

# Crimson Academy of Kagina

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END OF YEAR SCHOOL PROGRESS REPORT 2021-2022

Board of Directors  
CRIMSON FOUNDATION  
[WWW.CRIMSONFOUNDATION.ORG](http://WWW.CRIMSONFOUNDATION.ORG)  
REACHING BEYOND IMPOSSIBILITY

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## 1 ABOUT CRIMSON ACADEMY OF KAGINA

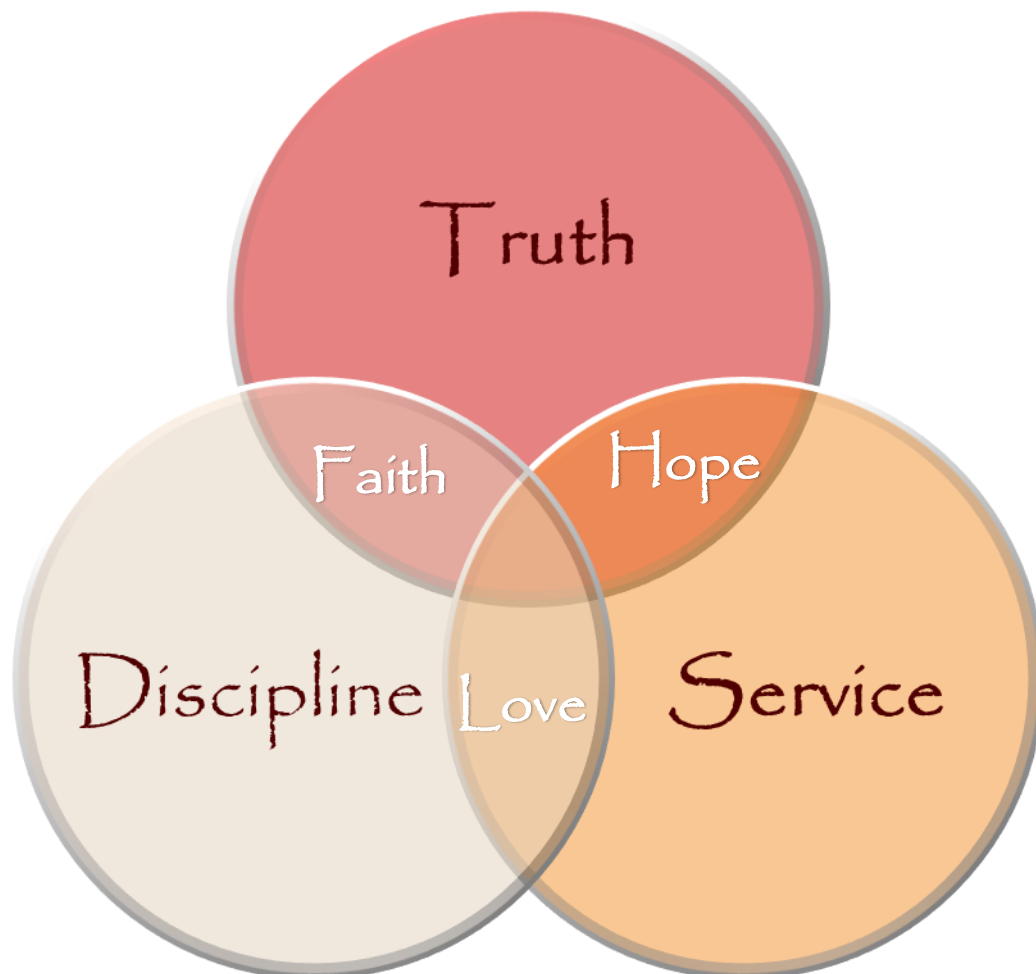
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### 1.1 Mission Statement

Children carry the hopes of the future. Providing access and opportunity to educate children around the world is our aim and purpose. Crimson Academy will embolden children and communities to reach beyond impossibilities and transform the future for the better. We are committed to facilitating learning experiences that will assist our students to achieve their greatest potential to adapt and adjust to a diverse and ever-changing society. We aspire to give children a sense of understanding and compassion for others, and the courage to act on their beliefs. We stress the total development of each child: spiritual, moral, intellectual, social, emotional, and physical.

## 1.2 Core Values

The values of Crimson Academy stem from a purposeful reflection to create an environment that mirrors the character of Christ. The values also seek to promote qualities that embolden character towards spiritual, intellectual and socio-emotional wellbeing. Our values serve as guiding principles to direct our best efforts and most ambitious endeavors towards purpose.



## Values Definitions

- ❖ **Truth** - [John 3:21](#) - But whoever lives by the **truth** comes into the light, so that it may be seen plainly that what they have done has been done in the sight of God.
  - **Faith** - [Hebrews 11:1](#) - Now **faith** is the substance of things hoped for, **the** evidence of things not seen.
- ❖ **Discipline** - [1 Corinthians 9:27](#) - But I **discipline** my body and bring *it* into subjection, lest, when I have preached to others, I myself should become disqualified.
  - **Hope** - [Psalm 31:24](#) - Be of good courage, And He shall strengthen your heart, All you who hope in the Lord.
- ❖ **Service** - [Mark 10:45](#) - For even the Son of Man did not **come to be served**, but **to serve**, and **to give** His life a ransom for many.”
  - **Love** - [1 Corinthians 13](#) - These three abide, faith, hope, and love; but the greatest of these is love.

### 1.3 School History

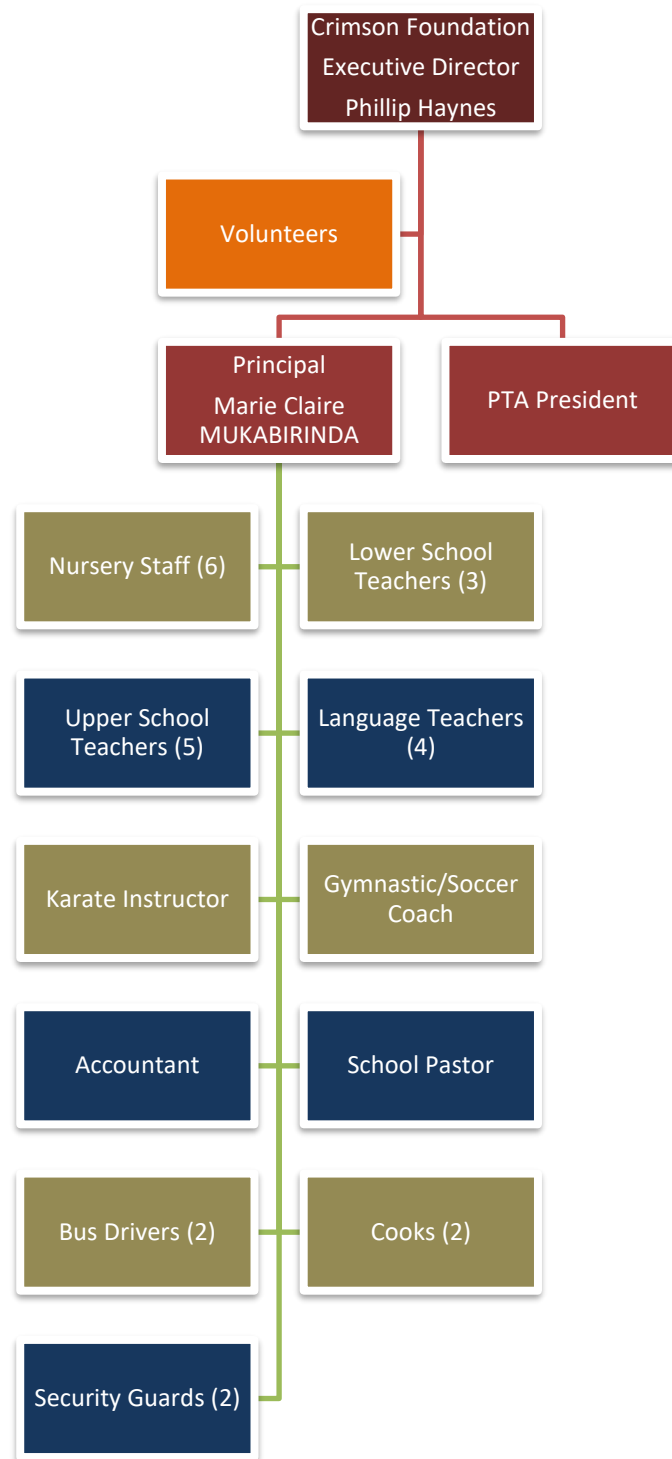
Crimson Academy of Kagina was established in 2011 with four classrooms serving 181 students from grades 1 through 4. Each subsequent year over the following years 2012 and 2013, the school expanded by building one extra class per year up to Grade 6. In late 2016, six additional classrooms, library, computer lab, missionary housing and teacher housing facilities have been built. The school now educates over 720 students. The school offers transportation services for students who live far away, food program for nursery students, micro-loan and livestock programs for community members. The school employs 30 teaching staff, security guard and three bus drivers.

Since the inception of Crimson Academy of Kagina, we have sought to provide quality education for marginalized school aged children in the Kamonyi District. Over the course of the last several years, the school has made significant strides in the academic achievement of our students. Specifically, our students have performed at the highest level as determined on the Rwandan National Exam. Crimson Academy of Kagina graduating students are the top students within the entire Southern Province.

