11 January 2016

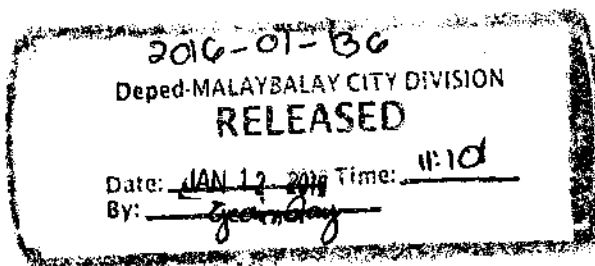**DIVISION MEMORANDUM**
No. ____OO9____ s. 2016

PREPARATION AND SUBMISSION OF SCHOOL REPORT CARD (SRC)

TO: **Public Elementary/Secondary School Heads**
        This Division

> 2016-01-06
> Deped-MALAYBALAY CITY DIVISION
> **RELEASED**
> Date: JAN 12 2016 Time: 11:10
> By:

1. Pursuant to *DepED Order No. 44, s. 2015*, re: *Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card*, you are hereby directed to prepare and submit the following:

   - School Report Card (SRC) for SY 2014-2015 using herein Annex 12A template
   - School Report Card (SRC) for SY 2015-2016 using herein Annex 1A template
   - School Report Card Summary of Information using herein Annex 11 template
   - Child Mapping Tool using herein Annex 1B template

2. Further, you are required to submit the afore-cited documents to this Office attention: **ROSALIO P. ARANGCO**, Senior Education Program Specialist for Planning & Research on or before *February 5, 2016* for review.

3. For compliance.

EDILBERTO L. OPLENARIA, CESO VI
Schools Division Superintendent
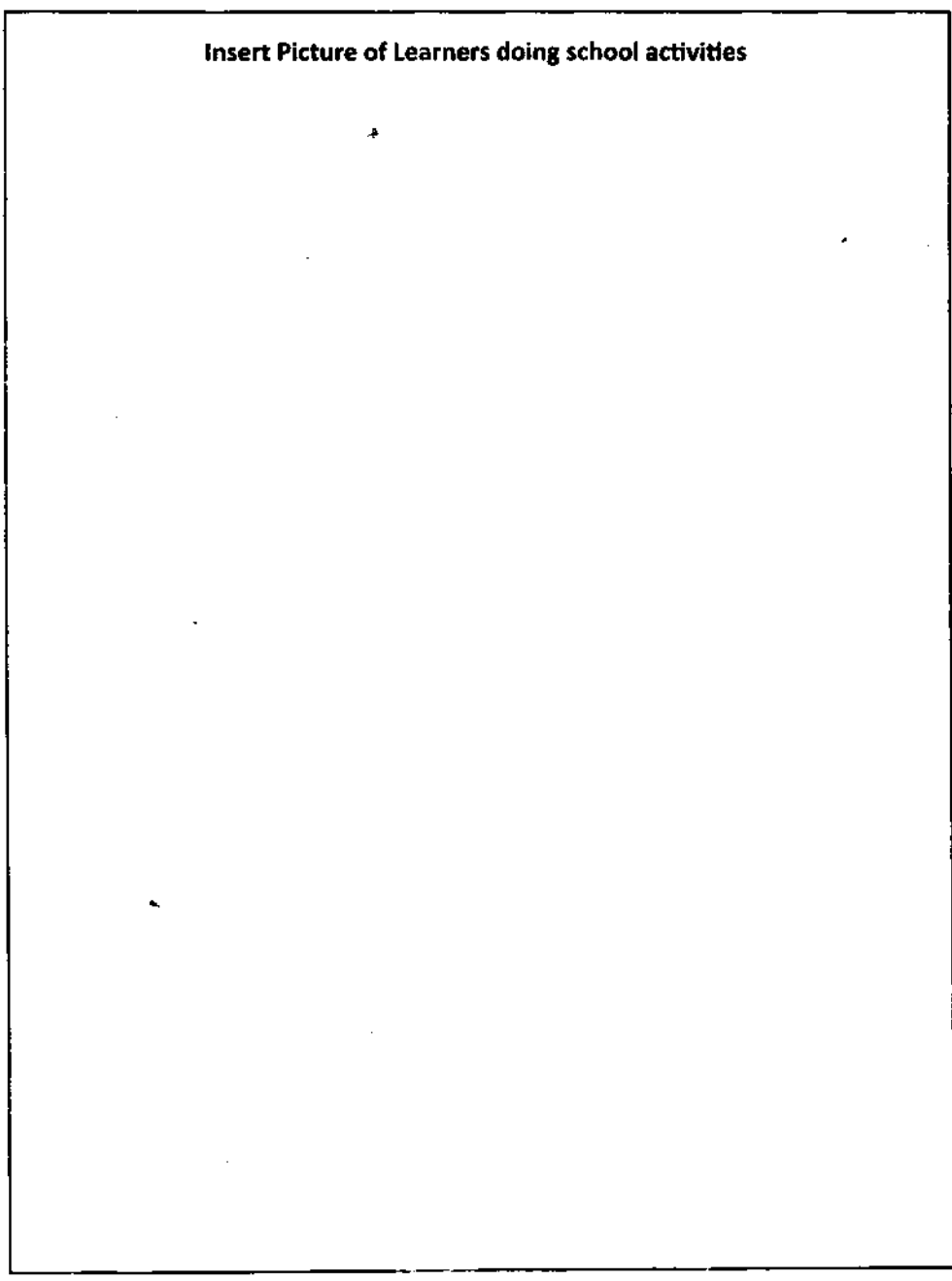
Incl.:

        As stated

Copy furnished:
        - Records
        - SEPS Planning

TO BE POSTED IN THE WEBSITE

Annex 12A Basic SRC Template
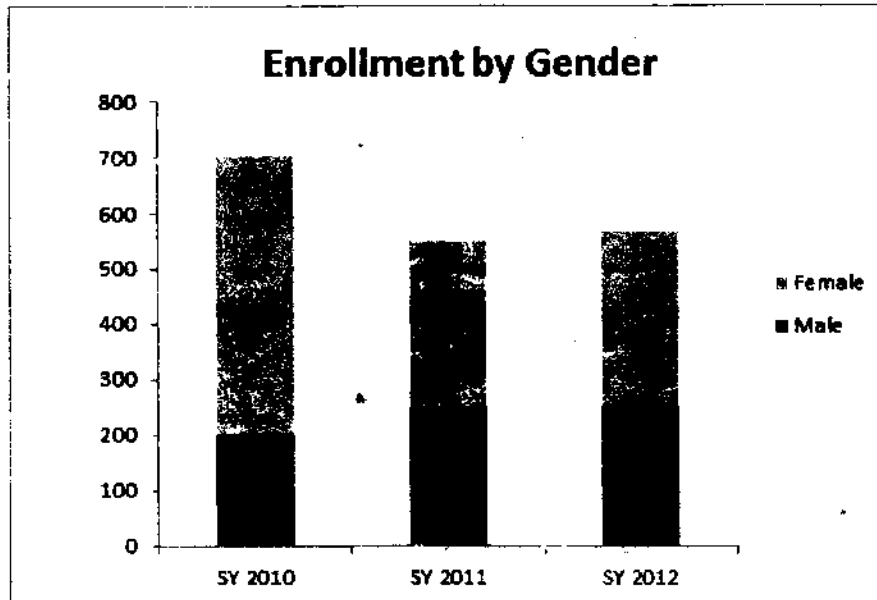
Name of School: _____ School ID: _____

Address: _____

School Head: _____

Contact Number: _____

Email Address: _____

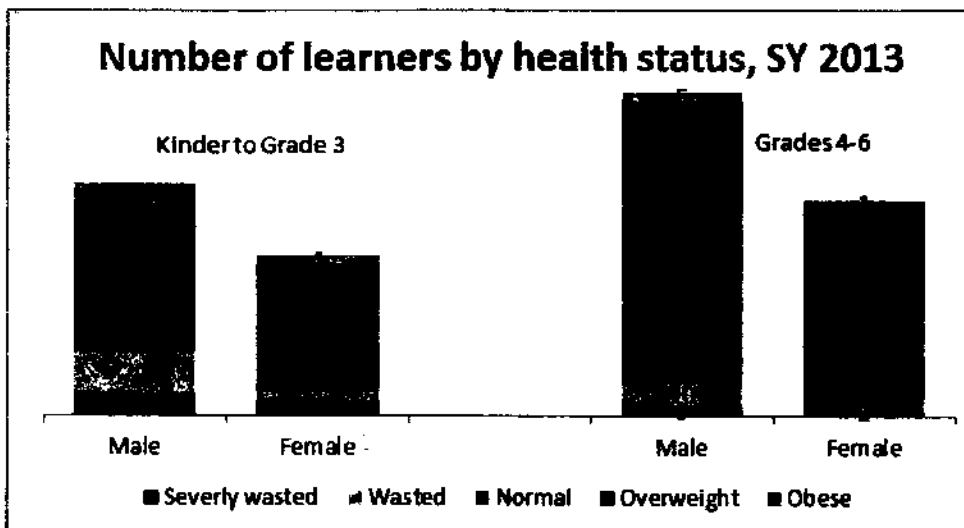**Insert Picture of Learners doing school activities**

School Profile

1. Enrollment

Enrollment by Gender

Write interpretation of the data.

2. Health and nutritional status

Number of learners by health status, SY 2013

Write interpretation of the data.

3. Learners materials

		Excess	Shortage
	Subject		
	English 3		
	Mathematics 5		
Textbook	Science 6		

		Number
	Books	
Library	Tables	
	Chairs	
Computer	Computers	

Write interpretation of the data.

4. Teachers' professional development

Number of teachers attended training, SY 2013

	ICT	LAC	K-12	SBM	Others
	3	15	15	3	10

Write interpretation of the data.

5. Funding sources

Sources of School Funding, SY 2013

10,000 15,000

- MOOE
- Canteen
- LGUs
- Donors
- Others

Write interpretation of the data.

6. School awards and recognitions

Best Performing School	Division Office of Ilocos Sur	Division	School
Over-all Champion in Sports Contest	Vigan City LGU	Division	Student
Hall of Famer Brigada Eskwela Awardee	DepEd Central Office	National	School

Write interpretation of the data.

Performance Indicators

Access

7. Number and rate of dropouts by cause

Number of drop out by cause

- Armed conflict
- Family Problem
- Lack of allowance
- Distance to School
- Sickness

SY 2010   SY 2011   SY 2012

Write interpretation of the data.

Drop out Rate

5%

2%

1.50%

SY 2010   SY 2011   SY 2012

Quality

8. Percentage of learners who completed the School Year (Promotion Rate)

Promotion Rate, SY 2013

100%   100%

K   Grade 1

Write interpretation of the data.

9. National Achievement Test (NAT) – by Mean Percentage Score (MPS)

NAT results by subject, 2013
Grade 6

	English	Science	Mathematics	Filipino	Makabayan
MPS	70.51	88.48	68.84	77.11	76.72

Write interpretation of the data.

