AN ASSESSMENT OF FAMILY RELATED FACTORS AFFECTING EDUCATIONAL PERFORMANCE IN ADDIS ABABA: THE PRIMARY SCHOOLS IN FOCUS

A THESIS
PRESENTED TO THE SCHOOL OF GRADUATE STUDIES
ADDIS ABABA UNIVERSITY

IN PARTIAL FULFILMENT OF THE REQUIREMENT
FOR THE DEGREE OF MASTERS OF ARTS IN
EDUCATIONAL RESEARCH AND DEVELOPMENT

BY
SINKINESH BEFIKADU

Addis Ababa University Libraries

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ABBREVIATIONS/ACRONYMS

FGD	Focus Group Discussion
MoE	Ministry of Education
SES	Socio Economic Status

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ABSTRACT

The main purpose of the study was to investigate the socio-economic factors which have an impact on the academic performance of public primary level students in Addis Ababa and show the level of the problem and interventions made to help these students achieve the required results in education. The central idea of this study was finding out the key socio-economic factors affecting the low performing students in the public schools in order to improve their results. For this to happen the study recommends the actors in the study to focus /provide more support/effort as was done for the other regions even though the economic situation of Addis Ababa is relatively better than the other rural areas. Based on the existing literatures and the objective of the study research questions were formulated. Parents and academic staff were sources of data for the study. Only qualitative method was used to collect data for the study. Interview and Focus Group Discussions were the instruments used to collect data. The instruments used for the study helped to investigate all the possible factors affected the academic performance in public primary schools. The major findings of the study are economic and family related factors and lack of continuous and coordinated adequate interventions in the city. A number of other crosscutting issues which were interrelated with education were identified. The study indicated that more intervention is needed by the actors in education sector to improve the public school achievements in Addis Ababa. The public schools in the city are the main places where high school dropout rate is found. Therefore, this clearly indicates that to decrease the dropout rate the local and non-local actors should put their efforts together and start working in the public schools in the city. Different socioeconomic factors were identified by the study. Thus these are important intervention areas for the actors interested in community areas to engage themselves and bring the intended result and help students in the public schools to continue their education and also achieve the desired results. In general the results of this specific study can be important input for those who want to work on identifying factors affecting academic achievement; school dropouts, under nutrition, and child psychological impact on education, the outcome of family follow up on education and many others.

CHAPTER ONE

1. Introduction

1.1 Back Ground of the Study

Education, in as much as other social institutions in a society, is bedrock of individual and social development. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Battle & Lewis, 2002). It ensures the acquisition of knowledge and skills that enable individuals to increase their productivity and improve their quality of life. This increase in productivity also leads towards new sources of earning which enhances the economic growth of a country (Saxton, 2000). However, these positive outcomes are highly contingent up on the actual teaching and learning process and environment, especially the degree to which how students perform well academically (Farooq et al. (2011)).

Educators, trainers, and researchers have long been interested in exploring various factors contributing effectively for the quality of learners' performance. These variables are inside and outside school that affect students' quality of academic achievement. These factors may be termed as *student factors, family factors, school factors and peer factors* (Crosnoe, Johnson & Elder, 2004). These factors are generally defined and included in a greater abstract term called socio-economic status 'SES' (Considine & Zappala, 2002). These factors are well articulated to substantially affect the level of students' academic achievement (See, for instance, Considine & Zappala (2002); Farooq et al. (2011); & Emon, (2005)). Among these major socioeconomic factors, the present study explored the family factors in depth to

account for the well established poor academic achievement among some purposively selected publicly run primary schools in Addis Ababa (Bakker et.al.2007).

Shittu (2004) explained that education is the best legacy a nation can give to her citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. Much then is said that formal education remains the vehicle for social-economic development and social mobilization in any society.

Similarly, good parenting supported by strong economic home background could enhance strong academic performance of the child. This further predicts academic performance where the child is properly counseled in the choice of his/her courses and vocation that matches his mental ability, interest and capability whereas the children to the care of the illiterate mothers will find themselves roaming about the street laboring to make ends meet (Shittu, 2004).

As opposed to most of the researches carried out either here in the Ethiopian context (For instance, Yeshimebrat, Alemayehu, and Firew, 2013; Abebayehu, 2002; & Mohammed, 2001) or elsewhere (For instance, Martha, 2005; Emon, 2005; & Farooq et al. (2011)), the present study exclusively used qualitative research methods such as focus group discussions (FGDs), interview (structured and unstructured), and direct observations (and visits) to delve deeper into and uncover central factors that may account for the poor academic performance of students among some purposively selected public elementary schools in Addis Ababa and also to assess the level of interventions made by the actors in education sector in the city.

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1.2 Statement of the Problem

As it is proven by different researchers, early primary level education has profound effect on academic progression, performance/achievement and completion. For this, various socio-economic factors of families in early childhood have the greatest impact on educational achievement. It's obvious that different indigenous and international actors have been working in the rural parts of the country to support families in education achievement. However, Addis Ababa is somehow ignored or little support is given even though there are lots families affected by various socio economic factors especially at this time where the cost of living is very high for families in which they cannot even cope-up with the situation. Therefore, economic status of families has everlasting impact on educational performance of their children especially at the lower stages of educational levels. Thus, the researcher asserts that there is a felt problem here in Addis Ababa.

Family conditions in early childhood have the greatest impact on the likelihood of school completion, especially among children in families with low incomes. Poverty has everlasting negative effect on educational achievement/performance, progression and completion (See, for instance, Duncan et al. (1998))."

Social Economic Status (SES) according to Considine and Zappala (2002) is a person's overall social position to which attainments in both the social and economic domain contribute. They add that social economic status is determined by an individual's achievements in, education, employment, occupational status and income. In this study social economic status (SES) was characterized by family income, parental education and parental occupation. Graetz (1995) argues

that children from high social economic status families perform much better at school compared to children from low SES families as cited in Kyoshaba Martha (2009).

Schools according to Sentamu (2003) are social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on learners. In this study, school background was characterized by location of school (urban or rural), school ownership (public or private schools), school academic status and school financial standing as cited in Kyoshaba Martha (2009).

This type of research which focused to assess the interventions made by international actors working in the sector to alleviate the socio-economic factors affecting students in public schools was not conducted in Addis. The study acknowledges that there is little intervention made by these actors but asserts that the intervention was not continuous and enough to alleviate the problem. Therefore, the study shows the research gap in the sector and also provides all the possible recommendations and intervention mechanisms to address the problem from its roots and give remedial solutions for the problem. Other researches indicated the presence of socio-economic problems affecting the education sector in the city but they did not indicate the inadequacy of the interventions made by the aforementioned actors in the sector. This being the gap identified by this study, the research will be the base for those who want to research the situation further.

The study compared grade eight national exam results of private and the selected public schools in Addis Ababa as a starting point for the research.

The problem is observed in most of the government schools in Addis Ababa. There was no adequate and coordinated efforts made to address the problem in the city as compared to the

other regions. Hence it was useful and timely to investigate the status of the problem as the problem was not yet addressed in the city as it was considered that the city is economically better than other regions.

To achieve this purpose the study attempted to answer the following question:

1. The impact of family socio-economic status on students' academic achievement?
2. The major socio economic factors affecting students' performance with a special focus to the government owned schools in Addis?
3. The major factors/reasons which bring significant difference in the performance of students in the selected government owned primary level schools in Addis?
4. Are there adequate interventions made by international actors in Addis to support students in government owned primary level schools to boost the performance of poorly performing students in these particular schools?
5. Are the actors in the sector prioritizing and giving more focus and support in the rural areas than Addis?

1.3 Objectives of the Study

This study had general and specific objectives. The general objective of this study was to explore various socioeconomic factors affecting students' academic performance with a special emphasis on family related factors at some selected government primary schools in Addis Ababa where the living standard is relatively better than the rural areas. The specific objectives are:

- To explore the impact of family's income level and occupational conditions on students' academic performance.
- To explore the impact of lack of family follow up on students' academic performance.
- To explore the impact of students-family relation-status on students' academic performance.
- To suggest possible intervention mechanisms and policy implications to mitigating students' poor academic achievement with a special focus in public schools in Addis.

1.4 Significance of the Study

The study would be significant to add value to the existing knowledge of the factors affecting performance in public schools in Addis Ababa and would most importantly be the baseline to make interventions for different actors in the sector to deal with the problem. It would also be an input for policy makers in education and can also be an evidence for those who wants to make intervention and bring about change to improve educational performance in the public schools in Addis Ababa which most affected by the problem. In other words it would also be the first of its kind to add an input to the factors affecting performance in the city so that the actors in the sector will start work to increase educational performance in the lower grades of the public schools of city. Therefore, it will have paramount importance to improve the academic achievement of education in the public schools in the city as the study was looking at the different paradigm or untouched part in the sector.

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1.5 Delimitation of the Study

The study was limited to the selected schools in Addis Ababa city because of the reason that it was designed to assess the extent of the problem and the interventions made in the city. There were five schools selected for this study among which three of them were public schools which were targeted for the study. Therefore, the research was limited to these public schools where the other two private owned schools were used for comparison reason only. The research was also limited to study the economic factors specifically socio-economic factors related with family background or income status of the lower grade elementary level student families in the selected public schools.

1.6 Limitations of the Study

Primarily this study was limited to the public schools as the families of these students were most of them were from the families in the lower socioeconomic status even though only few were from well to do families. The study was also limited to Addis Ababa city as it was well known that there were a number of interventions made in the other regions of the country to support the public schools in the regions. Only three public schools were selected because of that most schools visited were not open to give the required information. The selection was made very carefully and the outcome/s of the study on these three schools was assumed to be true for the other similar public schools in the city. So that the original assumption was that the result of this study can represent the other public schools in the city than conducting a research throughout the city which needs a large amount of resource and time. Therefore, this was the main reason why the study was conducted on only the three schools. There was also limitation to get the grade eight national exam results of students in most schools as these results are confidential by nature and was never open to the public or anyone who

wanted to get it. This was the biggest challenge encountered during the study which limited the number of schools to be selected for the sake of the research in the city. It was even one of the main frustrating factors which limited the study only to three schools from all the public schools in the city.

1.7. Organization of the Study

The study has five chapters. The first chapter deals with the background of the study, the second chapter deals the review of related literature, the third chapter presents the research design and methodology, the fourth chapter is about the data presentation, analysis and interpretation. The last chapter is chapter five and it is all about the summary, conclusion, and recommendation of the data presented in the earlier chapter.

1.8. Definition of Terms

Educational performance:- Examination Performance.

Family- Biological parent, close relative or one who adopts or employer of the child.

Intervention:- Different Mechanisms used to improve the academic performance of Students.

Socio-economic Factors:- Field of study that examines social and economic factors to better understand how the combination of both influences something.

CHAPTER TWO

2. Review of Related Literatures

Many writers in education indicated that low income family' children or children of families in the low socioeconomic status have relatively low academic performance than those in a higher economic status. Being income status as one of the major factor for low or higher performance in education different writers tried to address this in different ways as indicated below.

Not surprisingly, socioeconomic status also bears on motivation suggest that minority children with greater socio-economic advantages typically perform better in school than less-advantaged students. Other low income and minority youngsters, children with attention deficit disorder, and special education students who tend to struggle in school are susceptible to being under appreciated by their teachers (Schultz, 1993).

Johnston and Juyono (1983) indicated the importance of family income contributing to the educational performance of students as follows (Mathewos, 2000).

Although Johnston and Juyono mentioned the importance of the school and personal factors in determining the academic achievement of students; they identified the family background as the most important factor. They suggested that a student might be in a better position to raise his level of academic achievement if he lived in a place where encouragement and support were provided for his study. However support was only possible if parents had an appreciable income (Mathewos, 2000).

In a study that involved 1359 randomly selected students (aged 14-17 years), (Chopra, 1967) examined the relationship between parental occupation and the academic achievement of high school students. Using analysis of variance, he concluded that there was a positive relationship between the level of parental occupation and the mean achievement scores of high school students (Mathewos, 2000).

In another study, (Chopra, 1969) demonstrated that achievement in English, Mathematics and Science had a positive relationship with economic background. That is, higher socio-economic group were significantly higher than those of the students from the middle and the lower socio-economic groups (Mathewos, 2000).

For example, (Kelly, 1994) classified the causes of attrition (inability to continue or complete one's educational career for whatever reasons in to two broad categories: social psychological and socio-economic status. In the first instance, factors encompassed were student behaviour, performance in school, psychological states, and family background of students. According to his review, this school of thought employs predominantly correlation studies and treats these factors as independent and student attrition as dependent variable. Thus dropping out of the learning institute is reckoned to be an individual act suggesting that it could be a failure of the individual learner to cope with the task of learning, or failure of the family or culture of the student (Yalew, 2003).

Studies that measure access to education generally include some measure to represent household wealth. Household wealth is consistently found to be a critical predictor of basic education attendance. Ilon and Moock link household wealth to opportunity costs of education (Ilon & Moock, 1991) while (Filmer, 1999b) and (Bracho, 2000) note that wealthy

children are more likely to attend school. (Behrman et al., 1999) show that they are more likely to be at the appropriate grade level (see also Behrman and Wolfe (1987); Patrinos and Psach Aroponlos (1996); Filmer and pritchell (1998a); Fimer (1999b)). All of these studies, however, look at the effect of household wealth on basic education attendance, and so not distinguish between basic and secondary education. The study herein looks at how secondary attendance patterns differ for wealthy as compared to poor students. In addition, looking at interactions between household wealth and other factors, especially repletion rates and geography, contributes to an understanding of how wealth is mediated by other factors (Zajda et al. 2008).

The most striking difference between those who have graduated from primary school and those who have not is their household wealth. Almost half of primary school graduates (1,953) come from the richest 25 percent of the population. Only 26.6% of primary school graduates come from the poorest 50 percent of the population (Zajda et al. 2008).

The adverse consequences of poverty affect family well-being generally but also affect children's emotional and social well being indirectly through the negative impacts on parents' well-being and their parenting style and practices Conger et al. (1997); Evans & English (2002); Jackson et al. (2000); Mcloyd (1990): Mcloyd et al. (1994); Mistry et al. (2002) (Feinstein et al. 2008).

Chavalier et al. (2005) investigate the impact of permanent and transitory parental income on the likelihood of children staying on in post-compulsory education in the UK. Their results suggest that parental permanent income has a causal impact on children's decisions to stay on in schooling, even when controlling for education and for transitory income. Other empirical

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studies have found the effects o income on children's attainment to be substantial but non-linear (Gregg and Machin, (2000)); Hob craft (1998). That is, below a certain level of income, the effects of poverty on children's attainments and behaviour are large and have long-term impacts. Above this level, additional increments to income have less substantial effects, although where resources are spent on educational provision these continue to have wide-ranging benefits (Raffo, et.al (2010)).

The duration of poverty is also important for children's developmental outcomes. The longer children live in poverty, the lower their educational attainment and the worse their social and emotional functioning (Duncan et al. (1994)). In the USA, studies have shown that children who always live in poverty have the highest probability of dropping out of school (Haveman et al. (1997)). In both the UK and the USA children living in and out of poverty are also at risk of under achievement compared to children who have never lived in poverty (Haveman et al. (1997); Hobcraft (1998); Raffo, et al. (2010)).

Understanding the nature and incidence of poverty in national contexts provides a key basis for assessing the relationship between education, skills and poverty. An initial task with in the country studies was to explore poverty within each setting (Palmer 2007).

Within international development literature and policy, we see two major trends with regard to defining and measuring the concept of poverty. On the one hand there is a reasonable consensus (at least among policy-makers and development agencies) on the importance of a multi-dimensional understanding of poverty that recognizes the complex inter-relations between social and physiological aspects (see Shaffer (1998); Thin (1999): World Bank 2000)). Elaborate systems have been established which seek to capture these multiple

dimensions, such as the Human Development Index and the Human Poverty Index (UNDP (2005a)). On the other hand, in policy and practice there is a tendency to categorize poverty simplistically in terms of the minimum income required to satisfy basic needs (food, accommodation, services), i.e. income poverty (Palmer, 2007).

This is often reduced to measuring the population living on less than $1 or $2 a day. While this measurement may indirectly take into account various aspects of poverty, it can become a simplistic label which obscures interesting nuances in how poverty is perceived in different countries (Palmer 2007).

An important set of objectives for school systems relates to meeting the needs of groups identified as facing educational disadvantage. These include, amongst others, students with learning disabilities, students from low socio-economic and non-English speaking background (NESB) students (Palmer 2007).

The determinants of educational outcomes: the impacts of Families, Peers, Teachers, and Schools (Palmer 2007).

2.1 Family Income

Students from more well to do backgrounds seem to have an initial advantage in academic achievement, which lasts even through high school. Family income seems to have a greater impact on students from poor families.

Poor children are more likely to attend schools with few resources (National Research Council, 1993), and low-achieving and poor-behaviour classroom environments can increase children's behaviour problems, 1991) (Eamon, 2001).

2.2 Income and Poverty

Studies have shown that children living in low-income families have a higher probability of dropping out of school, being convicted of committing a crime, misbehaving at school and attaining lower educational qualifications (Hobcraft and Kierman, 1999). Children from low-income families also score lower than children from richer families on health assessments, cognitive development, school achievement and emotional well-being (Brooks-Gunn et al., 1977) (Feinstein, 2008).

2.3 The Effects of Income and Poverty on Child Development Outcomes

Family income is a very important determinant of child development and provides families with the means to offer their children nutrition, health and care, which are essential features of the home environment. It affects outcomes through deprivation of material needs that aid educational success – for example, a learning environment with adequate housing, books, clothing and educational games- and through the lack of provision for children's physical needs (Feinstein, 2008).

2.4 The Link between Poverty and Poor Educational Outcomes

Although the concepts of poverty and education are at times seen as both complex and contested, the link between education (as defined in various ways and in relation to indicators of enrolment, retention, and outcomes) and poverty in affluent countries has been demonstrated clearly (Chitty (2002); OECD (2008a)). Those young people who live in conditions of poverty, how-ever defined, are more likely not to enrol or be retained in 'education, are more likely to achieve poorer educational outcomes and in many other ways are likely to demonstrate lower levels of general educational well-being than young people living in relative affluence. Conversely, those not enrolling or being retained in education and those achieving low educational outcomes in either narrow attainment terms or in more general terms of educational well-being are also more likely to then experience poverty. In some affluent countries (e.g. England) these findings are consistent from one generation to the next (Bynner & Whitty (1997); Demie et al. (2002); Bell (2003)). For example, in England the Social Exclusion Unit found that five times as many secondary schools in the ''worst neighbourhood" had "serious weaknesses" than was typically the case, and children drawn from poorer family origins were more likely to have been in the lowest quartile of attainment in educational tests compared to their counterparts in other quartiles (SEU, 1998). Evidence from the Department for Children Schools and Families in England highlight that deprivation as measured by free school meals (a crude and yet accessible indicator of relative poverty) and the income Deprivation Affecting Children Index (a neighbourhood poverty index) is strongly associated with poorer performance on average, at every stage of a pupil's career (Schools Analysis and Research Division, Department for Children Schools and Families (2009)). For example at the Foundation Stage (from age 3 to reception class) in 2007, only 35 percent of pupils in the most deprived areas reached the expected level of

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attainment, compared to 51 percent of pupils in other areas. A deprivation attainment gap (measured by FSM) is also observed in English and maths at primary and secondary school: in each subject, a gap opens at Key Stage 1 (age 7) and increases by the end of Key Stage 4 (age 16). At key Stage 4, there was a 29 percentage point gap between FSM and non-FSM pupils in English in 2007m and a 28 percentage point gap in maths. Evidence from the Office of the Deputy Prime Minister (2005) shows that key attainment in 2001-2 increases steadily from pupils in schools that are located in most deprived wards to those in schools in most prosperous wards. In the US, Jencks' (1972) comprehensive study showed that whatever type of school children attended, their educational performance reflected the socio-economic position of their parents. Finally, the OECD's PISA (2001) study, analysing the literacy and numeracy levels of 15-year-olds in developed countries found that for most OECD countries he distribution of educational achievement reflected pre-existing inequalities, with differences between high and low attainment accounted for by socio-economic class and by implication levels of relative poverty (Chitty, 2002). This international evidence clearly points to the fact that young people living in poverty in affluent countries are less likely to achiever educational outcomes than their more affluent counterparts. Perhaps what is more disturbing is the depressing fact that the link between education and poverty has been enduring. As Levin states: ''. . . The problems do not seem to be any smaller today than they were in 1970, and the gaps in achievement between poor urban schools and provincial or national averages remain large just about everywhere'' (Levin, 2009: 181-82) (Raffo et al. 2010).

Although the evidence for the link between education and poverty is overwhelming, this is not a deterministic relationship not all young people who experience poverty do badly in education. As e will establish later in the book, there are many young people who

demonstrate forms of resilience that moderate the risks associated with living in poverty. In addition there are also examples of policy interventions that have made a real difference in the educational lives of disadvantaged young people that have resulted in real improvement in educational attainments (Raffo et al. 2010).

2.5 The Influence of Parent Education and Family Income on Child Achievement:

In general, family process models (Linver, Brooks-Gunn, & Kohen, 2002; Yeung, Linver, & Brooks-Gunn, 2002) have examined how parenting behaviors, such as the structure of the home environment, influence children's achievement outcomes. Others have focused on specific behaviors such as harsh parenting, nurturing, and warmth (Conger et al., 2002; Mistry, Vanderwater, Houston, & McLoyd, 2002). There has been less work on how factors like parental beliefs such as achievement expectations or efficacy might function as links between socioeconomic status (SES) and achievement outcomes (for an exception, see Halle, Kurtz-Costes, & Mahoney, 1997). The studies that do exist generally examine young children in low-income or at-risk populations and focus on income-related variables as the moderator variables and family stress as a mediator to achievement outcomes (Conger et al., 2002; Mistry et al., 2002). Thus, researchers have very little understanding of how parent education may influence the beliefs and behaviours of parents of school-age children (the age at which decisions about course selection and supplemental education such as tutoring might be beneficial to later college attendance (Davis, 2005).

Parents with higher levels of education may spend a given amount of income differently from those with lower education and so be better able to protect children against the effects of

poverty or derive greater developmental advantages from high income (Davis, 2005). This is indicated in figure 3.3.

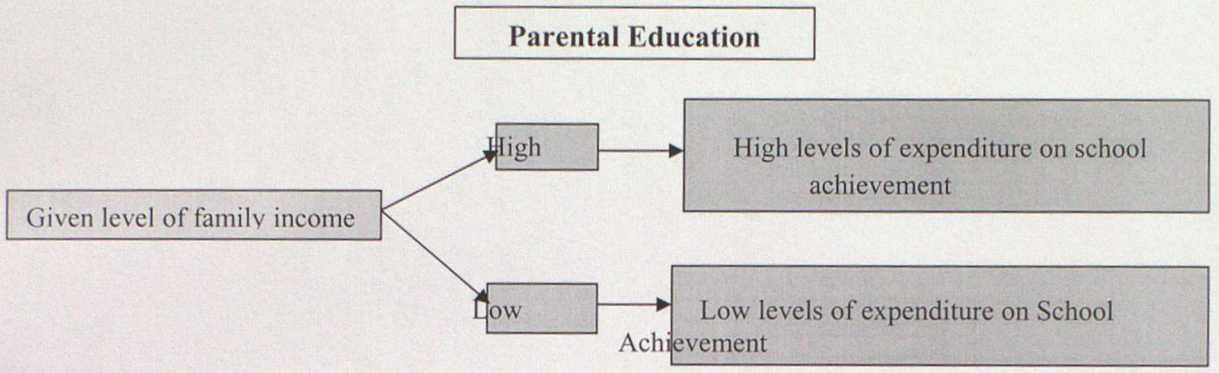


Figure 3.3 Conceptual model for the moderating influences of parental education on income
*Source: (*Feinstein, 2008:30*).*

CHAPTER THREE

3. Research Design and Methods

3.1 Research Methodology

The objective of this study was to assess the socio-economic factors which affected the results of the public primary schools in Addis Ababa. Using thematic analysis was the best method to get the required information from the participants as the nature of the study required thematic analysis rather than numeric data analysis. Therefore, purely qualitative method was used to get the required information for the study. Qualitative method was best for this study as it helps to investigate and get an addition to the existing knowledge not revealed in advance.

The second reason for choosing qualitative method was that the study required exploration and justifications which discloses all the factors affecting the results of public primary schools in the city. Numerical data can bring little additions to justify the study as it was required to go in depth and find the root causes or factors affecting achievement. Investigating the factors was the main focus of the study rather than knowing extent of the problem to tackle the problem in the future continuous interventions by international or indigenous actors which did little in the city.

As clearly indicated earlier, to uncover the socioeconomic factors affecting the academic achievement of public/government schools in Addis Ababa, a thorough study was conducted to give additional analysis of the affecting factors. This research was the first of its kind to be conducted in Addis Ababa as the study was dealing with the extent of interventions made by

the aforementioned actors in the sector. Therefore, the study required thematic analysis than conducting descriptive survey. Conducting descriptive analysis gives the general picture or the percentage of the presence of the affecting factors. However, the focus of the study was not only to show the presence of the affecting factors but also to explain and magnify the level of the factors affecting the students in the public schools. For this reason, it was appropriate to closely consult the families, students, teachers do visits to schools/observation to get the intended/best result. Hence, the research is designed to use non-probability or qualitative research methods to give detailed analysis of the factors.

The relevance of this study can be justified as it has been depicted by (Raffo, et al., 2007), (Lloyd Logan and Judith Sachs, 1997:8and 9), and (R.Gary Bridge et al., 1979).

3.2 Sources of Data

In this study primary and secondary data sources were used to get the required information.

3.2.1 Primary Data Sources

The primary sources of data were parent students and teacher respondents. This data was gathered by using interview and focus group discussion (FGD). In addition observation was used to collect data at large.

3.2.2 Secondary Data Sources

Policy document which was education abstract 2011 from MoE, journals, , internet, and previous related researches, grade eight national exam results of private and public schools

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and list of primary school in Addis Ababa from Addis Ababa Education Bureau (soft copy), that are more related to the issue were used as secondary data sources.

3.3 Sampling Technique and Population

In Addis Ababa City Government, there were 767 primary level private and government owned schools in the ten sub cities of the city as per the current primary school data provided by Addis Ababa Education Bureau. As indicated earlier, the study targeted primary level students in the lower grades (1-3) with a special focus on the public schools where the target population was found. Two private owned schools were included in the study only for comparison reason of the results of the private and public schools. Thus among the total number of primary schools in the city, 5 were selected. The initial task was to do a selection of target schools based on the initial hypothesis using the data provided by the Addis Ababa Education Bureau. At the beginning of the selection process, three sub cities named Arada, Gullele and Yeka were selected. From these sub cities, ten primary level schools were selected which was 8% of the total number of schools in the city.

Sub cities and schools for the study were selected purposively based on the type of the schools.

In Arada sub city there are 63 primary schools. Among these 6 schools named Jacaranda, Radical Acadamy, Dagmawi Minilik, Bethelhem, Nazreth School and Nativity Girls School were selected which was 10% of the total number of primary schools (1-8 grades) in the sub city for the study. All were primary schools in which the first four were government owned and the rest two were private owned schools. The first two did not want any information

about the school and academic results. Therefore, they were excluded from the study. The next four gave all the information required for the study.

In Gulele sub city there were 51 primary schools. From these 3 primary schools named Miskayehzunah Medhanealem, Belay Zeleke No. 2 and Tsehay Chora were selected which was 6% of the total number of primary level schools in the sub-city. Except the first, the rest were public schools.

The last one to be selected was Yeka sub city in which 113 primary level schools were located. From this area Salayish Public School was selected which was 0.9% of the total number of schools. However, unfortunately the required academic result' could not be obtained as wished. Therefore, the school was not part of this study.

Finally, only the schools in the two sub-cities, Arada and Gullele were considered for the study. Hence, the total number of school population of the study was the sum of the number of schools in the two sub-cities 114 schools.

As it was mentioned earlier, most of the schools were not open to give information. Due to this reason only schools which were open to information were purposively selected. This was the second criteria used to select the target schools unlike the initial plan of the study. Therefore this clearly indicates convenience sampling was used to select the schools for the study to avoid inconveniences encountered during the selection process as most of the schools were closed to information. Out of 767 primary (1-6 grades) and junior secondary schools (7-8 grades) only three schools were selected for the study which was 0.4% of the total schools in the city.

After the schools were selected, students in grades 1-3 were taken as target population of the study from the three schools named Dagmawi Minilik, Bethlehem and Tsehay Chora. The total number of students from the three schools was 918. As it was explained earlier, these students' were the victims' of the socioeconomic factors affecting students' achievement due to their young ages. On the other hand, students from 4-8 grades were not the subject of this study so that they were purposely excluded from the study as they were relatively matured enough not to be affected by the factors. Thus the target students (1-3 grades) were selected taking age as a factor to get the intended results of the study.

The research respondents were parents and teachers as key informants to give adequate information for the study. Parents were selected using convenience sampling technique and teachers were selected by snow ball sampling technique. The study used convenience sampling method convenient method to get parents who agreed to participate in the interview. However, snow ball method was very convenient to get teacher respondents who wanted to participate in the interview and FGD. The selection was summarized in the tables below.

Table 1: Total number of parents selected for the study

Selected Schools for the Study	Grades Selected for the Study	Parents selected for the study
Bethelehem	1-3	8 parents
Dagmawi Minilik	1-3	10 "
Tsehay Chora	1-3	12 "
3 Schools	9 section (3 sections from grades 1-3)	30 parents
Selected Schools for the Study	**Grades Selected for the Study**	**Teachers Selected for the study**
Bethelehem	1-3	6 teachers
Dagmawi Minilik	1-3	7 "
Tsehay Chora	1-3	11 "
3 Schools	9	24 teachers

To summarize the information provided in the above tables, a total of 54 respondents out of which 24 were teachers and 30 were parents participated in the study apart from the students. Students were visited a number of times while they were at school mostly during lunch breaks to get additional data used to triangulate data obtained from the two sources. Teachers who wanted to participate in the interview were selected and the same was true for parents.

3.4 Instruments and Procedures of Data Collection

During data collection stage, three methods of data collection instruments were used. They were, interview (structured and unstructured), focus group discussions and observation of the larger part of respondents which was students.

3.4.1 Interview

Interview guide was prepared to conduct interview for the study. The structured interview was prepared for interviewing parents as it was assumed to get responses when they respond to the interview questions and there was no intension to bother the parents to get additional responses. However unstructured interview was prepared to the teachers intentionally as the idea was to get even unexpected responses from teachers.

The interview for the parents was tuned to find facts in the following major areas:

- Families' income level and occupational conditions.
- Families' follow up on their children academic performance

- Family-student relationship
- Level of interventions made in Addis Ababa by the actors in the sector

Unstructured interview was used for interviewing the teachers in the three schools. By the method of probing, it was possible to go deeper and get unexpected responses.

3.4.2 Focus Group Discussions

A group of 6 teachers from Bethelihem public school, 7 teachers from Dagmawi Minilik and 8 from Tsehay Chora were selected to participate in the discussion. There were some reservations to give genuine information during this method of data collection. Some participants were not comfortable during the discussion as the discussion was held in the schools.

3.4.3 Observation

The study also used observation during break times and lunch times in the schools to collect additional data from students. This helped to see all what had been said by the parents and teachers during interview. Therefore, it was an instrument used to justify the data collected by the other two previous instruments. I have seen children coming to school with no lunch box and only give birr one for their lunch. I also have seen children sharing their lunch.

This method also helped to collect very important information from student participants who are the largest from the other participants selected for this specific research.

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3.4.4 Pilot Testing of the Instrument

The draft questions for the interview and FGD was first given to two primary schools other than the target schools selected for the study. Five teachers in each school were given the questions to pilot test the instrument. Accordingly, corrections were made on the five question distributed to make the questions very clear and simple to the respondents.

3.4.5 Data Collection Procedure

For reliability reason and to be sure all the research questions are answered, data collection tools were prepared based on the objectives and research questions. And to make sure if the issues rose in the study were valid and practical, the study tried to look into the possible related literatures exhaustively to see what has been done so far in the area. All the topics discussed in the literature part is an evidence for this. In addition, formal permission was acquired from research participants for all the research instruments to make the research procedure ethical. Lastly, after several editing was done on the instruments for reliability sake, the instruments were finalized and used for intended researching purpose. The instruments were administered in the different schools. The objective of the study was read to the participants at each school before starting discussions and interviews to get the consent of the participants.

3.4.6 Methods of Data Analysis

In this study, only qualitative data analysis technique was used. The data gathered through interview and FGD was analyzed through narration. The data gathered through observation

was used to justify and support the findings obtained by interview and focus group discussions.

CHAPTER FOUR

4. Presentation, Analysis and Interpretation of Data

Based on the specific objectives of the study and the data collected through different instruments the results of the study are presented as follows.

Data was collected from respondents to do assessments on the family factors which affect educational performance in the selected public schools. This information is presented as direct responses of the respondents and also summarized in the tables below. Analysis was done based on the collected data.

Response from Parent 1

"I do not have money even for the food expense of my child let alone expense for tutorial class. I would have paid for tutorial if I would have enough money."

Parent 2

"I do not have money to send my child to tutorial class. However; recently a group of students in the university started to give tutorial class free of charge. Therefore, my child is getting support from these volunteers and she is doing better than before. She is my only child and I am divorced from her father"

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Parent 3

"I sell vegetables in the village I am living. Therefore, I do want my child to help me after school so that I do not want her to go for tutorial classes and besides I cannot pay for tutorial class."

Parent 4

"I earn my living by washing closes and baking Injiera for different individuals. However, my children always try to play a lot rather than focusing on their study. Thus, when I tell them that there is no one who can help them if I died, then they cry and immediately start studying"

Regarding students lack of interest and concentration some of the teacher respondents said the following.

Teacher 1

"Most of the children who are affected psychologically do not listen to what the instructor is saying. When I was studying the background of these children, they are living with their relatives not with their parents. I was trying to treat them, however; they do not bring change as it was their mental status. That is my difficulty with these types of children. They cannot change though I tried a lot to change them"

Teacher 2

"Especially students who came from divorced parents are very much affected. When I asked one of my students, he said he always think of the discrimination in the house. He is living with his step father and he always think of the bad words the step father throws on his mother and also he said his step father discriminates him from his brother. This child is stressed and highly affected of the family living condition. Thus divorce is affecting children concentration in the school."

