

Are Our Children Learning?

Annual Learning Assessment Report



THE UWEZO INITIATIVE IN UGANDA IS SUPPORTED BY THE
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Are Our Children Learning?

Annual Learning Assessment Report
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)																						
<table border="1"> <tr><td>i</td><td>e</td><td>d</td><td>p</td><td>a</td></tr> <tr><td>n</td><td>s</td><td>c</td><td>f</td><td>g</td></tr> </table>	i	e	d	p	a	n	s	c	f	g	<table border="1"> <tr><td>dig</td><td>nose</td><td>good</td><td>leg</td><td>foot-</td></tr> <tr><td>play</td><td>sick</td><td>ball</td><td>body</td><td>cold</td></tr> </table>	dig	nose	good	leg	foot-	play	sick	ball	body	cold	<table border="1"> <tr> <td>Mr. Opio is my uncle. He is a good man. He gave me a pen. I like my pen.</td> <td>My name is Amina. I have a big ball. It is in my bag. Mary gave it to me.</td> </tr> </table>	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.
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)

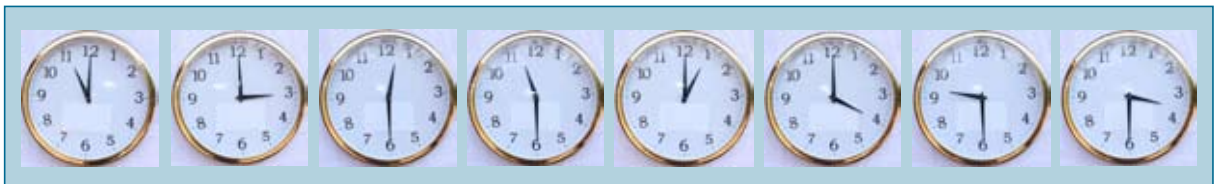
104	129	200	476
374	234	581	943

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)
$\begin{array}{r} 13 \\ +45 \\ \hline \end{array}$	$\begin{array}{r} 69 \\ -45 \\ \hline \end{array}$	$2 \times 1 = \underline{\quad}$	$4 \div 2 = \underline{\quad}$
$\begin{array}{r} 35 \\ +51 \\ \hline \end{array}$	$\begin{array}{r} 78 \\ -34 \\ \hline \end{array}$	$6 \times 2 = \underline{\quad}$	$6 \div 2 = \underline{\quad}$
$\begin{array}{r} 43 \\ +23 \\ \hline \end{array}$	$\begin{array}{r} 84 \\ -62 \\ \hline \end{array}$	$4 \times 6 = \underline{\quad}$	$9 \div 3 = \underline{\quad}$
$\begin{array}{r} 425 \\ +122 \\ \hline \end{array}$	$\begin{array}{r} 634 \\ -323 \\ \hline \end{array}$	$9 \times 2 = \underline{\quad}$	$25 \div 5 = \underline{\quad}$
$\begin{array}{r} 121 \\ +654 \\ \hline \end{array}$	$\begin{array}{r} 635 \\ -112 \\ \hline \end{array}$	$13 \times 2 = \underline{\quad}$	
$\begin{array}{r} 256 \\ -312 \\ \hline \end{array}$	$\begin{array}{r} 556 \\ -432 \\ \hline \end{array}$	$6 \times 3 = \underline{\quad}$	
$\begin{array}{r} 216 \\ +42 \\ \hline \end{array}$	$\begin{array}{r} 154 \\ -34 \\ \hline \end{array}$	$3 \times 8 = \underline{\quad}$	
$\begin{array}{r} 353 \\ +23 \\ \hline \end{array}$	$\begin{array}{r} 265 \\ -14 \\ \hline \end{array}$	$4 \times 2 = \underline{\quad}$	
$\begin{array}{r} 249 \\ -56 \\ \hline \end{array}$	$\begin{array}{r} 587 \\ -65 \\ \hline \end{array}$		

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;

You and I can create change in learning

As a parent;

You and I can create change in children's 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.