10. Literacy level

Number of learners by literacy level, SY 2013

English   Filipino

Pre-test   Post-test   Pre-test   Post-test

■ Frustration   ▨ Instructional   ■ Independent
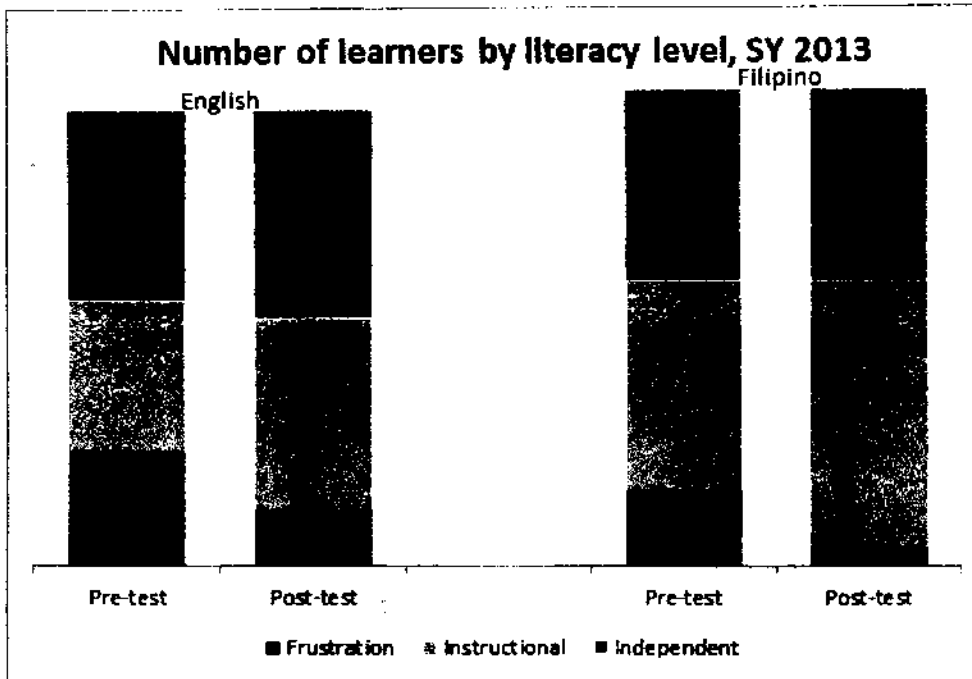
Write interpretation of the data.

Annexes

Governance

11. School-Based Management Assessment Level

SBM Level	Qualitative Interpretation:
I	**Developing**

12. Child-Friendly School Survey result *

CFSS Points:	Qualitative Interpretation:
33	**Outstanding**

Annexes

13. Stakeholders' participation

Stakeholders' Attendance to School Activities, SY 2013

Activity	Percentage
Co-curricular	95%
Extra-curricular	85%
Meetings	88%
Assemblies	100%

Stakeholders Contribution (In Pesos), SY 2013
Cash/Inkind

(Bar chart with y-axis from 0 to 8000 in increments of 1000; categories: Brigada, Contests, Scouting, Closing Program, Others)

Number of volunteer hours

(Bar chart with y-axis from 0 to 70 in increments of 10; categories: Brigada, Contests, Scouting, Closing Program, Others)
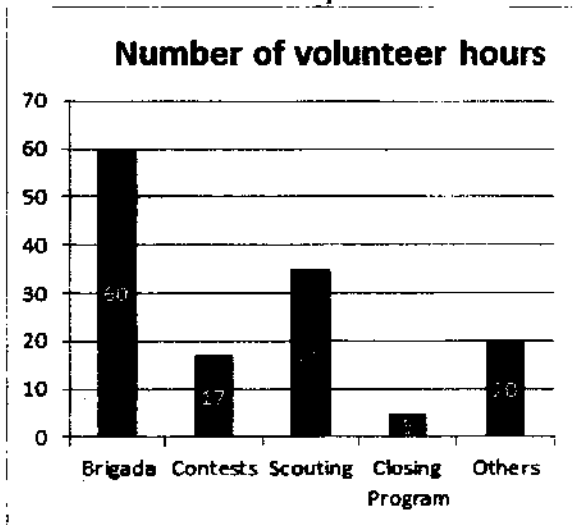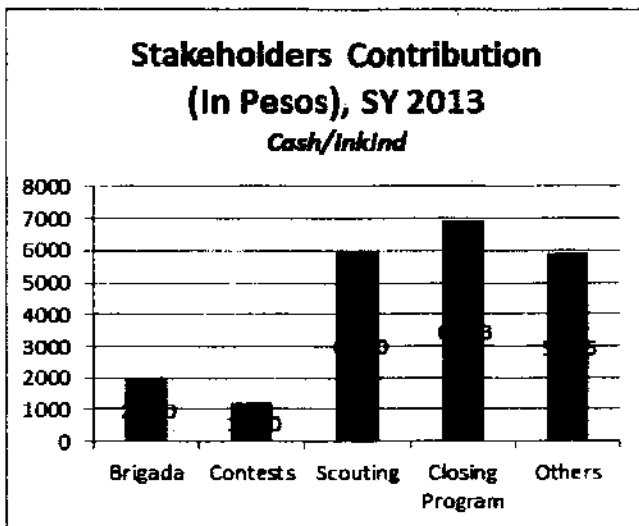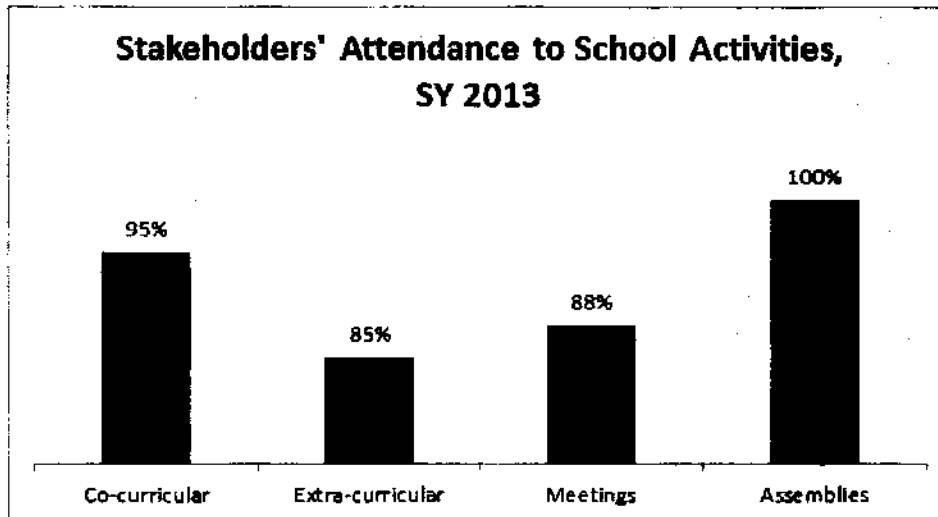
Write interpretation of the data.

14. Learner-Teacher ratio

Learner-Teacher Ratio, SY 2013

Standard

K   Grade 1   Grade 2   Grade 3   Grade 4   Grade 5   Grade 6
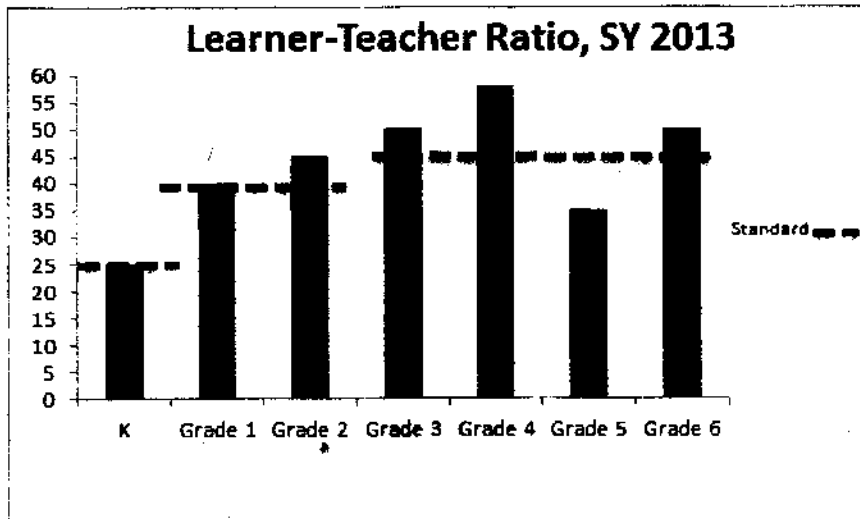
Write interpretation of the data.

15. Learner-Classroom ratio

Learner-Classroom Ratio, 2013

Standard

K   Grade 1   Grade 2   Grade 3   Grade 4   Grade 5   Grade 6
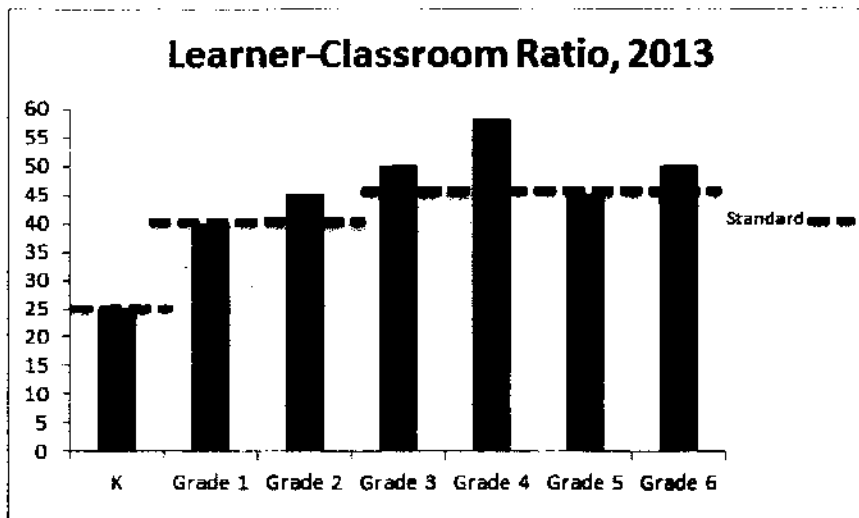
Write interpretation of the data.

16. Learner-Toilet ratio

Learner-Toilet Ratio, SY 2013

(Chart: vertical axis labeled 0, 10, 20, 30, 40, 50, 60; horizontal axis labeled 1)
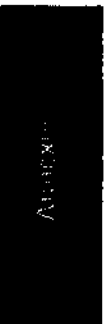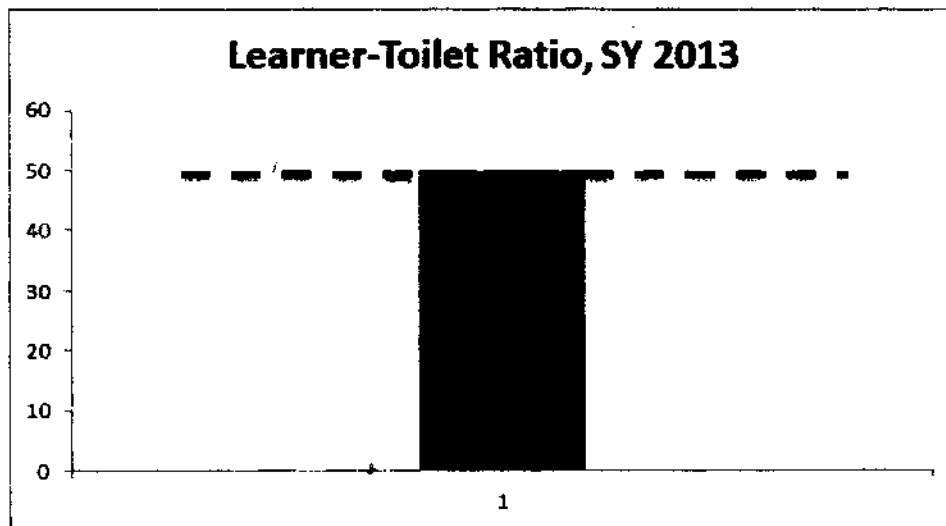
Write interpretation of the data.

17. Learner-Seat ratio

Learner-Seat Ratio, SY 2013

(Chart: vertical axis labeled 0, 0.2, 0.4, 0.6, 0.8, 1, 1.2; horizontal axis labeled 1)
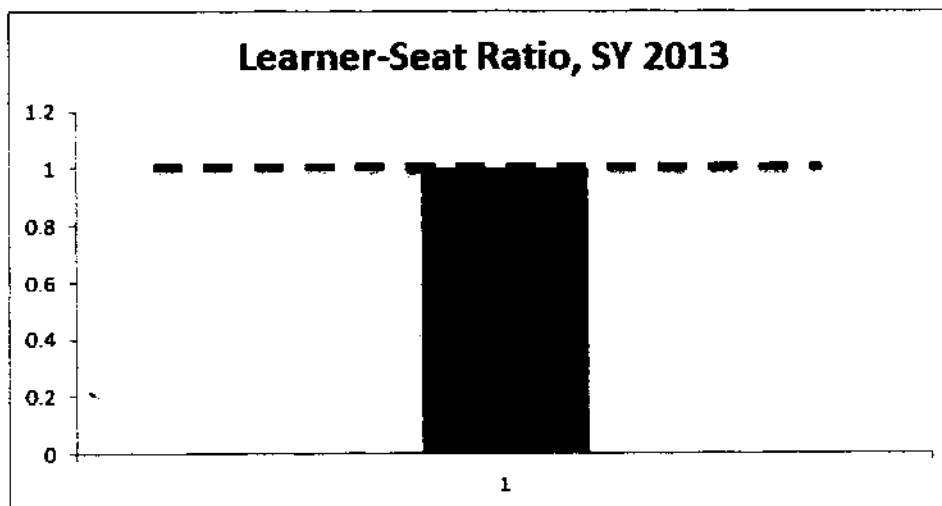
Write interpretation of the data.