Teacher 3

"Most of the students' living with their relatives or those who are brought from the countryside to serve the family sleep during class hours and feel tired. Therefore, they do not listen in the class room but would rather want to go back to home. Especially when they go out for break they do not go back to the class room."

Teacher 4

"There are many students' in grades 1-3 who do not have all the necessary educational materials. Therefore, this is one of the factors for the weak performance of these students.

Table 2: Family Follow-Up on Academic Performance of School Children in Tsehay Chora Primary Public School - Grade 1

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	All the parent respondents said that they have no private tutors.
2	Do you enroll your children in school tutorial classes	All the parent respondents said that they do not enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	All the parent respondents said that they do not visit the school by their own initiative. They go there only when they are requested
4	Do you regularly attend school events	Only half of the respondents agreed they regularly attend school events.
5	Do you go to school when requested by school administration or teachers	None of them agreed.
6	Do you have any institutional support for your children?	All responded they have no institutional support.
7	Do you get any financial support from any institution?	Only few agreed that they get support for educational materials only once/twice a year
8	Do you engage your child/children in your occupation after/during/before school	Almost half of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	Almost all said they require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Only few agreed
11	Do you daily follow up your child's/children's academic performance	Only few agreed
12	Do you have time to closely follow up your children's academic performance	Only few agreed
13	Do your child usually carry his lunch box to school	Only few agreed
14	Do you fulfill all your child's basic and educational necessities	Only half of the respondents agreed
15	Do you have a separate study room for children	None of the them have separate rooms for the children
16	Do your children have study programmes	Only few of them prepare study plan for the children.

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The above table shows the data collected from grade one students' families from Tsehay Chora primary public school. Items (one and two) show all students had no access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show only few families did little follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was little/no institutional/coordinated support to students and/or families. Items (eight-ten) show almost all of the children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that most families had not had time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that families could not provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) could not provide convenient study environment and programme to their children because their low income status and lack of time.

On May 11 parent 7 from Tsehachora School said that "I feel tired when I get back to home so that I always do not have time to follow up the educational status of my child."

Table 3: Family Follow-Up on Academic Performance of School Children in Tsehay Chora Primary Public School - Grade 2

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	All the parent respondents said that they have no private tutors.
2	Do you enroll your children in school tutorial classes	Only few parent respondents said that they enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	Only half of the parent respondents said that they do visit the school by their own initiative.
4	Do you regularly attend school events	Only half respondents agreed.
5	Do you go to school when requested by school administration or teachers	Only few of them agreed.
6	Do you have any institutional support for your children?	Only few said they get support but not continuous.
7	Do you get any financial support from any institution?	None of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	Almost half of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	Almost all said they require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Half of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	Only few agreed
12	Do you have time to closely follow up your children's academic performance	Half of them agreed
13	Do your child usually carry his lunch box to school	Only half of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	Only few of the respondents agreed
15	Do you have a separate study room for children	None of the them have separate rooms for the children
16	Do your children have study programmes	Only few of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade two students' families from Tsehay Chora primary public school. Items (one and two) show all students had no access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show only half families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was little institutional/coordinated support to students and/or families. Items (eight-ten) show half of the children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that only few families had time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) could not provide convenient study environment and programme to their children because their low income status and lack of time.

On May 11 parent 4 from this school said" there was a local NGO which supplied uniform and exercise books to the children before a year however this didn't continued. It was a onetime request."

Table 4: Family Follow-Up on Academic Performance of School Children in Tsehay Chora Primary Public School - Grade 3

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	All the parent respondents said that they have no private tutors.
2	Do you enroll your children in school tutorial classes	Only few parent respondents said that they enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	Only few of the parent respondents said that they do visit the school by their own initiative.
4	Do you regularly attend school events	Only half respondents agreed they regularly attend school events.
5	Do you go to school when requested by school administration or teachers	Only few of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	Only half of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	Only half of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	Almost all of them said they require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Half of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	None of them agreed
12	Do you have time to closely follow up your children's academic performance	Half of them agreed
13	Do your child usually carry his lunch box to school	Only few of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	Only few of the respondents agreed
15	Do you have a separate study room for children	None of the them have separate rooms for the children
16	Do your children have study programmes	Only few of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade three students' families from Tsehay Chora primary public school. Items (one and two) show all students had no access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show only few families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was little institutional/coordinated support to students and/or families. Items (eight-ten) show almost all of the children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that almost all families had no time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that only few could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 11 parent 5 from this school said "As I was busy during the day time, I always request the children to support me in the house hold chores."

Table 5: Family Follow-Up on Academic Performance of School Children in Dagmawi Minilik Primary Public School - Grade 1

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	All the parent respondents said that they have no private tutors.
2	Do you enroll your children in school tutorial classes	All the parent respondents said that they do not enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	All the parent respondents said that they do not visit the school by their own initiative.
4	Do you regularly attend school events	Only few respondents agreed they regularly attend school events.
5	Do you go to school when requested by school administration or teachers	Only few of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	None of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	All of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	All of them said they require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Half of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	Only few of them agreed
12	Do you have time to closely follow up your children's academic performance	Only half of them agreed
13	Do your child usually carry his lunch box to school	Only few of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	None of the respondents agreed
15	Do you have a separate study room for children	None of the them have separate rooms for the children
16	Do your children have study programmes	None of them prepare study plan for the children.

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The above table shows the data analysis of the data collected from grade one students' families from Dagmawi Minilik primary public school. Items (one and two) show all students had no access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show only few families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was no institutional/coordinated support to students and/or families. Items (eight-ten) show almost all of the children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that almost half of the families had no time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that none of them could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 18, parent 1 from this school said" I do not have money to sent my children to tutorial class."

Table 6: Family Follow-Up on Academic Performance of School Children in Dagmawi Minilik Primary Public School - Grade 2

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	All the parent respondents said that they have no private tutors.
2	Do you enroll your children in school tutorial classes	All the parent respondents said that they do not enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	All the parent respondents said that they do not visit the school by their own initiative.
4	Do you regularly attend school events	All the parent respondents said that they do not regularly attend school events.
5	Do you go to school when requested by school administration or teachers	Only few of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	None of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	Only half of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	Only half of the respondents require their children to help them before/after school in the house hold chores.
10	Do you give enough study time to your children	Half of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	None of them agreed.
12	Do you have time to closely follow up your children's academic performance	Only few of them agreed.
13	Do your child usually carry his lunch box to school	Only half of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	Few of the respondents agreed.
15	Do you have a separate study room for children	None of them have separate rooms for the children.
16	Do your children have study programmes	Few of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade two students' families from Dagmawi Minilik primary public school. Items (one and two) show all students had no access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show only few families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was no institutional/coordinated support to students and/or families. Items (eight-ten) show half of the parents said that their children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that few of the families had no time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that few of them could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 18 Parent 3 from this school said "We are living in a single room and I think it is difficult for my children to concentrate in their studies."

Table 7: Family Follow-Up on Academic Performance of School Children in Dagmawi Minilik Primary Public School - Grade 3

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	None of the parent respondents said that they have no private tutors.
2	Do you enroll your children in school tutorial classes	None of the parent respondents said that they do not enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	None of the parent respondents said that they do not visit the school by their own initiative.
4	Do you regularly attend school events	None of the parent respondents said that they do not regularly attend school events.
5	Do you go to school when requested by school administration or teachers	Only few of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	None of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	All of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	All of the respondents require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	All of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	None of them agreed
12	Do you have time to closely follow up your children's academic performance	None of them agreed
13	Do your child usually carry his lunch box to school	None of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	Few of the respondents agreed
15	Do you have a separate study room for children	None of the them have separate rooms for the children
16	Do your children have study programmes	None of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade three students' families from Dagmawi Minilik primary public school. Items (one and two) show all students had no access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show none of the families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was no institutional/coordinated support to students and/or families. Items (eight-ten) show all of the parents said that their children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that none of the families had time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that none of them could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 18, parent 2 from this school said "I never went to school to discuss about my child's educational performance."

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Table 8: Family Follow-Up on Academic Performance of School Children in Bethelehem Primary Public School - Grade 1

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	None of the parent respondents said that they have private tutors.
2	Do you enroll your children in school tutorial classes	None of the parent respondents said that they enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	Half of the parent respondents said that they do not visit the school by their own initiative.
4	Do you regularly attend school events	Half of the parent respondents said that they do not regularly attend school events.
5	Do you go to school when requested by school administration or teachers	Only few of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	None of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	None of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	None of the respondents require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Few of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	None of them agreed
12	Do you have time to closely follow up your children's academic performance	Few of them agreed
13	Do your child usually carry his lunch box to school	Few of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	None of the respondents agreed
15	Do you have a separate study room for children	None of the them have separate rooms for the children
16	Do your children have study programmes	Few of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade one students' families from Bethelehem primary public school. Items (one and two) show none of students had access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show half of the families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was no institutional/coordinated support to students and/or families. Items (eight-ten) show none of the parents said that their children supported the family in the house hold chores and occupation. Items (eleven and twelve) indicate that none of the families had time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that none of them could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 26, Parent 1 from this school said "we have no support from any institution for our children."

Table 9: Family Follow-Up on Academic Performance of School Children in Bethelehem Primary Public School - Grade 2

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	None of the parent respondents said that they have private tutors.
2	Do you enroll your children in school tutorial classes	None of the parent respondents said that they enroll their children in the school tutorial classes
3	Do you visit the school regularly to know about your child/children's performance	Half of the parent respondents said that they do not visit the school by their own initiative.
4	Do you regularly attend school events	Half of the parent respondents said that they do not regularly attend school events.
5	Do you go to school when requested by school administration or teachers	Half of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	None of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	None of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	Half of the respondents require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Half of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	None of them agreed
12	Do you have time to closely follow up your children's academic performance	None of them agreed
13	Do your child usually carry his lunch box to school	None of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	None of the respondents agreed.
15	Do you have a separate study room for children	None of them have separate rooms for the children.
16	Do your children have study programmes	None of them prepare study plan for the children.

The above table shows the data analysis of the data collected from grade two students' families from Bethelehem primary public school. Items (one and two) show none of students had access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show half of the families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) show that there was no institutional/coordinated support to students and/or families. Items (eight-ten) show half of the parents said that their children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that none of the families had time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that none of the families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that none of them could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 26, Parent 5 from this school said "I rarely go to school when I was requested from the school because of lack of time."

Table 10: Family Follow-Up on Academic Performance of School Children in Bethelehem Primary Public School - Grade 3

No.	Family Factors which measures families' involvement in educational performance	Responses from Parents
1	Do you have a private tutor for your children	None of the parent respondents said that they have private tutors.
2	Do you enroll your children in school tutorial classes	Few of the parent respondents said that they enroll their children in the school tutorial classes.
3	Do you visit the school regularly to know about your child/children's performance	Few of the parent respondents said that they visit the school by their own initiative.
4	Do you regularly attend school events	Few of the parent respondents said that they regularly attend school events.
5	Do you go to school when requested by school administration or teachers	More than half of them agreed.
6	Do you have any institutional support for your children?	None of them said they get support.
7	Do you get any financial support from any institution?	Half of them get financial support.
8	Do you engage your child/children in your occupation after/during/before school	None of the respondents engage their children to help them before/after school in their occupation.
9	Does/do your child/children involve in a household chores	More than half of the respondents require their children to help them before/after school in the house hold chores
10	Do you give enough study time to your children	Few of the parent respondents agreed they give time for study to their children.
11	Do you daily follow up your child's/children's academic performance	None of them agreed
12	Do you have time to closely follow up your children's academic performance	Few of them agreed
13	Do your child usually carry his lunch box to school	Half of them said their children carry lunch box to school usually.
14	Do you fulfill all your child's basic and educational necessities	Few of the respondents agreed.
15	Do you have a separate study room for children	None of them have separate rooms for the children.
16	Do your children have study programmes	Few of them prepare study plan for the children.

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The above table shows the data analysis of the data collected from grade three students' families from Bethelehem primary public school. Items (one and two) show only few of students had access to tutorial classes because of economic reasons as per the information provided by parents. Items (three, four, and five) show few of the families follow up/ visit of children conditions at school because of lack of time. Items (six and seven) few get institutional/coordinated support to students and/or families. Items (eight-ten) show few of the parents said that their children supported their families in the house hold chores and occupation because of that the parents need the children's support because of the large family size and intensity of work in the house hold and others said that only the children can support before/after school in the house. Items (eleven and twelve) indicate that few of the families had time to closely follow up the academic performance of their children because of that they were always engaged in their income generating activity. Items (thirteen and fourteen) show that few of the families could provide basic educational supplies and sufficient food to their children because of insufficient income. Items (fifteen and sixteen) show that few of them could provide convenient study environment and programme to their children because of their low income status and lack of time.

On May 26, parent 6 from this school said "we stay in the one of rooms when our children study"

4.1 Factors which Affected Public School Students' Achievement

Different economic and family related factors were identified by the study as indicated below. These factors are categorized as Economic and Family Related factors.

4.1.1 Economic Factors

4.1.1.1 Low Family Income and Occupation Type

The study revealed that most of the parents of the students of the selected schools were low income families who were engaged in small businesses like wavering, security guards to private individuals/businesses, commercial sex workers, daily laborers, house maids, local drink brewers, fuel wood carriers, shoe shines, small mobile shop owners and taxi attendants. These families do not earn enough money to support their family. Therefore, their children are affected by shortage of food and most of their requirements are not fulfilled. As per the teacher- key informants, children of these families come to school empty stomach most of the time so that they could not be able to attend class. They feel tired, sleepy and have no interest to attend classes. Some of the children do not eat their dinner as well. This has the worst impact on class attendance. Students become very weak to the level that they fall asleep during class time. Few students do not come to school because of this reason. A number of students do not carry their lunch boxes to school. There are some who even fainted because of hunger during class hours. This shows that lack of enough food supply is one of the reasons for absenteeism and lack of interest for their study. This clearly shows how serious the problem is how poverty of families affected students in the learning process.

In the other way some students tend to steal or hide food/lunch boxes of their friends as had no their own lunch box or they did not have anything to eat at school. On the other hand there are others which share what they have with their classmates. It was reported that there were many families who give one or two birr to their children for lunch. So that these children buy a loaf of bread of anything this money can buy and some of them even share the piece of bread with those who do not have anything to eat.

It was reported that among those who carry their lunch boxes, there are students which carry only bread, roasted barely (kollo) and other small things which cannot be considered as full lunch and drink water having eaten these small snacks. Snatching food is common phenomena during lunch time.

There are cases where it was reported that teachers carry lunch boxes for students who live with their relatives or adopting families as these students are not always provided with lunch boxes.

Students were not able to continue in tutorial classes after normal class hours as they are hungry to stay long in the schools. They are so tired and weak to stay long so they always opt to go home early. This is another impact of not getting enough food or not having anything to eat at school which was another side of the negative impact of the low family income level brings to the teaching learning process and to the quality of education in general.

Parents could not cope with the expensive living conditions because of their low income so that their children are highly affected to the extent that their children could not concentrate or attend

classes. This situation has negative effects on the teaching learning process in public schools which resulted in:

- Low academic achievements
- High turnout of absenteeism,
- High rate of early grade dropouts
- Lack of interest for education
- Lack of concentration
- Lack of active participation in the learning process
- Weakness in their studies

The study also found out that there are families who do not have jobs but send their children to these public schools. These families earn their living by begging for coins in the streets. The children who came from these families have multifaceted problems. They are highly affected by economic and psychological problems which emanated from the living conditions of their parents who are homeless and the live in the streets in most cases. This shows the diversity of the problems the students coming to the public schools. Therefore, the problems of students in the public schools could be multi-dimensional for those who want to address all the problems.

The occupation type the families could not help them to get enough income to support their families and fulfill their necessities. This is because of that they have very little education to the

level that they can only read and write or no education at all. Thus they were not in a position to get a good job to support their family. To summarize what has been presented above it is possible to show that family income is the major factor for students' educational achievement in schools.

4.1.1.2 Poor Living Conditions and Housing Problems

A number of studies touched upon the effect of poor living condition and housing problems on education and other socioeconomic factors.

This study shows the effect of poor living conditions and housing problems on educational achievement. Poor living condition refers to overcrowding and housing problems refers homelessness or living in a very small houses or family living in one room. Economic problems are one of the basic reasons for a family to be homeless or live in a very small room. In this city many families live in a single or two rooms and even there are large numbers of families which are homeless. It is very difficult for a child to study in a family which was overcrowded. All the family members stay in one room as a result there are lots of distraction. Many different activities are happening in one or two room so this creates inconveniences for the child to concentrate on his studies. Homelessness is the worst condition, in which the child cannot think of studying in the street as it is affected by different factors like lack of light, convenient places to sit (lack of chair and table), lots of disturbances like different sounds, lack of educational materials and many others. The root cause of poor living condition and bad housing/overcrowding is also lack of sufficient income or poverty of the family.

4.1.1.3 Lack of Sufficient Educational Materials Supply and Other Basic Necessities

Children are very much discouraged to go to school if they are not provided with all educational materials they need. This information is given by a number of teachers among which were interviewed. In this study it was reported by one of the parent that their daughter did not want to go to school on bare foot. The family was not able to provide her with shoes therefore; she was very much discouraged to go to school as there was stigma at school. Most of the students in the selected school did not have all the required materials for learning. Therefore, these students get discouraged and lose appetite for learning. This is one of the major factors which affected their moral so that most of the students hide themselves outside during class hours.

4.1.1.4 Lack of Moral Support and Adequate Follow up Of Families

Students are given no or little moral support by their families to focus on studies which resulted from their low living status/low economic status of their families. The parents are engaged in their daily activities so that some of them force their children to actively involve in the house hold chores at home and take care of their little sisters and brothers at home as they have no capacity to hire baby sitters or take care of the little ones themselves even though the students are very young to take this responsibility. The families send their children to schools but they do not do a follow up to their studies. This is a result of the economic status of the family. The interview made with the family revealed that because of the economic problem the family have

they do not give due attention to the study of their children. They usually seek their children to help them in their daily activities at home.

4.1.1.5 Students Involvement in the Families' Activities

The responses of parents indicated that some of them want their children to help them in the income generating activities before and after school and even they make their children be absent from school for this sake. See the table below for details.

Table 11: Family Reasons for Students' Absenteeism in the School

Type of Family occupation	Time to help in the family activities	Number of Days to be absent from school per week
Fuel Wood Carriers	The days the mother went to collect fire woods	2 days
Local Drink Brewers	On the dates the family sells the local drink "Tela"	2-3 days including weekends
Small shop owners	When the mother is not around the child always stay at the shop and when the child is back from school	Any time required

Therefore, students' involvement in the family activities is the cause for absenteeism in the schools. This finally has an impact on the education achievement of low income families which sometimes becomes a reason for school dropouts. Parent respondents' from Tsehay Chora School gave this information which was particular to this school only.

Two teachers from Tsehay Chora and Dagmawi Minilik schools responded that relatives of students who came from rural areas sent back the students to their parents in the rural areas as they want the children to go to school only when they have no activities to be accomplished at home. These relatives want the children be absent from class when they have things to do at home. The relatives' interest was what the children are doing for them and they always tend to prioritize their activities than the children's education. The relatives were unhappy when the children regularly attend school hence they preferred to send them back to the places they come. The respondents said that female students who are living in their relatives or adopting families are highly affected by these families. They are usually forced to go out of their relative house because of the above reason and they start leaving in the streets. One respondent teacher from Dagmawit Minilik School asserted this fact. The respondent took two of these affected children from the street and they are living with the teacher now. The teacher said there are lots of such cases in the school especially those students who came the rural areas are the victims of this problem as per the information provided by another respondent from the same school.

4.1.1.6 Self Supporting Students in Public Schools

There are self supporting students who came from the rural areas for different reasons. As per the teacher respondents these students run away to Addis Ababa to support themselves and they are in the early grades 1-3 even though they are relatively older than the other students in the class. Most of these students are engaged in shoe shining, small mobile shops, taxi attendants and baby sitters (few cases). They came to the city for the following reasons as per the information provided by the teacher respondents.

- Lost their family (Orphans)
- Family divorce
- Poverty of their parents
- Family Sickness

Two respondents from Tsehay Chora and Dagmawi Minilik Schools justified this fact. All of them said that these students mostly have a tendency to be absent from schools because of their activities. They have a lot of frustrations and problems which usually discourage them not to attend classes. They are responsible for all their living expenses. According to the respondents there are some shoe shines that live in the streets but go to schools. This shows that these students are highly affected by the socioeconomic factors which has an impact on their school attendance and finally on their academic achievements.

4.1.1.7 Poor Family Health Conditions

Two parents from Dagmawi Minilik and three parents from Tsehay chora and one from Bethelehem School confirmed that students are affected by the poor health conditions of their parents. In the same way three teacher respondents from each of the selected schools confirmed the existence of this problem. The teachers interviewed from Tsehay Chora responded that there are lots of students who are living with parents with mental problems. They indicated how serious the problem is for the students who came from such families. The academic performances of the students are usually very low. The students are highly affected by the

problem of the family so that they show the below behaviors at school. The academic staff is also affected by this problem and difficult for them to handle it.

- High level of absenteeism
- Lack of concentration
- psychologically affected so that it was difficult for the class teachers to treat them
- Sleepy in classes
- Class disturbance
- Do not listen to the teachers
- Commit thefts in the school compound
- They quarrelsome with others in the class and outside
- Lack of sanitation
- Misses classes and go around the school during class hours
- Some come to school without educational materials they need for learning
- Lack of attentiveness or focus for learning
- Usually they do not study and do not do their assignments

The other health problems reported by parents include hearing problem (deaf family), speaking problem (dumb) and a female head of family affected by tuberculosis. These health problems

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were proofs for the low performance of their children at schools. These are the justifications given by four families from Tsehay Chora public school. Because of the families are affected, their children encountered with the following inconveniences at school which resulted in the low academic achievement of the students as per the information provided by their parents and teacher respondents.

- Parents could not provide food for the family
- Lack/insufficient supply of educational materials for learning
- No supply of clothing and footwear for their children
- Children are neglected and no follow up of the schooling of the children
- Sanitation problem of their children

The poor health conditions of the families' resulted from the poor economic condition of the family which finally highly affected the academic attendance and results of their children.

4.1.1.8 Distance from Home

The respondents indicated that distance from home to school is one of the factors which affect school attendance. According to the responses, students who are coming from far places are usually late for classes. This has a negative effect on their overall attendance. There are cases where these students tend to go to other places when they are late because of that they are not allowed to enter the school compound. As per the response from the respondents, this is the result poverty. The students have to walk long distances as the family could not provide them

money for transportation. This case is very common in the case of Dagmawi Minilik School as per the teacher respondents.

4.1.2 Family Factors which Affected Student Achievement in Public Schools

As per the information from teacher respondents, there are different family related factors which affected the performance of students in the selected primary public schools. Among these are divorces, student-family relation, occupation of family, family misbehavior, rape, lack of family follow up.

4.1.2.1 Student-Family Relations

The students in the selected schools as mentioned by teacher respondents were mostly living with their relatives who came from different rural areas of the countries. There are still others who were recruited to serve the family; they were allowed to attend school in the day time. There were only few of them living with their own families. For instance, in grade two in Tsehay Chora primary public school it was reported that only ten students live with parents. Therefore, the students who lived with their relatives and others who were not having any relations were psychologically highly affected. Intensive child labour exploitation was committed by most of their relatives and employers as reported by most of the teacher respondents. These young children who lived with their relatives and those recruited were engaged in the house hold chores most of the time. There were instances their relatives send back the children to the rural areas when the children tend to focus in their studies and give time to their education as this was not the intention of the relative families and employers. The students who lived with relatives or employers had the following behaviors at school.

- They were not attentive and could not concentrate on their studies as they were already tired by the house hold activities.
- Sleepy in classes as they had sleepless nights most of the time.
- They usually tend to go back home as they feel tired at school.
- They were absent from classes most of the time.
- Negligent and most of them had no interest for their studies.
- They had no time to study and do their academic assignments.
- Most of the times they do not want to attend classes.
- Most of them are very weak because of their young ages.

Hence, the sole reason why these children lived with their relatives and those who were recruited were economic reason. These students were academically weak because of the aforementioned reasons.

4.1.2.2 Divorce and Discrimination of Children at Home

Most of the teacher respondents described that divorce is the main reason for students in the selected schools. The respondents also informed that students who came from a single female headed family were also weak in education from their teaching experience they have in the past years of service. As per the information provided from the teacher respondents, students living in a family where all the children are not from the same father and mother there is discrimination

among the children. The father or the mother get biased and favour among the children living in the house. So that the children in this type of family were affected psychologically as a result they were weak in their academic performance. They did not even want to attend classes, lost their appetite for education, highly negligent and unhappy. They usually misbehave in the school and they are known for their bad behavior. There were many of them who are in depression as per the information provided by the respondents from the selected schools. The respondents also informed that there were families who quarrel usually because the father or mother get biased to his/her child and ignore the other not born from him/her. Because of the argument and lack of peace at home, children get depressed. As a result, students who came from this type of family could not attentively attend classes, lose their interest for their education, they do not do their home work on time and generally they became weak in their education. Therefore, divorce and discrimination among children are the major family related reasons which affected the performance of school children.

4.1.2.3 Occupation of Families

Students' performance is highly affected by the occupation type of the family they are living in as per the information provided by the respondents. The teacher respondents said that there are students who live with a family who are engaged in commercial sex. Thus children who came from these families were psychologically affected by the occupation of their parents/relatives. Hence, these children misbehave in the school, they have no interest for their interest even though they are in the lower grades, they are disobedient to their teachers, they have no respect to their teachers and always tend to show the behavior of the family and they usually miss classes and go to somewhere else they would like to go rather than coming to school. This shows that they have serious discipline problems.

4.1.2.4 Family Misbehavior

According to the teacher respondents, there were families who get drunk, smoke and commit other type of bad acts. Therefore, students who came from this type of family misbehave in the school. They took their families bad behavior. They became carless for their studies, they do not show respect to their teachers and they are always disobedient at school. They do commit crimes like theft and quarrel a lot in the school. They are always out of control of the school and always disturb the school compound. They are always known of their bad behavior even though the school administration tries to rectify their behavior. This is a good indication that families' bad behaviors are reflected in their children affecting the academic performance of their children.

4.1.2.5 Rape

According to the teacher respondents, the father when usually gets drunk he did commit rape. The victims of this act were female children. As a result the victims were affected psychologically so badly that they could not focus on their studies. Hence their academic performance went down because of this sole reason. As per the information from respondents, there were a number of female victims which were affected by this family problem. Especially those students who came from the rural area and were living with their relatives were highly affected by this issue. There was a case where a child got raped by his teacher even though it is only one case reported by only one respondent. This is another rising case which was victimizing female students and finally leading to low performance at schools.

4.1.2.6 Lack of Family Follow Up

The teacher respondents from all the selected schools confirmed that most of the families of the children in these schools are completely busy in their daily activities. Thus they did not pay attention to the academic performance of their children. Many problems were observed on these children. Among these only the major ones are indicated below.

- Sanitation problem,
- Required educational materials were not fulfilled
- They were not fed well or come empty stomach so they tend to sleep in classes
- They did not do their assignments
- They never study

- Most of the time they hide themselves outside the school and misses classes
- They disappear from classes after school break times

Because of the above reasons they were weak in their study and they are among those who scores low in their academic performance.

4.2 Educational Status of Family

Educational status is one of the factors which affect the performance of children. Educated family relatively has better income so that the family can properly feed the family, properly follows up the students and provides all the necessary materials to the children. Therefore, those who earn low are mostly uneducated family. Parents with higher levels of education may spend a given amount of income differently from those with lower education and so be better able to protect children against the effects of poverty or derive greater developmental advantages from high income (Davis, 2005). Thus educational factor is one of the leading factors which affect the academic status of students. Most of the family respondents were uneducated people doing small businesses to support the family and earn low as a result.

4.3 Are There Interventions Made to Help Public School Students in Addis Ababa?

It is obvious that lots of stakeholders in the sector are working a lot in the rural part of the country to help students achieve the required results in these parts of the country. Addis Ababa seems somehow ignored in this regard as it is considered economically better than the rest of the country.

In the selected schools, it was possible to find little information of the interventions made to boost the academic performance of the students in the public school. According to the information provided by the different teacher and parent respondents of the selected schools, the following justification were given in each school regarding the level of interventions made in the selected schools.

Tsehay Chora

The teacher respondents informed that there are few students who are orphans who stay in the orphanage institution. The total number of students in the school is 2000. However, only 54 students are supported by this institution. Most of the students in this school are coming from low income families as per the observation made during the study and there are lots which needs help.

The children in this specific school, especially those who are in lower grades usually get fainted; sleep and some become weak during class hours. This is for the reason that they were not fed well or even they come to school empty stomach. Even there are cases in which the children do not eat both their dinner and breakfast. Because of this serious problem, the academic staff take the initiative and organized a programme called "Lunch for Education" to help the poor family students. For this initiative, each academic staff contributes from his monthly salary.

There were few institutions which appeared and helped the students by providing educational materials and school uniforms once a year. But this is discontinued now. This type of supports had never been continuous. But the students' situations justifies that they need continuous support to improve the academic performance of their students.

In this school the study found out that some families get small financial support for their children. However, they use it for themselves not for the students.

Dagmawi Minilik

In this school, the study found out that once local NGO called World Learning started to give a kind of lunch offer to the students for some time. However, they disappeared after few months of support to the students. As it was indicated earlier the students are highly affected by poverty and they need continuous support to improve their educational achievement. So the study confirms that there is no continuous and coordinated support in this school as well. Some academic staff tried to help few of the students who are in the worst situation who do not have parents and living in the street. This is an individual effort made to help the students.

Bethelehem

In this school, the study identified that there is no as such organized efforts made to help the low income family students. There were instances reported that UNICEF had started in one academic year helping students who performed badly in the first semester of the year based on the academic performance. This institution helped the selected students to get additional tutorial classes to improve their educational achievement in the second semester. But this had never been continued after a year.

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The study also discovered that the academic staff in the school took the initiative to support those who needed support because of the worst situation the students were in. The academic staff initiated a programme to support the students so that these students are getting support. For this initiative the academic staff contributes monthly from their salary. Some of the academic staff always carries lunch boxes to those students who do not eat breakfast.

So the above findings clearly show the need for more interventions to be made to support low income family students in the city.

Chapter Five

5. Summary, Conclusion and Recommendations

5.1 Summary

Generally in Addis Ababa, it was possible to know that there are many factors affecting academic performance in the city. These factors can be categorized the poverty/low house hold income and other family related factors.

The research also realized that Addis Ababa is getting little support in education sector as compared to the rest part of the country. The reason for this was overestimations by the actors of the sector in which the city is considered as economically strong enough as compared to the rural parts of the country.

Therefore, the result of this study revealed that little interventions have been done so far in Addis Ababa to improve the performance of the public schools.

The study also magnified how the city needs more support and the presence of intertwined socio-economic factors which will paralyze the quality of education in the public schools in Addis Ababa if the situation continues as it is now. In relation to this:

a. The study evidenced that the migration of children from the rural parts of the country to their relatives in Addis Ababa made their lives very much difficult and miserable. This

was unexpected outcome of the study being one of the factors which needs to be addressed by the actors working on child labor.

b. The study clearly indicated the importance of family related factors like family follow up of the academic performance of their children at school to improve the academic achievement of the students at school.

c. In this study, the effect of family income on children educational outcome and the effect of the type occupation of the family on educational outcome were clearly discussed.

d. The impact of divorce on educational outcomes was also discussed. This family factor has an adverse effect on educational performance as it was witnessed by this study.

e. The study also witnessed the effects of poor living conditions and housing problems on educational outcomes.

f. The study also outlined the discouraging factors like insufficient educational material and lack of moral support from the family which has an effect on their performance.

g. The study also assessed the effect of childrens' participation in their family's income generating activities on their academic achievement.

h. In the study it was also indicated that family health conditions which was the result of poverty had also a negative effect on the performance of education.

The study also tried to address all the possible family related factors which have affected the academic performance with a special focus in the public schools in Addis Ababa. Therefore, the study emphasized that most of the problems for poor academic performance are deep rooted in the public schools of the city. As depicted by the study, the sole reason for this is the poverty of the households of the students going to the public schools.

The study revealed that quite a large number of students in the public schools were affected psychologically because of family problems specially who are orphans or those living in a divorced families as per the interview held with the teachers. This was one of the finding of the study.

5.2 Conclusions

The interview and focus group discussions held with teachers and parents revealed that a number of socio-economic factors contributed to the low performance of the weak public school students in the city. These were mainly family related factors which are covered by this study.

However, this issue is not adequately addressed by the actors in the sector as the socio-economic status of the city is considered to be better than the other parts of the country. The problem is multi-faceted and needs to be addressed immediately to improve educational performance of weak public school students in the city.

Among the findings of the study, a number of current cross-cutting issues were identified which are the new outcomes of the study. These areas are gender, nutrition, reproductive health and divorce.

The study focused on low grade students. However, it was witnessed that these young students were engaged in the house hold chores and other family occupational activities.

There was an indication that poverty is somehow affecting the education sector in the city. Therefore, for actors who are working in poverty alleviation areas, this is an area of engagement to know the extent of the problem and to give remedial solution to the problem.

To decrease the number of dropouts especially in Addis Ababa, the problems of public schools need to be addressed which was one of the main findings of this study.

The study indicated that socio-economic status and academic performance has a strong relationship. So that to increase the performance of low performers in the public schools of Addis Ababa, more and continuous intervention is required. Therefore, it is valid to assert that actors in the sector should be aware of this fact and start working in Addis Ababa to improve the academic performance of the academically weak students in public schools.

In general, the study showed that insufficient intervention in the city to improve the living condition and academic performance of poorly performing students in the public schools. The possible factors which affected the academic performance of the public schools are discussed in detail.

5.3 Recommendations

On the basis of findings and conclusions drawn, the following recommendations were made.

5.3.1 As witnessed by this study, the presence of family related factors are highly affecting students in their academic achievements in the public schools in Addis Ababa. The local and international actors who are working in education sector should be advised to include this in their plans to alleviate the problem and bring the intended change in Addis Ababa.