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

Majority of pupils are unable to read, but schools claim UPE gives more than 90% of pupils the skills to read.

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

The Government has reached a controversial report, which says national primary education is yielding literate students and that primary schools are better than the Government's intention to teaching.

Govt disputes UPE report

By CONAN BUSINGE AND FRANCIS KAGOLE

P3 pupils reaching the defined proficiency levels

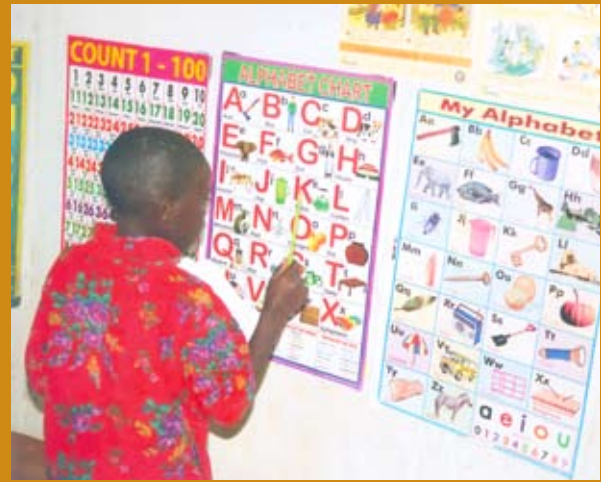
Proficiency Level	Numeracy	Literacy
50	74.8%	68.1%
70	71.4%	

study revealed benchmarks in reading tests, yet the analysis and reporting are based on class. 'Benchmarks' do not represent the lower characteristics of classes of primary schools. Measures of quality assessment were also not clearly stated. All these compromise the reliability and credibility of the findings.

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.

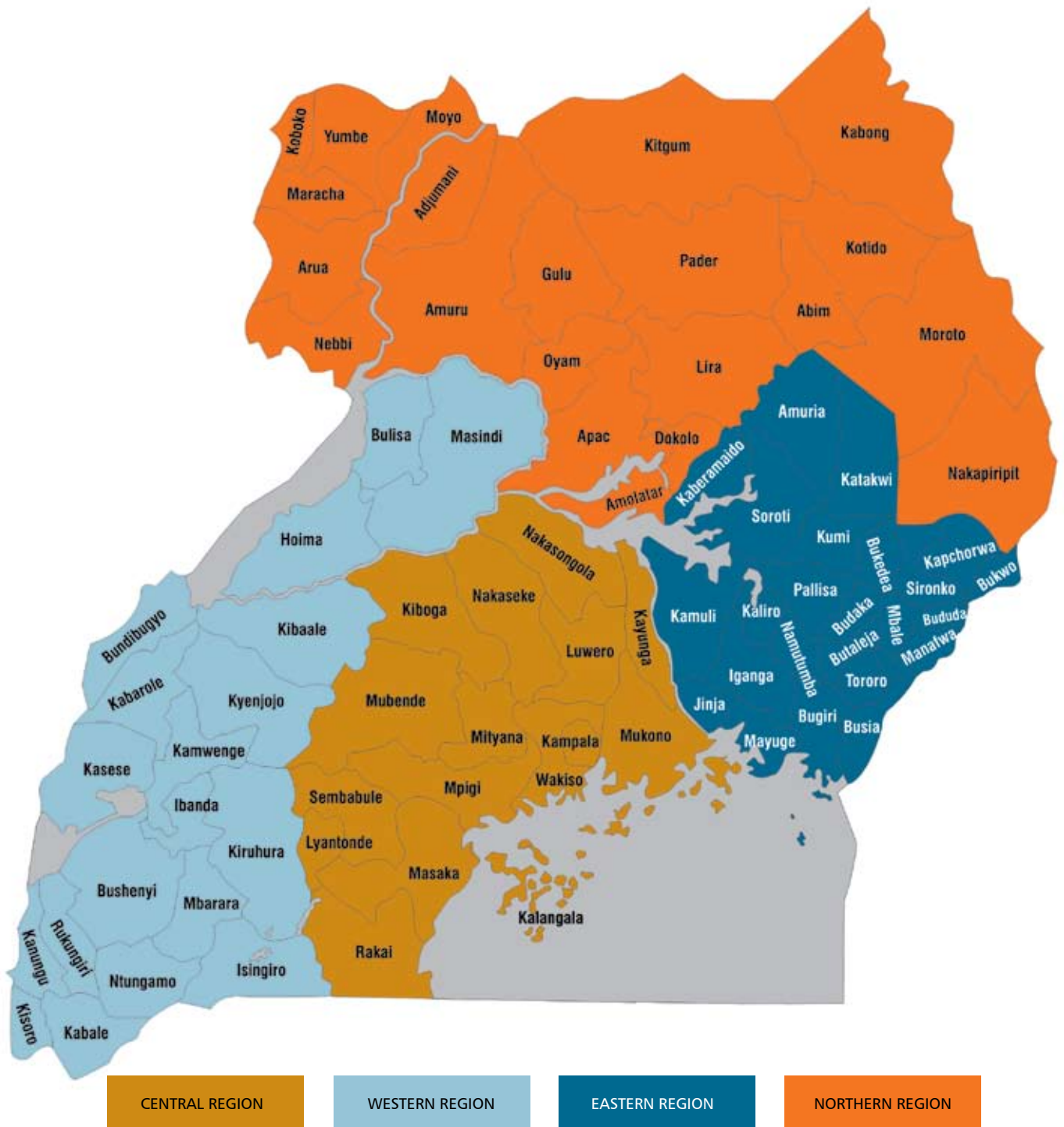
After the second Uwezo assessment when the number of children increased, I had to ask my mother for a second room where at times together with another concerned parent we teach the children. This has however not been without challenges, being a student some weekends I fail to make it as I also have to 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



