

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"> Total number of learners enrolled By gender Last 3 years 	<ul style="list-style-type: none"> Optional: <i>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</i> 	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	<ul style="list-style-type: none"> Number of learners who are severely wasted/wasted By gender For every key stage (K-3, 4-6, JHS, SHS) Current year 	<ul style="list-style-type: none"> No. of severely wasted or wasted 	Mid-year Year-end	Stacked bar graph by gender per key stage	Nutritional Status Report
3. Learners materials*	<ul style="list-style-type: none"> 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

Annexes

4. Teachers' professional development*	<ul style="list-style-type: none"> 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*	<ul style="list-style-type: none"> 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*	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> MPS per subject Grade 6/10 results for complete schools Grade 3/8 results for incomplete schools Current year 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

GOVERNANCE					
11. School-Based Management Assessment Level	<ul style="list-style-type: none"> School level based on SBM Assessment 	<ul style="list-style-type: none"> Use SBM Assessment 	Year-end	SBM Level and its corresponding qualitative interpretation	SBM Assessment
12. Child-Friendly School Survey result*	<ul style="list-style-type: none"> Survey to be accomplished by the School Planning Team Based on CFSS point system: <ul style="list-style-type: none"> ❖ 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 	<ul style="list-style-type: none"> Use Child-Friendly School Self-Assessment Guide 	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"> Percentage (number of attendees over those invited) of parents/guardians and other stakeholders who attend during: <ul style="list-style-type: none"> ❖ 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 Total contribution (in kind, man-hours, etc.) of stakeholders which are accounted <ul style="list-style-type: none"> • Current year • By reporting period (Mid-year and Year-end) 		Mid-year 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>	Attendance sheets; DepEd order 18: School Calendar

14. Learner-Teacher ratio	<ul style="list-style-type: none"> • Comparison of the actual ratio of learners to teachers against the standard: <ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> • Comparison of the actual ratio of learners to classrooms against the standard: <ul style="list-style-type: none"> ❖ 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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*	<ul style="list-style-type: none"> The progress of CI projects Data sets may differ depending on what the school wants to present Current year 	<ul style="list-style-type: none"> 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*	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The school may choose the top 3 stakeholder accomplishments/initiatives/activities 	Mid-year Year-end	Graphs may differ	

*Data not found in the EBEIS