- ❖ #1 School in Southern Province based on Rwanda National Exams in 2013
- ❖ #1 School in Southern Province based on Rwanda National Exams in 2014
- ❖ #2 School in Southern Province based on Rwanda National Exams in 2015
- ❖ #1 School in Southern Province based on Rwanda National Exams in 2016
- ❖ #1 School in Southern Province based on Rwanda National Exams in 2017
- ❖ #1 School in Southern Province based on Rwanda National Exams in 2018
- ❖ #1 School in Southern Province based on Rwanda National Exams in 2019
- ❖ #1 School in Southern Province based on Rwanda National Exams in 2020
- ❖ #1 School in Southern Province based on Rwanda National Exams in 2021
- ❖ #1 School in Southern Province based on Rwanda National Exams in 2022

Once students leave our school, several top performers are rewarded via educational scholarships to attend secondary school. We currently sponsor 3 secondary students. Our sponsored students have placed in some of the top secondary school in the country. In 2016, Fidele Marantha earned second highest marks on the National Exam within the entire country.

## 1.4 Crimson Academy Organizational Chart





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## 2 EDUCATIONAL MODEL

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Crimson Academy seeks to provide a holistic approach to helping learners navigate the global challenges of the 21<sup>st</sup> century. This will be accomplished by integrating foundational pillars aimed at helping students to think critically by incorporating global perspectives through internationally based instructional best practices; maximize developmental stages by providing socio-emotional and health related support services; broaden cultural and language proficiencies by providing daily instruction in a foreign languages, and practice continuous improvement by integrating curricular components with measurable state and national benchmarks, and utilize a series of technological tools that aid learning, comprehension, and retention by providing a structure where by young learners have both the access and training in educational technology.

### 2.1 Educational Model Components

- ❖ S.M.A.R.T Curriculum
  - Service and Continuous Improvement
  - Maximizing Developmental Stages
  - Artistic Expression
  - **R**<sup>3</sup> is Fundamental
  - Teacher and Staff Development
- ❖ Student and Family Support Services
  - Health Training and Health Care
  - Developmental, and Evaluation/Assessment Services
- ❖ Daily Instruction in a Foreign Language
  - Daily French, English and Kinyarwanda Instructions
  - Cultural Engagement Activities
  - Advanced Language Development
- ❖ Measurable Benchmarks
  - Proficiency on National Exams
  - Exceeding National Benchmarks for School Performance
  - Data Driven Decision Making
- ❖ Technology Engagement
  - Student Centered Learning and Computing
  - Interactive Multimedia
  - Online Learning

We believe in providing students with a solid framework to acquire the educational acumen to compete in a global, knowledge-based economy. As students matriculate through an educational framework built on a platform of learner best practices and innovation, they will gain a broader perspective of how their newly developed skills directly prepares them to compete in a global economy. The curricular structure is based on five pillars, each contributing to the students' academic, social, and emotional development:

1. **SMART Way to Grow** – Students and staff will engage in rigorous academic and social-emotional activities centered on our overarching curricular philosophy consisting of: **Service** and **Continuous Improvement**; **Maximizing Developmental Stage**; **Artistic Expression**; **Reading, Writing, and Arithmetic**; and **Teacher and Staff Development**.
2. **Support Services** – Students will have access to various health and socio-emotional resources to address the needs of their families. Students and families will have access to medical and mental healthcare services.
3. **Multiple Language of Instruction** – Students will receive daily language lessons in English, French, and Kinyarwanda. The main language of instruction will be English, but French and Kinyarwanda will be used as additional languages of instruction. Fluency in other languages is critical for providing students with a solid foundation in world culture and becoming productive members of local, national and global communities.
4. **Measurable Benchmarks** – As part of the continuous improvement model, students will be monitored and evaluated on regular intervals to observe their growth paths and inform school personnel on how to better serve student needs.
5. **Technology Innovation** – Students will apply technological aids to enhance the educational underpinnings of learning, comprehension and retention. Students will be provided opportunities to learn computer programming.

The educational underpinnings within the CA curricula plan includes the integration and implementation of the SMART Curriculum, the infusion of the multiple languages in both the instructional and curricular daily activities, the technological instructional practices and components to prepare young learners for the technological challenges of the future, accountability measures that tie directly to Central and District benchmarks for success, and the support services to meet the socio-emotional wellbeing and health of children and families.

## 2.2 Pillars of Learner Success



## 2.3 School Curriculum

Crimson Academy of Kagina, in accordance with the set policies and regulations set forth by the Ministry of Education (MINEDUC), has adopted the National Competence Based Curriculum established in 2015. Each grade follows the educational standards including educational content, timelines, reporting, and District examination schedules. The school specific hours and school calendar are aligned to the curriculum framework.

## 2.4 Subject Syllabus Components

In order to achieve a competence level, subject syllabi are based on the following major components:

- ❖ Rationale or relevancy of the subject
- ❖ Broad subject competences
- ❖ Pedagogical and assessment approaches
- ❖ Specific objectives of the subject
- ❖ Competences per unit of learning
- ❖ Learning outcomes per unit of learning
- ❖ Subject content, learning activities and learning materials required
- ❖ Cross-cutting issues

Each component contributes to a subject syllabus that will promote an exciting approach to learning involving practical engagement and leading to a deep level of understanding that enables students to apply their learning with confidence in a range of situations.

The subjects to be studied at each stage are set out below. Time allocations are indicated where appropriate.

## 2.5 School Benchmarks

Benchmarking at Crimson Academy is important and is used for improving administrative processes as well as instructional models throughout the nursery, lower, and upper schools. Benchmarking is the act of creating measurable standards set for learning on which students are measured. Benchmarking helps to keep students on track for success, and can ultimately raise the standards for education in a classroom, grade level, school or school district. Crimson Academy has developed a set of benchmarks in collaboration with MINEDUC highlighted below:

- ❖ The average marks for all classes should exceed 70%
- ❖ The number of students passing should be at 70%
- ❖ Enrollment Rate will be maintained at 100%
- ❖ Transition Rate will be maintained at 85%
- ❖ Repetition Rate will be maintained at 15%
- ❖ Dropout Rate will be maintained at 15%
- ❖ Student Gender Parity Rate will be maintained between 40-60%
- ❖ Staff Gender Parity Rate will be maintained between 40-60%

## 2.6 Subject Syllabus Components

In order to achieve a competence level, subject syllabi are based on the following major components:

- ❖ Rationale or relevancy of the subject
- ❖ Broad subject competences
- ❖ Pedagogical and assessment approaches
- ❖ Specific objectives of the subject
- ❖ Competences per unit of learning
- ❖ Learning outcomes per unit of learning
- ❖ Subject content, learning activities and learning materials required
- ❖ Cross-cutting issues

Each component contributes to a subject syllabus that will promote an exciting approach to learning involving practical engagement and leading to a deep level of understanding that enables students to apply their learning with confidence in a range of situations.

The subjects to be studied at each stage are set out below. Time allocations are indicated where appropriate.

## 2.7 Time Allocations

At the pre-primary stage, here are six integrated and thematic approaches to learning areas so that the children learn holistically by engaging in practical activities.

Pre-Primary	Age	Required Learning Areas
Grade 1	3-4 Years	Discovery of the World, Numeracy, Physical and Health Development, Creative Arts, Language and Literacy, and Social and Emotional Development
Grade 2	4-5 Years	
Grade 3	5-6 Years	


At the lower primary level, learners study seven subjects as shown in the following table.

Subjects in Lower Primary	Weights	Number of Periods (1 period = 40 min.)		
		P1	P2	P3
1. Kinyarwanda	27	8	8	8
2. English	23	7	7	7
3. Mathematics	20	6	6	6
4. Social Studies	13	4	4	4
5. Science	7	2	2	2
6. Creative Arts	7	2	2	2
7. Physical Education	3	1	1	1
Total Number of Periods per Week	100	-30	-30	-30
Total Number of Contact Hours per Week		20	20	20
Total Number of Contact Hours Per Year		780		

At the upper primary level, learners study eight subjects as shown in the following table.

Subjects in Upper Primary	Weights	Number of Periods (1 period = 40 min.)		
		P1	P2	P3
1. Kinyarwanda	13	4	4	4
2. English	23	7	7	7
3. Mathematics	23	7	7	7
4. Social Studies	13	4	4	4
5. Science	17	5	5	5
6. Creative Arts	3	1	1	1
7. Physical Education	3	1	1	1
8. French	3	1	1	1
Total Number of Periods per Week	100	-30	-30	-30
Total Number of Contact Hours per Week		20	20	20
Total Number of Contact Hours Per Year		780		