5.3.2 To bring the intended result in education, family follow up has a great contribution. Therefore, it is desirable that the academic staff in public schools have to have regular close consultation with the parents of each and every student and to actively engage the family in the teaching/learning process to bring the intended result. Parents/families should be considered as one of the constituents of the teaching/learning process from the very beginning of the academic process. Families should regularly go to the schools to know the performance of their children.

5.3.3 As it was observed in the study, the family-student relationship determines the performance of the student at school. Thus, it is advisable for the academic staff in all public schools to know the student-family relationships to help those students who are not living with their parents but has a lot of problems as these students are psychologically affected. The study identified that there are schools like which already keep records of this relationship which will help to identify those students who need help.

This is a very important data a school can keep for any stakeholder which needs to make intervention in education sector or other related areas.

5.3.4 As it was mentioned earlier, in some public primary schools, the academic staff started to support the vulnerable students. This is a good initiative or they are playing a role model to help the students achieve their goals. Therefore, this initiative should be taken to a higher level by the actors to intervene continuously and improve the academic performance of weak students in the public schools. The government should strengthen its efforts to help these students achieve their goal in the coming years. This is an indication that more to be done in this area. Strategy like school feeding programmes, free tutorial classes and others can be implemented.

5.3.5 To bring the intended result in the public schools in Addis Ababa, the study suggests that the other non local actors in the sector like UNICEF should make more efforts and interventions in Addis Ababa to help the vulnerable.

5.3.6 The study revealed that the area still needs more efforts and cooperation to address the socio-economic problems of the vulnerable students. Therefore, this area is still researchable for those who want to know the extent of the problem and for those who want to engage in the area to render services and bring changes in the lives of the affected students.

5.3.7 Therefore, the actors in these areas should include public schools to create awareness and alleviate or decrease the problems of the students related with these issues.

5.3.8 To protect the child labor, families should be aware of their acts and start protecting the children. Therefore, this was another new area identified for intervention.

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Appendices

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-11

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1015736470	ABAS REDI MUZYEN	M	18	N	24	32	20	25	19	26	24	56	226/480	47	67.8	Pass
1015735985	ABATE AKLILU YELLA	M	17	N	16	28	20	25	19	19	20	49	196/480	41	50.9	Pass
1015684866	ABDELA SHEMSU BEREDA	M	14	N	22	14	17	21	24	18	20	50	186/480	39	43.3	Pass
1015741611	ABDUREZAK KEDIR OMER	M	14	N	26	25	27	22	20	21	16	50	207/480	43	57.0	Pass
1015740447	ABEBA BERZA BACHA	F	14	N	20	17	21	18	20	19	25	47	187/480	39	43.3	Pass
1015701938	ABEBE ADDIS ALEM	M	18	N	17	18	14	22	13	13	15	44	156/480	33	19.9	Fail
1015703102	ABEBECH BEKELE KELBESA	F	15	N	22	21	24	16	16	19	19	48	185/480	39	43.3	Pass
1015690686	ABEBECH BIRHANU GELAGLE	F	14	N	22	20	17	19	23	18	18	46	183/480	38	39.5	Pass
1015741320	ABEBECH LAKEW LEMMA	F	16	N	28	35	23	26	27	24	27	58	248/480	52	77.7	Pass
1015702035	ABEL BIRHANE ABAY	M	17	N	24	20	20	24	15	17	17	27	164/480	34	24.0	Fail
1015737343	ABNET WOGAYHU SORSA	M	14	N	16	20	23	15	11	11	27	34	157/480	33	19.9	Fail
1015665369	ABRHAM FIKADU TESFAYE	M	13	N	32	20	15	19	17	17	25	54	199/480	41	50.9	Pass
1015690104	ABRHAM MTIKU TESFAHUN	M	17	N	22	18	21	20	19	30	24	50	204/480	43	57.0	Pass
1015701841	ABRHAM SISAY ATNAFU	M	15	N	22	20	20	18	15	15	24	46	180/480	38	39.5	Pass
1015764406	ADANENCH MAMO WORKNEH	F	17	N	20	11	17	18	27	12	16	20	141/480	29	7.2	Fail
1015691074	ADDIS ALEMAYHU DERESU	F	15	N	25	22	18	17	25	12	18	42	179/480	37	35.4	Pass
1015769089	ADDIS ESAYAS DESTA	F	15	N	25	23	11	18	24	20	18	54	193/480	40	47.3	Pass
1015723181	ADDISALEM ASNAKE MENGSTU	F	15	N	28	27	12	22	21	14	18	49	191/480	40	47.3	Pass
1015668376	ADDISU BIRHANU TADINE	M	14	N	24	15	20	25	15	18	14	51	182/480	38	39.5	Pass
1015667891	ADDISU ESEITAWERKI DEMESE	M	17	N	26	22	14	18	12	17	14	41	164/480	34	24.0	Fail
1015667212	ALAZER DANEL ESHETU	M	15	N	18	20	17	24	24	30	18	51	202/480	42	53.7	Pass
1015682538	ALEMAYEHU CHERINET ASHENAFI	M	14	N	27	23	18	22	23	20	14	55	202/480	42	53.7	Pass
1015764309	ALEMAYEHU FIKIR MIHRETU	M	14	N	34	15	20	18	16	16	16	54	189/480	39	43.3	Pass
1015734918	AMNUAL BOGALE DABLO	M	16	N	28	18	20	14	21	15	24	51	191/480	40	47.3	Pass
1015682635	ANTENEH MANTA ORGNO	M	18	N	28	19	20	21	19	27	20	46	200/480	42	53.7	Pass
1015704751	ASCHALEW TADESSE TEFERI	M	18	N	26	24	20	22	20	24	21	45	202/480	42	53.7	Pass
1015683120	ASHENAFI TEKALIGN MENCHIKA	M	14	N	13	18	23	24	16	22	18	46	180/480	38	39.5	Pass
1015741902	ASKALEMARYAM TADESE ASEFA	F	15	N	22	14	20	21	24	20	12	45	178/480	37	35.4	Pass
1015763339	ASNAKECH ZEWDE SYOUM	F	14	N	27	25	20	16	21	17	20	54	200/480	42	53.7	Pass

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Sub-City Gulele

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School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1015722114	ASTER NIGUSSE GIMMA	F	16	N	16	21	18	22	8	14	18	37	154/480	32	16.0	Fail
1015683605	ASTER SYOUM JARSA	F	16	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1015762078	ASTER TSEGYE SELEMON	F	16	N	19	23	18	16	27	19	11	43	176/480	37	35.4	Pass
1015742872	AYELECH GEBRE ARGAW	F	17	N	14	12	20	18	21	23	16	35	159/480	33	19.9	Fail
1015703296	AYNALEM FEKADU BELAY	F	15	N	12	7	17	9	11	15	17	33	121/480	25	1.4	Fail
1015664787	AYNKAW DERA TESEMA	M	15	N	16	15	21	23	12	10	16	38	151/480	31	13.2	Fail
1015690201	BELAYNESH TESFAYE KIBERTE	F	14	N	23	22	18	21	19	15	14	43	175/480	36	32.2	Pass
1015740156	BEREKET ASEFA DAWET	M	14	N	21	12	15	19	17	16	11	39	150/480	31	13.2	Fail
1015735015	BESUFEKAD MEGERSA OLLANA	M	13	N	31	22	14	22	12	17	26	48	192/480	40	47.3	Pass
1015728807	BETELHEM MINTESNOT GEBREMARYIAM	F	15	N	21	18	18	25	23	20	17	21	163/480	34	24.0	Fail
1015734433	BETELHEM TADESSE AMATAW	F	15	N	12	15	21	23	27	11	20	30	159/480	33	19.9	Fail
1015723860	BETELHEM TEKLE TAREKEGN	F	15	N	26	19	29	24	27	30	20	28	203/480	42	53.7	Pass
1015663138	BETELHEM WERKU AYELE	F	15	N	27	19	32	24	31	32	25	41	231/480	48	70.1	Pass
1015742193	BINIYAM EDLU GBREWOLD	M	15	N	34	21	23	22	32	32	24	54	242/480	50	74.3	Pass
1015736373	BINIYAM SAMSON SHERIFO	M	14	N	20	19	26	23	28	19	21	43	199/480	41	50.9	Pass
1015665272	BIRHANE ASFAW WONDMAGEGN	F	15	N	30	26	17	28	23	22	22	51	219/480	46	65.7	Pass
1015737052	BIRHANE KENBATA KANTSO	F	41	N	29	25	17	27	23	21	21	50	213/480	44	60.2	Pass
1015682732	BIRTUKAN ALAMINEW MEZGIYEW	F	13	N	24	37	15	18	27	29	22	48	220/480	46	65.7	Pass
1015702908	BIRUK DACHEW DEMA	M	14	N	42	42	30	35	32	40	29	55	305/480	64	91.5	Pass
1015740641	BIRUK GETACHEW HABTE	M	13	N	35	40	35	22	40	31	27	48	278/480	58	85.8	Pass
1015691171	BIRUKTAWIT MEKONEN ABTEW	F	14	N	37	44	30	22	39	31	23	53	279/480	58	85.8	Pass
1015663235	BOGALE ABITE ALTO	M	18	N	34	38	35	17	40	31	23	30	248/480	52	77.7	Pass
1015668085	CHALA BHIREU GEMEDA	M	13	N	40	40	35	22	40	31	24	54	286/480	60	88.0	Pass
1015722308	DAGEM NIGATU ABERA	M	14	N	40	35	23	17	40	30	12	40	237/480	49	72.3	Pass
1015736276	DAGNE DEMESSIE MENGISTU	M	18	N	35	28	24	18	35	25	17	45	227/480	47	67.8	Pass
1015722017	DANIEL NEGA DERZA	M	16	N	26	18	27	20	17	21	21	49	199/480	41	50.9	Pass
1015683023	DAWIT MEKDEM MEKURYA	M	17	N	25	13	27	13	16	17	15	36	162/480	34	24.0	Fail
1015682829	DEMITU GETACHEW BIRU	F	15	N	27	17	20	18	25	19	19	56	201/480	42	53.7	Pass
1015664302	DEREJE TILAHUN BENTI	M	16	N	25	25	23	20	33	19	21	52	218/480	45	63.0	Pass

Addis Ababa Library

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Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1015739477	DESTA ZERIHUN ABATE	F	15	N	30	26	24	17	19	32	21	54	223/480	46	65.7	Pass
1015722890	EBRAHIM MUSTEFA KEMAL	M	14	N	18	17	18	14	20	22	11	47	167/480	35	28.0	Fail
1015702714	EDLAM TESSMA ZIKE	F	16	N	20	13	18	12	13	12	19	43	150/480	31	13.2	Fail
1015737731	EHITBEZA DESALEGNI MAMO	F	16	N	16	21	23	18	17	22	14	47	178/480	37	35.4	Pass
1015762563	EISABET ETICHA DEBEIE	F	14	N	33	15	29	11	32	26	19	50	215/480	45	63.0	Pass
1015683702	ELIYAS AYDENFU ADAFER	M	14	N	22	14	21	24	33	32	23	50	219/480	46	65.7	Pass
1015736664	ELIYAS NIGUSSE BELEHU	M	14	N	18	15	15	21	29	33	20	46	197/480	41	50.9	Pass
1015690880	ELLENI MERID GATE	F	16	N	31	25	23	18	33	30	25	51	236/480	49	72.3	Pass
1015702617	EMAN FEDIL MUHAMED	F	12	N	17	16	12	14	8	17	11	37	132/480	28	5.1	Fail
1015763727	EMEBET ANDALME WESA	F	17	N	23	17	18	15	21	20	21	53	188/480	39	43.3	Pass
1015734724	EMEBET DESALEGN RETTA	F	16	N	21	19	12	12	15	23	21	50	173/480	36	32.2	Pass
1015743066	EMEBET GETACHEW MUNDO	F	14	N	24	17	18	13	17	22	21	49	181/480	38	39.5	Pass
1015703005	EMOWEDSH BELETE TEKALGNE	F	14	N	21	23	17	8	31	11	14	43	168/480	35	28.0	Fail
1015734821	ENGIDA GESSESSE BOGALE	F	14	N	34	27	20	10	20	13	20	51	195/480	41	50.9	Pass
1015668861	ENGUDAY WALDEMICAL TESEMA	F	13	N	23	12	14	15	21	16	20	32	153/480	32	16.0	Fail
1015762951	EPHIREM MOLA IBRAHIM	M	15	N	23	18	32	17	32	29	21	38	210/480	44	60.2	Pass
1015721629	EPHIREM TAZEBEW ABREAM	M	15	N	20	17	33	21	33	26	20	22	192/480	40	47.3	Pass
1015738216	EPHIREM ZERAYOHANNES FANTAYE	M	13	N	17	13	11	15	23	13	14	31	137/480	29	7.2	Fail
1015736567	EPHREM ZEIAIEM MENGISTU	M	15	N	23	21	11	16	27	17	18	30	163/480	34	24.0	Fail
1015763242	ERMIYAS MERID CHENCA	M	15	N	20	14	23	13	24	16	16	38	164/480	34	24.0	Fail
1015738313	ESKNDR ASSEFA ABERA	M	15	N	20	13	24	24	36	18	22	46	203/480	42	53.7	Pass
1015684963	ETSEGENET DESALEGN TARIKU	F	14	N	27	15	27	16	16	17	21	46	185/480	39	43.3	Pass
1015663429	EYERUSALEM ASRAT TIRFE	F	15	N	18	13	14	17	17	22	29	40	170/480	35	28.0	Fail
1015741708	EYERUSALEM ZEWDIE GETAHUN	F	15	N	27	16	15	17	20	25	32	54	206/480	43	57.0	Pass
1015721435	EYOB WNDMU DMESIE	M	16	N	24	23	17	20	36	33	32	43	228/480	48	70.1	Pass
1015763630	EYUEL LAIKE TESFAYE	M	15	N	30	24	23	27	27	25	26	55	237/480	49	72.3	Pass
1015723084	EZDINE MUSSA ABDELA	M	14	N	23	27	12	20	39	31	17	43	212/480	44	60.2	Pass
1015720853	FASICA TAREKEGN BERHA	F	13	N	25	26	12	19	40	34	15	40	211/480	44	60.2	Pass
1015664108	FASSIL MOGES MALEDE	M	13	N	26	23	14	14	39	35	16	55	222/480	46	65.7	Pass

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Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1015739768	FATUMA YIMAM ABEGAZE	F	14	N	26	20	17	15	24	16	22	39	179/480	37	35.4	Pass
1015662847	FEKERTE ENDALE BIRHANU	F	15	N	34	26	11	20	25	19	23	46	204/480	43	57.0	Pass
1015664496	FIKADU TSEGAYE LEMMA	M	15	N	35	22	24	23	27	27	27	44	229/480	48	70.1	Pass
1015741805	FIKERTE ASMAMAW AYANU	F	14	N	36	28	21	19	39	37	27	44	251/480	52	77.7	Pass
1015722502	FITHAB DANIEL BEKELE	M	14	N	37	33	17	18	28	23	25	54	235/480	49	72.3	Pass
1015735888	FITSUM NIGUSSE DEMEKE	M	16	N	27	31	20	28	32	31	18	53	240/480	50	74.3	Pass
1015743163	FOZIYA ABDLWEHAB ABDELA	F	16	N	27	26	15	20	31	25	17	59	220/480	46	65.7	Pass
1015734239	FREHIWOT DEMESSIE MENGISTU	F	14	N	22	15	9	16	28	18	17	41	166/480	35	28.0	Fail
1015703684	FREHIWOT TESFAYE SEYOUME	F	15	N	16	17	15	16	29	20	22	18	153/480	32	16.0	Fail
1015723666	GASHAW BIHON MENGESHA	M	16	N	28	22	18	23	27	24	16	42	200/480	42	53.7	Pass
1015742581	GEDAMU TOLCHA WAKA	M	15	N	23	20	20	14	27	21	22	43	190/480	40	47.3	Pass
1015664593	GEDYON TESFAYE GEREMEW	M	14	N	19	12	21	22	27	22	19	28	170/480	35	28.0	Fail
1015704169	GELAY GETACHEW ENDASHWE	F	13	N	30	20	35	30	29	21	16	31	212/480	44	60.2	Pass
1015736955	GENET NEGASH NEGUSIE	F	17	N	23	15	12	12	40	24	14	34	174/480	36	32.2	Pass
1015740932	GENET SISAY ATNAFU	F	15	N	23	13	20	18	28	24	20	44	190/480	40	47.3	Pass
1015764018	GETACHEW HUSSEN SHEKYSEN	M	17	N	27	10	23	17	17	20	13	52	179/480	37	35.4	Pass
1015686806	GETSAW ANMEW HASEBA	M	13	N	19	21	17	11	19	25	20	36	168/480	35	28.0	Fail
1015663623	GUDETU HABTAMU GEMECHU	F	16	N	20	31	30	18	21	18	22	52	212/480	44	60.2	Pass
1015683508	HABTAMU TEREFE SERBESA	M	17	N	29	40	35	35	37	34	34	50	294/480	61	89.0	Pass
1002624689	HAMID SEMAN SHAFI	M	14	N	39	48	39	37	44	39	37	56	339/480	71	95.9	Pass
1015741126	HANA BIRHANE ABEBE	F	15	N	20	19	23	22	33	32	23	50	222/480	46	65.7	Pass
1015709019	HANA HUSSEN ESHETU	F	15	N	35	20	30	15	36	34	17	39	226/480	47	67.8	Pass
1015664690	HANA KASAYE GEZU	F	16	N	36	29	21	21	21	21	13	50	212/480	44	60.2	Pass
1015701647	HANA MIHERT ANDARGE	F	13	N	23	15	14	13	13	9	18	50	155/480	32	16.0	Fail
1015721726	HANA ZENEBE ENDESHAW	F	14	N	25	17	12	13	20	22	14	51	174/480	36	32.2	Pass
1015735306	HASET AFEWERK GLAY	F	15	N	22	15	12	10	31	30	18	50	188/480	39	43.3	Pass
1015667115	HAYLELUL NEGASH DINKA	F	16	N	22	14	12	14	29	22	24	54	191/480	40	47.3	Pass
1015734530	HAYMANOT GEBREGIORGIS ASGIDOM	F	16	N	19	15	18	14	29	22	26	55	198/480	41	50.9	Pass
1015762660	HAYMANOT MENGISTU DABA	F	13	N	17	23	12	13	13	21	21	44	164/480	34	24.0	Fail

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-11

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1015741223	HAYMANOT SIMRET SETEGN	F	13	N	22	14	17	14	35	31	23	39	195/480	41	50.9	Pass
1015703587	HELEN GETANEH DEMS	F	14	N	17	17	20	8	28	18	14	48	170/480	35	28.0	Fail
1015664011	HELEN TSEGAYE SELEMON	F	14	N	27	18	17	15	33	19	17	48	194/480	40	47.3	Pass
1015740059	HENOK ADMASU AYELE	M	13	N	17	20	11	22	27	26	23	40	186/480	39	43.3	Pass
1015723763	HENOK SOLOMON WELDE	M	15	N	28	22	23	12	21	26	24	43	199/480	41	50.9	Pass
1015742969	HILINA AWURARIS TIRIKEKE	F	15	N	32	24	23	17	17	21	28	51	213/480	44	60.2	Pass
1015665854	HILINA TESGAYE MARU	F	17	N	26	20	17	16	17	18	17	51	182/480	38	39.5	Pass
1015722211	HILLARY NEBYU ABERA	F	13	N	23	17	21	15	23	16	14	43	172/480	36	32.2	Pass
1015690977	HIRUT HABTEMARYAM DESALEGN	F	15	N	32	22	24	17	23	22	21	45	206/480	43	57.0	Pass
1015669831	HIRUT PAWLOS KANKO	F	14	N	29	26	23	15	21	22	20	42	198/480	41	50.9	Pass
1015703781	HIWOT NIGUSE FELEKE	F	15	N	29	26	21	12	28	24	19	36	195/480	41	50.9	Pass
1015690589	HIWOT TADESSE TILAHUN	F	14	N	29	26	21	14	24	17	23	34	188/480	39	43.3	Pass
1015739865	HUSNYA SANI YASIN	F	15	N	30	25	21	21	21	21	25	52	216/480	45	63.0	Pass
1015733463	HUSSEN AYALEW ADEM	M	23	N	31	24	21	17	20	23	15	38	189/480	39	43.3	Pass
1015701744	ISRAEL TEFERA AYELE	F	16	N	25	17	9	15	16	13	19	49	163/480	34	24.0	Fail
1015738507	KALKIDAN ASME DAMTE	F	14	N	30	22	17	12	19	16	18	47	181/480	38	39.5	Pass
1002605289	KASAUHN BEKELE REGASA	M	14	N	34	16	15	17	19	25	22	53	201/480	42	53.7	Pass
1015668279	KEBEDE TARIKU BEDASSA	M	16	N	21	11	21	11	13	11	15	34	137/480	29	7.2	Fail
1015762466	KELMUA ALEMAYEHU CERNET	F	14	N	20	25	18	13	17	18	23	44	178/480	37	35.4	Pass
1015737537	KEMERYA FEDIL MEHAMMD	F	14	N	24	16	15	18	12	19	16	48	168/480	35	28.0	Fail
1015670025	KIBUR TEMESGEN DEMISSIE	F	12	N	39	26	35	27	37	25	20	52	261/480	54	80.9	Pass
1015733366	KIDAN WOLDEMARIAM KIROS	F	14	N	37	24	24	21	35	26	16	45	228/480	48	70.1	Pass
1015665951	KIDIST ABEBE YERDIW	F	15	N	21	19	18	14	17	12	16	44	161/480	34	24.0	Fail
1015691268	KIDST MELAKU ASFAW	F	15	N	21	14	20	14	23	13	21	37	163/480	34	24.0	Fail
1015737634	KIDST WONEDMU ZEGEYE	F	18	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1015763533	KIROS WOLDAYEZGE GRMAY	F	18	N	16	16	18	15	20	15	23	44	167/480	35	28.0	Fail
1015667794	KIRUBELL TAMERNOW ADMASU	M	14	N	25	16	6	12	13	16	12	40	140/480	29	7.2	Fail
1015741029	KOKEBE LULSGED WAGAW	F	14	N	22	25	24	11	20	18	26	35	181/480	38	39.5	Pass
1015741417	KONJIT HABTAMU GEZAWE	F	15	N	28	24	15	10	21	21	28	50	197/480	41	50.9	Pass

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-11

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1015723278	KONJIT SYOUM AENACHEW	F	16	N	20	18	20	18	16	15	21	47	175/480	36	32.2	Pass
1015762369	LIULSEGED ABERA SAHLE	M	13	N	29	27	21	9	25	23	15	40	189/480	39	43.3	Pass
1015680210	LOMINESH GEMECHU HEYI	F	14	N	28	28	21	11	25	24	21	34	192/480	40	47.3	Pass
1015667406	LUNA GETU NEGA	F	15	N	32	23	20	18	28	27	21	57	226/480	47	67.8	Pass
1015728710	MAHDER SISAY GEBRESELASSIE	M	14	N	29	25	23	12	24	19	22	19	173/480	36	32.2	Pass
1015742775	MAHLET ESHETU TIKE	F	15	N	29	24	21	13	21	19	25	53	205/480	43	57.0	Pass
1015690492	MANTEGIBOSH MEZGEBU FETENE	F	16	N	28	20	18	15	20	21	20	52	194/480	40	47.3	Pass
1015737925	MARKOS MASKO WAZA	M	19	N	31	24	20	15	20	21	16	37	184/480	38	39.5	Pass
1015680404	MARTA BELACHEW WALELIGN	F	14	N	20	17	21	19	15	22	19	47	180/480	38	39.5	Pass
1015738604	MARTA GEZAHEGN GERO	F	14	N	15	21	20	12	15	15	16	50	164/480	34	24.0	Fail
1015664205	MARTA KEMAL IBRAHIM	F	14	N	30	24	21	11	16	18	20	54	194/480	40	47.3	Pass
1015764503	MARTA MEKURIA MAMO	F	14	N	29	26	18	11	23	19	9	44	179/480	37	35.4	Pass
1015736179	MARTA WONDESEN GASHAWU	F	16	N	22	22	24	13	12	14	18	47	172/480	36	32.2	Pass
1015702326	MEAZA DESALEGN AGZAGA	F	16	N	25	14	27	17	13	16	16	51	179/480	37	35 4	Pass
1015738992	MEBRAT ASEFA ADERA	F	16	N	15	8	14	16	35	24	19	47	178/480	37	35.4	Pass
1015663914	MEDHANIT ASRAT MUNDO	F	15	N	19	16	11	17	15	23	15	45	161/480	34	24.0	Fail
1015764115	MEDHANIT KEBEDE GEBREMARIAM	F	15	N	25	25	15	18	24	18	25	50	200/480	42	53.7	Pass
1015736761	MEDHANIT MELKAMU CHORO	F	15	N	19	15	15	15	20	12	19	45	160/480	33	19.9	Fail
1015702811	MEKETE MAMO DESTA	M	16	N	20	17	14	15	19	21	20	41	167/480	35	28.0	Fail
1015738895	MELAT SEIFU ADAMKEW	F	14	N	42	25	17	21	16	15	18	53	207/480	43	57.0	Pass
1015668667	MELES WENDEMNEW MEKURIAW	M	16	N	36	36	30	29	27	27	26	58	269/480	56	83.7	Pass
1015742678	MELESE GETACHEW MENA	M	17	N	26	36	30	25	19	25	23	51	235/480	49	72.3	Pass
1015663332	MENBERE YIHYIS GEBRETSADIK	F	14	N	25	22	26	22	23	22	24	46	210/480	44	60.2	Pass
1015763921	MENKER GIRMA FIRESENBET	M	16	N	12	11	14	13	9	16	14	28	117/480	24	0.7	Fail
1015683411	MERIY MESFIN MELESE	F	17	N	21	22	17	13	16	13	16	49	167/480	35	28.0	Fail
1015734627	MERON GETACHEWU DEJENE	F	15	N	20	15	11	17	16	18	17	30	144/480	30	10.0	Fail
1015735597	MERON MEKONEN AGASH	F	13	N	29	13	18	18	17	18	16	36	165/480	34	24.0	Fail
1015762757	MERON SHEWANGZAW FETENE	F	14	N	23	20	12	14	31	15	15	45	175/480	36	32.2	Pass
1015665466	MESERET ESHTU LEMI	F	14	N	25	21	9	18	24	19	25	44	185/480	39	43.3	Pass

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-11

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1015734142	MESERET HAILU TADESSE	F	14	N	26	16	14	16	12	14	11	32	141/480	29	7.2	Fail
1015736858	MESERET NIGUSE DESE	F	16	N	18	12	21	12	33	21	24	31	172/480	36	32.2	Pass
1015686709	MESGANA BERHANE GIDEY	F	14	N	16	17	20	9	16	18	24	44	164/480	34	24.0	Fail
1015740350	MIFTA OUMARE BUSARE	M	14	N	22	18	23	22	17	20	24	43	189/480	39	43.3	Pass
1015740253	MIFTAH AWEL AHMEDIN	M	16	N	15	16	26	24	21	23	30	50	205/480	43	57.0	Pass
1015741514	MNYLU ENDALE GASHU	F	16	N	26	36	29	23	33	32	14	11	204/480	43	57.0	Pass
1015742484	MSLEWERK BZUNEH TEGENE	F	15	I	38	45	45	33	36	38	32	54	321/480	67	93.6	Pass
1015667309	MULU FIKAD BREHUN	F	19	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1015734045	MULUGETA FIKADU BELACHEW	M	13	N	26	19	24	11	35	31	22	42	210/480	44	60.2	Pass
1015701550	MULUNEH GETINET BETEW	M	15	N	18	17	11	6	13	10	22	42	139/480	29	7.2	Fail
1015738701	MUNA ABDI AHMED	F	14	N	23	18	12	18	16	20	20	47	174/480	36	32.2	Pass
1015762175	NAHOM ASEHBER GEBEYEHU	M	15	N	29	19	18	17	33	21	17	38	192/480	40	47.3	Pass
1015733657	NATNAEL TESFAYE WORKU	M	15	N	21	27	20	18	29	13	19	48	195/480	41	50.9	Pass
1015722696	NIGIST TESHOME KEDANE	F	15	N	24	20	21	19	17	16	18	43	178/480	37	35.4	Pass
1015668182	NIGSITE NIGUSIE BEYENE	F	15	N	22	25	32	22	24	18	25	53	221/480	46	65.7	Pass
1015735694	NUNU IYASU YEGZU	F	16	N	25	21	30	25	15	20	24	50	210/480	44	60.2	Pass
1015762854	NURSEFA MUSSA SHEFA	M	16	N	21	21	26	17	21	11	19	48	184/480	38	39.5	Pass
1015728904	RAHEL NGUSU HAYLE	F	14	N	23	20	12	11	19	17	12	45	159/480	33	19.9	Fail
1015682926	REDEIT KORU ASFAW	F	14	N	28	27	21	25	21	28	19	53	222/480	46	65.7	Pass
1015702132	REDET FIKADU WELDEMIEKAEL	F	16	N	27	21	14	14	12	23	14	44	169/480	35	28.0	Fail
1015704848	RHEMA AKEMEL AHEMD	F	14	N	18	18	18	15	21	13	18	44	165/480	34	24.0	Fail
1015666145	RIBEKA DERAJE WELDAMARYAM	F	14	N	28	23	12	12	12	18	13	51	169/480	35	28.0	Fail
1015742387	ROZA FASSIL BEZABH	F	14	N	32	17	15	20	17	26	28	51	206/480	43	57.0	Pass
1015762272	ROZA FIKRE BEYENE	F	13	N	26	18	11	12	17	14	13	44	155/480	32	16.0	Fail
1015682441	SAMRAWIT TSEGAYE MERESA	F	16	N	21	13	24	16	28	23	18	50	193/480	40	47.3	Pass
1015691365	SAMUAL SOLOMON AGANA	M	13	N	17	13	26	20	27	27	11	42	183/480	38	39.5	Pass
1015686612	SAMUEL ZERFU KOSTE	M	14	N	13	14	15	24	15	14	19	32	146/480	30	10.0	Fail
1015665563	SELAM ADMAS ASFAW	F	15	N	21	17	6	15	17	17	14	35	142/480	30	10.0	Fail
1015737440	SELAM TAMRAT BLAEY	F	14	N	25	21	11	18	19	21	15	45	175/480	36	32.2	Pass

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-11

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1015703393	SELAMAWIT ABILE DEROTA	F	15	N	19	11	15	9	21	23	20	34	152/480	32	16.0	Fail
1015764212	SELAMAWIT MULUGETA SELLE	F	14	N	24	12	14	18	27	18	17	47	177/480	37	35.4	Pass
1015723472	SELAMAWIT YOSEF TEMESGEN	F	14	N	33	24	17	16	19	20	18	54	201/480	42	53.7	Pass
1015663526	SELAMNESH ABERA MAMECHA	F	15	N	22	18	24	26	27	27	20	45	209/480	44	60.2	Pass
1015763824	SENTAYEHU ARARSA DEGEFA	M	16	N	24	19	26	13	27	28	25	20	182/480	38	39.5	Pass
1015734336	SENTAYEHU KIFLU MEKONEN	F	14	N	30	24	18	12	11	16	12	52	175/480	36	32.2	Pass
1015702229	SERCALEM DENBERU DEMSE	F	14	N	17	21	8	10	25	20	15	43	159/480	33	19.9	Fail
1015763048	SERKADDIS BAHIRU CHEKOL	F	14	N	27	18	14	11	20	20	12	52	174/480	36	32.2	Pass
1015739671	SHEWAYE DINKU KIRSSE	F	14	N	15	19	12	15	25	27	18	18	149/480	31	13.2	Fail
1015721823	SHISHIGE MELESE DERIBEW	F	15	N	34	18	17	19	17	24	14	50	193/480	40	47.3	Pass
1015690783	SINTALEM KOKEB KONSO	F	16	N	29	19	17	17	23	21	15	45	186/480	39	43.3	Pass
1015664884	SISAY MEAZA TEKIEMARYAM	M	14	N	31	18	27	13	32	28	15	43	207/480	43	57.0	Pass
1015690395	SISAY SHEWA SABA	M	16	N	29	20	26	14	31	24	17	26	187/480	39	43.3	Pass
1015735112	SOFYA KEMAL SIDE	F	15	N	25	13	18	18	28	30	24	46	202/480	42	53.7	Pass
1015663817	SOSINA TSEGAYE ASGDOM	F	14	N	38	29	27	27	24	22	24	49	240/480	50	74.3	Pass
1015737149	SOSNA TEKLEWOLD KEKURIA	F	16	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1015733851	SURAFEL GEDAMU KASA	M	16	N	32	26	21	27	28	20	27	42	223/480	46	65.7	Pass
1015722793	TADELECH YOHANNES AGENO	F	16	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1002615377	TAMIRAT ALEMAYEHU BIRHANU	M	14	N	36	21	21	18	24	24	25	34	203/480	42	53.7	Pass
1015737246	TAMIRWA ANDARGACHEW ABEBE	F	14	N	20	26	23	12	24	25	14	43	187/480	39	43.3	Pass
1015763436	TAMRAT DERZA DEBEZA	M	17	N	31	21	23	16	27	25	12	46	201/480	42	53.7	Pass
1015723375	TAMRU TADESSE ALEME	M	14	N	18	20	18	16	19	24	12	16	143/480	30	10.0	Fail
1015733560	TEKABECH DEMISSEW MULUNEH	F	14	N	34	29	24	30	29	27	30	51	254/480	53	79.3	Pass
1015723569	TEKABU ABERA ALEMU	F	17	N	21	18	15	18	27	24	27	38	188/480	39	43.3	Pass
1015740835	TEKILAB BESUFEKAD WELDAREGAY	M	16	N	33	27	24	30	31	21	30	48	244/480	51	76.2	Pass
1015703975	TEMESGAN GETACHEW WELDE	M	14	N	39	23	23	19	23	24	15	53	219/480	46	65.7	Pass
1015680307	TEMESGEN DEBEBE KASSA	M	15	N	32	22	21	20	27	24	21	48	215/480	45	63.0	Pass
1015663720	TEMESGEN TADESE ALEMAYEHU	M	13	N	31	23	27	16	24	29	20	51	221/480	46	65.7	Pass
1002625368	TESHOME ERTANBO CHAICHO	M	17	N	37	31	32	25	27	29	27	56	264/480	55	82.4	Pass

