



| STUDENT'S REPORT CARD               |                          |                                  |                 |                        |  |
|-------------------------------------|--------------------------|----------------------------------|-----------------|------------------------|--|
| YEAR:<br>2025-2026                  |                          |                                  | TERM:<br>SUMMER |                        |  |
| NAME OF STUDENT:<br>HARRIS, RAJHEIM |                          |                                  |                 |                        |  |
| FORM CLASS:<br>10S-2                |                          | DATE OF BIRTH<br>11/19/2010      |                 | STUDENT ID:<br>9550    |  |
| NO. IN CLASS:<br>26                 | POSITION IN CLASS:<br>18 | STUDENT AVERAGE:<br>45.8         |                 | CLASS AVERAGE:<br>54.5 |  |
| HOUSE:<br>MCKENLEY                  |                          | GPA:<br>1.3                      |                 | OUTSTANDING FEE:       |  |
| ATTENDANCE SESSIONS                 |                          |                                  |                 |                        |  |
| TOTAL POSSIBLE SESSIONS:<br>84      |                          | TIMES ABSENT::<br>0              |                 | TIMES LATE:<br>6       |  |
| TIMES EXCUSED:<br>0                 |                          | MERITS:                          |                 | DEMERITS:              |  |
| SUSPENSIONS:                        |                          | ORDER MARKS:                     |                 | DETENTIONS:            |  |
| EXTRA-CURRICULAR ACTIVITIES:        |                          | POSITION(S) OF RESPONSIBILITIES: |                 |                        |  |

| FORM TEACHER'S COMMENT                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Rahjiem has the ability to perform at a much higher level. Although his performance this term was below expectations, he is encouraged to stay focused, develop consistent study habits, and apply himself more diligently. I am confident he can improve.</p> <p>L.Roach</p> |

| SUBJECTS                                                                                                                                     |              |              |             | TERM<br>GRADE | EXAM<br>GRADE | FINAL<br>AVERAGE     | LETTER<br>GRADE | CLASS<br>ATTENDANCE | POSITION    | TEACHERS'<br>COMMENT | SUBJECT<br>TEACHER'S<br>NAME |
|----------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|-------------|---------------|---------------|----------------------|-----------------|---------------------|-------------|----------------------|------------------------------|
| CARPENTRY & JOINERY                                                                                                                          |              |              |             | 61.7          | 33.0          | 47                   | D+              | 26/30               | 1           | 7a                   | J. HALL                      |
| ENGLISH LANGUAGE (CSEC)                                                                                                                      |              |              |             | 24.0          | 57.0          | 41                   | D               | 11/14               | 13          | 13                   | L. CROLL                     |
| HUMAN AND SOCIAL BIOLOGY                                                                                                                     |              |              |             | 57.0          | 29.0          | 43                   | D               | 14/14               | 21          | 7a                   | A. THOMAS                    |
| INFORMATION TECHNOLOGY                                                                                                                       |              |              |             | 34.0          | 37.0          | 36                   | D-              | 29/31               | 24          | 14                   | B. CUNNINGHAM                |
| MATHEMATICS                                                                                                                                  |              |              |             | 17.7          | 46.0          | 32                   | D-              | 18/22               | 10          | 11,14,16             | A. MCLENNON                  |
| PHYSICAL EDUCATION                                                                                                                           |              |              |             | 85.0          | 48.0          | 67                   | B-              | 13/13               | 3           | 11                   | C. MARSHALL                  |
| SOCIAL STUDIES                                                                                                                               |              |              |             | 57.7          | 54.0          | 56                   | C               | 14/15               | 13          | 6                    | P. RAINFORD                  |
|                                                                                                                                              |              |              |             |               |               |                      |                 |                     |             |                      |                              |
| KEY TO LETTER GRADING SYSTEM                                                                                                                 |              |              |             |               |               |                      |                 |                     |             |                      |                              |
| A<br>85-100%                                                                                                                                 | A-<br>80-84% | B+<br>75-79% | B<br>70-74% | B-<br>65-69%  | C+<br>60-64%  | C<br>55-59%          | C-<br>50-54%    | D+<br>45-49%        | D<br>40-44% | D-<br>30-39%         | E<br>0-29%.                  |
| KEY TO SOCIAL AND CLASS CONDUCT                                                                                                              |              |              |             |               |               |                      |                 |                     |             |                      |                              |
| 1 = POOR, 2 = UNSATISFACTORY, 3 = SATISFACTORY, 4 = GOOD, 5 = EXCELLENT                                                                      |              |              |             |               |               |                      |                 |                     |             |                      |                              |
| GRADE CO-ORDINATOR'S COMMENTS                                                                                                                |              |              |             |               |               | PRINCIPAL'S COMMENTS |                 |                     |             |                      |                              |
| Rajheim is encouraged to dedicate time this summer to reinforcing foundational academic skills to build a stronger base for future learning. |              |              |             |               |               |                      |                 |                     |             |                      |                              |
| J. Williams                                                                                                                                  |              |              |             |               |               |                      |                 |                     |             |                      |                              |

| KEY TO COMMENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |
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| 1. Maintains a high standard of performance.<br>2. Takes pride in his/her work.<br>3. Occupies learning time wisely.<br>4. He/She tries, quality of work is improving.<br>5. Good worker and attentive listener.<br>6. Displays a positive attitude towards work.<br>7. (a) Can do better work.<br>(b) Making Progress Academically.<br>8. Participates in class activities.<br>9. Shows interest but slow in grasping concepts.<br>10. Needs guidance and individual supervision.<br>11. Disappointing exam results.<br>12. Started well but interest has waned.<br>13. Has ability but lacks application.<br>14. Needs to settle down.<br>15. Little or no effort shown.<br>16. Wastes time – not much is achieved.<br>17. Very unappreciative of the value of education.<br>18. A disruptive student.<br>19. Frequent absences negatively impact performance.<br>20. Hides away from classes. |        |
| SOCIAL CONDUCT RATING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |
| ATTRIBUTE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | RATING |
| Shows respect for authority                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3      |
| Relates well to peers and teachers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 3      |
| Displays initiative and leadership qualities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3      |
| Works towards established goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3      |
| Oberves dress code                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4      |
| Is caring and industrious                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3      |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |
| Next Term Begins:<br>Monday, September 7, 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |        |