Republic of the Philippines
Department of Education

30 JUN 2016

DepEd ORDER
No. 52, s. 2016

DATA COLLECTION OF BASIC EDUCATION STATISTICS IN THE LEARNER INFORMATION SYSTEM AND ENHANCED BASIC EDUCATION INFORMATION SYSTEM FOR BEGINNING OF SCHOOL YEAR 2016-2017

To: Undersecretaries
Assistant Secretaries
Bureau and Service Directors
Regional Secretary, ARMM
Regional Directors
Schools Division Superintendents
Public and Private Elementary and Secondary Schools Heads
All Others Concerned

1. The Department of Education (DepEd) issues the enclosed guidelines on the **Data Collection of Basic Education Statistics in the Learner Information System (LIS) and Enhanced Basic Education Information System (EBEIS) for Beginning of School Year (BOSY) 2016-2017**, together with the Data Gathering Forms, Matrix of Accountability and Data Dictionary.

2. This DepEd Order aims to provide guidance to all concerned schools and learning centers in the data collection of basic education statistics and enrolment of learners in the system.

3. All public and private elementary and secondary schools, learning centers, state universities and colleges (SUCs), local universities and colleges (LUCs) and higher education institutions (HEIs) offering elementary and secondary schools are directed to register and update their learners' profile in the LIS and update the school's profile in the EBEIS guided by the enclosed data gathering forms and data dictionary.

4. The enrolment of ALS learners in the LIS has started in 2015. With this, mobile teachers, district ALS coordinators, instructional managers, and facilitators are directed to start updating their learners' profiles in the system for 2016.

5. Enrolment figures and data for BOSY 2016-2017 shall be the number of learners in a school as of **First Friday of the opening week of the school year**.

6. The LIS and EBEIS can be accessed through the website addresses: http://lis.deped.gov.ph and http://ebeis.deped.gov.ph, respectively. A single sign-on is available, linking both systems.

7. Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LUISTRO FSC
Secretary

Encls.:
As stated

Reference:
DepEd Order No. 14, s. 2016

To be indicated in the Perpetual Index
under the following subjects:

DATA
FORMS
INFORMATION TECHNOLOGY
LEARNERS
OFFICIALS
POLICY
PROJECTS
SCHOOLS
STRAND: Strategic Management

SMMA, DO Data Collection of Basic Education Statistic in the LIS
0457, June 29, 2016

(Enclosure to DepEd Order No. 52, s. 2016)

DATA COLLECTION OF BASIC EDUCATION STATISTICS IN THE LEARNER INFORMATION SYSTEM (LIS) AND ENHANCED BASIC EDUCATION INFORMATION SYSTEM (EBEIS) FOR BEGINNING OF SCHOOL YEAR (BOSY) 2016-2017

I. Rationale

Data collection of basic education statistics and encoding of learner's profile in the LIS and EBEIS is a yearly activity of all schools, learning centers, SUCs, LUCs and HEI's offering elementary and secondary education both in public and private sector.

The Department of Education (DepEd) has implemented the LIS and EBEIS to establish an accurate and reliable registry of learners, schools, and learning centers that will ensure the availability of data and information which play a vital role in planning and budgeting, allocation of resources, and setting operational targets to provide access to complete quality basic education.

For BOSY 2016-2017, DepEd aims to provide guidance to all concerned schools and learning centers in the data collection of basic education statistics and enrolment of learner's profile in the system.

II. Scope

The guidelines on data collection of basic education statistics and encoding online submission in the LIS and EBEIS will guide all personnel involved at all levels.This involves the public and private elementary and secondary schools, learning centers State Universities and Colleges (SUCs),Local Universities and Colleges (LUCs) and Higher Education Institutions (HEIs) offering elementary and secondary schools.

Moreover, for this BOSY an additional and revised data gathering forms introducing new data elements will be provided to the different schools and learning centers to ensure that the needed data and information will be collected and made available to the different stakeholders for policy formulation and allocation of resources.

III. Policy Statement

This DepEd order provides guidance in the conduct of the data collection and online registration of learners through the LIS and EBEIS respectively.

This shall be a venue for sharing and collection of data, it is intended to deliver accurate and relevant information to school heads, educational managers, policy makers and various stakeholders in the education system that is an integral part in the Department's planning, policy and program development.

IV. Procedures

A. Matrix of Accountability

A Matrix of Accountability is provided below for the better understanding of the role and responsibility of each personnel/unit.

Process Data	Accountable Unit
A. Maintain School Profile in EBEIS	
1. Requesting of New School ID	Regional Office-PPRD
2. Assignment of School ID	EMISD-PS
3.Updating of geographic codes based on Philippine Standard Geographic Code of Philippine Statistics Authority	EMISD-PS
4. Creation of school record for newly established school in the EBEIS	Regional Office-PPRD
5. Updating of the following school profile: *A. School Level* -Address -Contact details (telephone no., email address, website) -Means of transport from school to district office and division office -Cost of transport from school to district office and division office -School Head and position -Distance (in kms) from school to district office and division office -Class organization (multigrade, monograde or combination) *B.Division Level* -Curricular Offering Classification -Opening/Closing of schools -Updating of integrated schools -Renaming of school -Updating of school classification	 School Head Division SGOD-Planning and Research Unit

C. Regional Level -Separation of annex, extension, merging and renaming of schools -Change in administrative level (division, legislative district, municipality, barangay) -Creation of profile of public and private schools, SUCs and LUCs	Regional Office-PPRD
B. Maintain Learners Profile in the LIS	
6. Creation of learner record with system generated LRN	Class Adviser/Registrar /Principal
7. Updating enrollment data of learners	Class Adviser/Registrar /Principal
8. Defining and maintaining classes for given school year and class adviser's data in the LIS	School System Admin/School Head
C. Support for Implementing ICT-Based Systems	
9. Users Account Management System Admin	SGOD-Planning Research Unit/IT Officer
10. Technical Assistance	User Support Division-ICTS EMISD-PS Regional Office-PPRD Division SGOD-Planning and Research Unit IT Officer

B. Roles and Responsibility

Class advisers of public schools and designated school system administrators/school registrar of private schools and SUCs offering elementary and secondary education must ensure that all learners' profile will be updated. School Heads (SHs) must ensure the accuracy and completeness of the school's BOSY data.