## 2.8 School Calendar

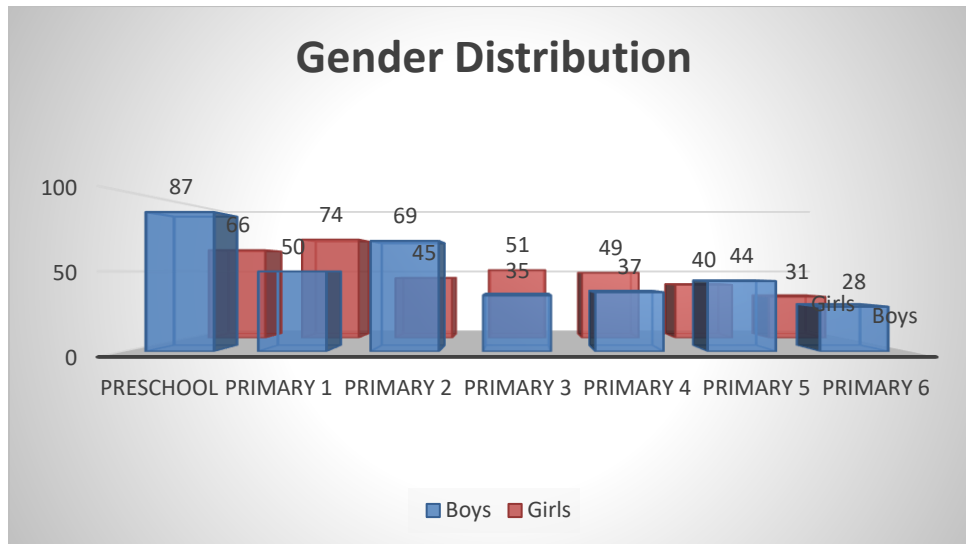
	<b>CRIMSON ACADEMY</b> <b>SCHOOL CALENDAR FOR ACADEMIC</b> <b>YEAR 2021-2022</b>														
<b>11th:</b> beginning OF Term <b>1</b>      <b>29th:</b> Test 1, Term 1	OCTOBER.							NOVEMBER							<b>1st-12th:</b> Teachers' evaluation  <b>19th:</b> Test 2, Term <b>1</b>
	S	M	T	W	T	F	SA	S	M	T	W	T	F	SA	
						1	2		1	2	3	4	5	6	
	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
	24	25	26	27	28	29	30	28	29	30					
10th: Test 3, Term 1  13th-17th: Examination 20th-23rd: Marking, Filing and report cards complete <b>24th: Term 1 Closure</b>	DECEMBER							JANUARY							<b>10th:</b> Beginning of Term2  <b>11th-21st :</b> teachers' evaluation  <b>28th:</b> test 1,Term <b>2</b>
	S	M	T	W	T	F	SA	S	M	T	W	T	F	SA	
				1	2	3	4							1	
	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
18th: Test 1, Term 2	FEBRIARY							MARCH							11th: TEST 2 Term 2  14th:Eexams week
	S	M	T	W	T	F	SA	S	M	T	W	T	F	SA	
			1	2	3	4	5			1	2	3	4	5	
	6	7	8	9	10	11	12	6	7	8	9	10	11	12	
	13	14	15	16	17	18	19	13	14	15	16	17	18	19	
	20	21	22	23	24	25	26	20	21	22	23	24	25	26	
<b>1st April :term 2 Closure</b>  18th : Beginning of term 3 <b>19th-29th:</b> Teachers' evaluation	APRIL							MAY							6th; Test 1-Term 3  <b>9th-20th:</b> Teachers' evaluation  6th: test 2 term 3
	S	M	T	W	T	F	SA	S	M	T	W	T	F	SA	
						1	2	1	2	3	4	5	6	7	
	3	4	5	6	7	8	9	8	9	10	11	12	13	14	
	10	11	12	13	14	15	16	15	16	17	18	19	20	21	
	JUNE							JULY							
	S	M	T	W	T	F	SA	S	M	T	W	T	F	SA	