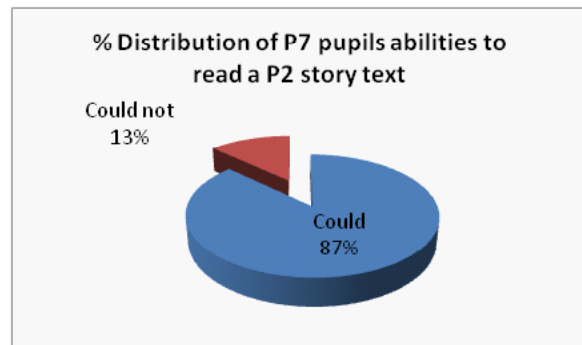
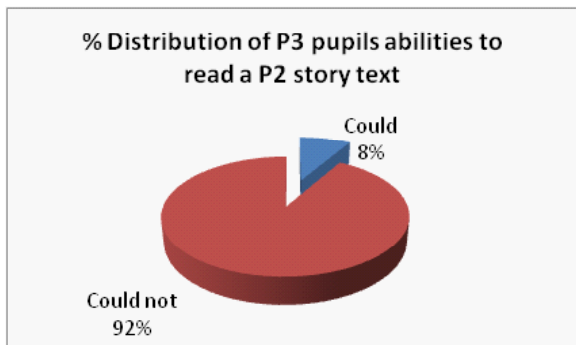
THE OVERALL COMPETENCE LEVEL IN READING