The School Division Superintendents (SDS), through the School Governance and Operations Division – Planning and Research Unit (SGOD-PRU) and the Information Technology Officers (ITO) shall jointly provide technical assistance and resources as necessary, to the schools to ensure compliance to the guidelines of the BOSY data

collection in the LIS and EBEIS. Particular attention should be given to schools with no/limited access to internet facilities.

The Regional Director (RDs) through the Policy Planning and Research Division (PPRD) shall monitor the division's provision of technical assistance and resources to schools for the BOSY collection of data.

For queries and issues may be communicated to Education Management Information System Division-Planning Service(EMISD-PS) through the email address: **ps.emisd@deped.gov.ph**or through telephone nos.: (02) 638-2251 or (02) 635-3958.

C. Data Gathering Forms

Additional and revised data gathering forms designed for electronic processing using the EBEIS will be distributed and implemented to maintain the availability of a database of education statistics, sector performance indicators and profile of public and private schools, learning centers and other education service providers.

Revised data gathering forms which consist of the following:

Annex A: Government Elementary School Profile (GESP)
Annex B: Government Junior High School Profile (GJHSP)
Annex C: Private School Profile (PSP)
Annex D: State and Local Universities and Colleges (SUCs& LUCs)School Profile

New Data Gathering Forms:

Annex E: GISP Elementary Level
Annex F: GISP Junior High School Level
Annex G: GISP Senior High School Level
Annex H: Government Senior High School (GSHSP)

D. New Data Elements/Requirements

The additional data requirements/data elements for BOSY 2016-2017 in the data gathering forms has been consulted and deliberated with the different divisions involved to come up with a holistic and comprehensive data gathering tool which is vital in the collection of data from the schools and field offices to efficiently render delivery of data/information to various stakeholders and for policy formulations.

Data elements related to the Comprehensive Water, Sanitation and Hygiene in Schools (WinS) Program (DO 10, s.2016) will help

strengthen the promotion of correct hygiene and sanitation practices among school children and a clean environment in and around schools to keep learners safe and healthy. Per DO 10, s. 2016 the following data elements and purpose were provided:

Data Elements	**Purpose**	**Table/Box Name**
Water Supply	To make safe drinking water available to all students.	Availability of Water Supply
Sanitation	To make all schools have adequate, clean, functional and accessible toilet facilities.	Toilet to Pupil Ratio
Hygiene	To perform supervised daily group handwashing with soap and tooth brushing with fluoride toothpaste.	Existing Number of Wash Facilities Operation and Maintenance
Food Preparation and handling	To require school heads to ensure that food handling and preparation abide by the food safety manual in all schools	Food handling
Menstrual Hygiene	To create system and support mechanism for an effective menstrual hygiene management	Menstrual Hygiene

Travel distance, means, cost and time will be useful to determine the remoteness from the division office and municipal services.It can also assess school congestion and catchment areas and by doing so can be used as input to the school improvement plan.

The Data on Repeaters Age Profile will be collected to account the number of repeaters by age.

To recognize the help and contributions extended by our stakeholders (in terms of ideas, manpower/man-hours, equipment and facilities, and financial contribution in cash or in kind) to key school processes and projects, these data will be collected to come up with an indicator for immediate outcome in the DepEd planning framework.

And lastly, the data on MOOE Allocation, Utilization and Liquidation will be collected for the purpose of monitoring the MOOE and total expenditure.
As a summary, thefollowing tables and boxes areadditional/revised data sets to be included:

♦Government Elementary School Profile (GESP)

Table 3	Repeaters Age Profile
Table 4	Enrolment and Number of Classes by Shift
Table 15	MOOE Allocation, Utilization and Liquidation
Box 6	Safe Learning Facilities
Box 7	Disaster Risk Reduction Management (DRRM)
Table 20	Learning Areas with DRRM-Related Concepts
Table 21	DRRM/Climate Change Adaptation (CCA) Training Data
Table 23	Number of Existing Wash Facilities
Box 10	Food Handling
Box 12	Operation and Maintenance for Sanitation And Facilities
Box 13	Menstrual Hygiene
Table 24	Travel Details (One-way) From School
Box 14	School Location
Box 15	Stakeholder Feedback
Box 16	Stakeholder Contribution

♦Government Junior High School Profile (GJHSP)

Table 3	JHS Repeaters Age Profile
Table 4	Enrolment and Number of Classes by Shift
Table 8	JHS Teachers who have specialization in TLE subjects they are teaching
Table 14	MOOE Allocation
Box 4	Safe Learning Facilities
Box 5	Disaster Risk Reduction Management (DRRM)
Table 19	Learning Areas with DRRM-Related Concepts
Table 20	DRRM/Climate Change Adaptation (CCA) Training Data
Table 21	Number of Existing Wash Facilities
Box 8	Food Handling
Box 10	Operation and Maintenance of Sanitation Facilities
Box 11	Menstrual Hygiene
Table 23	Travel Details (One-Way) From School
Box 12	School Location
Box 13	Stakeholder Feedback
Box 14	Stakeholder Contribution

♦Private School Profile (PSP) and State & Local Universities and Colleges (SUCs& LUCs) School Profile

Table 3	Elementary Repeaters Age Profile
Box 1	Monograde and Multigrade Classes
Table 6	JHS Repeaters Age Profile

Table 7	SHS Learners Data
Table 8	SHS Learners Age Profile
Table 9	SHS Learners Data by Track
Table 10.a	SHS Learners Data in TVL Track Specialization (Home Economics and Information Communication Technology (ICT))
Table 10.b	SHS Learners Data in TVL Track Specialization (Agri-Fishery Arts and Industrial Arts)
Table 11	Data on Assistance to Students and Teachers in Private Schools and in Non-DepEd Public Schools
Table 12	Personnel Data

E. Request and Transfer of Learners' School Records

DepEd will establish a standard processes and protocols in the request and release of learners' Form 137 (Permanent Record) and Form 138 (Report Card) in all schools nationwide.