Projects

18. Status Continuous Improvement (CI) projects

*Presentation of Tables or Graphs depends on the School

Write interpretation of the data

19. Other stakeholders' accomplishments

*Presentation of Targets or Graphs depends on the School

Write interpretation of the data

Certified Accurate:

_____   _____
School Head   Teacher Representative

_____   _____
PTCA President   Student Government President

Annex 12B Advanced SRC Template

Annex 12B SRC Template (Advanced)

School Report Card

General Roxas Elementary School

Brgy. Roxas District, QC

ID No.:

Jonan Timothy D.
MONGCAL

Annexes
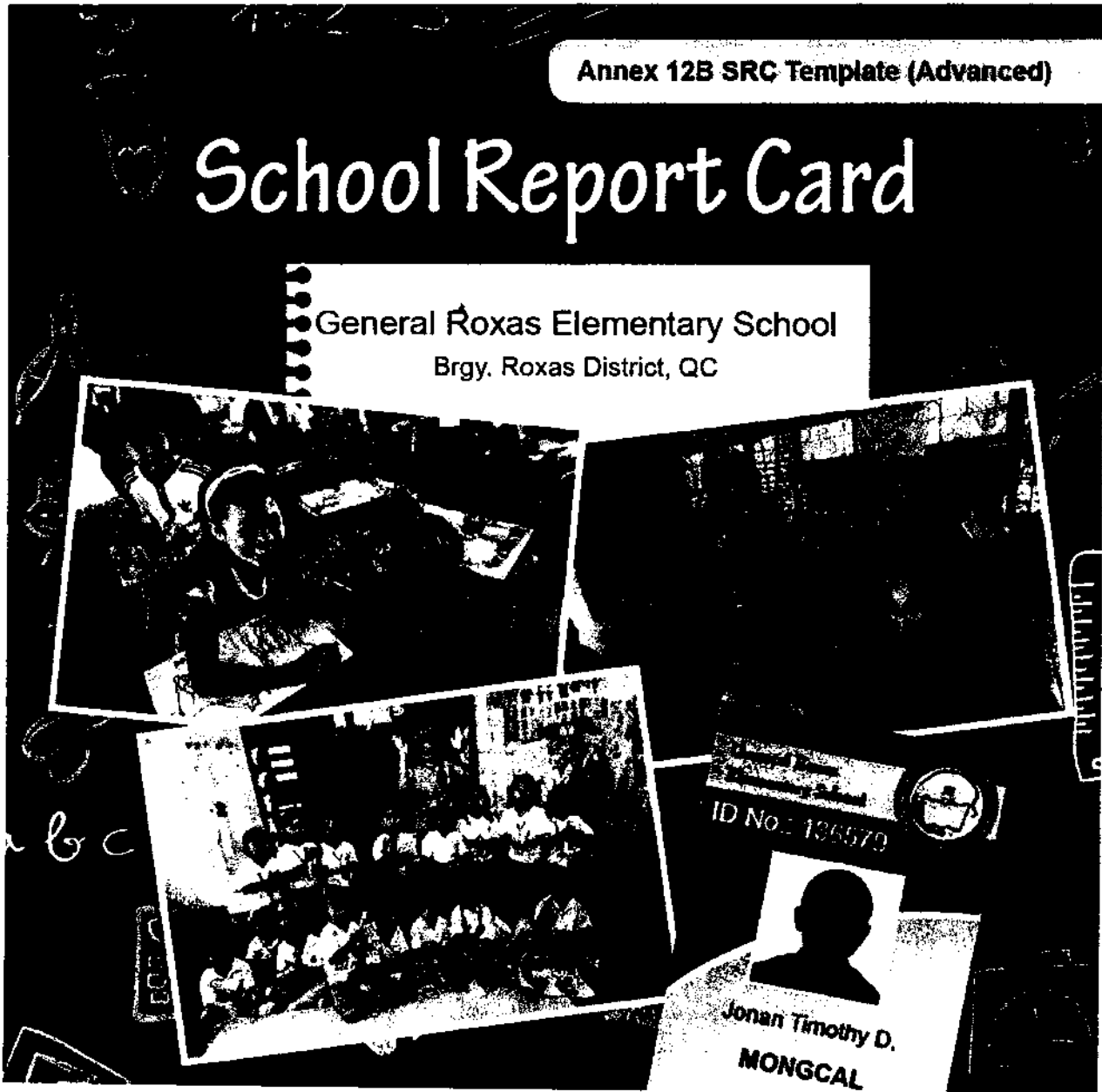
School Profile

1. Enrollment

Enrollment by Gender
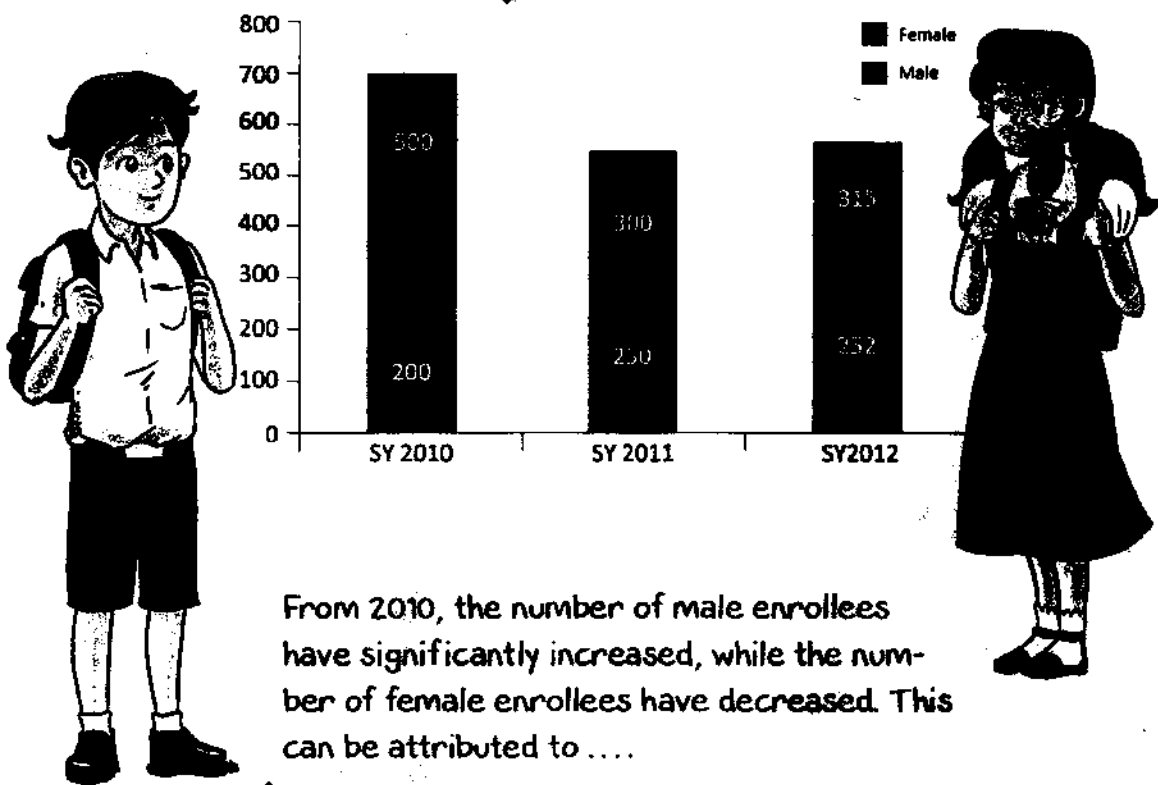
From 2010, the number of male enrollees have significantly increased, while the number of female enrollees have decreased. This can be attributed to ....

2. Health and nutritional status

Number of learners by health status, SY 2013

Kinder to Grade 3   Grades 4-6

| Male | Female | | Male | Female |

■ Severely Wasted   ■ Wasted   ■ Normal   ■ Overweight   ■ Obese
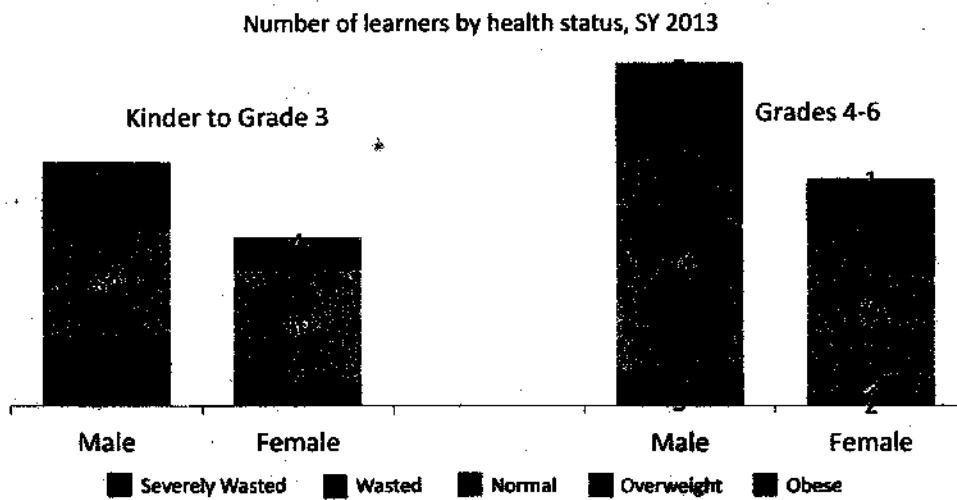
In the primary grades, 46% (86 out of 186) of the learners fall outside the normal health status. On the other hand, only 32% of Grades 4-6 students fall outside the normal health status.

3. Learners' materials

	Subject	Excess	Shortage
Textbook	English 3 Mathematics 5 Science 6		

		Number
Library	Books	
	Tables	
	Chairs	
Computer	Computers	
Science Equipment*		

At the end of the school year, there was an excess of x number of textbooks in these subject areas: English and Mathematics

4. Teachers' professional development
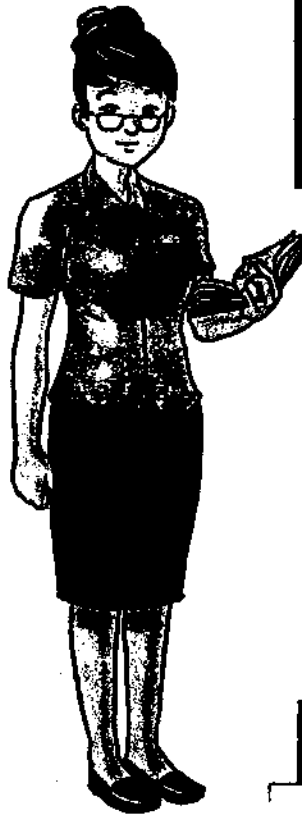
In the last year, majority of the trainings attended by our teachers were about K to 12 and LACs

