

STUDENT NAME: PHABIAN OMONDI

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025



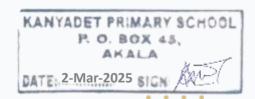


LEARNING AREAS	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	20	Meet Expectation	MR OWUOR
2: KUSOMA	15	15	Exceeds Expectation	MR VINCENT
3: MATHEMATICS	50	33	Meet Expectation	MR ODUOR
4: ENGLISH	50	25	Approach Expectation	MR OWUOR
5: KISWAHILI	35	15	Exceeds Expectation	MR VINCENT
6: ILA	50	31	Meet Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"PHABIAN OMONDI has met the anticipated learning outcomes with consistent performance. Ongoing academic challenges and enrichment activities are recommended to ensure sustained advancement.

School Stamp



PRINCIPAL'S REFLECTION

PHABIAN OMONDI demonstrates consistent grade-level mastery. To optimize learning, we recommend: (1) Advanced project-based learning opportunities, (2) Peer mentoring roles, and (3) Quarterly enrichment workshops.







STUDENT NAME: BEATRICE ADHIAMBO

CLOSING DATE: Friday 4th, April 2025



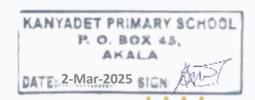


LEARNING AREA	AS OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	18	Meet Expectation	MR OWUOR
2: KUSOMA	15	15	Exceeds Expectation	MR VINCENT
3: MATHEMATICS	50	22	Approach Expectation	MR ODUOR
4: ENGLISH	50	17	Approach Expectation	MR OWUOR
5: KISWAHILI	35	9	Exceeds Expectation	MR VINCENT
6: ILA	50	22	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"BEATRICE ADHIAMBO exhibits an intermediate level of mastery regarding the essential competencies. Concentrated reinforcement and structured, scaffolded instruction will be employed to close persistent gaps in understanding.

School Stamp



PRINCIPAL'S REFLECTION

BEATRICE ADHIAMBO shows developing competency in key areas. Our three-phase improvement plan includes: (1) Diagnostic skill gap analysis, (2) Customized practice modules, and (3) Weekly teacher check-ins to track growth.



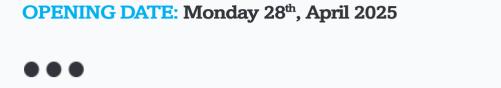


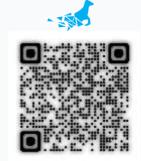




STUDENT NAME: MERYL AWUOR

CLOSING DATE: Friday 4th, April 2025





LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	18	Meet Expectation	MR OWUOR
2: KUSOMA	15	13	Exceeds Expectation	MR VINCENT
3: MATHEMATICS	50	39	Meet Expectation	MR ODUOR
4: ENGLISH	50	19	Approach Expectation	MR OWUOR
5: KISWAHILI	35	18	Exceeds Expectation	MR VINCENT
6: ILA	50	33	Meet Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"MERYL AWUOR has met the anticipated learning outcomes with consistent performance. Ongoing academic challenges and enrichment activities are recommended to ensure sustained advancement.

School Stamp

RO. BOX 45,
AKALA
DATE: 2-Mar-2025 SIGN

PRINCIPAL'S REFLECTION

MERYL AWUOR demonstrates consistent grade-level mastery. To optimize learning, we recommend: (1) Advanced project-based learning opportunities, (2) Peer mentoring roles, and (3) Quarterly enrichment workshops.

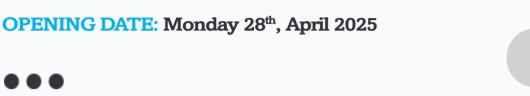






STUDENT NAME: EVANS OUMA

CLOSING DATE: Friday 4th, April 2025



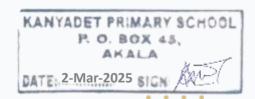


LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	20	Meet Expectation	MR OWUOR
2: KUSOMA	15	9	Meet Expectation	MR VINCENT
3: MATHEMATICS	50	28	Approach Expectation	MR ODUOR
4: ENGLISH	50	23	Approach Expectation	MR OWUOR
5: KISWAHILI	35	9	Meet Expectation	MR VINCENT
6: ILA	50	33	Meet Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"EVANS OUMA exhibits an intermediate level of mastery regarding the essential competencies. Concentrated reinforcement and structured, scaffolded instruction will be employed to close persistent gaps in understanding.