Facility to transfer the record of learners will be made available for the easy processing of the request of permanent school records (Form 137) for an efficient and faster way of transferring documents without inconveniencing the parents or the learners. This facility will be operational in the LIS. A manual and video will be uploaded in the support page of LIS.This will be provided in a separate memorandum.

F. Standardization of the numbering for issuance of School ID

Starting this school year, a new School ID assignment will be implemented, there will be a standard first digit numbering for the issuance of School ID as follows:

Type	**School ID First Digit Assignment**	
	Current/Existing	**New**
Public-DepEd ES	1,2	1,2
Public-DepEd SS including SHS	3	3
Private	4, 5, 6, 7 and 9	4
Public-Integrated	-	5
SUCs/LUCs	4, 6, 7 and 9	6
BRAC	0	0

G. Data Dictionary

DepEd data dictionary will communicate a common meaning of all the elements in the system for consistency and to have a common understanding among the stakeholders within and outside DepEd. These set of information describing content, format and structure of a database will be orderly managed in details.

This will also be a guide and reference of personnel for data description and collection. As provided in **Annex I** of this DepEd Order.

H. Timeline

The following timeline in the conduct of LIS and EBEIS activities shall be observed:

Activity	Timeline
LIS	
Encoding/Updating of LIS for BOSY 2016-2017	
SHS	May 10, 2016 – August 31, 2016
K to Grade10	July 4, 2016 – August 31, 2016
ALS (January to October 2016)	July 4, 2016 – October 31, 2016
EBEIS	
Encoding of BOSY 2016-2017	
K to 10	July 18, 2016 - September 16, 2016
SHS	August 1, 2016 - September 16, 2016
Generation of accomplished GESP, GJHS, GSHS, GISP, PSP, SUC Laboratory Schools' Profile and Senior High School	September 26, 2016
Encoding for new data elements	October – November 2016

I. Other Provision

a. Source of Funds

Funds shall be downloaded directly to the SDOs to aid in activities that allows for the timely and accurate accomplishment of the LIS and EBEIS and other planning activities.

b. Overtime Services and Payment

To meet the target schedules all personnel involved in the LIS and EBEIS in all public schools, district, division, and regional offices are allowed to render overtime (OT) services with pay during weekdays, weekends, and holidays when necessary to meet the target schedules.

At the school level, these OT services can be converted to service credits as provided in DepEd Order No. 58, s. 2008 "*Authorizing the Grant of Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education System*", DepEd Order No. 10, s. 2009 "*Addendum to DepEd Order No. 58, s. 2008 (Authority to Grant Overtime Pay and Other Benefits to Personnel Involved in the Operations of the Basic Education Information System (BEIS))*" and DepEd Order 30, s. 2016 "*Policies and Guidelines on Overtime Services and Payment in the Department of Education*". The concerned offices (Finance, Budget, and Accounting) should ensure that the overtime services rendered will be duly compensated.

V. Monitoring and Evaluation

The Regional Offices andSchools Division Offices together with the Central Office will conduct structured monitoring of the implementation (e.g. data quality study) of the different processes and guidelines at the national, regional, division and schools, respectively.

VI. Effectivity

This Order shall take effect immediately upon its approval.

District ID	School ID

Republic of the Philippines
DEPARTMENT OF EDUCATION
PLANNING SERVICE
Education Management Information System Division

GOVERNMENT ELEMENTARY SCHOOL PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of all government elementary schools. In the case of schools with annexes, extensions, etc., a separate school profile shall be accomplished by every annex, extension, etc.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Division Office on or before ***September 26, 2016***.

Important: Read the definitions/instructions found at the bottom of each table before filling up the form. No item should be left blank. Instead, "zero (0)" or "not applicable (n/a) " shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2016-2017

Name of School : _____
(Official name)

_____
(If renamed, please indicate old name.)

Address : ____ _____ _____
*Street/Sitio/Purok* *Barangay*

_____ _____
Municipality *Province/City*

Region : _____
Division : _____
School District : _____
Legislative District : _____
Tel. No. : _____
Mobile No. : _____
Fax No. : _____
E-Mail Address : _____
Date of Establishment : _____

Annex/Extension School
(Please check appropriate box if the school is an annex/extension school.)

☐ Yes (Please indicate School ID of the Mother School)
Mother School ID: ☐☐☐☐☐☐

☐ No

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 1. LEARNERS DATA, SY 2016-2017 (As of June 17, 2016)

Particulars	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
* Monograde																		
* Multigrade																		
* Balik-Aral																		
* CCT/4Ps Recipient																		
* Indigenous Peoples Learner																		
Learner in Alternative Delivery Modes																		
a. Distance Education (DistEd) for SPED																		
b. Enhanced-Instructional Management by Parents, Community and Teachers (e-IMPACT)																		
c. Modified In-School Off-School Approach (MISOSA)																		
d. Other School-Initiated Intervention																		
* Muslim Learner																		
* Repeater																		
* Transferee from Other Public Schools																		
* Transferee from Private Schools																		

