMPALA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 16.8 | 55.0 | 20.5 | 6.3 | 0.0 | 1.3 | 100.0 |
| P2 | 6.9 | 24.0 | 36.9 | 20.2 | 4.1 | 7.9 | 100.0 |
| P3 | 1.9 | 16.5 | 22.5 | 22.5 | 7.9 | 28.8 | 100.0 |
| P4 | 1.1 | 7.0 | 11.6 | 18.5 | 2.3 | 59.5 | 100.0 |
| P5 | 1.3 | 1.3 | 11.2 | 18.7 | 6.3 | 61.2 | 100.0 |
| P6 | 0.0 | 0.0 | 0.0 | 1.9 | 11.4 | 86.7 | 100.0 |
| P7 | 1.3 | 0.0 | 2.6 | 2.5 | 3.7 | 89.9 | 100.0 |
| Total | 4.3 | 15.6 | 16.7 | 14.2 | 4.9 | 44.3 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 9.0 | 51.7 | 15.3 | 15.2 | 5.0 | 1.2 | 2.6 | 100 |
| P2 | 5.0 | 17.8 | 15.9 | 17.1 | 21.0 | 7.9 | 15.2 | 100 |
| P3 | 0.0 | 3.9 | 8.7 | 14.6 | 28.7 | 8.8 | 35.3 | 100 |
| P4 | 1.2 | 1.1 | 3.5 | 5.8 | 20.7 | 16.1 | 51.7 | 100 |
| P5 | 1.3 | 0.0 | 3.6 | 3.8 | 18.7 | 13.6 | 59.0 | 100 |
| P6 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 13.4 | 86.6 | 100 |
| P7 | 2.6 | 1.3 | 0.0 | 1.3 | 0.0 | 3.8 | 91.0 | 100 |
| Total | 2.8 | 11.1 | 7.4 | 9.1 | 15.1 | 9.1 | 45.5 | 100 |

Facts

- 29 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 35 out of 100 children in P3 are able to solve P2 level division sums

KAYUNGA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 63.7 | 33.9 | 2.2 | 0.0 | 0.0 | 0.3 | 100.0 |
| P2 | 36.7 | 51.1 | 10.8 | 0.7 | 0.0 | 0.7 | 100.0 |
| P3 | 20.7 | 53.5 | 19.5 | 2.3 | 0.9 | 3.2 | 100.0 |
| P4 | 13.8 | 40.7 | 27.4 | 11.0 | 0.7 | 6.5 | 100.0 |
| P5 | 5.4 | 21.2 | 23.8 | 22.1 | 2.7 | 24.7 | 100.0 |
| P6 | 0.9 | 9.8 | 25.6 | 15.1 | 5.9 | 42.7 | 100.0 |
| P7 | 0.0 | 7.8 | 7.3 | 13.5 | 7.8 | 63.7 | 100.0 |
| Total | 26.8 | 34.5 | 15.8 | 7.8 | 1.7 | 13.5 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 36.5 | 45.1 | 7.7 | 7.0 | 2.3 | 1.3 | 0.0 | 100 |
| P2 | 16.5 | 29.8 | 19.6 | 15.3 | 6.1 | 4.9 | 7.8 | 100 |
| P3 | 4.7 | 11.4 | 13.1 | 23.6 | 18.1 | 11.6 | 17.5 | 100 |
| P4 | 3.1 | 6.7 | 7.5 | 16.1 | 19.4 | 11.1 | 36.1 | 100 |
| P5 | 1.8 | 1.2 | 2.8 | 7.1 | 19.0 | 11.7 | 56.3 | 100 |
| P6 | 0.9 | 0.0 | 0.8 | 4.1 | 6.6 | 14.2 | 73.4 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 2.4 | 2.6 | 6.6 | 88.4 | 100 |
| Total | 12.7 | 18.1 | 8.3 | 11.5 | 10.8 | 8.0 | 30.7 | 100 |

Facts

- 3 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 18 out of 100 children in P3 are able to solve P2 level division sums

KIBOGA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 60.8 | 35.9 | 1.7 | 0.0 | 1.1 | 0.5 | 100.0 |
| P2 | 28.9 | 51.9 | 14.4 | 2.5 | 0.0 | 2.4 | 100.0 |
| P3 | 13.8 | 40.7 | 30.0 | 4.6 | 2.8 | 8.2 | 100.0 |
| P4 | 9.0 | 25.2 | 28.3 | 10.7 | 3.6 | 23.2 | 100.0 |
| P5 | 3.5 | 15.6 | 30.1 | 6.9 | 5.2 | 38.7 | 100.0 |
| P6 | 5.2 | 6.5 | 7.7 | 9.1 | 9.0 | 62.6 | 100.0 |
| P7 | 3.3 | 1.6 | 6.3 | 8.2 | 9.9 | 70.7 | 100.0 |
| Total | 23.4 | 29.0 | 16.6 | 5.1 | 3.6 | 22.4 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 29.5 | 50.4 | 9.8 | 2.7 | 2.2 | 0.6 | 4.9 | 100 |
| P2 | 7.9 | 31.1 | 25.9 | 12.7 | 12.0 | 4.9 | 5.6 | 100 |
| P3 | 1.8 | 9.9 | 13.4 | 22.4 | 18.9 | 6.4 | 27.3 | 100 |
| P4 | 0.9 | 3.6 | 8.9 | 8.9 | 20.4 | 8.0 | 49.4 | 100 |
| P5 | 0.0 | 0.9 | 0.9 | 9.5 | 22.4 | 11.2 | 55.2 | 100 |
| P6 | 1.3 | 0.0 | 0.0 | 5.0 | 9.1 | 6.5 | 78.1 | 100 |
| P7 | 1.7 | 0.0 | 0.0 | 0.0 | 0.0 | 4.8 | 93.5 | 100 |
| Total | 8.8 | 18.8 | 9.7 | 9.0 | 12.2 | 5.6 | 36.0 | 100 |

Facts

- 8 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 27 out of 100 children in P3 are able to solve P2 level division sums

LUWERO

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 40.2 | 48.1 | 9.5 | 1.4 | 0.5 | 0.5 | 100.0 |
| P2 | 17.1 | 47.8 | 26.4 | 6.5 | 0.0 | 2.2 | 100.0 |
| P3 | 9.9 | 31.7 | 26.1 | 16.8 | 1.2 | 14.3 | 100.0 |
| P4 | 7.8 | 11.2 | 20.9 | 20.5 | 8.6 | 31.0 | 100.0 |
| P5 | 3.9 | 5.3 | 15.0 | 15.0 | 4.6 | 56.2 | 100.0 |
| P6 | 4.2 | 4.2 | 7.5 | 7.4 | 2.5 | 74.2 | 100.0 |
| P7 | 3.9 | 5.1 | 3.8 | 3.8 | 1.3 | 82.1 | 100.0 |
| Total | 14.9 | 25.0 | 16.3 | 10.4 | 2.7 | 30.7 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 24.8 | 47.7 | 8.8 | 11.2 | 4.7 | 1.4 | 1.4 | 100 |
| P2 | 9.3 | 21.4 | 11.4 | 20.0 | 18.6 | 5.6 | 13.7 | 100 |
| P3 | 4.3 | 8.6 | 5.5 | 18.0 | 22.8 | 11.1 | 29.7 | 100 |
| P4 | 2.6 | 3.9 | 0.7 | 17.1 | 9.9 | 10.0 | 55.9 | 100 |
| P5 | 2.6 | 2.0 | 3.9 | 5.2 | 11.8 | 8.6 | 66.1 | 100 |
| P6 | 2.5 | 4.2 | 0.8 | 6.6 | 3.4 | 3.3 | 79.3 | 100 |
| P7 | 2.6 | 1.3 | 1.3 | 6.4 | 3.9 | 9.0 | 75.6 | 100 |
| Total | 8.5 | 15.8 | 5.2 | 12.6 | 11.1 | 6.7 | 40.2 | 100 |

Facts

- 14 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 30 out of 100 children in P3 are able to solve P2 level division sums

LYANTONDE

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 59.7 | 33.4 | 4.3 | 0.8 | 0.0 | 1.8 | 100.0 |
| P2 | 29.5 | 50.6 | 13.1 | 4.5 | 0.0 | 2.3 | 100.0 |
| P3 | 19.5 | 34.3 | 23.4 | 6.4 | 1.4 | 15.0 | 100.0 |
| P4 | 9.0 | 20.3 | 20.0 | 23.4 | 2.3 | 25.0 | 100.0 |
| P5 | 5.2 | 11.2 | 11.9 | 13.4 | 1.1 | 57.2 | 100.0 |
| P6 | 3.5 | 2.1 | 10.3 | 11.0 | 3.3 | 69.7 | 100.0 |
| P7 | 0.0 | 3.7 | 0.0 | 0.7 | 0.0 | 95.6 | 100.0 |
| Total | 28.3 | 29.4 | 12.2 | 7.5 | 0.9 | 21.8 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 31.1 | 41.8 | 13.8 | 8.7 | 3.0 | 0.0 | 1.6 | 100 |
| P2 | 10.9 | 37.1 | 20.7 | 12.2 | 8.3 | 4.7 | 6.0 | 100 |
| P3 | 5.5 | 16.7 | 14.9 | 15.0 | 10.9 | 6.4 | 30.7 | 100 |
| P4 | 2.1 | 5.4 | 5.2 | 6.3 | 19.6 | 10.8 | 50.7 | 100 |
| P5 | 0.7 | 2.6 | 2.8 | 4.1 | 4.2 | 6.1 | 79.7 | 100 |
| P6 | 0.5 | 0.0 | 4.4 | 2.0 | 5.1 | 5.5 | 82.5 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.7 | 0.0 | 6.6 | 92.8 | 100 |
| Total | 12.4 | 23.1 | 11.8 | 8.8 | 7.6 | 4.7 | 31.7 | 100 |

Facts

- 15 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 31 out of 100 children in P3 are able to solve P2 level division sums

MASAKA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 37.3 | 51.2 | 8.3 | 2.6 | 0.0 | 0.5 | 100.0 |
| P2 | 15.6 | 54.9 | 23.0 | 4.2 | 0.0 | 2.3 | 100.0 |
| P3 | 9.2 | 25.5 | 41.1 | 13.6 | 2.1 | 8.5 | 100.0 |
| P4 | 5.2 | 12.9 | 26.0 | 31.7 | 1.1 | 23.1 | 100.0 |
| P5 | 1.0 | 5.3 | 19.8 | 25.2 | 3.7 | 45.1 | 100.0 |
| P6 | 1.2 | 4.5 | 5.2 | 17.3 | 4.0 | 67.8 | 100.0 |
| P7 | 0.0 | 0.0 | 5.4 | 5.4 | 9.8 | 79.4 | 100.0 |
| Total | 14.3 | 28.7 | 19.0 | 12.9 | 2.1 | 23.1 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 13.9 | 65.3 | 11.7 | 5.7 | 1.9 | 0.4 | 1.1 | 100 |
| P2 | 4.9 | 37.3 | 27.9 | 13.4 | 12.1 | 1.7 | 2.9 | 100 |
| P3 | 3.2 | 9.8 | 5.4 | 20.7 | 20.4 | 15.4 | 25.1 | 100 |
| P4 | 0.9 | 5.3 | 7.6 | 16.3 | 16.4 | 12.1 | 41.4 | 100 |
| P5 | 2.1 | 1.9 | 2.2 | 9.2 | 16.6 | 8.2 | 59.9 | 100 |
| P6 | 0.0 | 0.0 | 0.9 | 0.9 | 16.1 | 11.6 | 70.5 | 100 |
| P7 | 0.0 | 1.7 | 0.0 | 2.2 | 5.4 | 8.4 | 82.3 | 100 |
| Total | 5.2 | 25.3 | 9.8 | 10.3 | 11.8 | 7.0 | 30.6 | 100 |

Facts

- 9 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 25 out of 100 children in P3 are able to solve P2 level division sums

MITYANA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 46.1 | 40.8 | 9.1 | 3.4 | 0.0 | 0.7 | 100.0 |
| P2 | 21.5 | 46.1 | 20.9 | 7.7 | 0.7 | 3.0 | 100.0 |
| P3 | 10.5 | 34.9 | 29.0 | 11.9 | 2.3 | 11.5 | 100.0 |
| P4 | 5.8 | 17.6 | 22.8 | 5.1 | 15.0 | 33.6 | 100.0 |
| P5 | 4.1 | 11.4 | 23.8 | 17.5 | 11.8 | 31.3 | 100.0 |
| P6 | 6.0 | 1.4 | 7.0 | 12.3 | 20.3 | 53.0 | 100.0 |
| P7 | 2.4 | 3.1 | 3.0 | 2.5 | 22.7 | 66.3 | 100.0 |
| Total | 16.2 | 25.3 | 17.4 | 8.6 | 8.7 | 23.8 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 19.2 | 49.5 | 8.8 | 9.2 | 5.9 | 2.6 | 5.0 | 100 |
| P2 | 3.7 | 21.1 | 18.1 | 10.5 | 17.4 | 7.0 | 22.2 | 100 |
| P3 | 1.6 | 7.8 | 11.6 | 13.2 | 22.1 | 5.4 | 38.3 | 100 |
| P4 | 1.8 | 1.9 | 6.7 | 8.4 | 12.8 | 11.3 | 57.2 | 100 |
| P5 | 1.1 | 0.8 | 2.9 | 4.2 | 11.0 | 2.6 | 77.3 | 100 |
| P6 | 0.8 | 0.0 | 0.8 | 2.7 | 5.2 | 1.0 | 89.5 | 100 |
| P7 | 1.5 | 1.5 | 0.0 | 0.0 | 0.0 | 0.0 | 97.0 | 100 |
| Total | 5.1 | 14.6 | 7.9 | 7.6 | 11.4 | 4.7 | 48.8 | 100 |

Facts

- 12 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 38 out of 100 children in P3 are able to solve P2 level division sums

MPIGI

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 46.8 | 45.7 | 7.5 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 21.9 | 52.9 | 18.6 | 4.7 | 0.5 | 1.5 | 100.0 |
| P3 | 7.8 | 36.9 | 35.7 | 10.5 | 1.7 | 7.5 | 100.0 |
| P4 | 2.3 | 22.4 | 30.1 | 23.8 | 2.5 | 18.9 | 100.0 |
| P5 | 1.8 | 9.8 | 23.5 | 27.7 | 1.2 | 36.0 | 100.0 |
| P6 | 1.4 | 2.2 | 9.5 | 17.6 | 7.4 | 62.0 | 100.0 |
| P7 | 0.0 | 2.3 | 5.1 | 18.1 | 4.1 | 70.4 | 100.0 |
| Total | 14.7 | 28.9 | 19.4 | 13.1 | 2.1 | 21.8 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 22.5 | 56.7 | 9.6 | 6.9 | 3.5 | 0.8 | 0.0 | 100 |
| P2 | 10.7 | 32.9 | 20.6 | 16.3 | 12.9 | 0.9 | 5.7 | 100 |
| P3 | 2.6 | 13.3 | 12.9 | 22.4 | 25.2 | 6.9 | 16.7 | 100 |
| P4 | 0.6 | 6.5 | 4.8 | 18.9 | 27.6 | 11.8 | 29.9 | 100 |
| P5 | 1.2 | 1.2 | 6.2 | 16.6 | 18.2 | 9.1 | 47.5 | 100 |
| P6 | 2.2 | 0.8 | 0.7 | 6.5 | 7.3 | 13.4 | 69.2 | 100 |
| P7 | 2.0 | 0.0 | 0.0 | 4.1 | 6.4 | 8.0 | 79.5 | 100 |
| Total | 7.2 | 19.9 | 9.2 | 13.8 | 14.8 | 6.5 | 28.7 | 100 |

Facts

- 8 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 17 out of 100 children in P3 are able to solve P2 level division sums

MUBENDE

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 53.7 | 43.5 | 2.8 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 29.1 | 49.8 | 18.7 | 0.6 | 0.0 | 1.8 | 100.0 |
| P3 | 15.8 | 46.4 | 27.1 | 4.4 | 0.8 | 5.5 | 100.0 |
| P4 | 7.1 | 30.8 | 32.2 | 14.2 | 1.3 | 14.4 | 100.0 |
| P5 | 7.2 | 17.9 | 21.8 | 13.5 | 5.9 | 33.7 | 100.0 |
| P6 | 4.7 | 2.4 | 13.4 | 14.5 | 3.6 | 61.5 | 100.0 |
| P7 | 4.5 | 5.9 | 2.3 | 14.9 | 0.0 | 72.5 | 100.0 |
| Total | 23.9 | 34.3 | 17.0 | 6.6 | 1.5 | 16.8 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 29.8 | 52.4 | 10.9 | 3.6 | 2.5 | 0.9 | 0.0 | 100 |
| P2 | 7.2 | 25.9 | 17.2 | 18.0 | 17.4 | 5.3 | 9.2 | 100 |
| P3 | 6.1 | 10.0 | 15.2 | 20.6 | 14.7 | 5.3 | 28.2 | 100 |
| P4 | 1.6 | 7.3 | 5.9 | 8.0 | 17.6 | 14.1 | 45.5 | 100 |
| P5 | 5.7 | 1.7 | 2.7 | 13.6 | 8.1 | 7.2 | 61.0 | 100 |
| P6 | 0.0 | 2.1 | 0.0 | 1.5 | 1.7 | 5.0 | 89.7 | 100 |
| P7 | 4.5 | 1.3 | 0.0 | 5.0 | 1.2 | 2.3 | 85.7 | 100 |
| Total | 11.0 | 20.8 | 9.3 | 10.7 | 9.7 | 5.5 | 32.9 | 100 |

Facts

- 6 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 28 out of 100 children in P3 are able to solve P2 level division sums

MUKONO

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 52.5 | 40.8 | 6.0 | 0.8 | 0.0 | 0.0 | 100.0 |
| P2 | 24.0 | 55.8 | 17.4 | 0.9 | 0.0 | 1.8 | 100.0 |
| P3 | 14.5 | 38.5 | 28.8 | 9.1 | 1.9 | 7.3 | 100.0 |
| P4 | 4.9 | 28.6 | 28.7 | 16.9 | 2.0 | 18.9 | 100.0 |
| P5 | 1.1 | 9.0 | 20.2 | 17.9 | 5.5 | 46.3 | 100.0 |
| P6 | 0.0 | 3.2 | 4.8 | 11.4 | 6.4 | 74.3 | 100.0 |
| P7 | 0.0 | 0.0 | 0.0 | 9.0 | 0.0 | 91.0 | 100.0 |
| Total | 18.4 | 30.4 | 16.7 | 8.6 | 2.0 | 24.0 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| P1 | 16.5 | 56.2 | 12.1 | 5.0 | 3.7 | 3.6 | 2.9 | 100 |
| P2 | 3.7 | 31.3 | 13.7 | 10.9 | 24.8 | 6.4 | 9.2 | 100 |
| P3 | 0.0 | 9.1 | 13.9 | 15.0 | 21.3 | 3.7 | 37.1 | 100 |
| P4 | 1.0 | 2.0 | 8.8 | 3.9 | 17.5 | 9.7 | 57.2 | 100 |
| P5 | 0.0 | 2.2 | 2.3 | 3.4 | 17.9 | 11.3 | 63.0 | 100 |
| P6 | 0.0 | 0.0 | 0.0 | 3.2 | 4.9 | 3.3 | 88.6 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.3 | 97.7 | 100 |
| Total | 4.3 | 19.3 | 8.8 | 6.7 | 14.1 | 6.0 | 40.8 | 100 |

Facts

- 7 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 37 out of 100 children in P3 are able to solve P2 level division sums

NAKASEKE

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| P1 | 38.3 | 49.8 | 9.5 | 1.0 | 0.0 | 1.4 | 100.0 |
| P2 | 22.0 | 42.4 | 26.7 | 6.6 | 0.0 | 2.3 | 100.0 |
| P3 | 6.0 | 29.7 | 37.2 | 17.4 | 0.6 | 9.1 | 100.0 |
| P4 | 2.2 | 13.6 | 23.4 | 23.6 | 3.6 | 33.7 | 100.0 |
| P5 | 4.5 | 5.7 | 12.3 | 19.7 | 2.2 | 55.7 | 100.0 |
| P6 | 1.6 | 3.0 | 6.2 | 10.0 | 5.4 | 73.9 | 100.0 |
| P7 | 0.0 | 0.0 | 1.5 | 4.5 | 3.0 | 91.0 | 100.0 |
| Total | 13.7 | 25.3 | 18.2 | 11.6 | 1.8 | 29.5 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 18.7 | 52.3 | 13.4 | 6.6 | 5.6 | 0.0 | 3.3 | 100 |
| P2 | 6.5 | 24.6 | 22.6 | 21.4 | 12.8 | 4.1 | 8.1 | 100 |
| P3 | 1.2 | 9.0 | 11.8 | 23.2 | 20.2 | 8.4 | 26.2 | 100 |
| P4 | 0.7 | 3.5 | 4.4 | 12.1 | 20.6 | 10.7 | 47.9 | 100 |
| P5 | 1.4 | 0.7 | 1.4 | 10.2 | 8.7 | 9.4 | 68.1 | 100 |
| P6 | 2.3 | 2.3 | 0.0 | 3.9 | 6.1 | 5.3 | 80.0 | 100 |
| P7 | 3.2 | 1.5 | 0.0 | 0.0 | 0.0 | 3.0 | 92.4 | 100 |
| Total | 6.0 | 17.5 | 9.3 | 12.3 | 11.4 | 5.7 | 38.0 | 100 |

Facts

- 9 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 26 out of 100 children in P3 are able to solve P2 level division sums