School Stamp



PRINCIPAL'S REFLECTION

EVANS OUMA shows developing competency in key areas. Our three-phase improvement plan includes: (1) Diagnostic skill gap analysis, (2) Customized practice modules, and (3) Weekly teacher check-ins to track growth.









STUDENT NAME: BRONIA JOY AKINYI

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025





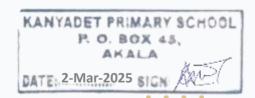


LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	20	Meet Expectation	MR OWUOR
2: KUSOMA	15	6	Approach Expectation	MR VINCENT
3: MATHEMATICS	50	30	Meet Expectation	MR ODUOR
4: ENGLISH	50	12	Below Expectation	MR OWUOR
5: KISWAHILI	35	14	Approach Expectation	MR VINCENT
6: ILA	50	29	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"BRONIA JOY AKINYI exhibits an intermediate level of mastery regarding the essential competencies. Concentrated reinforcement and structured, scaffolded instruction will be employed to close persistent gaps in understanding.

School Stamp



PRINCIPAL'S REFLECTION

BRONIA JOY AKINYI shows developing competency in key areas. Our three-phase improvement plan includes: (1) Diagnostic skill gap analysis, (2) Customized practice modules, and (3) Weekly teacher check-ins to track growth.







STUDENT NAME: JOHN JUNIOR

CLOSING DATE: Friday 4th, April 2025





LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	8	Approach Expectation	MR OWUOR
2: KUSOMA	15	5	Approach Expectation	MR VINCENT
3: MATHEMATICS	50	11	Below Expectation	MR ODUOR
4: ENGLISH	50	14	Below Expectation	MR OWUOR
5: KISWAHILI	35	5	Approach Expectation	MR VINCENT
6: ILA	50	18	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"JOHN JUNIOR is currently underperforming relative to established academic benchmarks. Strategic interventions and tailored support mechanisms will be deployed to remediate learning deficiencies and promote progress.

School Stamp

KANYADET PRIMARY SCHOOL P. O. BOX 45. AKALA DATE 2-Mar-2025 SIGN

PRINCIPAL'S REFLECTION

JOHN JUNIOR requires immediate academic intervention. The school will: (1) Assign a learning specialist for biweekly 1:1 support, (2) Implement research-based remediation strategies, and (3) Conduct fortnightly progress reviews with parents/guardians.











STUDENT NAME: MOSES OTIENO

CLOSING DATE: Friday 4th, April 2025

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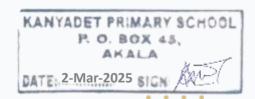


LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	14	Approach Expectation	MR OWUOR
2: KUSOMA	15	6	Approach Expectation	MR VINCENT
3: MATHEMATICS	50	12	Below Expectation	MR ODUOR
4: ENGLISH	50	13	Below Expectation	MR OWUOR
5: KISWAHILI	35	2	Approach Expectation	MR VINCENT
6: ILA	50	24	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"MOSES OTIENO exhibits an intermediate level of mastery regarding the essential competencies. Concentrated reinforcement and structured, scaffolded instruction will be employed to close persistent gaps in understanding.

School Stamp



PRINCIPAL'S REFLECTION

MOSES OTIENO shows developing competency in key areas. Our three-phase improvement plan includes: (1) Diagnostic skill gap analysis, (2) Customized practice modules, and (3) Weekly teacher check-ins to track growth.