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

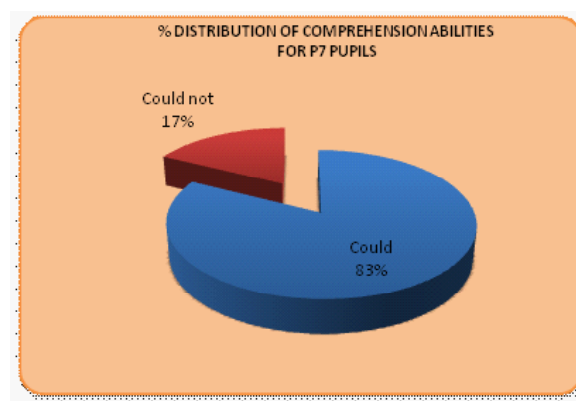
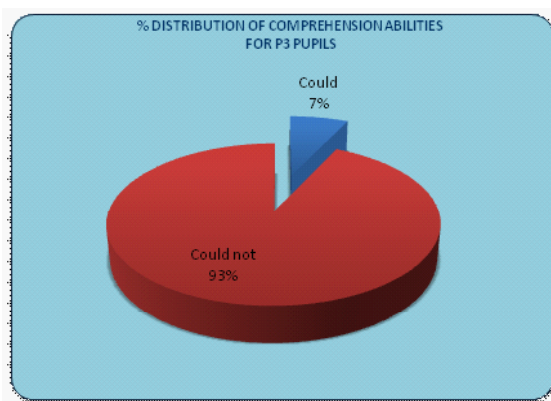
Percentage distribution for reading competencies by class, P1 - P7						
Class	Nothing	Letter	Word	Sentence	Story	Total
P1	61.1	33.4	4.2	0.9	0.5	100.0
P2	38.3	34.0	13.3	3.2	2.3	100.0
P3	20.7	37.7	25.3	8.0	8.3	100.0
P4	10.5	24.7	27.3	16.5	21.1	100.0
P5	5.0	12.5	20.1	19.4	42.7	100.0
P6	2.5	4.8	9.7	12.3	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 P7 could read a P2 English level story text.

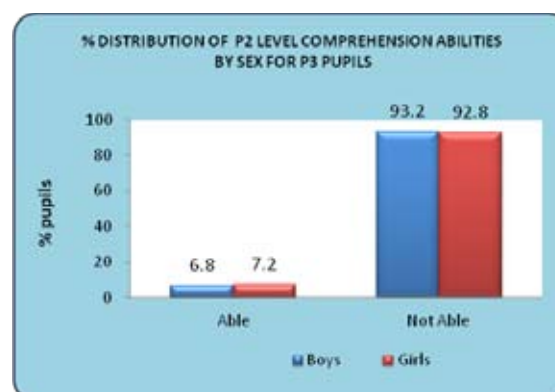
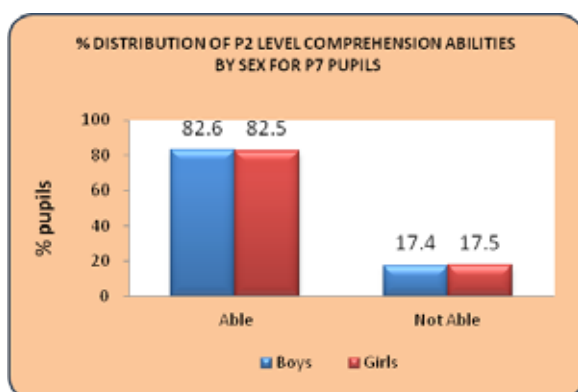


Percentage distribution for comprehension competencies by class, P3 - P7		
Class	comprehension	Total
P3	85.9	100.0
P4	91.8	100.0
P5	92.4	100.0
P6	94.8	100.0
P7	96.9	100.0
Total	93.8	100.0

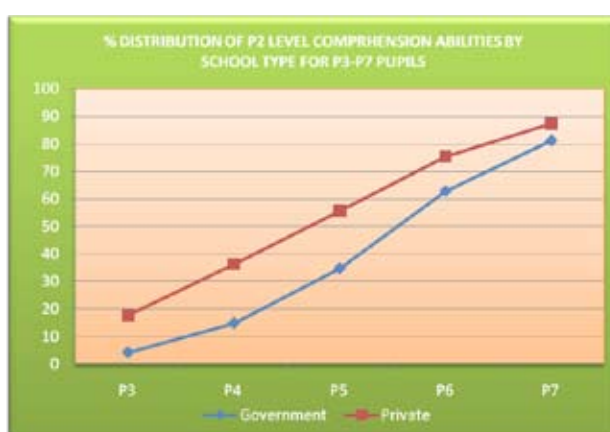
Of all children in P3 who could read a P2 English level story text, about **9 out of every 10 could comprehend** the story implying that at least 1 out of every ten children could not comprehend the story.