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-11

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1015721920	TEWODROS DEGFE ERGETE	M	14	N	39	41	36	30	33	35	26	56	296/480	62	89.7	Pass
1015703490	TIGIST ABATE GEZE	F	13	N	28	26	18	19	17	27	19	54	208/480	43	57.0	Pass
1015735403	TIGIST EPHREM NEGUSE	F	17	N	23	23	26	19	23	25	17	49	205/480	43	57.0	Pass
1015721532	TIGIST MELAKU KASSA	F	15	N	26	20	17	18	19	19	14	51	184/480	38	39.5	Pass
1015742096	TIGZAW ALENE TADESSE	F	16	N	28	22	15	17	17	21	19	48	187/480	39	13.3	Pass
1015739186	TILAHUN ADMASU BAYE	M	14	N	13	19	12	18	33	35	17	47	194/480	40	47.3	Pass
1015702520	TILAHUN SELEMON DAROIT	M	14	N	25	13	11	18	25	17	15	44	168/480	35	28.0	Fail
1015740544	TIZTA DESALEGN BEKELE	F	16	N	26	30	18	20	24	25	18	41	202/480	42	53.7	Pass
1015738022	TOMAS TSEGAYE LEMMA	M	15	N	18	18	24	24	21	21	16	36	178/480	37	35.4	Pass
1015740738	TOMASE HABTAMU SULTAN	M	13	N	22	21	18	18	23	16	20	34	172/480	36	32.2	Pass
1015703878	TSGEREDA ASMAMAW MARE	F	13	N	21	18	11	16	17	17	17	33	150/480	31	13.2	Fail
1015738410	TSION SIYOUM ENDASHAW	F	14	N	16	16	20	26	16	15	12	30	151/480	31	13.2	Fail
1015668473	WEGDERES DEMISEW MULUNEH	M	15	N	18	22	21	24	23	34	24	57	223/480	46	65.7	Pass
1015763145	WENDERAD ALEMAYEHU BIRHANU	M	16	N	15	20	14	15	13	16	21	35	149/480	31	13.2	Fail
1015662944	WERKE DEMEKE MIHIRETE	F	18	N	12	17	20	16	19	8	13	30	135/480	28	5.1	Fail
1015739380	WERKIE TIGABU ABATE	F	14	N	24	17	17	18	25	16	18	38	173/480	36	32.2	Pass
1015683217	WEYNISET GASHAW GONTE	F	13	N	31	19	12	14	21	16	12	48	173/480	36	32.2	Pass
1015663041	WIBAYEHU YEMATAW NEGATU	F	16	N	27	21	17	14	17	15	17	49	177/480	37	35.4	Pass
1015680501	WUDENAT KINDU FISSIHA	F	15	N	27	30	17	17	24	20	17	53	205/480	43	57.0	Pass
1015669928	YALEMSEW DAGNACHEW SMACHEW	F	16	N	27	15	15	15	29	27	10	43	181/480	38	39.5	Pass
1015733754	YARED TESHOME DEGFE	M	14	N	21	16	33	18	28	24	21	30	191/480	40	47.3	Pass
1015735209	YDNEKACHEW TESHOME YEMAN	M	15	N	21	17	35	20	39	25	23	43	223/480	46	65.7	Pass
1015735791	YESHI GIZAW TUFA	F	15	N	19	28	17	13	32	22	12	38	181/480	38	39.5	Pass
1015670219	YESHIHAREG ALEMAYEHU TAREKEGN	F	13	N	32	26	23	18	21	22	19	53	214/480	45	63.0	Pass
1015736082	YESHIHAREG HIZKIYAS ARAGAW	F	13	N	32	30	15	29	24	22	11	52	215/480	45	63.0	Pass
1015665660	YETNBERSH ANDUALEM WASA	F	14	N	22	15	20	12	19	15	17	47	167/480	35	28.0	Fail
1015704072	YIHEHEW DAGNE TEBJE	M	20	N	26	27	18	17	20	21	13	37	179/480	37	35.4	Pass
1015737828	YITAYSH ZEKARYAS MERA	F	14	N	27	25	20	16	33	25	13	43	202/480	42	53.7	Pass
1015667018	YODIT WORKNEH ZELEKE	F	14	N	17	18	12	20	15	14	19	30	145/480	30	10.0	Fail

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-11

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1015667988	YODIT ZEWDU OLISO	F	13	N	22	19	14	14	5	19	11	40	144/480	30	10.0	Fail
1015738119	YOFTAHE TEFRA YRGU	M	18	N	20	13	14	16	29	25	21	39	177/480	37	35.4	Pass
1015702423	YOHANNES MESERET HABTEMICAL	M	14	N	27	16	18	15	16	19	22	54	187/480	39	43.3	Pass
1015739283	YOHANNES NIGUSSE FELEKE	M	14	N	29	24	21	10	37	24	20	52	217/480	45	63.0	Pass
1015742290	YORDANOS ASSEFA DIBU	F	13	N	21	11	15	16	13	20	15	42	153/480	32	16.0	Fail
1015722405	ZAFU HAILU GEBREGERGS	F	15	N	14	10	20	8	19	14	13	27	125/480	26	2.3	Fail
1015668570	ZEKARIYAS BERIHUN BELAY	M	13	N	34	38	36	37	37	40	33	56	311/480	65	92.2	Pass
1015670122	ZENEBU TEFERA TUFA	F	16	N	37	45	50	35	41	38	37	58	341/480	71	95.9	Pass
1015733948	ZERITU FETENE SALEHU	F	14	N	41	35	30	23	33	34	33	55	284/480	59	86.9	Pass
1015667503	ZEWDE GIRMA AWELA	F	15	N	19	13	20	12	19	20	13	24	140/480	29	7.2	Fail
1015665757	ZINASH GEBREWELD ABEBAYEHU	F	16	N	16	15	21	14	25	20	17	48	176/480	37	35.4	Pass
1015667697	ZINITALEM BELAYNEH DESSIE	F	14	N	31	14	23	18	23	28	29	46	212/480	44	60.2	Pass
1015739574	ZUFAN NGATE BELAY	F	17	N	30	26	24	19	27	30	28	51	235/480	49	72.3	Pass

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-10

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020685410	ABDU HUSSEN MOHAMMED	M	13	N	35	17	17	13	20	24	23	47	196/480	41	50.5	Pass
1020675419	ABDURAZAK AMAN MUSETEFA	M	14	N	32	19	23	10	16	16	21	42	179/480	37	35.9	Pass
1020654855	ABEBA NEGASH ABREHAM	F	15	N	18	20	18	16	20	17	11	29	149/480	31	14.4	Fail
1020654079	ABEL BIRHANE ABAY	M	18	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1020654273	ABENEZER BETTA TSEMATO	M	14	N	37	53	45	40	32	48	41	54	350/480	73	97.2	Pass
1020684925	ABNET WOGAYHU SORSA	M	14	N	21	22	21	20	12	11	22	41	170/480	35	29.1	Fail
1020653885	ABONESH TESHOME SAWEL	F	15	N	30	25	20	21	13	13	20	49	191/480	40	47.0	Pass
1020656213	ABREHAM SETEGN AMARE	M	18	N	29	15	18	12	27	12	18	42	173/480	36	32.9	Fail
1020655728	ABSERASH AMANUEL EROMO	F	15	N	25	20	15	20	17	17	16	36	166/480	35	29.1	Fail
1020654176	ABUBEKER KIYAR SELMAN	M	14	N	28	33	24	18	19	16	12	43	193/480	40	47.0	Pass
1020655922	ADANECH MAMO WERKINEH	F	17	N	10	8	9	10	17	16	11	16	97/480	20	0.1	Fail
1020686186	ADANECH MINWYE CHEKOL	F	14	N	23	19	14	10	17	16	13	32	144/480	30	10.9	Fail
1020655146	ADDIS AREGA DEMEISSE	F	14	N	14	27	18	20	31	19	17	37	183/480	38	39.8	Pass
1020655049	ADEN MENGSTU BODO	F	14	N	13	20	20	16	33	14	8	27	151/480	31	14.4	Fail
1020653788	AGEGNEHU GETNET AYELE	F	15	N	29	18	14	17	29	24	26	51	208/480	43	56.5	Pass
1020656116	AGERE ADANE WANDIMNEW	F	15	N	27	19	24	18	29	22	24	26	189/480	39	43.4	Pass
1020656310	ALEMNESH TESFAYE GEMECHU	F	16	N	37	34	27	30	29	38	34	53	282/480	59	87.1	Pass
1020686283	ALMAZ BERHANE WERKNEH	F	15	N	40	34	35	42	32	47	35	55	320/480	67	93.8	Pass
1020685701	AMANUEL KEBEDE BELAY	M	17	N	21	22	20	12	23	20	18	36	172/480	36	32.9	Fail
1020685022	AMIR ABDULAZIZ TUHA	M	14	N	21	21	23	12	17	22	14	36	166/480	35	29.1	Fail
1020653594	AMSL ABEBAW GETNET	F	15	N	23	26	20	27	12	11	15	44	178/480	37	35.9	Pass
1020653206	ANWAR MEHAMED SEID	M	17	N	32	38	20	31	28	27	29	52	257/480	54	80.9	Pass
1020653982	ASHENAFI ALEMU BERHUN	M	15	N	22	15	20	21	20	10	15	42	165/480	34	25.1	Fail
1020654758	ASHENAFIE TEKLEHAMANOT LGABA	M	14	N	22	19	18	27	21	13	18	36	174/480	36	32.9	Fail
1020653691	ASKLECH LEMA HAILE	F	15	N	20	21	12	24	24	14	18	41	174/480	36	32.9	Fail
1020654952	ASTER NIGUSSE GIMMA	F	16	N	19	19	18	24	20	10	14	28	152/480	32	17.3	Fail
1020675322	AYALENSH WORKU FIKADA	F	15	N	22	19	15	13	9	14	18	25	135/480	28	5.6	Fail
1020680948	AYNALEM FIKADU BELAV	F	15	N	14	16	14	20	17	11	15	32	139/480	29	8.1	Fail
1020653497	AYNALEM GEBRE NIGUSE	F	14	N	29	21	6	22	24	21	16	37	176/480	37	35.9	Pass

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-10

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020655437	AYSHA BEHRU KEDIR	F	16	N	26	16	17	16	21	23	17	36	172/480	36	32.9	Fail
1020685119	BELELEGN SHAMBEL SALELE	M	16	N	27	25	21	30	31	35	28	44	241/480	50	74.2	Pass
1020653303	BELETE HAILU KEMAW	F	16	N	31	28	21	31	31	36	28	47	253/480	53	79.2	Pass
1020684634	BETELHEM ENYEW MEKONNEN	F	14	N	31	23	5	16	21	26	18	46	186/480	39	43.4	Pass
1020683955	BETELHEM MINTESNOT GEBREMARYIAM	F	17	N	23	15	23	22	23	27	21	25	179/480	37	35.9	Pass
1020656601	BETELHEM TADESSE AMATAW	F	16	N	24	14	20	22	23	30	14	35	182/480	38	39.8	Pass
1020684052	BETELHEM TESFAYE SIRAG	F	14	N	30	18	21	20	23	32	28	47	219/480	46	65.3	Pass
1020684149	BETELHEM WONDIMAGEGN TESHOME	F	14	N	35	21	17	19	20	8	18	45	183/480	38	39.8	Pass
1020656019	BETHLHEM MELAKU NIGUSSIE	F	14	N	33	21	21	12	20	14	12	27	160/480	33	21.2	Fail
1020656892	BIRUKTAWIT GIRMA TADSSE	F	14	N	24	11	17	11	25	14	9	36	147/480	31	14.4	Fail
1020686574	BUZAYEU GETU ALEMU	F	14	N	20	15	21	13	23	19	10	37	158/480	33	21.2	Fail
1020685313	DAWIT MERDEKIOUS HAILU	M	15	N	22	23	12	19	27	18	11	27	159/480	33	21.2	Fail
1020685216	DAWIT YILMA MEKONEN	M	41	N	22	16	15	14	15	15	14	23	134/480	28	5.6	Fail
1020655340	DEBRITU KINDA ADMASE	F	15	N	30	22	24	19	24	21	23	47	210/480	44	59.7	Pass
1020685895	DECHASA DUGUMA IDOSSA	M	14	N	33	32	20	24	24	33	19	46	231/480	48	69.9	Pass
1020654467	DESALEGN AFRASHA SETEGN	M	14	N	34	36	39	34	29	38	34	54	298/480	62	90.1	Pass
1020684628	DESSALEGN MEKONNEN ASFIE	M	13	N	36	32	36	33	28	38	28	48	279/480	58	86.0	Pass
1020684537	ELENI GERAWORK WONDIMAGEGNEHU	F	14	N	24	14	18	15	25	19	11	42	168/480	35	29.1	Fail
1020655243	EMAN FEDIL MEHAMED	F	14	N	19	20	9	12	25	22	12	34	153/480	32	17.3	Fail
1020684440	EMEBET BIRHANU AWEKE	F	16	N	24	19	23	24	25	22	17	40	194/480	40	47.0	Pass
1020683567	EMWDESH BELETE TEKALINE	F	14	N	30	21	21	15	25	24	22	35	193/480	40	47.0	Pass
1020656795	ENDAGER YIRDAW FENTEY	F	16	N	38	35	24	27	19	29	26	49	247/480	51	76.2	Pass
1020683858	ENGUDAY WOLDAMICHAIL TESEMA	F	15	N	37	30	29	26	19	29	19	42	231/480	48	69.9	Pass
1020683761	EPHREM ZERAYOHNNS FANTAYE	M	14	N	24	14	15	22	15	14	31	41	176/480	37	35.9	Pass
1020683664	ERMIYAS MERED CHENCHA	M	15	N	29	21	18	23	13	15	29	40	188/480	39	43.4	Pass
1020656407	ESHETU ASEFAW FELEKE	M	61	N	23	27	14	26	21	19	27	43	200/480	42	53.2	Pass
1020685604	ESKATKAF KABETIMER LEMA	M	15	N	24	24	21	29	20	22	30	46	216/480	45	62.6	Pass
1020686089	ETAFERAW TESHOME MOLLA	F	15	N	26	18	21	27	15	15	33	40	195/480	41	50.5	Pass
1020654370	EYOB MEKBEB DAGNE	M	14	N	26	27	23	22	21	25	32	37	213/480	44	59.7	Pass

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-10

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020655631	FANOS SEME WORDOFA	F	14	N	29	24	21	28	19	21	33	42	217/480	45	62.6	Pass
1020686477	FASICA SISAY DESSALEGH	F	15	N	26	24	15	27	12	14	31	39	188/480	39	43.4	Pass
1020686380	FIKRIE KINDIE YIRSAW	F	15	N	33	28	30	36	25	34	36	47	269/480	56	83.8	Pass
1020655825	FIRHIWOT TESFAYE KAGNEW	F	16	N	30	16	29	32	27	25	33	43	235/480	49	72.2	Pass
1020655534	FREHIWOT TEFERI ZELEKE	F	14	N	24	39	24	41	25	33	33	45	264/480	55	82.3	Pass
1020684343	GEBRALE GEBREZIABHER AREFAYENE	F	17	N	23	17	24	39	28	33	32	50	246/480	51	76.2	Pass
1020654661	GEDU MINWYE CHEKOL	M	13	N	43	48	53	51	47	47	47	53	389/480	81	99.4	Pass
1020686671	GENET BODA ANTENEH	F	16	N	18	17	32	46	39	45	43	40	280/480	58	86.0	Pass
1020684731	GETE FIKADU ADMASU	F	15	N	29	20	32	40	25	29	39	43	257/480	54	80.9	Pass
1020654564	GETU MELKIE FIKADE	M	14	N	35	38	44	48	43	48	48	53	357/480	74	97.6	Pass
1020679978	HAILEMARIAM KASSAYE HAREGOT	M	14	N	29	24	42	45	17	32	33	40	262/480	55	82.3	Pass
1020685992	HANA MIHERT ANDARGE	F	14	N	29	19	38	46	23	40	34	44	273/480	57	84.9	Pass
1020677941	HAWI AYANA GEMECA	F	14	N	24	36	18	24	24	20	13	44	203/480	42	53.2	Pass
1020677650	HAYMANOT MENGISTU DABA	F	14	N	35	22	15	15	19	14	18	39	177/480	37	35.9	Pass
1020677844	HELEN GETU GEBERMIKAEL	F	15	N	25	28	12	21	23	16	19	33	177/480	37	35.9	Pass
1020675613	HIKMA ERSTU AREB	F	16	N	26	30	12	28	23	24	22	35	200/480	42	53.2	Pass
1020678232	HIWOT ABATE KERISA	F	14	N	24	14	20	22	24	18	21	38	181/480	38	39.8	Pass
1020681045	HIWOT TAMIRAT MENGIST	F	14	N	17	24	17	24	23	16	29	41	191/480	40	47.0	Pass
1020684246	ISRAEL TEFERA AYELE	F	16	N	31	24	18	26	16	16	27	39	197/480	41	50.5	Pass
1020681627	KALAB ENGEDA MANAYE	M	14	N	28	28	20	26	17	19	42	39	219/480	46	65.3	Pass
1020681918	KALKDAN MIHRATE CHEFIK	F	15	N	22	20	17	22	16	19	32	39	187/480	39	43.4	Pass
1020682403	KASU DESALENG AMAR	F	15	N	32	27	21	19	17	20	38	44	218/480	45	62.6	Pass
1020682985	KEMERYA FEDIL MOHAMMED	F	15	N	25	14	15	18	15	16	31	40	174/480	36	32.9	Fail
1020681821	KIDIST ABEBE YIREDAW	F	15	N	32	13	20	16	12	18	26	38	175/480	36	32.9	Fail
1020687253	KIDIST CHERINET MEKONEN	F	14	N	21	16	20	19	24	11	30	42	183/480	38	39.8	Pass
1020675807	KIROS WOLDAYEZGE GRMAY	F	19	N	20	18	29	15	25	16	37	32	192/480	40	47.0	Pass
1020687932	KIRUBEL TAMIRNEW ADMASU	M	14	N	27	26	15	17	12	13	30	37	177/480	37	35.9	Pass
1020677165	KURE ALEMU TOLA	F	16	N	20	25	18	19	17	19	30	47	195/480	41	50.5	Pass
1020678135	LELISE ABRAHAM AMENSISA	F	14	N	30	34	32	33	28	32	34	33	256/480	53	79.2	Pass

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-10

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020680463	MAHIDER TEKLE REDIAY	F	13	N	26	31	26	31	27	19	43	31	234/480	49	72.2	Pass
1020680560	MARTA GEZAHGN GERO	F	15	N	23	17	20	22	24	23	23	41	193/480	40	47.0	Pass
1020682694	MARTA MOGES MOLLA	F	15	N	26	20	18	19	19	19	25	50	196/480	41	50.5	Pass
1020675710	MEAZA WONDIMAGEN TESHOME	F	14	N	40	20	23	22	25	17	27	47	221/480	46	65.3	Pass
1020679202	MEBRAT ZEWDU MASRE	F	14	N	39	33	21	23	24	23	27	49	239/480	50	74.2	Pass
1020680851	MEDHANIT ALTA HABTE	F	14	N	29	23	18	25	20	11	25	39	190/480	40	47.0	Pass
1020679105	MEDHANIT ASRAT MUNDO	F	15	N	36	26	18	20	21	18	28	48	215/480	45	62.6	Pass
1020679396	MEDHANIT MELKAMU CHORO	F	16	N	38	41	30	37	28	22	40	48	284/480	59	87.1	Pass
1020678911	MEDINA AHMED YESUF	F	16	N	40	42	35	42	37	38	34	55	323/480	67	93.8	Pass
1020683276	MEKLIT TESFAYE KIDANEMARYAM	F	15	N	22	17	17	27	13	15	26	40	177/480	37	35.9	Pass
1020679493	MEKOYA SHITO AGUNE	F	17	N	20	16	23	24	17	19	29	55	203/480	42	53.2	Pass
1020675225	MELAKU MANAYE MENGSHA	M	16	N	30	19	17	17	16	17	24	43	183/480	38	39.8	Pass
1020676389	MERON DEBELE HERAPHASA	F	13	N	24	15	17	29	17	11	32	35	180/480	38	39.8	Pass
1020680754	MERON GETACHEW DEJENIE	F	15	N	20	17	18	22	19	13	29	35	173/480	36	32.9	Fail
1020678523	MERON MEKONEN NEGASH	F	14	N	19	16	20	27	17	16	29	35	179/480	37	35.9	Pass
1020681530	MERON WOIDU HADERA	F	14	N	25	27	15	21	21	15	38	43	205/480	43	56.5	Pass
1020675128	MESAY KEBEDE BERHE	M	17	N	23	17	18	21	23	13	29	45	189/480	39	43.4	Pass
1020675904	MESAY TEKLU AYFOKRU	F	15	N	30	22	15	17	19	21	29	41	194/480	40	47.0	Pass
1020676874	MESERET ADMASU AYELE	F	15	N	28	23	20	19	20	19	37	38	204/480	43	56.5	Pass
1020678717	MESERET HAYILU TADESSE	F	15	N	23	16	18	19	15	15	18	38	162/480	34	25.1	Fail
1020676777	MESKEREM KEDIDA WAKE	F	15	N	28	15	12	16	13	11	19	32	146/480	30	10.9	Fail
1020677262	MESSAY DERESE AMARE	M	13	N	24	18	17	22	24	20	12	38	175/480	36	32.9	Fail
1020679687	METASEBIYA SITOTAW AYALEW	F	15	N	27	21	20	23	13	13	23	45	185/480	39	43.4	Pass
1020680075	MIHERT MENGISTU BATE	F	15	N	38	14	26	29	9	11	28	45	200/480	42	53.2	Pass
1020689775	MINALU TSEGAYE TEKLEMARIAM	F	18	N	27	18	33	26	13	18	24	38	197/480	41	50.5	Pass
1020674534	MINTESINOT FISAHA AWEKE	M	15	N	23	26	24	23	20	25	19	37	197/480	41	50.5	Pass
1020674546	MISTRE KINU MENKIR	F	14	N	28	22	23	22	21	11	18	41	186/480	39	43.4	Pass
1020677359	MITIKU MEKONENE MEKURIA	M	14	N	15	19	18	19	16	20	14	35	156/480	33	21.2	Fail
1020676001	MLUYE TEAZEZE WEDAG	F	14	N	16	16	23	23	16	27	22	28	171/480	36	32.9	Fail

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City: Gulele

School Code: 05-01-10

School Name: Tsehay Chora

School Type: Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020680269	MOHAMMED KEMAL MOHAMMED	M	14	N	24	23	23	25	21	25	24	43	208/480	43	56.5	Pass
1020681142	MULUGETA MUCHA MOLKA	M	18	N	32	27	26	26	24	26	20	42	223/480	46	65.3	Pass
1020683373	NATNAEL GEBREMARIAM YITAY	M	13	N	31	35	23	24	25	31	26	53	248/480	52	77.6	Pass
1020677553	NEBIAT ALGAZ YIMAM	M	14	N	30	29	24	25	25	25	25	42	225/480	47	67.4	Pass
1020678814	NIGATU BELETE BEKELE	M	15	N	30	28	26	32	28	33	31	49	257/480	54	80.9	Pass
1020680172	RAHEL BIRHANEMESKEL DEMESA	F	13	N	27	25	26	31	15	20	11	42	197/480	41	50.5	Pass
1020660093	RAHEL GEBERMEDHIN BEYENE	F	14	N	30	21	23	30	19	19	17	45	204/480	43	56.5	Pass
1020683082	RAHEL KIFLE GEBRTSDIK	F	15	N	22	18	26	29	16	13	17	44	185/480	39	43.4	Pass
1020680657	RAHEL NEGUSU HAYLE	F	15	N	28	19	18	24	20	11	15	41	176/480	37	35.9	Pass
1020674740	REDET FIKADU WOLDEMIKAEL	F	17	N	27	20	18	21	19	12	16	36	169/480	35	29.1	Fail
1020674837	SADA ABDU YIMAM	F	14	N	33	20	20	26	13	14	7	39	172/480	36	32.9	Fail
1020679881	SADA SEID YESUF	F	15	N	31	23	17	21	20	16	7	44	179/480	37	35.9	Pass
1020682888	SAMERWIT ASSEFA BEKELE	F	15	N	26	17	20	18	17	4	21	32	155/480	32	17.3	Fail
1020682597	SAMRIWET KASYE GETAHUN	F	13	N	21	23	20	18	13	12	15	32	154/480	32	17.3	Fail
1020679008	SAMUEL ZRFU KOSTE	M	15	N	26	24	24	26	28	22	29	44	223/480	46	65.3	Pass
1020687738	SAYTU TESEMA GEBREMARYAM	F	14	N	27	23	21	18	20	16	26	36	187/480	39	43.4	Pass
1020679784	SEBLE BEYENE NIGUSIE	F	15	N	27	30	23	36	25	34	34	52	261/480	54	80.9	Pass
1020682791	SELAM GESHATSOIN MEKONNEN	F	14	N	25	30	23	37	25	26	34	49	249/480	52	77.6	Pass
1020676680	SELAM WORKU YIMAM	F	14	N	37	34	17	31	19	18	26	50	232/480	48	69.9	Pass
1020676971	SELENAT WOLDE AYANAW	F	15	N	30	30	21	36	25	20	33	49	244/480	51	76.2	Pass
1020688320	SERKADDIS GASHAW BEZA	F	17	N	29	31	17	35	16	21	33	45	227/480	47	67.4	Pass
1020678620	SERKALEM DINBRU DIMESIE	F	14	N	24	25	15	36	15	13	26	44	198/480	41	50.5	Pass
1020676583	SERKALEM GATU HAILU	F	15	N	33	17	21	21	19	12	8	41	172/480	36	32.9	Fail
1020681336	SHANBEL TESHALE WORKU	M	17	N	18	19	12	17	17	21	13	41	158/480	33	21.2	Fail
1020678329	SHIBRIE FIKRE WOLDETSADIK	F	19	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1020681433	SISAY AYLLO MOLA	M	14	N	37	16	21	18	15	12	18	47	184/480	38	39.8	Pass
1020678426	SISAY LIBU GETACHEW	M	14	N	26	22	23	23	15	17	28	43	197/480	41	50.5	Pass
1020688223	SOFIA ADULHKIM ALI	F	17	N	10	12	21	20	17	16	18	31	145/480	30	10.9	Fail
1020688029	TAMRU TADESSE ALEME	M	14	N	23	22	21	20	16	22	25	44	193/480	40	47.0	Pass

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Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-10

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020682209	TEGEGN HAYLEMARLAM MEKONEN	F	14	N	24	19	18	8	15	13	31	37	165/480	34	25.1	Fail
1020687544	TENAGNE BELETE HAILE	F	16	N	18	23	14	21	23	13	18	29	159/480	33	21.2	Fail
1020677456	TENAYE SETEGN METACHEW	F	14	N	24	19	23	28	17	14	16	41	182/480	38	39.8	Pass
1020689872	TIGIST FIDO YADATE	F	16	N	16	17	23	23	19	16	22	43	179/480	37	35.9	Pass
1020682112	TIGIST GETACHEW MULUGETA	F	15	N	28	21	17	25	21	13	15	45	185/480	39	43.4	Pass
1020687350	TIRUWORK BEDLU WOLDEGEORGIS	F	14	N	23	16	9	23	15	22	12	27	147/480	31	14.4	Fail
1020680366	TISGEREDA GIRMA KEBEDE	F	15	N	23	23	21	29	20	13	16	38	183/480	38	39.8	Pass
1020679590	TIZITA CHEKOLE GEZAW	F	15	N	27	21	23	26	19	15	12	40	183/480	38	39.8	Pass
1020682306	TIZITA SEBSBE LEGESSE	F	15	N	25	8	26	27	17	18	17	33	171/480	36	32.9	Fail
1020683470	TSEGANESH ABERA BEDADA	F	14	N	34	18	26	27	23	14	16	44	202/480	42	53.2	Pass
1020687835	TSEHAY MELAKU MENGISTE	F	17	N	20	24	23	21	15	16	12	37	168/480	35	29.1	Fail
1020682015	TSEHAYNESH MELESE TEGEGNE	F	16	N	30	20	18	20	21	19	15	42	185/480	39	43.4	Pass
1020676486	TSEHYNSH SLESHE ARGAWU	F	14	N	21	21	15	18	23	17	11	31	157/480	33	21.2	Fail
1020687447	TSIGEMARYAM CHANE MELKIE	F	16	N	35	31	14	21	27	23	26	51	228/480	48	69.9	Pass
1020678038	TSION DANLEL AYANO	F	13	N	33	19	12	15	23	19	16	38	175/480	36	32.9	Fail
1020676195	TSION SIYUM ENDASHAW	F	15	N	27	24	11	21	23	23	19	32	180/480	38	39.8	Pass
1020685126	WALE JALO SETOGNAL	M	15	N	28	23	14	24	21	17	22	35	184/480	38	39.8	Pass
1020683179	WERKE DEMEKE MIHIRTA	F	17	N	12	18	11	18	13	21	16	30	139/480	29	8.1	Fail
1020677068	WUDIE WUBIE ABEBE	F	14	N	29	22	21	17	12	19	15	43	178/480	37	35.9	Pass
1020677747	YESHI MENGISTU BATE	F	16	N	23	18	11	11	15	12	15	40	145/480	30	10.9	Fail
1020687641	YESHIMBET ABATE GEZAW	F	15	N	27	26	18	18	15	18	17	34	173/480	36	32.9	Fail
1020681239	YETBARK WELDETSEDK NEGA	M	15	N	29	28	24	19	27	21	23	48	219/480	46	65.3	Pass
1020688417	YETNEBERSH ANDUALEM WASE	F	14	N	26	22	15	11	13	13	13	39	152/480	32	17.3	Fail
1020676292	YODET WERKNEH ZELEK	F	15	N	27	17	21	12	24	13	10	23	147/480	31	14.4	Fail
1020681724	YOHANNES GETACHEW BISRAT	M	14	N	20	25	21	18	24	20	20	36	184/480	38	39.8	Pass
1020674643	YORDANOS MULATU TESHEBERU	F	14	N	26	19	21	15	23	17	14	45	180/480	38	39.8	Pass
1020675516	ZAFU HAILU GEBREGERGS	F	15	N	18	13	21	15	27	20	13	28	155/480	32	17.3	Fail
1020675031	ZELALEM ELIAS ZENEBE	M	15	N	31	28	18	15	25	17	20	35	189/480	39	43.4	Pass
1020689678	ZEMED ESHETE AFEWORK	F	16	N	31	20	12	19	24	22	23	44	195/480	41	50.5	Pass

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Gulele

School Code 05-01-10

School Name Tsehay Chora

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020689581	ZEWDITU KASSAW ABEBAW	F	14	N	33	21	11	17	23	20	21	47	193/480	40	47.0	Pass

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-03-19

School Name Nazareth School

School Type Regular

Reg.No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1011438788	ABIGIYA ZENEBE ARGAW	F	14	N	21	39	41	54	41	28	41	51	316/480	66	93.0	Pass
1011439758	ADREANA ALEMU HAILU	F	13	N	42	52	36	54	40	44	41	52	361/480	75	97.6	Pass
1011433162	ALEM KASAYE GIRMAY	F	14	N	38	47	42	50	44	44	41	55	361/480	75	97.6	Pass
1011432968	AMEN MEKRESELASSE GEBREAMANUEAL	F	14	N	38	49	44	50	44	42	41	50	358/480	75	97.6	Pass
1011444802	AMINA ABDULKADIR HUSSEIN	F	14	N	36	53	36	51	43	49	39	54	361/480	75	97.6	Pass
1011432386	BERSABEH DEREJE NEGASH	F	14	N	33	48	51	47	41	45	39	51	355/480	74	97.2	Pass
1011439370	BETELHEM ABEBAW ABAY	F	14	N	40	55	51	43	40	45	37	54	365/480	76	98.0	Pass
1011432580	BETHEL GEBREMARIAM SHEKOUR	F	14	N	48	55	59	55	45	52	50	58	422/480	88	99.9	Pass
1011440631	BETHEL SAMSON BAYU	F	14	N	45	54	56	52	45	52	49	57	410/480	85	99.7	Pass
1011440534	BETHELHEM ABATE SITOTAW	F	14	N	41	49	54	49	41	43	49	59	385/480	80	99.0	Pass
1011439564	BETHLEHEM ALEMAYEHU BEKELE	F	14	N	49	54	54	54	49	55	49	58	422/480	88	99.9	Pass
1011433259	BETHLEHEM ASNAKEW YIGZAW	F	14	N	46	52	56	54	51	56	48	58	421/480	88	99.9	Pass
1011433356	BETHLEHEM WUDINEH DESALEGN	F	15	N	42	44	48	51	40	52	43	53	373/480	78	98.5	Pass
1011441504	BETLHEM GETINET HUNEGNAW	F	14	N	42	53	42	49	40	42	37	53	358/480	75	97.6	Pass
1011438982	BETSELOT MOGES WORKU	F	14	N	41	54	41	44	41	48	39	59	367/480	76	98.0	Pass
1011441407	BETSENAT GETACHEW GEBREWOLD	F	14	N	44	57	57	53	45	53	46	59	414/480	86	99.8	Pass
1011431901	BEZA ZELEKE WOLDETENSSAY	F	14	N	48	56	57	54	49	55	48	59	426/480	89	99.9	Pass
1011432095	BEZAWIT MINWEYELEI MEKONNEN	F	14	N	31	42	29	31	45	47	29	47	301/480	63	90.6	Pass
1011431804	BITIYA ELIAS SAMUEL	F	15	N	52	53	39	46	44	51	53	59	397/480	83	99.5	Pass
1011431319	DANAT ENGDA BAYOU	F	14	N	41	54	48	46	44	51	39	52	375/480	78	98.5	Pass
1011439079	DELINA SILESHI TESSEMA	F	15	N	38	46	56	48	32	35	40	53	348/480	73	96.8	Pass
1011440146	EDEN DEJENE EJIGU	F	15	N	38	43	54	47	35	31	45	51	344/480	72	96.4	Pass
1011431707	EDEN MESFIN KASSA	F	15	N	41	54	53	53	40	53	46	54	394/480	82	99.3	Pass
1011433938	EDEN NEGUSSIE SEYOUM	F	14	N	39	54	50	52	47	48	48	57	395/480	82	99.3	Pass
1011440243	EDNA DANIEL TAFESSE	F	15	N	39	36	42	49	33	45	37	54	335/480	70	95.4	Pass
1011441116	ELENI AKLILU TEFERA	F	15	N	36	41	39	39	28	32	25	55	295/480	61	89.0	Pass
1011437818	ELENI KIFLE GEBREMARIAM	F	14	N	39	48	47	54	44	52	42	55	381/480	79	98.8	Pass
1011440728	ELENI LEGESSE GEMECHU	F	14	N	39	55	41	47	39	45	41	54	361/480	75	97.6	Pass
1011436012	ELHAM NEGASH YASSIN	F	15	N	44	57	50	48	45	52	44	55	395/480	82	99.3	Pass