STUDENT NAME: SHARON ATIENO

CLOSING DATE: Friday 4th, April 2025

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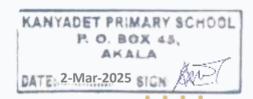


LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	10	Approach Expectation	MR OWUOR
2: KUSOMA	15	4	Below Expectation	MR VINCENT
3: MATHEMATICS	50	21	Approach Expectation	MR ODUOR
4: ENGLISH	50	10	Below Expectation	MR OWUOR
5: KISWAHILI	35	5	Below Expectation	MR VINCENT
6: ILA	50	22	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"SHARON ATIENO exhibits an intermediate level of mastery regarding the essential competencies. Concentrated reinforcement and structured, scaffolded instruction will be employed to close persistent gaps in understanding.

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PRINCIPAL'S REFLECTION

SHARON ATIENO shows developing competency in key areas. Our three-phase improvement plan includes: (1) Diagnostic skill gap analysis, (2) Customized practice modules, and (3) Weekly teacher check-ins to track growth.









STUDENT NAME: FIDEL CASTRO

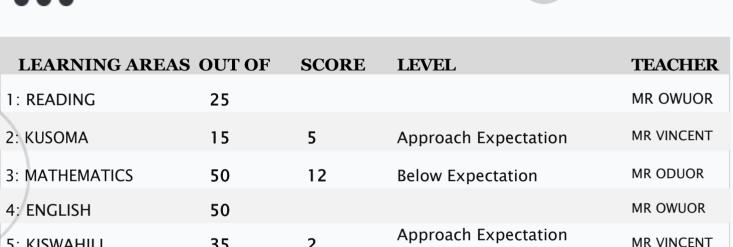
CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025



5. KISWAHII I

6: ILA



Approach Expectation

2

17

CLASS TEACHER COMMENT

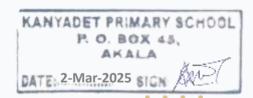
"FIDEL CASTRO is currently underperforming relative to established academic benchmarks. Strategic interventions and tailored support mechanisms will be deployed to remediate learning deficiencies and promote progress.

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School Stamp

MR MAXWEL



PRINCIPAL'S REFLECTION

FIDEL CASTRO requires immediate academic intervention. The school will: (1) Assign a learning specialist for biweekly 1:1 support, (2) Implement research-based remediation strategies, and (3) Conduct fortnightly progress reviews with parents/guardians.



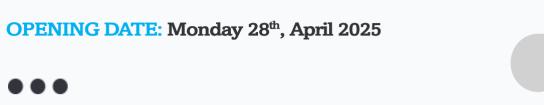


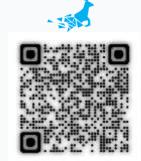




STUDENT NAME: SAMUEL OCHOLA

CLOSING DATE: Friday 4th, April 2025



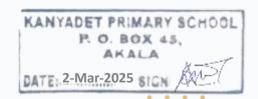


LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	8	Approach Expectation	MR OWUOR
2: KUSOMA	15	5	Approach Expectation	MR VINCENT
3: MATHEMATICS	50	12	Below Expectation	MR ODUOR
4: ENGLISH	50	8	Below Expectation	MR OWUOR
5: KISWAHILI	35	2	Approach Expectation	MR VINCENT
6: ILA	50	22	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"SAMUEL OCHOLA is currently underperforming relative to established academic benchmarks. Strategic interventions and tailored support mechanisms will be deployed to remediate learning deficiencies and promote progress.

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PRINCIPAL'S REFLECTION

SAMUEL OCHOLA requires immediate academic intervention. The school will: (1) Assign a learning specialist for biweekly 1:1 support, (2) Implement research-based remediation strategies, and (3) Conduct fortnightly progress reviews with parents/guardians.