NAKASONGOLA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 68.9 | 26.2 | 3.0 | 0.3 | 1.0 | 0.6 | 100.0 |
| P2 | 37.9 | 44.6 | 14.2 | 2.8 | 0.0 | 0.5 | 100.0 |
| P3 | 16.2 | 42.3 | 23.6 | 6.3 | 1.5 | 10.2 | 100.0 |
| P4 | 9.8 | 22.9 | 24.6 | 14.8 | 4.7 | 23.3 | 100.0 |
| P5 | 4.5 | 9.7 | 24.2 | 9.6 | 6.4 | 45.6 | 100.0 |
| P6 | 2.9 | 3.8 | 6.6 | 10.2 | 11.1 | 65.4 | 100.0 |
| P7 | 1.0 | 2.1 | 2.1 | 6.4 | 8.5 | 79.9 | 100.0 |
| Total | 26.8 | 25.1 | 14.4 | 6.6 | 3.7 | 23.5 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 37.9 | 43.5 | 5.6 | 7.2 | 3.3 | 0.3 | 2.3 | 100 |
| P2 | 12.8 | 32.2 | 10.4 | 21.2 | 11.4 | 5.5 | 6.6 | 100 |
| P3 | 7.3 | 14.0 | 9.2 | 17.4 | 15.5 | 5.3 | 31.4 | 100 |
| P4 | 4.2 | 5.5 | 4.7 | 14.0 | 21.7 | 9.3 | 40.7 | 100 |
| P5 | 2.6 | 1.9 | 3.9 | 7.6 | 14.0 | 3.8 | 66.1 | 100 |
| P6 | 0.7 | 0.0 | 0.0 | 2.9 | 6.6 | 5.2 | 84.7 | 100 |
| P7 | 1.0 | 0.0 | 0.0 | 1.1 | 3.2 | 7.5 | 87.2 | 100 |
| Total | 13.0 | 18.4 | 5.6 | 11.3 | 11.1 | 4.8 | 35.8 | 100 |

Facts

- 10 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 31 out of 100 children in P3 are able to solve P2 level division sums

RAKAI

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 57.8 | 37.6 | 3.3 | 0.4 | 0.0 | 0.8 | 100.0 |
| P2 | 33.9 | 35.3 | 22.2 | 6.3 | 0.0 | 2.4 | 100.0 |
| P3 | 14.1 | 37.9 | 31.5 | 5.0 | 0.0 | 11.5 | 100.0 |
| P4 | 6.6 | 11.2 | 27.5 | 13.3 | 1.0 | 40.5 | 100.0 |
| P5 | 2.1 | 13.5 | 19.3 | 10.3 | 0.0 | 54.8 | 100.0 |
| P6 | 2.8 | 2.8 | 11.3 | 8.7 | 2.8 | 71.5 | 100.0 |
| P7 | 2.7 | 0.0 | 2.6 | 5.2 | 2.7 | 86.8 | 100.0 |
| Total | 26.5 | 26.1 | 16.4 | 5.9 | 0.5 | 24.7 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 32.2 | 39.2 | 15.2 | 4.4 | 5.3 | 1.2 | 2.4 | 100 |
| P2 | 6.3 | 25.0 | 25.3 | 11.5 | 20.2 | 3.9 | 7.9 | 100 |
| P3 | 0.8 | 8.9 | 14.1 | 18.2 | 23.9 | 6.4 | 27.8 | 100 |
| P4 | 0.9 | 2.8 | 6.4 | 7.3 | 18.3 | 7.3 | 56.9 | 100 |
| P5 | 0.0 | 2.1 | 3.0 | 8.9 | 17.2 | 8.9 | 60.0 | 100 |
| P6 | 0.0 | 0.0 | 1.4 | 1.4 | 9.9 | 5.5 | 81.7 | 100 |
| P7 | 0.0 | 0.0 | 2.6 | 0.0 | 8.0 | 2.7 | 86.7 | 100 |
| Total | 10.9 | 17.8 | 12.2 | 8.1 | 14.2 | 4.6 | 32.2 | 100 |

Facts

- 12 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 29 out of 100 children in P3 are able to solve P2 level division sums

SSEMBABULE

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 51.4 | 39.4 | 7.3 | 1.3 | 0.0 | 0.6 | 100.0 |
| P2 | 25.2 | 47.5 | 17.1 | 7.6 | 0.0 | 2.6 | 100.0 |
| P3 | 12.1 | 29.5 | 37.8 | 16.7 | 0.0 | 3.9 | 100.0 |
| P4 | 4.9 | 21.7 | 31.0 | 16.7 | 1.8 | 23.9 | 100.0 |
| P5 | 2.9 | 8.6 | 18.3 | 27.7 | 2.8 | 39.7 | 100.0 |
| P6 | 2.7 | 4.6 | 6.4 | 17.4 | 1.8 | 67.1 | 100.0 |
| P7 | 1.0 | 0.0 | 5.0 | 9.9 | 5.9 | 78.1 | 100.0 |
| Total | 20.9 | 27.6 | 18.5 | 12.1 | 1.1 | 19.8 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 29.2 | 48.2 | 8.9 | 8.1 | 1.9 | 0.6 | 3.1 | 100 |
| P2 | 10.6 | 21.2 | 10.9 | 31.2 | 15.2 | 3.5 | 7.3 | 100 |
| P3 | 3.9 | 11.1 | 7.8 | 29.0 | 22.7 | 7.6 | 17.9 | 100 |
| P4 | 4.1 | 3.4 | 5.7 | 23.2 | 18.8 | 6.9 | 38.0 | 100 |
| P5 | 4.3 | 4.6 | 0.0 | 11.8 | 16.6 | 15.6 | 47.1 | 100 |
| P6 | 0.0 | 1.2 | 0.0 | 7.3 | 16.2 | 12.4 | 63.0 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 2.2 | 17.0 | 12.0 | 68.9 | 100 |
| Total | 11.2 | 19.1 | 6.3 | 17.6 | 13.8 | 6.5 | 25.6 | 100 |

Facts

- 4 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 18 out of 100 children in P3 are able to solve P2 level division sums

WAKISO

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 18.0 | 57.8 | 16.2 | 6.3 | 0.0 | 1.8 | 100.0 |
| P2 | 4.3 | 46.6 | 22.8 | 15.3 | 0.9 | 10.2 | 100.0 |
| P3 | 3.1 | 16.6 | 39.1 | 16.3 | 6.2 | 18.7 | 100.0 |
| P4 | 0.9 | 5.4 | 18.0 | 22.3 | 3.6 | 50.0 | 100.0 |
| P5 | 2.1 | 2.0 | 15.4 | 24.4 | 3.1 | 53.1 | 100.0 |
| P6 | 1.0 | 1.0 | 8.3 | 9.3 | 4.4 | 76.1 | 100.0 |
| P7 | 1.1 | 0.0 | 3.4 | 4.5 | 3.4 | 87.6 | 100.0 |
| Total | 4.6 | 20.1 | 17.9 | 14.2 | 2.9 | 40.2 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 7.3 | 56.1 | 11.8 | 7.9 | 14.3 | 0.9 | 1.7 | 100 |
| P2 | 0.9 | 27.7 | 12.9 | 12.7 | 16.2 | 19.6 | 10.0 | 100 |
| P3 | 0.0 | 7.3 | 9.2 | 10.1 | 23.5 | 14.0 | 35.8 | 100 |
| P4 | 0.0 | 1.8 | 1.8 | 4.5 | 16.3 | 15.0 | 60.7 | 100 |
| P5 | 0.0 | 1.1 | 1.1 | 3.1 | 9.2 | 13.3 | 72.3 | 100 |
| P6 | 1.0 | 0.0 | 1.1 | 1.0 | 4.3 | 6.2 | 86.4 | 100 |
| P7 | 1.1 | 0.0 | 0.0 | 1.1 | 3.5 | 2.2 | 92.0 | 100 |
| Total | 1.5 | 14.6 | 5.8 | 6.1 | 12.9 | 10.5 | 48.6 | 100 |

Facts

- 19 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 36 out of 100 children in P3 are able to solve P2 level division sums





EASTERN

EASTERN

AMURIA

READING

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 81.2 | 17.0 | 0.5 | 0.0 | 0.0 | 1.3 | 100.0 |
| P2 | 60.4 | 39.6 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 |
| P3 | 26.7 | 60.8 | 9.6 | 0.6 | 0.0 | 2.3 | 100.0 |
| P4 | 12.3 | 38.8 | 27.9 | 10.2 | 1.2 | 9.7 | 100.0 |
| P5 | 3.9 | 18.7 | 22.6 | 15.5 | 3.1 | 36.3 | 100.0 |
| P6 | 1.3 | 5.8 | 7.5 | 7.8 | 5.8 | 71.9 | 100.0 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 100.0 |
| Total | 32.5 | 30.2 | 11.4 | 5.3 | 1.3 | 19.3 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 38.5 | 51.6 | 4.8 | 1.2 | 0.4 | 0.9 | 2.7 | 100 |
| P2 | 13.6 | 56.6 | 15.8 | 2.2 | 4.5 | 0.0 | 7.3 | 100 |
| P3 | 1.9 | 23.1 | 21.8 | 15.1 | 15.7 | 3.9 | 18.5 | 100 |
| P4 | 1.6 | 6.1 | 12.0 | 12.3 | 16.1 | 8.4 | 43.5 | 100 |
| P5 | 0.5 | 2.6 | 5.3 | 2.5 | 12.7 | 5.5 | 70.9 | 100 |
| P6 | 0.0 | 0.0 | 2.3 | 0.6 | 4.6 | 1.0 | 91.7 | 100 |
| P7 | 3.6 | 0.0 | 0.0 | 0.0 | 3.1 | 1.3 | 92.0 | 100 |
| Total | 10.7 | 24.2 | 10.2 | 5.8 | 9.0 | 3.5 | 36.7 | 100 |

Facts

- 2 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 19 out of 100 children in P3 are able to solve P2 level division sums

BUDAKA

READING

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 65.1 | 32.7 | 2.1 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 51.5 | 38.8 | 8.7 | 0.5 | 0.0 | 0.6 | 100.0 |
| P3 | 26.0 | 47.9 | 20.2 | 2.9 | 0.0 | 3.0 | 100.0 |
| P4 | 10.4 | 31.4 | 36.2 | 10.0 | 0.0 | 12.0 | 100.0 |
| P5 | 2.0 | 9.6 | 33.7 | 24.9 | 0.7 | 29.1 | 100.0 |
| P6 | 0.0 | 3.3 | 17.1 | 21.1 | 1.1 | 57.5 | 100.0 |
| P7 | 1.7 | 3.3 | 0.0 | 16.2 | 3.3 | 75.5 | 100.0 |
| Total | 28.8 | 29.1 | 17.8 | 8.3 | 0.4 | 15.6 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 37.4 | 49.8 | 6.4 | 3.9 | 1.3 | 0.0 | 1.3 | 100 |
| P2 | 20.1 | 42.3 | 15.6 | 8.6 | 5.9 | 2.7 | 4.9 | 100 |
| P3 | 9.9 | 21.7 | 16.7 | 19.2 | 13.7 | 7.5 | 11.3 | 100 |
| P4 | 2.6 | 4.0 | 4.5 | 29.3 | 20.9 | 8.5 | 30.3 | 100 |
| P5 | 1.3 | 0.7 | 3.5 | 12.3 | 18.1 | 19.5 | 44.6 | 100 |
| P6 | 0.0 | 0.0 | 2.2 | 4.3 | 7.5 | 12.7 | 73.4 | 100 |
| P7 | 0.0 | 1.7 | 0.0 | 4.9 | 1.6 | 4.9 | 86.8 | 100 |
| Total | 13.4 | 22.0 | 8.4 | 13.2 | 10.6 | 7.2 | 25.3 | 100 |

Facts

- 3 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 11 out of 100 children in P3 are able to solve P2 level division sums

BUDUUDA

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 58.0 | 37.5 | 4.6 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 30.3 | 49.1 | 19.0 | 1.1 | 0.0 | 0.6 | 100.0 |
| P3 | 20.4 | 46.7 | 26.5 | 2.7 | 2.2 | 1.6 | 100.0 |
| P4 | 9.2 | 36.8 | 24.5 | 12.6 | 5.7 | 11.2 | 100.0 |
| P5 | 5.2 | 19.3 | 34.2 | 14.2 | 8.5 | 18.7 | 100.0 |
| P6 | 1.0 | 7.0 | 16.0 | 15.1 | 12.1 | 48.8 | 100.0 |
| P7 | 0.0 | 6.5 | 4.9 | 13.0 | 17.9 | 57.8 | 100.0 |
| Total | 24.5 | 34.0 | 18.6 | 6.6 | 4.4 | 12.0 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 16.1 | 59.5 | 12.9 | 5.9 | 2.0 | 0.3 | 3.3 | 100 |
| P2 | 5.9 | 34.2 | 14.4 | 18.5 | 10.0 | 1.6 | 15.4 | 100 |
| P3 | 2.1 | 11.5 | 14.5 | 24.8 | 19.6 | 3.1 | 24.3 | 100 |
| P4 | 2.5 | 6.5 | 4.5 | 12.3 | 19.6 | 5.9 | 48.7 | 100 |
| P5 | 0.0 | 2.6 | 5.1 | 10.2 | 12.6 | 9.6 | 59.9 | 100 |
| P6 | 0.0 | 0.0 | 1.0 | 1.0 | 8.9 | 5.9 | 83.2 | 100 |
| P7 | 0.0 | 0.0 | 1.6 | 4.7 | 8.0 | 4.7 | 81.0 | 100 |
| Total | 5.7 | 23.5 | 9.4 | 12.1 | 11.3 | 3.8 | 34.3 | 100 |

Facts

- 2 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 24 out of 100 children in P3 are able to solve P2 level division sums

BUGIRI

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 79.0 | 19.6 | 1.2 | 0.0 | 0.3 | 0.0 | 100.0 |
| P2 | 56.1 | 39.8 | 3.3 | 0.5 | 0.0 | 0.3 | 100.0 |
| P3 | 34.1 | 44.4 | 14.4 | 5.0 | 0.0 | 2.0 | 100.0 |
| P4 | 19.1 | 44.0 | 25.8 | 6.5 | 0.6 | 4.2 | 100.0 |
| P5 | 7.8 | 24.3 | 27.5 | 22.2 | 3.5 | 14.7 | 100.0 |
| P6 | 3.4 | 9.7 | 14.9 | 18.2 | 6.0 | 47.9 | 100.0 |
| P7 | 2.0 | 5.3 | 13.3 | 13.3 | 5.3 | 60.8 | 100.0 |
| Total | 36.5 | 29.9 | 13.4 | 7.5 | 1.5 | 11.2 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 41.7 | 47.7 | 6.5 | 2.5 | 1.1 | 0.2 | 0.3 | 100 |
| P2 | 15.8 | 48.7 | 11.5 | 12.9 | 6.8 | 0.6 | 3.7 | 100 |
| P3 | 12.2 | 28.1 | 13.1 | 18.9 | 9.5 | 3.8 | 14.4 | 100 |
| P4 | 3.5 | 10.2 | 8.8 | 26.9 | 11.2 | 5.7 | 33.7 | 100 |
| P5 | 4.2 | 4.2 | 5.6 | 12.8 | 11.3 | 10.5 | 51.5 | 100 |
| P6 | 3.2 | 2.4 | 0.9 | 5.8 | 6.1 | 5.4 | 76.2 | 100 |
| P7 | 3.3 | 2.0 | 0.0 | 0.0 | 2.5 | 18.4 | 73.9 | 100 |
| Total | 15.2 | 25.5 | 7.7 | 12.6 | 7.1 | 4.6 | 27.4 | 100 |

Facts

- 2 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 14 out of 100 children in P3 are able to solve P2 level division sums

BUKEDEA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 75.3 | 21.4 | 2.0 | 0.3 | 0.0 | 1.0 | 100.0 |
| P2 | 61.0 | 36.2 | 2.5 | 0.0 | 0.0 | 0.4 | 100.0 |
| P3 | 38.7 | 46.3 | 9.9 | 2.2 | 0.0 | 2.8 | 100.0 |
| P4 | 19.8 | 35.8 | 25.6 | 10.3 | 1.0 | 7.5 | 100.0 |
| P5 | 13.3 | 18.2 | 18.4 | 16.0 | 4.1 | 30.0 | 100.0 |
| P6 | 3.7 | 8.3 | 13.3 | 14.8 | 6.9 | 53.1 | 100.0 |
| P7 | 4.3 | 7.9 | 3.6 | 3.0 | 2.2 | 78.9 | 100.0 |
| Total | 33.5 | 27.8 | 12.1 | 6.8 | 1.7 | 18.1 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 50.2 | 42.2 | 5.2 | 0.6 | 0.6 | 0.3 | 0.9 | 100 |
| P2 | 31.8 | 44.8 | 11.4 | 5.7 | 3.7 | 0.7 | 2.0 | 100 |
| P3 | 16.6 | 31.4 | 16.3 | 16.2 | 9.3 | 3.4 | 6.9 | 100 |
| P4 | 7.4 | 13.2 | 13.6 | 21.8 | 18.0 | 7.4 | 18.7 | 100 |
| P5 | 7.2 | 7.5 | 2.4 | 11.7 | 12.3 | 10.3 | 48.6 | 100 |
| P6 | 4.5 | 4.6 | 2.8 | 3.2 | 9.2 | 7.0 | 68.6 | 100 |
| P7 | 4.3 | 13.8 | 0.7 | 1.5 | 1.5 | 2.3 | 75.9 | 100 |
| Total | 18.9 | 23.9 | 8.7 | 10.2 | 8.7 | 4.6 | 24.9 | 100 |

Facts

- 3 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 7 out of 100 children in P3 are able to solve P2 level division sums

BUKWO

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 64.8 | 29.0 | 4.7 | 0.9 | 0.0 | 0.5 | 100.0 |
| P2 | 46.6 | 41.8 | 8.4 | 2.7 | 0.0 | 0.5 | 100.0 |
| P3 | 30.6 | 44.2 | 18.7 | 4.3 | 0.0 | 2.2 | 100.0 |
| P4 | 12.1 | 45.2 | 23.9 | 8.8 | 0.6 | 9.5 | 100.0 |
| P5 | 8.4 | 28.5 | 26.0 | 13.9 | 1.2 | 22.0 | 100.0 |
| P6 | 6.6 | 18.5 | 16.5 | 7.6 | 0.7 | 50.2 | 100.0 |
| P7 | 5.7 | 4.2 | 15.3 | 14.4 | 1.7 | 58.6 | 100.0 |
| Total | 28.0 | 31.8 | 15.7 | 6.8 | 0.5 | 17.1 | 100.0 |

Numeracy

| percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 31.1 | 51.7 | 11.5 | 3.2 | 0.5 | 0.5 | 1.5 | 100 |
| P2 | 16.1 | 48.3 | 9.1 | 10.0 | 8.5 | 3.2 | 4.8 | 100 |
| P3 | 7.3 | 29.8 | 15.4 | 22.0 | 12.8 | 3.8 | 8.9 | 100 |
| P4 | 4.7 | 7.9 | 12.0 | 24.1 | 19.6 | 6.6 | 25.2 | 100 |
| P5 | 5.2 | 4.5 | 3.0 | 16.4 | 19.6 | 11.2 | 40.1 | 100 |
| P6 | 2.8 | 1.4 | 2.7 | 7.6 | 7.6 | 10.8 | 67.1 | 100 |
| P7 | 1.7 | 1.7 | 0.0 | 0.8 | 7.7 | 17.1 | 71.1 | 100 |
| Total | 11.2 | 23.8 | 8.4 | 12.3 | 10.6 | 6.7 | 27.0 | 100 |

Facts

- 2 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 9 out of 100 children in P3 are able to solve P2 level division sums

BUSIA

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| P1 | 73.6 | 23.2 | 3.2 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 47.2 | 40.9 | 9.6 | 1.7 | 0.0 | 0.6 | 100.0 |
| P3 | 16.4 | 47.4 | 23.2 | 10.4 | 1.5 | 1.0 | 100.0 |
| P4 | 6.3 | 32.5 | 31.5 | 16.6 | 2.0 | 11.1 | 100.0 |
| P5 | 0.6 | 12.2 | 28.2 | 27.9 | 3.5 | 27.7 | 100.0 |
| P6 | 0.9 | 1.8 | 8.8 | 16.7 | 5.2 | 66.7 | 100.0 |
| P7 | 0.0 | 0.0 | 1.5 | 4.7 | 1.6 | 92.2 | 100.0 |
| Total | 23.9 | 26.7 | 17.3 | 11.5 | 1.8 | 18.9 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 27.7 | 58.3 | 7.5 | 2.2 | 2.1 | 0.0 | 2.2 | 100 |
| P2 | 10.5 | 55.7 | 9.8 | 13.1 | 9.2 | 0.6 | 1.2 | 100 |
| P3 | 2.0 | 19.0 | 7.2 | 22.6 | 18.9 | 9.1 | 21.3 | 100 |
| P4 | 1.0 | 5.9 | 4.4 | 20.5 | 25.9 | 9.2 | 33.2 | 100 |
| P5 | 0.6 | 0.6 | 0.6 | 9.3 | 14.6 | 10.5 | 63.9 | 100 |
| P6 | 0.0 | 0.0 | 0.0 | 2.6 | 4.4 | 7.0 | 86.0 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 1.6 | 0.0 | 3.1 | 95.3 | 100 |
| Total | 6.9 | 22.9 | 5.0 | 12.0 | 12.6 | 5.9 | 34.8 | 100 |

Facts

- 1 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 21 out of 100 children in P3 are able to solve P2 level division sums