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-03-19

School Name Nazareth School

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1011440825	ELIZABETH MOGUS MEHARI	F	15	N	33	51	42	49	45	53	38	55	366/480	76	98.0	Pass
1011441019	ELSHADAI TESFAYE BIRU	F	14	N	43	57	59	55	49	58	55	59	435/480	91	100.0	Pass
1011436751	ELSHADAY SOLOMON KASSAHUN	F	14	N	45	53	54	53	48	52	47	59	411/480	86	99.8	Pass
1011445287	EPHRATA MESFIN EJETA	F	14	N	41	52	59	54	49	48	54	60	417/480	87	99.8	Pass
1011443929	FENET DEGEMU SHERTAGA	F	15	N	39	48	57	52	31	37	41	54	359/480	75	97.6	Pass
1011442377	FIKER MENBERE HAILE	F	14	N	42	56	51	56	41	54	46	58	404/480	84	99.6	Pass
1011437042	FILAGOT TAYE SHIFERAW	F	14	N	23	43	26	38	36	33	34	50	283/480	59	86.9	Pass
1011443638	GELILA GETAHUN KASSA	F	13	N	43	55	48	52	43	52	41	53	387/480	81	99.2	Pass
1011443250	HALEL YEHUWALASHET KASSA	F	14	N	41	55	47	54	49	56	51	56	409/480	85	99.7	Pass
1011437236	HALELUYA AKLILU ABERA	F	14	N	41	50	45	43	39	53	40	57	368/480	77	98.2	Pass
1011432192	HALIMA ABDULKADIR HUSSEIN	F	14	N	40	53	50	45	44	51	42	53	378/480	79	98.8	Pass
1011437624	HANA GETACHEW REDA	F	14	N	43	47	33	47	35	37	34	58	334/480	70	95.4	Pass
1011442765	HANNA BERHANE GEBRESILASSIE	F	14	N	43	52	41	41	36	36	24	53	326/480	68	94.2	Pass
1011437721	HANNA MULUGETA MELAKU	F	14	N	47	49	44	46	27	39	34	56	342/480	71	95.9	Pass
1011444414	HANNA SEBSEBE LEMMA	F	15	N	38	53	42	50	35	40	33	54	345/480	72	96.4	Pass
1011438206	HANNAMARIAM ABU TILAYE	F	14	N	41	54	38	47	36	36	39	56	347/480	72	96.4	Pass
1011433550	HEAVEN GUTEMA DUGA	F	13	N	44	56	50	51	47	43	41	58	390/480	81	99.2	Pass
1011443153	HELINA MESELE BZUAYEHU	F	14	N	46	55	56	50	41	55	46	58	407/480	85	99.7	Pass
1011444608	HERAN MOHAMMED SEID	F	14	N	35	54	44	45	28	38	46	51	341/480	71	95.9	Pass
1011444026	HILDANA HENOK DEBELE	F	15	N	44	54	47	50	25	33	45	60	358/480	75	97.6	Pass
1011443541	HILINA FIRDU WORKU	F	14	N	44	54	39	47	36	43	41	58	362/480	75	97.6	Pass
1011442862	KALKIDAN ASMAMAW NEGATU	F	15	N	41	53	48	46	35	43	44	55	365/480	76	98.0	Pass
1011438497	KALKIDAN HAILU GEBRE	F	15	N	31	40	17	30	20	25	38	50	251/480	52	77.7	Pass
1011443347	KALKIDAN WUBSHET HUNDE	F	14	N	29	39	15	21	33	18	22	54	231/480	48	70.1	Pass
1011431513	KALKIDAN YARED WASSE	F	14	N	36	49	33	46	36	50	36	53	339/480	71	95.9	Pass
1011444123	KEETI TUFA GEMECHU	F	15	N	37	50	48	56	43	48	52	53	387/480	81	99.2	Pass
1011443735	KIBRT KIBRET DEMISSE	F	14	N	31	48	48	54	39	44	39	48	351/480	73	96.8	Pass
1011444220	KULENI TAYE SHEWAKENA	F	14	N	44	56	47	54	44	49	50	56	400/480	83	99.5	Pass
1011442959	LEALEM BERHANEMESKEL AYEHU	F	15	N	44	42	44	51	41	46	40	54	362/480	75	97.6	Pass

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-03-19

School Name Nazareth School

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1011442668	LEMARIAM SOLOMON KASSA	F	14	N	41	51	45	50	37	42	41	53	360/480	75	97.6	Pass
1011443444	MAEREG MEDHIN KIROS	F	14	N	44	54	21	51	36	42	31	51	330/480	69	94.8	Pass
1011442571	MAHLET FEKADEAB GOSHIME	F	14	N	30	49	24	46	31	39	42	45	306/480	64	91.5	Pass
1011437527	MAHLET HABTAMU ABERA	F	13	N	32	49	30	44	36	43	35	54	323/480	67	93.6	Pass
1011443832	MARIAMAWIT MESFIN TILAHUN	F	14	N	33	49	47	42	35	34	28	48	316/480	66	93.0	Pass
1011439855	MARIAMWORK TESFAYE WAMI	F	15	N	36	49	45	35	29	30	31	55	310/480	65	92.2	Pass
1011437139	MEGERESE AREGA KASSA	F	15	N	32	37	21	43	35	33	34	51	286/480	60	88.0	Pass
1011436945	MELAT DEMISSIE KELEMWORK	F	14	N	35	52	35	44	41	49	45	47	348/480	73	96.8	Pass
1011432677	MERAF MEDHIN KIROS	F	14	N	31	52	38	49	39	49	25	44	327/480	68	94.2	Pass
1011439273	METTI ETEFA JOTTE	F	14	N	38	53	42	48	43	48	41	56	369/480	77	98.2	Pass
1011438109	MIHIRET TIBEBE HAGOS	F	14	N	45	55	35	48	47	45	40	56	371/480	77	98.2	Pass
1011443056	MIHRET SAHLESELASSIE HAILU	F	14	N	46	55	44	49	40	44	44	56	378/480	79	98.8	Pass
1011441892	NAOMI DANIEL LEMA	F	13	N	33	41	41	41	33	31	29	50	299/480	62	89.7	Pass
1011445190	NAZRAWIT MELAKU WOLDEMARIAM	F	14	N	45	52	47	45	40	54	39	55	377/480	79	98.8	Pass
1011438303	NEYAT KAMIL AHMED	F	14	N	45	55	48	51	41	50	45	57	392/480	82	99.3	Pass
1011438594	NIGISTAZEB BOGALE DEMISIE	F	14	N	38	51	38	46	32	37	28	56	326/480	68	94.2	Pass
1011445093	NUHAMIN MEHARI ABZO	F	15	N	34	43	45	47	27	33	31	52	312/480	65	92.2	Pass
1011441989	RAKEB HAILEMARIAM BERHANE	F	14	N	32	49	39	38	29	30	20	37	274/480	57	84.7	Pass
1011441795	REBECCA ABATHUN ADMASSU	F	14	N	43	51	33	46	33	43	29	43	321/480	67	93.6	Pass
1011441310	REDIET GIRMA KIFLE	F	14	N	41	54	36	47	40	45	33	53	349/480	73	96.8	Pass
1011438691	REDIET WONDWOSEN ESAYAS	F	14	N	30	35	23	36	29	23	25	53	254/480	53	79.3	Pass
1011436885	REKIK BERHANU TESFAYE	F	14	N	39	49	29	42	32	40	26	51	308/480	64	91.5	Pass
1011432871	REKIK KETEMA ALEMU	F	14	N	33	55	20	41	35	41	31	56	312/480	65	92.2	Pass
1011437333	ROBENUS DEJENE EJIGU	F	14	N	40	43	50	34	39	41	46	56	349/480	73	96.8	Pass
1011434617	RUTH DEREJE ABEBE	F	15	N	42	46	18	38	31	27	20	52	274/480	57	84.7	Pass
1011437430	RUTH TEKLEAB MEKBIB	F	13	N	43	56	50	49	44	51	43	58	394/480	82	99.3	Pass
1011432289	RUTH TESFAYE BERHANU	F	14	N	25	36	26	27	24	28	30	51	247/480	51	76.2	Pass
1011444317	SAMRAWIT GETNET ANTENEH	F	14	N	38	50	38	44	39	36	22	51	318/480	66	93.0	Pass
1011433453	SAMRAWIT MULUGETA MEWA	F	13	N	32	41	45	55	36	50	42	52	353/480	74	97.2	Pass

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-03-19

School Name Nazareth School

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1011431416	SARON GEBREEGZIABHER GEBRESELA...	F	14	N	35	47	42	50	33	49	43	54	353/480	74	97.2	Pass
1011444996	SARON MENGISTU HAILE	F	14	N	39	49	26	38	35	41	39	52	319/480	66	93.0	Pass
1011442474	SEBLEWONGEL WONDWOSSEN BELAY	F	14	N	42	53	29	34	28	44	28	56	314/480	65	92.2	Pass
1011439467	SIMRET MEKBIB LULU	F	14	N	47	56	38	47	45	52	45	53	383/480	80	99.0	Pass
1011440049	SOLIYANA BERHANU WOLDESEMAYAT	F	14	N	36	50	26	41	39	37	38	49	316/480	66	93.0	Pass
1011441213	SOSENA NEWAY TEKLE	F	14	N	29	56	42	50	41	36	39	52	345/480	72	96.4	Pass
1011439661	TESNIM MOHAMMEDNUR SEID	F	16	N	24	41	44	53	43	48	43	50	346/480	72	96.4	Pass
1011440922	TSEDENIA ABATE SEBHAT	F	15	N	30	37	45	50	32	50	30	53	327/480	68	94.2	Pass
1011436848	TSEDENIYA GETAHUN YENUS	F	14	N	37	51	38	48	43	51	48	57	373/480	78	98.5	Pass
1011439176	TSEDENYA SHIFERAW SHEWAMENE	F	15	N	37	46	24	36	31	37	36	50	297/480	62	89.7	Pass
1011432774	TSEGA YESHITELA TSAHAI	F	14	N	38	52	30	42	33	40	33	53	321/480	67	93.6	Pass
1011442086	TSIGEMARIAM ABU TILAYE	F	14	N	33	48	33	43	43	43	19	50	312/480	65	92.2	Pass
1011441601	TSION GINTAMO NURAMO	F	14	N	39	52	53	56	44	50	42	56	392/480	82	99.3	Pass
1011437915	YANET EPHREM ENGIDAWORK	F	14	N	36	53	42	46	29	44	40	55	345/480	72	96.4	Pass
1011440437	YANET SAMSON SHIFERAW	F	14	N	48	56	39	50	36	49	40	54	372/480	78	98.5	Pass
1011432483	YANET SURAFEL YEMANEBRHANE	F	15	N	43	46	33	49	40	48	22	53	334/480	70	95.4	Pass
1011433065	YEABSERA FANTAHUN KETSELA	F	14	N	37	52	44	52	37	54	44	53	373/480	78	98.5	Pass
1011439952	YODIT YACOB ARSANO	F	14	N	44	52	29	38	37	47	30	52	329/480	69	94.8	Pass
1011440340	YOHANA ZELEALEM LEYEW	F	14	N	41	49	27	45	35	42	42	51	332/480	69	94.8	Pass

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-03-18

School Name Nativity Girls

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1018172334	ABEM NEWAY HABTEYESUS	F	12	N	49	54	44	38	31	43	38	52	349/480	73	96.8	Pass
1019451958	ABENEZER ALEMAYEHU BIRHANU	F	14	N	36	37	29	35	33	44	37	58	309/480	64	91.5	Pass
1018172431	ADEY ESHETU ABEBE	F	12	N	26	41	33	38	40	40	40	54	312/480	65	92.2	Pass
1018143913	AFOMIA TIBEBESELASSIE TEREFE	F	13	N	32	55	36	37	41	42	35	54	332/480	69	94.8	Pass
1018170685	AYDA MOHAMMED NASER	F	13	N	40	53	57	51	45	56	52	59	413/480	86	99.8	Pass
1019452055	BAMLAK GIZACHEW DEMISSIE	F	13	N	28	44	27	35	40	36	40	52	302/480	63	90.6	Pass
1019453219	BAMLAK MENGISTU ASHAGRE	F	13	N	36	50	36	34	41	47	38	51	333/480	69	94.8	Pass
1018145562	BEMNET ANBESSIE GEBREMICHAEL	F	15	N	51	32	35	38	37	42	33	57	325/480	68	94.2	Pass
1018170103	BETELEHEM ENDALE HAILE	F	14	N	39	40	20	30	36	26	33	57	281/480	59	86.9	Pass
1019451570	BETELHEM AREGA SHERKA	F	13	N	37	44	35	37	37	36	28	50	304/480	63	90.6	Pass
1019453801	BETELHEM DEGFE WOLDETSADIK	F	14	N	40	48	27	36	33	36	35	56	311/480	65	92.2	Pass
1018171558	BETELHEM GEBRU ANDEYA	F	14	N	27	37	39	31	29	28	30	51	272/480	57	84.7	Pass
1019452637	BETELHEM KASSEGN AREGAHEGN	F	12	N	34	47	24	30	39	39	33	53	299/480	62	89.7	Pass
1019453316	BETHELEHEM BERHANU GEBREWOLDE	F	14	N	32	46	41	34	36	39	43	56	327/480	68	94.2	Pass
1018173983	BETHELHEM DAWIT RUSSOM	F	14	N	39	54	44	38	43	44	39	54	355/480	74	97.2	Pass
1018145271	BETHELHEM MENBERE WORKAFERAHU	F	14	N	28	32	45	37	43	51	40	54	330/480	69	94.8	Pass
1018175147	BETHLEHEM GIRMA GEBREHANNA	F	14	N	39	42	38	41	43	44	38	49	334/480	70	95.4	Pass
1019455062	BETHLHEM TESHALE MEMIRE	F	13	N	37	50	32	43	41	43	36	52	334/480	70	95.4	Pass
1019455547	BETLHEM DEGU ANDETA	F	14	N	32	31	12	21	20	16	25	55	212/480	44	60.2	Pass
1018145174	BEZA BEKELE TEKLEMARIYAM	F	13	N	33	37	18	21	37	34	29	53	262/480	55	82.4	Pass
1018146338	BEZAWIT ALEMAYEHU ABERA	F	13	N	29	46	29	24	35	28	35	46	272/480	57	84.7	Pass
1018172625	BEZAWIT GIRMA WOLDEMICHAEL	F	13	N	39	47	51	45	36	45	45	55	363/480	76	98.0	Pass
1019453413	BISRAT GIRMA BERHANU	F	14	N	38	56	56	52	45	52	45	54	398/480	83	99.5	Pass
1018169521	BITANIYA DEMEKE FEYISSA	F	14	N	40	43	54	48	45	53	45	57	385/480	80	99.0	Pass
1018144592	BLEN ALEMSGED YSEHAK	F	14	N	34	46	47	36	39	35	41	49	327/480	68	94.2	Pass
1018173401	BLEN SOLOMON GEBRESELASSIE	F	13	N	35	51	26	33	39	32	27	52	295/480	61	89.0	Pass
1018172140	BLEN WONDIMENEH JENBERE	F	14	N	31	40	17	27	40	36	41	53	285/480	59	86.9	Pass
1018146823	DAGMAWIT ABEBE BERHE	F	13	N	28	38	12	31	33	37	34	48	261/480	54	80.9	Pass
1019454383	DAGMAWIT GETU KUMA	F	14	N	32	43	9	23	37	31	32	53	260/480	54	80.9	Pass

Addis Ababa.City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-03-18

School Name Nativity Girls

School Type Regular

Reg No	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1018146920	DANAYET ALEMAYEHU DESALEGN	F	13	N	38	51	45	34	33	40	36	54	331/480	69	94.8	Pass
1018145465	DEBORA KASSAHUN BEKELE	F	14	N	32	44	36	36	39	29	30	52	298/480	62	89.7	Pass
1018175244	DIANA JUAKI SOZA	F	14	N	29	40	53	50	45	48	45	46	356/480	74	97.2	Pass
1018171946	EDEN KIFLE RETA	F	14	N	24	45	41	44	45	46	44	46	335/480	70	95.4	Pass
1018172528	EDEN LULSEGED SHENKUTE	F	13	N	30	45	42	41	43	42	45	52	340/480	71	95.9	Pass
1019452540	EDEN TESFAYE WELDE	F	14	N	37	47	26	41	39	41	36	55	322/480	67	93.6	Pass
1018171461	EDEN ZINABU BERHE	F	13	N	36	51	44	44	37	43	42	48	345/480	72	96.4	Pass
1018144204	ELIZABETH ADANE TEMESGEN	F	13	N	23	31	32	22	32	33	37	50	260/480	54	80.9	Pass
1018173304	ELSA TAKELE GELETU	F	15	N	32	33	23	26	32	41	36	49	272/480	57	84.7	Pass
1018172722	ELSHADAY FISSEHA JIMA	F	14	N	31	33	35	39	40	38	40	52	308/480	64	91.5	Pass
1019451667	ELSHADAY TSEGAYE ASSEFA	F	14	N	33	47	45	43	41	43	36	54	342/480	71	95.9	Pass
1018174468	ETSEGENET RETTA WONDIMU	F	13	N	37	39	17	22	31	23	19	53	241/480	50	74.3	Pass
1018175341	ETSELAWIT KEBEDE FUFA	F	13	N	35	42	24	20	24	24	21	51	241/480	50	74.3	Pass
1018172916	EYERUSALEM ADMASSU KASSA	F	13	N	33	44	35	30	33	28	22	48	273/480	57	84.7	Pass
1018170976	EYERUSALEM SEMAHEGNE ABATE	F	13	N	37	56	36	39	35	37	37	51	328/480	68	94.2	Pass
1018172237	FIKIR GETU DEGEFA	F	13	N	37	57	20	33	40	22	30	45	284/480	59	86.9	Pass
1018172819	HABTAM DESSE ALEMAYEHU	F	14	N	37	46	33	40	39	40	46	57	338/480	70	95.4	Pass
1019451376	HANAN TIRUNEH NURO	F	15	N	25	36	30	33	36	27	18	50	255/480	53	79.3	Pass
1018144301	HANNA ASFAW BEKELE	F	13	N	36	40	30	33	23	31	34	47	274/480	57	84.7	Pass
1019453704	HANNAN ABDULETIF REJA	F	13	N	41	47	54	50	47	51	48	56	394/480	82	99.3	Pass
1018146532	HAYAT SHEMSU SEID	F	13	N	30	43	30	17	35	30	31	50	266/480	55	82.4	Pass
1018145368	HELA TILAYE GERESSU	F	14	N	43	53	51	47	47	48	47	56	392/480	82	99.3	Pass
1018170394	HELEDANA ADERAJEW HAILU	F	14	N	40	44	24	25	31	24	26	56	270/480	56	83.7	Pass
1019454092	HERMELA GETACHEW MANAYE	F	13	N	28	48	26	31	31	26	25	47	262/480	55	82.4	Pass
1019455741	HERMELA SAMUEL EFREM	F	13	N	41	44	24	38	32	35	21	55	290/480	60	88.0	Pass
1018169424	HERMON ATLABACHEW WOLDEMICHEAL	F	13	N	34	46	36	14	31	18	19	44	242/480	50	74.3	Pass
1018173013	HERMONA TESFU KIDANE	F	13	N	29	45	29	27	33	31	28	48	270/480	56	83.7	Pass
1018144495	HIWOT TADESSE TEKLEMARIAM	F	14	N	30	46	44	27	33	34	28	49	291/480	61	89.0	Pass
1018174953	HLINA TEGEGN GIRUM	F	13	N	38	40	30	40	36	33	24	47	288/480	60	88.0	Pass

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Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-03-18

School Name Nativity Girls

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1018144107	MOMONA GEBRAREGAWI GEBREGEZEA...	F	15	N	31	43	33	25	28	21	31	56	268/480	56	83.7	Pass
1018170588	NARDOS AYELE ASHENAFI	F	13	N	45	55	60	51	52	58	51	57	429/480	89	99.9	Pass
1018144010	NARDOS MESFIN YILMA	F	13	N	30	42	36	31	31	15	19	51	255/480	53	79.3	Pass
1018173207	NEBIYAT YIRGA TADESSE	F	13	N	34	45	33	32	39	35	30	49	297/480	62	89.7	Pass
1019452734	NISHAN SHUMETE KASSAHUN	F	14	N	33	52	51	42	39	24	37	53	331/480	69	94.8	Pass
1019455256	PHEVEN YONAS GEBREEGZABHER	F	13	N	38	41	56	43	37	19	38	54	326/480	68	94.2	Pass
1019454577	RAHEL DEBEBE KEREGO	F	14	N	37	47	48	44	33	38	31	57	335/480	70	95.4	Pass
1018170006	RAHEL TESFAYE KEFALE	F	13	N	41	50	53	39	36	33	38	53	343/480	71	95.9	Pass
1018146047	RAHMET ALI MOHAMED	F	14	N	36	45	47	39	33	35	32	55	322/480	67	93.6	Pass
1019453510	RAKEB MESFIN TESFAYE	F	13	N	42	53	51	40	36	39	33	54	348/480	73	96.8	Pass
1019454480	REBEKA ALEMU BEREDA	F	13	N	26	46	42	30	31	26	31	52	284/480	59	86.9	Pass
1019455450	REDIEAT MELAKU MESELE	F	13	N	38	41	38	35	39	32	35	58	316/480	66	93.0	Pass
1018171170	REDIET KIDANE GEDEFAW	F	14	N	32	52	47	37	31	23	30	48	300/480	63	90.6	Pass
1018171073	REDIET YITAGESU BALCHA	F	13	N	40	52	54	43	43	46	24	52	354/480	74	97.2	Pass
1018174080	REKIK PASQUALE FENZI	F	13	N	35	50	47	33	31	29	28	55	308/480	64	91.5	Pass
1019453995	REWINA AWASH GEBRU	F	14	N	27	42	51	40	37	25	39	52	313/480	65	92.2	Pass
1018174177	RODAS AYELE YESHITLA	F	13	N	27	42	42	38	36	35	39	46	305/480	64	91.5	Pass
1018175050	RUTA TEWELDEBRHAN GEBREAREGAWE	F	14	N	21	33	48	40	37	35	38	48	300/480	63	90.6	Pass
1019455644	RUTH DAGNACHEW SHIBESHI	F	13	N	43	51	51	52	47	55	51	58	408/480	85	99.7	Pass
1018144980	RUTH TIGABU MESFIN	F	14	N	23	31	36	32	29	19	27	50	247/480	51	76.2	Pass
1019454965	SAMRAWIT MAMO BEYENE	F	15	N	31	53	47	42	36	42	37	57	345/480	72	96.4	Pass
1019454189	SARA SIRAK DUBALE	F	14	N	36	46	36	34	32	37	28	55	304/480	63	90.6	Pass
1018144883	SARA TEKALIGN WELTEGI	F	14	N	35	49	53	42	31	39	42	48	339/480	71	95.9	Pass
1018174274	SARON BERHANU HIKA	F	13	N	40	56	45	46	40	37	38	56	358/480	75	97.6	Pass
1018145853	SELAMAWIT BIRHANU GELAW	F	14	N	39	52	48	41	39	39	34	52	344/480	72	96.4	Pass
1018169909	SELAMAWIT TEFERA MUCHE	F	14	N	38	52	53	48	44	54	41	54	384/480	80	99.0	Pass
1018169327	SELOME BERHANU GEBREAB	F	15	N	39	45	53	46	39	48	33	44	347/480	72	96.4	Pass
1018173886	SEMARIA AKLILU KEBEDE	F	13	N	32	51	51	43	37	47	37	49	347/480	72	96.4	Pass
1018145077	SEMAWIT GHION SAHLU	F	14	N	31	49	51	41	36	47	35	48	338/480	70	95.4	Pass

Addis Ababa City Government Education Bureau 2003 E.C. (2011)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-03-18

School Name Nativity Girls

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1019451764	SEMHAL KAHSAY GEBRE	F	13	N	31	54	41	42	35	38	35	58	334/480	70	95.4	Pass
1019452249	SOSINA MELESE SHIKUR	F	16	N	35	43	45	41	33	37	30	56	320/480	67	93.6	Pass
1019453607	TERHAS BERHANE HAYLEMARIAM	F	13	N	40	53	53	47	45	49	46	59	392/480	82	99.3	Pass
1018170491	TEWOBSTA NEGASH MAMO	F	14	N	42	50	44	41	39	33	38	52	339/480	71	95.9	Pass
1018145756	TIEGST FELEKE DEMESAE	F	13	N	40	43	18	18	28	23	16	50	236/480	49	72.3	Pass
1018144786	TINBIT MESFIN MULUNEH	F	13	N	28	45	30	26	39	34	30	44	276/480	58	85.8	Pass
1018174371	TIZITA YARED TSOMELISAN	F	14	N	36	51	36	39	37	37	33	50	319/480	66	93.0	Pass
1019454286	TSEGEREDA ABEBE GETANEH	F	14	N	24	31	33	35	37	38	31	42	271/480	56	83.7	Pass
1018171849	TSEGEREDA ALEMU MENAYE	F	16	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1019455935	TSION AYALEW KENO	F	12	N	40	39	32	34	49	44	28	51	317/480	66	93.0	Pass
1018171267	TSION YEHENEW LEMMA	F	13	N	34	50	32	49	49	43	38	50	345/480	72	96.4	Pass
1018146241	WUBAYEHU ADANE MEHERETU	F	13	N	30	34	29	26	43	43	32	54	291/480	61	89.0	Pass
1018146629	YANET ABEBE BEJIGA	F	13	N	38	54	57	49	51	53	50	58	410/480	85	99.7	Pass
1018174856	YEABSERA HAILU LEMA	F	14	N	24	40	36	25	36	27	12	49	249/480	52	77.7	Pass
1018174662	YELSHADAY NIGUSSIE SHIBRU	F	13	N	40	42	26	33	37	25	28	51	282/480	59	86.9	Pass
1018146726	YETNAYET GIZACHEW DEMESSIE	F	15	N	29	46	26	32	36	33	34	56	292/480	61	89.0	Pass
1019452831	YETNAYET TAYE AYELE	F	14	N	30	48	23	30	32	26	27	52	268/480	56	83.7	Pass
1018171364	YORDANOS YEHENEW LEMMA	F	13	N	39	55	56	54	51	58	50	55	418/480	87	99.8	Pass
1018145659	ZEMEN MEKONNEN MENGESHA	F	13	N	33	51	20	29	39	20	24	53	269/480	56	83.7	Pass
1018173110	ZESEMAYAT TESFAYE TSEGAYE	F	13	N	45	56	56	50	48	55	51	60	421/480	88	99.9	Pass

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-02[illegible]06

School Name Bethelhem

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020825575	ABDULKERIM NUREDIN YESUF	M	14	N	16	17	8	20	11	16	18	39	145/480	30	10.9	Fail
1020833335	ABEL ADERE AYELE	M	14	N	25	16	20	30	15	12	22	40	180/480	38	39.8	Pass
1020847303	ABEL GEBREEGZIABHER HILU	M	14	N	26	25	17	16	15	21	13	38	171/480	36	32.9	Fail
1020841677	ABEL MESAY GAREDAW	M	15	N	27	16	9	16	20	16	9	36	149/480	31	14.4	Fail
1020825866	ABEL TARIKU WELDMIKAIL	M	13	N	34	25	20	21	16	12	14	43	185/480	39	43.4	Pass
1020841192	ABEL ZEWUDU HAILE	M	14	N	22	26	12	18	15	26	21	44	184/480	38	39.8	Pass
1020842162	ABENEZER KASSA HORSA	M	15	N	22	29	11	17	16	26	21	43	185/480	39	43.4	Pass
1020822568	ABRHAM GETU SEMU	M	17	N	25	30	14	18	19	23	24	29	182/480	38	39.8	Pass
1020847109	ABRHAM LEYEKYN DEBAIKIE	M	16	N	28	22	20	16	28	17	16	34	181/480	38	39.8	Pass
1020846430	ACHAMYELEH AMANUEL MEJA	M	14	N	29	39	9	18	25	23	22	41	206/480	43	56.5	Pass
1020816166	ADEL NURAHMED SEID	M	13	N	34	17	18	14	15	18	17	37	170/480	35	29.1	Fail
1020839640	AFEWORK HAILAY GEBRETSDKAN	M	14	N	36	41	30	39	32	44	30	50	302/480	63	91.0	Pass
1020815487	AGERITU KASSE KABEDE	F	12	N	30	39	29	27	19	12	27	32	215/480	45	62.6	Pass
1020841095	ALAZAR TEMESGEN BEREHE	M	14	N	25	20	24	24	19	17	24	24	177/480	37	35.9	Pass
1020870001	ALEMTEHY AYLEW MEKONEN	F	13	N	27	23	20	24	13	18	12	40	177/480	37	35.9	Pass
1020832365	ANTENCHE MULUGETA REGASSA	M	13	N	35	33	21	35	27	33	25	44	253/480	53	79.2	Pass
1020823829	AREFAT NESRU AHMED	M	14	N	35	30	17	24	31	23	19	44	223/480	46	65.3	Pass
1020869516	BEKA HAILU TOLA	M	13	N	33	33	15	19	28	24	23	41	216/480	45	62.6	Pass
1020842259	BEREKENHE BELACHAW YAZACHAW	M	13	N	22	22	15	28	21	16	15	38	177/480	37	35.9	Pass
1020813062	BETEL ALEMAYEHU GEBRE	F	14	N	22	20	14	24	17	12	11	40	160/480	33	21.2	Fail
1020814323	BETHLEHEM ALAMEREW ABATE	F	13	N	24	23	18	18	15	17	13	30	158/480	33	21.2	Fail
1020844975	BETHLEHEM ALEMU ABERA	F	13	N	23	17	12	19	9	12	14	39	145/480	30	10.9	Fail
1020841589	BETHLEHEM MESFIN ADDIS	F	14	N	29	21	17	18	21	16	10	28	160/480	33	21.2	Fail
1020845169	BETHLEHEM ZEWDU YIWEGA	F	15	N	17	19	17	17	7	13	19	35	144/480	30	10.9	Fail
1020821747	BETHLEHEM DEGEFA BADADA	F	14	N	27	19	9	19	25	18	10	35	162/480	34	25.1	Fail
1020869225	BETSELOT TASEW BAYU	M	14	N	32	33	20	26	17	26	20	34	208/480	43	56.5	Pass
1020842483	BEZAWIT AFEWORK DEBRETSION	F	13	N	26	26	17	17	16	16	12	38	168/480	35	29.1	Fail
1020845072	BEZAWIT KASSAHUN TEZAZU	F	15	N	35	22	15	13	17	14	18	41	175/480	36	32.9	Fail
1020851680	BINYAM HAILAY GEBREEGZIABHER	M	13	N	33	15	21	14	25	8	12	27	135/480	28	5.6	Fail

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-02-06

School Name Bethelhem

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020833626	BIRUK BEZABEH KEFAIE	M	13	N	26	15	9	16	23	29	21	37	176/480	37	35.9	Pass
1020832947	BIRUKTAWIT MELKAMU DAGNEW	F	14	N	37	30	20	19	16	17	21	37	197/480	41	50.5	Pass
1020813353	BRUKTAWIT FISEHA TAREGNE	F	15	N	32	33	20	20	27	12	18	32	194/480	40	47.0	Pass
1020816069	DAGMAWI SAMUEL BEKELE	M	13	N	22	25	24	19	15	19	15	24	163/480	34	25.1	Fail
1020807921	DANIEL SOLOMON MAMO	M	15	N	12	13	27	19	21	14	14	28	148/480	31	14.4	Fail
1020867770	DAWIT BOJA GELETA	M	15	N	41	25	15	19	25	35	18	42	220/480	46	65.3	Pass
1020826060	DAWIT DERESSE YALWE	M	14	N	19	20	9	19	19	24	14	38	162/480	34	25.1	Fail
1020822859	DAWIT GEBRESLASSIE KIDANE	M	13	N	22	18	26	16	20	27	24	39	192/480	40	47.0	Pass
1020828291	DAWIT LEULSAGED DEBEBE	M	13	N	38	34	18	32	32	35	25	48	262/480	55	82.3	Pass
1020813644	DEMEKE CHERENTE AZENE	M	14	N	38	45	20	33	31	42	32	51	292/480	61	89.3	Pass
1020816263	EBRAHM NEGMU NESREDIN	M	13	N	25	25	12	21	31	37	24	48	223/480	46	65.3	Pass
1020844684	EDEN BIRUK HALIE	F	13	N	28	33	15	15	24	12	13	42	182/480	38	39.8	Pass
1020814517	EDEN DAGEM MERSE	F	14	N	25	14	11	20	9	13	22	27	141/480	29	8.1	Fail
1020845681	EDIDIYA FEKADU BEKELE	F	14	N	30	16	17	22	21	17	21	46	190/480	40	47.0	Pass
1020823344	EFREM YOSEPH ENDALE	M	14	N	30	14	21	22	28	29	21	35	200/480	42	53.2	Pass
1020814129	EKRAM MOHAMMED ALI	F	13	N	46	37	29	43	33	46	34	54	322/480	67	93.8	Pass
1020845848	ELHAM YESUF ABDULKADER	F	13	N	32	30	15	20	15	24	27	42	205/480	43	56.5	Pass
1020814226	ELSA FESSEHA GEBREMARIAM	F	15	N	40	44	20	22	33	30	24	53	266/480	55	82.3	Pass
1020814808	ELSABET BIREDA MUWANA	F	15	N	27	40	17	18	35	22	23	41	223/480	46	65.3	Pass
1020814905	ELSHADAY WORKU TEGAYE	F	14	N	27	16	15	16	28	16	11	45	174/480	36	32.9	Fail
1020844587	ELSHIADAY AIEMAYEHU BIHONEGNE	F	13	N	30	42	15	16	21	13	19	40	196/480	41	50.5	Pass
1020841774	EMMANUEL TAYE GETACHAW	M	13	N	31	51	27	23	37	26	30	44	269/480	56	83.8	Pass
1020813838	ESETE KASSA TAREKGNE	F	14	N	41	34	20	31	25	29	28	48	256/480	53	79.2	Pass
1020822665	ETENESH MUNEYE TIZAZU	F	15	N	27	15	15	22	4	17	15	35	150/480	31	14.4	Fail
1020840610	EYERUSALEM ALEMAYEHU TAKLE	F	13	N	23	16	20	21	16	16	21	26	159/480	33	21.2	Fail
1020814420	EYERUSALEM SAHLE BEHUDA	F	13	N	42	33	29	24	25	27	23	43	246/480	51	76.2	Pass
1020842550	EYERUSALEM TEKA ASFAW	F	14	N	32	24	26	23	25	20	26	40	216/480	45	62.6	Pass
1020841483	FASIKA DAWITE FETAWAK	F	15	N	29	20	20	20	17	17	15	39	177/480	37	35.9	Pass
[illegible]	FASIL DESTA GELANEH	M	14	N	22	47	23	23	24	21	18	38	216/480	45	62.6	Pass

