



Republic of the Philippines  
Department of Education  
Region IX, Zamboanga Peninsula  
**SCHOOLS DIVISION OF ZAMBOANGA DEL NORTE**  
DIPOLOG CITY 7100

DEPARTMENT OF EDUCATION  
DIVISION OF ZAMBOANGA DEL NORTE  
DIPOLOG CITY 7100

**RELEASED**

APR 30 2018

NAME / SIGNATURE

DATE

**MEMORANDUM**


**TO :** Public Schools District Supervisors  
Elementary / Secondary School Heads  
All Others Concerned

**FROM :** Office of the Schools Division Superintendent

**SUBJECT :** **SUBMISSION OF 2017-2018 SCHOOL REPORT CARD (SRC)**

**Date :** April 27, 2018

1. Pursuant to DepEd Memorandum No. 160 s. 2016, School Report Card (SRC) as one of the core components of the School-Based Management thrust of the Department is to be prepared by the schools **twice a year in a school year (SY)** to further strengthen shared governance through the increased awareness and stronger participation of the community and other stakeholders in making the school a better place for learning.
2. School Heads and all other concerned are reminded to submit 2017-2018 SRC Summary with complete- 19 school data by **uploading it as one folder file** at <http://bit.ly/src2017-2018> not later than May 15, 2018.
3. To facilitate easy preparation, all concerned must refer to the attached Annex 11- SRC Summary Template.
4. For immediate dissemination and compliance.

  
**PEDRO MELCHOR M. NATIVIDAD, CSEE**  
Schools Division Superintendent

## ANNEX 11 SRC Summary of Information

| School Profile                   | Description  | Remarks  | Period of Reporting   | Data Presentation  | Data Source/Forms  |
|----------------------------------|--|--|---|--|--|
| 1. Enrolment                     | <ul style="list-style-type: none"> <li>● Total number of learners enrolled</li> <li>○ By gender</li> <li>○ Last 3 years</li> </ul>   | <ul style="list-style-type: none"> <li>● <b>Optional:</b><br/>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</li> </ul> | <ul style="list-style-type: none"> <li>● Mid-year (BoSY data)</li> <li>● Year-end (EoS data)</li> </ul> | <ul style="list-style-type: none"> <li>● Stacked bar graph by gender per year</li> <li>● For types of learners, a pie graph can be used</li> <li>● Year-End data can be a comparison with the Mid-Year data (line on bar graph)</li> </ul> | SF-1: School Register; EBEIS                                   |
| 2. Health and nutritional status | <ul style="list-style-type: none"> <li>● Number of learners who are severely wasted/wasted</li> <li>● By gender</li> <li>● For every key stage (K-3, 4-6, JHS, SHS)</li> <li>● Current year</li> </ul>   | <ul style="list-style-type: none"> <li>● No. of severely wasted or wasted</li> </ul>   | <ul style="list-style-type: none"> <li>● Mid-year</li> <li>● Year-end</li> </ul>                        | <ul style="list-style-type: none"> <li>● Stacked bar graph by gender per key stage</li> </ul>  | Nutritional Status Report                                      |
| 3. Learners materials*           | <ul style="list-style-type: none"> <li>● The count of shortages/excess learners materials per grade level based on what the students are using during the School Year</li> <li>● Only subjects which have shortage/excess learners materials will be listed per grade level</li> <li>● Current year</li> </ul> |  | <ul style="list-style-type: none"> <li>● Year-end</li> </ul>  | <ul style="list-style-type: none"> <li>● Table per grade level that shows the number of shortage/excess learners materials (by subject)</li> </ul>   | SF-3: Books Issued and Returned; Physical Count of Inventories |