Trainings attended by Teachers, SY 2013

ICT	LAC	K-12	SBM	Others
3	15	15	5	10

5. Funding sources

Sources of School Funding, SY 2013

10,000

100,000

50,000

50,000

■ MOOE   ■ Canteen   ■ LGUs   ▨ Donors   ■ Others
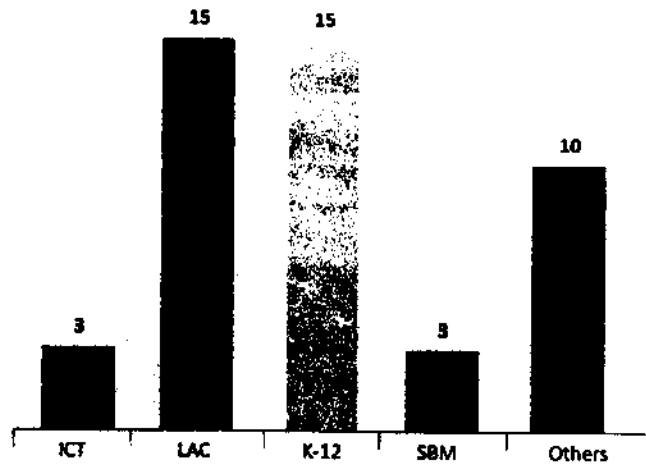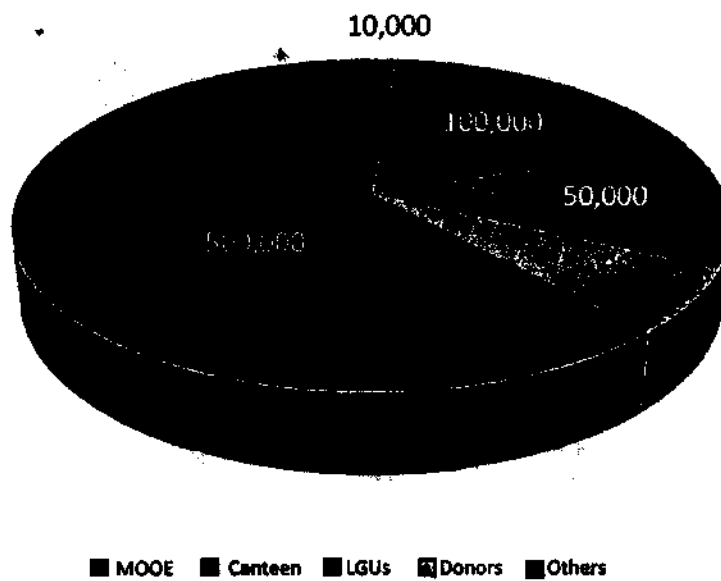
The biggest source of school funding come from the MOOE. Other sources are canteen fund, LGUs, and donors.

6. School awards and recognition

Title of Award	Award Giving Body	Level (International, National, Region, Division or School Level)	Category of Awardee (Student, Teacher, School Head, School)
Best Performing School	Division Office of Ilocos Sur	Division	School
Over-all Champion in Sports Contest	Vigan City LGU	Division	Student
Hall of Famer Brigada Eskwela Awardee	DepEd Central Office	National	School

Performance Indicators: Access

7. Number and rate of dropouts by cause

Number of drop out by cause

- Armed conflict
- Family Problem
- Lack of allowance
- Distance to School
- Sickness

| SY 2010 | SY 2011 | SY2012 |
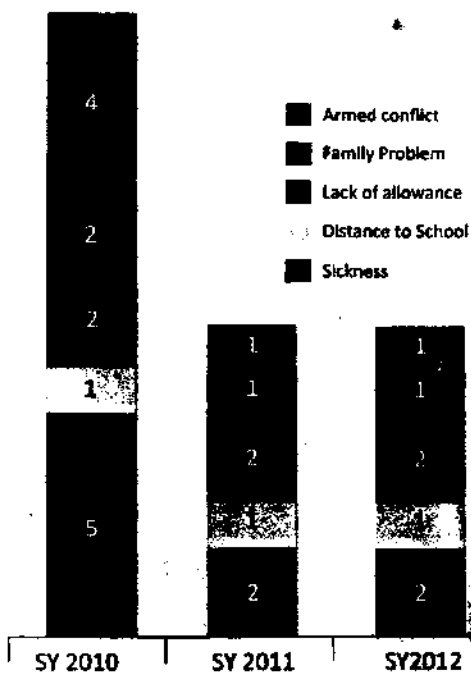
The dropout rate of the school decreased by 3.5% in just 2 years. The main cause of the dropout of the students remain to be sickness

Drop out Rate

5%

2%

1.50%

| SY 2010 | SY 2011 | SY2012 |
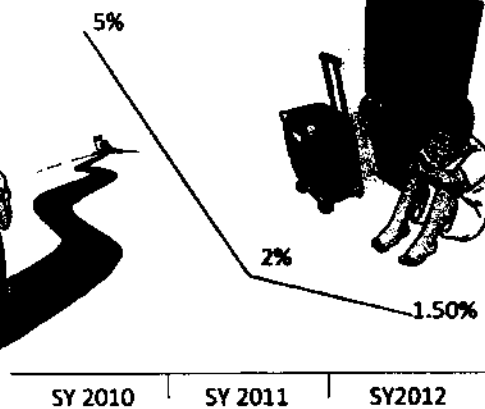
Performance Indicators: Quality

8. Percentage of learners who completed the School Year
(Promotion Rate)

The promotion
rate was
successfully
maintained at 100%

Promotion Rate, SY 2013

| Kinder | Grade 1 |
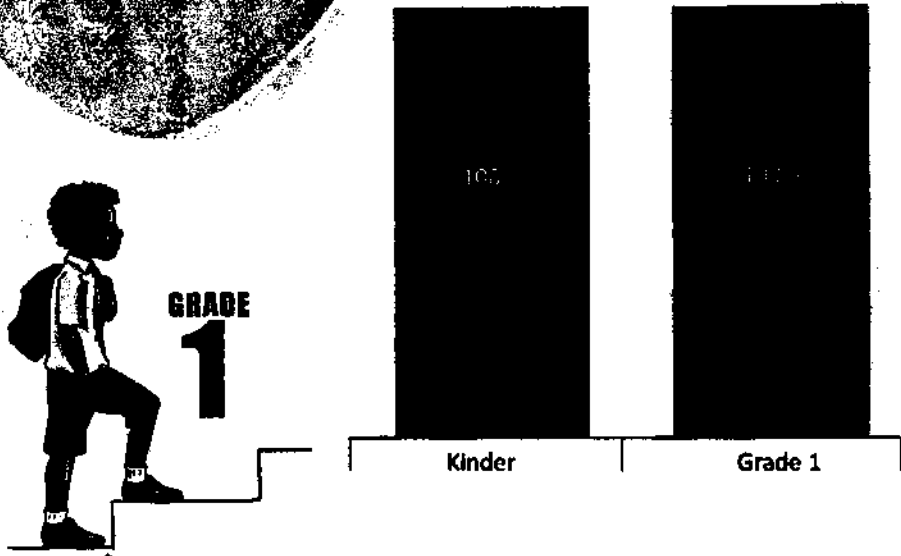
Performance Indicators: Quality

9. National Achievement Test (NAT) – by Mean Percentage Score (MPS)

NAT results by subject, 2013

70.51	88.48	68.84	77.11	76.72
English	Science	Mathematics	Filipino	Makabayan
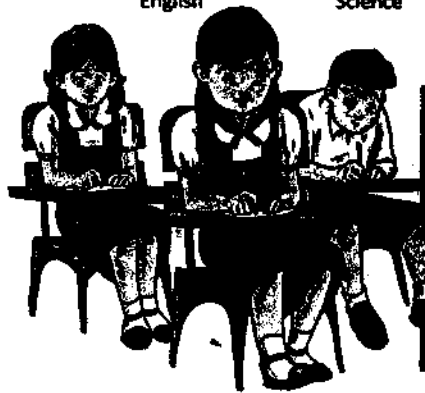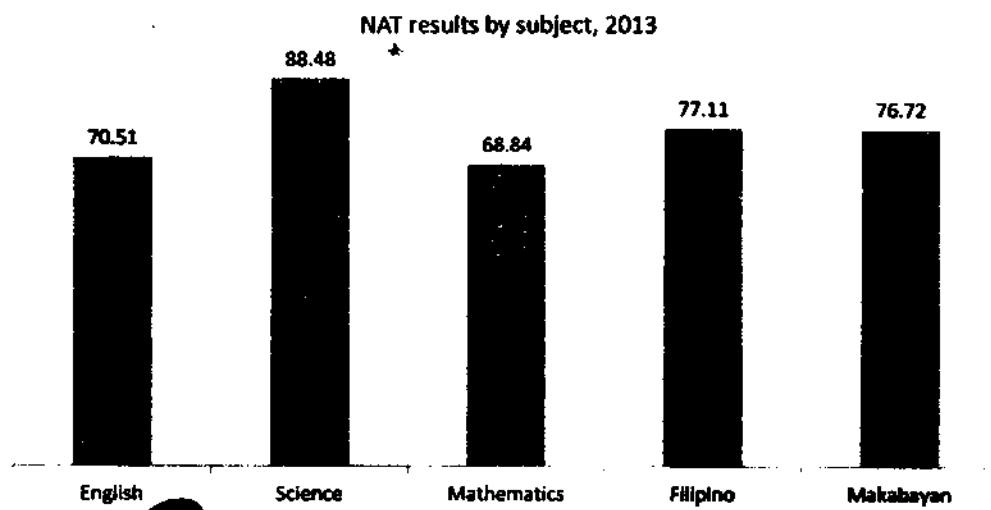
In the recent NAT, student performed well in Science, Filipino and Makabayan. Interventions maybe needed to help the students in the areas of English and Mathematics.

Annexes

10. Literacy level

PHIL-IRI results show an improvement in the students' literacy. More students have moved from frustration level to instructional level in both English and Filipino.

Number of learners by literacy level, SY 2013

English

Filipino

| Pre-test | Post-test | Pre-test | Post-test |

■ Frustration   ■ Instructional   ■ Independent
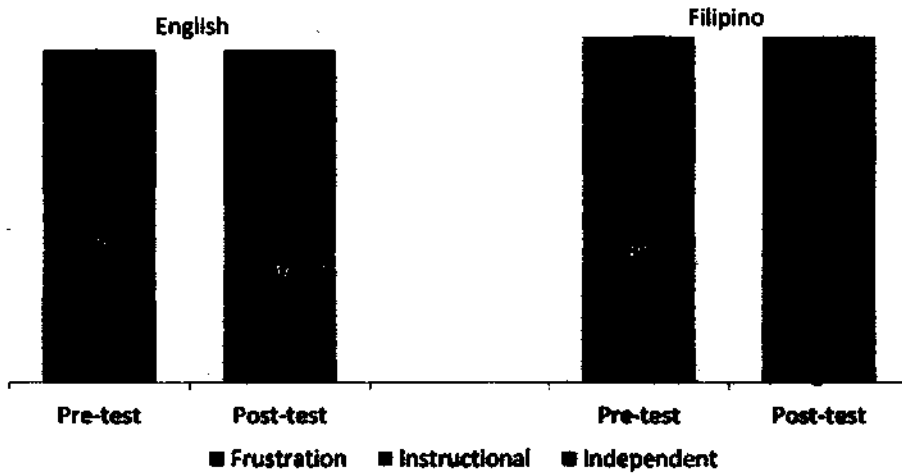
Performance Indicators: Governance ✔

11. School-Based Management Assessment Level

SBM Level	Qualitative Interpretation
1	**Developing**

12. Child-Friendly School Survey result

CFSS Points:	Qualitative Interpretation:
33	**Outstanding**
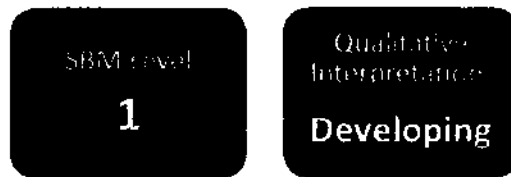
The school got a score of 33 points in the Child-friendly school survey, making us and Outstanding Child-Friendly School.

13. Stakeholders' participation

Stakeholders have shown notable participation in the numerous undertakings of the school.