17th: Test 3 term 3

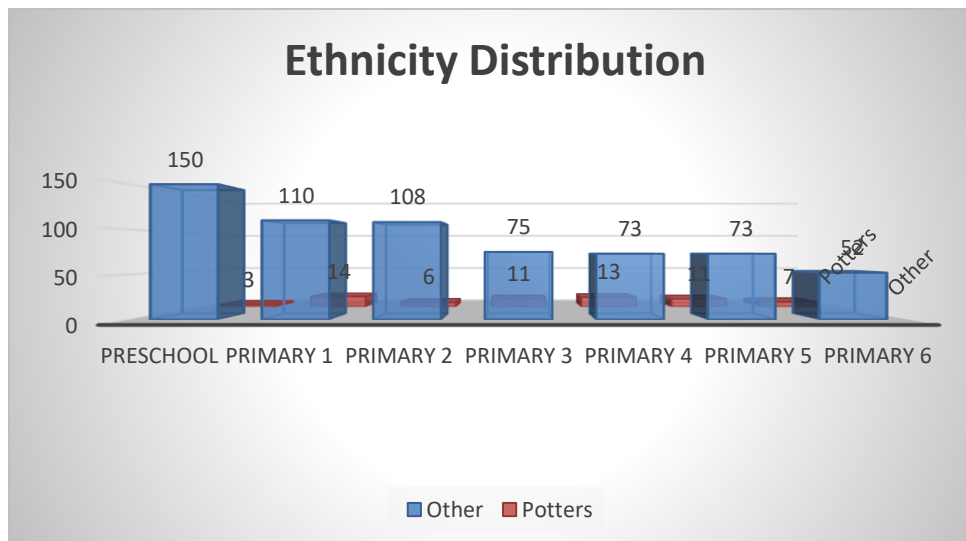


### 3 SCHOOL DEMOGRAPHICS

#### 3.1 Distribution by Gender:

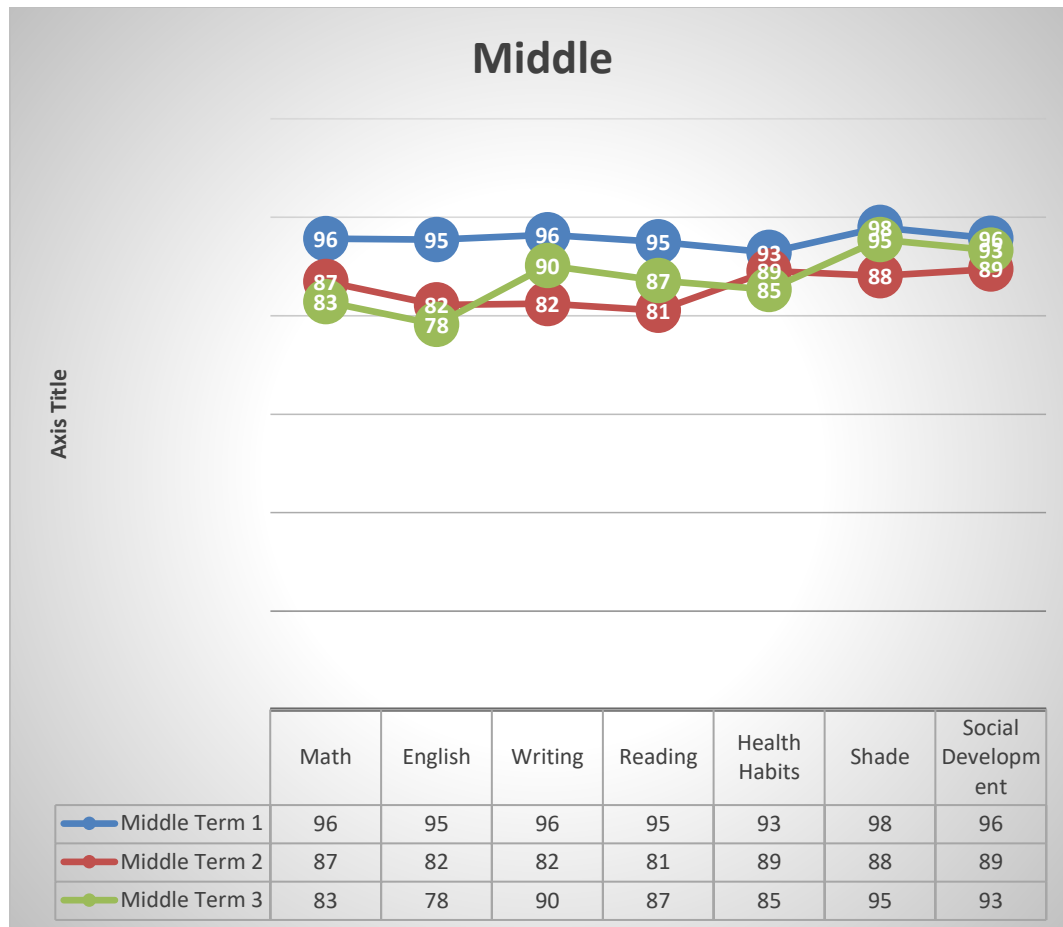


#### 3.2 Distribution by Gender:



## 4 SCHOOL PERFORMANCE

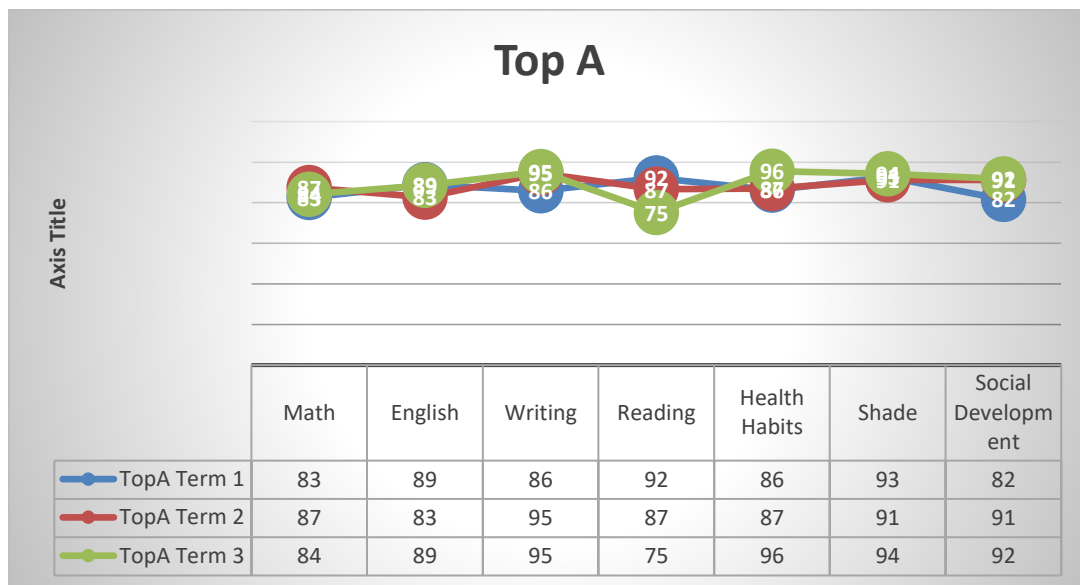
### 4.1 Nursery Middle Performance



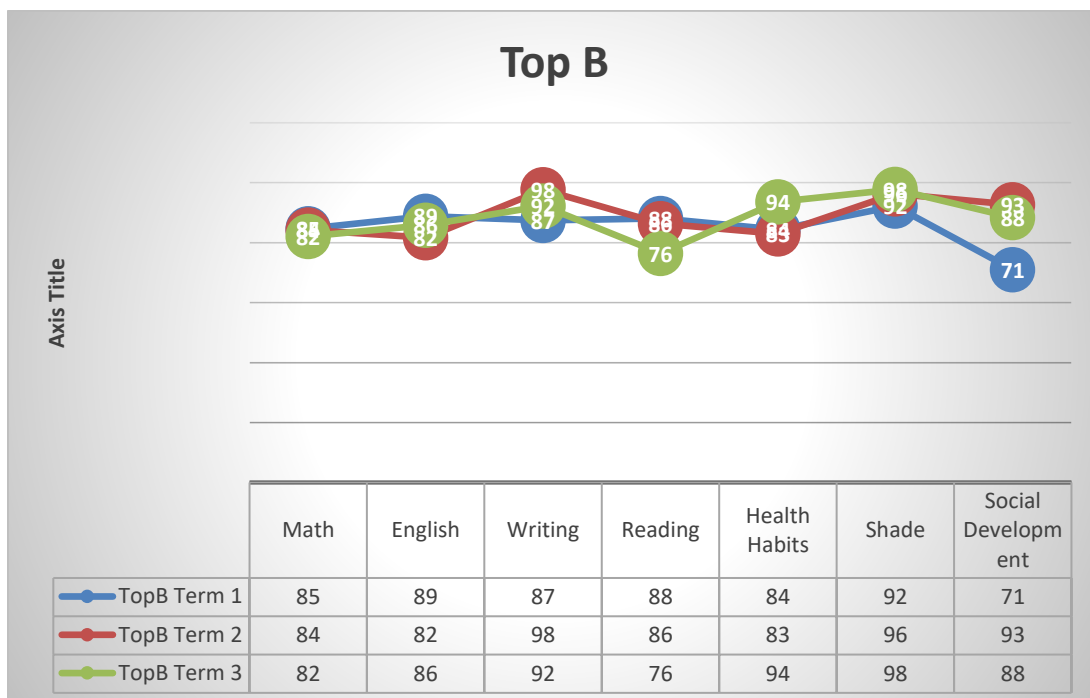
The student test scores are consistent within subjects. Class is performing as expected. Next year more books and learning aids will be provided.