BUTALEJA

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 77.1 | 21.3 | 1.2 | 0.4 | 0.0 | 0.0 | 100.0 |
| P2 | 48.8 | 42.1 | 8.0 | 0.6 | 0.0 | 0.6 | 100.0 |
| P3 | 28.7 | 32.5 | 31.5 | 6.8 | 0.0 | 0.6 | 100.0 |
| P4 | 19.4 | 27.8 | 30.7 | 15.4 | 0.0 | 6.6 | 100.0 |
| P5 | 7.2 | 10.4 | 26.7 | 25.0 | 0.0 | 30.6 | 100.0 |
| P6 | 4.8 | 1.8 | 9.3 | 18.0 | 1.0 | 65.2 | 100.0 |
| P7 | 3.5 | 0.0 | 3.5 | 1.7 | 5.3 | 85.9 | 100.0 |
| Total | 35.8 | 23.0 | 15.6 | 8.6 | 0.4 | 16.5 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 38.6 | 51.4 | 2.8 | 5.6 | 1.7 | 0.0 | 0.0 | 100 |
| P2 | 17.4 | 43.7 | 13.1 | 12.0 | 5.2 | 3.5 | 5.1 | 100 |
| P3 | 7.8 | 13.9 | 12.1 | 24.7 | 18.1 | 9.1 | 14.4 | 100 |
| P4 | 2.7 | 10.1 | 6.7 | 12.7 | 22.1 | 6.7 | 39.1 | 100 |
| P5 | 1.6 | 2.4 | 1.6 | 8.7 | 15.3 | 10.2 | 60.2 | 100 |
| P6 | 3.8 | 1.0 | 1.0 | 4.8 | 8.5 | 3.8 | 77.3 | 100 |
| P7 | 3.4 | 0.0 | 0.0 | 1.8 | 3.6 | 5.2 | 86.1 | 100 |
| Total | 14.6 | 23.9 | 6.1 | 10.9 | 10.4 | 5.0 | 29.1 | 100 |

Facts

- 1 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 14 out of 100 children in P3 are able to solve P2 level division sums

IGANGA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 66.9 | 30.0 | 1.8 | 0.5 | 0.0 | 0.9 | 100.0 |
| P2 | 56.5 | 33.8 | 5.5 | 2.3 | 0.0 | 1.9 | 100.0 |
| P3 | 33.7 | 35.6 | 23.6 | 2.2 | 0.0 | 5.0 | 100.0 |
| P4 | 26.1 | 26.5 | 28.0 | 11.1 | 0.9 | 7.5 | 100.0 |
| P5 | 21.2 | 17.8 | 22.1 | 14.7 | 1.4 | 22.9 | 100.0 |
| P6 | 11.1 | 10.2 | 17.5 | 14.8 | 1.9 | 44.5 | 100.0 |
| P7 | 8.8 | 2.9 | 4.9 | 7.0 | 3.2 | 73.2 | 100.0 |
| Total | 34.1 | 24.2 | 15.9 | 7.4 | 0.9 | 17.5 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 48.1 | 36.3 | 9.3 | 4.6 | 0.9 | 0.0 | 0.9 | 100 |
| P2 | 40.2 | 31.0 | 9.5 | 4.1 | 6.4 | 3.5 | 5.3 | 100 |
| P3 | 19.9 | 13.8 | 11.3 | 22.0 | 12.2 | 5.3 | 15.6 | 100 |
| P4 | 13.5 | 9.2 | 6.1 | 15.7 | 13.9 | 5.7 | 35.9 | 100 |
| P5 | 6.7 | 8.0 | 3.9 | 8.3 | 10.4 | 10.5 | 52.3 | 100 |
| P6 | 4.2 | 2.1 | 1.9 | 5.2 | 8.2 | 12.4 | 66.1 | 100 |
| P7 | 5.1 | 1.9 | 1.0 | 1.0 | 2.0 | 3.0 | 86.0 | 100 |
| Total | 21.3 | 16.0 | 6.7 | 9.8 | 8.2 | 5.7 | 32.4 | 100 |

Facts

- 5 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 16 out of 100 children in P3 are able to solve P2 level division sums

JINJA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 61.2 | 34.0 | 3.5 | 0.9 | 0.0 | 0.5 | 100.0 |
| P2 | 46.9 | 40.7 | 9.5 | 1.0 | 0.0 | 1.9 | 100.0 |
| P3 | 26.6 | 38.4 | 21.2 | 4.3 | 0.0 | 9.5 | 100.0 |
| P4 | 11.1 | 28.6 | 21.1 | 13.4 | 0.4 | 25.4 | 100.0 |
| P5 | 4.4 | 18.3 | 14.3 | 17.8 | 5.5 | 39.6 | 100.0 |
| P6 | 4.4 | 8.7 | 10.4 | 10.3 | 1.4 | 64.8 | 100.0 |
| P7 | 1.0 | 3.0 | 10.0 | 9.9 | 4.0 | 72.2 | 100.0 |
| Total | 25.8 | 27.8 | 13.4 | 7.7 | 1.3 | 24.1 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 30.7 | 45.3 | 12.9 | 4.5 | 4.0 | 0.9 | 1.8 | 100 |
| P2 | 14.2 | 29.3 | 15.5 | 15.9 | 14.3 | 7.5 | 3.2 | 100 |
| P3 | 8.1 | 12.4 | 10.0 | 18.1 | 22.5 | 6.4 | 22.5 | 100 |
| P4 | 2.6 | 6.5 | 5.1 | 17.0 | 21.9 | 6.1 | 40.8 | 100 |
| P5 | 1.2 | 3.3 | 3.8 | 9.8 | 10.3 | 6.0 | 65.5 | 100 |
| P6 | 2.3 | 1.5 | 1.5 | 5.1 | 8.1 | 6.5 | 75.0 | 100 |
| P7 | 1.0 | 1.0 | 1.0 | 7.9 | 4.9 | 5.0 | 79.2 | 100 |
| Total | 9.9 | 16.5 | 8.1 | 12.0 | 13.4 | 5.4 | 34.7 | 100 |

Facts

- 10 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 22 out of 100 children in P3 are able to solve P2 level division sums

KABERAMAIDO

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 75.7 | 24.3 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 56.8 | 39.5 | 3.0 | 0.0 | 0.0 | 0.7 | 100.0 |
| P3 | 33.8 | 50.7 | 11.9 | 1.1 | 1.5 | 1.0 | 100.0 |
| P4 | 19.0 | 41.2 | 24.0 | 6.2 | 2.0 | 7.7 | 100.0 |
| P5 | 7.3 | 17.9 | 18.6 | 22.2 | 5.4 | 28.6 | 100.0 |
| P6 | 4.6 | 6.6 | 5.6 | 6.5 | 10.6 | 66.2 | 100.0 |
| P7 | 0.0 | 0.0 | 2.1 | 0.0 | 5.6 | 92.3 | 100.0 |
| Total | 35.7 | 30.3 | 10.1 | 5.1 | 2.6 | 16.2 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 42.8 | 50.1 | 4.5 | 1.0 | 0.3 | 0.6 | 0.7 | 100 |
| P2 | 14.9 | 42.8 | 11.5 | 11.4 | 7.3 | 3.9 | 8.2 | 100 |
| P3 | 8.9 | 21.6 | 13.2 | 22.3 | 10.5 | 6.6 | 16.8 | 100 |
| P4 | 3.3 | 10.9 | 8.7 | 13.9 | 14.7 | 6.7 | 41.8 | 100 |
| P5 | 1.9 | 1.7 | 3.8 | 13.1 | 12.7 | 11.0 | 55.8 | 100 |
| P6 | 0.9 | 0.0 | 0.0 | 4.3 | 5.6 | 3.1 | 86.2 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 4.0 | 96.1 | 100 |
| Total | 14.3 | 23.5 | 7.0 | 10.3 | 7.9 | 5.0 | 31.9 | 100 |

Facts

- 1 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 17 out of 100 children in P3 are able to solve P2 level division sums

KALIRO

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 65.1 | 31.8 | 2.6 | 0.0 | 0.4 | 0.0 | 100.0 |
| P2 | 50.7 | 42.2 | 6.6 | 0.6 | 0.0 | 0.0 | 100.0 |
| P3 | 25.7 | 49.1 | 19.8 | 1.7 | 1.1 | 2.7 | 100.0 |
| P4 | 15.2 | 32.1 | 36.1 | 10.1 | 1.5 | 5.1 | 100.0 |
| P5 | 4.3 | 20.8 | 25.5 | 22.6 | 6.1 | 20.7 | 100.0 |
| P6 | 0.0 | 17.6 | 19.5 | 12.8 | 6.8 | 43.2 | 100.0 |
| P7 | 2.6 | 5.2 | 7.5 | 9.0 | 7.6 | 68.1 | 100.0 |
| Total | 28.6 | 31.5 | 17.1 | 7.2 | 2.6 | 13.1 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 30.2 | 54.8 | 6.5 | 5.5 | 1.0 | 0.0 | 2.0 | 100 |
| P2 | 12.4 | 38.0 | 13.1 | 18.2 | 8.0 | 1.7 | 8.5 | 100 |
| P3 | 6.2 | 13.9 | 12.1 | 23.1 | 16.7 | 3.5 | 24.5 | 100 |
| P4 | 4.6 | 5.8 | 9.9 | 13.0 | 18.6 | 6.5 | 41.7 | 100 |
| P5 | 2.4 | 3.2 | 2.5 | 12.9 | 12.9 | 7.2 | 58.9 | 100 |
| P6 | 7.7 | 1.1 | 0.0 | 4.3 | 9.7 | 11.1 | 66.1 | 100 |
| P7 | 1.8 | 3.6 | 0.0 | 1.8 | 5.4 | 0.0 | 87.4 | 100 |
| Total | 11.6 | 22.5 | 7.6 | 12.4 | 10.2 | 3.9 | 31.8 | 100 |

Facts

- 3 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 25 out of 100 children in P3 are able to solve P2 level division sums

KAMULI

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 65.1 | 31.8 | 2.6 | 0.0 | 0.4 | 0.0 | 100.0 |
| P2 | 50.7 | 42.2 | 6.6 | 0.6 | 0.0 | 0.0 | 100.0 |
| P3 | 25.7 | 49.1 | 19.8 | 1.7 | 1.1 | 2.7 | 100.0 |
| P4 | 15.2 | 32.1 | 36.1 | 10.1 | 1.5 | 5.1 | 100.0 |
| P5 | 4.3 | 20.8 | 25.5 | 22.6 | 6.1 | 20.7 | 100.0 |
| P6 | 0.0 | 17.6 | 19.5 | 12.8 | 6.8 | 43.2 | 100.0 |
| P7 | 2.6 | 5.2 | 7.5 | 9.0 | 7.6 | 68.1 | 100.0 |
| Total | 28.6 | 31.5 | 17.1 | 7.2 | 2.6 | 13.1 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 29.7 | 51.9 | 9.0 | 6.0 | 2.1 | 0.4 | 0.8 | 100 |
| P2 | 11.6 | 48.9 | 14.0 | 14.5 | 6.4 | 0.6 | 4.0 | 100 |
| P3 | 4.9 | 19.1 | 16.9 | 26.7 | 11.4 | 7.0 | 14.1 | 100 |
| P4 | 2.0 | 7.1 | 4.6 | 22.8 | 25.9 | 6.6 | 31.0 | 100 |
| P5 | 0.6 | 1.2 | 3.1 | 15.8 | 14.6 | 6.0 | 58.7 | 100 |
| P6 | 0.0 | 1.0 | 4.9 | 4.7 | 12.4 | 12.6 | 64.4 | 100 |
| P7 | 2.6 | 1.3 | 1.3 | 0.0 | 0.0 | 6.5 | 88.3 | 100 |
| Total | 9.3 | 22.8 | 8.5 | 14.5 | 11.0 | 4.9 | 29.0 | 100 |

Facts

- 3 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 14 out of 100 children in P3 are able to solve P2 level division sums

KAPCHORWA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 71.7 | 25.1 | 2.4 | 0.8 | 0.0 | 0.0 | 100.0 |
| P2 | 47.1 | 50.1 | 2.2 | 0.0 | 0.0 | 0.6 | 100.0 |
| P3 | 33.7 | 42.7 | 18.7 | 2.2 | 0.4 | 2.3 | 100.0 |
| P4 | 18.2 | 40.9 | 28.4 | 6.7 | 0.0 | 5.9 | 100.0 |
| P5 | 10.9 | 31.8 | 25.0 | 10.0 | 0.9 | 21.5 | 100.0 |
| P6 | 7.6 | 21.7 | 14.2 | 12.2 | 0.5 | 43.9 | 100.0 |
| P7 | 4.1 | 4.7 | 7.2 | 7.4 | 4.7 | 71.9 | 100.0 |
| Total | 29.2 | 32.2 | 14.4 | 5.3 | 0.8 | 18.1 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 41.2 | 46.1 | 4.6 | 6.3 | 1.3 | 0.0 | 0.6 | 100 |
| P2 | 18.6 | 46.2 | 9.6 | 12.4 | 6.8 | 2.3 | 4.1 | 100 |
| P3 | 13.2 | 27.7 | 13.1 | 23.9 | 6.3 | 3.4 | 12.3 | 100 |
| P4 | 10.4 | 15.2 | 6.0 | 18.7 | 19.6 | 6.2 | 24.0 | 100 |
| P5 | 2.5 | 4.7 | 3.8 | 11.6 | 10.8 | 11.0 | 55.7 | 100 |
| P6 | 1.6 | 0.8 | 4.6 | 9.5 | 16.3 | 7.3 | 60.0 | 100 |
| P7 | 1.5 | 0.9 | 0.0 | 3.8 | 3.7 | 10.0 | 80.1 | 100 |
| Total | 13.7 | 21.5 | 6.3 | 12.9 | 9.4 | 5.4 | 30.8 | 100 |

Facts

- 2 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 12 out of 100 children in P3 are able to solve P2 level division sums

KATAKWI

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 94.0 | 5.9 | 0.0 | 0.0 | 0.0 | 0.2 | 100.0 |
| P2 | 92.8 | 6.6 | 0.0 | 0.0 | 0.0 | 0.6 | 100.0 |
| P3 | 67.9 | 27.0 | 3.8 | 1.3 | 0.0 | 0.0 | 100.0 |
| P4 | 25.7 | 38.4 | 20.8 | 6.5 | 1.8 | 6.8 | 100.0 |
| P5 | 3.8 | 17.7 | 23.2 | 18.9 | 5.1 | 31.3 | 100.0 |
| P6 | 0.7 | 10.5 | 7.1 | 14.7 | 0.5 | 66.5 | 100.0 |
| P7 | 1.4 | 0.0 | 0.0 | 12.0 | 2.1 | 84.6 | 100.0 |
| Total | 52.7 | 16.8 | 8.1 | 5.9 | 1.2 | 15.3 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 36.4 | 58.6 | 4.0 | 0.0 | 0.3 | 0.4 | 0.3 | 100 |
| P2 | 9.1 | 66.6 | 5.5 | 8.1 | 5.5 | 1.5 | 3.9 | 100 |
| P3 | 0.7 | 28.3 | 9.3 | 19.8 | 18.7 | 2.7 | 20.6 | 100 |
| P4 | 1.7 | 4.8 | 2.5 | 14.5 | 19.5 | 4.3 | 52.8 | 100 |
| P5 | 0.0 | 2.4 | 0.5 | 6.5 | 10.6 | 4.7 | 75.4 | 100 |
| P6 | 0.0 | 0.0 | 0.0 | 1.7 | 3.7 | 3.7 | 90.9 | 100 |
| P7 | 2.5 | 1.4 | 3.0 | 0.0 | 1.7 | 0.0 | 91.5 | 100 |
| Total | 10.1 | 30.2 | 4.0 | 8.2 | 9.3 | 2.5 | 35.7 | 100 |

Facts

- No child in P3 is able to read and comprehend a P2 level English story text
- 21 out of 100 children in P3 are able to solve P2 level division sums

KUMI

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 74.6 | 24.0 | 1.1 | 0.0 | 0.0 | 0.4 | 100.0 |
| P2 | 64.9 | 29.4 | 4.1 | 0.9 | 0.0 | 0.8 | 100.0 |
| P3 | 42.3 | 35.6 | 13.8 | 4.5 | 0.0 | 3.9 | 100.0 |
| P4 | 22.7 | 27.4 | 28.3 | 7.2 | 1.6 | 12.9 | 100.0 |
| P5 | 10.4 | 17.2 | 18.3 | 11.7 | 6.3 | 36.2 | 100.0 |
| P6 | 1.1 | 2.2 | 7.8 | 11.6 | 0.7 | 76.7 | 100.0 |
| P7 | 2.0 | 0.0 | 0.0 | 11.6 | 1.4 | 85.1 | 100.0 |
| Total | 38.2 | 23.2 | 11.6 | 5.6 | 1.4 | 20.1 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 37.8 | 55.8 | 2.7 | 1.6 | 0.5 | 0.4 | 1.2 | 100 |
| P2 | 17.9 | 57.4 | 9.4 | 6.5 | 4.6 | 0.4 | 3.7 | 100 |
| P3 | 5.7 | 25.6 | 14.4 | 17.5 | 16.6 | 2.1 | 18.1 | 100 |
| P4 | 3.6 | 10.5 | 10.8 | 20.6 | 21.3 | 5.9 | 27.3 | 100 |
| P5 | 1.2 | 1.8 | 4.2 | 10.8 | 12.9 | 2.8 | 66.3 | 100 |
| P6 | 1.7 | 0.0 | 1.2 | 4.3 | 8.8 | 3.9 | 80.1 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 3.1 | 5.5 | 3.6 | 87.8 | 100 |
| Total | 12.2 | 26.8 | 7.2 | 10.1 | 10.4 | 2.5 | 30.8 | 100 |

Facts

- 4 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 18 out of 100 children in P3 are able to solve P2 level division sums

MANAFWA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 65.4 | 29.7 | 3.0 | 1.9 | 0.0 | 0.0 | 100.0 |
| P2 | 57.3 | 36.2 | 4.0 | 1.1 | 1.4 | 0.0 | 100.0 |
| P3 | 28.5 | 40.2 | 18.5 | 9.3 | 0.7 | 2.9 | 100.0 |
| P4 | 17.1 | 32.7 | 24.0 | 11.2 | 4.4 | 10.6 | 100.0 |
| P5 | 4.8 | 17.2 | 24.7 | 19.7 | 4.4 | 29.3 | 100.0 |
| P6 | 3.1 | 8.9 | 13.5 | 15.2 | 7.1 | 52.2 | 100.0 |
| P7 | 2.5 | 1.7 | 1.7 | 2.9 | 8.7 | 82.5 | 100.0 |
| Total | 28.4 | 25.9 | 13.2 | 8.6 | 3.4 | 20.6 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 33.3 | 52.6 | 7.2 | 4.2 | 2.4 | 0.0 | 0.4 | 100 |
| P2 | 18.2 | 44.4 | 7.4 | 14.4 | 9.0 | 2.5 | 4.2 | 100 |
| P3 | 8.0 | 13.8 | 10.8 | 26.7 | 15.5 | 6.8 | 18.4 | 100 |
| P4 | 3.2 | 4.0 | 3.6 | 24.2 | 19.5 | 6.3 | 39.2 | 100 |
| P5 | 0.6 | 1.5 | 0.8 | 13.3 | 16.6 | 4.3 | 62.9 | 100 |
| P6 | 4.1 | 0.5 | 1.2 | 5.5 | 11.3 | 7.8 | 69.6 | 100 |
| P7 | 2.7 | 0.0 | 0.0 | 1.0 | 2.5 | 5.1 | 88.7 | 100 |
| Total | 11.8 | 19.9 | 5.1 | 13.6 | 11.1 | 4.4 | 34.1 | 100 |

Facts

- 3 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 18 out of 100 children in P3 are able to solve P2 level division sums

MAYUGE

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 72.9 | 24.9 | 2.2 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 47.1 | 45.8 | 3.7 | 2.1 | 0.0 | 1.3 | 100.0 |
| P3 | 23.8 | 50.5 | 15.7 | 4.4 | 0.0 | 5.5 | 100.0 |
| P4 | 14.2 | 36.0 | 30.2 | 7.7 | 0.0 | 11.8 | 100.0 |
| P5 | 4.6 | 21.1 | 32.4 | 19.3 | 0.7 | 21.9 | 100.0 |
| P6 | 0.0 | 12.9 | 19.9 | 19.8 | 2.4 | 45.0 | 100.0 |
| P7 | 0.0 | 0.0 | 18.3 | 10.5 | 0.0 | 71.2 | 100.0 |
| Total | 29.3 | 31.2 | 16.4 | 7.8 | 0.4 | 14.9 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 29.6 | 58.2 | 6.3 | 2.8 | 2.2 | 0.0 | 0.9 | 100 |
| P2 | 21.0 | 42.1 | 12.1 | 9.0 | 7.6 | 2.3 | 6.1 | 100 |
| P3 | 4.0 | 18.5 | 15.8 | 21.7 | 13.9 | 6.8 | 19.3 | 100 |
| P4 | 3.2 | 7.1 | 5.3 | 22.2 | 24.9 | 6.9 | 30.4 | 100 |
| P5 | 1.3 | 1.7 | 3.7 | 13.3 | 21.3 | 7.2 | 51.6 | 100 |
| P6 | 0.3 | 0.0 | 0.1 | 10.9 | 10.1 | 7.4 | 71.2 | 100 |
| P7 | 0.0 | 0.0 | 1.8 | 9.8 | 8.5 | 3.0 | 76.9 | 100 |
| Total | 10.8 | 23.2 | 7.4 | 12.9 | 12.6 | 4.6 | 28.5 | 100 |

Facts

- 6 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 19 out of 100 children in P3 are able to solve P2 level division sums