Note: * - Data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***Elementary Enrolment*** - refers to the total number of learners enrolled in the first stage of compulsory and mandatory formal basic education which is composed of Kindergarten to Grade 6.
   Kindergarten Enrolment refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old (as of June 30, 2016) as pre-requisite for Grade 1.
4. ***Learners with Exceptionalities (non-graded) Enrolment*** - refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
5. ***Monograde Enrolment*** - refers to learners being taught in classes consisting of a single grade only.
6. ***Multigrade Enrolment*** - refers to learners being taught in classes consisting of two or more grades handled by one teacher.
7. ***Balik-Aral*** - refers to a learner who finished a grade level, stopped schooling and then enrolled in the next grade level after a year or more.
8. ***CCT/4Ps Recipient*** - refers to a learner whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD).
   These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or 10 months at P300 per child per month for educational expenses on condition that these children attend school. Maximum of three children per household is allowed. Children should be of school age (6-14). (Source: DepEd memo # 110 s. 2009 "National Implementation of the Pantawid Pamilyang Pilipino Program 4Ps")
9. ***Indigenous Peoples Learner*** - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e., groups of people or homogenous societies identified by self-ascription and ascription by others who have continuously lived as an organized community on communally bounded and defined territory sharing common bonds of language, customs, traditions and other distinctive cultural traits).
10. ***Learner in Alternative Delivery Modes (ADM)*** - refers to a learner who is enrolled in Alternative Delivery Modes (i.e., alternative modalities of education delivery within the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out by helping them overcome personal, social, and economic constraints in schooling).
    These include programs such as:
    a. ***Distance Education (DistEd) for SPED*** - refers to an ADM which addresses the accessibility problem of learners with disabilities ages 6-19. Due to the distance between the school and their homes the families of these learners cannot access to the special education program in the regular school. Likewise, these learners belong to the families with low socio-economic status and their parents cannot afford the expenses that go with their education.
    b. ***Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT)*** - refers to an intervention infused with technology and aligned with the Revised Basic Education Curriculum (RBEC) of the Department of Education. This approach utilizes the services of parents, community members including the learners themselves in managing teaching and learning.
    c. ***Modified In-School Off-School Approach (MISOSA)*** - refers to an ADM which serves children under difficult circumstances through community partnership.
    d. ***Other School-Initiated Interventions*** - refer to innovative and homegrown interventions developed by schools to prevent the Student-At-Risk-of-Dropping-Out (SARDOs) from dropping out and to increase their achievement rate.
11. ***Muslim Learner*** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
12. ***Repeater*** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
13. ***Transferee from Other Public Schools*** - refers to a learner who was enrolled in another public school the previous school year.
14. ***Transferee from Private Schools*** - refers to a learner who was enrolled in a private school the previous school year.

Reminder: Totals in this table will tally with the totals in Table 2.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 2. LEARNERS AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 5																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19 & above																		
TOTAL																		

Note: Age Profile data is <u>FINAL</u> based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total enrolment of the school as of June 17, 2016 will be distributed across grade levels, by single age or age group and by sex
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 6 years 11 months as of June 17, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 3. REPEATERS AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 6																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19 & above																
TOTAL																

Note: Repeaters Age Profile data is <u>FINAL</u> based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total repeaters of the school as of June 17, 2016 will be distributed across grade levels, by single age or age group and by sex
2. ***Computation of the age of repeaters*** will be based on the child's age as of last birthday. Thus, if the learner is 6 years 11 months as of June 17, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1 Repeaters

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 4. ENROLMENT AND NUMBER OF CLASSES BY SHIFT, SY 2016-2017 (As of June 17, 2016)

Particulars	1st Shift		2nd Shift		3rd Shift		4th Shift		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Kindergarten										
Enrolment										
Number of Classes										
Grades 1 to 6										
Enrolment										
Number of Classes										
Learners with Exceptionalities (non-graded)										
Enrolment										
Number of Classes										

■

Shift (or session) - refers to time schedules corresponding to different sets of classes (e.g. morning and afternoon shifts). Table 4 shall be filled even if only one shift is offered by the school.

Reminder: Totals of the Enrolment in this table will tally with the totals in Table 1 Total Enrolment.

Box 1. MONOGRADE AND MULTIGRADE CLASSES, SY 2016-2017 (As of June 17, 2016)

For Monograde classes, please indicate the number of classes by grade level. p

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)

For Multigrade classes, please indicate the grade levels combined (Check as appropriate).

Example, if the school have two (2) Multigrade Classes:

MG Class 1 : Grade 5 ☑ Grade 6 ☑

MG Class 2 : Grade 1 ☑ Grade 2 ☑ Grade 3 ☑

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MG Class 1	❑	❑	❑	❑	❑	❑	❑
MG Class 2	❑	❑	❑	❑	❑	❑	❑
MG Class 3	❑	❑	❑	❑	❑	❑	❑

Note: - Monograde and Multigrade Classes data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

Monograde Classes - refers to the number of classes by grade level from Kindergarten to Grade 6.
Multigrade Classes - refers to classes consisting of two or more grade levels combined.

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 5. LEARNERS DATA BY PROGRAM, SY 2016-2017 (As of June 17, 2016)

Enrolment by Program	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
* Arabic Language and Islamic Values Education (ALIVE)																
Special Science Elementary School (SSES)																

Note: * - ALIVE data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

Enrolment by Program - refers to the number of learners according to programs offered in elementary school.

Types of Special Programs:

1. ***Arabic Language and Islamic Values Education (ALIVE)*** - a program which aims to preserve the Arabic language and Muslim culture through its inclusion in the regular basic education curriculum.
2. ***Special Science Elementary School (SSES)*** - a program which aims to enrich the science curriculum in public elementary school.

Reminder: Table 5 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

Table 6. GIFTED & TALENTED LEARNERS DATA, SY 2016-2017 (As of June 17, 2016)

Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

1. ***Gifted and talented learner*** - refers to a learner who demonstrates high performance capability in intellectual, creative, leadership, arts or in specific academic areas and who by reason thereof, requires services or activities not ordinarily provided by the school.
2. ***Kindergarten/Headstart*** - refers to a SPED kindergarten program for 5 years old who manifests superior intelligence beyond their chronological age.
3. ***SPED class*** - refers to a class of learners with only one or two exceptionalities in a regular school.
4. ***SPED center*** - refers to a class of learners with three or more exceptionalities in a regular school.