## 4.2 Nursery Top A Performance

### Average Class Test Scores for Nursery Top A

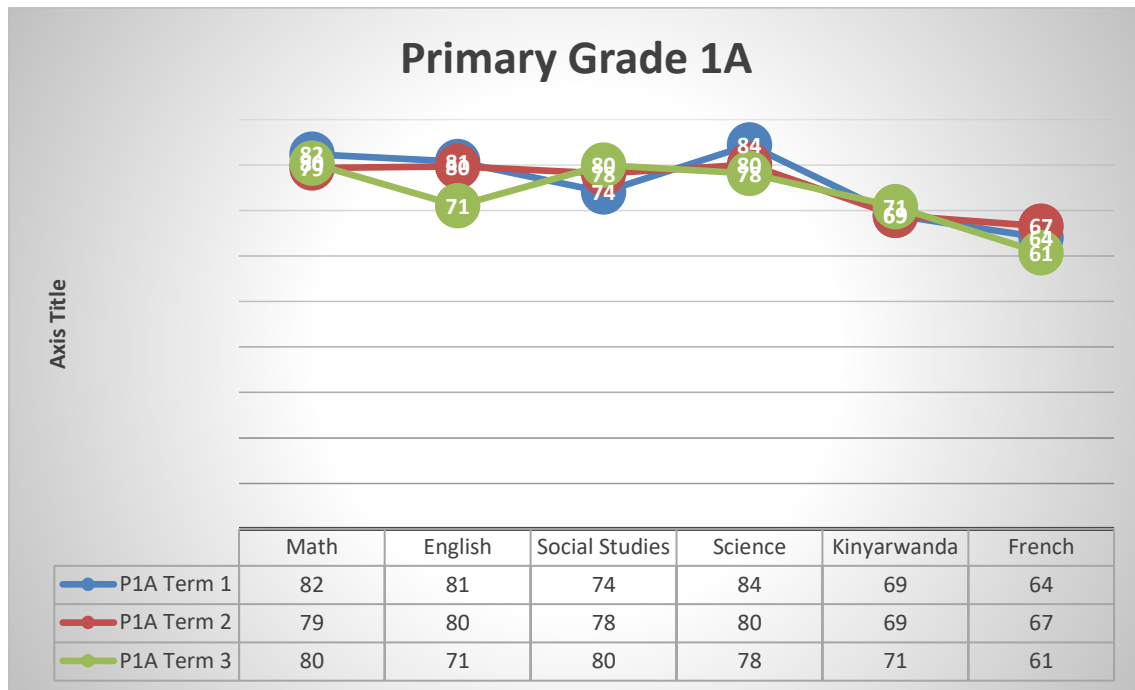


### Average Class Test Scores for Nursery Top B

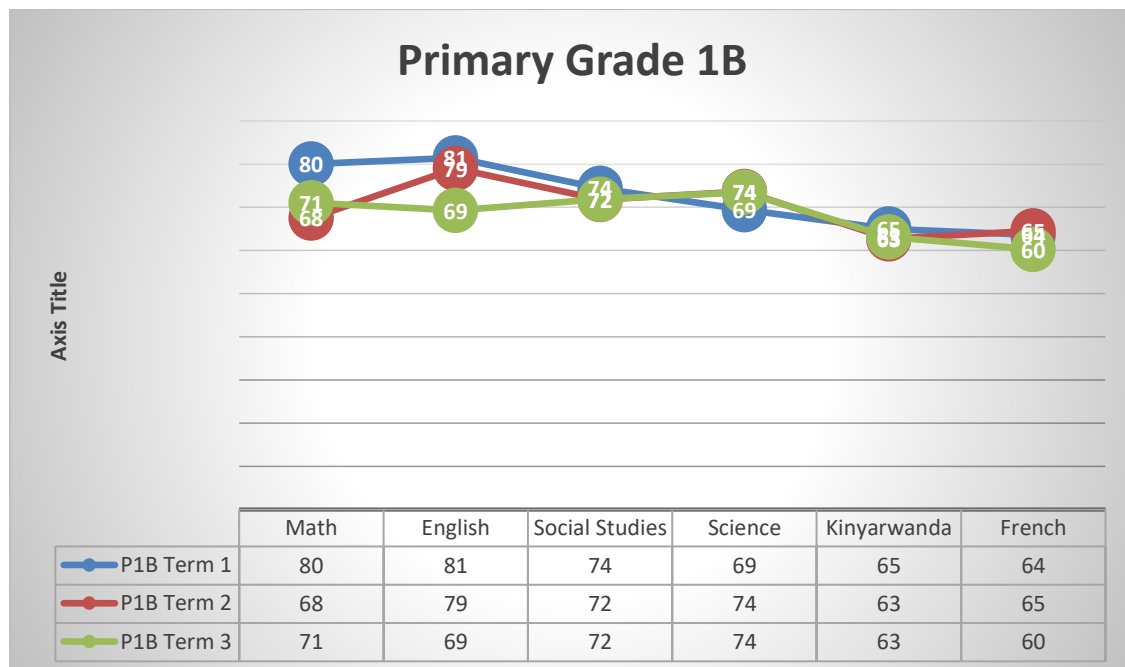


### 4.3 First Grade Performance

#### First Grade A - Average Class Test Scores

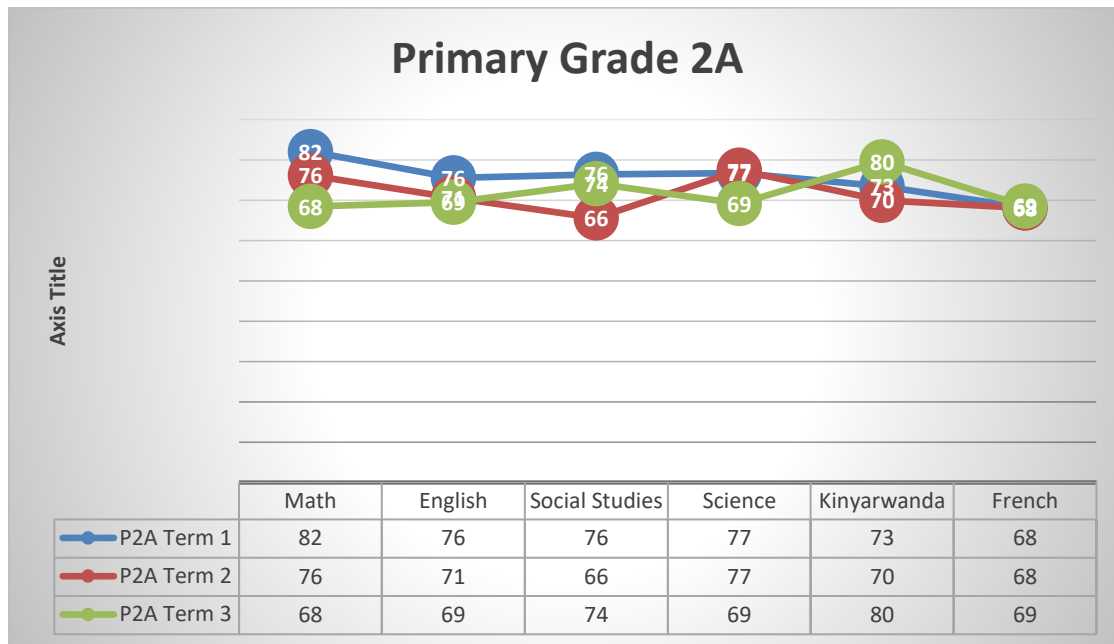


#### First Grade B - Average Class Test Scores

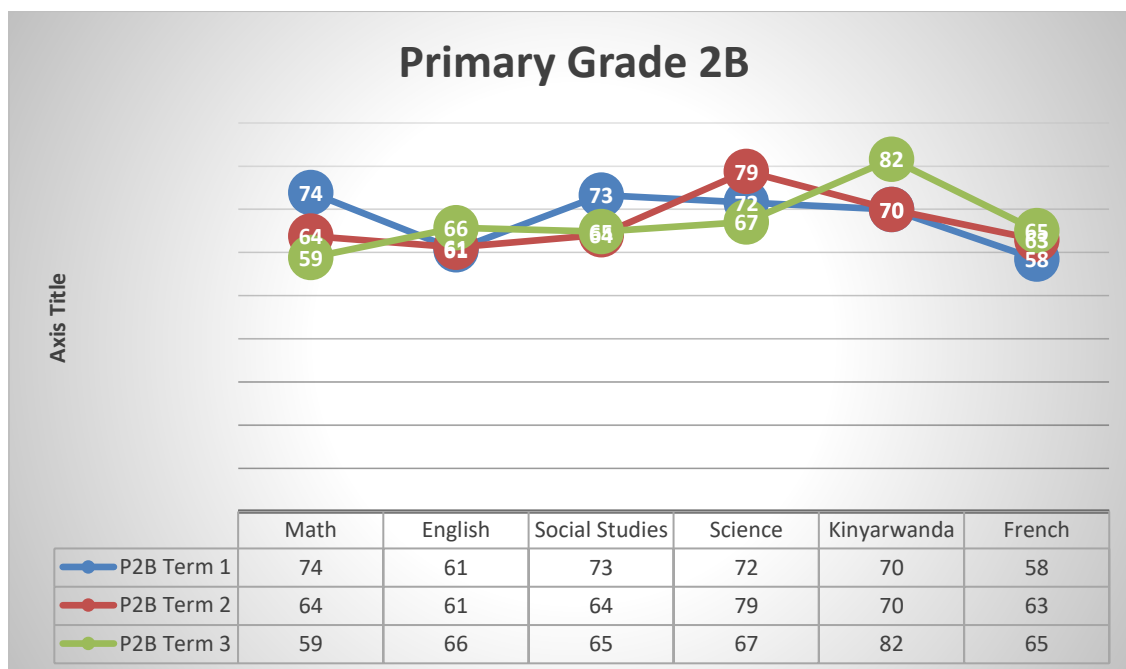


## 4.4 Second Grade Performance

### Second Grade A - Average Class Test Scores

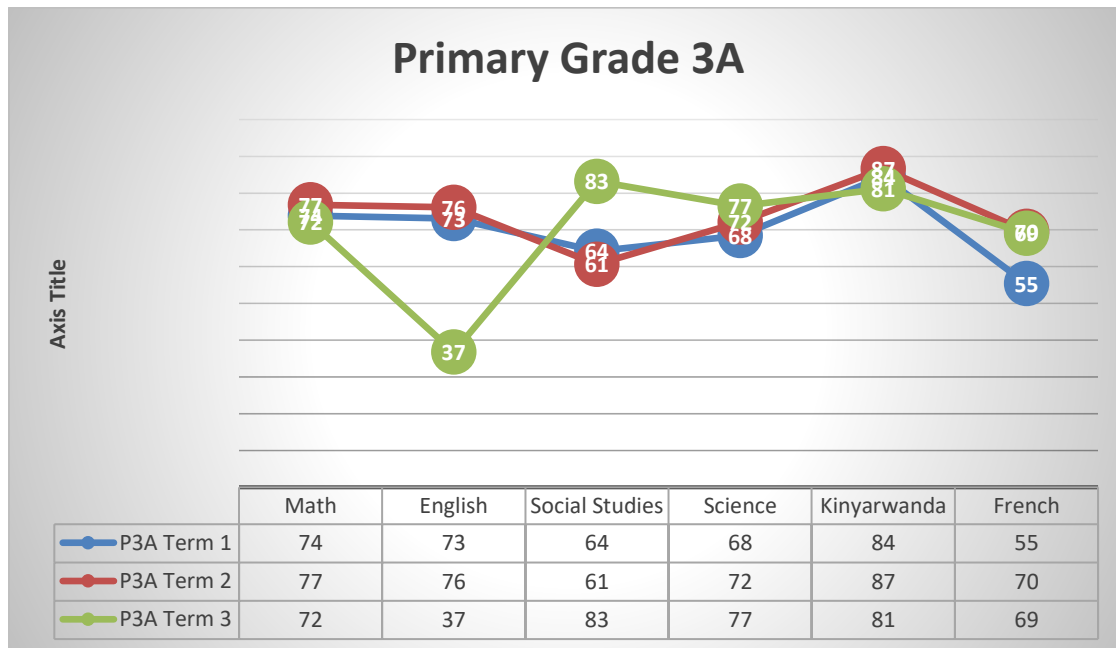


### Second Grade B - Average Class Test Scores

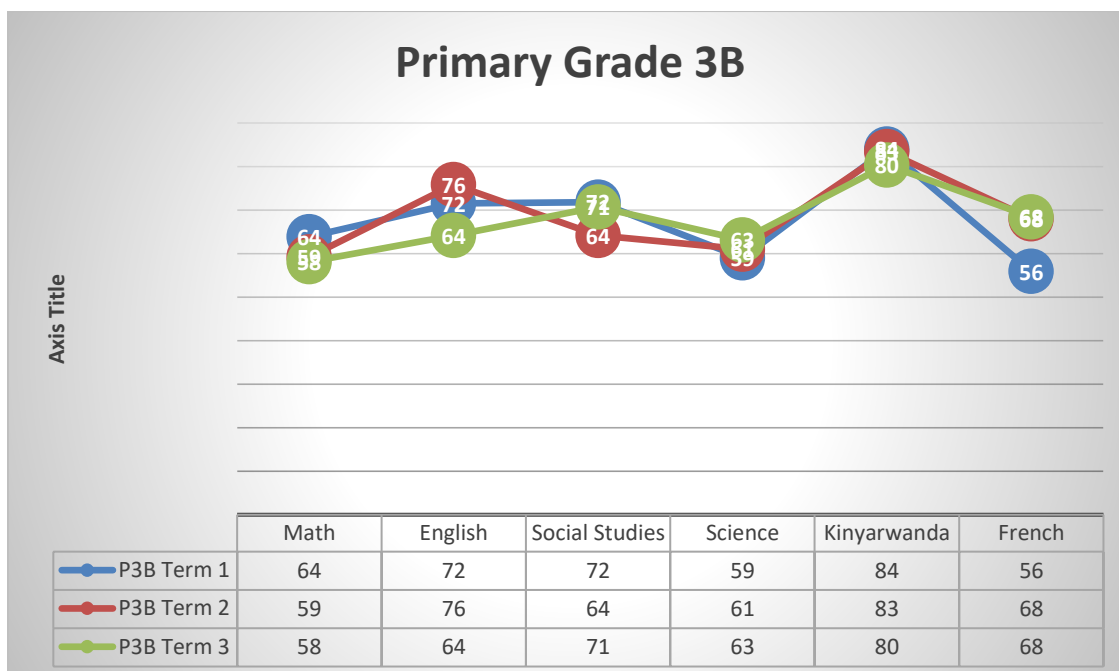