STUDENT NAME: STEPHENE OWINO

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025



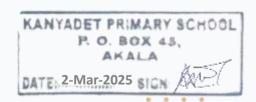


LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	15	Meet Expectation	MR OWUOR
2: KUSOMA	15	3	Below Expectation	MR VINCENT
3: MATHEMATICS	50	14	Below Expectation	MR ODUOR
4: ENGLISH	50	11	Below Expectation	MR OWUOR
5: KISWAHILI	35	2	Below Expectation	MR VINCENT
6: ILA	50	20	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"STEPHENE OWINO is currently underperforming relative to established academic benchmarks. Strategic interventions and tailored support mechanisms will be deployed to remediate learning deficiencies and promote progress.

School Stamp



PRINCIPAL'S REFLECTION

STEPHENE OWINO requires immediate academic intervention. The school will: (1) Assign a learning specialist for biweekly 1:1 support, (2) Implement research-based remediation strategies, and (3) Conduct fortnightly progress reviews with parents/guardians.









STUDENT NAME: ELISHA OMONDI

CLOSING DATE: Friday 4th, April 2025



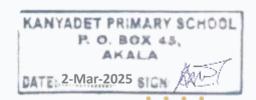


LEARNING AREA	AS OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	10	Approach Expectation	MR OWUOR
2: KUSOMA	15	3	Below Expectation	MR VINCENT
3: MATHEMATICS	50	12	Below Expectation	MR ODUOR
4: ENGLISH	50	11	Below Expectation	MR OWUOR
5: KISWAHILI	35	2	Below Expectation	MR VINCENT
6: ILA	50	21	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"ELISHA OMONDI is currently underperforming relative to established academic benchmarks. Strategic interventions and tailored support mechanisms will be deployed to remediate learning deficiencies and promote progress.

School Stamp



PRINCIPAL'S REFLECTION

ELISHA OMONDI requires immediate academic intervention. The school will: (1) Assign a learning specialist for biweekly 1:1 support, (2) Implement research-based remediation strategies, and (3) Conduct fortnightly progress reviews with parents/guardians.

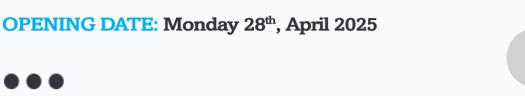


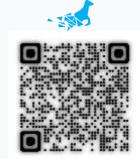




STUDENT NAME: ROBERT OWINO

CLOSING DATE: Friday 4th, April 2025



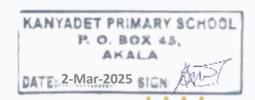


LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	20	Meet Expectation	MR OWUOR
2: KUSOMA	15	4	Below Expectation	MR VINCENT
3: MATHEMATICS	50	26	Approach Expectation	MR ODUOR
4: ENGLISH	50	0	ZZ	MR OWUOR
5: KISWAHILI	35	4	Below Expectation	MR VINCENT
6: ILA	50	20	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"ROBERT OWINO exhibits an intermediate level of mastery regarding the essential competencies. Concentrated reinforcement and structured, scaffolded instruction will be employed to close persistent gaps in understanding.

School Stamp



PRINCIPAL'S REFLECTION

ROBERT OWINO shows developing competency in key areas. Our three-phase improvement plan includes: (1) Diagnostic skill gap analysis, (2) Customized practice modules, and (3) Weekly teacher check-ins to track growth.









STUDENT NAME: MOVINE ACHIENG

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025





LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	20	Meet Expectation	MR OWUOR
2: KUSOMA	15	3	Below Expectation	MR VINCENT
3: MATHEMATICS	50	36	Meet Expectation	MR ODUOR
4: ENGLISH	50	14	Below Expectation	MR OWUOR
5: KISWAHILI	35	11	Below Expectation	MR VINCENT
6: ILA	50	27	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"MOVINE ACHIENG exhibits an intermediate level of mastery regarding the essential competencies. Concentrated reinforcement and structured, scaffolded instruction will be employed to close persistent gaps in understanding.

School Stamp

RO. BOX 45,
AKALA
DATE: 2-Mar-2025 SIGN

PRINCIPAL'S REFLECTION

MOVINE ACHIENG shows developing competency in key areas. Our three-phase improvement plan includes: (1) Diagnostic skill gap analysis, (2) Customized practice modules, and (3) Weekly teacher check-ins to track growth.