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-02-06

School Name Bethel [illegible]m

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020814614	FEVAN SEMERE GEBEREEGZE	F	14	N	27	25	17	30	16	24	19	41	199/480	41	50.5	Pass
1020813159	FEVEN MILION ASEFA	F	14	N	20	22	17	31	21	11	17	24	163/480	34	25.1	Fail
1020822374	FEVEN TESHOME SEGNI	F	14	N	25	45	26	30	27	20	22	23	218/480	45	62.6	Pass
1020807630	FIKADNSHE BIRUK WOGDERES	F	15	N	26	27	21	23	17	14	30	44	202/480	42	53.2	Pass
1020823441	FILIMON FESHA TEKELEHAYMANOT	M	14	N	28	22	20	24	27	28	21	41	211/480	44	59.7	Pass
1020816457	FRAOL MILKIYAS MOSISA	M	14	N	41	47	32	40	36	25	28	42	291/480	61	89.3	Pass
1020815293	GEBRELA DANGE NEGASH	F	13	N	25	32	26	23	25	20	25	34	210/480	44	59.7	Pass
1020823538	GEDION ABEBE ENEGEDA	M	13	N	15	25	30	33	35	18	25	43	224/480	47	67.4	Pass
1020814032	GERAWERK LEGESSE NEGASH	F	14	N	37	29	35	24	25	18	15	46	229/480	48	69.9	Pass
1020842356	GERUM BERHANU WERKALEMAW	M	15	N	33	35	42	24	33	24	19	32	242/480	50	74.2	Pass
1020813450	GIRUM ZEWDU YENENEH	M	14	N	36	33	32	37	25	24	21	48	256/480	53	79.2	Pass
1020807339	GIZACHEW TAMIRAT ABDI	M	17	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1020825769	HABTAMU KETEMA REBA	M	14	N	35	33	30	32	21	19	18	19	207/480	43	56.5	Pass
1020868158	HABTAMU SHOWASGED TADESSE	M	15	N	22	18	42	33	21	8	27	20	191/480	40	47.0	Pass
1020868740	HAFTOM BERHANE TADESSE	M	14	N	35	19	14	10	17	19	28	47	189/480	39	43.4	Pass
1020868449	HANA ASFAW GETAHUN	F	13	N	47	45	29	40	33	43	32	55	324/480	68	94.5	Pass
1020826448	HANA BELAY BOGALE	F	13	N	25	22	8	18	15	13	18	28	147/480	31	14.4	Fail
1020840222	HANA TESFAY GEBREMARIAM	F	13	N	31	33	27	32	16	17	24	39	219/480	46	65.3	Pass
1020827709	HAYMANOT MELKAMU YAYE	M	14	N	28	18	36	31	16	6	11	40	186/480	39	43.4	Pass
1020813741	HEBROM MNTESNOT DAGNACHEW	F	13	N	19	26	29	30	21	11	11	33	180/480	38	39.8	Pass
1020845654	HELEN TSEHARE ACHAMYELEH	F	14	N	30	24	33	26	20	13	21	30	197/480	41	50.5	Pass
1020840319	HELINA GEBREMESKEL HAILEMARIAM	F	13	N	39	35	29	30	25	21	19	49	247/480	51	76.2	Pass
1020869710	HENOK BEFKADU ASSEFA	M	14	N	25	28	30	28	20	12	16	41	200/480	42	53.2	Pass
1020846818	HENOK BIHONEGN FANETAWE	M	14	N	26	13	30	33	32	25	33	30	222/480	46	65.3	Pass
1020839543	HENOK TEMESEGEN WOLDESILASSIE	M	15	N	42	46	33	33	31	46	34	50	315/480	66	93.2	Pass
1020840513	HIBST GEREMW MENKIR	F	14	N	36	37	26	30	32	24	33	46	264/480	55	82.3	Pass
1020845557	HIKMA ABDU JEMALE	F	13	N	32	16	38	24	28	16	22	41	217/480	45	62.6	Pass
1020868061	HNOKE BKELE TAFESE	M	14	N	26	23	32	33	35	16	23	48	236/480	49	72.2	Pass
1020807224	JALENE WAYU AWAKYO	F	15	N	30	30	33	23	20	17	18	28	199/480	41	50.5	Pass

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-02-06

School Name Bethelhem

School Type Regular

Reg No	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020832462	KALAB ESHETU BELAY	M	14	N	27	22	35	24	25	13	22	31	199/480	41	50.5	Pass
1020827612	KALEB TSEDALU MENBERU	M	13	N	41	41	44	38	36	45	33	51	329/480	69	95.1	Pass
1020813256	KALKEDAN ASCHENAKIE KEBEDE	F	14	N	32	34	39	36	36	18	17	28	240/480	50	74.2	Pass
1020832559	KALKIDAN ASSEFA HABTAMU	F	13	N	35	32	18	27	27	27	18	38	222/480	46	65.3	Pass
1020841968	KALKIDAN DEGEFU DEDU	F	13	N	25	18	17	22	20	20	19	35	176/480	37	35.9	Pass
1020841386	KALKIDAN GASHU ADRES	F	14	N	34	23	11	14	24	17	20	39	182/480	38	39.8	Pass
1020832753	KALKIDAN TAKELE BEKELE	F	14	N	39	14	20	16	25	19	14	45	192/480	40	47.0	Pass
1020815778	KENZIYA SHEMSU MOHAMMED	F	15	N	22	14	20	22	19	18	26	31	172/480	36	32.9	Fail
1020846042	KIMIYA JEHAD BALCHA	F	15	N	27	28	36	32	12	18	27	40	220/480	46	65.3	Pass
1020839834	KIRUBEL BEGASHAW ASHEBIR	M	13	N	44	47	33	37	31	37	35	53	317/480	66	93.2	Pass
1020839737	KIRUBEL HALEYESUS FIKRE	M	14	N	41	45	20	35	17	15	33	55	261/480	54	80.9	Pass
1020832074	KIRUBEL MENBERU ALEMU	M	14	N	43	46	30	40	47	51	44	55	356/480	74	97.6	Pass
1020845460	KOKEB TEDLA MESERET	F	14	N	25	31	20	17	20	14	30	41	198/480	41	50.5	Pass
1020825478	KUREAT KIDANE AYELE	M	14	N	30	31	17	31	12	17	17	45	200/480	42	53.2	Pass
1020827903	LEULSEGED TARIKU TEKE	M	13	N	33	29	17	27	24	29	27	45	231/480	48	69.9	Pass
1020815584	LIDIA BIRHANU AYELE	F	13	N	42	43	23	26	20	24	22	43	243/480	51	76.2	Pass
1020845945	LIDYA SAHLIE DENDER	F	14	N	28	24	18	27	13	12	17	37	176/480	37	35.9	Pass
1020844490	MAHALET SHEMLESH LIVEN	F	14	N	29	22	14	29	13	15	16	36	174/480	36	32.9	Fail
1020846236	MAHDER TADESSE MEBRATU	F	15	N	26	30	18	19	16	20	17	31	177/480	37	35.9	Pass
1020825963	MAHELTE SHEWANGZAW SIMA	F	15	N	26	18	17	14	17	20	17	44	173/480	36	32.9	Fail
1020845363	MAHLET DAWIT BIRHANU	F	14	N	25	26	12	17	9	14	14	28	145/480	30	10.9	Fail
1020840416	MARTA BEHABTU BEKELE	F	14	N	38	33	17	28	31	30	31	46	254/480	53	79.2	Pass
1020827806	MEHARI TEKLAY ALEMBRHAN	M	13	N	29	32	18	22	19	24	20	51	215/480	45	62.6	Pass
1020813935	MEKDELAWIT TAYE GEBREEGZIABHER	F	15	N	42	35	15	19	24	22	16	40	213/480	44	59.7	Pass
1020840707	MEKDES ESHETU TEKLEAB	F	15	N	30	30	15	17	20	11	16	35	174/480	36	32.9	Fail
1020815196	MEKDES MULUSHWA SHIFERAW	F	16	N	24	23	16	15	17	12	19	39	166/480	35	29.1	Fail
1020845266	MEKEDELAWIT SHEBESHE DELELEGN	F	14	N	31	24	20	19	9	15	11	31	160/480	33	21.2	Fail
1020869419	MELAKU FEKADU DEMISA	M	14	N	36	29	20	24	25	40	33	48	255/480	53	79.2	Pass
1020844878	MELAT YONATEN CHERNET	F	13	N	39	27	15	11	13	21	17	48	191/480	40	47.0	Pass

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-02-06

School Name Bethelhem

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020815972	MERON FITSUM SALEH	F	13	N	25	24	21	20	15	25	16	37	183/480	38	39.8	Pass
1020840901	MERON SOLOMON TADESSE	F	14	N	36	32	11	12	16	20	20	39	186/480	39	43.4	Pass
1020813547	MESERT MESFEN ELALA	F	14	N	27	27	12	12	16	17	22	34	167/480	35	29.1	Fail
1020833238	MESGANA AYELE ANGELO	M	14	N	30	19	11	12	15	16	26	40	169/480	35	29.1	Fail
1020871844	METADEL AMBAW TERUSEWE	F	16	N	37	41	24	33	21	10	23	34	223/480	46	65.3	Pass
1020869807	MICHAEL TOMAS KINFE	M	13	N	34	39	20	34	17	20	41	52	257/480	54	80.9	Pass
1020831977	MICHALE DEJENE GEBREMARIAM	M	13	N	39	43	17	20	35	27	15	37	233/480	49	72.2	Pass
1020815002	MIHRET DUBALE CHERENTE	F	14	N	28	28	18	14	17	22	19	30	176/480	37	35.9	Pass
1020869904	MIHRET GERAWORK SEIFE	F	14	N	28	30	14	15	16	16	22	42	183/480	38	39.8	Pass
1020868643	MIHRET TOLOSSA BEDANE	F	13	N	35	33	24	30	24	33	26	42	247/480	51	76.2	Pass
1020833432	MIKIYAS DEBEBE LEGESE	M	14	N	36	33	20	17	21	20	27	40	214/480	45	62.6	Pass
1020833529	MIKYAS MEKONNEN GUDSI	M	14	N	28	33	12	22	19	15	41	37	207/480	43	56.5	Pass
1020815875	MULUKEN BEKELE KUMSSA	F	15	N	31	18	17	25	16	13	24	37	181/480	38	39.8	Pass
1020840804	MUNA FEREJA ADEM	F	14	N	32	19	17	28	17	20	32	40	205/480	43	56.5	Pass
1020846333	MUSE ASNAKE JEGNA	M	15	N	29	37	18	27	16	21	32	41	221/480	46	65.3	Pass
1020868255	MUSIE SOLOMON BEKLE	M	14	N	27	23	17	25	13	15	24	39	183/480	38	39.8	Pass
1020832171	MUSSE BERHANE GEBRESELASSIE	M	13	N	31	39	24	34	31	31	24	45	259/480	54	80.9	Pass
1020870195	NANI GUTA KORCHA	F	13	N	24	38	26	31	20	27	19	33	218/480	45	62.6	Pass
1020846624	NATNAEL BIRHANU KABTIMER	M	13	N	24	29	17	16	25	14	24	42	191/480	40	47.0	Pass
1020846721	NATNAEL GETACHEW ABAY	M	13	N	30	36	18	25	25	23	31	49	237/480	49	72.2	Pass
1020832268	NATNAEL MESFIN ENDRISE	M	14	N	30	37	17	27	24	25	33	46	239/480	50	74.2	Pass
1020847206	NEBIL JEMAL OUMER	M	15	N	37	48	12	24	20	13	34	47	235/480	49	72.2	Pass
1020847497	NEGUS SOLOMON ALMU	M	14	N	28	37	17	24	9	24	34	46	219/480	46	65.3	Pass
1020845751	RAHANA FISSHEA AKALU	F	14	N	23	28	14	12	27	30	11	26	171/480	36	32.9	Fail
1020841871	REBIKA MULUGETA MEDEHANY	F	14	N	24	16	20	14	23	22	16	31	166/480	35	29.1	Fail
1020821695	REGATE HAYLAY WELDEGEBREL	F	17	N	29	25	8	22	21	17	30	45	197/480	41	50.5	Pass
1020822180	RIBKA WERKINEH ASEFA	F	14	N	35	18	18	15	16	17	13	36	168/480	35	29.1	Fail
1020869613	ROBEL TADESSE SEYOUM	M	13	N	26	33	21	17	20	19	27	43	206/480	43	56.5	Pass
1020869128	ROZA ENDALE ALEMAYEHU	F	14	N	29	30	18	16	23	20	20	42	198/480	41	50.5	Pass

Addis Ababa University Libraries

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-02-06

School Name Bethelhem

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020825672	RUFALE TADELE DENDER	M	13	N	30	34	15	17	20	21	12	36	185/480	39	43.4	Pass
1020869031	RUHAMA DEMISS WOLDEGEBREL	F	15	N	32	36	12	20	20	27	16	41	204/480	43	56.5	Pass
1020868934	RUTH SENTAYHU GETACHEW	F	14	N	40	47	18	30	32	25	33	46	271/480	56	83.8	Pass
1020832656	SAMRAWIT TESFAYE KIFETEW	F	14	N	35	39	36	30	32	36	25	48	281/480	59	87.1	Pass
1020869322	SAMSON KEBEDE ADERA	M	14	N	40	51	21	27	28	38	31	49	285/480	59	87.1	Pass
1020847012	SAMSON TEFERY ASFAW	M	14	N	32	47	23	30	24	27	23	47	253/480	53	79.2	Pass
1020870389	SAMUALE GETENET KASAHUN	M	13	N	28	34	14	24	32	18	26	45	221/480	46	65.3	Pass
1020833141	SAMUEL SELEMON TOSHOME	M	14	N	32	47	29	30	23	23	19	35	238/480	50	74.2	Pass
1020871941	SAMUEL TEFERI ADDISE	M	15	N	34	35	30	30	15	15	17	47	223/480	46	65.3	Pass
1020844781	SARA ARAYA ATNFU	F	15	N	20	18	12	20	15	14	11	33	143/480	30	10.9	Fail
1020846915	SARON DESU ELUL	F	61	N	30	25	15	22	19	15	27	40	193/480	40	47.0	Pass
1020814711	SEIAM DEMOZ TINSO	F	15	N	29	35	20	28	20	13	27	46	218/480	45	62.6	Pass
1020868546	SELAMAWIT BERIHU KIDANMARIAM	F	14	N	44	21	20	16	16	19	9	47	192/480	40	47.0	Pass
1020833044	SELAMAWIT NESBU TADESSA	F	13	N	29	25	20	16	21	18	14	41	184/480	38	39.8	Pass
1020816360	SELMAN MOHAMMED AHMED	M	14	N	39	51	20	27	23	32	13	28	233/480	49	72.2	Pass
1020822277	SHEWIT MESELE GERMAY	F	14	N	35	24	12	25	19	17	19	47	198/480	41	50.5	Pass
1020870292	SIBHAT SAMUEL GIZAW	M	14	N	30	36	15	28	24	19	24	38	214/480	45	62.6	Pass
1020815390	SOFIA ABDULHADI AHMED	F	13	N	27	36	17	20	15	15	26	42	198/480	41	50.5	Pass
1020842065	SOLOMON DERBACHEW KIBRET	M	14	N	25	20	20	23	19	17	20	38	182/480	38	39.8	Pass
1020831783	SURAFEL ADMASSU TAFESSE	M	14	N	29	27	24	26	27	26	19	49	227/480	47	67.4	Pass
1020846527	TENSAYABRHAN TADESSE WELDEKIDAN	M	15	N	31	36	23	20	28	27	15	45	225/480	47	67.4	Pass
1020868837	TIBELTSE TIZAZU WOLDAMICHAEL	F	14	N	34	28	26	24	23	22	17	52	226/480	47	67.4	Pass
1020821986	TIGIST BERHANU BELAY	F	15	N	25	23	20	27	8	22	18	40	183/480	38	39.8	Pass
1020828097	TIGST ALEBACHEW NURIE	F	14	N	24	31	23	20	16	30	25	39	208/480	43	56.5	Pass
1020846139	TIRUNESH TESFAW KEBEDE	F	15	N	29	23	15	16	27	25	16	49	200/480	42	53.2	Pass
1020821792	TSION LEMMA ASSEFA	F	15	N	22	15	17	15	19	13	11	40	152/480	32	17.3	Fail
1020807727	TSION WONDMAGEGH ZEWDA	F	15	N	26	23	15	18	16	15	28	46	187/480	39	43.4	Pass
1020826157	TSION YOHANNES FEKADE	F	13	N	30	23	11	17	9	20	17	33	160/480	33	21.2	Fail
1020823150	WORKENESH ADMASU HAILU	F	13	N	24	16	21	12	16	16	14	36	155/480	32	17.3	Fail

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Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-02-06

School Name Bethelhem

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1020823247	YACKIN NEGA TEKLE	M	14	N	24	37	14	21	11	19	17	31	174/480	36	32.9	Fail
1020821501	YEABSIRA SHEMELIS TEFERA	M	13	N	41	46	26	38	33	43	39	51	317/480	66	93.2	Pass
1020823732	YEMSRACH LAKEW ESHETE	F	13	N	27	34	20	20	19	20	31	45	216/480	45	62.6	Pass
1020822956	YETENAYET MULUGETA ADUGNA	F	13	N	37	33	24	17	20	20	27	43	221/480	46	65.3	Pass
1020867867	YHANNES ZERU YBRA	M	14	N	25	13	23	23	17	27	25	39	192/480	40	47.0	Pass
1020839931	YISEHAK MELAKU BEKELE	M	14	N	44	47	51	36	39	43	30	49	339/480	71	96.3	Pass
1020807242	YOHANNES GEBEYEHU YESHAW	M	14	N	41	35	15	22	21	23	18	36	211/480	44	59.7	Pass
1020821889	YOMIYU SISAY ABDISSA	F	13	N	21	12	15	17	8	11	17	29	130/480	27	3.6	Fail
1020807145	YONAS DAWIT ABERA	M	14	N	30	30	24	15	19	17	12	47	194/480	40	47.0	Pass
1020822762	YONAS TEFERI TESFAKIROS	M	14	N	23	26	14	18	23	15	18	43	180/480	38	39.8	Pass
1020807436	YORDANOS BIRHANU KABTIMER	F	14	N	28	31	20	17	19	16	26	45	202/480	42	53.2	Pass
1020823635	YORDANOS FIKADU WELDEMARIAM	F	14	N	32	21	21	17	16	16	20	38	181/480	38	39.8	Pass
1020822083	YORDANOS GETACHEW BEKELE	F	14	N	29	22	15	25	16	20	16	37	180/480	38	39.8	Pass
1020822471	ZEKARIYAS DEJENE GESHE	M	16	N	29	34	23	34	13	15	32	34	214/480	45	62.6	Pass
1020807533	ZIKRA ANSAR MOHHAMMED	F	13	N	30	29	26	22	16	27	23	49	222/480	46	65.3	Pass
1020823053	ZINET KEMAL DAWEDE	F	14	N	28	27	24	18	15	23	15	47	197/480	41	50.5	Pass
1020867964	ZUFAN GEBEREGZIABHER HAILU	F	14	N	27	33	23	21	20	24	17	47	212/480	44	59.7	Pass

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Sub-City Arada

School Code 03-02-06

School Name Betelihem

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1002540687	ABDULKADIR MOHAMMED SEID	M	15	N	35	30	18	19	31	23	29	46	231/480	48	76.4	Pass
1004067273	ABEL BEZUAYEHU LEGESSE	M	16	N	35	31	21	18	33	26	25	48	237/480	49	78.3	Pass
1004051850	ABEL TSEGAYE ENDALE	M	14	N	34	23	14	26	25	25	28	40	215/480	45	70.3	Pass
1002529823	ABENET BIRUK DESTA	M	13	N	25	31	17	22	19	18	17	44	193/480	40	55.4	Pass
1002530211	ABENET HAILE DENEGEDE	M	12	N	25	22	14	9	15	15	21	39	160/480	33	24.1	Fail
1004067564	ADANECH FANTAYE EJIGU	F	14	N	35	12	17	12	17	16	15	41	165/480	34	29.1	Pass
1002529047	ADISSU WONDWOSSEN KINFE	M	16	N	40	32	17	26	32	28	31	46	252/480	53	83.8	Pass
1004058543	ALEMNESH TESFAYE WOIDEGEBRIEL	F	15	N	29	18	18	18	27	28	31	42	211/480	44	67.7	Pass
1004068146	ALIYA MUHEDIN MUZEMIL	F	15	N	30	33	20	10	31	26	30	37	217/480	45	70.3	Pass
1004065624	AMANUEL LUNBARDIA HAILU	M	17	N	31	21	18	20	31	28	31	35	215/480	45	70.3	Pass
1004067079	AMANUEL TSEGAYE METAFERIA	M	13	N	40	39	23	20	16	20	22	44	224/480	47	74.4	Pass
1002536419	AMIR SHEMSU AWEL	M	13	N	36	14	12	12	15	14	19	43	165/480	34	29.1	Pass
1004067661	AMIRA SADIK YASSIN	F	15	N	25	10	12	11	19	16	24	42	159/480	33	24.1	Fail
1002537486	ANCHINALU ABRAHAM TEDELA	F	15	N	24	20	12	16	29	17	23	38	179/480	37	42.8	Pass
1002529144	ANDENET BELETE GASHAWTENA	M	13	N	36	27	30	18	27	30	22	42	232/480	48	76.4	Pass
1002530308	ASHENAFI GEBREMICHAEL WOLDEMIC..	M	15	N	36	28	27	23	15	23	21	49	222/480	46	72.7	Pass
1004049231	ASNAKECH LEGESSE ASFAW	F	15	N	30	21	12	19	21	20	19	45	187/480	39	51.4	Pass
1004049328	AZEB ASHENAFI KEBEDE	F	14	N	36	28	11	18	25	26	20	50	214/480	45	70.3	Pass
1004066012	BEAKAL TIBEBU GERESSU	M	16	N	33	13	11	36	23	25	13	42	196/480	41	59.0	Pass
1002529241	BEMENET DILNESAW DEMELEW	M	14	N	36	32	18	18	23	22	30	43	222/480	46	72.7	Pass
1004065527	BESUFEKAD BELETE BETRU	M	15	N	26	19	20	20	20	21	31	36	193/480	40	55.4	Pass
1002540493	BETHELEHEM HABTEGEBRIEL TSEGAYE	F	15	N	39	12	21	20	19	29	24	42	206/480	43	64.9	Pass
1004058931	BETHELEHEM SHIFERAW WORDOFA	F	13	N	38	21	18	17	28	26	25	47	220/480	46	72.7	Pass
1002537971	BETHLEHEM SISSAY MERSHA	F	14	N	42	23	27	19	33	43	27	47	261/480	54	85.0	Pass
1002540590	BEZAWORK NEGUSSE ADERA	F	14	N	36	33	29	20	35	44	37	44	278/480	58	89.0	Pass
1004066982	BINIAM GEDLU BESHAH	M	12	N	36	34	32	21	35	37	35	49	279/480	58	89.0	Pass
1004051947	BINYAM FASSIL ADUGNA	M	15	N	35	27	30	23	31	27	36	44	253/480	53	83.8	Pass
1004050492	BINYAM MEKONNEN GUDISSA	M	13	N	33	32	24	26	33	36	33	51	268/480	56	87.1	Pass
1004065721	BINYAM MEKONNEN KEBEDE	M	13	N	27	28	14	16	29	27	23	36	200/480	42	61.8	Pass

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Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-02-06

School Name Betelihem

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1002541754	BINYAM NGUSSE WOLDGEBREL	M	14	N	32	40	23	18	33	47	41	38	272/480	57	88.0	Pass
1004067370	BINYAM TOLLA KIBRET	M	14	N	27	41	33	20	33	46	47	41	288/480	60	90.8	Pass
1002528659	BIRHANE KIFLE TSEGAYE	M	14	N	49	47	41	47	37	46	52	52	371/480	77	99.1	Pass
1004050395	BIRUK TESHOME ASSEFA	M	13	N	42	39	30	29	27	33	44	49	293/480	61	91.7	Pass
1002538359	BIRUKTAWIT ADMASSU TAFESSE	F	15	N	34	26	27	15	12	20	19	42	195/480	41	59.0	Pass
1004068534	BIZUAYEHU ZEWDIE WOLDEAREGAY	F	15	N	30	35	26	30	16	21	37	43	238/480	50	80.0	Pass
1002528853	DAGMAWI ABRAHAM SEIFU	M	14	N	49	53	39	41	33	44	51	46	356/480	74	98.4	Pass
1002529920	DAGMAWI BERHANE WOLDEMICHAEL	M	13	N	31	35	21	17	33	24	26	44	231/480	48	76.4	Pass
1004052044	DAGMAWI MEKONEN KIDANE	M	12	N	40	49	23	31	28	29	30	45	275/480	57	88.0	Pass
1002538650	DAGMAWI TEKLU BEKELE	M	15	N	34	28	15	23	27	26	28	43	224/480	47	74.4	Pass
1004066594	DAGMAWIT NEGUSSE DEGEFU	F	14	N	25	27	21	16	23	20	28	38	198/480	41	59.0	Pass
1002536904	DAGMAWIT NEGUSSIE HAILEMICHAEL	F	13	N	37	37	33	25	21	26	29	47	255/480	53	83.8	Pass
1004068049	DAWIT BETSUAMLACK FESEHAYE	M	15	N	23	34	29	24	23	25	29	46	233/480	49	78.3	Pass
1002536516	DAWIT ENDESHAW ASEGU	M	14	N	27	29	30	23	21	26	28	46	230/480	48	76.4	Pass
1004051656	DAWIT SOLOMON TILAHUN	M	14	N	30	22	20	21	27	21	29	41	211/480	44	67.7	Pass
1002536322	DEJENE YITAGESU WALTAW	M	14	N	35	18	23	21	23	26	25	46	217/480	45	70.3	Pass
1002538941	EDEN WORKU JIRU	F	14	N	32	19	17	19	24	22	23	46	202/480	42	61.8	Pass
1004058640	ELEHAM KEDIR BESHIR	F	14	N	29	32	15	14	27	23	27	39	206/480	43	64.9	Pass
1002536031	ELENI FEKADE JEMBERE	F	13	N	26	27	14	17	15	16	20	39	174/480	36	38.9	Pass
1002528077	ELLON HADERA HALEFOM	F	13	N	31	10	26	30	32	27	30	35	221/480	46	72.7	Pass
1002529435	ENDALKACHEW ZENA BELEHU	M	14	N	31	18	20	19	27	30	31	43	219/480	46	72.7	Pass
1002537195	ESKEDAR NEGESSE NEGASH	F	14	N	39	39	35	37	29	40	35	44	298/480	62	92.3	Pass
1002540202	EYERUSALEM GETU TESHOME	F	13	N	41	34	42	39	31	41	38	51	317/480	66	95.0	Pass
1002539620	EYERUSALEM TSEGAYE ALEMAYEHU	F	14	N	42	34	32	31	29	30	33	45	276/480	58	89.0	Pass
1004050880	EYOB BERHANU MINOTO	M	13	N	27	18	15	15	13	14	13	43	158/480	33	24.1	Fail
1002539911	EYOSYAS MENGISTU BEKELE	M	13	N	39	25	26	21	27	21	23	44	226/480	47	74.4	Pass
1002536613	FEKADEAMLAK DEFARU BEKELE	M	16	N	24	17	23	14	20	13	16	26	153/480	32	19.4	Fail
1004052141	FELEGUSH MULUGETA BAYABEL	F	14	N	40	32	30	26	21	29	31	52	261/480	54	85.0	Pass
1004068728	FEREW CHERINET NEGASH	M	14	N	26	13	11	17	20	33	32	46	198/480	41	59.0	Pass

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-02-06
School Name Betelihem
School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1002529629	FETIYA SHEREFA KEDIR	F	15	N	21	23	21	26	19	23	32	44	209/480	44	67.7	Pass
1002539135	FIKRADIS TADESSE GETACHEW	F	14	N	28	31	15	31	15	22	32	48	222/480	46	72.7	Pass
1002541172	FIKREYOHANNES SHIGUTE DEBEBE	M	15	N	27	30	23	30	20	19	24	36	209/480	44	67.7	Pass
1002529338	FISUM FESEHA TESFAGABER	M	14	N	28	25	8	21	23	19	22	40	186/480	39	51.4	Pass
1002540881	FREHIWOT ABABU SHENEGELEGN	F	15	N	34	31	27	19	16	25	34	51	237/480	49	78.3	Pass
1002541463	FREHIWOT AYELE NIGUSSE	F	16	N	29	37	21	17	13	28	33	52	230/480	48	76.4	Pass
1002540008	FREHIWOT GENEMO AREDA	F	13	N	41	26	17	15	16	25	30	44	214/480	45	70.3	Pass
1004058834	FREHIWOT MENGISTU WORKNEH	F	13	N	24	13	14	10	19	22	32	46	180/480	38	47.2	Pass
1004065430	FREHIWOT REMHA ASMELASH	F	14	N	29	20	23	19	15	20	21	43	190/480	40	55.4	Pass
1002539038	FREWEINI DEBES TAKELE	F	15	N	30	19	8	15	19	23	28	45	187/480	39	51.4	Pass
1004067855	GEBRELA KASSAHUN TESFAYE	F	14	N	33	18	17	17	15	19	16	47	182/480	38	47.2	Pass
1004068243	GELILA YEMANE FESEHA	F	15	N	29	35	17	18	13	19	18	46	195/480	41	59.0	Pass
1002537001	GIRMA GEBREMSKEL ADUGNA	M	13	N	27	20	17	24	31	32	21	40	212/480	44	67.7	Pass
1002528950	HAILEMARYAM WALLE TADELE	M	14	N	23	13	20	14	15	20	20	40	165/480	34	29.1	Pass
1004066497	HANA SAMUEL BEKELE	F	13	N	34	18	24	12	11	16	16	42	173/480	36	38.9	Pass
1002537777	HANAN ABDU MOHAMMED	F	13	N	29	24	24	22	17	18	23	35	192/480	40	55.4	Pass
1004051074	HANAN MEHDI MOHAMMED	F	13	N	46	29	23	21	20	21	23	43	226/480	47	74.4	Pass
1004049425	HAREGEWEIN BERHANU ABEBE	F	15	N	42	28	24	20	21	21	19	37	212/480	44	67.7	Pass
1004049716	HAWI BEKELE DECHASSA	F	15	N	41	23	24	22	21	20	20	33	204/480	43	64.9	Pass
1004050783	HAYAT YUSUF NURU	F	16	N	33	32	12	12	25	23	28	47	212/480	44	67.7	Pass
1002536553	HENOK HAILU GEBREMARIAM	M	14	N	33	22	24	20	25	22	18	45	209/480	44	67.7	Pass
1004068437	HERMON SOLOMON DEJENE	F	13	N	38	23	23	17	24	23	21	44	213/480	44	67.7	Pass
1002537874	HIBIST TAFESE DEBEBE	F	13	N	24	18	20	23	20	22	23	42	192/480	40	55.4	Pass
1004058737	HILETEWORK GEBRIEL ASFAW	F	13	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1002539523	HIRUT ESHETU FEYISSA	F	14	N	18	12	17	20	19	15	17	44	162/480	34	29.1	Pass
1002539232	HIWOT TEDLA GETAHUN	F	14	N	32	19	26	20	25	20	14	45	201/480	42	61.8	Pass
1002541269	IMAN YUSUF NURU	F	15	N	42	30	23	22	16	15	25	46	219/480	46	72.7	Pass
1004051559	ISMAEL SEID YIMER	M	16	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1004065818	IYOSYAS ENBAKOM DIMETROS	M	15	N	25	30	26	23	16	25	29	43	217/480	45	70.3	Pass