Stakeholders' Attendance to School Activities, SY 2013

Co-curricular	95%
Extra-curricular	85%
Meetings	88%
Assemblies	100%
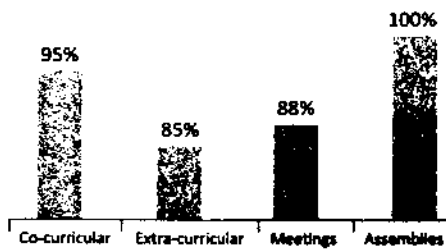
Stakeholders Contribution, SY 2013
Cash/Inkind

	Pesos
Brigada	2,000
Contests	1,200
Scouting	6,000
Closing Program	6,923
Others	5,875

Number of volunteer hours

Brigada	60
Contests	17
Scouting	35
Closing Program	5
Others	20
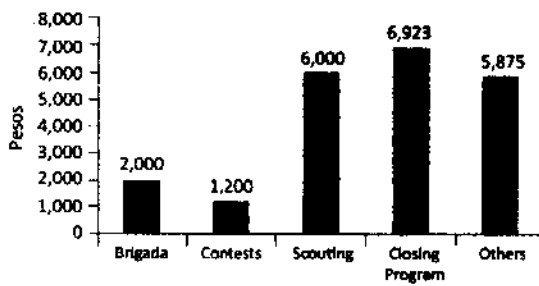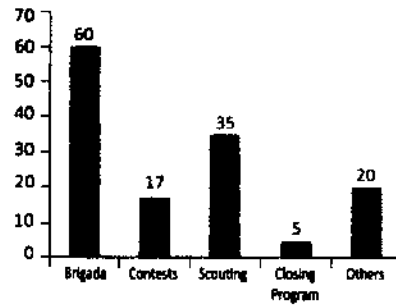
14. Learner-Teacher ratio

Learner- Teacher Ratio, SY 2013
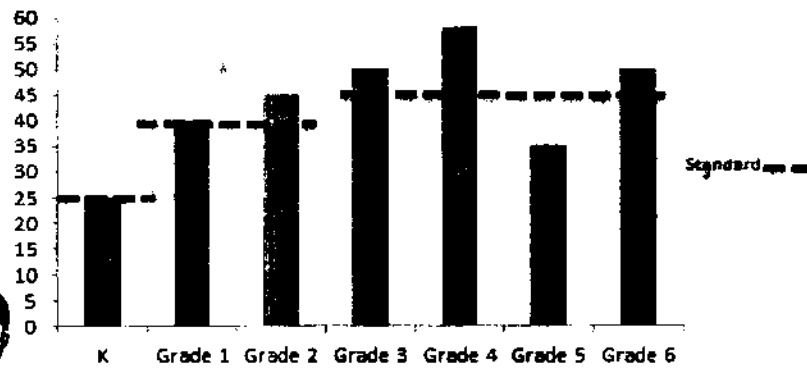
Except for Grades 1 & 5, all levels have a general class size bigger than the recommended pupil-teacher ratio.

Annexes

15. Learner-Classroom ratio
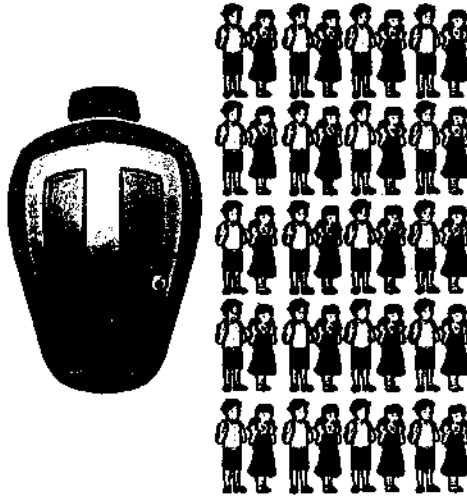
Except for Kinder, Grade 1, and Grade 5, all levels have a general class size bigger than the recommended pupil-classroom ratio. This means that a lot of classrooms are still overcrowded.

Learner- Classroom Ratio, SY 2013
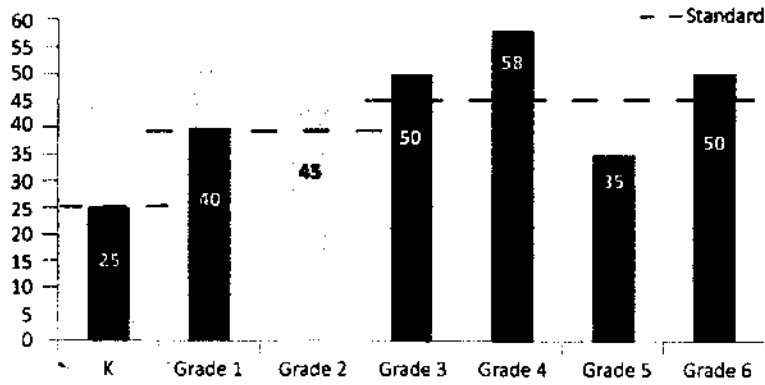
16. Learner-Toilet ratio

Learner-Toilet Ratio, SY 2013
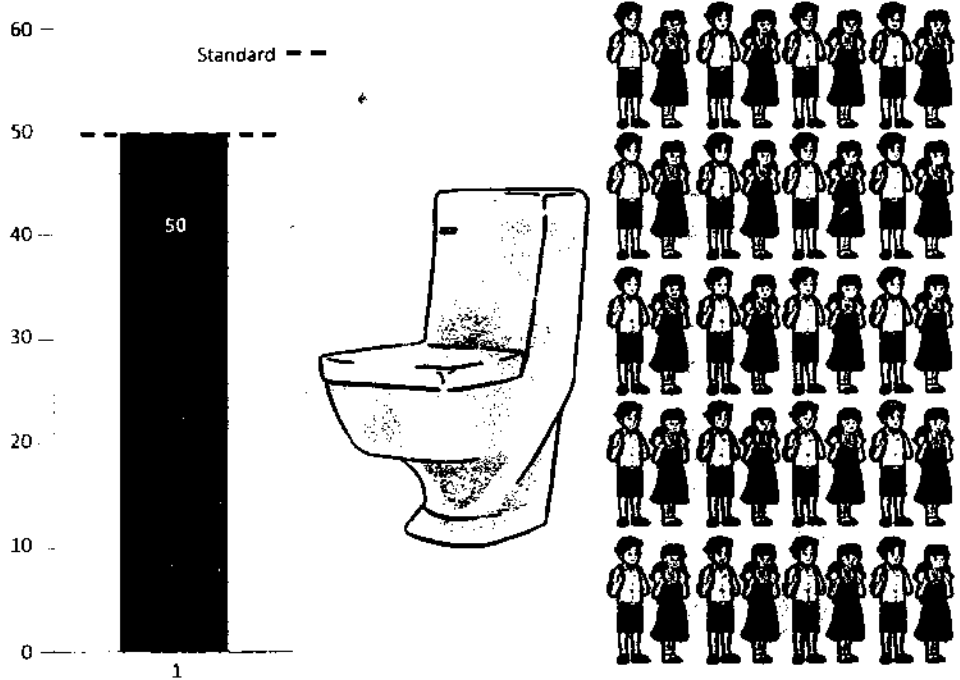
There are enough toilets to accommodate all students while maintaining an acceptable cleanliness level of the bathrooms.

17. Learner-Seat ratio

There are currently enough seats for all our students.

Learner-Seat Ratio, SY 2013
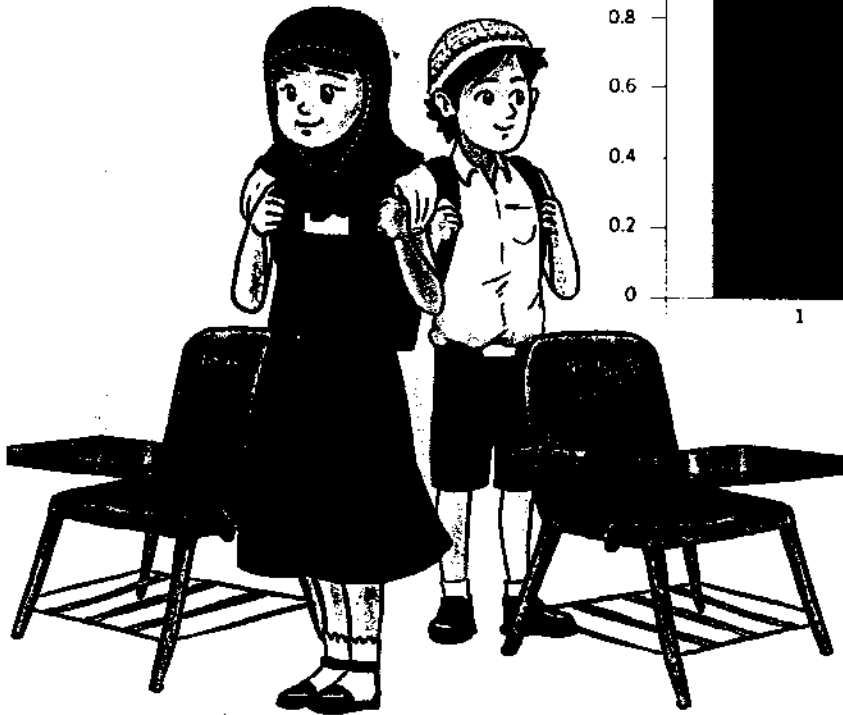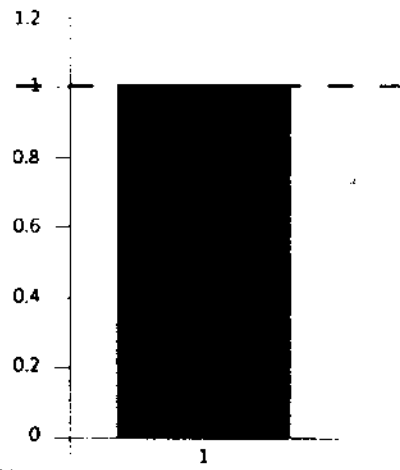
Projects

18. Status of Continuous Improvement (CI) projects

The GPTA held a successful school wide clean up drive last February.
It was attended by 125 parents and 150 students.

19. Other stakeholders' accomplishments

A current reading intervention program is being implemented to help 15 non-readers in Grade 2 to reach their ideal reading level.

School logo here

Division logo here

I. SCHOOL PROFILE/DATA

Instruction: Please input required data/information in unshaded cells. Fill-in only the grade levels that are applicable to your school. This template aims to organize existing school and community data from different sources. If you find it useful to lift data from other templates and transfer it here, you may do so. Otherwise, you can just attach the other data templates to this form.

IDENTIFYING INFORMATION

School ID: AAAAAA

Address: ADDRESS AAA

District: DISTRICT AAA

Division: DIVISION AAA

Name of School: SCHOOL AAA

Barangay: BRGY AAA

Municipality: MUNICIPALITY AAA

Region: REGION AAA

A. GEOGRAPHY

A.1 Location of the School. *Check the appropriate description.*

☐ Along the highway   ☐ Near a river or waterway   ☐ On top of a mountain

☐ Near the coastline   ☑ By the hillside

A.2 Relative Distance of the School

	Distance in km	Mode of Transportation
a. From the poblacion	5	jeep, tricycle
b. From the nearest public elementary school	6	jeep, tricycle
c. From the nearest private elementary school	6	jeep, tricycle
d. From the nearest public secondary school	10	jeep, tricycle
e. From the nearest private secondary school	12	jeep, tricycle
f. From the District Office	5	jeep, tricycle
g. From the Division Office	13	jeep

A.3 Incidence of crimes and other human-induced hazards

A.3.1 Check if there have been incidences of the following in the last 3 years.

☐ Armed conflict as a result of organized crime (terrorism, siege, etc.)

☐ Crime against school head/s (murder/homicide, physical injury, rape, sexual harassment, etc.)

☑ Crime against school property (theft, robbery, arson)

☐ Crime against student/s (murder/homicide, physical injury, rape, sexual harassment, etc.)

☐ Crime against teacher/s (murder/homicide, physical injury, rape, sexual harassment, etc.)

☑ Fire (Electrical wiring failure, etc.)

☐ Health Threat (I.e. Dengue, Malaria, Measles, food poisoning, disease outbreak)

☐ Oil Spill

☐ Security threat as a result of civilian violence (bomb threats, kidnapping threats, hostage taking, shooting, etc.)

☐ Structural collapse (as a result of engineering failures)

☐ Others. Pls. Specify: _____

A.3.2 What are the 3 most frequent crimes/human-induced hazards?

1st most frequent: theft of school property

2nd most frequent: fire due to faulty wiring

3rd most frequent: _____

A.4 Incidence of natural hazards

A.4.1 Check if there have been incidences of the following in the last 3 years.

☐ Drought   ☑ Tropical Cyclones (Storm, Typhoon, Tropical Depression, etc.)