|   |  |  |                              |   |   |
|---|--|--|------------------------------|---|---|
| <p>4. Teachers' professional development*</p> | <ul style="list-style-type: none"> <li>• Number of teachers who attended training/further studies</li> <li>• By kind/type of professional development (e.g. ICT, Further studies, INSET, LAC, etc)</li> <li>• Current year</li> </ul>  |  | <p>Mid-year<br/>Year-end</p> | <p>Bar graph by kind/type of professional development</p> | <p>Accomplishment report</p>                              |
| <p>5. Funding sources*</p>                    | <ul style="list-style-type: none"> <li>• Funding amount and sources (MOOE, LGU, canteen, donors, etc.)</li> <li>• Current year</li> </ul>  |  | <p>Mid-year<br/>Year-end</p> | <p>Pie graph by funding source</p>                        | <p>Financial reports;<br/>Monthly liquidation reports</p> |
| <p>6. School awards and recognitions*</p>     | <ul style="list-style-type: none"> <li>• Top 3 awards/ recognition from award-giving bodies duly recognized by DepEd</li> <li>• Listing by title, award-giving body, level (school, division, regional, national, international)</li> <li>• Categorized into student, teacher, school head, and school awards</li> <li>• Current year</li> </ul> |  | <p>Mid-year<br/>Year-end</p> | <p>Table</p>  | <p>Accomplishment report</p>                              |

\*Data not found in the EBEIS

| Performance Indicators   | Description   | Remarks  | Period of Reporting  | Data Presentation  | Data Source/Forms   |
|--|---|--|----------------------|--|---|
| <b>ACCESS</b>  |   |  |                      |  |   |
| 7. Number and rate of dropouts by cause                                  | <ul style="list-style-type: none"> <li>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)</li> <li>Look at the five (5) major causes of dropout in the school</li> <li>Last 3 years</li> </ul> |  | 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                 |
| <b>QUALITY</b>   |   |  |                      |  |   |
| 8. Percentage of learners who completed the School Year (Promotion Rate) | <ul style="list-style-type: none"> <li>Percentage of learners who completed the school year</li> <li>Number of promoted learners over number of total learners x 100</li> <li>Per grade level</li> <li>Current year</li> </ul>  |  | 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)      | <ul style="list-style-type: none"> <li>MPS per subject</li> <li>Grade 6/10 results for complete schools</li> <li>Grade 3/8 results for incomplete schools</li> <li>Current year</li> </ul>  | <ul style="list-style-type: none"> <li>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</li> </ul> | Year-end             | Bar graph by MPS of each subject   | Report from NETRC   |
| 10. Literacy level   | <ul style="list-style-type: none"> <li>Total number of learners who are in the frustration, instructional, and independent levels for English and Filipino (oral and silent reading)</li> <li>Should show pre and post test results</li> <li>If PHIL-IRI is used, will cover grades 2-6 only</li> <li>Current year</li> </ul>                       | <ul style="list-style-type: none"> <li>In the absence of a tool to measure literacy, schools can use PHIL-IRI results or any existing tool to measure literacy</li> </ul>  | Mid-year<br>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 |

| GOVERNANCE                                   |  |   |                      |  |  |
|--|--|---|----------------------|--|--|
|  | School level based on SBM Assessment   | Use SBM Assessment  | Year-end             | SBM Level and its corresponding qualitative interpretation   | SBM Assessment   |
| 11. School-Based Management Assessment Level | <ul style="list-style-type: none"> <li>School level based on SBM Assessment</li> </ul>   | <ul style="list-style-type: none"> <li>Use SBM Assessment</li> </ul>                              | Year-end             | SBM Level and its corresponding qualitative interpretation   | SBM Assessment   |
| 12. Child-Friendly School Survey result*     | <ul style="list-style-type: none"> <li>Survey to be accomplished by the School Planning Team</li> <li>Based on CFSS point system:                             <ul style="list-style-type: none"> <li>25-29 points: Child-Friendly School</li> <li>30-34 points: Outstanding Child-Friendly School</li> <li>35 and above points: Very Outstanding Child-Friendly School</li> </ul> </li> <li>Current year</li> </ul>  | <ul style="list-style-type: none"> <li>Use Child-Friendly School Self-Assessment Guide</li> </ul> | Year-end             | Points and status  | Child-Friendly School Self-Assessment                            |
| 13. Stakeholders' participation*             | <p>There will be two (2) data sets:</p> <ol style="list-style-type: none"> <li>Percentage (number of attendees over those invited) of parents/guardians and other stakeholders who attend during:                             <ul style="list-style-type: none"> <li>Co-curricular activities (Science month, Reading month, contests, etc.)</li> <li>Extra-curricular activities (Boy Scouts, Brigada Eskwela, sports fests, etc.)</li> <li>Meetings and Assemblies (SIP, CI, General PTA, etc.)</li> </ul> </li> <li>Current year                             <ul style="list-style-type: none"> <li>Total contribution (in kind, man-hours, etc.) of stakeholders which are accounted                                     <ul style="list-style-type: none"> <li>Current year</li> <li>By reporting period (Mid-year and Year-end)</li> </ul> </li> </ul> </li> </ol> |   | Mid-year<br>Year-end | <p>For percentage: stacked bar graph by activity (co-curricular, extra-curricular, meetings/ assemblies) per stakeholder</p> <p>For total contribution: stacked bar graph by type of contribution per reporting period, with total</p> | <p>Attendance sheets;</p> <p>DepEd order 18: School Calendar</p> |