Box 2. LEARNERS WITH EXCEPTIONALITIES WHO NEVER ATTENDED ANY SPED CLASSES

Do you have Learners with Exceptionalities who never attended any SPED classes?

❑ Yes ❑ No

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 7. LEARNERS WITH EXCEPTIONALITIES (non-graded) DATA, SY 2016-2017 (As of June 17, 2016)

Area of Exceptionalities	Kindergarten		Primary Level		Transition		TOTAL (Kindergarten to Transition)	
	Male	Female	Male	Female	Male	Female	Male	Female
With Diagnosis from Specialist:								
Visual Impairment								
Hearing Impairment								
Learning Disability								
Intellectual Disability								
Autism Spectrum Disorder								
Emotional-Behavioral Disorder								
Orthopedic/Physical Handicap								
Speech/Language Disorder								
Cerebral Palsy								
Special Health Problem/Chronic Illness								
Multiple Disabilities								
Based on Manifestation:								
Difficulty Seeing								
Difficulty Hearing								
Difficulty Walking, Climbing and Grasping								
Difficulty Remembering, Concentrating, Paying Attention and Understanding								
Difficulty Communicating								
TOTAL								

1. ***Kindergarten*** - refers to the Early Intervention Program for learners with exceptionalities.
2. ***Primary Level*** - refers to the level after kindergarten where learners with exceptionalities are still being prepared for mainstreaming in regular classes. Learners with exceptionalities are allowed to stay in the program for a maximum of three (3) years in each of the three (3) levels. However, learners with exceptionalities can be mainstreamed in regular classes if found to be ready based on performance.
3. ***Transition*** - refers to level/program for learners with exceptionalities who have completed the primary level and/or over-aged for the elementary level.

Areas of Exceptionalities:

1. ***Visual Impairment*** - an impairment that even with correction, adversely affects a child's educational performance. This includes both partial sight and blindness.
2. ***Hearing Impairment*** - an impairment, whether permanent or fluctuating that adversely affects a child's educational performance such as deafness.
3. ***Learning Disability*** - a disorder in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
4. ***Intellectual Disability*** - formerly labeled as "mental retardation," it is defined as significantly subaverage general intellectual functioning which originates during the developmental period and associated with impairment in adoptive behavior like maturation, learning and social adjustment.
5. ***Autism Spectrum Disorder*** - characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
6. ***Emotional-Behavioral Disorder*** - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors, (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, (iii) inappropriate types of behavior or feelings under normal circumstances, (iv) a general pervasive mood of unhappiness or depression, (v) a tendency to develop physical symptoms or fears associated with personal or school factors.
7. ***Orthopedic /Physical Handicap*** - any condition that interferes with a child's ability to use his or her body.
8. ***Speech/Language Disorder*** - a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
9. ***Cerebral Palsy*** - is caused by damage to developing brain either before or during birth, or in the first few years of life. The impairment depends on where in the brain the damage occurs.
10. ***Special Health Problem/Chronic Illness*** - chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; that adversely affect a child's educational performance.
11. ***Multiple Disabilities*** - a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation-blindness or mental retardation-orthopedic impairment.

Reminder: Table 7 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

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School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office: _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office: _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 8. LEARNERS WITH EXCEPTIONALITIES FROM SPED CLASSES OR SPED CENTERS LAST SCHOOL YEAR 2015-2016 MAINSTREAMED IN REGULAR CLASSES, SY 2016-2017 (As of June 17, 2016)

Area of Exceptionalities	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
With Diagnosis from Specialist:																
Visual Impairment																
Hearing Impairment																
Learning Disability																
Intellectual Disability																
Autism Spectrum Disorder																
Emotional-Behavioral Disorder																
Orthopedic/Physical Handicap																
Speech/Language Disorder																
Cerebral Palsy																
Special Health Problem/Chronic Illness																
Multiple Disabilities																
Based on Manifestation:																
Difficulty Seeing																
Difficulty Hearing																
Difficulty Walking, Climbing and Grasping																
Difficulty Remembering, Concentrating, Paying Attention and Understanding																
Difficulty Communicating																
TOTAL																

These are learners with exceptionalities previously enrolled in SPED classes/SPED centers but currently mainstreamed in regular classes.

Mainstreaming - the placement of a learner with exceptionality in regular educational programs and given special instruction in specific learning areas

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Checked by District Office :

Head of the Office: _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office: _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 9. PERSONNEL DATA (Locally-funded and DepEd Subsidized Teachers Working in the School), SY 2016-2017 (As of June 17, 2016)

Class	Funding Source						DepEd Subsidized *
	Special Educ. Fund (SEF)		Local Gov't Unit (LGU) funded	PTA-funded	Others	TOTAL Locally-funded	
	Provincial/City	Municipal					
Kindergarten							
Elementary **(excluding ALIVE)**							
ALIVE *							

1. ***Locally-funded teachers working in the school*** - teachers not having plantilla positions and whose compensation is chargeable against the local budget.
   These are classified according to the following:
   a. ***Special Education Fund (SEF) Teachers*** - teachers whose salaries are being paid by the Local School Board Fund (Provincial/City or Municipal) where the school is located.
   b. ***Local Government Unit (LGU) funded Teachers*** – teachers paid out of the general fund (not the SEF) of the LGU.
   c. ***PTA-funded Teachers*** – teachers who receive their salaries through the Parents-Teachers Association (PTA).
   d. ***Others*** – teachers who are being funded by neither one of the above.
2. ***DepEd Subsidized Teachers*** – teachers not having plantilla positions but paid by DepEd through honorarium.
3. ***ALIVE Teachers*** – teachers assigned to teach ALIVE classes.

Reminder: * - Those serving two or more schools simultaneously shall be counted only in the school with the most teaching loads or number of learners handled, in that order.