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Sub-City Arada

School Code 03-02-06

School Name Betelihem

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1002528271	JEMAL AEKELE HASSEN	M	15	N	21	11	17	16	27	18	26	36	172/480	36	38.9	Pass
1004050104	KALKIDAN DESALEGN TEGEGN	F	13	N	42	35	39	23	27	26	33	45	270/480	56	87.1	Pass
1004049522	KALKIDAN TEFERI GIRMA	F	14	N	32	23	20	12	16	17	26	41	187/480	39	51.4	Pass
1002539426	KEFELEGN BOGALE LEGESSE	M	14	N	19	16	18	20	27	8	9	39	156/480	33	24.1	Fail
1002538844	KIDEST ABRHAM TEDLA	F	13	N	35	13	15	11	20	25	29	40	188/480	39	51.4	Pass
1004049813	KIDIST TESFAYE ABEBE	F	13	N	37	32	26	26	20	22	30	44	237/480	49	78.3	Pass
1002530405	KIRUBEL KIBRU GEBRE	M	13	N	30	14	17	16	17	30	18	35	177/480	37	42.8	Pass
1002538165	LEWAM BERHANE GEBRESELASIE	F	13	N	46	39	26	23	21	31	32	45	263/480	55	86.1	Pass
1002529532	LOZA ABEBE MEKONNEN	F	14	N	27	14	27	23	25	20	32	44	212/480	44	67.7	Pass
1004068825	MAHLET TADESSE GERESSU	F	15	N	25	29	20	22	23	20	30	27	196/480	41	59.0	Pass
1004050977	MARTA TSEGAYE GEBEYEHU	F	15	N	27	19	30	22	21	21	29	43	212/480	44	67.7	Pass
1004051365	MATEWOS MESFIN NEGATU	M	13	N	43	26	27	24	21	25	29	46	241/480	50	80.0	Pass
1004051268	MEAZA ZERU MEBRATU	F	15	N	39	29	21	24	25	16	33	48	235/480	49	78.3	Pass
1002541851	MEHIRET TAKELE BEKELE	F	15	N	34	25	29	24	21	21	29	48	231/480	48	76.4	Pass
1004059028	MEKDES SISSAY WOLDESELASIE	F	15	N	24	18	17	16	12	16	17	41	161/480	34	29.1	Pass
1004066340	MELAT TEFERA NEGASH	F	13	N	48	34	24	20	23	25	25	38	237/480	49	78.3	Pass
1004069504	MELAT TEGEN AGEGNEHU	F	14	N	26	17	20	14	15	22	16	38	168/480	35	34.1	Pass
1002538068	MELKAM GETACHEW AMEDIE	F	14	N	31	20	21	13	17	26	22	37	187/480	39	51.4	Pass
1004050007	MERON LEJALEM ABAY	F	12	N	28	29	8	17	20	30	18	37	187/480	39	51.4	Pass
1002539814	MERON SISSAY KEBEDE	F	14	N	38	21	14	16	23	26	15	44	197/480	41	59.0	Pass
1002536710	MESKEREM ALEMSEGED MELAKU	F	14	N	26	20	15	16	19	24	29	37	186/480	39	51.4	Pass
1004067952	MIKIYAS GEZAHEGN TADESSE	M	13	N	28	11	8	18	20	19	20	41	165/480	34	29.1	Pass
1004050589	MUBARAK MOHAMMED HASSEN	M	13	N	29	20	20	14	23	22	28	34	190/480	40	55.4	Pass
1004051753	NAHOM BELAY BEZUNEH	M	14	N	28	24	23	15	21	23	26	41	201/480	42	61.8	Pass
1004067758	NARDOS ISSAYAS GEBREHIWOT	F	14	N	36	27	20	18	23	24	27	48	223/480	46	72.7	Pass
1002538747	NATNAEL BERHANU AZEREFEGN	M	16	N	11	13	11	8	23	18	25	37	146/480	30	12.1	Fail
1004051462	NATNAEL GEBREMESKEL HAILEMARYAM	M	14	N	42	32	26	23	21	23	27	52	246/480	51	81.4	Pass
1002540784	NEBIL MOHAMMED BESHIR	M	15	N	25	25	11	17	31	24	19	40	192/480	40	55.4	Pass
1004067176	NEBIYU GETACHEW HEBISTE	M	12	N	31	17	15	16	19	23	16	38	175/480	36	38.9	Pass

Addis Ababa University Libraries

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-02-06

School Name Betelihem

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1002528465	NURTATA SHEMSU AHMED	M	14	N	45	38	36	45	39	50	42	50	345/480	72	97.8	Pass
1002528562	PAWLOS ABERA TAYE	M	13	N	42	42	32	45	37	48	41	45	332/480	69	96.6	Pass
1002530017	RAHEL BIYAZEN LAKE	F	14	N	40	36	32	35	32	40	38	49	302/480	63	93.0	Pass
1002537680	REDIET BELETE MAMMO	F	14	N	34	27	32	42	35	39	38	47	294/480	61	91.7	Pass
1004066691	REKIK ABEBE WOLDEYES	F	14	N	32	12	15	13	20	21	22	42	177/480	37	42.8	Pass
1002537292	REKIK GIRMA TEFERA	F	15	N	33	23	17	17	24	26	22	41	203/480	42	61.8	Pass
1004066206	RETA FIROMSA HUNDIE	M	15	N	26	11	18	12	17	19	26	43	172/480	36	38.9	Pass
1002537389	ROZA MOHAMMED GEBEYEHU	F	14	N	38	25	17	18	23	21	22	43	207/480	43	64.9	Pass
1002541366	RUTH DESALEGN DEGAFE	F	14	N	23	16	17	12	15	15	18	28	144/480	30	12.1	Fail
1002541075	RUTH TAFESSE TADESSE	F	14	N	44	21	23	21	17	14	12	48	200/480	42	61.8	Pass
1004050686	RUTH TAYE TSEGAYE	F	13	N	44	27	17	18	16	18	20	46	206/480	43	64.9	Pass
1004065915	SAMUEL ALEMAYEHU MAMMO	M	13	N	31	19	23	25	27	34	21	47	227/480	47	74.4	Pass
1002539329	SARA AREGAWI GEBREHIWOT	F	15	N	33	21	20	20	15	25	21	47	202/480	42	61.8	Pass
1004049910	SARA TAEMYALEW ZEBELEW	F	13	N	21	15	15	17	13	20	24	45	170/480	35	34.1	Pass
1002536807	SEBLEWONGEL TESFAYE MERHATSEDEKU	F	12	N	21	12	12	16	23	21	21	43	169/480	35	34.1	Pass
1004049619	SELAMAWIT BERIHUN ASSEFA	F	14	N	31	14	21	9	9	17	24	43	168/480	35	34.1	Pass
1002530114	SELAMAWIT MEBRATU MOLLA	F	14	N	35	24	24	19	25	26	23	45	221/480	46	72.7	Pass
1002528368	SEMAWDIN WOLEYU MOHAMMED	M	14	N	33	10	23	18	24	23	24	45	200/480	42	61.8	Pass
1002529726	SURAFEL SOLOMON HAILE	M	12	N	32	34	26	23	20	21	26	50	232/480	48	76.4	Pass
1002540396	TAHIR NESRU AHMED	M	13	N	42	24	20	28	21	26	25	45	231/480	48	76.4	Pass
1004066303	TAMRAT GIZAW TSEGAYE	M	13	N	38	25	20	26	21	29	20	40	219/480	46	72.7	Pass
1004051171	TEWOBSTA TAYE GIRUM	F	14	N	41	38	32	38	28	35	27	50	289/480	60	90.8	Pass
1002540978	TEZETA ALAYU WOLDEMARIAM	F	13	N	31	21	21	18	16	17	16	51	191/480	40	55.4	Pass
1002540105	TIHTENA AYALEW KASSA	F	13	N	29	14	17	15	20	20	21	43	179/480	37	42.8	Pass
1004066631	TOFIK YAHYA AHMED	M	14	N	27	19	23	20	17	16	22	41	185/480	39	51.4	Pass
1002539717	TOMAS EYASSU HAILE	M	14	N	27	22	18	14	17	16	20	43	177/480	37	42.8	Pass
1002528174	WONDIMAGEGNEHU NEGASH KEBEDE	M	14	N	29	16	17	13	13	16	22	43	169/480	35	34.1	Pass
1002538262	YAYNEABEBA DEJENE GEBREMARIAM	F	14	N	50	28	24	16	27	25	23	48	241/480	50	80.0	Pass
1004049037	YEMANE TESFAYE GEBREKIDAN	M	16	N	29	21	12	18	20	15	25	44	184/480	38	47.2	Pass

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-02-06

School Name Betelihem

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1002538456	YESHIWAS GEBEYEHU MELAKU	M	13	N	32	27	18	15	20	15	24	47	198/480	41	59.0	Pass
1004052238	YODIT WONDWOSSEN KIFLU	F	14	N	26	19	29	19	16	20	19	41	189/480	39	51.4	Pass
1002528756	YONAS ZEGEYE TEKALIGN	M	14	N	20	15	20	20	21	14	28	32	170/480	35	34.1	Pass
1004066109	YOSEF TEKLE NEGSH	M	14	N	27	21	26	24	20	26	22	44	210/480	44	67.7	Pass
1004069601	ZEKARYAS HAIREDIN ALI	M	15	N	28	22	18	20	15	18	21	40	182/480	38	47.2	Pass

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-01-03

School Name Dagmawi Minilik

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1001861590	ABDICO DUFERA GONFA	M	15	N	34	17	20	33	31	34	30	52	251/480	52	77.6	Pass
1001976632	ABDLHAMID KEDR DINO	M	16	N	30	23	24	22	28	32	20	40	219/480	46	65.3	Pass
1001829483	ABDULFETA YASIN YASUF	M	14	N	36	32	20	32	31	34	30	50	265/480	55	82.3	Pass
1002589769	ABDULHAKIM NASIR SHIFA	M	13	N	34	42	20	29	31	28	19	50	253/480	53	79.2	Pass
1010514067	ABDULKERIM AMDEGBA REDIE	M	16	N	28	21	26	32	23	33	27	42	232/480	48	69.9	Pass
1001973140	ABDULREZAK SULTAN SULEMAN	M	15	N	30	41	27	30	29	34	27	44	262/480	55	82.3	Pass
1001975662	ABDULWEHBE SANE WABELA	M	13	N	23	12	24	30	27	31	29	47	223/480	46	65.3	Pass
1001861687	ABDURAZIK NESRO ABATE	M	14	N	33	40	29	35	28	30	31	50	276/480	58	86.0	Pass
1001870805	ABEBA FKADU MULAT	F	15	N	25	17	21	32	27	30	26	38	216/480	45	62.6	Pass
1001829386	ABEBA TESFAYE BELETE	F	14	N	23	18	21	31	31	29	26	37	216/480	45	62.6	Pass
1001837340	ABERE DAMTE ZELEKE	M	16	N	36	29	30	32	28	33	31	50	269/480	56	83.8	Pass
1001823760	ABEL MNEGESHA AFERA	M	14	N	35	40	29	31	27	32	23	49	266/480	55	82.3	Pass
1001831811	ABEL TADELE BENTI	M	13	N	34	24	14	39	20	27	20	42	220/480	46	65.3	Pass
1001837534	ABERASH DEREGE WORKU	F	14	N	24	26	27	18	28	32	25	39	219/480	46	65.3	Pass
1001977893	ABEZ SHIMELASH DEMEKE	F	15	B	50	40	n/a	24	n/a	n/a	26	52	192/300	64	91.8	Pass
1001969066	ABIY ASMAMAW ADANE	M	16	N	25	25	24	29	27	30	24	42	226/480	47	67.1	Pass
1001869350	ABIYOT AMSALE TEFERA	F	16	N	28	25	26	24	23	23	24	43	216/480	45	62.6	Pass
1001827349	ABRHAM TEFERA HAILEMICHAL	M	15	N	35	27	20	21	25	18	21	46	213/480	44	59.7	Pass
1001828415	ADANE GEBREEGZIABHER ASSEFA	M	14	N	32	40	23	34	25	33	32	45	264/480	55	82.3	Pass
1001837631	ADDIS BEYEN HURSA	F	15	N	27	29	21	28	20	27	26	47	225/480	47	67.4	Pass
1001869059	AFEWORK YOHANNES CHERBO	M	16	N	20	25	17	31	20	30	27	41	211/480	44	59.7	Pass
1001860232	ALEM KENU GEDA	F	15	N	25	11	11	36	23	30	20	43	199/480	41	50.5	Pass
1001975855	ALEM SHOLA TUFA	F	14	N	33	24	23	19	21	30	13	39	202/480	42	53.2	Pass
1001858680	ALEMNESH ASFAW HAILU	F	15	N	36	18	21	32	16	29	18	47	217/480	45	62.6	Pass
1010516512	ALEMTSEHAY TESFAYE KASE	F	15	N	25	17	20	31	13	16	20	38	180/480	38	39.8	Pass
1001830841	ALMAZ TARIKU ADDISU	F	14	N	22	19	15	14	23	28	22	36	179/480	37	35.9	Pass
1001831185	AMHA KIDANEMARYAM ARGAWI	M	15	N	35	25	14	20	21	27	23	45	210/480	44	59.7	Pass
1001836670	ASEFU BEIEGE KETEMA	F	16	N	30	32	20	24	12	16	12	36	182/480	38	39.8	Pass
1001831148	ASHENAFI GEZAHEGN SISAY	M	16	N	24	31	20	32	15	27	28	46	223/480	46	65.3	Pass

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-01-03

School Name Dagmawi Minilik

School Type Regular

Reg No	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1001968872	ASHENAFI GIRMA ASFAW	M	16	N	29	27	35	29	21	31	32	51	255/480	53	79.2	Pass
1001977408	ASHNAFE TLHUNE ABEBE	M	17	N	38	38	17	13	23	18	28	51	226/480	47	67.4	Pass
1010514960	ASKALE GEBREYES BOGALE	F	15	N	27	15	15	15	25	17	15	38	167/480	35	29.1	Fail
1010514669	ASTER FEKADU DEMISE	F	16	N	23	30	11	13	23	24	9	32	165/480	34	25.1	Fail
1001969357	ASTER WAKUMA RAFU	F	14	N	15	22	12	24	15	17	12	32	149/480	31	14.4	Fail
1001824730	AYALNESH TEREFE TEFERA	F	15	N	39	35	15	12	28	22	28	38	217/480	45	62.6	Pass
1001822596	AYISHA SHEKURE KEDIR	F	15	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1001973043	BAYECH ADMKE TESHOME	F	16	N	18	27	20	11	21	17	17	43	174/480	36	32.9	Fail
1001830744	BAZE FEKRU MAMO	F	16	N	16	25	17	14	23	16	19	16	146/480	30	10.9	Fail
1001961008	BEDILU ABERA DABA	M	17	N	38	36	15	24	24	22	33	50	242/480	50	74.2	Pass
1001831908	BEGASHAW DAGNE ASFAW	M	16	N	26	33	14	18	27	22	29	51	220/480	46	65.3	Pass
1001837825	BEHAILU BRHANU ZEWDE	M	16	N	20	26	17	12	11	15	15	33	149/480	31	14.4	Fail
1002589672	BEHAILU KIBIRETE ADELAHU	M	16	N	39	38	17	27	29	24	27	52	253/480	53	79.2	Pass
1001825021	BEHRIYA TOYB AHMED	F	16	B	42	55	n/a	29	n/a	n/a	45	51	222/300	74	97.6	Pass
1001977020	BEKELE DABESA DINKA	M	15	N	30	35	23	19	8	19	28	48	210/480	44	59.7	Pass
1001972655	BELEME BARSISA CHAMADA	F	16	N	39	24	12	28	23	33	28	43	230/480	48	69.9	Pass
1001862172	BELETU TILAHUN AREGA	F	14	N	36	38	17	25	27	15	19	46	223/480	46	65.3	Pass
1001859456	BEREKET MELAKU TEFERI	M	15	N	29	34	18	20	27	28	21	35	212/480	44	59.7	Pass
1001831132	BETELIHEM ASSEFA KEBEDE	F	18	N	31	30	20	22	25	23	29	46	226/480	47	67.4	Pass
1001857613	BETHELIHEM BEHAYLU GIZAW	F	14	N	39	38	17	20	23	22	32	44	235/480	49	72.2	Pass
1001968578	BEZA AZMERA EMRU	F	16	N	35	29	18	21	28	30	30	45	236/480	49	72.2	Pass
1001870708	BEZA SELEMON MAMO	F	15	N	34	29	17	22	28	31	31	50	242/480	50	74.2	Pass
1001970715	BEZAWYT WORKU YIMER	F	15	N	34	28	18	34	27	33	34	50	258/480	54	80.9	Pass
1001975759	BINIYAM ASSEFA WEDAYNAW	M	13	N	29	32	14	19	25	24	28	47	218/480	45	62.6	Pass
1001858292	BIRHANU MENGISTU BIZUNEH	M	16	N	37	29	17	31	27	21	22	39	223/480	46	65.3	Pass
1001867992	BRUK TESFAYE GIRAW	M	16	N	21	25	9	22	24	21	23	37	182/480	38	39.8	Pass
1001880823	BRUKTAYIT ANBESSE WELELA	F	16	N	29	31	11	9	21	19	25	38	183/480	38	39.8	Pass
1001924595	BUZAYEHU TESHOME KUMSA	F	14	N	28	28	12	22	21	21	19	36	187/480	39	43.4	Pass
1001859911	DANIEL AMERGA ALEMAYEHU	M	13	N	36	27	17	12	29	19	30	48	218/480	45	62.6	Pass

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-01-03

School Name Dagmawi Minilik

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1001973819	DANIEL AYANA ERKISA	M	16	N	30	36	17	27	25	23	30	48	236/480	49	72.2	Pass
1001872648	DANIEL ZERGA FUNGAMO	M	15	N	33	32	21	41	32	29	41	49	278/480	58	86.0	Pass
1001823081	DAWIT BERGA WOLDE	M	13	N	34	27	27	30	25	19	19	43	224/480	47	67.4	Pass
1001823610	DAWIT MESELE TESFAYE	M	14	N	35	27	20	14	23	21	22	48	210/480	44	59.7	Pass
1001860135	DEMEKECH SEIFU MENGESHA	F	16	N	31	21	17	28	21	13	23	46	200/480	42	53.2	Pass
1001867507	DEMEWOZ KIDANA YEHALAWORK	F	17	N	27	33	12	30	16	22	31	41	212/480	44	59.7	Pass
1001826573	DEMIS TADELE ERKAGO	M	16	N	31	35	36	43	32	44	35	47	303/480	63	91.0	Pass
1001825506	DERARTU BERRHANU LETA	F	16	N	31	26	27	19	20	14	19	42	198/480	41	50.5	Pass
1001973722	DINSEFA SISAY GBERE	M	15	N	35	23	26	31	24	31	26	54	250/480	52	77.6	Pass
1001858389	EDEN ABERE ALEBACHEW	F	16	N	19	15	18	19	19	17	18	30	155/480	32	17.3	Fail
1001860814	EDEN SHEMELS ASSEFA	F	16	N	22	24	11	23	15	18	19	41	173/480	36	32.9	Fail
1001976050	EDEN SILESHE BIRESA	F	14	N	37	39	23	28	20	9	15	48	219/480	46	65.3	Pass
1001823469	EDIDIYA AYALEW BELACHEW	F	16	N	34	40	21	29	23	17	17	44	225/480	47	67.4	Pass
1001971394	EDLAWIT GETACHEW SAHLE	F	13	N	32	19	17	17	11	19	17	43	175/480	36	32.9	Fail
1001858001	EDOM BAHRU BIREDA	F	14	N	34	24	27	28	20	34	21	41	229/480	48	69.9	Pass
1001969260	EDOM ENGDASHT HAYLU	F	14	N	38	17	24	24	17	29	15	34	198/480	41	50.5	Pass
1001969551	EFRATA SEID ALI	F	14	N	21	16	14	19	9	21	17	36	153/480	32	17.3	Fail
1001822693	EIJGAYEHU ALEMU ZEKARIAS	F	15	N	40	23	18	23	17	22	24	50	217/480	45	62.6	Pass
1001969939	ELEIN GIMTAL LAMASA	F	14	N	23	26	18	22	12	20	23	46	190/480	40	47.0	Pass
1010514766	ELIZEBATH DENG LUAL	F	16	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1001827252	ELSABET YIRGA TIMERGA	F	16	N	37	43	15	21	12	15	21	26	190/480	40	47.0	Pass
1001969842	EMEBET MAMUYE TAFESE	F	15	N	33	28	23	24	15	14	16	44	197/480	41	50.5	Pass
1001972752	ENATALEM TADESSE ASHENAFI	F	16	N	27	21	14	25	19	16	17	41	180/480	38	39.8	Pass
1001822984	ENGDASEW GIRMA TADESE	M	14	N	36	17	18	20	21	12	19	43	186/480	39	43.4	Pass
1001862366	EPHREM TIBEBU DEMISSE	M	13	N	23	23	23	18	12	22	17	35	173/480	36	32.9	Fail
1001828319	ESKINDIR MENGESHA GETNET	M	14	N	23	17	18	20	16	21	22	35	172/480	36	32.9	Fail
1001973237	ESUBALEW WONDEMAGEGN TAMERAT	M	14	N	31	24	21	18	12	24	24	32	186/480	39	43.4	Pass
1001860738	ETALEMAHU TISEHA BESHU	F	16	N	29	32	12	31	16	17	26	42	205/480	43	56.5	Pass
1001976147	EYERUS TKLMARYAM FELEKE	F	15	N	33	19	12	19	16	19	15	41	173/480	36	32.9	Fail

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-01-03

School Name Dagmawi Minilik

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1001857710	EYERUSALEM ASRAT TIRFE	F	15	N	30	16	17	22	16	13	12	39	165/480	34	25.1	Fail
1001825991	EYERUSALEM GIRMA ESHATU	F	15	N	29	16	12	19	21	15	21	35	168/480	35	29.1	Fail
1001978087	EYOEL GETYE MAMO	M	12	N	32	18	23	21	16	15	19	45	189/480	39	43.4	Pass
1001976535	EYUAL ELYAS ABEBE	M	14	N	37	23	33	37	19	29	22	16	216/480	45	62.6	Pass
1001975953	FANUALE GETYE MAMO	M	13	N	25	20	17	22	23	17	9	37	170/480	35	29.1	Fail
1001976341	FASIL WORKU MURARA	M	14	N	33	36	11	21	21	26	20	49	217/480	45	62.6	Pass
1001837243	FETIYA KEMAL HUSSEN	F	13	N	31	20	14	26	27	22	9	39	188/480	39	43.4	Pass
1001824827	FETIYA SHKUR CHAMISA	F	15	N	24	20	17	22	27	16	13	34	173/480	36	32.9	Fail
1001869447	FETLEWORK GELESO GENEBO	F	15	N	17	19	18	20	20	30	16	33	173/480	36	32.9	Fail
1001829580	FEYISEL DINO MUHE	M	13	N	36	23	30	37	23	29	12	48	238/480	50	74.2	Pass
1001971297	FIKADE NEGASH KEFNU	F	14	N	42	32	15	30	19	30	18	45	231/480	48	69.9	Pass
1001976438	FIKADU GETACHEW SIBAHATU	M	17	B	40	41	n/a	46	n/a	n/a	36	54	217/300	72	96.7	Pass
1001824633	FIKERTE BELEYHUN IRDAWU	F	15	N	28	16	15	19	21	15	14	35	163/480	34	25.1	Fail
1010513990	FIKREMARYAM KASAYE BALCHA	M	15	N	28	20	27	32	24	32	18	47	228/480	48	69.9	Pass
1001972364	FITE AWOLE AHMED	F	14	N	21	15	14	19	29	18	15	33	164/480	34	25.1	Fail
1001826767	FITSUM TESFAYE WERKNEH	M	16	N	28	22	14	21	19	21	24	42	191/480	40	47.0	Pass
1001971491	FOZIYA AWAL AHMED	F	15	N	28	19	26	20	27	28	9	36	193/480	40	47.0	Pass
1001829095	FOZIYA FEDLU LEDI	F	14	N	36	32	32	41	24	36	39	47	287/480	60	88.3	Pass
1001822208	FRAOL AKELILU BEYENE	M	15	N	19	16	20	21	23	30	11	28	168/480	35	29.1	Fail
1001868380	FUAD BEDIRU KEDIR	M	32	N	12	12	18	18	11	14	20	12	117/480	24	0.7	Fail
1001826476	GADISSE MILKI YAMI	F	15	N	35	12	20	17	19	16	15	43	177/480	37	35.9	Pass
1001868865	GENET SHEWAYE GENESA	F	12	N	20	13	20	18	20	30	18	31	170/480	35	29.1	Fail
1001825603	GETENESH GEZAHGN AYELE	F	15	N	25	18	30	16	21	21	20	36	187/480	39	43.4	Pass
1001975565	HABTAMU ASRAT TEREGA	M	14	N	33	23	20	22	23	35	25	48	229/480	48	69.9	Pass
1010515348	HABTAMU MOLA SHEFRAW	M	14	N	28	19	12	23	16	30	19	45	192/480	40	47.0	Pass
1001824536	HAILU BERHANU MOLLA	M	14	N	31	30	12	22	25	32	22	42	216/480	45	62.6	Pass
1001825409	HANA ASEFA DESALEGN	F	14	N	21	15	15	21	12	17	21	31	153/480	32	17.3	Fail
1001974692	HANA JEMAL AHMED	F	15	N	27	12	14	15	21	13	21	42	165/480	34	25.1	Fail
1001862851	HANA KASSA BIRU	F	16	N	31	16	23	23	24	19	16	32	184/480	38	39.8	Pass

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Addis Ababa University Libraries

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-01-03

School Name Dagmawi Minilik

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1001968484	HANA MENGESHA DAGNEW	F	16	N	32	20	18	22	20	19	13	49	193/480	40	47.0	Pass
1001857807	HANA TESFAYE KIFLE	F	15	N	24	16	18	13	27	22	20	34	174/480	36	32.9	Fail
1001970909	HANA TOLERA TESEMA	F	15	N	36	23	17	24	20	16	13	32	181/480	38	39.8	Pass
1001972849	HANA WUBSHET TAYU	F	16	N	26	17	24	24	24	12	14	37	178/480	37	35.9	Pass
1001823954	HANAN KEDIR FEREJA	F	15	N	18	18	24	19	19	10	17	36	161/480	34	25.1	Fail
1001971006	HAREG BIRARA MEIKU	F	13	N	29	21	20	23	20	19	28	35	195/480	41	50.5	Pass
1001822887	HAREGEWEYN ALEMAYEW TESFAYE	F	15	N	31	19	26	24	20	16	29	40	205/480	43	56.5	Pass
1001825215	HAREGWA TEGEGNI KEBEDE	F	15	N	23	18	14	25	25	22	15	37	179/480	37	35.9	Pass
1001977117	HAYMANOT DERSE ERKE	F	16	N	36	24	24	32	17	32	28	43	236/480	49	72.2	Pass
1001870223	HAYMANOT SHEWAREGA GETACHEW	F	15	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1001823372	HEKMA MUSEFA BUSER	F	13	N	33	15	18	30	19	27	26	43	211/480	44	59.7	Pass
1001827834	HELEN ADMASU MENGSTU	F	15	N	35	18	21	32	19	24	21	41	211/480	44	59.7	Pass
1001972461	HELEN FIKADU DIRIBA	F	15	N	26	21	12	14	20	16	17	30	156/480	33	21.2	Fail
1001978184	HILEMICALE MARKNE MAHMED	M	14	N	28	23	24	19	23	32	14	43	206/480	43	56.5	Pass
1001861202	HIWOT BEIETE GEBREAI	F	14	N	23	18	21	25	19	17	25	36	184/480	38	39.8	Pass
1001826282	JEBRIL SHIKUR HELIL	M	14	N	42	23	23	26	24	18	17	40	213/480	44	59.7	Pass
1001828125	JEMILA HUSEN MOHAMMED	F	15	B	48	36	n/a	43	n/a	n/a	33	51	211/300	70	95.7	Pass
1001829774	JERUSALEM YALEW ETELAMA	F	14	B	17	18	n/a	24	n/a	n/a	19	40	118/300	39	43.4	Pass
1001975371	KALEKEDAN ZERIUN ABRHAM	F	17	N	27	19	11	15	23	20	14	40	169/480	35	29.1	Fail
1001867119	KALHAB TEREFE ORDOFA	M	14	N	36	20	17	23	17	23	14	46	196/480	41	50.5	Pass
1001977602	KALKIDAN BAZEZEW ADUGNA	F	20	B	34	35	n/a	31	n/a	n/a	23	49	172/300	57	84.9	Pass
1001826379	KALKIDAN TESFAYE REDATE	F	16	N	28	26	15	28	21	15	16	48	197/480	41	50.5	Pass
1001971103	KALKIDAN TESFU MHIRETE	F	14	N	23	13	17	28	20	36	22	42	201/480	42	53.2	Pass
1001976826	KEYRA NESIRO EBRAHIM	F	17	N	28	22	23	40	21	21	34	43	232/480	48	69.9	Pass
1001828707	KIDANEMARIAM HAILU GEBREMIKAEL	M	16	N	36	24	23	47	27	43	36	54	290/480	60	88.3	Pass
1001825894	KIDEISIT ADEFIRIS TEREFE	F	18	N	26	13	11	17	23	22	24	38	174/480	36	32.9	Fail
1001838952	KIDEST YOSEF YIMAM	F	14	N	26	15	5	12	24	30	16	41	169/480	35	29.1	Fail
1001858583	KIDIST BASHAW KIFETEW	F	13	N	39	29	18	27	17	24	26	51	231/480	48	69.9	Pass
1001826864	KIDIST TEGENE TEMESGEN	F	14	N	36	25	15	22	19	35	20	42	214/480	45	62.6	Pass

Addis Ababa City Government Education Bureau 2004 E.C. (2012)
Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-01-03

School Name Dagmawi Minilik

School Type Regular

Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1001973431	KIDIST WONDIMU TESFAY	F	15	N	33	27	14	21	17	21	20	40	193/480	40	47.0	Pass
1001973528	KIDST AYALEW KEBEDE	F	14	N	35	27	14	31	20	27	19	38	211/480	44	59.7	Pass
1001970812	KIDST HILEGIWERGIS MEKONENE	F	15	N	20	17	12	21	24	18	15	36	163/480	34	25.1	Fail
1001868768	KIDUS ASEBE TAREKEGN	M	17	N	35	25	24	22	17	38	18	39	218/480	45	62.6	Pass
1001823566	KIDUS ALEMAYEH HABITMARIYAM	M	14	N	24	25	15	17	24	29	16	39	189/480	39	43.4	Pass
1001970133	KIRUBEL DEMEKE TADESE	M	13	N	32	26	17	26	17	22	23	50	213/480	44	59.7	Pass
1001829968	LETEMARIME GEBRU HAILU	F	16	N	39	17	11	15	21	18	18	36	175/480	36	32.9	Fail
1001973334	LEUL MLIKW ESHETU	M	14	N	34	19	18	16	13	18	15	40	179/480	37	35.9	Pass
1001858971	LIDIYA MEKONEN ABEBE	F	14	N	20	20	18	15	12	18	15	38	156/480	33	21.2	Fail
1001858477	LIDYA GIRMA TOLOSA	F	17	N	36	25	21	19	11	25	15	37	189/480	39	43.4	Pass
1001829871	LIKE MOGESS ABYE	F	14	B	27	27	n/a	14	n/a	n/a	23	34	125/300	42	53.2	Pass
1001968387	MAHILET MERIKNEH MEHAMED	F	13	N	40	26	14	19	13	24	20	45	201/480	42	53.2	Pass
1001869541	MAHLET BELAGHEW BOGALE	F	16	N	27	21	24	20	15	19	14	39	179/480	37	35.9	Pass
1001857904	MAHLET MESFIN ESHETU	F	14	N	34	21	18	14	15	23	18	46	189/480	39	43.4	Pass
1001837922	MARTA MEKONN DESTA	F	16	N	22	19	17	16	13	13	22	27	149/480	31	14.4	Fail
1001971976	MARTA YITAY TEZERA	F	14	N	23	28	20	18	16	12	19	37	173/480	36	32.9	Fail
1001860620	MASRESHA NEGASH MARU	F	15	N	20	18	20	23	12	23	18	28	162/480	34	25.1	Fail
1001975080	MEBRATU TIGISTU ZEYDAGA	M	14	N	26	21	11	21	20	17	17	40	173/480	36	32.9	Fail
1001860717	MEDINA JEMAI AWEL	F	14	N	25	22	21	25	11	24	16	40	184/480	38	39.8	Pass
1001831617	MEKASHA MEHAMED SISAY	M	14	N	32	23	21	30	15	13	19	39	192/480	40	47.0	Pass
1001822402	MEKETE AWAJU MEGOSHA	M	16	N	21	15	15	16	13	11	16	42	149/480	31	14.4	Fail
1001870417	MEKFIRA ZEMEDKUN GEBREEGZIABHER	F	15	N	39	26	24	21	16	22	16	44	208/480	43	56.5	Pass
1001870320	MEKIDES HAILYI YEFRU	F	04	N	17	21	14	16	12	24	11	34	149/480	31	14.4	Fail
1001824924	MEKLIT MEKONEN DAMTEW	F	15	B	36	27	n/a	26	n/a	n/a	19	51	159/300	53	79.2	Pass
1001868283	MEKONEN ASEFA HAILEMARIAM	M	15	N	21	15	12	23	16	17	19	27	150/480	31	14.4	Fail
1001862075	MEKONNEN SISAY BOGALE	M	15	N	34	22	21	34	11	23	25	52	222/480	46	65.3	Pass
1001827058	MEKOYA GESETE TEKLAREGAY	F	16	N	30	23	20	29	9	22	13	44	190/480	40	47.0	Pass
1001977505	MEKURIAW NEGASH ASCHALEW	M	18	B	35	33	n/a	28	n/a	n/a	16	47	159/300	53	79.2	Pass
1001823663	MELAKU AMDEBIRHAN YMANBIRHAN	M	13	N	19	18	24	15	11	23	20	42	172/480	36	32.9	Fail