MBALE

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 87.9 | 10.2 | 1.1 | 0.0 | 0.0 | 0.7 | 100.0 |
| P2 | 68.5 | 23.5 | 7.0 | 0.6 | 0.0 | 0.4 | 100.0 |
| P3 | 34.7 | 37.2 | 16.1 | 7.2 | 0.0 | 4.8 | 100.0 |
| P4 | 17.7 | 21.8 | 29.1 | 13.8 | 1.0 | 16.6 | 100.0 |
| P5 | 4.1 | 15.1 | 23.7 | 10.8 | 5.7 | 40.6 | 100.0 |
| P6 | 1.9 | 1.7 | 16.4 | 11.2 | 2.1 | 66.8 | 100.0 |
| P7 | 2.3 | 0.0 | 2.4 | 2.9 | 1.4 | 90.9 | 100.0 |
| Total | 35.8 | 17.2 | 14.0 | 6.6 | 1.4 | 25.1 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 42.6 | 47.4 | 4.7 | 3.2 | 0.7 | 0.0 | 1.4 | 100 |
| P2 | 24.1 | 46.7 | 11.0 | 9.6 | 3.2 | 0.7 | 4.7 | 100 |
| P3 | 9.1 | 25.3 | 14.1 | 25.2 | 15.1 | 2.7 | 8.5 | 100 |
| P4 | 4.0 | 9.1 | 2.7 | 16.0 | 27.7 | 8.1 | 32.5 | 100 |
| P5 | 0.4 | 1.2 | 2.8 | 12.7 | 14.6 | 10.3 | 58.0 | 100 |
| P6 | 0.7 | 0.0 | 1.6 | 4.1 | 9.9 | 5.5 | 78.1 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.8 | 1.8 | 4.8 | 92.6 | 100 |
| Total | 13.7 | 21.4 | 5.7 | 11.0 | 11.0 | 4.4 | 32.9 | 100 |

Facts

- 5 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 9 out of 100 children in P3 are able to solve P2 level division sums

PALLISA

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 73.9 | 24.9 | 1.2 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 52.6 | 36.4 | 8.6 | 0.4 | 0.0 | 2.0 | 100.0 |
| P3 | 31.7 | 46.0 | 13.9 | 4.9 | 0.0 | 3.5 | 100.0 |
| P4 | 13.9 | 39.3 | 27.9 | 8.7 | 1.0 | 9.2 | 100.0 |
| P5 | 4.3 | 28.8 | 25.7 | 17.7 | 3.2 | 20.2 | 100.0 |
| P6 | 2.4 | 4.4 | 19.2 | 11.5 | 16.1 | 46.5 | 100.0 |
| P7 | 2.1 | 2.0 | 3.2 | 7.7 | 10.5 | 74.6 | 100.0 |
| Total | 31.2 | 30.6 | 15.1 | 6.5 | 2.7 | 13.9 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|-------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| P1 | 35.8 | 53.8 | 6.5 | 2.2 | 1.7 | 0.0 | 0.0 | 100 |
| P2 | 17.4 | 45.2 | 14.7 | 9.3 | 7.4 | 1.6 | 4.4 | 100 |
| P3 | 6.6 | 21.0 | 22.1 | 12.3 | 17.0 | 6.6 | 14.4 | 100 |
| P4 | 1.5 | 10.6 | 9.2 | 16.8 | 18.8 | 7.9 | 35.3 | 100 |
| P5 | 0.8 | 4.6 | 4.1 | 12.2 | 21.2 | 7.4 | 49.7 | 100 |
| P6 | 0.6 | 1.7 | 0.0 | 4.1 | 11.6 | 5.5 | 76.6 | 100 |
| P7 | 2.7 | 1.0 | 0.0 | 0.0 | 6.7 | 5.7 | 83.9 | 100 |
| Total | 11.1 | 24.0 | 9.7 | 9.4 | 12.5 | 4.7 | 28.6 | 100 |

Facts

- 4 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 14 out of 100 children in P3 are able to solve P2 level division sums

SIRONKO

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 68.3 | 31.3 | 0.5 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 51.0 | 43.8 | 3.3 | 0.5 | 0.0 | 1.3 | 100.0 |
| P3 | 29.7 | 45.2 | 18.1 | 1.6 | 0.0 | 5.4 | 100.0 |
| P4 | 13.6 | 34.9 | 21.9 | 12.7 | 0.0 | 17.0 | 100.0 |
| P5 | 7.1 | 20.0 | 19.8 | 11.1 | 1.3 | 40.8 | 100.0 |
| P6 | 1.0 | 6.1 | 9.0 | 10.5 | 0.0 | 73.4 | 100.0 |
| P7 | 1.3 | 2.9 | 1.4 | 4.1 | 0.0 | 90.4 | 100.0 |
| Total | 28.1 | 29.7 | 11.4 | 5.4 | 0.2 | 25.2 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 34.1 | 57.7 | 4.4 | 2.0 | 1.3 | 0.0 | 0.5 | 100 |
| P2 | 16.2 | 49.9 | 14.6 | 3.9 | 5.9 | 3.6 | 6.0 | 100 |
| P3 | 5.0 | 25.1 | 14.5 | 20.6 | 14.7 | 4.7 | 15.4 | 100 |
| P4 | 4.6 | 5.1 | 10.6 | 17.8 | 12.1 | 10.4 | 39.4 | 100 |
| P5 | 0.0 | 3.3 | 2.6 | 14.2 | 16.4 | 7.4 | 56.2 | 100 |
| P6 | 0.0 | 1.0 | 3.5 | 2.1 | 9.4 | 3.9 | 80.2 | 100 |
| P7 | 0.0 | 1.6 | 0.0 | 2.8 | 4.9 | 2.6 | 88.2 | 100 |
| Total | 9.7 | 23.6 | 8.2 | 10.1 | 9.6 | 4.8 | 34.0 | 100 |

Facts

- 5 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 15 out of 100 children in P3 are able to solve P2 level division sums

SOROTI

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 72.7 | 16.5 | 7.9 | 2.8 | 0.0 | 0.0 | 100.0 |
| P2 | 50.3 | 25.2 | 19.6 | 4.9 | 0.0 | 0.0 | 100.0 |
| P3 | 22.0 | 28.0 | 29.9 | 16.5 | 0.0 | 3.6 | 100.0 |
| P4 | 7.9 | 14.4 | 33.4 | 30.1 | 0.6 | 13.6 | 100.0 |
| P5 | 4.6 | 5.4 | 21.3 | 37.1 | 1.1 | 30.6 | 100.0 |
| P6 | 2.1 | 1.7 | 6.3 | 22.6 | 0.0 | 67.4 | 100.0 |
| P7 | 0.0 | 0.0 | 0.0 | 11.5 | 1.8 | 86.7 | 100.0 |
| Total | 27.0 | 15.4 | 19.9 | 18.5 | 0.4 | 18.8 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 32.9 | 48.1 | 10.7 | 4.9 | 1.4 | 0.0 | 2.1 | 100 |
| P2 | 22.8 | 44.3 | 10.4 | 9.5 | 5.7 | 2.4 | 5.0 | 100 |
| P3 | 9.0 | 20.6 | 17.3 | 19.3 | 16.8 | 6.4 | 10.7 | 100 |
| P4 | 3.2 | 4.5 | 9.7 | 19.3 | 20.7 | 11.2 | 31.2 | 100 |
| P5 | 0.0 | 2.0 | 3.5 | 10.5 | 12.2 | 14.2 | 57.6 | 100 |
| P6 | 0.0 | 0.8 | 2.0 | 3.3 | 5.9 | 5.4 | 82.7 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.1 | 97.9 | 100 |
| Total | 11.6 | 20.2 | 9.2 | 11.3 | 10.5 | 6.5 | 30.8 | 100 |

Facts

- 4 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 11 out of 100 children in P3 are able to solve P2 level division sums

TORORO

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 68.6 | 27.1 | 3.4 | 1.0 | 0.0 | 0.0 | 100.0 |
| P2 | 42.2 | 50.3 | 5.4 | 2.1 | 0.0 | 0.0 | 100.0 |
| P3 | 29.5 | 47.5 | 19.1 | 1.6 | 0.0 | 2.3 | 100.0 |
| P4 | 11.1 | 37.0 | 40.4 | 8.1 | 0.0 | 3.4 | 100.0 |
| P5 | 5.0 | 27.8 | 26.1 | 25.7 | 1.8 | 13.7 | 100.0 |
| P6 | 2.3 | 8.7 | 17.7 | 19.2 | 3.8 | 48.4 | 100.0 |
| P7 | 1.6 | 0.0 | 8.9 | 20.0 | 0.0 | 69.5 | 100.0 |
| Total | 26.4 | 31.7 | 18.5 | 9.6 | 0.7 | 13.0 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 41.1 | 46.1 | 9.0 | 2.9 | 1.0 | 0.0 | 0.0 | 100 |
| P2 | 22.7 | 37.9 | 19.4 | 9.3 | 4.3 | 0.6 | 5.9 | 100 |
| P3 | 6.9 | 27.4 | 17.9 | 16.8 | 12.5 | 3.9 | 14.6 | 100 |
| P4 | 2.9 | 10.9 | 8.0 | 28.4 | 21.0 | 6.3 | 22.6 | 100 |
| P5 | 4.1 | 2.8 | 3.0 | 20.2 | 19.0 | 10.0 | 41.0 | 100 |
| P6 | 1.4 | 0.0 | 0.0 | 3.4 | 7.7 | 7.8 | 79.7 | 100 |
| P7 | 0.0 | 0.0 | 0.9 | 1.6 | 0.0 | 6.0 | 91.5 | 100 |
| Total | 13.1 | 20.6 | 9.2 | 13.3 | 10.5 | 4.7 | 28.5 | 100 |

Facts

- 2 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 15 out of 100 children in P3 are able to solve P2 level division sums





NORTHERN

NORTHERN

ABIM

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 77.2 | 20.4 | 1.5 | 0.3 | 0.0 | 0.7 | 100.0 |
| P2 | 54.5 | 36.1 | 8.5 | 1.0 | 0.0 | 0.0 | 100.0 |
| P3 | 25.3 | 48.7 | 18.4 | 3.2 | 0.0 | 4.5 | 100.0 |
| P4 | 8.0 | 28.1 | 30.9 | 17.6 | 1.7 | 13.6 | 100.0 |
| P5 | 3.5 | 15.1 | 24.6 | 23.5 | 0.0 | 33.3 | 100.0 |
| P6 | 2.4 | 4.1 | 9.5 | 12.9 | 0.8 | 70.3 | 100.0 |
| P7 | 0.0 | 4.1 | 0.0 | 8.3 | 0.0 | 87.6 | 100.0 |
| Total | 33.4 | 25.7 | 13.6 | 8.2 | 0.3 | 18.9 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 45.4 | 42.1 | 4.6 | 4.7 | 1.6 | 0.7 | 1.0 | 100 |
| P2 | 17.2 | 44.6 | 10.7 | 16.6 | 5.9 | 2.0 | 3.0 | 100 |
| P3 | 2.1 | 22.8 | 15.0 | 24.1 | 15.5 | 7.7 | 12.9 | 100 |
| P4 | 1.5 | 5.7 | 3.9 | 20.8 | 27.7 | 9.2 | 31.1 | 100 |
| P5 | 1.2 | 1.8 | 2.1 | 16.5 | 16.9 | 16.3 | 45.2 | 100 |
| P6 | 1.6 | 2.9 | 0.0 | 6.4 | 6.0 | 9.5 | 73.6 | 100 |
| P7 | 0.0 | 1.3 | 0.0 | 3.8 | 8.1 | 13.0 | 73.9 | 100 |
| Total | 14.6 | 22.4 | 6.2 | 13.9 | 11.4 | 6.9 | 24.5 | 100 |

Facts

- 5 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 13 out of 100 children in P3 are able to solve P2 level division sums

ADJUMANI

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 72.9 | 25.2 | 1.6 | 0.0 | 0.4 | 0.0 | 100.0 |
| P2 | 45.7 | 45.7 | 7.5 | 0.7 | 0.0 | 0.5 | 100.0 |
| P3 | 15.5 | 50.3 | 27.0 | 4.2 | 0.7 | 2.3 | 100.0 |
| P4 | 8.2 | 30.3 | 31.2 | 13.5 | 2.8 | 14.2 | 100.0 |
| P5 | 0.9 | 13.3 | 21.7 | 23.5 | 2.6 | 38.1 | 100.0 |
| P6 | 0.0 | 1.8 | 13.7 | 9.8 | 3.2 | 71.6 | 100.0 |
| P7 | 0.0 | 0.0 | 5.0 | 4.8 | 2.7 | 87.5 | 100.0 |
| Total | 29.4 | 29.8 | 16.1 | 7.2 | 1.4 | 16.1 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 25.4 | 51.2 | 10.2 | 9.4 | 1.9 | 0.0 | 1.9 | 100 |
| P2 | 12.8 | 26.6 | 11.9 | 21.3 | 12.9 | 2.7 | 11.8 | 100 |
| P3 | 1.7 | 9.8 | 6.9 | 16.9 | 29.0 | 6.8 | 28.9 | 100 |
| P4 | 1.8 | 2.5 | 1.8 | 13.3 | 22.8 | 8.9 | 49.0 | 100 |
| P5 | 0.0 | 0.0 | 0.0 | 4.7 | 11.5 | 6.4 | 77.4 | 100 |
| P6 | 0.0 | 0.6 | 0.0 | 5.7 | 1.0 | 3.7 | 89.0 | 100 |
| P7 | 2.2 | 0.0 | 0.0 | 0.0 | 5.0 | 1.0 | 91.9 | 100 |
| Total | 9.0 | 19.1 | 5.9 | 12.1 | 13.6 | 4.4 | 35.9 | 100 |

Facts

- 2 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 29 out of 100 children in P3 are able to solve P2 level division sums

AMOLATAR

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 68.6 | 29.4 | 1.4 | 0.0 | 0.0 | 0.6 | 100.0 |
| P2 | 59.2 | 31.0 | 9.8 | 0.0 | 0.0 | 0.0 | 100.0 |
| P3 | 31.2 | 39.0 | 26.0 | 2.1 | 0.9 | 0.7 | 100.0 |
| P4 | 13.2 | 40.4 | 28.9 | 12.3 | 0.6 | 4.8 | 100.0 |
| P5 | 9.1 | 26.8 | 34.0 | 16.1 | 4.2 | 9.8 | 100.0 |
| P6 | 2.1 | 8.8 | 16.2 | 24.9 | 5.7 | 42.5 | 100.0 |
| P7 | 2.1 | 4.1 | 8.7 | 15.9 | 5.6 | 63.8 | 100.0 |
| Total | 29.9 | 29.4 | 19.6 | 9.0 | 1.9 | 10.2 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 27.3 | 53.6 | 11.6 | 4.2 | 2.2 | 0.0 | 1.2 | 100 |
| P2 | 9.3 | 42.3 | 17.5 | 16.9 | 7.3 | 1.9 | 4.9 | 100 |
| P3 | 4.0 | 17.9 | 13.5 | 25.5 | 15.2 | 4.5 | 19.6 | 100 |
| P4 | 0.5 | 3.5 | 11.6 | 18.9 | 19.6 | 10.8 | 35.2 | 100 |
| P5 | 0.0 | 2.4 | 3.8 | 21.1 | 19.1 | 12.7 | 40.9 | 100 |
| P6 | 1.0 | 0.0 | 1.1 | 8.1 | 14.4 | 8.0 | 67.3 | 100 |
| P7 | 0.0 | 2.1 | 2.0 | 0.0 | 2.5 | 4.8 | 88.6 | 100 |
| Total | 7.0 | 19.8 | 9.8 | 15.5 | 12.6 | 6.4 | 28.9 | 100 |

Facts

- 1 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 20 out of 100 children in P3 are able to solve P2 level division sums

AMURU

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 74.4 | 25.1 | 0.0 | 0.0 | 0.0 | 0.5 | 100.0 |
| P2 | 56.0 | 40.4 | 3.6 | 0.0 | 0.0 | 0.0 | 100.0 |
| P3 | 29.9 | 54.7 | 13.1 | 1.0 | 0.0 | 1.4 | 100.0 |
| P4 | 17.6 | 42.4 | 21.6 | 12.3 | 1.1 | 5.1 | 100.0 |
| P5 | 5.1 | 26.5 | 28.3 | 22.6 | 2.3 | 15.3 | 100.0 |
| P6 | 2.2 | 7.5 | 10.5 | 17.3 | 5.7 | 56.8 | 100.0 |
| P7 | 0.9 | 2.7 | 3.2 | 6.7 | 1.4 | 85.2 | 100.0 |
| Total | 30.0 | 32.2 | 12.7 | 8.5 | 1.3 | 15.3 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 41.2 | 45.9 | 9.0 | 3.4 | 0.0 | 0.5 | 0.0 | 100 |
| P2 | 19.4 | 41.0 | 17.9 | 9.2 | 8.3 | 0.0 | 4.2 | 100 |
| P3 | 9.4 | 23.1 | 16.4 | 31.5 | 8.4 | 3.4 | 7.9 | 100 |
| P4 | 3.3 | 5.1 | 9.1 | 26.5 | 16.4 | 13.9 | 25.7 | 100 |
| P5 | 2.9 | 3.6 | 2.0 | 18.1 | 12.0 | 14.1 | 47.3 | 100 |
| P6 | 2.6 | 1.4 | 1.1 | 6.3 | 4.3 | 3.0 | 81.3 | 100 |
| P7 | 1.4 | 0.9 | 0.0 | 0.0 | 1.4 | 5.7 | 90.7 | 100 |
| Total | 12.9 | 19.4 | 9.0 | 15.6 | 8.1 | 6.2 | 28.9 | 100 |

Facts

- 1 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 8 out of 100 children in P3 are able to solve P2 level division sums

APAC

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 77.8 | 20.6 | 0.6 | 0.6 | 0.0 | 0.4 | 100.0 |
| P2 | 51.0 | 41.5 | 7.1 | 0.5 | 0.0 | 0.0 | 100.0 |
| P3 | 19.9 | 48.5 | 24.5 | 3.7 | 0.0 | 3.5 | 100.0 |
| P4 | 6.6 | 30.5 | 38.7 | 17.0 | 0.8 | 6.4 | 100.0 |
| P5 | 5.2 | 13.5 | 25.2 | 23.1 | 2.5 | 30.5 | 100.0 |
| P6 | 2.7 | 1.7 | 10.8 | 17.2 | 2.3 | 65.3 | 100.0 |
| P7 | 0.0 | 0.0 | 2.5 | 6.3 | 0.0 | 91.3 | 100.0 |
| Total | 28.8 | 26.5 | 17.3 | 9.4 | 0.7 | 17.2 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 35.4 | 51.3 | 11.3 | 0.7 | 0.3 | 0.0 | 1.0 | 100 |
| P2 | 13.1 | 41.2 | 24.1 | 13.3 | 4.2 | 0.4 | 3.8 | 100 |
| P3 | 3.9 | 14.9 | 13.4 | 21.8 | 26.1 | 8.3 | 11.6 | 100 |
| P4 | 1.0 | 5.3 | 4.2 | 19.6 | 22.9 | 17.6 | 29.4 | 100 |
| P5 | 1.1 | 0.0 | 1.5 | 12.6 | 10.5 | 17.7 | 56.6 | 100 |
| P6 | 2.7 | 0.0 | 0.0 | 3.8 | 6.8 | 11.5 | 75.3 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.2 | 97.8 | 100 |
| Total | 10.2 | 20.0 | 9.3 | 11.7 | 11.4 | 8.6 | 28.9 | 100 |

Facts

- 4 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 12 out of 100 children in P3 are able to solve P2 level division sums

ARUA

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 73.7 | 25.0 | 1.0 | 0.0 | 0.3 | 0.0 | 100.0 |
| P2 | 39.4 | 51.2 | 5.5 | 1.7 | 0.4 | 1.8 | 100.0 |
| P3 | 22.0 | 38.0 | 34.2 | 4.2 | 0.0 | 1.7 | 100.0 |
| P4 | 3.2 | 26.7 | 21.2 | 19.2 | 4.4 | 25.4 | 100.0 |
| P5 | 0.6 | 6.4 | 14.1 | 10.0 | 9.3 | 59.6 | 100.0 |
| P6 | 1.6 | 1.7 | 9.0 | 5.8 | 4.4 | 77.5 | 100.0 |
| P7 | 4.3 | 0.0 | 1.8 | 0.0 | 18.3 | 75.6 | 100.0 |
| Total | 30.7 | 27.5 | 12.9 | 5.9 | 3.1 | 19.9 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 41.1 | 48.5 | 4.3 | 2.8 | 2.0 | 0.4 | 1.0 | 100 |
| P2 | 13.7 | 28.4 | 21.5 | 12.7 | 11.2 | 2.2 | 10.4 | 100 |
| P3 | 2.9 | 14.1 | 14.5 | 16.8 | 17.4 | 5.1 | 29.2 | 100 |
| P4 | 2.4 | 3.8 | 3.6 | 12.4 | 15.7 | 12.0 | 50.1 | 100 |
| P5 | 0.0 | 0.0 | 1.3 | 6.3 | 7.5 | 9.3 | 75.6 | 100 |
| P6 | 0.0 | 0.0 | 0.0 | 3.1 | 3.0 | 2.5 | 91.4 | 100 |
| P7 | 1.4 | 0.0 | 0.0 | 0.0 | 1.7 | 2.7 | 94.2 | 100 |
| Total | 14.2 | 20.7 | 8.1 | 8.9 | 9.3 | 4.8 | 34.0 | 100 |