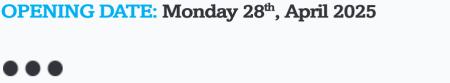






STUDENT NAME: RAYAN OTIENO

CLOSING DATE: Friday 4th, April 2025





LEARNING AREAS	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	15	Meet Expectation	MR OWUOR
2: KUSOMA	15			MR VINCENT
3: MATHEMATICS	50	13	Below Expectation	MR ODUOR
4: ENGLISH	50	13	Below Expectation	MR OWUOR
5: KISWAHILI	35			MR VINCENT
6: ILA	50	15	Below Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"RAYAN OTIENO is currently underperforming relative to established academic benchmarks. Strategic interventions and tailored support mechanisms will be deployed to remediate learning deficiencies and promote progress.

School Stamp

KANYADET PRIMARY SCHOOL P. O. BOX 45, AKALA CATE 2-Mar-2025 SICK

PRINCIPAL'S REFLECTION

RAYAN OTIENO requires immediate academic intervention. The school will: (1) Assign a learning specialist for biweekly 1:1 support, (2) Implement research-based remediation strategies, and (3) Conduct fortnightly progress reviews with parents/guardians.









STUDENT NAME: EMMANUEL OTIENO

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025





LEARNING AREA	AS OUT OF	SCORE	LEVEL	TEACHER
1: READING	25			MR OWUOR
2: KUSOMA	15			MR VINCENT
3: MATHEMATICS	50			MR ODUOR
4: ENGLISH	50			MR OWUOR
5: KISWAHILI	35			MR VINCENT
6: ILA	50			MR MAXWEL

CLASS TEACHER COMMENT

"EMMANUEL OTIENO is currently underperforming relative to established academic benchmarks. Strategic interventions and tailored support mechanisms will be deployed to remediate learning deficiencies and promote progress.

School Stamp

RO. BOX 45,
AKALA
DATE: 2-Mar-2025 SIGN

PRINCIPAL'S REFLECTION

EMMANUEL OTIENO requires immediate academic intervention. The school will: (1) Assign a learning specialist for biweekly 1:1 support, (2) Implement research-based remediation strategies, and (3) Conduct fortnightly progress reviews with parents/guardians.







STUDENT NAME: EZRA JOY

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025



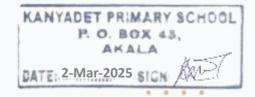


LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	10	Approach Expectation	MR OWUOR
2: KUSOMA	15	2	Below Expectation	MR VINCENT
3: MATHEMATICS	50	23	Approach Expectation	MR ODUOR
4: ENGLISH	50	9	Below Expectation	MR OWUOR
5: KISWAHILI	35	2	Below Expectation	MR VINCENT
6: ILA	50	21	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"EZRA JOY is currently underperforming relative to established academic benchmarks. Strategic interventions and tailored support mechanisms will be deployed to remediate learning deficiencies and promote progress.

School Stamp



PRINCIPAL'S REFLECTION

EZRA JOY requires immediate academic intervention. The school will: (1) Assign a learning specialist for biweekly 1:1 support, (2) Implement research-based remediation strategies, and (3) Conduct fortnightly progress reviews with parents/guardians.







STUDENT NAME: TREVOR SUNSTER

CLOSING DATE: Friday 4th, April 2025



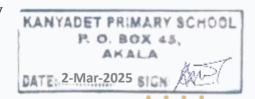


LEARNING AREA	AS OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	23	Exceeds Expectation	MR OWUOR
2: KUSOMA	15			MR VINCENT
3: MATHEMATICS	50	23	Approach Expectation	MR ODUOR
4: ENGLISH	50	23	Approach Expectation	MR OWUOR
5: KISWAHILI	35	6		MR VINCENT
6: ILA	50	30	Meet Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"TREVOR SUNSTER exhibits an intermediate level of mastery regarding the essential competencies. Concentrated reinforcement and structured, scaffolded instruction will be employed to close persistent gaps in understanding.