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

School Code 03-01-03

School Name Dagmawi Minilik

School Type Regular

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					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1001828028	MELAT ANTENEH TESHOME	F	14	N	35	21	11	12	17	24	13	36	169/480	35	29.1	Fail
1001868089	MELAT MASRESHA TEKLAYE	F	04	N	32	25	23	20	16	21	17	28	182/480	38	39.8	Pass
1001974207	MELAT TADESE MEHAMED	F	13	N	36	18	26	21	17	18	9	42	187/480	39	43.4	Pass
1001968581	MELATE ZIYEEN BRHAN	F	15	N	32	24	14	23	9	18	23	49	192/480	40	47.0	Pass
1001837728	MERON ESKNDER MALAKU	F	13	N	25	15	14	14	16	27	11	38	160/480	33	21.2	Fail
1001827446	MERON SOLOMON TEGAYE	F	15	N	22	10	12	10	15	12	16	34	131/480	27	3.6	Fail
1001968290	MESERET CHEKOL TAMIRE	F	13	N	38	21	21	19	15	18	10	44	186/480	39	43.4	Pass
1001858777	MESERET MEKONEN HABTEGEBRIEL	F	14	N	32	24	17	27	21	24	27	48	220/480	46	65.3	Pass
1001829289	MESFIN ABEBE BEKI	M	14	N	29	24	21	34	21	26	26	48	229/480	48	69.9	Pass
1001872357	MESKEREM BENYAM FEREDE	F	15	N	31	19	21	33	20	23	27	48	222/480	46	65.3	Pass
1001830259	METAGES NEGUSE DIEGO	F	14	N	31	19	21	31	16	25	25	45	213/480	44	59.7	Pass
1001883027	METEKU LALESSA GULUMA	M	14	N	26	17	12	20	13	11	22	42	163/480	34	25.1	Fail
1001858195	MIHIRET ADMASU TADESSE	F	14	N	24	18	12	23	19	11	20	41	168/480	35	29.1	Fail
1010515154	MIKIYAS GIRMA ASFAW	M	15	N	16	19	15	18	16	15	11	13	123/480	26	2.4	Fail
1010515057	MIRAJ SHEREFA HASSN	M	16	N	29	22	14	26	20	25	21	45	202/480	42	53.2	Pass
1001970036	MOGES CHERNET MEKONEN	M	14	N	35	16	12	26	21	23	21	41	195/480	41	50.5	Pass
1001862657	MUIAT SHIFERA MEKONEN	F	17	N	22	18	12	15	13	10	16	29	135/480	28	5.6	Fail
1001973916	MULUGETA ADMASU GEBRE	M	14	N	39	19	24	28	20	25	25	49	229/480	48	69.9	Pass
1001969163	MULUGETA ALEMU LEKA	M	16	N	37	17	23	28	19	19	25	46	214/480	45	62.6	Pass
1001870029	MULUKEN ENAWGAW CHANE	M	14	N	32	22	12	26	23	20	17	52	204/480	43	56.5	Pass
1001837146	MUNIRA ALEWI NUREDIN	F	14	N	37	24	17	21	20	10	22	38	189/480	39	43.4	Pass
1001974013	MUSTEFA HERATO NASRE	M	17	N	28	23	11	20	20	26	24	49	201/480	42	53.2	Pass
1001870514	NARDOS MEKONEN ALEMAYHU	F	14	N	35	24	24	27	19	14	22	49	214/480	45	62.6	Pass
1001867313	NATENAEL SENTYHU BOGALE	M	14	N	24	11	14	28	15	21	26	47	186/480	39	43.4	Pass
1001825312	NATNAEL CHIBSSA HUNDEE	M	15	N	37	26	21	34	23	34	25	48	248/480	52	77.6	Pass
1010514378	NATNAEL TESFAYE WENDEMU	M	16	N	34	19	21	36	12	13	18	46	199/480	41	50.5	Pass
1001974983	NEBYU BEKADU TADESE	M	16	N	36	22	20	33	9	10	18	44	192/480	40	47.0	Pass
1001969454	NEGESET WEBALEM MABRATU	F	16	N	26	13	18	29	8	10	20	38	162/480	34	25.1	Fail
1001974401	NETER ABEBE TEFERA	F	19	N	30	13	15	21	13	14	16	44	166/480	35	29.1	Fail

Addis Ababa City Government Education Bureau 2004 E.C. (2012)

Grade 8 Leaving Certificate Examination Results

Sub-City Arada

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Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1001827640	NETSANET GETANEH HABETEGBRAL	F	16	N	37	19	21	14	15	12	17	46	181/480	38	39.8	Pass
1001862560	RAHEL MEKONEN BEKEIE	F	19	N	28	10	14	20	15	13	22	24	146/480	30	10.9	Fail
1001825797	RAMET AYUB DIGETO	F	17	N	18	15	18	27	20	25	21	46	190/480	40	47.0	Pass
1001976244	REDEAT TOMAS DEBEBE	F	14	N	25	16	12	27	13	14	26	43	176/480	37	35.9	Pass
1001826088	REDIET TEMARE MENGSTE	F	14	N	36	25	21	35	20	27	20	47	231/480	48	69.9	Pass
1001830453	REHIMA JEMAL MOHAMMED	F	13	N	27	15	20	29	16	10	19	41	177/480	37	35.9	Pass
1001975468	RHEMUSHE KEDER ABDO	F	15	N	14	19	18	28	17	20	18	45	179/480	37	35.9	Pass
1001829192	RIBIKA ASHENAFI TIRUNEH	F	13	N	31	18	12	20	19	20	18	42	180/480	38	39.8	Pass
1001830356	RIBIKA SEBAGA AXSMA	F	14	N	32	13	15	21	20	22	12	45	180/480	38	39.8	Pass
1001860038	ROBEL GETACHEW SORSE	M	15	N	27	13	20	15	13	17	26	41	172/480	36	32.9	Fail
1001968775	ROZA TEFRI MEKONEN	F	15	N	41	34	12	33	17	32	25	49	243/480	51	76.2	Pass
1001831035	RUT GOSU REGASA	F	16	N	25	19	21	22	16	18	18	35	174/480	36	32.9	Fail
1001827737	SABA BOKIRE ASSEFA	F	15	N	21	17	21	16	17	23	24	41	180/480	38	39.8	Pass
1001823178	SADA HASHIM FEREGA	F	15	N	31	20	21	15	20	18	22	43	190/480	40	47.0	Pass
1001859844	SADA REDWAN KEMAL	F	17	N	29	20	11	18	19	19	18	43	177/480	37	35.9	Pass
1001974304	SADDA RASHED AHMED	F	16	N	27	8	18	22	17	23	26	37	178/480	37	35.9	Pass
1001969648	SAMRAWIT MHERET ABATE	F	13	N	42	32	24	29	21	21	21	42	232/480	48	69.9	Pass
1001823275	SAMRAWIT NIGUSLEM TEBEGE	F	13	N	31	36	23	27	15	22	26	46	226/480	47	67.4	Pass
1001967902	SAMUEL KEBEDE CHKOLE	M	15	B	40	52	n/a	40	n/a	n/a	26	50	208/300	69	95.1	Pass
1001828804	SAMUEL SHIMELES ASHAGR	M	15	N	29	20	15	17	19	21	23	51	195/480	41	50.5	Pass
1001976729	SBESBE TEKA ASHEBR	M	14	N	27	16	18	17	24	15	16	40	173/480	36	32.9	Fail
1001975177	SEBLE KASAHNN AEMMO	F	14	N	16	20	9	12	17	16	26	41	157/480	33	21.2	Fail
1010514184	SEFANIT MENGSTU ABAY	F	15	N	38	37	44	33	24	41	32	44	293/480	61	89.3	Pass
1001869156	SEIFE DANIEL TELAHUN	M	13	N	37	26	21	20	23	26	16	44	213/480	44	59.7	Pass
1001837049	SELAM ABUSHE TORBAN	F	14	N	30	23	18	11	13	18	26	43	182/480	38	39.8	Pass
1001971685	SELAMAWIT GIRMA LEMA	F	14	N	18	12	14	16	19	19	30	36	164/480	34	25.1	Fail
1001867604	SELAMAWIT MUSA MOHAMED	F	17	N	11	20	11	15	17	16	15	8	113/480	24	0.7	Fail
1001827931	SEMHAL GEBREGIORGIS GEBREEGZIAB	F	14	N	15	14	12	16	17	23	27	46	170/480	35	29.1	Fail
1001[illegible]923	SEMIRA AHMED JEMAL	F	16	N	24	20	17	18	16	20	21	44	180/480	38	39.8	Pass

Addis Ababa University Libraries

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Sub-City Arada

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					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1001970521	SEMIRA NASR BESHIR	F	12	N	25	17	20	16	20	13	28	24	163/480	34	25.1	Fail
1001822790	SEMIRA SANI WABEIA	F	15	N	18	16	21	10	20	23	17	28	153/480	32	17.3	Fail
1001837437	SENAIAT CHANE TEMESGEN	F	15	N	28	18	11	27	13	22	30	49	198/480	41	50.5	Pass
1001977990	SERKADS ISMAIL MEHAMED	F	14	N	23	12	12	15	13	22	24	44	165/480	34	25.1	Fail
1001860329	SHIFERAW WORKE BIZUNEH	M	18	N	33	22	18	33	19	22	24	46	217/480	45	62.6	Pass
1001868574	SHIMELS MAMUYE GEBREMARIAM	M	20	N	17	22	17	18	17	16	28	36	171/480	36	32.9	Fail
1001971782	SHITAYE TADESE ALEMAYEHU	F	18	N	32	17	14	22	15	20	31	46	197/480	41	50.5	Pass
1001404526	SHUMET ALEMAYEHU GASHAW	M	17	N	17	13	15	18	24	13	19	22	141/480	29	8.1	Fail
1001972946	SIMEGN ANDUALEM BELAY	F	16	N	26	17	27	32	19	35	29	45	230/480	48	69.9	Pass
1001859550	SIMON TEFERA ASEFA	M	15	N	24	21	29	31	13	10	29	39	196/480	41	50.5	Pass
1001973625	SINTAYEHU TAYE GELAYE	M	17	N	21	21	24	31	15	19	28	41	200/480	42	53.2	Pass
1001862269	SOFIA ABAS YASIN	F	14	N	25	26	27	31	12	11	30	39	201/480	42	53.2	Pass
1001830550	SOFIA MOHAMMED AMAN	F	13	N	22	20	15	19	12	9	28	42	167/480	35	29.1	Fail
1001870611	SOLIYANA GASHAW CAPTIMER	F	16	N	25	21	26	31	11	11	29	42	196/480	41	50.5	Pass
1001859553	SOLOMON DANIEL NEGA	M	15	N	32	21	17	16	16	32	23	48	205/480	43	56.5	Pass
1010514475	SOLOMON GENZEBU ABERA	M	15	N	26	19	11	15	17	13	16	47	164/480	34	25.1	Fail
1001828513	SOLOMON SEMEGN DESTA	M	14	N	38	25	17	36	12	26	21	50	225/480	47	67.4	Pass
1001861764	SURAFEL GETAHUN KEBEDE	M	17	N	37	25	14	14	11	20	22	48	191/480	40	47.0	Pass
1001868962	SURAFEL MAMO DESALEGN	M	17	N	33	24	15	33	19	17	21	24	186/480	39	43.4	Pass
1001822305	SURAFEL TEKOLA TEFERI	M	13	N	36	24	20	33	17	13	21	48	212/480	44	59.7	Pass
1001868186	TALEGETA DEBEBE MERISHA	M	15	N	27	21	20	18	13	15	28	48	190/480	40	47.0	Pass
1001971879	TARIKE GIRMA FEKEDE	F	14	N	38	21	24	20	12	13	28	39	195/480	41	50.5	Pass
1001832005	TARIKU TADELE WELDAMANUAEL	M	16	N	26	21	21	30	13	14	25	33	183/480	38	39.8	Pass
1001977796	TARIKU TASHOME ABEBE	M	15	N	28	21	24	30	11	19	27	40	200/480	42	53.2	Pass
1001977214	TEBAREK SHIFA ABDI	M	17	N	21	15	14	25	16	15	29	35	170/480	35	29.1	Fail
1001974886	TEMESGEN HUNDE WEDAGO	M	15	N	28	21	20	30	11	19	27	39	195/480	41	50.5	Pass
1001977311	TENSEA MERAARE CHEMEDISE	M	14	N	37	24	8	25	15	12	22	47	190/480	40	47.0	Pass
1001883221	TERUSEW BZUNEH AMARE	F	15	N	36	23	15	19	20	16	19	31	179/480	37	35.9	Pass
1001968096	TESFAHUN YERGA TEFERI	M	14	N	35	26	20	36	17	21	21	26	202/480	42	53.2	Pass

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Reg No	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1001867022	TESFAHUNE GIRMA MENGISTU	M	14	N	37	26	15	37	17	19	21	42	214/480	45	62.6	Pass
1001829077	TESFANESH TEREFE ABEBE	F	14	N	35	26	23	33	9	15	20	40	201/480	42	53.2	Pass
1001404623	TEWABECH NADEW HABTE	F	16	N	37	26	15	38	13	27	21	50	227/480	47	67.4	Pass
1001830065	TEWABECH TAFESE TOMA	F	16	N	26	20	14	17	17	8	25	23	150/480	31	14.4	Fail
1001870126	TEWDROS GIRMA SHEWAFERAHU	M	15	N	32	27	20	26	17	37	29	24	212/480	44	59.7	Pass
1001872260	TEWODROS BIRRU MOGES	M	16	N	19	14	20	18	19	13	24	35	162/480	34	25.1	Fail
1001830162	TEYBA JEMAI YESUFE	F	15	N	27	18	18	15	25	12	21	40	176/480	37	35.9	Pass
1001970424	TIGIST ALEMU ETECHA	F	14	N	32	24	18	24	19	22	22	45	206/480	43	56.5	Pass
1010514572	TIGIST BELEW KEBEDE	F	16	N	23	16	12	22	9	22	24	40	168/480	35	29.1	Fail
1001824342	TIGIST GIZAW TADESSE	F	15	N	28	23	15	16	9	14	19	20	144/480	30	10.9	Fail
1001858874	TIGIST LIJALEM ASRES	F	14	N	28	33	18	33	19	23	18	41	213/480	44	59.7	Pass
1001828901	TIGIST TAMIRU BENTI	F	15	N	41	34	21	36	20	33	25	49	259/480	54	80.9	Pass
1001858486	TIGSIT ABEBE LAYGEFU	F	13	N	29	33	12	34	19	24	20	48	219/480	46	65.3	Pass
1001872745	TILAHUN ADEFRIES DEMKE	M	16	N	36	29	24	41	24	44	34	46	278/480	58	86.0	Pass
1001866828	TILAHUN ASFAW GEBIRWOLDE	M	17	N	40	29	23	36	16	37	33	51	265/480	55	82.3	Pass
1001824245	TIRUBIR TEGAW SERKE	F	18	N	20	18	23	27	20	35	22	29	194/480	40	47.0	Pass
1001972170	TIZETA DEMES SHUME	F	16	N	34	20	23	23	20	14	29	23	186/480	39	43.4	Pass
1001968969	TOFIK KEMAL SHARIF	M	16	N	34	43	23	30	17	25	24	48	244/480	51	76.2	Pass
1001970230	TSGEREDA HAILEMICHAEL SEIFU	F	13	N	28	24	17	27	15	30	24	47	212/480	44	59.7	Pass
1001869544	TSGEREDA HAILESLASE GEBREMIKEAL	F	17	N	20	24	18	28	12	17	19	31	169/480	35	29.1	Fail
1001967805	TSGEREDA MITIKU KIROS	F	15	N	21	31	21	35	19	26	34	46	233/480	49	72.2	Pass
1001826961	TSIGE ANDARGE BILILIGN	F	16	B	32	38	n/a	26	n/a	n/a	24	45	165/300	55	82.3	Pass
1010514863	TSIGE TADESSE FANTA	F	15	N	30	19	17	21	23	24	22	44	200/480	42	53.2	Pass
1001974110	TSION ADMASU TEMESGEN	F	13	N	39	26	17	21	23	26	13	43	208/480	43	56.5	Pass
1001861978	TSION DEGFE DISSASA	F	15	N	40	28	18	27	13	27	22	47	222/480	46	65.3	Pass
1001970327	WAGAYE ASFAW TESHAME	F	15	N	30	27	20	31	19	19	21	45	212/480	44	59.7	Pass
1001861996	WAGAYE SHEWAYIRGA ANBERBIR	F	17	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1001850165	WERKNESH CHERU TAMENE	F	16	N	33	29	24	31	17	21	33	40	228/480	48	69.9	Pass
1001968193	WNDOSEN NIGUSIE GEBREMARIAM	M	13	N	35	23	24	18	16	23	18	45	202/480	42	53.2	Pass

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Reg No.	Name	Sex	Age	Blind	Subjects								Total Marks	Raw% Score	Percentile	Pass or Fail
					Amh	Eng	Maths	Bio	Phy	Che	S.Stu	Civ				
1001859747	WORKIE GASHAW ASAFA	F	17	N	27	22	20	30	21	13	19	49	201/480	42	53.2	Pass
1001861493	WOYNESHET TILAHUN TESSEMA	F	17	N	29	29	21	25	21	13	16	28	182/480	38	39.8	Pass
1001972558	WUBETIE TADELE AMBAYE	F	15	N	28	20	20	25	13	17	8	23	154/480	32	17.3	Fail
1001862754	WUBIT HAILESISLASSE GEBREHYWT	F	16	N	31	19	14	16	11	24	15	47	177/480	37	35.9	Pass
1001869835	WYNEREG ASEFA BEKELE	F	16	N	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	0/480	0		Absent
1001824439	YARED DEREJE ABDI	M	15	N	32	23	24	29	16	18	33	42	217/480	45	62.6	Pass
1001867701	YASIN TASEW GELAN	M	18	N	20	19	12	24	17	14	20	16	142/480	30	10.9	Fail
1001868671	YAYESH GEBRETSADIK WOLDEGIORGIS	F	16	N	26	28	21	26	24	14	23	42	204/480	43	56.5	Pass
1001827155	YEAYNABEBA KEBEDE ESHETU	F	17	N	25	29	18	22	12	18	20	22	166/480	35	29.1	Fail
1001883318	YEGERMACHEW WADO WELDAGEORGES	M	14	N	23	9	27	25	13	14	12	33	156/480	33	21.2	Fail
1001867410	YENENESH ABEBAW MENBERU	F	16	N	23	29	23	26	24	23	28	37	213/480	44	59.7	Pass
1001871387	YESHI CHEKOLE BELAY	F	15	N	31	34	23	33	25	33	29	51	259/480	54	80.9	Pass
1001883124	YEWAGNSHE MESELE MAMO	F	15	N	18	21	21	34	21	18	23	41	197/480	41	50.5	Pass
1001828222	YOHANNES MUSEMA HASEN	M	17	B	46	48	n/a	40	n/a	n/a	46	54	234/300	78	98.8	Pass
1010515251	YOSEF DAWIT LEMAA	M	14	N	32	40	23	33	25	36	25	53	267/480	56	83.8	Pass
1001860911	YOSEF MULISA MERARA	M	15	N	35	26	27	40	24	35	18	38	243/480	51	76.2	Pass
1001859359	YRIGA GEBRE HAILE	M	16	N	29	41	26	35	29	36	29	51	276/480	58	86.0	Pass
1001825118	ZEHARA IBRAHIM MUHAMMED	F	14	N	34	27	30	44	28	41	32	51	287/480	60	88.3	Pass
1010516509	ZENA TESHOME AYELE	M	17	B	31	44	n/a	28	n/a	n/a	33	50	186/300	62	90.1	Pass
1010514281	ZENEBU DEBEBE TEGENWORK	F	15	N	28	34	24	33	25	33	26	42	245/480	51	76.2	Pass
1001860426	ZERIHUN TAREKGHN SHIGUTE	M	14	N	27	20	18	23	27	33	20	45	213/480	44	59.7	Pass
1001827543	ZERITU ABERA TAMENU	F	13	N	22	34	27	31	29	30	25	50	248/480	52	77.6	Pass
1001970618	ZINABWA SEYOUM BELHU	F	16	N	39	30	21	37	20	21	30	50	248/480	52	77.6	Pass
1001971588	ZIYADA HULCHAFO BEYAN	F	15	N	37	28	20	36	24	29	28	45	247/480	51	76.2	Pass

አዲስ አበባ ዩኒቨርሲቲ
የድህር፡ ምረቃ፡ ት/ቤት
የትምህርት ምርምርና ጥናት ተቋም
የትምህርት፡ ምርምርና ፡ ልማት ፡ ዘርፍ

ለወላጆች

የጥናቱ ርዕስ፡- በአዲስ አበባ ከተማ መንግስት ፡ ት/ቤት በተማዎች ውጤት ላይ ተፅዕኖ የሚያሳድሩ ከቤተሰብ የኑሮ ሁኔታ ገቢ ጋር ተያያዥነት ያላቸው ነገሮች ላይ ጥናት ማድረግ የተማሪዎች ውጤት ላይ ተፅዕኖ የሚያሳድሩ ነገሮችን ማጥናት፡፡

የጥናቱ ውጤት፡- በአዲስ አበባ የመንግስት ት/ቤት ተማሪዎች ውጤት ላይ ተፅዕኖ የሚያሳድሩ ከቤተሰብ የኑሮ ሁኔታ ጋር ተያያዥነት ያላቸው ችግሮች ፈልጎ በማግኘት በትምህርት ዘርፍ የሚሠሩ ግብረሰናይ ወይም ዓለም አቀፍ ድርጅቶች ችግሩ በአዲስ አበባ እንዳለ አውቀው አስፈላጊውን ቀጣይነት ያለው እገዛ ለቤተሰቦች በማድረግ በመንግስት ትምህርት የሚማሩ ተማሪዎች ውጤትን ማሻሻል፡፡

ስለዚህ እርስዎ የሚሰጡት ግልፅና እውነተኛ መረጃ ለጥናቱ ዓላማ መሳካት ከፍተኛ ጥቅም አለው፡፡ በመሆኑም እርሰዎ የሚሠጡት መረጃ ለጥናቱ ብቻ የሚውልና በከፍተኛ ሚስጢር የሚያዝ ስለሆነ በቅንነት ትክክለኛ መልስዎን ጥናቱን ለሚያደርገው ሰው ምላሽ እንዲሰጡ በማክበር እጠይቃሁ፡፡

ውድ ጊዜዎን ሰጥተው እዚህ ድረስ በመምጣት ለአደረጉት ከፍተኛ አሰተዋፅኦ ከልብ አመሰግናሉ፡፡

ማሳሰቢያ

1. ስምዎን መግለፅ አያስፈልግዎትም

I. በተማሪዎች ውጤት ላይ ተፅዕኖ የሚያሳድሩ ከቤተሰብ ገቢ/የሥራ ሁኔታ ጋር ተያያዥነት ያላቸው ነገሮችን አጉልተው ለማሳየት የሚችሉ ጥያቄዎች

1 እርሰዎ ለምን ልጅዎን መንግስት ትምህርት ቤት አሰገቡ ለምን የግል ትምህርት ቤት አሳሰገቡም?

2 የቤት ውስጥ አሰጠኝ ለልጅዎ ቀጥረዋል ከሆነ ለምን ካልሆነ ምን እንደሆነ ቢገልፁልኝ?

1.3 ት/ቤቱ ባዘጋጀው የተጨማሪ የጥናት ፕሮግራም ውስጥ ልጅዎን ከጥለው ማስተማር ይችላሉ?

1.4 ልጅዎን በእርሰዎ ሥራ ውስጥ እንዲሳተፍ ያደርጋሉ ከሆነ ለምን? ካልሆነ ለምን እንዳሉ ምክንያቱን ይግለፁ።

1.5 ልጅዎ እቤት ውስጥ ብዙ ጊዜ የቤት ሥራ እንዲሠራ ያደርጋሉ ከሆነ ለምን ወይም እንዴት እንደሆነ ቢገልፁልኝ?

1.6 ልጅዎ በትምህርቱ/ቷ ደካማ ብትሆን ምን ያደርጋሉ?

II. የቤተሰብ ክትትል ያለመኖር/መኖር በተማሪዎች ውጤት ላይ የሚያሳድረውን ተፅዕኖ ለማጥናት የሚረዱ ጥያቄዎች።

2.1. በየቀኑ የልጅዎን የትምህርት ሁኔታ ይከታተላሉ ከሆነ ለምን ካልሆነ ለምን እንደሆነ ቢገልፁልኝ ?

2.2. በየጊዜው ሰለልጅዎ በትምህርት ቤት ያለውን ሁኔታ ለማወቅ ከአሰተማሪዎች ጋር እየሄዱ የመመካርና የመከታተል ፕሮግራም አለዎት ካለዎት/ከሌለዎት ለምን ወይም እንዴት እንደሆነ ቢገልፁልኝ?

2.3 የወላጆች ቀን ወይም ትምህርት ቤቱ ስለተማሪዎች ሁኔት ለመነጋገር የሚያዘጋጃቸውን ስብሰባዎች ይከታተላሉ ወይ ከሆነ ለምን ካልሆነስ ለምን?

2.4 ስለልጅዎ የትምህርት ሁኔታ ይጨነቃሉ ከሆነ እንዴትና ለምን እንደሆነ ቢገልፁልኝ?

2.5 ልጅዎን የሚረዳ ተቋም/ሌላ ቤተሰብ ወይም ዘመድ አለ?

2.6 ልጅዎ ለትምህርት የሚፈልጋቸውን ነገሮች ሁሉ በወቅቱ ያሟላሉ?

2.8 ልጅዎ ሁል ጊዜ የሚፈልገውን ምግብ ይዞ ወደ ትምህርት ቤት እንዲሄድ ያደርጋሉ?

የአዲስ አበባ ዩኒቨርሲቲ ቤተ-መጻሕፍት
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III. የተማሪዎች የቤተሰብ ተማሪ ገምድና ሁኔታ በተማሪዎች ውጤት የሚያሳድረውን ሁኔታ ለማጥና የሚረዱ ጥያቄዎች።

3.1 እርስዎ የተማሪው/ዋ ወላጅ አባት/እናት ኖት ካልሆኑ ገምድናዎን ይግለፁልን?

3.2 እርስዎ ልጅዎን በቤት ውስጥ እንዴት እንደሚንከባከቡ ቢገልፁልን?

3.3 ከልጅዎ ጋር መልካም ወይም ሠላማዊ የሆነ ግንኙነት በቤት አለኝ ብለው ያምናሉ ከሆነ ለምን ካልሆነ ለምን?

3.4 ለልጅዎ የትምህርት ውጤት መልካም እንዲሆን መልካም አስተሳሰብ አለዎት ወይ?

አዲስ አበባ ዩኒቨርሲቲ
የድህር፡ ምረቃ፡ ት/ቤት
የትምህርት ምርምርና ጥናት ተቋም
የትምህርት፡ ምርምርና ፡ ልማት ፡ ዘርፍ

ለአስተማሪዎች

የጥናቱ ርዕስ፡- በአዲስ አበባ ከተማ መንግስት ፡ ት/ቤት በተማዎች ውጤት ላይ ተፅዕኖ የሚያሳድሩ ከቤተሰብ የኑሮ ሁኔታ ገቢ ጋር ተያያዥነት ያላቸው ነገሮች ላይ ጥናት ማድረግ የተማሪዎች ውጤት ላይ ተፅዕኖ የሚያሳድሩ ነገሮችን ማጥናት፡፡

የጥናቱ ውጤት፡- በአዲስ አበባ የመንግስት ት/ቤት ተማሪዎች ውጤት ላይ ተፅዕኖ የሚያሳድሩ ከቤተሰብ የኑሮ ሁኔታ ጋር ተያያዥነት ያላቸው ችግሮች ፈልጎ በማግኘት በትምህርት ዘርፍ የሚሠሩ ግብረሰናይ ወይም ዓለም አቀፍ ድርጅቶች ችግሩ በአዲስ አበባ እንዳለ አውቀው አሰፈላጊውን ቀጣይነት ያለው እገዛ ለቤተሰቦች በማድረግ በመንግስት ትምህርት የሚማሩ ተማሪዎች ውጤትን ማሻሻል፡፡

ስለዚህ እርስዎ የሚሰጡት ግልፅና እውነተኛ መረጃ ለጥናቱ ዓላማ መሳካት ከፍተኛ ጥቅም አለው፡፡ በመሆኑም እርሰዎ የሚሠጡት መረጃ ለጥናቱ ብቻ የሚውልና በከፍተኛ ሚስጢር የሚያዝ ስለሆነ በቅንነት ትክክለኛ መልስዎን ጥናቱን ለሚያደርገው ሰው ምላሽ እንዲሰጡ በማክበር እጠይቃሁ፡፡

I. በተማሪዎች ውጤት ላይ ተፅዕኖ የሚያሳድሩ ከቤተሰብ ገቢ/ሥራ ሁኔታ ጋር ተያያዥነት ያላቸው ነገሮችን አጉልተው ለማሳየት የሚችሉ ጥያቄዎች፡፡

1.1 እርስዎ በሚያስተምሩበት ክፍል ውስጥ በትምህርታቸው ዝቅተኛ ውጤት ያላቸው ተማሪዎች ለምን ዝቅተኛ ውጤት እንደሚያመጡ የሚያውቁትን ምክንያት ቢነግሩን?

1.2 እርስዎ በሚያስተምሩበት በዚህ ክፍል ውስጥ ያሉ ዝቅተኛ ውጤት ያላቸው ተማሪዎች የሚያሳዩት መጥፎ ባህሪ ካለ ለምን እንደሆነ ቢነግሩኝ?

1.3 በትምህርት ጊዜ የሚያንቀፉ ካሉ ወይም በጣም ከመድከማቸው የተነሳ ትምህርት በአግባቡ መከታተል የማይችሉ ተማዎች ካሉ ቢነግሩን እና ምክንያቱን የሚያውቁ ከሆነ ቢያስረዱን?

1.4 በዚህ ትምህርት ቤት ዝቅተኛ ገቢ ያላቸውን ተማሪዎች በቀጣይነት የሚረዳ ድርጅት ካለ ቢያስረዱን ካለ እርዳታው በቂና እርዳታ የሚያስልጋቸውን ተማሪዎች ለከፍተኛ ውጤት ለማብቃት በቂና አሰፈላጊ እርዳታ ያርጋል ብለው ያምናሉ ወይ?

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1.5 እርስዎ በሚያስተምሩበት ክፍል ውስጥ ያሉ ተማሪዎች ለትምህርት የሚያስፈልጋቸውን ማኛውንም ቁሳቁስ የተሟላ ነው ብለው ያምናሉ ከሆነ ለምን ካሆነ ለምን?

1.6 እርስዎ በሚያስተምሩበት ክፍል ውስጥ ያሉ ከቤተሰብ ጋር ተያያኝነት ያላቸው ችግሮችን በዝርዝር ቢያሳውቁን?

1.7 ባጠቃላይ ዝቅተኛ ውጤት ያላቸውን ተማሪዎች ውጤት ከመምህራንና ከት/ቤቱ እገዛ ውጪ እንዴት ሊቀረፍ ይችላል ብለው ያምናሉ?

II. ከቤተሰብ ክትትል ማነስ የተነሣ በትምህርት ውጤት ላይ ተዕእኖ የሚያሳድሩ ምክንያቶችን ለማወቅ የሚረዱ ጥያቄዎች::

2.1 እርስዎ በሚያስተመሩበት ክፍል ውስጥ ያሉ ዝቅተኛ ውጤት ያላቸው ተማሪዎች ወላጆች ትምህርት ቤት በየጊዜው በመምጣት ከአስተማሪዎች ጋር በመመካር ክትትል ያደርጋሉ ወይ? ካሆነ ምክንያቱን ቢገልፁልን?

2.2 እርስዎ ዝቅተኛ ውጤት ያላቸው ተማሪዎች ወይም መጥፎ ባህሪ የሚያሳይ ወላጅን ማነጋገር ፈልገው ወላጁን ሲጠሩ ወላጆች በተፈለገው ጊዜና ሰዓት የመምጣት ፍላጎት አላቸው?

2.3 ዝቅተኛ የትምህርት ውጤት ያላቸው ተማዎች የተሰጣቸውን የቤት ስራና ሌሎች ሥራዎችን በአግባቡና በተሠጣቸው የጊዜ ገደብ ሠርተው ያስረክባሉ ወይ?

2.4 ዝቅተኛ የትምህርት ውጤት ያላቸው ተማዎች ዘወትር በትምህርት ገበታቸው ላይ ይገኛሉ ወይ ካልሆነ ምክንያቱን ቢገልፁልን?

III. ተማሪና ወላጅ ያላቸውን ዝምድና የሚያሳዬ ጥያቄዎች::

3.1 የተማሪና ወላጅ ዝምድና ግንኙነትን የሚከታተሉበት መዝገብ ወይም መንገድ በትምህርት ቤት ውስጥ አለዎት? ካለዎት በትምህርት ዝቅተኛ ውጤት ያላቸው ተማሪዎች አብዛኛዎቹ የሚኖሩት ከወላጅ ቤተሰቦቻቸው ጋር ነው የሞኖሩት ወይስ ከቅርብ ዘመዶቻቸው?

3.2 ከቅርብ ዘመዶቻቸው ጋር የሚኖሩ ዝቅተኛ ውጤት ያላቸው ተማሪዎች ካሉ በእነዚህ ዘመዶቻቸው ትምህርታቸውን በአግባቡ እንዲከታተሉ የሚያደርጉ ነገሮች ካወቁ ቢነግሩን?

3.3 እነዚህ ከቅርብ ዘመዶቻቸው ጋር የሚኖሩ ተማሪዎች በትምህርት ቤት የሚያሳዩዋቸው ባህሪዎች ምንድን ናቸው?

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3.4 እነዚህ ከቅርብ ዘመዶቻቸው ጋር የሚኖሩ ተማሪዎች በትምህርት አቀባበላቸው እንዴት ናቸው?

3.5 እነዚህ ከቅርብ ዘመዶቻቸው ጋር የሚኖሩ ተማሪዎች በትምህርት ጊዜ ምን ዓይነት ባህሪ ያሳያሉ?

3.6 እነዚህ ከቅርብ ዘመዶቻቸው ጋር የሚኖሩ ተማሪዎች ሁል ጊዜ በትምህርት ገበታቸው ላይ ይገኛሉ? የሚሰጣቸውን የቤት ሥራና ጥናት በወቅቱና በአግባቡ ሠርተው ያስረክባሉ? ካልሆነ ለምን?

3.7 እነዚህ ከቅርብ ዘመዶቻቸው ጋር የሚኖሩ ተማሪዎች ሁል ጊዜ ያለማቋረጥ በትምህርት ገበታቸው ላይ ይገኛሉ ካልሆነ ለምን ?