Table 10. TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2016-2017 (As of June 17, 2016)

Position Title	NATIONALLY-FUNDED PERSONNEL																
	Number of positions assigned in the school per latest PSI-POP	POSITIONS ASSIGNED IN THE SCHOOL										Personnel detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school		
		Number of personnel actually working in the school			On leave	Position(s) vacant	Personnel detailed to				TOTAL (Col.5+Col.6 + Col.7+Col.11)						
							DepEd office(s) within the division	Secondary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL							
		Male	Female	TOTAL								Male	Female	TOTAL	Male (Col.3+Col.13)	Female (Col.4+Col.14)	TOTAL (Col.16+Col.17)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
Principal IV																	
Principal III																	
Principal II																	
Principal I																	
Head Teacher V																	
Head Teacher IV																	
Head Teacher III																	
Head Teacher II																	
Head Teacher I																	
Guidance Coordinator																	
Guidance Counselor																	
TOTAL																	

Note: For the definitions, please refer to Teaching Personnel Data (Table 11).

Reminder: Totals in column 12 must tally with entries in column 2.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title: _____ ***Date :*** _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 11. TEACHING PERSONNEL DATA (Nationally-funded), SY 2016-2017 (As of June 17, 2016)

Position Title	NATIONALLY-FUNDED PERSONNEL																		
	Number of positions assigned in the school per latest PSI-POP			POSITIONS ASSIGNED IN THE SCHOOL										Teachers detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded teachers working in the school		
				Number of teachers actually working in the school			On leave	Position(s) Vacant	Teachers detailed to				TOTAL (Col.5+Col.6 + Col.7+Col.11)						
	As of March 2016	Items Created After March 2016	TOTAL (2a+2b)	Male	Female	TOTAL (Col.3+Col.4)			DepEd office(s) within the division	Secondary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL (Col.8+Col.9+ Col.10)		Male	Female	TOTAL (Col.13+ Col.14)	Male (Col.3+Col.13)	Female (Col.4+Col.14)	TOTAL (Col.16+Col.17)
Col. 1	(2a)	(2b)	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
a. Teaching Positions																			
Master Teacher IV																			
Master Teacher III																			
Master Teacher II																			
Master Teacher I																			
Teacher III																			
Teacher II																			
Teacher I																			
SPED Teacher V																			
SPED Teacher IV																			
SPED Teacher III																			
SPED Teacher II																			
SPED Teacher I																			
TOTAL																			
b. Assignment (Number of teachers actually working in the school):																			
Handling Kindergarten classes																			
Handling Grades 1-6																			
Handling SPED classes																			
Handling ALS classes (Mobile Teacher)																			
District ALS Coordinator																			
School ALS Coordinator																			
Handling Full Time Ancilliary Services																			
TOTAL																			

1. ***Nationally-funded personnel*** - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
2. ***Number of positions assigned in the school per latest PSI-POP*** - number of plantilla items assigned to the school.
3. ***Number of teachers actually working in the school*** - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school.
4. ***On leave personnel*** - personnel who are on leave for the whole school year approved by the School Division Superintendent.
5. ***Position(s) vacant*** - plantilla positions that are unfilled.
6. ***Personnel detailed to DepEd office(s) within the division*** - personnel assigned/designated to the district office or to the division office.
7. ***Personnel detailed to Secondary school(s) within the division*** - personnel assigned/designated to secondary schools within the division.
8. ***Personnel detailed to DepEd office(s)/school(s) outside the division or other government agencies*** - personnel assigned/designated to other DepEd office(s)/school(s) outside the division or other government agencies.
9. ***Personnel detailed from other school(s)/ DepEd office(s)*** - personnel who are actually working in the school but whose items belong from secondary school(s) or from other DepEd office(s) like the district, division, regional, central office or from other school division(s).

Reminders:

1. ***In Table 11 a , 2a + 2b = column 2.***
2. ***In Table 11 a , totals in column 12 must tally with entries in column 2.***
3. ***In Table 11 b , if a teacher is handling two or more assignments, he/she should be counted in his/her assignment where he/she has the most number of loads.***
4. ***In Table 11 a , totals in column 18 must tally with entries in Table 12 column 7.***
5. ***Totals in Tables 11 a & 11 b must tally.***

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 12. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2016-2017 (As of June 17, 2016)

Position Title	Carries full-time class teaching load		Assigned part-time to class teaching,		Assigned full-time to ancillary services	TOTAL (Col.2+Col.3+Col.4+ Col.5+Col.6)
	Not assigned to ancillary services	Assigned to ancillary services as additional load	Class teaching 200 min. per day or more	Class teaching less than 200 min. per day		
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Master Teacher IV						
Master Teacher III						
Master Teacher II						
Master Teacher I						
Teacher III						
Teacher II						
Teacher I						
SPED Teacher V						
SPED Teacher IV						
SPED Teacher III						
SPED Teacher II						
SPED Teacher I						
TOTAL						

Ancillary services - those rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager, coordinator (ALS, Boy/Girl Scout, etc.), teacher nurse. Class advisorship is not include

Reminder: Totals in column 7 of this table must be equal to the totals in Tables 11 a & 11 b (column 18 - Total Nationally-funded personnel working in the school).

Table 13. NUMBER OF TEACHERS BY GRADE LEVEL (Nationally-funded teachers actually working in the school), SY 2016-2017 (As of June 17, 2016)

Grade Level	Number of Teachers		
	Male	Female	Total
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
SPED			
TOTAL			

Reminders:

1. ***If a teacher is teaching more than one grade levels, he/she can be counted more than once.***
2. ***Grades 5 and 6 of this table must be less than or equal to Grades 5 and 6 in Table 14.***

Table 14. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT IN GRADES 5 AND 6 (Nationally-funded teachers actually working in the school), SY 2016-2017 (As of June 17, 2016)

Teaching Assignment	Grade 5			Teaching Assignment	Grade 6		
	Male	Female	Total		Male	Female	Total
English				English			
Mathematics				Mathematics			
Filipino				Filipino			
Science				Science			
Araling Panlipunan (AP)				SIBIKA/HEKASI			
EPP/TLE				HE/EPP			
MAPEH				EKAWP			
EsP				MSEP			

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 15. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JUNE 2015 TO MARCH 2016

MOOE	Amount in PhP
Allocation	
Utilization	
Liquidation	

1. ***Maintenance and Other Operating Expenses (MOOE)*** - is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities (i.e. electricity and water) that support learning programs and help maintain a safe and healthy environment in schools.