## 4.5 Third Grade Performance

### Third Grade A - Average Class Test Scores

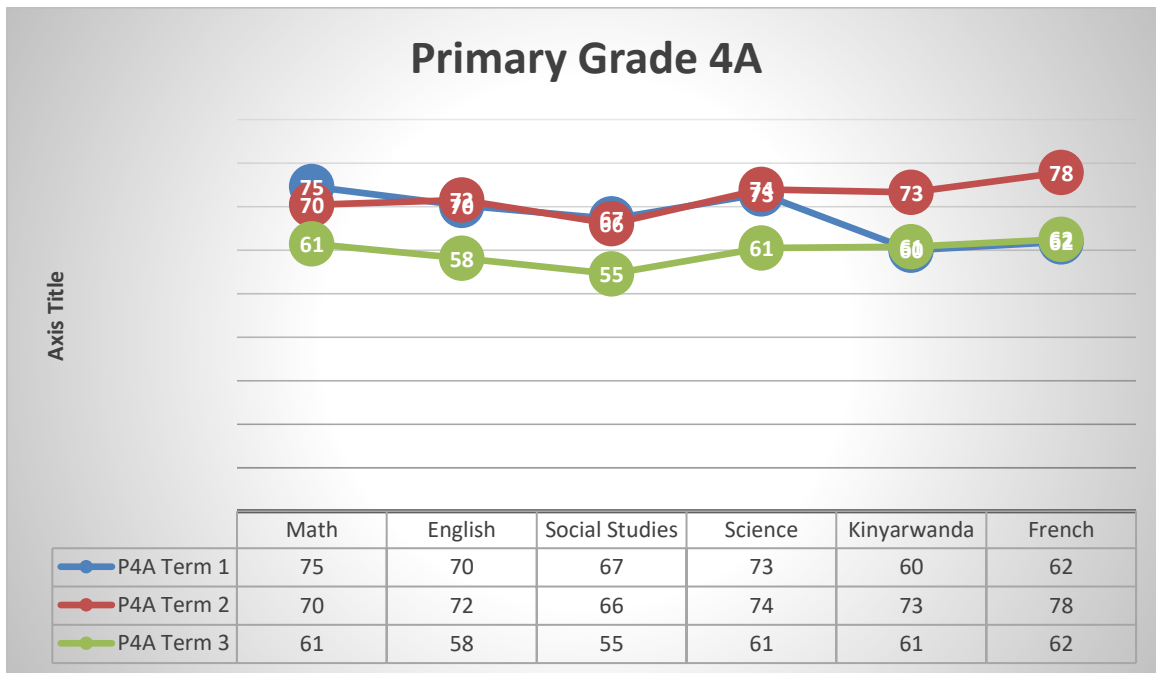


### Third Grade B - Average Class Test Scores

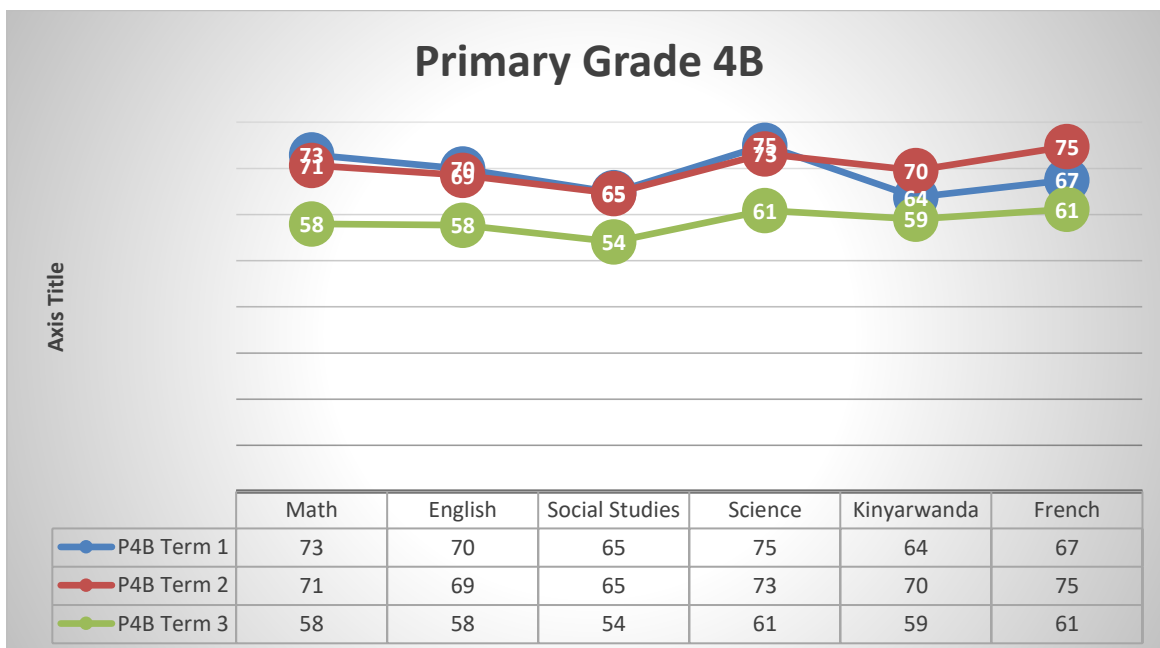


## 4.6 Fourth Grade Performance

### Fourth Grade A - Average Class Test Scores

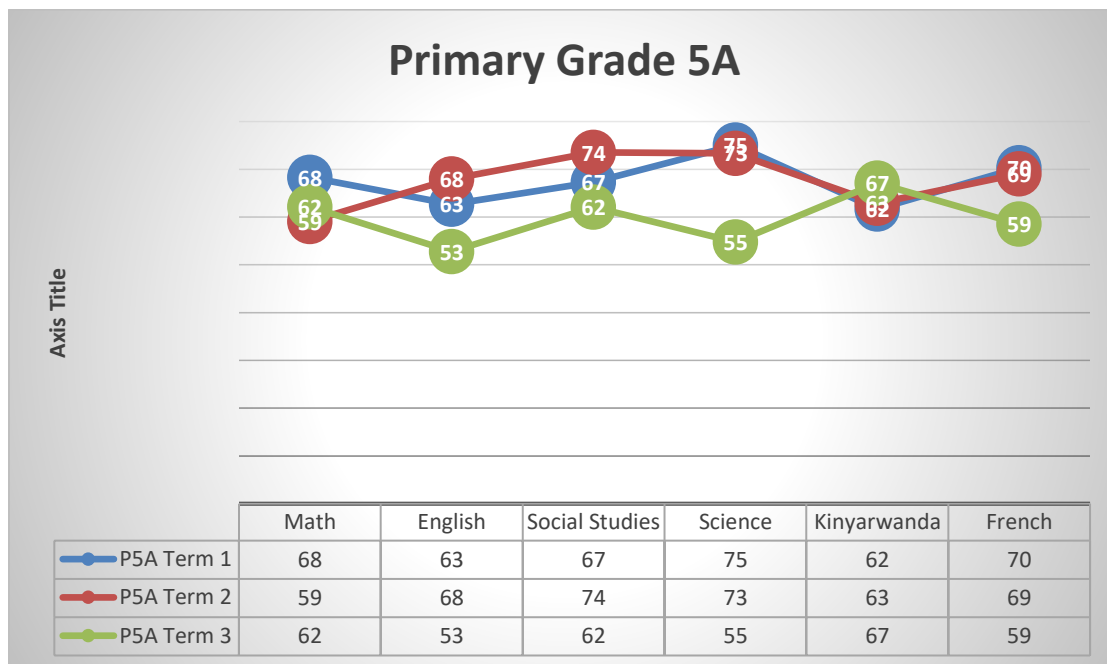


### Fourth Grade B - Average Class Test Scores

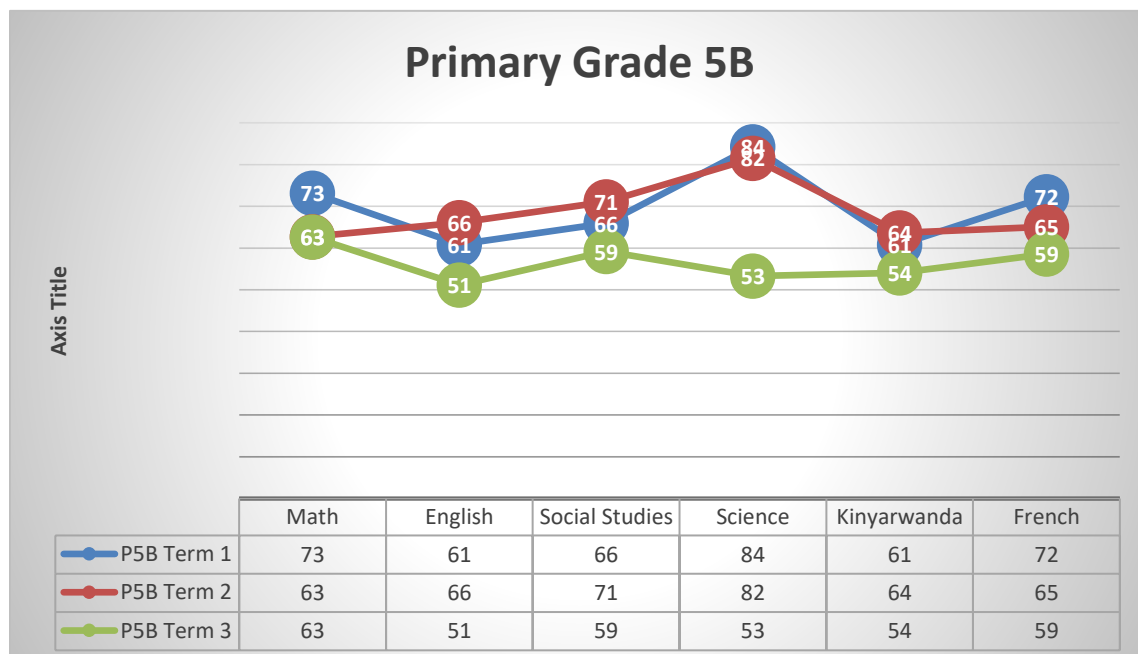


## 4.7 Fifth Grade Performance

### Fifth Grade A - Average Class Test Scores



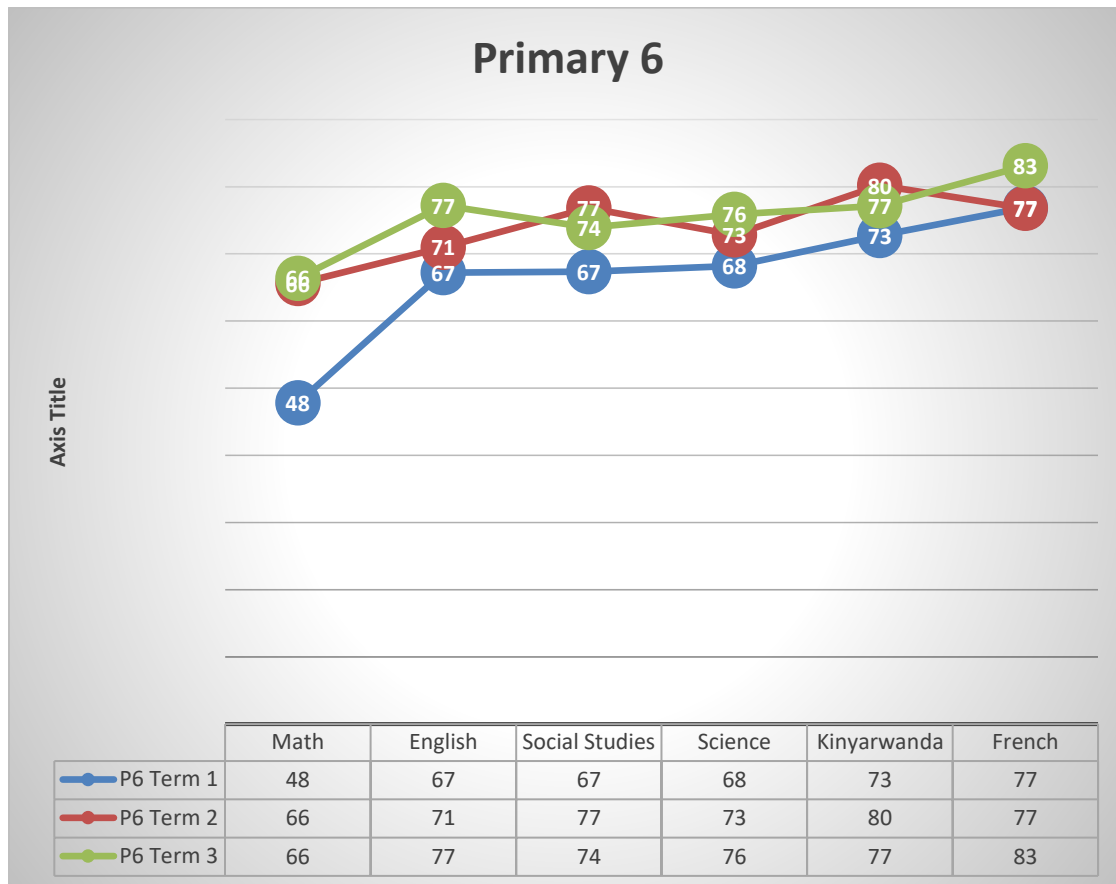
### Fifth Grade B - Average Class Test Scores