Facts

- 2 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 29 out of 100 children in P3 are able to solve P2 level division sums

DOKOLO

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 79.9 | 17.9 | 1.4 | 0.4 | 0.0 | 0.4 | 100.0 |
| P2 | 62.2 | 33.5 | 1.9 | 0.0 | 0.0 | 2.5 | 100.0 |
| P3 | 43.1 | 46.7 | 7.4 | 0.5 | 0.0 | 2.2 | 100.0 |
| P4 | 26.2 | 36.1 | 24.4 | 6.1 | 0.0 | 7.3 | 100.0 |
| P5 | 11.3 | 26.9 | 23.7 | 13.9 | 0.5 | 23.7 | 100.0 |
| P6 | 0.9 | 7.4 | 14.3 | 9.7 | 1.3 | 66.4 | 100.0 |
| P7 | 0.0 | 1.6 | 2.6 | 10.4 | 0.0 | 85.4 | 100.0 |
| Total | 38.5 | 28.0 | 12.0 | 5.2 | 0.2 | 16.2 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 40.2 | 47.1 | 6.7 | 3.3 | 1.1 | 0.8 | 0.7 | 100 |
| P2 | 21.0 | 42.9 | 14.3 | 7.3 | 7.1 | 1.9 | 5.4 | 100 |
| P3 | 9.6 | 21.9 | 21.1 | 18.7 | 14.2 | 5.0 | 9.5 | 100 |
| P4 | 6.2 | 12.9 | 7.1 | 19.1 | 18.4 | 9.3 | 27.1 | 100 |
| P5 | 2.9 | 2.4 | 4.4 | 9.8 | 16.3 | 8.3 | 56.0 | 100 |
| P6 | 1.2 | 0.0 | 0.0 | 5.6 | 8.3 | 7.3 | 77.6 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 1.7 | 4.0 | 3.7 | 90.6 | 100 |
| Total | 14.2 | 21.8 | 8.8 | 10.5 | 10.8 | 5.3 | 28.7 | 100 |

Facts

- 2 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 10 out of 100 children in P3 are able to solve P2 level division sums

GULU

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 65.3 | 33.6 | 0.9 | 0.3 | 0.0 | 0.0 | 100.0 |
| P2 | 43.8 | 50.6 | 5.2 | 0.3 | 0.0 | 0.0 | 100.0 |
| P3 | 19.7 | 49.1 | 22.9 | 5.5 | 0.3 | 2.6 | 100.0 |
| P4 | 5.4 | 21.2 | 45.4 | 18.5 | 1.7 | 7.8 | 100.0 |
| P5 | 3.4 | 11.2 | 30.9 | 17.0 | 3.5 | 34.0 | 100.0 |
| P6 | 1.9 | 4.4 | 5.0 | 14.9 | 4.4 | 69.5 | 100.0 |
| P7 | 0.0 | 1.6 | 2.9 | 1.3 | 0.5 | 93.7 | 100.0 |
| Total | 22.7 | 27.1 | 18.3 | 8.8 | 1.4 | 21.7 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 29.1 | 56.9 | 7.3 | 4.3 | 1.7 | 0.0 | 0.7 | 100 |
| P2 | 13.2 | 44.6 | 20.8 | 14.6 | 5.6 | 0.7 | 0.5 | 100 |
| P3 | 5.4 | 8.3 | 18.7 | 30.4 | 17.5 | 7.0 | 12.7 | 100 |
| P4 | 0.6 | 3.8 | 2.5 | 15.8 | 23.6 | 18.9 | 34.7 | 100 |
| P5 | 0.5 | 0.0 | 4.0 | 11.5 | 15.5 | 9.7 | 58.8 | 100 |
| P6 | 1.0 | 0.0 | 0.0 | 3.1 | 7.2 | 9.0 | 79.7 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 2.1 | 0.0 | 97.9 | 100 |
| Total | 8.2 | 18.6 | 8.3 | 12.6 | 11.5 | 7.2 | 33.7 | 100 |

Facts

- 3 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 13 out of 100 children in P3 are able to solve P2 level division sums

KAABONG

Reading

| Percentage distribution for competence in English by class, P1 - P6 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 85.3 | 12.1 | 1.6 | 0.5 | 0.0 | 0.5 | 100.0 |
| P2 | 54.9 | 35.3 | 5.8 | 1.2 | 0.0 | 2.8 | 100.0 |
| P3 | 22.6 | 40.9 | 22.5 | 1.3 | 0.5 | 12.3 | 100.0 |
| P4 | 11.6 | 15.7 | 28.8 | 10.6 | 2.4 | 31.0 | 100.0 |
| P5 | 2.1 | 14.4 | 20.8 | 5.8 | 10.4 | 46.5 | 100.0 |
| P6 | 0.0 | 6.5 | 13.4 | 12.5 | 4.2 | 63.5 | 100.0 |
| Total | 42.7 | 24.0 | 13.0 | 3.5 | 1.5 | 15.4 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P6 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 49.7 | 38.2 | 4.3 | 4.3 | 2.1 | 0.0 | 1.4 | 100 |
| P2 | 18.8 | 33.2 | 11.5 | 18.4 | 7.8 | 2.8 | 7.5 | 100 |
| P3 | 4.0 | 19.3 | 9.0 | 21.8 | 18.5 | 5.4 | 22.1 | 100 |
| P4 | 5.3 | 3.9 | 5.6 | 12.9 | 14.2 | 11.9 | 46.3 | 100 |
| P5 | 2.1 | 2.1 | 1.3 | 10.4 | 13.0 | 3.8 | 67.3 | 100 |
| P6 | 0.0 | 0.0 | 2.3 | 10.5 | 4.1 | 7.9 | 75.2 | 100 |
| Total | 19.9 | 23.2 | 6.8 | 13.4 | 9.4 | 4.2 | 23.1 | 100 |

Facts

- 12 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 22 out of 100 children in P3 are able to solve P2 level division sums

KITGUM

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 80.3 | 18.3 | 1.3 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 54.5 | 39.5 | 4.2 | 0.5 | 0.0 | 1.4 | 100.0 |
| P3 | 33.6 | 43.9 | 17.1 | 4.0 | 0.0 | 1.4 | 100.0 |
| P4 | 12.9 | 31.9 | 32.3 | 12.4 | 1.0 | 9.5 | 100.0 |
| P5 | 5.3 | 15.2 | 20.8 | 22.9 | 2.9 | 32.9 | 100.0 |
| P6 | 1.0 | 4.1 | 8.4 | 9.3 | 2.5 | 74.8 | 100.0 |
| P7 | 0.0 | 0.0 | 1.0 | 2.2 | 2.1 | 94.7 | 100.0 |
| Total | 29.3 | 24.3 | 14.0 | 8.0 | 1.1 | 23.3 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 44.6 | 40.7 | 6.1 | 5.5 | 1.9 | 0.9 | 0.5 | 100 |
| P2 | 26.9 | 34.1 | 15.3 | 17.1 | 1.6 | 1.4 | 3.7 | 100 |
| P3 | 12.6 | 21.1 | 19.9 | 25.6 | 9.9 | 4.1 | 6.8 | 100 |
| P4 | 7.7 | 10.6 | 3.7 | 15.2 | 25.0 | 8.1 | 29.7 | 100 |
| P5 | 4.1 | 7.2 | 2.5 | 10.3 | 15.8 | 6.9 | 53.1 | 100 |
| P6 | 1.5 | 1.0 | 1.6 | 4.7 | 5.9 | 3.9 | 81.4 | 100 |
| P7 | 1.0 | 0.0 | 1.2 | 0.0 | 5.3 | 4.9 | 87.6 | 100 |
| Total | 15.4 | 18.0 | 7.6 | 12.4 | 10.5 | 4.5 | 31.8 | 100 |

Facts

- 1 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 7 out of 100 children in P3 are able to solve P2 level division sums

KOBOKO

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 86.1 | 12.2 | 1.4 | 0.0 | 0.0 | 0.3 | 100.0 |
| P2 | 57.0 | 36.1 | 6.5 | 0.0 | 0.0 | 0.4 | 100.0 |
| P3 | 31.7 | 49.9 | 13.1 | 2.8 | 1.5 | 1.1 | 100.0 |
| P4 | 15.2 | 26.5 | 31.1 | 12.9 | 2.3 | 12.0 | 100.0 |
| P5 | 3.8 | 15.5 | 25.3 | 17.9 | 2.5 | 35.1 | 100.0 |
| P6 | 2.1 | 2.3 | 8.0 | 9.6 | 2.7 | 75.2 | 100.0 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 1.8 | 98.2 | 100.0 |
| Total | 41.4 | 23.8 | 12.5 | 5.4 | 1.2 | 15.7 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 51.8 | 36.0 | 3.8 | 3.4 | 1.3 | 0.3 | 3.4 | 100 |
| P2 | 17.7 | 32.8 | 10.1 | 19.6 | 8.1 | 4.1 | 7.6 | 100 |
| P3 | 4.4 | 9.0 | 15.1 | 27.8 | 16.3 | 3.7 | 23.8 | 100 |
| P4 | 5.3 | 3.6 | 5.5 | 18.4 | 21.0 | 8.8 | 37.5 | 100 |
| P5 | 1.7 | 0.0 | 3.0 | 9.2 | 18.3 | 8.2 | 59.7 | 100 |
| P6 | 0.9 | 0.0 | 0.0 | 3.4 | 6.3 | 9.2 | 80.2 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 4.2 | 6.8 | 89.0 | 100 |
| Total | 19.2 | 17.1 | 6.4 | 13.1 | 10.7 | 4.7 | 28.7 | 100 |

Facts

- 1 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 24 out of 100 children in P3 are able to solve P2 level division sums

KOTIDO

Reading

| Percentage distribution for competence in english by class, P1 - P5 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 75.6 | 19.4 | 4.2 | 0.0 | 0.8 | 0.0 | 100.0 |
| P2 | 48.7 | 42.3 | 3.5 | 2.9 | 1.8 | 0.9 | 100.0 |
| P3 | 16.3 | 36.1 | 26.8 | 16.5 | 1.4 | 2.9 | 100.0 |
| P4 | 0.0 | 18.4 | 23.3 | 38.1 | 0.7 | 19.6 | 100.0 |
| P5 | 4.9 | 5.7 | 10.9 | 30.6 | 0.0 | 47.9 | 100.0 |
| Total | 38.6 | 28.0 | 12.5 | 12.3 | 1.1 | 7.5 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P5 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 37.9 | 41.5 | 6.3 | 10.9 | 1.1 | 0.0 | 2.4 | 100 |
| P2 | 16.7 | 48.3 | 6.7 | 14.2 | 5.7 | 1.3 | 7.2 | 100 |
| P3 | 5.6 | 18.1 | 5.3 | 30.1 | 25.1 | 6.4 | 9.4 | 100 |
| P4 | 4.2 | 8.2 | 0.0 | 21.7 | 20.6 | 11.8 | 33.5 | 100 |
| P5 | 0.0 | 4.9 | 5.6 | 7.8 | 1.0 | 9.6 | 71.1 | 100 |
| Total | 17.1 | 30.3 | 5.3 | 17.4 | 10.5 | 4.2 | 15.2 | 100 |

Facts

- 3 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 9 out of 100 children in P3 are able to solve P2 level division sums

LIRA

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 75.4 | 21.9 | 1.5 | 0.0 | 0.0 | 1.2 | 100.0 |
| P2 | 58.9 | 31.9 | 7.3 | 0.0 | 0.0 | 1.9 | 100.0 |
| P3 | 38.4 | 32.9 | 16.6 | 4.2 | 0.0 | 7.9 | 100.0 |
| P4 | 18.1 | 26.0 | 23.4 | 15.9 | 0.0 | 16.6 | 100.0 |
| P5 | 8.8 | 10.7 | 21.9 | 26.2 | 4.5 | 27.9 | 100.0 |
| P6 | 2.3 | 4.4 | 10.3 | 15.9 | 3.9 | 63.3 | 100.0 |
| P7 | 0.0 | 0.0 | 0.0 | 3.2 | 3.7 | 93.1 | 100.0 |
| Total | 36.8 | 21.2 | 11.8 | 8.6 | 1.2 | 20.5 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 35.4 | 51.3 | 11.3 | 0.7 | 0.3 | 0.0 | 1.0 | 100 |
| P2 | 13.1 | 41.2 | 24.1 | 13.3 | 4.2 | 0.4 | 3.8 | 100 |
| P3 | 3.9 | 14.9 | 13.4 | 21.8 | 26.1 | 8.3 | 11.6 | 100 |
| P4 | 1.0 | 5.3 | 4.2 | 19.6 | 22.9 | 17.6 | 29.4 | 100 |
| P5 | 1.1 | 0.0 | 1.5 | 12.6 | 10.5 | 17.7 | 56.6 | 100 |
| P6 | 2.7 | 0.0 | 0.0 | 3.8 | 6.8 | 11.5 | 75.3 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.2 | 97.8 | 100 |
| Total | 10.2 | 20.0 | 9.3 | 11.7 | 11.4 | 8.6 | 28.9 | 100 |

Facts

- 8 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 12 out of 100 children in P3 are able to solve P2 level division sums

MOROTO

Reading

| Percentage distribution for competence in english by class, P1 - P6 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 79.5 | 17.4 | 3.1 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 49.0 | 42.3 | 7.8 | 0.0 | 0.7 | 0.2 | 100.0 |
| P3 | 27.4 | 33.5 | 25.2 | 4.9 | 0.4 | 8.6 | 100.0 |
| P4 | 11.7 | 17.2 | 28.7 | 14.6 | 0.0 | 27.7 | 100.0 |
| P5 | 3.6 | 12.9 | 20.1 | 6.4 | 6.1 | 51.1 | 100.0 |
| P6 | 2.2 | 1.6 | 4.4 | 0.0 | 2.5 | 89.3 | 100.0 |
| Total | 39.0 | 23.3 | 13.8 | 3.8 | 1.0 | 19.0 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P6 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 54.6 | 37.2 | 2.5 | 4.7 | 0.6 | 0.0 | 0.5 | 100 |
| P2 | 23.1 | 52.1 | 2.2 | 11.9 | 6.9 | 0.9 | 2.9 | 100 |
| P3 | 9.3 | 19.6 | 4.9 | 30.4 | 15.2 | 7.6 | 13.1 | 100 |
| P4 | 3.4 | 12.3 | 7.3 | 19.9 | 13.1 | 6.0 | 38.0 | 100 |
| P5 | 3.4 | 6.7 | 6.8 | 5.2 | 24.4 | 10.3 | 43.3 | 100 |
| P6 | 0.0 | 3.6 | 1.6 | 10.7 | 4.4 | 8.2 | 71.5 | 100 |
| Total | 22.4 | 27.3 | 4.0 | 13.5 | 9.1 | 4.2 | 19.5 | 100 |

Facts

- 9 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 13 out of 100 children in P3 are able to solve P2 level division sums

MOYO

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 75.2 | 23.4 | 1.4 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 45.4 | 41.4 | 10.4 | 0.7 | 0.0 | 2.0 | 100.0 |
| P3 | 33.8 | 36.5 | 24.4 | 1.4 | 0.0 | 3.9 | 100.0 |
| P4 | 11.2 | 28.6 | 30.1 | 10.9 | 0.0 | 19.1 | 100.0 |
| P5 | 4.0 | 7.9 | 23.1 | 12.0 | 2.6 | 50.5 | 100.0 |
| P6 | 3.9 | 2.1 | 7.6 | 6.4 | 3.5 | 76.6 | 100.0 |
| P7 | 2.3 | 0.0 | 0.0 | 0.0 | 3.4 | 94.3 | 100.0 |
| Total | 32.9 | 24.4 | 15.6 | 4.8 | 0.8 | 21.7 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 32.0 | 47.5 | 5.8 | 10.6 | 1.2 | 1.3 | 1.7 | 100 |
| P2 | 15.7 | 23.3 | 6.8 | 21.0 | 19.1 | 2.8 | 11.4 | 100 |
| P3 | 5.3 | 9.9 | 6.1 | 16.6 | 21.1 | 10.8 | 30.2 | 100 |
| P4 | 0.6 | 6.1 | 6.3 | 10.0 | 14.4 | 9.3 | 53.4 | 100 |
| P5 | 1.5 | 1.5 | 3.6 | 3.4 | 7.1 | 6.8 | 76.2 | 100 |
| P6 | 0.0 | 0.0 | 0.0 | 0.0 | 6.6 | 2.7 | 90.7 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 8.0 | 92.1 | 100 |
| Total | 11.2 | 17.9 | 5.1 | 10.7 | 10.8 | 5.7 | 38.7 | 100 |

Facts

- 4 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 30 out of 100 children in P3 are able to solve P2 level division sums

NAKAPIRIPIT

Reading

| Percentage distribution for competence in english by class, P1 - P6 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 79.2 | 20.8 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 60.8 | 31.5 | 6.3 | 1.0 | 0.0 | 0.4 | 100.0 |
| P3 | 34.8 | 19.6 | 30.7 | 11.0 | 0.0 | 3.9 | 100.0 |
| P4 | 21.9 | 6.6 | 25.3 | 23.3 | 1.2 | 21.6 | 100.0 |
| P5 | 5.2 | 4.8 | 9.7 | 17.0 | 2.3 | 61.0 | 100.0 |
| P6 | 0.0 | 0.0 | 2.9 | 16.3 | 5.5 | 75.3 | 100.0 |
| Total | 43.4 | 17.0 | 12.9 | 9.5 | 0.8 | 16.3 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P6 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 49.9 | 47.4 | 0.5 | 1.9 | 0.3 | 0.0 | 0.0 | 100 |
| P2 | 28.1 | 37.2 | 14.5 | 13.5 | 2.0 | 1.6 | 3.3 | 100 |
| P3 | 9.4 | 13.6 | 15.6 | 32.2 | 15.3 | 6.7 | 7.2 | 100 |
| P4 | 8.0 | 7.1 | 4.9 | 22.6 | 14.2 | 4.6 | 38.6 | 100 |
| P5 | 1.4 | 6.1 | 0.0 | 7.9 | 18.2 | 14.5 | 51.9 | 100 |
| P6 | 0.0 | 0.0 | 0.0 | 4.7 | 2.3 | 9.8 | 83.2 | 100 |
| Total | 21.7 | 24.1 | 7.0 | 14.6 | 8.0 | 4.6 | 20.1 | 100 |

Facts

- 4 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 7 out of 100 children in P3 are able to solve P2 level division sums

NEBBI

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 65.7 | 32.2 | 1.4 | 0.3 | 0.0 | 0.5 | 100.0 |
| P2 | 38.8 | 51.8 | 9.0 | 0.0 | 0.5 | 0.0 | 100.0 |
| P3 | 19.6 | 48.5 | 25.1 | 4.4 | 1.1 | 1.4 | 100.0 |
| P4 | 11.5 | 22.8 | 23.0 | 19.9 | 4.5 | 18.4 | 100.0 |
| P5 | 5.0 | 11.6 | 12.2 | 18.9 | 3.7 | 48.5 | 100.0 |
| P6 | 4.2 | 3.5 | 1.3 | 11.4 | 11.4 | 68.2 | 100.0 |
| P7 | 5.4 | 0.0 | 0.0 | 2.8 | 12.9 | 78.9 | 100.0 |
| Total | 30.0 | 30.4 | 11.5 | 7.4 | 2.9 | 17.9 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 41.3 | 44.5 | 8.9 | 3.6 | 0.4 | 0.5 | 0.7 | 100 |
| P2 | 15.1 | 31.7 | 17.5 | 18.5 | 6.4 | 2.1 | 8.7 | 100 |
| P3 | 5.2 | 8.8 | 11.7 | 27.4 | 17.8 | 4.1 | 25.1 | 100 |
| P4 | 3.0 | 4.1 | 3.0 | 13.9 | 17.1 | 10.2 | 48.6 | 100 |
| P5 | 1.6 | 1.0 | 2.2 | 8.0 | 7.1 | 7.4 | 72.8 | 100 |
| P6 | 1.7 | 1.7 | 0.8 | 4.9 | 3.0 | 11.1 | 76.7 | 100 |
| P7 | 0.0 | 0.0 | 1.3 | 1.4 | 0.0 | 2.6 | 94.7 | 100 |
| Total | 15.4 | 19.5 | 8.0 | 12.2 | 8.0 | 4.7 | 32.4 | 100 |

Facts

- 1 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 25 out of 100 children in P3 are able to solve P2 level division sums

MARACHA

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 78.0 | 16.0 | 4.2 | 1.6 | 0.3 | 0.0 | 100.0 |
| P2 | 55.1 | 33.1 | 4.8 | 4.4 | 0.7 | 2.0 | 100.0 |
| P3 | 32.3 | 27.8 | 21.5 | 9.7 | 1.4 | 7.3 | 100.0 |
| P4 | 18.6 | 23.8 | 23.0 | 17.5 | 4.4 | 12.7 | 100.0 |
| P5 | 4.6 | 16.4 | 19.2 | 17.4 | 4.4 | 38.0 | 100.0 |
| P6 | 2.6 | 4.5 | 10.5 | 14.8 | 2.6 | 65.0 | 100.0 |
| P7 | 5.6 | 2.0 | 4.1 | 2.3 | 0.0 | 86.0 | 100.0 |
| Total | 40.4 | 19.8 | 12.1 | 8.7 | 1.8 | 17.1 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 40.6 | 40.1 | 6.6 | 4.4 | 3.4 | 1.1 | 3.9 | 100 |
| P2 | 18.3 | 29.9 | 16.7 | 9.3 | 9.7 | 4.7 | 11.4 | 100 |
| P3 | 9.8 | 11.4 | 8.4 | 21.0 | 13.8 | 4.6 | 31.0 | 100 |
| P4 | 7.4 | 3.1 | 3.8 | 15.3 | 16.5 | 7.5 | 46.6 | 100 |
| P5 | 2.1 | 3.8 | 1.4 | 9.5 | 8.7 | 11.2 | 63.4 | 100 |
| P6 | 0.0 | 1.3 | 3.3 | 3.3 | 5.8 | 3.3 | 83.1 | 100 |
| P7 | 2.0 | 5.8 | 0.0 | 0.0 | 0.0 | 0.0 | 92.2 | 100 |
| Total | 18.0 | 19.5 | 6.6 | 9.6 | 8.6 | 4.5 | 33.3 | 100 |