☐ Earthquake   ☐ Oil Spill

☐ Fire (includes forest fires and fires due to natural disasters)   ☐ Tsunami

☑ Flood   ☐ Volcanic eruption

☑ Landslide   ☐ Others. Pls. specify: _____

☐ Storm surge

<u>**A.4.2 What are the 3 most frequent natural hazards?**</u>

1st most frequent: floods

2nd most frequent: tropical cyclones

3rd most frequent: landslides

A.5 Result of disaster incidents
☐ School used as an evacuation center in the last 3 years

B. LEARNING ENVIRONMENT

B.1 Classrooms and seats

<u>**B.1.1 Classroom quantity [SRC.15.]**</u>

Level	Total Enrollment, Current SY	No. of Classrooms			
		In Good Condition	For Repair/ Rehabilitation	Total	Learner:classroom ratio[1]
Kindergarten	80	3	0	3	26.67:1
Grade 1	72	4	0	4	18:1
Grade 2	72	4	0	4	18:1
Grade 3	68	4	0	4	17:1
Grade 4	72	4	0	4	18:1
Grade 5	69	3	1	4	17.25:1
Grade 6	68	3	1	4	17:1
Grade 7	65	4	0	4	16.25:1
Grade 8	63	4	0	4	15.75:1
Grade 9	67	4	0	4	16.75:1
Grade 10	65	4	0	4	16.25:1
Grade 11	63	3	1	4	15.75:1
Grade 12	70	3	1	4	17.5:1
TOTAL	894	47	4	51	17.53:1

[1] Learner:classroom ratio = Total enrollment divided by the total number of classrooms

<u>**B.1.2 Classroom seat quantity [SRC.17.]**</u> *Indicate the total number of seats in all classrooms.*

Number	Learner:seat ratio[2]
894	1:1

[2] Learner:seat ratio = Total enrollment divided by the total number of seats

B.2 Water, Sanitation and Hygiene (WASH) facilities

<u>**B.2.1 Water supply/source.**</u> *Check as appropriate.*

☑ Local piped water   ☐ Rainwater catchments   ☐ Without available water supply

☐ Water well/deep well   ☐ Natural source

Is the main source of water functional at present?

☑ YES   ☐ NO   Pls. cite reasons why: _____

<u>**B.2.2 Handwashing.**</u> *Is there space for handwashing?*

☑ YES   If YES: ☑ with soap   ☐ without soap

☐ NO

<u>**B.2.3 Functional toilets [SRC.16.]**</u>

Male		Female	
Number	Ratio[3]	Number	Ratio[3]
10	48.7:1	16	25.44:1

<u>**B.2.4 Toilet bowls**</u>

Male		Female	
Number	Ratio[4]	Number	Ratio[4]
10	48.7:1	16	25.44:1

[3] Learner:toilet ratio = Total enrollment divided by number of toilets

[4] Learner:toilet bowl ratio = Total enrollment divided by number of toilet bowls

C. TEACHERS

C.1 Number of teachers [SRC.14.]

C.1.1 Number of nationally-funded teachers (current SY)

Male	Female	TOTAL	Learner:teacher ratio [5]
5	19	24	37.25:1

[5] Learner:teacher ratio = Total enrollment divided by number of nationally-funded teachers

C.1.2 Number of locally-funded teachers and subsidized/volunteer teachers (current SY):

No. of Locally-funded Teachers: _____

No. of Subsidized/ Volunteer Teachers: _____

C.2 Quality of teachers

C.2.1 Number of master teachers

Position	Number	Carries Full-Time Class Teaching Load (YES/NO)	Assigned Grade Levels	Assigned Part-Time to Class Teaching (YES/NO)	Assigned Full-Time to Ancillary Services (YES/NO)
Master Teacher IV					
Master Teacher III					
Master Teacher II					
Master Teacher I					

C.2.2 Number of teachers meeting the desired competencies based on NCBTS

	SY Before Previous SY:	Previous SY:	Current SY:
Total No. of Teachers	25	24	24
No. of Teachers meeting the standards	19	18	18
% meeting the standards	76.00%	75.00%	75.00%

C.2.3 Projects/interventions implemented to improve basic competencies of teachers

	YES	NO	If YES, please describe
a. Does the school have mechanisms for sustained school-based training?			
b. Does the school use the result of the NCBTS-Teacher's Strength and Needs Assessment as basis for planning?			
c. Are there other interventions implemented to improve competencies of teachers?			

C.2.4 If the response to C.2.3.b is YES, list down the top 3 training needs mentioned and indicate the number of teachers trained on these [SRC.4.]

Training Needs	SY Before Previous SY:		Previous SY:		Current SY:	
	No. of Teachers trained	% of teachers trained	No. of Teachers trained	% of teachers trained	No. of Teachers trained	% of teachers trained
Top 1: _____						
Top 2: _____						
Top 3: _____						

8.3 Textbooks. Indicate number of textbooks per grade level and subject [SRC.3.]

Level	Subject: ENGLISH		Subject: SCIENCE		Subject: FILIPINO		Subject: MATH		Subject: ____	
	Number	Ratio	Number	Ratio	Number	Ratio	Number	Ratio	Number	Ratio
Kindergarten	44	1.82:1	49	1.63:1	50	1.6:1	50	1.6:1		
Grade 1	43	1.67:1	49	1.47:1	49	1.47:1	48	1.5:1		
Grade 2	39	1.85:1	44	1.64:1	46	1.57:1	45	1.6:1		
Grade 3	39	1.74:1	45	1.51:1	45	1.51:1	44	1.55:1		
Grade 4	40	1.8:1	47	1.53:1	45	1.6:1	46	1.57:1		
Grade 5	42	1.64:1	48	1.44:1	47	1.47:1	48	1.44:1		
Grade 6	40	1.7:1	48	1.42:1	46	1.48:1	45	1.51:1		
Grade 7	43	1.51:1	48	1.35:1	48	1.35:1	49	1.33:1		
Grade 8	42	1.5:1	47	1.34:1	47	1.34:1	48	1.31:1		
Grade 9	39	1.72:1	46	1.46:1	44	1.52:1	46	1.46:1		
Grade 10	40	1.63:1	46	1.41:1	45	1.44:1	45	1.44:1		
Grade 11	38	1.66:1	45	1.4:1	44	1.43:1	43	1.47:1		
Grade 12	37	1.89:1	43	1.63:1	43	1.63:1	42	1.67:1		
TOTAL	**526**	**1.7:1**	**605**	**1.48:1**	**599**	**1.49:1**	**599**	**1.49:1**		

B.4 Library:

No. of books: 354

No. of tables: 4

No. of chairs: 16

Give additional information and qualitative descriptions of the library (on the lighting, space, other fixtures present, etc.)

_____

_____

8.5 Other learning facilities/materials (Example: computers, science equipment. Insert new rows if necessary.)

Facility/Material	Number	Qualitative description/condition

B.6 Availability of electrical supply. What is the school's source of electricity?

☑ Grid supply

☐ Off-grid supply

    ☐ Solar power

    ☐ Generator

    ☐ Others. Pls. specify: _____

☐ No source of electricity

B.7 Internet connectivity

B.7.1 Are there Internet service providers in the area?

    ☑ YES   ☐ NO

If YES, check the appropriate Internet service provider/s servicing the area:

☐ BAYANTEL   ☑ GLOBE   ☑ SMART   ☐ WIT Global (Satellite)

☐ DIGITEL   ☑ PLDT   ☐ SUN   ☐ Others. Pls. specify: _____

B.7.2 Does the school subscribe to any of the Internet service provider/s listed above?

    ☐ YES   ☑ NO

B.7.3 Are there Internet café/shops/WiFi-enabled stations in the area?

    ☑ YES   Pls. specify: _____

    ☐ NO

D.2.2 Projects/interventions implemented in the previous SY addressing needs of children with other health problems (insert new rows if necessary)

Project/intervention	Number of Children Covered

D.3 Children reported as victims of abuse and violence

D.3.1 Number of children who were recorded victims of abuse and violence (physical, verbal, and sexual). Should be supported by data from the Guidance Office/teachers.

Level	Previous SY ___			Current SY ___		
	Total	Male	Female	Total	Male	Female
Kindergarten	0	0	0	0	0	0
Grade 1	0	0	0	0	0	0
Grade 2	4	2	2	3	1	2
Grade 3	3	1	2	5	3	2
Grade 4	5	3	2	3	1	2
Grade 5	2	1	1	3	2	1
Grade 6	3	2	1	4	2	2
Grade 7	5	2	3	1	1	0
Grade 8	4	2	2	5	2	3
Grade 9	2	1	1	5	3	2
Grade 10	5	2	3	2	1	1
Grade 11	4	3	1	5	2	3
Grade 12	5	3	2	3	2	1
TOTAL	42	22	20	39	20	19
Percent of Total		52.38%	47.62%		51.28%	48.72%

D.3.2 Projects/interventions implemented for children that were victims or suspected victims of abuse

	YES	NO	If YES, please describe the mechanisms	Number of Children Covered
a. Does the school have mechanisms to promote safe and protective practices based on DepED's Policy on Child Protection in School?				
b. Other interventions implemented for children that were victims or suspected victims of abuse (insert new rows if necessary)				

E. STATUS OF PRIORITY IMPROVEMENT PROJECTS OR CI PROJECTS [SRC.18. & SRC.19.]

These projects include those implemented by the school and other stakeholders. Insert new rows if necessary.

Implementer	Program/Project Title	Duration		Target	Status/Accomplishments *Indicate progress of the program/ project, and its effect/impact on children's access to quality education.*
		Start	End		

C.2.5 If teachers weren't trained based on identified needs (as seen in C.2.4), cite reasons for the lack of training.

D. CHILDREN HEALTH AND SAFETY

D.1 Nutritional status [SRC.2.]

D.1.1 Number of malnourished children for the current SY

Level	Wasted			Severely Wasted		
	Total	Male	Female	Total	Male	Female
Kindergarten	25	12	13	3	2	1
Grade 1	23	13	10	3	2	1
Grade 2	22	10	12	2	1	1
Grade 3	19	9	10	1	1	0
Grade 4	21	9	12	0	0	0
Grade 5	19	11	8	0	0	0
Grade 6	22	13	9	0	0	0
Grade 7	23	10	13	0	0	0
Grade 8	21	10	11	0	0	0
Grade 9	24	12	12	0	0	0
Grade 10	18	9	9	0	0	0
Grade 11	19	10	9	0	0	0
Grade 12	18	10	8	0	0	0
Total	274	138	136	9	6	3
Percent of Total		50.36%	49.64%		66.67%	33.33%

D.1.2 Projects/interventions implemented in the previous SY addressing malnourished children (insert new rows if necessary)

Project/intervention	Number of Children Covered

D.2 Health status

D.2.1 Number of children who have other health problems for the current SY. Indicate common ailments and corresponding number of children per type of ailment based on results of physical and dental examinations. Insert new columns if necessary.

Level	Types of Ailments (Current SY)								
	Ailment:	Ailment:	Ailment:	Ailment:	Ailment:	Ailment:	Ailment:	Ailment:	Ailment:
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4									
Grade 5									
Grade 6									
Grade 7									
Grade 8									
Grade 9									
Grade 10									
Grade 11									
Grade 12									
TOTAL									

1.3 Number of children in the barangay NOT in school the last two SYs, depending on data availability

Age	SY Before Previous SY _____			Previous SY _____			No. of Out-of-school Children Attending Other Forms of Learning in Previous SY		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
4	72	36	36	72	36	36			
5	13	5	8	10	4	6			
6	17	9	8	15	8	7			
7	19	9	10	17	8	9			
8	20	10	10	19	9	10			
9	19	10	9	18	9	9			
10	19	10	9	18	9	9			
11	17	8	9	15	7	8			
12	17	8	9	15	7	8			
13	13	7	6	12	7	5			
14	17	8	9	16	7	9			
15	16	8	8	14	7	7			
16	15	7	8	15	7	8			
17	17	9	8	15	8	7			
TOTAL	291	144	147	271	133	138			

1.4 Projects/interventions implemented to ensure that out-of-school children are reached or mainstreamed in school

	YES	NO	If YES, please describe the mechanism/intervention used by the school-community
a. Does the school-community have a mechanism to actively seek out children not in school and give them access to education (e.g., family mapping, Community-Based Management System, etc)?			
b. Did the school use interventions in the previous SYs to ensure that out-of-school children have access to education?			