School Stamp



PRINCIPAL'S REFLECTION

TREVOR SUNSTER shows developing competency in key areas. Our three-phase improvement plan includes: (1) Diagnostic skill gap analysis, (2) Customized practice modules, and (3) Weekly teacher check-ins to track growth.









STUDENT NAME: MELVIN ADHIAMBO

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025



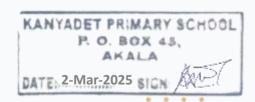


LEARNING ARE	AS OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	20	Meet Expectation	MR OWUOR
2: KUSOMA	15	2	Below Expectation	MR VINCENT
3: MATHEMATICS	50			MR ODUOR
4: ENGLISH	50	11	Below Expectation	MR OWUOR
5: KISWAHILI	35	7	Below Expectation	MR VINCENT
6: ILA	50			MR MAXWEL

CLASS TEACHER COMMENT

"MELVIN ADHIAMBO is currently underperforming relative to established academic benchmarks. Strategic interventions and tailored support mechanisms will be deployed to remediate learning deficiencies and promote progress.

School Stamp



PRINCIPAL'S REFLECTION

MELVIN ADHIAMBO requires immediate academic intervention. The school will: (1) Assign a learning specialist for biweekly 1:1 support, (2) Implement research-based remediation strategies, and (3) Conduct fortnightly progress reviews with parents/guardians.







STUDENT NAME: ANGEL ACHIENG

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025





LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	12	Approach Expectation	MR OWUOR
2: KUSOMA	15	2	Below Expectation	MR VINCENT
3: MATHEMATICS	50	34	Meet Expectation	MR ODUOR
4: ENGLISH	50	17	Approach Expectation	MR OWUOR
5: KISWAHILI	35	7	Below Expectation	MR VINCENT
6: ILA	50	29	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"ANGEL ACHIENG exhibits an intermediate level of mastery regarding the essential competencies. Concentrated reinforcement and structured, scaffolded instruction will be employed to close persistent gaps in understanding.

School Stamp

RO. BOX 45,
AKALA
DATE: 2-Mar-2025 SIGN

PRINCIPAL'S REFLECTION

ANGEL ACHIENG shows developing competency in key areas. Our three-phase improvement plan includes: (1) Diagnostic skill gap analysis, (2) Customized practice modules, and (3) Weekly teacher check-ins to track growth.







STUDENT NAME: BENJAMIN OMONDI

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025



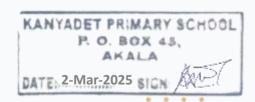


LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	15	Meet Expectation	MR OWUOR
2: KUSOMA	15	3	Below Expectation	MR VINCENT
3: MATHEMATICS	50	10	Below Expectation	MR ODUOR
4: ENGLISH	50	12	Below Expectation	MR OWUOR
5: KISWAHILI	35	2	Below Expectation	MR VINCENT
6: ILA	50	19	Approach Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"BENJAMIN OMONDI is currently underperforming relative to established academic benchmarks. Strategic interventions and tailored support mechanisms will be deployed to remediate learning deficiencies and promote progress.

School Stamp



PRINCIPAL'S REFLECTION

BENJAMIN OMONDI requires immediate academic intervention. The school will: (1) Assign a learning specialist for biweekly 1:1 support, (2) Implement research-based remediation strategies, and (3) Conduct fortnightly progress reviews with parents/guardians.







STUDENT NAME: RAYAN OKOH

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025



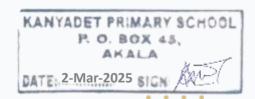


LEARNING AREAS	OUT OF	SCORE	LEVEL	TEACHER
1: READING	25			MR OWUOR
2: KUSOMA	15			MR VINCENT
3: MATHEMATICS	50	13	Below Expectation	MR ODUOR
4: ENGLISH	50			MR OWUOR
5: KISWAHILI	35			MR VINCENT
6: ILA	50	15	Below Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"RAYAN OKOH is currently underperforming relative to established academic benchmarks. Strategic interventions and tailored support mechanisms will be deployed to remediate learning deficiencies and promote progress.