Facts

- 7 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 31 out of 100 children in P3 are able to solve P2 level division sums

OYAM

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 69.0 | 28.6 | 1.4 | 1.0 | 0.0 | 0.0 | 100.0 |
| P2 | 35.2 | 47.1 | 14.8 | 1.0 | 0.0 | 2.0 | 100.0 |
| P3 | 22.2 | 32.5 | 27.5 | 6.7 | 3.5 | 7.6 | 100.0 |
| P4 | 14.2 | 21.2 | 35.8 | 16.0 | 2.4 | 10.4 | 100.0 |
| P5 | 8.2 | 8.9 | 20.2 | 32.4 | 4.4 | 26.0 | 100.0 |
| P6 | 2.2 | 5.6 | 10.9 | 16.2 | 9.6 | 55.5 | 100.0 |
| P7 | 0.0 | 3.0 | 1.0 | 3.5 | 2.8 | 89.7 | 100.0 |
| Total | 24.1 | 23.0 | 17.1 | 11.4 | 3.1 | 21.2 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 26.1 | 48.0 | 10.6 | 8.2 | 5.5 | 1.7 | 0.0 | 100 |
| P2 | 15.3 | 21.4 | 17.8 | 18.3 | 10.2 | 7.2 | 9.8 | 100 |
| P3 | 8.4 | 9.3 | 10.5 | 23.8 | 20.3 | 7.4 | 20.4 | 100 |
| P4 | 3.8 | 5.5 | 5.2 | 21.4 | 16.3 | 10.0 | 37.9 | 100 |
| P5 | 2.2 | 0.5 | 1.5 | 12.3 | 13.9 | 20.1 | 49.4 | 100 |
| P6 | 0.5 | 0.8 | 0.0 | 8.9 | 7.9 | 12.6 | 69.4 | 100 |
| P7 | 0.0 | 0.8 | 0.0 | 3.7 | 6.1 | 4.9 | 84.5 | 100 |
| Total | 9.0 | 13.8 | 7.3 | 14.7 | 11.8 | 9.4 | 34.0 | 100 |

Facts

- 8 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 20 out of 100 children in P3 are able to solve P2 level division sums

PADER

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | Comprehension | Total |
| P1 | 72.5 | 25.4 | 1.7 | 0.5 | 0.0 | 0.0 | 100.0 |
| P2 | 46.5 | 43.3 | 9.0 | 0.0 | 0.0 | 1.1 | 100.0 |
| P3 | 18.9 | 42.0 | 32.8 | 5.7 | 0.0 | 0.6 | 100.0 |
| P4 | 11.4 | 32.4 | 34.2 | 16.6 | 1.6 | 3.8 | 100.0 |
| P5 | 4.4 | 15.1 | 22.6 | 25.4 | 2.2 | 30.3 | 100.0 |
| P6 | 2.9 | 2.0 | 20.9 | 16.9 | 2.8 | 54.4 | 100.0 |
| P7 | 2.5 | 1.3 | 3.8 | 6.1 | 1.4 | 85.0 | 100.0 |
| Total | 27.0 | 25.4 | 18.2 | 10.1 | 1.0 | 18.3 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 44.6 | 40.4 | 7.6 | 3.6 | 2.5 | 0.4 | 0.9 | 100 |
| P2 | 21.3 | 38.3 | 8.1 | 19.0 | 5.5 | 1.8 | 6.1 | 100 |
| P3 | 6.0 | 21.0 | 10.9 | 29.9 | 12.2 | 5.2 | 14.7 | 100 |
| P4 | 5.6 | 4.0 | 7.9 | 26.8 | 16.4 | 11.1 | 28.2 | 100 |
| P5 | 2.4 | 2.6 | 0.5 | 12.3 | 18.8 | 10.1 | 53.5 | 100 |
| P6 | 1.3 | 0.0 | 0.8 | 2.1 | 5.0 | 13.4 | 77.5 | 100 |
| P7 | 4.9 | 1.3 | 0.0 | 0.0 | 1.3 | 3.4 | 89.1 | 100 |
| Total | 14.7 | 18.0 | 5.7 | 14.3 | 9.4 | 6.3 | 31.7 | 100 |

Facts

- 1 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 15 out of 100 children in P3 are able to solve P2 level division sums

YUMBE

Reading

| Percentage Distribution for Competence in English by Class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 62.7 | 36.1 | 0.3 | 0.2 | 0.2 | 0.6 | 100.0 |
| P2 | 34.8 | 57.2 | 5.6 | 0.4 | 0.3 | 1.7 | 100.0 |
| P3 | 17.4 | 43.7 | 31.7 | 5.7 | 0.8 | 0.7 | 100.0 |
| P4 | 6.2 | 16.0 | 36.0 | 22.7 | 3.7 | 15.6 | 100.0 |
| P5 | 5.6 | 7.4 | 17.2 | 23.8 | 2.1 | 43.9 | 100.0 |
| P6 | 2.5 | 2.1 | 5.5 | 9.5 | 5.7 | 74.7 | 100.0 |
| P7 | 2.9 | 0.0 | 0.0 | 10.5 | 2.6 | 84.0 | 100.0 |
| Total | 31.0 | 31.6 | 13.1 | 7.5 | 1.4 | 15.5 | 100.0 |

Numeracy

| Percentage Distribution for Mathematics Competencies by Class, P1-P7 | | | | | | | | |
|--|-------------|-------------|------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | 0-9 | 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 37.1 | 49.8 | 7.9 | 2.6 | 1.6 | 0.0 | 1.1 | 100 |
| P2 | 17.7 | 37.3 | 13.1 | 11.0 | 6.3 | 3.7 | 10.8 | 100 |
| P3 | 9.5 | 15.9 | 11.3 | 23.2 | 12.3 | 4.7 | 23.1 | 100 |
| P4 | 4.4 | 4.2 | 3.7 | 14.4 | 12.1 | 10.3 | 51.0 | 100 |
| P5 | 4.9 | 6.0 | 0.0 | 4.7 | 7.4 | 8.5 | 68.5 | 100 |
| P6 | 2.7 | 3.1 | 0.6 | 1.2 | 3.0 | 11.3 | 78.1 | 100 |
| P7 | 2.1 | 1.3 | 0.0 | 0.0 | 0.0 | 1.5 | 95.1 | 100 |
| Total | 18.1 | 26.7 | 7.2 | 9.0 | 6.1 | 4.4 | 28.6 | 100 |

Facts

- 1 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 23 out of 100 children in P3 are able to solve P2 level division sums



WESTERN

WESTERN

BULIISA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 82.6 | 16.1 | 0.9 | 0.0 | 0.0 | 0.5 | 100.0 |
| P2 | 54.7 | 36.8 | 6.1 | 2.5 | 0.0 | 0.0 | 100.0 |
| P3 | 41.4 | 43.1 | 11.8 | 2.4 | 0.0 | 1.3 | 100.0 |
| P4 | 18.9 | 35.7 | 22.1 | 13.2 | 0.0 | 10.1 | 100.0 |
| P5 | 7.8 | 17.9 | 19.7 | 20.9 | 3.9 | 29.8 | 100.0 |
| P6 | 2.1 | 5.6 | 11.9 | 16.2 | 2.2 | 61.9 | 100.0 |
| P7 | 1.7 | 2.3 | 1.8 | 7.5 | 4.3 | 82.5 | 100.0 |
| Total | 35.6 | 25.4 | 11.2 | 8.4 | 1.1 | 18.3 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 53.4 | 39.2 | 4.2 | 1.9 | 1.3 | 0.0 | 0.0 | 100 |
| P2 | 36.9 | 17.7 | 14.1 | 15.7 | 6.9 | 2.4 | 6.3 | 100 |
| P3 | 12.7 | 11.8 | 11.7 | 32.7 | 14.2 | 5.7 | 11.2 | 100 |
| P4 | 8.5 | 6.2 | 10.0 | 17.9 | 14.1 | 9.5 | 33.9 | 100 |
| P5 | 1.5 | 1.6 | 1.2 | 8.6 | 15.9 | 9.3 | 61.9 | 100 |
| P6 | 0.0 | 0.8 | 1.3 | 2.9 | 10.5 | 3.4 | 81.1 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 1.1 | 1.7 | 2.3 | 95.0 | 100 |
| Total | 19.3 | 13.5 | 6.9 | 13.1 | 9.8 | 4.9 | 32.6 | 100 |

Facts

- 1 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 11 out of 100 children in P3 are able to solve P2 level division sums

BUNDIBUGYO

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 59.2 | 36.2 | 3.7 | 0.3 | 0.0 | 0.6 | 100.0 |
| P2 | 43.0 | 44.8 | 9.8 | 0.9 | 0.0 | 1.6 | 100.0 |
| P3 | 23.9 | 33.4 | 24.8 | 10.9 | 1.4 | 5.6 | 100.0 |
| P4 | 15.7 | 25.8 | 22.3 | 20.8 | 1.0 | 14.3 | 100.0 |
| P5 | 5.2 | 26.2 | 16.5 | 17.9 | 0.8 | 33.3 | 100.0 |
| P6 | 8.0 | 5.0 | 12.3 | 11.7 | 1.0 | 62.0 | 100.0 |
| P7 | 6.3 | 6.7 | 1.5 | 17.6 | 1.9 | 66.0 | 100.0 |
| Total | 31.1 | 30.8 | 13.4 | 9.0 | 0.7 | 15.0 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 36.6 | 48.6 | 7.0 | 3.6 | 1.2 | 0.9 | 2.1 | 100 |
| P2 | 15.5 | 38.1 | 15.3 | 19.8 | 4.5 | 0.4 | 6.5 | 100 |
| P3 | 7.3 | 18.2 | 15.2 | 21.2 | 18.9 | 8.8 | 10.3 | 100 |
| P4 | 4.9 | 6.1 | 16.2 | 17.3 | 18.4 | 13.4 | 23.8 | 100 |
| P5 | 0.0 | 10.4 | 15.5 | 15.5 | 13.4 | 11.4 | 33.8 | 100 |
| P6 | 2.8 | 6.2 | 6.7 | 6.4 | 6.7 | 9.1 | 62.1 | 100 |
| P7 | 7.8 | 1.6 | 1.6 | 8.7 | 3.1 | 13.1 | 64.3 | 100 |
| Total | 14.9 | 25.2 | 12.0 | 13.5 | 9.4 | 6.4 | 18.6 | 100 |

Facts

- 6 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 10 out of 100 children in P3 are able to solve P2 level division sums

BUSHENYI

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| P1 | 42.5 | 49.8 | 7.0 | 0.3 | 0.0 | 0.4 | 100.0 |
| P2 | 14.4 | 43.1 | 34.3 | 5.2 | 0.8 | 2.1 | 100.0 |
| P3 | 3.6 | 18.9 | 45.7 | 13.7 | 1.6 | 16.5 | 100.0 |
| P4 | 1.0 | 7.2 | 19.3 | 29.3 | 7.1 | 36.0 | 100.0 |
| P5 | 0.0 | 0.9 | 8.8 | 23.3 | 7.4 | 59.6 | 100.0 |
| P6 | 1.4 | 0.0 | 0.0 | 5.6 | 5.5 | 87.5 | 100.0 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 100.0 |
| Total | 16.2 | 25.2 | 16.5 | 10.1 | 2.8 | 29.3 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| P1 | 20.5 | 43.5 | 16.9 | 8.5 | 8.8 | 1.4 | 0.4 | 100 |
| P2 | 4.0 | 18.9 | 20.9 | 19.0 | 20.4 | 6.2 | 10.6 | 100 |
| P3 | 1.5 | 1.7 | 4.1 | 23.4 | 25.1 | 6.6 | 37.7 | 100 |
| P4 | 1.6 | 0.0 | 1.7 | 7.5 | 15.4 | 13.5 | 60.4 | 100 |
| P5 | 0.0 | 0.0 | 0.9 | 1.8 | 12.3 | 14.7 | 70.3 | 100 |
| P6 | 0.0 | 0.0 | 0.0 | 2.3 | 1.2 | 3.5 | 93.1 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 2.1 | 97.9 | 100 |
| Total | 7.5 | 16.6 | 9.2 | 9.8 | 12.5 | 6.3 | 38.2 | 100 |

Facts

- 17 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 38 out of 100 children in P3 are able to solve P2 level division sums

HOIMA

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 55.7 | 39.7 | 4.0 | 0.0 | 0.6 | 0.0 | 100.0 |
| P2 | 36.8 | 43.9 | 15.0 | 1.3 | 0.7 | 2.3 | 100.0 |
| P3 | 24.6 | 40.0 | 19.5 | 7.9 | 3.4 | 4.6 | 100.0 |
| P4 | 10.3 | 28.9 | 22.8 | 15.8 | 8.6 | 13.6 | 100.0 |
| P5 | 8.0 | 15.8 | 19.1 | 14.8 | 10.4 | 32.0 | 100.0 |
| P6 | 1.8 | 4.4 | 9.8 | 11.8 | 18.4 | 53.8 | 100.0 |
| P7 | 0.6 | 0.6 | 1.1 | 2.6 | 20.5 | 74.6 | 100.0 |
| Total | 21.9 | 27.3 | 13.9 | 7.9 | 7.8 | 21.2 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 29.8 | 47.8 | 10.3 | 5.4 | 4.0 | 0.0 | 2.8 | 100 |
| P2 | 7.6 | 35.4 | 15.8 | 18.2 | 9.4 | 4.0 | 9.7 | 100 |
| P3 | 4.9 | 9.7 | 12.5 | 19.3 | 22.1 | 9.6 | 21.8 | 100 |
| P4 | 2.3 | 5.7 | 5.8 | 14.0 | 22.7 | 13.5 | 36.0 | 100 |
| P5 | 1.4 | 2.1 | 2.7 | 14.0 | 15.1 | 6.9 | 58.0 | 100 |
| P6 | 1.6 | 0.9 | 0.7 | 3.8 | 4.6 | 8.7 | 79.8 | 100 |
| P7 | 0.0 | 0.6 | 0.0 | 0.0 | 4.5 | 5.9 | 89.1 | 100 |
| Total | 7.8 | 16.5 | 7.5 | 11.4 | 12.4 | 7.0 | 37.4 | 100 |

Facts

- 5 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 22 out of 100 children in P3 are able to solve P2 level division sums

IBANDA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 50.7 | 40.7 | 6.0 | 1.6 | 0.5 | 0.6 | 100.0 |
| P2 | 16.7 | 42.3 | 29.7 | 7.6 | 0.7 | 3.0 | 100.0 |
| P3 | 6.7 | 34.4 | 29.0 | 16.6 | 3.3 | 10.0 | 100.0 |
| P4 | 0.9 | 4.1 | 23.0 | 30.5 | 14.8 | 26.7 | 100.0 |
| P5 | 0.0 | 1.0 | 13.6 | 17.4 | 9.3 | 58.7 | 100.0 |
| P6 | 0.0 | 0.0 | 5.9 | 2.8 | 16.5 | 74.7 | 100.0 |
| P7 | 1.3 | 0.0 | 0.0 | 5.7 | 15.9 | 77.2 | 100.0 |
| Total | 16.9 | 23.2 | 16.1 | 11.1 | 6.7 | 25.9 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 24.5 | 50.8 | 14.1 | 3.2 | 5.9 | 0.5 | 1.1 | 100 |
| P2 | 8.3 | 19.7 | 22.4 | 19.4 | 16.5 | 4.6 | 9.0 | 100 |
| P3 | 2.4 | 10.7 | 14.8 | 17.4 | 19.0 | 11.0 | 24.7 | 100 |
| P4 | 0.0 | 1.0 | 4.3 | 10.8 | 17.4 | 19.7 | 46.9 | 100 |
| P5 | 1.3 | 0.0 | 1.0 | 2.1 | 12.5 | 12.3 | 70.8 | 100 |
| P6 | 0.0 | 0.0 | 0.0 | 2.4 | 2.8 | 11.5 | 83.3 | 100 |
| P7 | 0.0 | 1.3 | 0.0 | 0.0 | 2.8 | 10.3 | 85.6 | 100 |
| Total | 8.2 | 18.1 | 10.2 | 8.6 | 11.4 | 8.7 | 34.9 | 100 |

Facts

- 10 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 25 out of 100 children in P3 are able to solve P2 level division sums

ISINGIRO

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 59.3 | 35.1 | 3.9 | 1.3 | 0.0 | 0.4 | 100.0 |
| P2 | 35.4 | 46.0 | 14.1 | 1.9 | 1.3 | 1.3 | 100.0 |
| P3 | 15.8 | 29.1 | 32.3 | 10.6 | 2.6 | 9.7 | 100.0 |
| P4 | 13.7 | 19.1 | 26.2 | 13.0 | 1.9 | 26.1 | 100.0 |
| P5 | 5.8 | 5.5 | 8.5 | 10.2 | 5.6 | 64.4 | 100.0 |
| P6 | 3.2 | 8.0 | 9.8 | 7.2 | 9.8 | 62.0 | 100.0 |
| P7 | 0.0 | 0.0 | 3.2 | 5.0 | 4.8 | 87.0 | 100.0 |
| Total | 28.4 | 26.7 | 14.2 | 6.1 | 2.6 | 22.0 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 31.4 | 47.0 | 11.7 | 5.5 | 3.5 | 0.4 | 0.5 | 100 |
| P2 | 12.3 | 26.2 | 19.6 | 13.1 | 12.4 | 3.7 | 12.7 | 100 |
| P3 | 4.6 | 8.1 | 8.5 | 15.3 | 22.2 | 7.4 | 34.0 | 100 |
| P4 | 7.6 | 5.0 | 7.6 | 9.4 | 18.5 | 6.5 | 45.5 | 100 |
| P5 | 3.4 | 0.8 | 2.7 | 4.9 | 0.0 | 5.2 | 82.9 | 100 |
| P6 | 3.2 | 0.0 | 1.7 | 1.6 | 6.3 | 3.2 | 83.9 | 100 |
| P7 | 2.2 | 0.0 | 0.0 | 1.3 | 0.0 | 2.6 | 93.9 | 100 |
| Total | 13.6 | 20.1 | 9.6 | 8.4 | 9.7 | 3.8 | 34.7 | 100 |

Facts

- 10 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 34 out of 100 children in P3 are able to solve P2 level division sums

KABALE

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| P1 | 50.1 | 39.8 | 3.6 | 2.8 | 0.0 | 3.6 | 100.0 |
| P2 | 28.7 | 57.0 | 9.4 | 4.2 | 0.7 | 0.0 | 100.0 |
| P3 | 10.3 | 35.5 | 30.3 | 15.6 | 3.5 | 4.8 | 100.0 |
| P4 | 4.6 | 16.3 | 30.6 | 24.2 | 1.8 | 22.6 | 100.0 |
| P5 | 2.0 | 4.2 | 15.0 | 28.2 | 3.4 | 47.3 | 100.0 |
| P6 | 2.5 | 0.0 | 3.5 | 16.8 | 1.3 | 76.0 | 100.0 |
| P7 | 0.0 | 0.0 | 1.9 | 6.4 | 5.3 | 86.3 | 100.0 |
| Total | 18.8 | 27.5 | 14.4 | 13.1 | 1.9 | 24.5 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 30.2 | 55.0 | 4.7 | 3.5 | 1.9 | 1.8 | 3.0 | 100 |
| P2 | 4.8 | 38.4 | 28.6 | 15.6 | 7.8 | 3.3 | 1.6 | 100 |
| P3 | 2.9 | 12.3 | 12.5 | 29.7 | 19.0 | 6.5 | 17.2 | 100 |
| P4 | 0.9 | 12.2 | 4.8 | 18.8 | 11.0 | 13.1 | 39.3 | 100 |
| P5 | 2.3 | 0.9 | 1.3 | 3.2 | 20.5 | 19.2 | 52.6 | 100 |
| P6 | 1.3 | 1.3 | 0.0 | 1.3 | 3.5 | 10.6 | 82.1 | 100 |
| P7 | 2.2 | 0.0 | 0.0 | 0.0 | 4.2 | 7.9 | 85.7 | 100 |
| Total | 8.6 | 22.9 | 9.1 | 11.8 | 9.5 | 7.8 | 30.3 | 100 |

Facts

- 9 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 17 out of 100 children in P3 are able to solve P2 level division sums