2. CHILDREN ENROLLED IN SCHOOL [SRC.1.]

2.1 Enrollment for the last 3 SYs

Level	SY Before Previous SY: _____			Previous SY: _____			Current SY: _____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten	77	40	37	78	40	38	80	42	38
Grade 1	64	35	29	68	37	31	72	39	33
Grade 2	64	35	29	68	37	31	72	39	33
Grade 3	60	33	27	64	35	29	68	37	31
Grade 4	64	35	29	68	37	31	72	39	33
Grade 5	61	33	28	65	35	30	69	37	32
Grade 6	60	33	27	64	35	29	68	37	31
Grade 7	57	31	26	61	33	28	65	35	30
Grade 8	55	30	25	59	32	27	63	34	29
Grade 9	59	32	27	63	34	29	67	36	31
Grade 10	57	31	26	61	33	28	65	35	30
Grade 11	55	30	25	59	32	27	63	34	29
Grade 12	68	40	28	68	41	27	70	43	27
TOTAL	801	438	363	846	461	385	894	487	407
Percent of Total		54.68%	45.32%		54.49%	45.51%		54.47%	45.53%

II. SITUATION OF CHILDREN / LEARNERS: ACCESS - IN AND OUT OF SCHOOL

Instruction: Please input required data/information in unshaded cells. Fill-in only the age groups/grade levels that are applicable to your school.

1. CHILDREN NOT IN SCHOOL

1.1 Population of children in the barangay where school is located (current SY)

Age	Total Population			No. of children NOT in School			% of children NOT in School		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
4	41	38	79	37	35	72	90.24%	92.11%	91.14%
5	42	38	80	4	3	7	9.52%	7.89%	8.75%
6	45	40	85	6	7	13	13.33%	17.50%	15.29%
7	47	40	87	8	7	15	17.02%	17.50%	17.24%
8	46	39	85	9	8	17	19.57%	20.51%	20.00%
9	48	40	88	9	7	16	18.75%	17.50%	18.18%
10	45	40	85	8	8	16	17.78%	20.00%	18.82%
11	42	39	81	5	8	13	11.90%	20.51%	16.05%
12	42	36	78	7	6	13	16.67%	16.67%	16.67%
13	39	34	73	5	5	10	12.82%	14.71%	13.70%
14	43	38	81	7	7	14	16.28%	18.42%	17.28%
15	41	36	77	6	6	12	14.63%	16.67%	15.58%
16	41	35	76	7	6	13	17.07%	17.14%	17.11%
17	49	34	83	6	7	13	12.24%	20.59%	15.66%
GRAND TOTAL	611	527	1138	124	120	244	20.29%	22.77%	21.44%

1.2 Reasons for not attending school in the current SY [6]

Age	No. of school-aged children not in school	No. of children NOT in school according to reasons							
		Financial Matters	Health and Nutrition	Child Labor	Distance of School from Home	Affected by Disaster	Affected by Conflict	Disability	Other Reasons
4	72	0	0	0	0	0	0	0	72
5	7	3	4	0	0	0	0	0	0
6	13	6	4	0	1	1	0	1	0
7	15	5	5	0	2	2	0	0	1
8	17	8	3	0	2	2	0	0	2
9	16	9	2	0	2	2	0	0	1
10	16	11	2	0	0	1	0	2	0
11	13	10	1	0	0	1	0	1	0
12	13	11	0	0	0	1	0	0	1
13	10	10	0	0	0	0	0	0	0
14	14	11	1	0	0	2	0	0	0
15	12	12	0	0	0	0	0	0	0
16	13	9	1	0	0	2	0	1	0
17	13	12	0	0	0	0	0	1	0
TOTAL	244	117	23	0	7	14	0	6	77
Percent of Total		47.95%	9.43%	0.00%	2.87%	5.74%	0.00%	2.46%	31.56%

[6] School Project Teams are encouraged to conduct interviews or focus group discussions with parents/guardians/community members to probe deeper on reasons cited

2.2 Number of children with disabilities by type of disability (insert new columns if necessary)

Level	No. of Children with Disabilities	Type of Disability (Current SY)							
		Disability: Hearing impaired	Disability: Low vision	Disability: Chronically Ill					
Kindergarten	4	1	1	2					
Grade 1	3	0	1	2					
Grade 2	0	0	0	0					
Grade 3	3	2	1	0					
Grade 4	3	0	2	1					
Grade 5	3	1	2	0					
Grade 6	2	0	2	0					
Grade 7	1	0	0	1					
Grade 8	3	1	1	1					
Grade 9	2	0	2	0					
Grade 10	3	0	2	1					
Grade 11	2	1	1	0					
Grade 12	3	1	2	0					
TOTAL	32	7	17	8					
Percent of Total		21.88%	53.13%	25.00%					

2.3 Other data

Level	No. of Over-aged Learners	No. of IP Learners	No. of Muslim Learners	No. of 4Ps Learner-recipients
Kindergarten				
Grade 1				
Grade 2				
Grade 3				
Grade 4				
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 9				
Grade 10				
Grade 11				
Grade 12				
TOTAL				

III. SITUATION OF CHILDREN / LEARNERS: ACCESS - ATTENDANCE AND RETENTION

Instruction: Please input required data/information in unshaded cells. Fill-in only the grade levels that are applicable to your school.

3. ATTENDANCE

3.1 Number of children regularly attending classes (at least 90% attendance) for the last three SYs [7]

Level	SY Before Previous SY ___			Previous SY ___			Current SY ___		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten	69	36	33	70	36	34	71	37	34
Grade 1	54	30	24	58	32	26	64	35	29
Grade 2	54	30	24	58	32	26	64	34	30
Grade 3	52	28	24	56	30	26	60	32	28
Grade 4	55	30	25	59	32	27	62	33	29
Grade 5	53	28	25	57	31	26	62	33	29
Grade 6	52	28	24	56	30	26	60	32	28
Grade 7	49	26	23	52	28	24	58	31	27
Grade 8	47	25	22	51	27	24	57	31	26
Grade 9	51	27	24	54	29	25	59	32	27
Grade 10	49	26	23	53	28	25	57	31	26
Grade 11	47	25	22	51	27	24	57	30	27
Grade 12	57	33	24	59	35	24	62	38	24
TOTAL	689	372	317	734	397	337	793	429	364
Percent of Total		53.99%	46.01%		54.09%	45.91%		54.10%	45.90%

3.2 Percentage of children regularly attending classes (at least 90% attendance) for the last three SYs [7]

Level	SY Before Previous SY: ___			Previous SY: ___			Current SY: ___		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten	89.61%	90.00%	89.19%	89.74%	90.00%	89.47%	88.75%	88.10%	89.47%
Grade 1	84.38%	85.71%	82.76%	85.29%	86.49%	83.87%	88.89%	89.74%	87.88%
Grade 2	84.38%	85.71%	82.76%	85.29%	86.49%	83.87%	88.89%	87.18%	90.91%
Grade 3	86.67%	84.85%	88.89%	87.50%	85.71%	89.66%	88.24%	86.49%	90.32%
Grade 4	85.94%	85.71%	86.21%	86.76%	86.49%	87.10%	86.11%	84.62%	87.88%
Grade 5	86.89%	84.85%	89.29%	87.69%	88.57%	86.67%	89.86%	89.19%	90.63%
Grade 6	86.67%	84.85%	88.89%	87.50%	85.71%	89.66%	88.24%	86.49%	90.32%
Grade 7	85.96%	83.87%	88.46%	85.25%	84.85%	85.71%	89.23%	88.57%	90.00%
Grade 8	85.45%	83.33%	88.00%	86.44%	84.38%	88.89%	90.48%	91.18%	89.66%
Grade 9	86.44%	84.38%	88.89%	85.71%	85.29%	86.21%	88.06%	88.89%	87.10%
Grade 10	85.96%	83.87%	88.46%	86.89%	84.85%	89.29%	87.69%	88.57%	86.67%
Grade 11	85.45%	83.33%	88.00%	86.44%	84.38%	88.89%	90.48%	88.24%	93.10%
Grade 12	83.82%	82.50%	85.71%	86.76%	85.37%	88.89%	88.57%	88.37%	88.89%
OVERALL	86.02%	84.93%	87.33%	86.76%	86.12%	87.53%	88.70%	88.09%	89.43%

[7] no. of children regularly attending classes divided by the total enrollment x 100

3.3 In the previous SY, how many children were frequently absent (below 90% attendance) and how many of them were recipients of the Conditional Cash Transfer Program (Pantawid Pamilya) of DSWD?

Level	Total Enrollment in Previous SY	Number of children who were frequently absent			Number of frequently absent students that were recipients of Pantawid Pamilya		
		Total	Male	Female	Total	Male	Female
Kindergarten	78	8	4	4			
Grade 1	68	10	5	5			
Grade 2	68	10	5	5		•	
Grade 3	64	8	5	3			
Grade 4	68	9	5	4			
Grade 5	65	8	4	4			
Grade 6	64	8	5	3			
Grade 7	61	9	5	4			
Grade 8	59	8	5	3			
Grade 9	63	9	5	4			
Grade 10	61	8	5	3			
Grade 11	59	8	5	3			
Grade 12	68	9	6	3			
TOTAL	846	112	64	48			
Percent of Total		13.24%	57.14%	42.86%			

3.4 What were the reasons why children were frequently absent in the previous SY? Please indicate number of children who are frequently absent according to reasons.

Level	Total No. of Children who were Frequently Absent in Previous SY	Number of children who are frequently absent according to reasons [8] (Previous SY)						
		Financial Matters	Health and Nutrition	Child Labor	Distance of School from Home	Affected by Disaster	Affected by Conflict	Other Reasons
Kindergarten	8	4	4	0	0	0	0	0
Grade 1	10	5	4	0	1	0	0	0
Grade 2	10	5	3	0	0	1	0	1
Grade 3	8	6	0	0	0	1	0	1
Grade 4	9	5	2	0	2	0	0	0
Grade 5	8	5	1	0	1	1	0	0
Grade 6	8	4	2	0	0	2	0	0
Grade 7	9	6	1	0	0	1	0	1
Grade 8	8	6	0	0	1	1	0	0
Grade 9	9	5	2	0	1	1	0	0
Grade 10	8	6	0	0	0	2	0	0
Grade 11	8	7	1	0	0	0	0	0
Grade 12	9	6	1	0	0	1	0	1
TOTAL	112	70	21	0	6	11	0	4

[8] School Project Teams are encouraged to conduct interviews or focus group discussions with parents/guardians/community members to probe deeper on reasons cited

3.5 Projects/interventions implemented to address needs of children who are frequently absent (insert new rows if necessary)	Number of Children Covered

4. DROPOUT [SRC.7.]

4.1 Number of dropouts for the last three SYs

Level	SY Before Previous SY: ____			Previous SY: ____			Current SY: ____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten	3	2	1	4	2	2	4	2	2
Grade 1	4	2	2	4	2	2	4	2	2
Grade 2	1	1	0	3	1	2	3	1	2
Grade 3	3	2	1	2	2	0	4	2	2
Grade 4	3	2	1	3	2	1	4	2	2
Grade 5	3	1	2	3	1	2	3	1	2
Grade 6	3	2	1	3	2	1	3	2	1
Grade 7	2	1	1	2	1	1	3	2	1
Grade 8	2	1	1	2	1	1	2	1	1
Grade 9	2	1	1	2	1	1	2	1	1
Grade 10	2	1	1	2	1	1	2	1	1
Grade 11	2	1	1	2	1	1	2	1	1
Grade 12	2	1	1	2	1	1	2	1	1
TOTAL	32	18	14	34	18	16	38	19	19