## 4.8 Sixth Grade Performance

### Sixth Grade - Average Class Test Scores



## 4.9 National Exam Results

SURNAME	NAME	SCIENCE	MATH	SOCIAL	KINYA	ENGLISH	AGGR
<b>AKEZA ANGELA</b>	Princess	6	6	6	6	6	30
<b>ASHIMWE NZAYISENGA</b>	Happy	6	6	6	6	6	30
<b>GASANA</b>	Samuel	6	6	6	6	6	30
<b>IHIRWE MWIZERWA LUKE</b>	Brian	6	6	6	6	6	30
<b>IKAZE NSANZIMANA Alain</b>	Divin	6	6	6	6	6	30
<b>INGABIRE Mary</b>	Christine	6	6	6	6	6	30
<b>INGABIRE Valentine</b>	AMINA	6	6	6	6	6	30
<b>IRADUKUNDA</b>	Ange	6	6	6	6	6	30
<b>IRAKIZA SHIMWA</b>	Hope	6	6	6	6	6	30
<b>IRANZI</b>	Pacifique	6	6	6	6	6	30
<b>IRATUZI SANGWA</b>	Delice	6	6	6	6	6	30
<b>ISHIMWE</b>	Angelique B	6	6	6	6	6	30
<b>ISHIMWE</b>	AngeliqueA	6	6	6	6	6	30
<b>ITUZE ERAYO</b>	Samantha	6	6	6	6	6	30
<b>IZIBYOSE</b>	Chanceline	6	6	6	6	6	30
<b>KARENZI NSHIMIYIMANA</b>	Arsene	6	6	6	6	6	30
<b>KAYIGEMA SHEJA</b>	Axelle	6	6	6	6	6	30
<b>KEZA GASASIRA</b>	Nancy	6	6	6	6	6	30
<b>KWIZERA GANZA FISTON</b>	Pacifique	6	6	6	6	6	30
<b>MANZI GASARO</b>	Grolia	6	6	6	6	6	30
<b>MANZI IRAKOZE</b>	Djibril	6	6	6	6	6	30
<b>MANZI NSABIMANA</b>	Eloi Duke	6	6	6	6	6	30
<b>MUGABEKAZI MUSAGARA</b>	Tania	6	6	6	6	6	30
<b>MUGISHA INEZA</b>	Christian	6	6	6	6	6	30
<b>MUHIRWA AIME</b>	Fabrice	6	6	6	6	6	30
<b>MUTANGANA SHAMI</b>	Monfort	6	6	6	6	6	30
<b>MUTESI</b>	Divine	6	6	6	6	6	30
<b>NDIKUMANA</b>	Elissa	6	6	6	6	6	30
<b>NDIKUMANA</b>	Yvan Victor	6	6	6	6	6	30
<b>NIYOMUGABO HEMA</b>	Lionel	6	6	6	6	6	30
<b>NKUNDABOSE</b>	Djawadi	6	6	6	6	6	30

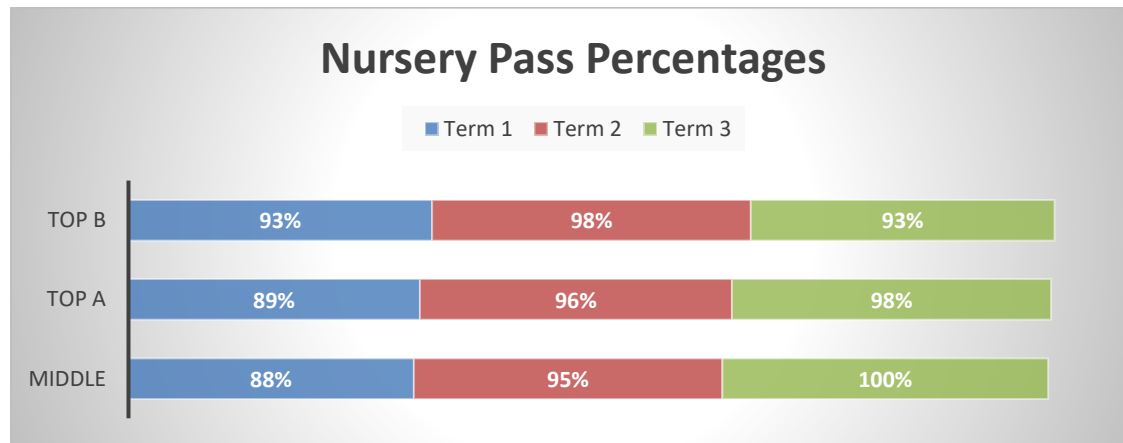
<b>RWIBUTSO ISIMBI</b>	Kenia	6	6	6	6	6	30
<b>TETA NEZA BELLA</b>	Tekla	6	6	6	6	6	30
<b>UMURERWA WASE</b>	Justine	6	6	6	6	6	30
<b>USANASE KEVINE</b>	Ashelli	6	6	6	6	6	30
<b>UWERAWABERA</b>	Sandrine	6	6	6	6	6	30
<b>UWIMANA MUGISHA</b>	Andreson	6	6	6	6	6	30
<b>INEZA Olga</b>	Martine	6	5	6	6	6	29
<b>ISHIMWE</b>	Ornella	6	5	6	6	6	29
<b>IZERE UWERA</b>	Happy	6	5	6	6	6	29
<b>MBABAZI</b>	Assouma	6	5	6	6	6	29
<b>ISHIMWE SANGWA</b>	Lorenzo	6	4	6	6	6	28
<b>ISIMBI KEZA</b>	Appolonie	6	4	6	6	6	28
<b>MUJAWAMAHORO</b>	Aisha	6	4	6	6	6	28
<b>RUKUNDO</b>	Kelly	6	4	6	6	6	28
<b>UYISENGA ABATESI</b>	Fanny	6	4	6	6	6	28
<b>AMIZERO</b>	Irene	6	3	6	6	6	27
<b>GASENGAYIRE</b>	Hamissa	6	3	6	6	6	27
<b>IRAFASHA</b>	Aimable	6	3	6	6	6	27
<b>IRAKOZE</b>	Christian	6	3	6	6	6	27
<b>MANIRAMPA OSAMA</b>	Omar	6	3	6	6	6	27
<b>MANZI SHEJA</b>	Oriole	6	3	6	6	6	27
<b>RUGIRA</b>	Djibril	6	4	6	6	5	27
<b>SHAMI NSHUNGU</b>	Bruno	6	3	6	6	6	27
<b>SHAMI SHINGIRO</b>	Israel	6	3	6	6	6	27
<b>TETA UTUJE</b>	Praise	6	3	6	6	6	27
<b>RUGAMBA NOEL</b>	Christian	6	2	6	6	6	26
<b>KAMIKAZI</b>	Zabibu	6	1	6	6	6	25

### Grading of Primary Leaving Examination

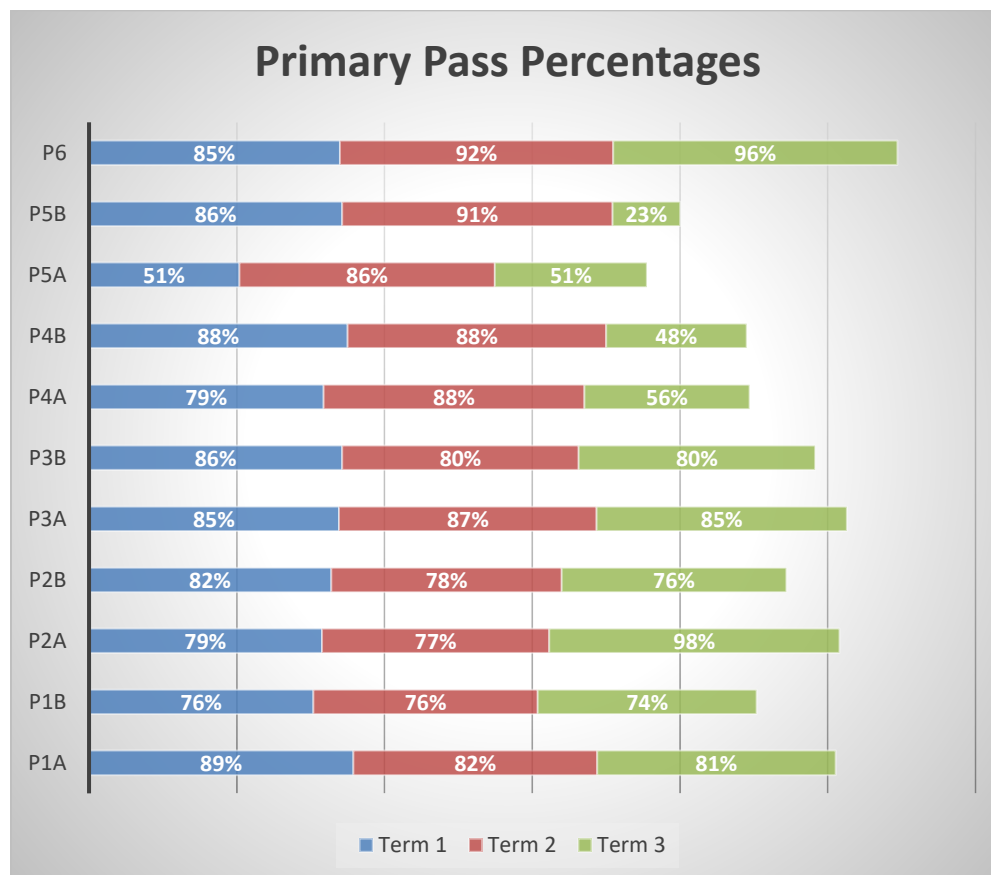
Each examinable subject is graded on a seven (7) grade point scale with six (6) as the highest (excellent) and zero (0) as the lowest (fail). The maximum total points achieved by a candidate who has excelled in all primary examinable subjects is obtained by multiplying the value of the highest grade by the number of examinable subjects in to an aggregate score. **63% of our P6 students earned perfect aggregate scores on the National Exams. While 33% of our P6 students fell within 3 point of earning perfect aggregate scores on National Exams. 97% of our graduates earned an aggregate score of 27 out of 30 or higher on National Exams. This is the best our students have ever performed on National Exams! All P6 students were placed into secondary boarding schools.**