KABAROLE

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 48.6 | 45.8 | 2.8 | 0.8 | 0.4 | 1.6 | 100.0 |
| P2 | 19.6 | 55.5 | 19.3 | 3.5 | 0.8 | 1.3 | 100.0 |
| P3 | 10.1 | 40.0 | 32.0 | 8.0 | 3.4 | 6.6 | 100.0 |
| P4 | 6.6 | 19.5 | 28.1 | 15.6 | 7.5 | 22.8 | 100.0 |
| P5 | 3.6 | 5.7 | 13.7 | 11.3 | 8.1 | 57.7 | 100.0 |
| P6 | 4.4 | 3.2 | 3.1 | 11.1 | 7.0 | 71.3 | 100.0 |
| P7 | 4.8 | 0.8 | 3.6 | 4.3 | 6.2 | 80.4 | 100.0 |
| Total | 15.5 | 27.6 | 16.1 | 7.9 | 4.5 | 28.4 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 24.0 | 55.5 | 12.8 | 3.9 | 2.2 | 0.0 | 1.6 | 100 |
| P2 | 7.5 | 25.7 | 18.3 | 19.0 | 16.7 | 8.4 | 4.5 | 100 |
| P3 | 2.3 | 13.1 | 9.7 | 15.3 | 25.0 | 9.4 | 25.3 | 100 |
| P4 | 2.0 | 5.0 | 5.7 | 9.7 | 24.4 | 10.9 | 42.3 | 100 |
| P5 | 2.0 | 1.4 | 0.0 | 7.8 | 11.5 | 12.4 | 64.8 | 100 |
| P6 | 1.2 | 1.2 | 0.0 | 6.7 | 9.6 | 3.7 | 77.6 | 100 |
| P7 | 2.3 | 1.6 | 0.8 | 3.6 | 0.0 | 6.1 | 85.6 | 100 |
| Total | 6.6 | 17.0 | 7.7 | 10.0 | 14.0 | 7.5 | 37.2 | 100 |

Facts

- 7 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 25 out of 100 children in P3 are able to solve P2 level division sums

KAMWENGE

Reading

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 60.0 | 31.4 | 8.0 | 0.6 | 0.0 | 0.0 | 100.0 |
| P2 | 29.3 | 50.4 | 14.7 | 2.2 | 0.7 | 2.7 | 100.0 |
| P3 | 15.3 | 32.9 | 35.3 | 9.1 | 1.5 | 6.0 | 100.0 |
| P4 | 6.1 | 15.2 | 23.1 | 19.6 | 7.6 | 28.5 | 100.0 |
| P5 | 4.1 | 7.8 | 8.8 | 14.7 | 16.8 | 48.0 | 100.0 |
| P6 | 5.4 | 2.6 | 5.4 | 8.2 | 17.6 | 60.8 | 100.0 |
| P7 | 0.0 | 0.0 | 4.0 | 2.8 | 13.9 | 79.4 | 100.0 |
| Total | 24.8 | 26.3 | 15.7 | 7.3 | 5.6 | 20.3 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 25.5 | 51.8 | 11.6 | 5.4 | 2.2 | 0.6 | 3.0 | 100 |
| P2 | 13.2 | 32.1 | 22.4 | 10.1 | 7.2 | 3.7 | 11.3 | 100 |
| P3 | 4.0 | 7.5 | 8.0 | 10.6 | 23.2 | 12.4 | 34.2 | 100 |
| P4 | 3.8 | 5.8 | 7.7 | 2.0 | 13.1 | 10.6 | 57.0 | 100 |
| P5 | 2.8 | 2.3 | 0.0 | 5.9 | 9.4 | 7.0 | 72.6 | 100 |
| P6 | 2.7 | 0.0 | 0.0 | 3.0 | 9.3 | 8.2 | 76.7 | 100 |
| P7 | 2.2 | 0.0 | 0.0 | 0.0 | 2.8 | 0.0 | 95.1 | 100 |
| Total | 10.7 | 21.4 | 9.5 | 6.4 | 9.8 | 5.9 | 36.3 | 100 |

Facts

- 6 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 34 out of 100 children in P3 are able to solve P2 level division sums

KANUNGU

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 57.5 | 38.1 | 4.1 | 0.0 | 0.0 | 0.3 | 100.0 |
| P2 | 32.9 | 41.3 | 20.8 | 1.0 | 0.4 | 3.6 | 100.0 |
| P3 | 18.2 | 30.3 | 26.6 | 10.0 | 0.8 | 14.2 | 100.0 |
| P4 | 6.7 | 10.2 | 35.9 | 20.2 | 0.0 | 27.1 | 100.0 |
| P5 | 6.0 | 11.1 | 12.9 | 7.5 | 3.1 | 59.5 | 100.0 |
| P6 | 3.3 | 0.0 | 6.4 | 7.9 | 0.0 | 82.4 | 100.0 |
| P7 | 7.2 | 0.0 | 0.0 | 5.9 | 5.0 | 81.9 | 100.0 |
| Total | 26.2 | 25.7 | 17.0 | 6.6 | 0.8 | 23.8 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 28.3 | 42.7 | 11.1 | 10.1 | 5.1 | 0.9 | 1.9 | 100 |
| P2 | 15.9 | 20.3 | 14.2 | 13.7 | 15.1 | 3.7 | 17.2 | 100 |
| P3 | 4.5 | 8.2 | 5.7 | 24.0 | 14.7 | 7.4 | 35.6 | 100 |
| P4 | 1.0 | 3.7 | 5.3 | 5.7 | 13.5 | 8.0 | 62.8 | 100 |
| P5 | 1.5 | 1.0 | 0.0 | 6.3 | 7.5 | 3.0 | 80.8 | 100 |
| P6 | 3.6 | 0.0 | 1.0 | 0.0 | 7.0 | 5.1 | 83.3 | 100 |
| P7 | 6.9 | 0.0 | 0.0 | 3.6 | 2.5 | 3.6 | 83.4 | 100 |
| Total | 11.8 | 16.7 | 7.4 | 11.2 | 10.3 | 4.4 | 38.2 | 100 |

Facts

- 14 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 36 out of 100 children in P3 are able to solve P2 level division sums

KASESE

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 65.3 | 31.6 | 2.8 | 0.4 | 0.0 | 0.0 | 100.0 |
| P2 | 37.9 | 45.5 | 13.1 | 2.4 | 0.0 | 1.2 | 100.0 |
| P3 | 20.2 | 45.2 | 24.7 | 4.6 | 0.0 | 5.4 | 100.0 |
| P4 | 7.1 | 28.2 | 30.6 | 18.8 | 0.1 | 15.2 | 100.0 |
| P5 | 6.9 | 11.6 | 20.3 | 13.3 | 3.7 | 44.2 | 100.0 |
| P6 | 1.1 | 7.2 | 14.1 | 6.3 | 5.8 | 65.4 | 100.0 |
| P7 | 1.3 | 3.7 | 6.1 | 3.7 | 2.4 | 82.8 | 100.0 |
| Total | 26.4 | 27.8 | 15.4 | 6.6 | 1.4 | 22.4 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|-------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| P1 | 40.0 | 47.3 | 7.4 | 3.2 | 1.9 | 0.0 | 0.2 | 100 |
| P2 | 15.8 | 40.0 | 14.2 | 11.0 | 10.0 | 2.3 | 6.7 | 100 |
| P3 | 9.7 | 19.8 | 13.7 | 18.2 | 18.4 | 5.2 | 15.0 | 100 |
| P4 | 1.2 | 9.2 | 7.9 | 18.9 | 21.0 | 5.5 | 36.4 | 100 |
| P5 | 1.2 | 5.7 | 7.4 | 4.8 | 14.8 | 16.3 | 49.8 | 100 |
| P6 | 1.2 | 0.3 | 2.3 | 5.6 | 8.4 | 7.9 | 74.2 | 100 |
| P7 | 2.1 | 0.0 | 0.0 | 0.0 | 2.3 | 2.8 | 92.9 | 100 |
| Total | 14.0 | 22.5 | 8.4 | 9.2 | 10.8 | 5.2 | 30.1 | 100 |

Facts

- 5 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 15 out of 100 children in P3 are able to solve P2 level division sums

KIBAALE

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|------------|------------|---------------|--------------|
| P1 | 58.1 | 38.8 | 3.1 | 0.0 | 0.0 | 0.0 | 100.0 |
| P2 | 46.5 | 47.4 | 4.2 | 1.1 | 0.9 | 0.0 | 100.0 |
| P3 | 15.7 | 46.2 | 21.6 | 8.5 | 1.1 | 6.8 | 100.0 |
| P4 | 6.9 | 30.5 | 33.5 | 14.6 | 3.2 | 11.4 | 100.0 |
| P5 | 1.4 | 13.3 | 24.4 | 20.0 | 6.5 | 34.4 | 100.0 |
| P6 | 1.1 | 4.4 | 12.9 | 12.5 | 7.0 | 62.2 | 100.0 |
| P7 | 2.7 | 1.5 | 6.3 | 7.9 | 1.1 | 80.7 | 100.0 |
| Total | 25.0 | 31.3 | 14.9 | 8.1 | 2.4 | 18.3 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 27.9 | 54.8 | 8.0 | 5.7 | 2.4 | 0.0 | 1.2 | 100 |
| P2 | 14.9 | 27.1 | 18.6 | 18.9 | 13.7 | 2.6 | 4.3 | 100 |
| P3 | 4.6 | 13.4 | 9.1 | 20.2 | 14.8 | 3.8 | 34.1 | 100 |
| P4 | 1.0 | 3.0 | 5.3 | 18.0 | 13.3 | 9.3 | 50.1 | 100 |
| P5 | 0.0 | 0.8 | 2.0 | 6.2 | 21.7 | 7.3 | 62.0 | 100 |
| P6 | 1.9 | 0.0 | 1.6 | 5.5 | 5.7 | 5.7 | 79.6 | 100 |
| P7 | 4.5 | 0.0 | 2.4 | 0.0 | 1.5 | 9.2 | 82.4 | 100 |
| Total | 10.3 | 19.9 | 7.9 | 12.0 | 10.7 | 4.5 | 34.8 | 100 |

Facts

- 7 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 34 out of 100 children in P3 are able to solve P2 level division sums

KIRUHURA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 47.1 | 44.8 | 7.5 | 0.5 | 0.0 | 0.0 | 100.0 |
| P2 | 25.8 | 37.8 | 22.8 | 6.3 | 0.0 | 7.3 | 100.0 |
| P3 | 6.6 | 21.0 | 31.0 | 19.5 | 3.6 | 18.3 | 100.0 |
| P4 | 0.6 | 10.4 | 19.4 | 19.5 | 3.7 | 46.5 | 100.0 |
| P5 | 0.0 | 1.5 | 8.0 | 21.8 | 3.8 | 65.0 | 100.0 |
| P6 | 0.0 | 1.0 | 2.1 | 4.0 | 10.1 | 82.8 | 100.0 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 5.5 | 94.5 | 100.0 |
| Total | 17.7 | 23.2 | 14.7 | 9.8 | 2.9 | 31.7 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 32.9 | 37.2 | 13.2 | 9.2 | 3.1 | 1.6 | 2.9 | 100 |
| P2 | 13.0 | 24.6 | 11.0 | 23.9 | 10.0 | 6.6 | 11.0 | 100 |
| P3 | 2.1 | 7.8 | 3.6 | 17.1 | 14.2 | 13.1 | 42.1 | 100 |
| P4 | 0.6 | 4.6 | 0.0 | 14.1 | 10.7 | 11.1 | 59.0 | 100 |
| P5 | 0.0 | 1.2 | 0.0 | 4.4 | 8.2 | 14.6 | 71.7 | 100 |
| P6 | 0.6 | 0.6 | 0.0 | 2.0 | 1.0 | 9.6 | 86.3 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 8.8 | 91.2 | 100 |
| Total | 11.1 | 15.9 | 5.9 | 12.0 | 7.3 | 8.3 | 39.5 | 100 |

Facts

- 18 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 42 out of 100 children in P3 are able to solve P2 level division sums

KISORO

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 79.3 | 19.9 | 0.4 | 0.0 | 0.0 | 0.4 | 100.0 |
| P2 | 42.6 | 46.6 | 9.2 | 0.0 | 0.0 | 1.7 | 100.0 |
| P3 | 15.0 | 39.0 | 31.3 | 7.5 | 0.5 | 6.7 | 100.0 |
| P4 | 5.2 | 13.1 | 35.3 | 27.7 | 0.7 | 18.0 | 100.0 |
| P5 | 2.4 | 6.8 | 8.7 | 29.2 | 1.5 | 51.4 | 100.0 |
| P6 | 4.8 | 1.7 | 4.0 | 21.3 | 3.9 | 64.3 | 100.0 |
| P7 | 3.6 | 0.0 | 1.6 | 4.8 | 2.0 | 88.0 | 100.0 |
| Total | 32.3 | 22.6 | 13.2 | 10.6 | 0.8 | 20.5 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 51.9 | 39.8 | 3.3 | 1.5 | 2.6 | 0.4 | 0.6 | 100 |
| P2 | 16.2 | 45.7 | 13.6 | 10.8 | 8.2 | 0.0 | 5.5 | 100 |
| P3 | 5.3 | 9.4 | 17.4 | 36.2 | 13.4 | 6.1 | 12.2 | 100 |
| P4 | 0.0 | 5.6 | 3.8 | 21.3 | 25.0 | 10.0 | 34.4 | 100 |
| P5 | 2.0 | 1.0 | 0.9 | 7.4 | 20.9 | 10.2 | 57.7 | 100 |
| P6 | 5.3 | 0.0 | 1.7 | 7.0 | 6.6 | 14.8 | 64.6 | 100 |
| P7 | 0.0 | 4.0 | 0.0 | 1.8 | 9.7 | 1.4 | 83.2 | 100 |
| Total | 17.9 | 21.4 | 6.9 | 12.6 | 11.3 | 5.1 | 24.9 | 100 |

Facts

- 7 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 12 out of 100 children in P3 are able to solve P2 level division sums

KYENJOJO

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 57.1 | 41.2 | 1.3 | 0.0 | 0.0 | 0.4 | 100.0 |
| P2 | 27.8 | 58.1 | 11.5 | 1.7 | 0.4 | 0.5 | 100.0 |
| P3 | 9.2 | 42.8 | 35.0 | 7.8 | 0.0 | 5.2 | 100.0 |
| P4 | 3.2 | 24.6 | 31.2 | 20.0 | 1.4 | 19.7 | 100.0 |
| P5 | 2.7 | 7.6 | 14.1 | 16.2 | 8.9 | 50.5 | 100.0 |
| P6 | 0.0 | 2.4 | 5.2 | 12.0 | 5.3 | 75.1 | 100.0 |
| P7 | 0.0 | 5.5 | 2.8 | 4.8 | 0.0 | 87.0 | 100.0 |
| Total | 22.8 | 33.7 | 14.6 | 7.4 | 1.6 | 19.9 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 19.6 | 56.9 | 13.0 | 5.3 | 3.2 | 0.3 | 1.7 | 100 |
| P2 | 5.2 | 24.9 | 21.8 | 16.3 | 19.3 | 2.0 | 10.6 | 100 |
| P3 | 0.0 | 5.7 | 9.9 | 16.4 | 29.4 | 12.7 | 25.9 | 100 |
| P4 | 0.8 | 3.9 | 2.8 | 11.1 | 20.8 | 11.1 | 49.5 | 100 |
| P5 | 0.0 | 1.1 | 0.0 | 2.3 | 13.0 | 8.2 | 75.4 | 100 |
| P6 | 1.1 | 0.0 | 1.1 | 0.0 | 6.8 | 8.0 | 83.0 | 100 |
| P7 | 1.3 | 0.0 | 0.0 | 1.8 | 0.0 | 0.0 | 96.9 | 100 |
| Total | 6.6 | 21.6 | 9.8 | 9.1 | 14.1 | 5.6 | 33.4 | 100 |

Facts

- 5 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 26 out of 100 children in P3 are able to solve P2 level division sums

MASINDI

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 66.2 | 31.1 | 1.3 | 1.4 | 0.0 | 0.0 | 100.0 |
| P2 | 52.5 | 40.2 | 4.3 | 2.2 | 0.0 | 0.9 | 100.0 |
| P3 | 27.7 | 40.2 | 20.1 | 5.5 | 0.6 | 6.0 | 100.0 |
| P4 | 17.2 | 28.5 | 24.6 | 13.5 | 1.3 | 15.0 | 100.0 |
| P5 | 10.3 | 17.2 | 26.5 | 16.3 | 1.7 | 27.9 | 100.0 |
| P6 | 2.7 | 5.9 | 6.4 | 7.5 | 1.0 | 76.5 | 100.0 |
| P7 | 0.0 | 0.0 | 4.5 | 5.9 | 0.0 | 89.6 | 100.0 |
| Total | 31.6 | 27.8 | 13.2 | 7.2 | 0.7 | 19.6 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 35.2 | 51.3 | 7.0 | 4.6 | 0.7 | 0.0 | 1.2 | 100 |
| P2 | 27.8 | 36.1 | 14.3 | 8.9 | 9.5 | 1.9 | 1.5 | 100 |
| P3 | 10.0 | 18.9 | 14.4 | 21.5 | 16.8 | 5.0 | 13.4 | 100 |
| P4 | 4.9 | 8.2 | 12.2 | 18.9 | 18.6 | 8.9 | 28.4 | 100 |
| P5 | 0.0 | 4.1 | 7.7 | 12.9 | 9.4 | 10.6 | 55.3 | 100 |
| P6 | 0.0 | 0.8 | 1.7 | 8.8 | 9.7 | 13.4 | 65.5 | 100 |
| P7 | 0.0 | 0.0 | 2.0 | 0.9 | 9.0 | 11.8 | 76.3 | 100 |
| Total | 14.4 | 21.7 | 9.7 | 12.1 | 10.6 | 6.1 | 25.4 | 100 |

Facts

- 6 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 13 out of 100 children in P3 are able to solve P2 level division sums

MBARARA

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 35.6 | 47.6 | 14.7 | 1.2 | 0.4 | 0.4 | 100.0 |
| P2 | 8.5 | 30.9 | 41.5 | 13.7 | 0.0 | 5.3 | 100.0 |
| P3 | 4.3 | 14.1 | 29.5 | 24.0 | 0.9 | 27.2 | 100.0 |
| P4 | 0.6 | 1.8 | 17.6 | 25.4 | 0.7 | 53.9 | 100.0 |
| P5 | 0.0 | 0.0 | 7.1 | 13.1 | 5.7 | 74.1 | 100.0 |
| P6 | 0.0 | 0.0 | 4.4 | 7.0 | 0.0 | 88.7 | 100.0 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 1.3 | 98.7 | 100.0 |
| Total | 11.7 | 20.3 | 19.0 | 11.9 | 1.0 | 36.1 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|------------|--------------|----------------|------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 17.7 | 45.6 | 27.0 | 4.0 | 4.2 | 0.5 | 0.9 | 100 |
| P2 | 5.9 | 14.4 | 21.0 | 15.5 | 20.6 | 6.3 | 16.2 | 100 |
| P3 | 1.1 | 4.3 | 7.2 | 12.9 | 19.5 | 9.5 | 45.4 | 100 |
| P4 | 0.0 | 1.6 | 4.3 | 5.8 | 18.5 | 9.8 | 60.0 | 100 |
| P5 | 0.0 | 0.0 | 0.0 | 2.2 | 4.8 | 12.1 | 81.0 | 100 |
| P6 | 0.0 | 0.0 | 0.0 | 0.0 | 1.6 | 8.0 | 90.4 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 100.0 | 100 |
| Total | 5.9 | 15.4 | 12.4 | 6.7 | 10.9 | 6.0 | 42.7 | 100 |

Facts

- 27 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 45 out of 100 children in P3 are able to solve P2 level division sums

NTUNGAMO

Reading

| Percentage distribution for competence in English by class, P1 - P7 | | | | | | | |
|---|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
| P1 | 49.2 | 40.5 | 7.8 | 1.7 | 0.0 | 0.9 | 100.0 |
| P2 | 22.4 | 37.7 | 34.3 | 2.4 | 1.9 | 1.3 | 100.0 |
| P3 | 9.9 | 24.4 | 32.2 | 26.1 | 1.2 | 6.3 | 100.0 |
| P4 | 2.5 | 7.4 | 25.7 | 41.5 | 1.4 | 21.6 | 100.0 |
| P5 | 0.8 | 3.3 | 9.0 | 19.2 | 6.4 | 61.4 | 100.0 |
| P6 | 2.5 | 2.8 | 2.6 | 9.0 | 4.8 | 78.2 | 100.0 |
| P7 | 0.0 | 0.0 | 4.0 | 4.0 | 7.0 | 85.1 | 100.0 |
| Total | 20.8 | 23.4 | 17.0 | 13.2 | 2.2 | 23.3 | 100.0 |

Numeracy

| Percentage distribution for mathematics competencies by class, P1-P7 | | | | | | | | |
|--|-------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
| P1 | 26.4 | 50.3 | 16.0 | 3.0 | 1.8 | 1.0 | 1.5 | 100 |
| P2 | 13.0 | 28.0 | 22.2 | 20.4 | 7.5 | 4.9 | 4.0 | 100 |
| P3 | 5.2 | 5.8 | 15.4 | 21.0 | 27.5 | 7.2 | 18.0 | 100 |
| P4 | 3.5 | 3.1 | 2.7 | 14.2 | 18.6 | 23.7 | 34.2 | 100 |
| P5 | 2.4 | 0.0 | 2.6 | 7.4 | 5.1 | 15.6 | 66.9 | 100 |
| P6 | 1.0 | 0.0 | 0.0 | 6.1 | 6.4 | 8.6 | 77.9 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 7.6 | 0.0 | 2.6 | 89.9 | 100 |
| Total | 11.8 | 21.3 | 11.2 | 10.7 | 9.0 | 8.0 | 28.0 | 100 |

Facts

- 6 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 18 out of 100 children in P3 are able to solve P2 level division sums