|                             |  |  |          |   |  |
|-----------------------------|--|--|----------|---|--|
| 14. Learner-Teacher ratio   | <ul style="list-style-type: none"> <li>● Comparison of the actual ratio of learners to teachers against the standard:               <ul style="list-style-type: none"> <li>◆ Kinder (25:1)</li> <li>◆ Grades 1 &amp; 2 (40:1)</li> <li>◆ Grades 3 to 10 (45:1)</li> <li>◆ SHS (40:1)</li> </ul> </li> <li>● Per grade level</li> <li>● Current year</li> </ul>   |  | Year-end | Ratio per grade level shown as bar graph;<br>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 | <ul style="list-style-type: none"> <li>● Comparison of the actual ratio of learners to classrooms against the standard:               <ul style="list-style-type: none"> <li>◆ Kinder (25:1)</li> <li>◆ Grades 1 &amp; 2 (40:1)</li> <li>◆ Grades 3 to 10 (45:1)</li> <li>◆ SHS (40:1)</li> </ul> </li> <li>● Per grade level</li> <li>● Current year</li> </ul> |  | Year-end | Ratio per grade level shown as bar graph;<br>Standard can be shown as line graph over the bar graph | EBEIS: Facilities and Structures   |
| 16. Learner-Toilet ratio    | <ul style="list-style-type: none"> <li>● Comparison of the actual ratio of learners to functional toilets against standards (50:1)               <ul style="list-style-type: none"> <li>● Total number</li> <li>● By gender</li> <li>● Current year</li> </ul> </li> </ul>   |  | Year-end | Line graph  | EBEIS: Facilities and Structures   |
| 17. Learner-Seat ratio      | <ul style="list-style-type: none"> <li>● Comparison of the actual ratio of learners to seats against the standard (1:1)               <ul style="list-style-type: none"> <li>● Total number</li> <li>● Current year</li> </ul> </li> </ul>   |  | 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

Annexes

| 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* | <ul style="list-style-type: none"> <li>The progress of CI projects</li> <li>Data sets may differ depending on what the school wants to present</li> <li>Current year</li> </ul>   | <ul style="list-style-type: none"> <li>The school will decide which major projects to put in the SRC but our recommendation is to report the top 3 priority projects</li> <li>Include the report on baseline, and also the endline when applicable</li> </ul> | Mid-year<br>Year-end | Graphs may differ |                   |
| 19. Other stakeholders' accomplishments*  | <ul style="list-style-type: none"> <li>Reports done by other stakeholders on their initiatives/activities independent from the PIA/CI projects (e.g. activities of the SGC, SPG/SSG, etc.)</li> <li>Data sets may differ depending on the initiatives/activities of the stakeholders</li> <li>Current year</li> </ul> | <ul style="list-style-type: none"> <li>The school may choose the top 3 stakeholder accomplishments/initiatives/activities</li> </ul>  | Mid-year<br>Year-end | Graphs may differ |                   |

\*Data not found in the EBEIS