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.



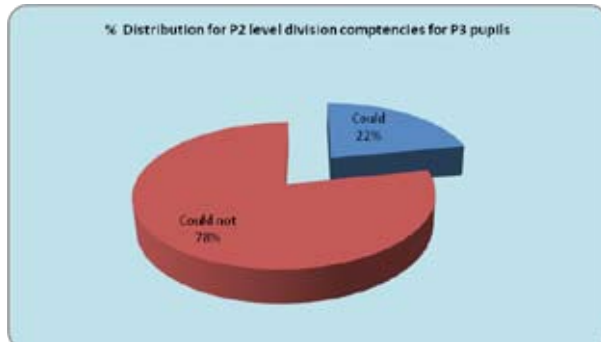
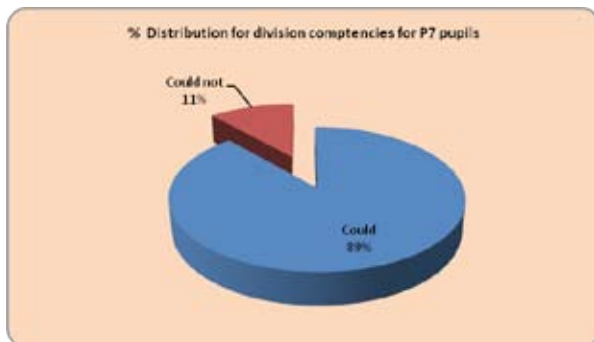
The **type of school** attended by the children – whether **government-aided or private** school – had relatively **limited influence** on the children’s English reading comprehension **competencies in upper primary** compared to lower primary level. Whereas there were considerable differences in English **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:

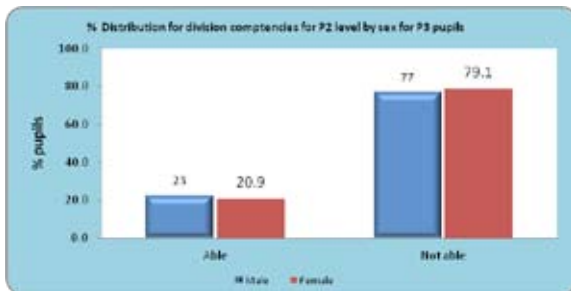
- **Level 1 (nothing)** as the inability to count a least 4 out 5 numerical numbers from 1 – 9.
- **Level 2 (1-9)** as the ability to count numerical numbers from 1 to 9 only
- **Level 3 (10-99)** as the ability to recognize numerical numbers from 10 to 99 only
- **Level 4 (addition)** as the ability 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

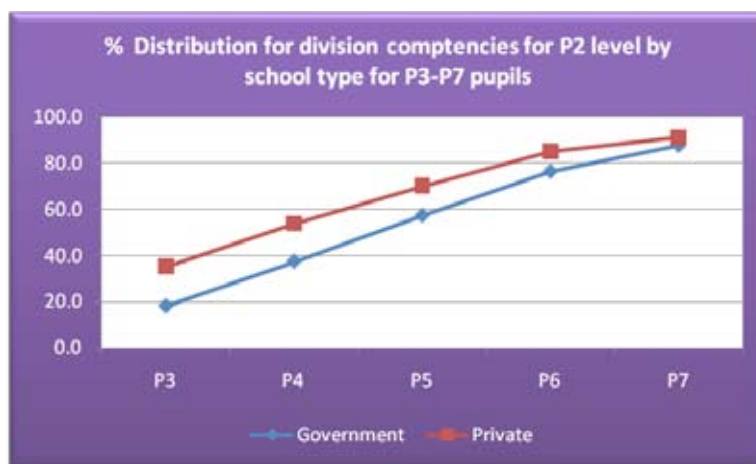


At least one out of every five (22%) of all class **P3** children could **not** solve numerical written division sums of P2 level difficulty correctly. **More than one out of every ten** (11%) of all class **P7** children could **not** solve numerical written division sums of P2 level difficulty correctly.