RUKUNGIRI

Reading

Percentage distribution for competence in English by class, P1 - P7

| Class | Nothing | Letter | Word | Sentence | Story | comprehension | Total |
|--------------|-------------|-------------|-------------|-------------|------------|---------------|--------------|
| P1 | 47.6 | 41.6 | 9.6 | 1.3 | 0.0 | 0.0 | 100.0 |
| P2 | 27.1 | 43.5 | 23.8 | 5.1 | 0.0 | 0.5 | 100.0 |
| P3 | 7.9 | 25.8 | 47.2 | 10.6 | 2.3 | 6.2 | 100.0 |
| P4 | 4.2 | 5.3 | 37.3 | 25.9 | 5.4 | 22.0 | 100.0 |
| P5 | 0.9 | 1.9 | 15.0 | 27.1 | 6.3 | 48.8 | 100.0 |
| P6 | 0.0 | 1.0 | 2.3 | 14.4 | 8.5 | 73.8 | 100.0 |
| P7 | 0.0 | 2.3 | 4.6 | 2.3 | 7.4 | 83.4 | 100.0 |
| Total | 16.3 | 21.5 | 22.2 | 12.1 | 3.5 | 24.4 | 100.0 |

Numeracy

Percentage distribution for mathematics competencies by class, P1-P7

| Class | Nothing | Identify 0-9 | Identify 10-99 | Addition | Subtraction | Multiplication | Division | Total |
|--------------|------------|--------------|----------------|-------------|-------------|----------------|-------------|------------|
| P1 | 24.9 | 39.7 | 22.8 | 9.0 | 2.9 | 0.6 | 0.0 | 100 |
| P2 | 8.6 | 22.9 | 20.3 | 20.8 | 16.6 | 4.4 | 6.5 | 100 |
| P3 | 4.3 | 6.9 | 9.7 | 26.2 | 19.5 | 8.8 | 24.7 | 100 |
| P4 | 2.7 | 0.0 | 1.4 | 11.6 | 28.2 | 13.8 | 42.2 | 100 |
| P5 | 1.0 | 0.0 | 1.1 | 7.9 | 16.3 | 14.7 | 59.0 | 100 |
| P6 | 2.6 | 3.4 | 0.0 | 3.4 | 5.9 | 7.8 | 76.9 | 100 |
| P7 | 0.0 | 0.0 | 0.0 | 2.3 | 2.3 | 7.1 | 88.3 | 100 |
| Total | 8.1 | 13.5 | 10.1 | 13.2 | 13.9 | 7.7 | 33.6 | 100 |

Facts

- 6 out of 100 children in P3 are able to read and comprehend a P2 level English story text
- 25 out of 100 children in P3 are able to solve P2 level division sums

Annex

ANNEX I: DISTRICT PERFORMANCE RANKING

| PERCENTAGE OF PUPILS OF P3-P7 COMPETENT IN ENGLISH, MATHEMATICS AND BOTH | | | |
|--|--------------------------------|------------------------------|--------------------|
| District Name | Complete competence in English | Complete Competence in Maths | Competence in Both |
| BUSHENYI | 53.0 | 67.4 | 50.3 |
| KAMPALA | 61.6 | 61.3 | 50.1 |
| MBARARA | 62.0 | 70.1 | 48.5 |
| WAKISO | 56.1 | 68.5 | 47.2 |
| KIRUHURA | 53.8 | 64.9 | 42.0 |
| NAKASEKE | 45.9 | 57.5 | 38.9 |
| KALANGALA | 49.8 | 62.3 | 38.8 |
| KANUNGU | 41.3 | 61.8 | 37.5 |
| LUWERO | 46.4 | 58.3 | 36.8 |
| LYANTONDE | 40.6 | 58.4 | 36.7 |
| RAKAI | 44.7 | 55.8 | 35.2 |
| NTUNGAMO | 43.1 | 50.8 | 34.5 |
| ISINGIRO | 40.1 | 60.1 | 34.3 |
| KABAROLE | 42.0 | 54.6 | 33.8 |
| IBANDA | 43.2 | 56.6 | 33.0 |
| RUKUNGIRI | 38.7 | 51.7 | 32.4 |
| NAKASONGOLA | 38.0 | 56.1 | 32.3 |
| MOYO | 34.8 | 60.3 | 31.8 |
| MASAKA | 39.0 | 51.5 | 31.3 |
| MITYANA | 36.1 | 68.7 | 30.4 |
| KABALE | 39.0 | 48.5 | 30.1 |
| KYENJOJO | 36.4 | 57.2 | 30.0 |
| ARUA | 34.7 | 56.9 | 29.8 |
| KAMWENGE | 35.2 | 59.6 | 29.7 |
| MBALE | 37.4 | 47.9 | 29.6 |
| KASESE | 36.6 | 47.9 | 29.0 |
| KISORO | 36.1 | 42.8 | 28.9 |
| KAABONG | 34.8 | 47.0 | 28.5 |
| LIRA | 32.6 | 47.8 | 28.4 |
| KIBOGA | 36.1 | 56.1 | 27.9 |
| GULU | 32.1 | 49.6 | 27.6 |
| MUKONO | 38.0 | 62.4 | 27.5 |
| KITGUM | 33.0 | 44.6 | 27.0 |
| SIRONKO | 36.9 | 48.8 | 27.0 |
| MOROTO | 39.1 | 39.8 | 26.5 |
| KIBAALE | 30.2 | 56.1 | 26.4 |
| NYADRI | 30.4 | 55.1 | 25.8 |
| NEBBI | 30.6 | 53.7 | 25.6 |
| JINJA | 35.5 | 50.7 | 25.3 |

| | | | |
|-------------|------|------|------|
| MANAFWA | 30.2 | 50.8 | 25.3 |
| HOIMA | 30.9 | 52.7 | 24.9 |
| BUSIA | 27.8 | 50.5 | 24.9 |
| PADER | 27.8 | 47.1 | 24.8 |
| MPIGI | 34.0 | 43.7 | 24.8 |
| KUMI | 31.1 | 46.9 | 24.8 |
| ABIM | 30.9 | 39.5 | 24.3 |
| BULIISA | 27.3 | 47.4 | 24.2 |
| ADJUMANI | 26.6 | 56.1 | 24.1 |
| YUMBE | 29.5 | 52.2 | 23.8 |
| OYAM | 31.3 | 48.4 | 23.5 |
| MUBENDE | 28.7 | 54.5 | 23.3 |
| SOROTI | 27.8 | 44.1 | 22.9 |
| KATAKWI | 24.8 | 57.3 | 22.5 |
| AMURIA | 29.1 | 54.0 | 22.4 |
| MASINDI | 30.9 | 39.6 | 22.2 |
| NAKAPIRIPIT | 32.8 | 37.5 | 21.6 |
| KOBOKO | 27.1 | 46.6 | 21.3 |
| KOTIDO | 26.0 | 35.5 | 21.0 |
| SSEMBABULE | 33.7 | 41.3 | 20.9 |
| BUTALEJA | 27.9 | 47.8 | 20.8 |
| APAC | 26.7 | 43.7 | 20.6 |
| BUDAKA | 24.6 | 38.5 | 20.3 |
| AMURU | 22.3 | 41.4 | 20.2 |
| BUKEDEA | 25.5 | 35.6 | 20.1 |
| KAYUNGA | 21.9 | 48.3 | 19.8 |
| DOKOLO | 24.2 | 42.5 | 19.3 |
| IGANGA | 24.3 | 45.3 | 19.3 |
| KAPCHORWA | 25.6 | 43.0 | 19.2 |
| BUNDIBUGYO | 25.9 | 30.0 | 18.7 |
| MAYUGE | 23.0 | 43.1 | 18.4 |
| PALLISA | 21.1 | 43.2 | 18.3 |
| KABERAMAIDO | 25.5 | 49.0 | 18.2 |
| BUDUUDA | 19.8 | 52.3 | 17.6 |
| BUKWO | 25.6 | 39.4 | 17.4 |
| TORORO | 19.0 | 40.6 | 16.9 |
| KAMULI | 20.2 | 43.9 | 16.5 |
| BUGIRI | 18.0 | 43.2 | 14.7 |
| KALIRO | 19.5 | 49.6 | 13.4 |
| AMOLATAR | 15.0 | 41.8 | 10.2 |
| Uganda | 34.3 | 51.1 | 27.7 |

ANNEX II: UWEZO-UGANDA TEAM

Uwezo Uganda Advisory Committee

Dr. Deborah Kasente (MISR)
Fagil Mandy (FAMECON)
Dr. Akim Okuni (AKDN)
Els M Heijnen (SNV)
Fredrick Mwesigye (FENU)
Sylvia Acana (UNEB)
Kees De Graaf (SNV)
James Muwonge (UBOS)
Dr. Daniel Nkaada (MoES)

Uwezo Uganda Secretariat

Richard Ssewakiryanga Country Coordinator
Emmanuel Mugole Assessment Coordinator
Faridah Nassereka Research Administrator
Judith N Tumusiime Programme Assistant, Communications and Information
Joseph Ssemakula Support Person, Communication and Information

Uwezo –Aser fraternity

Rakesh Rajani Head, Twaweza East Africa.
Dr.Sara Ruto Regional Manager,Uwezo East Africa.
Prof.Suleman Sumra Country Coordinator Tanzania
Dr. John Mugo Country Coordinator Kenya
Dr.Rukmini Benerji Aser, India
Aser Centre All staff & Associates.
Uwezo-Tanzania All Staff and Associates
Uwezo-Kenya All Staff and Associates

Test Development Experts

Eunice Omunyokol- Head Teacher, Akumuriei Primary School, Amuria District
Egadu Francis- Retired Educationist
Male Hussein Kategaya- Former Principal Kibuli Core Primary Teachers college and author of primary mathematics text books
Katherine Akello-Lecturer Kyambogo University, Department of Teacher Education
Okello Jimmy-Head Teacher, Amuda Primary School, Dokolo District

Test Development Panelists

Obbo G.KAtandi National Curriculum Development Centre
Gertrude Namubiru National Curriculum Development Centre
Elly Wairagala Musana National Curriculum Development Centre

Government supportive Institutions

The Ministry of Education and Sports
National Curriculum Development Centre (NCDC)
Uganda National Examination Board (National Assessment of Progress in Education-NAPE)
Uganda Bureau of Statistics (UBoS)

Data Management

Center for Performance Management and Evaluative Research (CPMER), Kampala
SUNAI Consultancy PVT Ltd, India

Uwezo-Uganda Assessment Team

Regional Coordinators

Sentamu Ismail
Cephas Wandera
Atria Jackson
Peter Iranya
Denya Paul
Muhumuza Ruth Daphine
Sseruyange .N. Evelyn
Babirye Winnie
Stella Atunyo
Rosie .N. Kazibwe

Research Associates

| | |
|----------------------|----------------------|
| Walangalira Ismail | Bayigereza John Paul |
| Nabadda Cotilda | Enock Lubwama |
| Wanyana Esther | Okoth Sarah |
| Lubogo Peter | Gitta Phionah Zabali |
| Kyeyago Viola | Magembe Peter |
| Kisiira Umaru | Kabahinda Jackie |
| Adongo Judith | Stella Bulyaba |
| Musoke Robert Kasasa | Atuhairwe Sylvia |
| Senkumba John | Irene Kyalimpa |
| Nyatia Stephen | Bamusiibule James |
| Nyakahuma Joel | Mbatidde Moses |
| Muwanga Angela | Najjemba Phiona |
| Nyakojo Patrick | James Okello |
| Balikuddembe Fred | Musoke Muhammed |
| Onyango Patrick | Jocelyn Amongin |
| Musoke N Justine | Wandera Bernard |
| Sendyose Godfrey | Omojong Stephen |
| Nazziwa Milly | Mugambwa Robert |
| Nalugwa Rehema | Nalubowa Hadija |
| Labong Catherine | Okiring Isaac |
| Nakanjako Esther | Kawooma Julius |
| Akol Pius | Nagujja Josephine |
| Madoyi Moses | Nakigozi Noor |
| Nuwamanya Maureen | |

District Partner Institutions and Contact Persons

| Number | District | District Contact Person | Partner Organisation |
|--------|-------------|-------------------------|---|
| 1 | Arua | Andama Martin | Participatory Initiative for Real Development (PIRD) |
| 2 | Bukwo | Sakajja Jacob | Kapchorwa -Bukwo Women in Peace Initiative |
| 3 | Butaleja | Matovu John Mary | Multi Community Based Development initiative |
| 4 | Mbarara | Kwishima George William | Mbarara Archdiocese |
| 5 | Ntungamo | Rev. Yosamu Tumwine | Kyamate Archdiocese |
| 6 | Oyam | Amot Job | Concerned Parent's Association (CPA) |
| 7 | Pallisa | Fred Ejautene | Pallisa Civil Society Organizations' Network (PACONET) |
| 8 | Sironko | Magomu Mubarak | Sironko Civil Society Network-SICINET |
| 9 | Soroti | Simon Peter Egadu | Public Affairs Centre (PAC) Uganda |
| 10 | Amolatar | Ayo Anthony | Lango Samaritan Initiative Organisation (LASIO) |
| 11 | Amuria | Augustine Opolot | Community Integrated Development Initiatives (CIDI) |
| 12 | Amuru | Otara Steven White | Gwokke Ber Two Pe Yero CBO |
| 13 | Apac | Thomas Opio Okene | Campaign Against Domestic Violence |
| 14 | Budaka | Micheal kirya | Budaka Local Government |
| 15 | Buduuda | Kunikina Beatrice | Buduuda Child Development Centre |
| 16 | Bugiri | Jackie Naigaga | Bugiri NGO Forum |
| 17 | Bukedea | Moses Aisia | Apoolo Na Angor |
| 18 | Bullisa | Happy Rogers | Build Africa Uganda |
| 19 | Bundibugyo | Aguma Ignatius | Self-care Rural Education Support Association |
| 20 | Bushenyi | Apollo Kakonge | Western Ankole Civil Society Forum (WACSOF) |
| 21 | Busia | Nsonga Rosette | Organisation for Capacity Building Initiatives(OCABI) |
| 22 | Dokolo | James Acar | Apyen-nyang Child and Family Support project |
| 23 | Gulu | Zipporah Jean Alaroker | Gulu NGO Forum |
| 24 | Hoima | Gertrude Nsita Kaliisa | Navigators of Development Association(NAVODA) |
| 25 | Ibanda | Kwesiga Matasiya | Ankole Diocese |
| 26 | Iganga | Eyiiga Mudhasi Abbey | Livelihoods Development Initiatives- Uganda (LIDI) |
| 27 | Isingiro | Atwine Angela | Community Development Office -Isingiro District |
| 28 | Jinja | Lambert Okure Drata | Young Men's Christian Association (YMCA - Jinja Branch) |
| 29 | Kabale | Bernard Kahigi | Kick Corruption out of Kigezi |
| 30 | Kabarole | Michael Nyakojo | Kabarole Research and Resource Centre |
| 31 | Kaberamaido | Roselinda Oyuu | Kaberamaido District NGO Forum (KADINGOF) |
| 32 | Kalangala | Ssenyanja Peter | Kalangala District Education Forum |
| 33 | Kaliro | Harriet Atiibwa | Community Development Office- Kaliro District |
| 34 | Kampala | Lukanga Musisi Samuel | Community Integrated Development Initiative |
| 35 | kamuli | Leo Mmerewooma Waibi | AIDS Education Group for the Youth |
| 36 | Kamwenge | Sabiiti Fenekansi | Parents Concern |
| 37 | Kanungu | Ruugi James Kaberuka | Kanungu NGO/CBO Forum |
| 38 | Kapchorwa | Cherukut Miriam | Kapchorwa Civil Society Organization Alliance |
| 39 | Kasese | Bwambale Christopher | Uganda Change Agent Association |
| 40 | Katakwi | Aguti Hellen | Link Community Development |
| 41 | Kayunga | Sheikh Idris Kabali | Youth and Persons with Disability Integrated Development |
| 42 | Kibaale | Mulindwa Paul | Kibaale District Civil Society Organizations Network |
| 43 | kiboga | Kyagulanyi Edward | Kiboga District NGO/CBO Forum |
| 44 | Kiruhura | Nuwagaba Frank | Community Development Office- Kiruhura District |
| 45 | Kisoro | Ngoroye Edward | Kisoro District NGO Forum |
| 46 | Kitgum | Babu Robert | Kitgum District NGO Forum |
| 47 | Koboko | Mr. Bongo Patrick | Koboko Youth in Development (KOYID) |
| 48 | kotido | Aporu Jean Mark | Uganda Joint Christian council |
| 49 | Kumi | Amodot Jennifer | Kumi Pentecostal Assemblies of God – Planning and Development Secretariat |

| | | | |
|----|---------------|-------------------------|---|
| 50 | Kyenjonjo | Kemigabo Christine. | Development Foundation for Rural Area |
| 51 | Lira | Odwee Dennis | Lira District NGO Forum |
| 52 | Luweero | Mutumba Charles | Kikyusa Development Foundation |
| 53 | Lyantonde | Ndyabahika Elias | Rakai Community Based AIDS Organization |
| 54 | Manafwa | Manghali Joel | Manafwa (ARDI) |
| 55 | Maracha | Esubo James | Arua Rural Community Development (ARCOD) |
| 56 | Masaka | Fausta Nnalugwa | Masaka Local Government |
| 57 | Masindi | Tumwesigye Walter | Masindi District Education Network |
| 58 | Mayuge | Mugoya Paul | Community Integrated Development Activities for Poverty Alleviation |
| 59 | Mbale | Wanibwa Richard | Mbale NGO Forum |
| 60 | Mityana | Buwuule Emmanuel | Kiyinda-Mityana Diocese Education Commission |
| 61 | Moyo | Vuziga William | Moyo District NGO Forum |
| 62 | Mpigi | Mayanja Jimmy | Mpigi NGO Forum |
| 63 | Mubende | Mary Achilles Namatovu | Children and wives of Disabled Soldiers Association |
| 64 | Mukono | Lubowa Frank | Madak Integrated Community Health Initiative |
| 65 | Nakapiripirit | Lokiru Francis | Friends of Christ Revival Ministries |
| 66 | Nakaseke | Ntuutu Menha Kivebusoga | Community Development Office – Nakaseke District |
| 67 | Nakasongola | Kasibante Herbert | Community Development Office – Nakasongola District |
| 68 | Namutumba | Kisame Umaru | Namutumba NGO Forum |
| 69 | Nebbi | Ogamdhogwa Moses. | Nebbi district NGO Forum |
| 70 | Pader | Odong George | Pader District NGO Network |
| 71 | Rakai | Bwetunge Gerald | Orphan Community Based organisation skills Development |
| 72 | Rukungiri | Tukamuhebwa Robert | Rukungiri Gender and Development Association. |
| 73 | Sembabule | Juuko William | Lutheran World Federation-LWF |
| 74 | Tororo | Silas Eilu | Tororo Civil Society Network (TOCINET) |
| 75 | Wakiso | Kiranda Kizito Richard | Kiyita Family Alliance for Development. |
| 76 | Yumbe | Achema Muzamil | Needy kids-Uganda |
| 77 | Adjumani | Anyanzo John | Adjumani district NGO-Forum |
| 78 | Abim | Rev. John Bosco Sire | Uganda Joint Christian council |
| 79 | Moroto | Rev. David Pedo | Uganda Joint Christian Council |
| 80 | Kaabong | Immaculate Apolot | Uganda Joint Christian Council |

Volunteers

To all the 4,800 volunteers we are proud of you and say thank you for the sacrifices and efforts you tirelessly took to participate in the 2011 assessment.



UGANDA NATIONAL NGO FORUM

Who we are

The Uganda National NGO Forum is an all- inclusive membership organization of NGOs and their networks as well as 'un-networked NGO's, which subscribe to and support the organization's vision, mission and values. It was formed in 1997, to be a broad based national body for NGOs in Uganda to come together in pursuit of collective agendas and to engage with government and other actors in the development process. The Forum was registered with the NGO board in 2001 and has grown in strength and membership from fewer than 50 members in 2001 to over 400 members to date. Our members work in diverse fields in different parts of the country. They include district, regional, national and international NGOs.

Our Vision

Is a coherent, respected, and well informed NGO sector in Uganda, actively contributing to citizens' wellbeing and safe guarding their rights.

Our Mission

To provide a sharing and reflection platform for NGO's to influence governance and development processes in Uganda, and enhance their operating environment.

Our Values

- Social Justice and Equity
- Gender and Diversity Autonomy
- Accountability
- Collective action and solidarity
- Unity in diversity
- Self sufficiency

Objectives of the Uganda National NGO Forum

- To act as a Forum drawing together Non- Governmental Organizations (NGOs) registered and operating in Uganda and other groups working in Uganda, to discuss and adopt strategies and to act collectively on matters of mutual concern to NGOs.
- To maintain dialogue with the Government and other National and International NGOs and bodies on behalf of all members and other NGOs operating in Uganda, that subscribe to UNNGOF's mission.
- To undertake Advocacy and Lobbying of Government and other bilateral and multilateral bodies on issues of common concern
- To promote informed dialogue, networking, and information exchange among the member NGOs, other NGOs and the wide civil society on matters of mutual concern.



Worldwide basic Literacy and Numeracy are synonymous to being educated. The Uwezo initiative has embarked on a journey of conducting annual assessments to determine the learning abilities of children aged 6-16 years. In the face of huge investments made both at government, non government and at individual level to improve quality of education we still ask whether our children are learning.

This report proves otherwise and may point to the fact that the yield may not be worth the investment. It further reveals that our children may not be learning as well as we may like them to. We all need to act to make a difference for it is upon the education of the people of this country that the fate of this country depends. As citizens, we need to be part of the collective effort to bridge the gaps and help our children learn better.

Uwezo is dedicated to sharing of the data for independent analysis.

Full data sets and further information can be down loaded from www.uwezo.net

Uwezo Uganda is hosted at the Uganda National NGO Forum

Plot 25, Muyenga Tank Hill Road

P.O Box 4636, Kampala.

+256 312 260 373/ +256 414 510 272/ 501 674 |

+256 312 260 372 | Web: www.uwezo.net

Email; uganda@uwezo.net

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