2. ***MOOE Allocation*** - refers to the MOOE provided for the previous calendar year.

3. ***MOOE Utilization*** - refers to the amount of MOOE utilized from the MOOE allocation of the previous calendar year.

4. ***MOOE Liquidation*** - refers to the amount of MOOE liquidated from the MOOE utilized from the MOOE allocation of the previous calendar year.

Box 3. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate).

1. Electrical Supply Sources:

- ❑ Grid Supply
- ❑ Off Grid Supply
  - ❑ Solar Power
  - ❑ Generator
  - ❑ Others, please specify _____
- ❑ No source of electricity

2. Average Cost of Monthly Bills/Maintenance. (Please indicate the amount in PhP) _____

3. What is the funding source?

- ❑ School MOOE
- ❑ LGU
- ❑ PTA
- ❑ School Canteen Fund
- ❑ Private Individual/Sector
- ❑ Others, please specify _____

1. ***Grid Supply*** - electricity coming from major or local power distributors (e.g. electric cooperatives, Meralco, etc.).
2. ***Off Grid Supply*** - electricity coming from alternative source of power (e.g. solar power, generator, etc.).
3. ***No source of electricity*** - without existing electrical supply at all.

Table 16. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2016-2017 (As of June 17, 2016)

Types of Computer	NUMBER OF COMPUTERS BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	Total
Academic Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
Administrative Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
TOTAL								

1. Indicate the number of functional computers according to the following funding sources:
   - ***a. DepEd DCP*** - computers procured through the DepEd Computerization Program.
   - ***b. DepEd non-DCP*** - computers procured through other DepEd downloaded funds.
   - ***c. LGU/SEF*** - computers procured from the Special Education Fund (SEF) and the budgets of Local Government Units (LGU): provincial,
   - ***d. PTA*** - computers funded from the Parents-Teachers Association (PTA).
   - ***e. Private Donations*** - computers donated/procured by private individuals, corporations, alumni associations, non-government organizations, philanthropic organizations or through foreign-assisted funds.
   - ***f. Other Government Agencies*** - computers funded from other government agencies such as DTI, DOST, CICT, etc.
   - ***g. Others*** - computers procured from other sources not listed above.
2. ***Computer*** - refers to electronic devices for storing and processing data such as :
   - ***a. Desktop*** - refers to a computer that is designed to be used on a table.
   - ***b. Notebook/Netbook*** - refers to a laptop computer that can easily be transported.
   - ***c. Tablet*** - refers to a portable computer that has a touchscreen feature as the primary means of input.
   - ***d. Desktop Virtual Terminal*** - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host. (Reminder: do not count the computer host).
3. ***Computer for Academic Use*** - refers to computer units utilized in the classroom/laboratory as an aid to instruction.
4. ***Computer for Administrative Use*** - refers to computer units used for encoding administrative data of the school (e.g. enrolment, attendance, disbursements, financial statements, and other

Certified True and Correct by:

School Head : _____
(Signature over Printed Name)

Position Title : _____ ***Date*** : _____

Checked by District Office:

Head of the Office : _____
(Signature over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office:

Head of the Office : _____
(Signature over Printed Name)

Position Title : _____ ***Date*** : _____

Box 4. DATA ON INTERNET CONNECTIVITY, SY 2016-2017 (As of June 17, 2016)

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, please specify _____

Does the school subscribe to any of the internet service provider/s listed above? ❑ Yes ❑ No

Internet Service Provider (ISP) - refers to the organization that provides services for accessing, using, or participating in the internet.

Table 17. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE, SY 2016-2017 (As of June 17, 2016)

Types of Internet Connection *(Wired, Fixed wireless, satellite, USB Modem)*	**Internet Service Provider** *(Select from available ISPs above)*	**Average Monthly Expense** *(in PhP)*	**Funding Source** *(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, etc.)*

Indicate the average monthly expense of internet connection by funding source.

1. Types of Internet Connection:

a. Wired - internet connection using the phone lines from the service provider to a client.

b. Fixed wireless - internet connection through radio frequency bands with directional radio antenna on each end of the signal.

c. Satellite - internet connection using satellite dish supplied by an internet provider.

d. USB Modem - internet connection using USB dongle (e.g. SMART Bro, Globe Tattoo).

2. Average Monthly Expense - average cost spent for the internet connection in Philippine Peso.

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Checked by District Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 5. SCHOOL SITE DATA, SY 2016-2017 (As of June 17, 2016)

a. Mode of Acquisition of School Site:

Mode	Year Acquired
Donation	
Purchase	
Usufruct Agreement	
Expropriation	
Exchange (Land Swapping)	
Presidential Proclamation/Special Patent	
Others, pls.specify _____	

b. Proof of Ownership and Occupancy:
(Check as appropriate)

- ❑ Original Transfer Certificate of Title
- ❑ Tax Declaration
- ❑ Deed of Absolute Sale
- ❑ Deed of Donation
- ❑ Presidential Proclamation/Special Patent
- ❑ Contract of Usufruct
- ❑ Memorandum of Agreement/Lease Agreement
- ❑ Others, pls.specify _____

c. Legal Ownership Issues:
(Check as appropriate)