% 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.

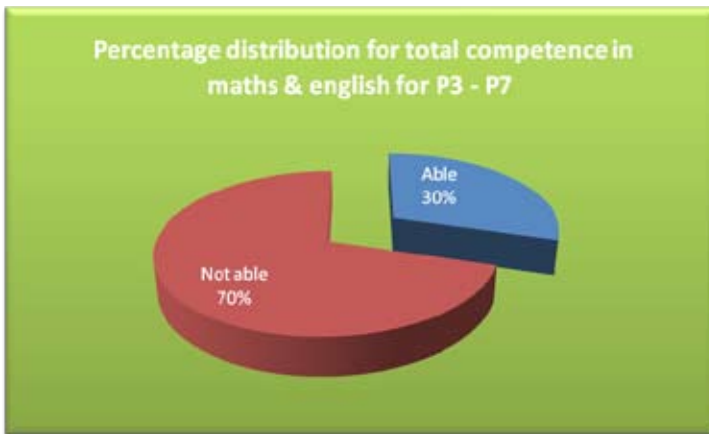


The **type of school** attended by the children – whether **government-aided or private** school – had relatively **limited influence** on the children’s division **competencies in upper primary** compared to lower primary level.

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.

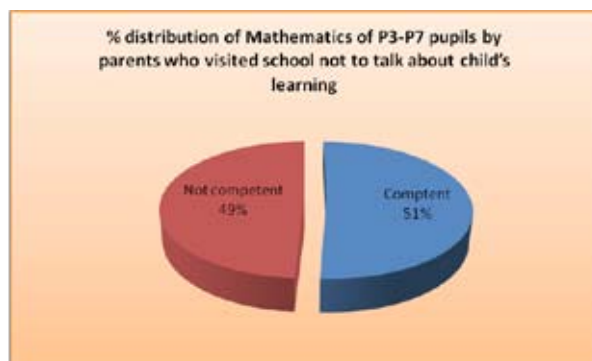
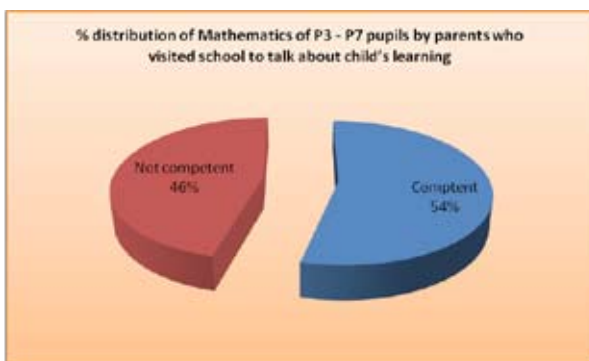
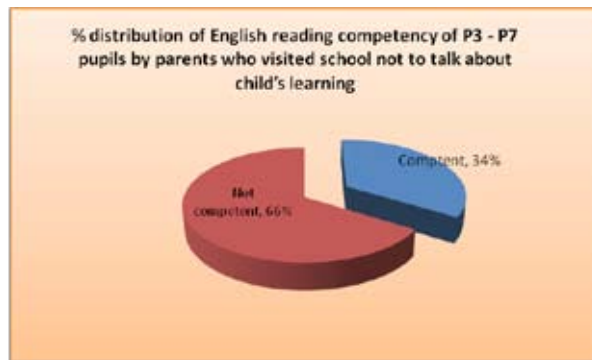
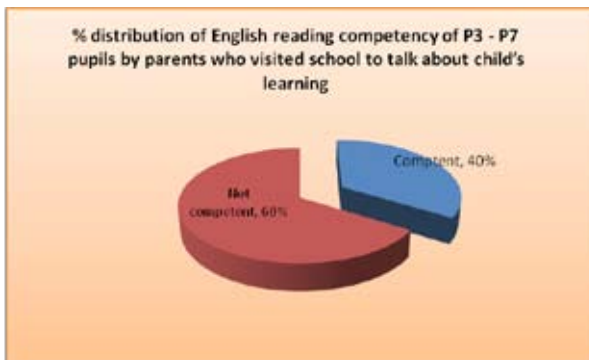