## 4.10 School Overview at a Glance

### Nursery at a Glance



### Primary at a Glance



## 4.11 School Performance Summary

The graph below illustrates school performance for the year by grade level.

Crimson Academy Performance Summary					
Primary 1	Term 1	Term 2	Term 3	Conclusions Across the Year	Implications & Recommendations
	The highest subject was Math and the lowest was French. Overall class performance meets expectations.	The highest subject was Social Studies and the lowest was French. Overall class performance meets expectations.	The lowest subject is French. Overall class performance meets expectations.	The language teachers were having challenges in teaching.	Upper school language teachers will coach lower school language teachers.
Primary 2	Term 1	Term 2	Term 3		
	The highest subject was Math and the lowest was French. Overall class performance meets expectations.	The highest subject was English and the lowest was French. Overall class performance meets expectations.	The highest subject is Kinyarwanda and the lowest in Math.	The French teacher was having challenges in teaching.	Upper school language teachers will coach lower school language teachers.
Primary 3	Term 1	Term 2	Term 3		
	The highest subject was Kinyarwanda and the lowest was French. Overall class performance meets expectations.	The highest subject was Kinyarwanda and the lowest was French. Overall class performance meets expectations.	The highest subject was Kinyarwanda and the lowest was French. Overall class performance meets expectations.	The French teacher was having challenges in teaching.	Upper school language teachers will coach lower school language teachers.

Primary 4	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>		
	The highest subject was Math and Science. The lowest was Kinyrwanda. Overall class performance meets expectations.	The highest subject was French and the lowest was Science. Overall class performance meets expectations.	Overall performance in the third term decreased dramatically.	Overall performance in the third term decreased dramatically.	Headmistress must meet with all P4 teachers to understand the decline in performance across the board.
Primary 5	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>		
	The highest subject was Science and the lowest was Kinyarwanda. Overall class performance meets expectations.	The highest subject was Science and the lowest was Math. Overall class performance meets expectations.	Overall performance in the third term decreased dramatically.	Overall performance in the third term decreased dramatically.	Headmistress must meet with all P5 teachers to understand the decline in performance across the board.
Primary 6	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>		
	The highest subject was French and the lowest was Math. Overall class performance meets expectations.	The highest subject was Kinyarwanda and the lowest was Math. Overall class performance meets expectations.	The highest subject was French and the lowest was Math. Overall class performance meets expectations.	Overall performance for P6 increased from the first term to the third term. Well done!	Each P6 student will be given a khan academy account to practice math.
<b>Conclusions Across Terms</b>	Upper and lower school teachers are teaching as expected.	Upper and lower school teachers are teaching as expected.	Upper school teachers in P4 and P5 must do a better job in term 3.		

## 4.12 School Summary Details

CLASS TEACHERS	CLASS	Average	End	Promoted	Repeated	Dropout Rate	Transition Rate	Repetition Rate
CLARISSE	Nursery Middle	90	58	57	1	0%	98%	2%
DAMASCENE	Nursery Top A	88	49	48	1	0%	98%	2%
DENYSE	Nursery Top B	87	46	45	1	0%	98%	2%
FRANCOISE	P1A	70	63	53	11	3%	84%	17%
ERNESTINE	P1B	73	61	47	17	3%	77%	28%
ALEXANDRE	P2A	78	58	49	9	0%	84%	16%
FELIX	P2B	67	58	46	12	0%	79%	21%
THEONESTE	P3A	74	45	43	2	0%	96%	4%
PHILEMON	P3B	67	42	38	14	7%	67%	33%
CLAUDE	P4A	71	41	40	0	2%	98%	0%
DAMIEN	P4B	67	46	43	3	0%	93%	7%
VALENS	P5A	68	43	27	15	0%	63%	35%
ELIZABETH	P5B	64	41	24	18	0%	59%	44%
Elysee, Theo, Fidel	P6	74	59	59	0	0%	100%	0%
Average		74	51	44	7	1%	85%	15%

## 4.13 School Benchmarks Details

Name	Benchmark	Actual	Status
Average Pass Rate	70	74	Met
Dropout Rate	10	1%	Met
Transition Rate	85	85%	Met
Repetition Rate	15	15%	Met
Student Gender Parity	40-60%	50% Male	Met
Staff Gender Parity	40-60%	65% Female	Met

## 5 SCHOOL FINANCE:

Crimson Academy maintains two bank accounts to track revenue and expenses. The banks are Equity Bank and SACCO Bank. Both Equity Bank and SACCO account are used to collect student school fees. Parents pay per term.

- ❖ Each student during the academic year of 2021-2022 were required to pay 25,000rwfr as school fees. Additional fees are included for students who participate in the transportation program and food program. The money collected pays teacher salaries and buys school supplies, school bus maintenance and fuel services (roughly 80 students in transportation). The Batwa micro-tribe students are not obligated to pay school fees. There are approximately 70 Batwa students who do not pay school fees. During academic year 2021-2022 the school have collected roughly 76,000,000 rwfr which is enough to cover the school budget and expenses for 11 months.

Crimson Academy of Kagina 2022 Financials			
<b>Revenue</b>			
	<b>Food Program</b>	16,203,100.00	15,460.97
	<b>School fees</b>	48,594,250.00	46,368.56
	<b>Transportation</b>	11,797,000.00	11,256.68
	<b>Recovery Fees</b>	400,000.00	381.68
<b>Total Revenue</b>		<b>76,994,350.00</b>	<b>73,467.89</b>
			-
<b>Expenses</b>	<b>Salaries</b>	27,360,303.50	26,107.16
	<b>Taxes and Insurance</b>	6,218,300.00	5,933.49
	<b>Communications</b>	1,000,000.00	954.20
	<b>Emergency</b>	1,000,000.00	954.20
	<b>Misc Supplies</b>	1,000,000.00	954.20
	<b>Internet</b>	600,500.00	573.00
	<b>Bus Gas</b>	3,060,073.00	2,919.92
	<b>Bus Maintenance</b>	12,241,554.00	11,680.87
	<b>Bus Insurance</b>	503,500.00	480.44
	<b>Exam Printing</b>	1,000,000.00	954.20
	<b>Construction Projects</b>	9,075,525.00	8,659.85
	<b>Feeding Program</b>	7,439,150.00	7,098.43
	<b>Other expenses</b>	1,298,386.00	1,238.92
	<b>Trading Project</b>	2,000,000.00	1,908.40
	<b>Transportation</b>	3,000,000.00	2,862.60
<b>Total Expenses</b>		<b>76,797,291.50</b>	<b>73,279.86</b>
<b>Total Net</b>		<b>197,058.50</b>	<b>188.03</b>
		<b>RWF</b>	<b>USD</b>



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## **6 SCHOOL AND COMMUNITY INITIATIVES**

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### **6.1 School Lunch Program**

In 2016, the school started the program of providing the lunch to students; the parents initiated this program. This program is aimed to help the parents who are having problems in their home to provide food to their kids including the students from potters' families and those students who travel far from the school. The program will increase the performance of the students and increase the well-being of the students. The parents are committed to prepare food for kids. To make this happen, the parents whose student enrolled in the program are committed contribute some money to purchase food, fire woods roughly \$35 per Term. Today more than 120 students are enrolled in the program and we hope to have sponsors to support especially the students from potters' families to be in the program. Till now the school lunch program has started showing positive impacts on the performance of the school and the well-being of the students.

This program is improving but the school still has a big challenge to well management and running of this program:

1. The school need a kitchen and a dining hall. Today the school is using one of the school facility as a kitchen and the students have lunch in their classrooms.
2. This kitchen is not equipped within enough materials
3. The school has a small land to cultivate some crops especially vegetables to support the program, that can reduce the expenses and provide a balanced diet.

With the school commitment, teachers are getting breakfast and lunch, this program is very important because it is helping the teachers to stay strong, they are having breakfast (tea and bread) at break time (10:00am) and lunch during lunch time (12:00am) at school. This will help teachers to save their time to do their work because there are some teachers who come very far from the school .

### **6.2 Computer literacy**

The school has put much effort in teaching and learning with computers whereby take online mathematics lessons with from an organization called Children of the Night founded Sonia Ventura. This program started in April, 2022 with eight students and among them are four potters' students. Basing on the result from this program, the INGO (Children of the Night) has a big plan of the continuity of this online studying here at Crimson Academy that will make our students to benefit from it.

**Headmistress/Principal**

*Maria Claire Mukabirinda*