School Stamp



PRINCIPAL'S REFLECTION

RAYAN OKOH requires immediate academic intervention. The school will: (1) Assign a learning specialist for biweekly 1:1 support, (2) Implement research-based remediation strategies, and (3) Conduct fortnightly progress reviews with parents/guardians.







STUDENT NAME: BRIAN OKOTH

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025



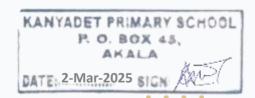


LEARNING AREA	AS OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	8	Approach Expectation	MR OWUOR
2: KUSOMA	15	3	Below Expectation	MR VINCENT
3: MATHEMATICS	50	3	Below Expectation	MR ODUOR
4: ENGLISH	50	6	Below Expectation	MR OWUOR
5: KISWAHILI	35	2	Below Expectation	MR VINCENT
6: ILA	50	11	Below Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"BRIAN OKOTH is currently underperforming relative to established academic benchmarks. Strategic interventions and tailored support mechanisms will be deployed to remediate learning deficiencies and promote progress.

School Stamp



PRINCIPAL'S REFLECTION

BRIAN OKOTH requires immediate academic intervention. The school will: (1) Assign a learning specialist for biweekly 1:1 support, (2) Implement research-based remediation strategies, and (3) Conduct fortnightly progress reviews with parents/guardians.







STUDENT NAME: JESSE WILLIAM

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025





LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	20	Meet Expectation	MR OWUOR
2: KUSOMA	15	14	Exceeds Expectation	MR VINCENT
3: MATHEMATICS	50	37	Meet Expectation	MR ODUOR
4: ENGLISH	50	19	Approach Expectation	MR OWUOR
5: KISWAHILI	35	23	Exceeds Expectation	MR VINCENT
6: ILA	50	35	Meet Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"JESSE WILLIAM has met the anticipated learning outcomes with consistent performance. Ongoing academic challenges and enrichment activities are recommended to ensure sustained advancement.

School Stamp

RO. BOX 45,
AKALA
DATE: 2-Mar-2025 SIGN

PRINCIPAL'S REFLECTION

JESSE WILLIAM demonstrates consistent grade-level mastery. To optimize learning, we recommend: (1) Advanced project-based learning opportunities, (2) Peer mentoring roles, and (3) Quarterly enrichment workshops.





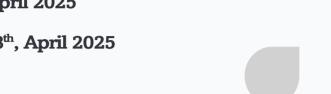




STUDENT NAME: MICHAEL OTIENO OTIENO

CLOSING DATE: Friday 4th, April 2025

OPENING DATE: Monday 28th, April 2025





LEARNING AREA	S OUT OF	SCORE	LEVEL	TEACHER
1: READING	25	14	Approach Expectation	MR OWUOR
2: KUSOMA	15	14	Exceeds Expectation	MR VINCENT
3: MATHEMATICS	50	36	Meet Expectation	MR ODUOR
4: ENGLISH	50	21	Approach Expectation	MR OWUOR
5: KISWAHILI	35	20	Exceeds Expectation	MR VINCENT
6: ILA	50	33	Meet Expectation	MR MAXWEL

CLASS TEACHER COMMENT

"MICHAEL OTIENO OTIENO has met the anticipated learning outcomes with consistent performance. Ongoing academic challenges and enrichment activities are recommended to ensure sustained advancement.

School Stamp

RO. BOX 45,
AKALA
DATE: 2-Mar-2025 SIGN

PRINCIPAL'S REFLECTION

MICHAEL OTIENO OTIENO demonstrates consistent grade-level mastery. To optimize learning, we recommend: (1) Advanced project-based learning opportunities, (2) Peer mentoring roles, and (3) Quarterly enrichment workshops.