Total competency



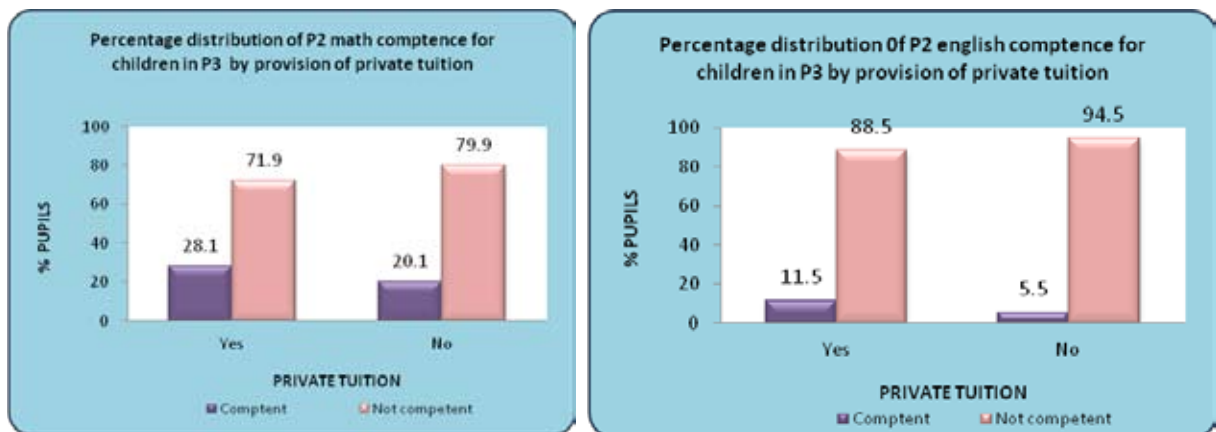
Only **three out of ten** (29.7%) of all class **P3-P7** pupils could both read and understand an English story text of class P2 level difficulty as well as solve numerical written division sums of P2 level difficulty correctly.

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

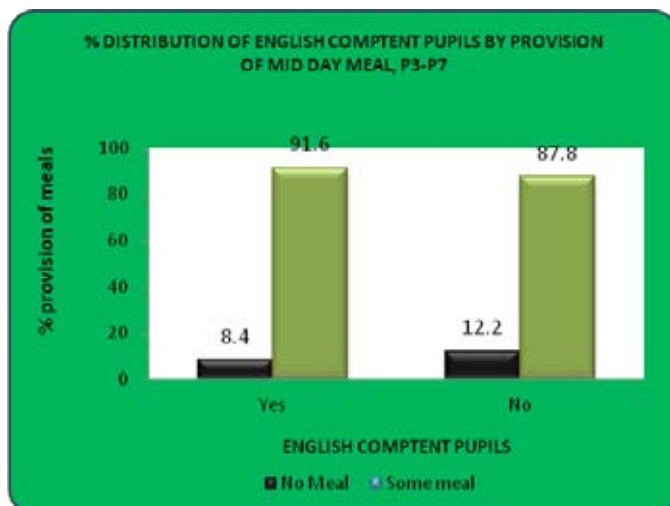


Parents **visiting the school to talk about a child's learning** had a relatively **positive influence on children's competencies** in both English reading comprehension and division mathematics. For example, 40% of all class P3-P7 pupils whose parents reported visiting the child's school in the past 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)