4.2 Dropout rates for the last three SYs

Level	SY Before Previous SY: ____			Previous SY: ____			Current SY: ____		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Kindergarten	3.90%	5.00%	2.70%	5.13%	5.00%	5.26%	5.00%	4.76%	5.26%
Grade 1	6.25%	5.71%	6.90%	5.88%	5.41%	6.45%	5.56%	5.13%	6.06%
Grade 2	1.56%	2.86%	0.00%	4.41%	2.70%	6.45%	4.17%	2.56%	6.06%
Grade 3	5.00%	6.06%	3.70%	3.13%	5.71%	0.00%	5.88%	5.41%	6.45%
Grade 4	4.69%	5.71%	3.45%	4.41%	5.41%	3.23%	5.56%	5.13%	6.06%
Grade 5	4.92%	3.03%	7.14%	4.62%	2.86%	6.67%	4.35%	2.70%	6.25%
Grade 6	5.00%	6.06%	3.70%	4.69%	5.71%	3.45%	4.41%	5.41%	3.23%
Grade 7	3.51%	3.23%	3.85%	3.28%	3.03%	3.57%	4.62%	5.71%	3.33%
Grade 8	3.64%	3.33%	4.00%	3.39%	3.13%	3.70%	3.17%	2.94%	3.45%
Grade 9	3.39%	3.13%	3.70%	3.17%	2.94%	3.45%	2.99%	2.78%	3.23%
Grade 10	3.51%	3.23%	3.85%	3.28%	3.03%	3.57%	3.08%	2.86%	3.33%
Grade 11	3.64%	3.33%	4.00%	3.39%	3.13%	3.70%	3.17%	2.94%	3.45%
Grade 12	2.94%	2.50%	3.57%	2.94%	2.44%	3.70%	2.86%	2.33%	3.70%
OVERALL	4.00%	4.11%	3.86%	4.02%	3.90%	4.16%	4.25%	3.90%	4.67%

4.3 Number of dropouts by cause (insert new columns if necessary)

Level	Total No. of Dropouts (Current SY)	Number of Dropouts by Cause (Current SY)							
		Cause: Financial matters	Cause: Health problems	Cause: Affected by disaster	Cause: ____	Cause: ____	Cause: ____	Cause: ____	Cause: ____
Kindergarten	4	2	2	0					
Grade 1	4	2	2	0					
Grade 2	3	2	1	0					
Grade 3	4	1	1	2					
Grade 4	4	4	0	0					
Grade 5	3	3	0	0					
Grade 6	3	2	1	0					
Grade 7	3	1	0	2					
Grade 8	2	2	0	0					
Grade 9	2	2	0	0					
Grade 10	2	1	0	1					
Grade 11	2	1	0	1					
Grade 12	2	2	0	0					
TOTAL	38	25	7	6					
Percent of Total		65.79%	18.42%	15.79%					

F. STAKEHOLDER SUPPORT TO EDUCATION [SRC.13.]

Indicate the amount of contributions made by parents/guardians and other stakeholders for co-curricular activities, extra-curricular activities, and other major activities (such as meetings and assemblies), as well as stakeholder attendance during these activities.

Activity	Contributions			Attendance		
	Volunteer hours	Cash	In Kind	No. of attendees	No. invited	Attendance rate
Co-Curricular Activities						
Extra-curricular Activities						
Other Major Activities						

G. FUND SOURCES [SRC.5.]

Fund Source	Amount
General Appropriations Act (School MOOE)	
General Appropriations Act (Subsidy for Special Programs)	
Local Government Unit funds	
Canteen funds	
Donations	

ANNEX 11 SRC Summary of Information

School Profile	Description	Remarks	Period of Reporting	Data Presentation	Data Source/Forms

1. Enrolment	• Total number of learners enrolled
	
	  o By gender
	  o Last 3 years
		• **Optional:**
		
		If the school has special programs, they can also present in a separate graph the enrolment number of the different types of learners by program (e.g. SPED, ADM, ALS, IPEd, ALIVE) of the current year – schools can show the total for each type of learner
			Mid-year (BoSY data)
			
			Year-end (EoSY data)
				Stacked bar graph by gender per year
				
				For types of learners, a pie graph can be used
				
				Year-End data can be a comparison with the Mid-Year data (line on bar graph)
					SF-1: School Register; EBEIS

2. Health and nutritional status	• Number of learners who are severely wasted/wasted • By gender • For every key stage • (K-3, 4-6, JHS, SHS) • Current year	• No. of severely wasted or wasted	Mid-year Year-end	Stacked bar graph by gender per key stage	Nutritional Status Report
3. Learners materials*	• The count of shortages/excess learners materials per grade level based on what the students are using during the School Year • Only subjects which have shortage/excess learners materials will be listed per grade level • Current year		Year-end	Table per grade level that shows the number of shortage/excess learners materials (by subject)	SF-3: Books Issued and Returned; Physical Count of Inventories

4. Teachers' professional development*	• Number of teachers who attended training/further studies • By kind/type of professional development (e.g. ICT, Further studies, INSET, LAC, etc) • Current year		Mid-year Year-end	Bar graph by kind/type of professional development	Accomplishment report
5. Funding sources*	• Funding amount and sources (MOOE, LGU, canteen, donors, etc.) • Current year		Mid-year Year-end	Pie graph by funding source	Financial reports; Monthly liquidation reports
6. School awards and recognitions*	• Top 3 awards/ recognition from award-giving bodies duly recognized by DepEd • Listing by title, award-giving body, level (school, division, regional, national, international) • Categorized into student, teacher, school head, and school awards • Current year		Mid-year Year-end	Table	Accomplishment report

*Data not found in the EBEIS

Performance Indicators	Description	Remarks	Period of Reporting	Data Presentation	Data Source/Forms
ACCESS					
7. Number and rate of dropouts by cause	• Count and percentage of learners who do not finish a particular grade level. (It does not capture learners who finish a grade level but do not enrol in the next grade level the following school year) • Look at the five (5) major causes of dropout in the school • Last 3 years		Year-end	Stacked bar graph by cause per year; percentage can be shown through a line graph over the bar graph	SF-4: Monthly Learner's Movement and Attendance; SF-2: Daily Attendance Report of Learners; EBEIS
QUALITY					
8. Percentage of learners who completed the School Year (Promotion Rate)	• Percentage of learners who completed the school year • Number of promoted learners over number of total learners x 100 • Per grade level • Current year		Year-end	Bar graph	EBEIS: Enrolment data; SF-6: Summarized Report on Promotion and Level of Proficiency
9. National Achievement Test (NAT) – by Mean Percentage Score (MPS)	• MPS per subject • Grade 6/10 results for complete schools • Grade 3/8 results for incomplete schools • Current year	• In the absence of NAT scores, school can use the School Readiness Year-End Assessment (SReYA) in Elementary OR the general average of pupils in the highest grade level offering	Year-end	Bar graph by MPS of each subject	Report from NETRC
10. Literacy level	• Total number of learners who are in the frustration, instructional, and independent levels for English and Filipino (oral and silent reading) • Should show pre and post test results • If PHIL-IRI is used, will cover grades 2-6 only • Current year	• In the absence of a tool to measure literacy, schools can use PHIL-IRI results or any existing tool to measure literacy	Mid-year Year-end	Bar graphs showing oral and silent reading results (one for English and Filipino)	Philippine Informal Reading Inventory (PHIL-IRI); McCall-Crab Reading Comprehension Examination or its equivalent

Annexes

GOVERNANCE

			SBM Level and its corresponding qualitative interpretation	SBM Assessment
11. School-Based Management Assessment Level	• School level based on SBM Assessment	• Use SBM Assessment	Year-end	

12. Child-Friendly School Survey result*	• Survey to be accomplished by the School Planning Team
	• Based on CFSS point system:
	  ❖ 25-29 points: Child-Friendly School
	  ❖ 30-34 points: Outstanding Child-Friendly School
	  o 35 and above points: Very Outstanding Child-Friendly School
	• Current year
		• Use Child-Friendly School Self-Assessment Guide	Year-end
			
			Points and status
				Child-Friendly School Self-Assessment

13. Stakeholders' participation*	There will be two (2) data sets:
	1. Percentage (number of attendees over those invited) of parents/guardians and other stakeholders who attend during:
	  ❖ Co-curricular activities (Science month, Reading month, contests, etc.)
	  ❖ Extra-curricular activities (Boy Scouts, Brigada Eskwela, sports fests, etc.)
	  ❖ Meetings and Assemblies (SIP, CI, General PTA, etc.)
	  ❖ Current year
	2. Total contribution (in kind, man-hours, etc.) of stakeholders which are accounted
	  • Current year
	  • By reporting period (Mid-year and Year-end)
			Mid-year
			
			Year-end
				For percentage: stacked bar graph by activity (co-curricular, extra-curricular, meetings/ assemblies) per stakeholder
				
				For total contribution: stacked bar graph by type of contribution per reporting period, with total
					Attendance sheets;
					
					DepEd order 18: School Calendar

14. Learner-Teacher ratio	• Comparison of the actual ratio of learners to teachers against the standard: ❖ Kinder (25:1) ❖ Grades 1 & 2 (40:1) ❖ Grades 3 to 10 (45:1) ❖ SHS (40:1) • Per grade level • Current year		Year-end	Ratio per grade level shown as bar graph; Standard can be shown as line graph over the bar graph	SF-7: School Personnel Assignment List and Basic Profile; SF-1: School Register; EBEIS
15. Learner-Classroom ratio	• Comparison of the actual ratio of learners to classrooms against the standard: ❖ Kinder (25:1) ❖ Grades 1 & 2 (40:1) ❖ Grades 3 to 10 (45:1) ❖ SHS (40:1) • Per grade level • Current year		Year-end	Ratio per grade level shown as bar graph; Standard can be shown as line graph over the bar graph	EBEIS: Facilities and Structures
16. Learner-Toilet ratio	• Comparison of the actual ratio of learners to functional toilets against standards (50:1) • Total number • By gender • Current year		Year-end	Line graph	EBEIS: Facilities and Structures
17. Learner-Seat ratio	• Comparison of the actual ratio of learners to seats against the standard (1:1) • Total number • Current year		Year-end	Line graph	Consolidated Report on Desk/Armchairs for ES and SS; EBEIS

Note: CFS – Child-Friendly School (The Child-Friendly School Assessment was made by UNICEF. The concept for establishing a Child-Friendly School System (CFSS) in the Philippines was introduced in 1999 and is currently being reviewed so it can be utilized/integrated in school planning, monitoring and evaluation).
SF – School Forms
*Data not found in the EBEIS

Status of School Projects	Description	Remarks	Period of Reporting	Data Presentation	Data Source/Forms
18. Status of Annual Implementation Plan (AIP)/ Continuous Improvement (CI) Projects*	• The progress of CI projects • Data sets may differ depending on what the school wants to present • Current year	• The school will decide which major projects to put in the SRC but our recommendation is to report the top 3 priority projects • Include the report on baseline, and also the endline when applicable	Mid-year Year-end	Graphs may differ	
19. Other stakeholders' accomplishments*	• Reports done by other stakeholders on their initiatives/activities independent from the PIA/CI projects (e.g. activities of the SGC, SPG/SSG, etc.) • Data sets may differ depending on the initiatives/activities of the stakeholders • Current year	• The school may choose the top 3 stakeholder accomplishments/initiatives/ activities	Mid-year Year-end	Graphs may differ	

Data not found in the EBEIS

ANNEX 1B Child Mapping Tool

"Before you go around your community to conduct your early registration activities, coordinate with the District or Division office and your barangay. If there are other schools in your barangay, coordinate with them as well.

Distribute this child mapping tool to your team of teachers and volunteers. They should fill this up as they move from house to house in the barangay. This will help you get important basic information on the status of 4-17 year old children in your community which you can use in school planning. You only need to cover your barangay unless majority of your students come from nearby communities, in which case, you need to conduct child mapping in those barangays as well. If there are no schools in a barangay, the District or Division office will initiate the child mapping in that area (following DO. No. 1 s. 2015).

Child mapping should be done at least every 3 years (preferably at the start of the SIP cycle), assuming that there are no major changes in the population of your community. After events causing major population changes (e.g. disasters), child mapping should be conducted to account for the children in your community.

After mapping, consolidate the data. You can encode it in the School-Community Data Template for easy reference. Share the data with your District and Division offices, barangay, and with nearby schools and communities."

Annexes

TOOL FOR MAPPING OF 4-17 YR. OLD CHILDREN