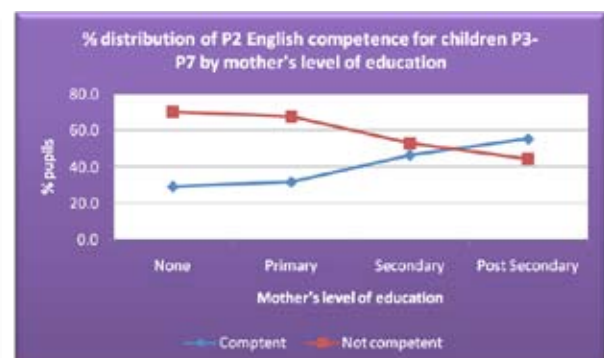
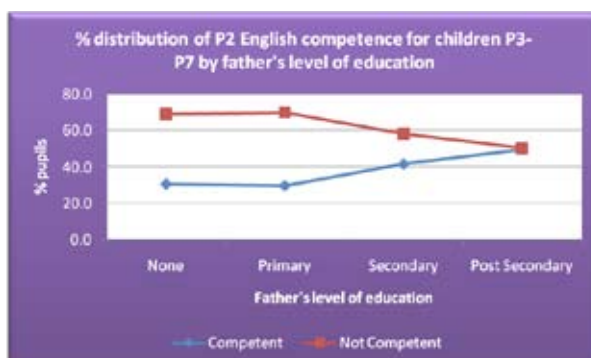


Provision of **private tuition (coaching)** had **minimal influence on children's competencies** in English reading comprehension and division mathematics in **lower primary** level. 28% of all class P3 pupils whose parents reported providing private tuition could solve numerical written division sums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

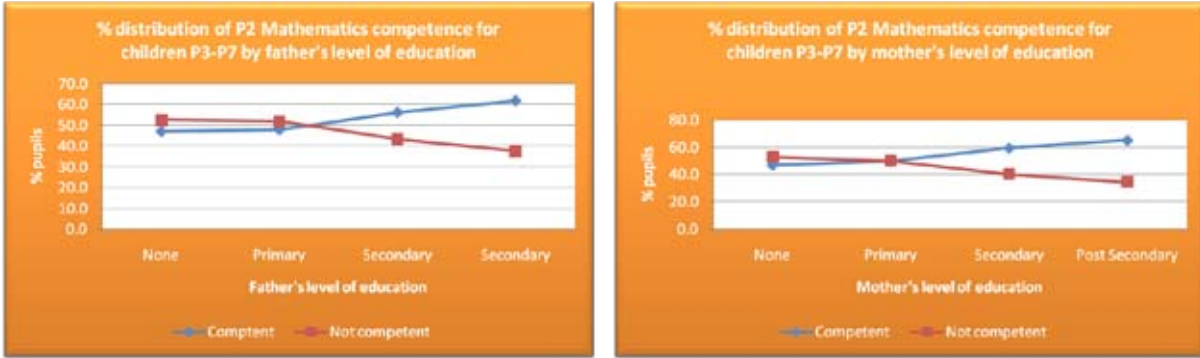


Provision of **some form of mid-day meal** had a **positive influence on children's competencies** in English reading comprehension. 92% of all class P3-P7 pupils whose parents reported providing some form of mid-day meal could read and understand an English story text of class P2 level difficulty, compared 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



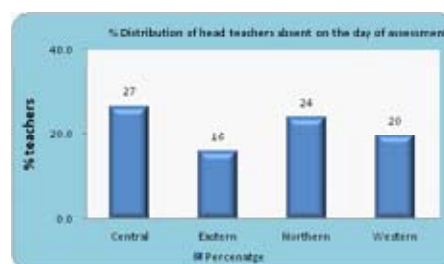
Parents' level of education had a positively relative influence on children's competencies in English reading comprehension and division mathematics, with mothers' level of education having more relative influence than the fathers' level of education.



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

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Babirye Winnie
Stella Atunyo
Rosie .N. Kazibwe

Research Associates

Walangalira Ismail	Bayigereza John Paul
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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

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