- ❑ Adverse Claim
- ❑ Encroachment
- ❑ Others, pls.specify _____

d. Total Land Area ***(in square meters)*** **:** _____

1. ***Mode of Acquisition of School Site*** - refers to the means of acquiring the school site.
   a. ***Donation*** - includes the four (4) types of donation: .
      a.1. ***Simple Donation*** - is one whereby a person, through an act of liberality disposes a piece of land in favor of the government
      a.2. ***Conditional Donation*** - is one which imposes a condition (e.g. "that the land shall be used only for education"). In such case, the property is reverted to the owner when the condition as stipulated in the donation is not met.
      a.3. ***Inter Vivos Donation*** - is one that is in effect during the lifetime of the donor.
      a.4. ***Mortis Causa*** - is one that takes effect only after the donor's death. Donations by mortis causa should conform to the formalities required of the last will.
   b. ***Purchase*** - a school site was acquired by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of Deeds.
   c. ***Expropriation*** - a school site was acquired by the government through the exercise its power of eminent domain (i.e. by taking private property for public use upon payment of just compensation).
   d. ***Exchange (Land Swapping)*** - a school site was acquired by exchanging an existing school site for a new site for justifiable reasons as identified by law.
   e. ***Presidential Proclamation*** - a school site was acquired by virtue of a declaration by the President under the procedures established by law.
2. ***Proof of Ownership and Occupancy*** - this refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.
   a. ***Original Transfer Certificate of Title*** - a document evidencing the ownership of real property as issued by the Register of Deeds.
   b. ***Tax Declaration*** - a document issued by the Assessor's Office of the jurisdiction (e.g. city or municipality) evidencing the payment of taxes on the use of the real property.
   c. ***Deed of Absolute Sale*** - a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
   d. ***Deed of Donation*** - a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
   e. ***Presidential Proclamation/ Special Patent*** - a proclamation issued by the President reserving an untitled land for public use.
   f. ***Contract of Usufruct*** - a document which stipulates that DepEd/school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for educational or designated purposes.
   g. ***Memorandum of Agreement/Lease Agreement*** - a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
   h. ***Others*** - other documents that are competent proof of ownership and occupancy.
3. ***Legal Ownership Issues:***
   a. ***Adverse Claim*** - a claim to the property against that of one who has either title and/or possession of the property.
   b. ***Encroachment*** - presence of illegal occupants/informal settlers.
4. ***Total Land Area*** - is the size in square meters of all areas designated as land used for some particular purpose such as school building.

Note: In case, the school head does not have adequate information on the items listed above, the assistance of the Industrial Arts Teacher/Division Physical Facilities Coordinator/Division Project Engineer can be asked.

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 18. DISASTERS/CALAMITIES

For the months of June 2015 to May 2016, which incidents occurred in your school and immediate surroundings?
(If applicable, check under the months that these occurred.)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Landslide	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Storm Surge	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tsunami	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Volcanic Eruption	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Human-Induced Hazards												
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. Please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Result of Disaster Incidences												
School Used as an Evacuation Center	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Note: For the definitions, please see DepEd Order No. 23, s.2014.

Table 19. DISASTER PREPAREDNESS

For the months of June 2015 to May 2016, did the school conducted multi-hazard drills for School Year 2015-2016? ❑ **Yes** ❑ **No**

If Yes, what type and when? (Check as appropriate).

Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr	May
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood Evacuation	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office:
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Box 6. SAFE LEARNING FACILITIES, For the months of June 2015 to May 2016

(Check as appropriate).

1. **Does the school conduct Risk Assesment of buildings?** ❑ **Yes** ❑ **No**

   If Yes, in what month?

   June ❑ July ❑ Aug. ❑ Sept. ❑ Oct. ❑ Nov. ❑ Dec. ❑ Jan. ❑ Feb. ❑ Mar. ❑ Apr. ❑ May ❑

   Findings of risk assessment:

   ❑ Cracks ❑ Buckling (Beams/Columns)
   ❑ Deterioration ❑ Leaks
   ❑ Destroyed electrical wirings ❑ Others, please specify _____

2. **Does the school conduct regular maintenance of facilities?** ❑ **Yes** ❑ **No**

   If Yes, in what month?

   June ❑ July ❑ Aug. ❑ Sept. ❑ Oct. ❑ Nov. ❑ Dec. ❑ Jan. ❑ Feb. ❑ Mar. ❑ Apr. ❑ May ❑

3. **Does the School Head sign the Building Acceptance during turn-over period?** ❑ **Yes** ❑ **No**

4. **Are there Multi-storey buildings in your school?** ❑ **Yes** ❑ **No**

5. **What multi-storey buildings does the school have?** ❑ 2-storey ❑ 3-storey ❑ 4-storey

6. **Are the school facilities sensitive to the needs of persons with disability (e.g. ramp)?** ❑ **Yes** ❑ **No**

7. **How many learners dropped due to disasters within the current school year?** _____

8. **Are there classrooms that have been damaged by recent disaster/s?** ❑ **Yes** ❑ **No**

   If Yes, please indicate the number of damaged classrooms (major or partial) in the applicable month/s.

   June ___ July ___ Aug. ___ Sept. ___ Oct. ___ Nov. ___ Dec. ___ Jan. ___ Feb. ___ Mar. ___ Apr. ___ May ___

9. **Are there classrooms constructed in the current schoolyear as a replacement for the ones totally damaged by recent disaster/s?** ❑ **Yes** ❑ **No**

10. **Are there classrooms that underwent or are undergoing repair in the current school year in relation to the recent disaster/s?** ❑ **Yes** ❑ **No**

Box 7. DISASTER RISK REDUCTION MANAGEMENT (DRRM), For the months of June 2015 to May 2016

(Check as appropriate).

1. **Have you conducted the annual student-led school watching and hazard mapping?** ❑ **Yes** ❑ **No**

   If Yes, in what month?

   June ❑ July ❑ Aug. ❑ Sept. ❑ Oct. ❑ Nov. ❑ Dec. ❑ Jan. ❑ Feb. ❑ Mar. ❑ Apr. ❑ May ❑

2. **Is DRRM integrated in the SIP?** ❑ **Yes** ❑ **No**

3. **Have you completed the Promoting Family Earthquake Preparedness?** ❑ **Yes** ❑ **No**

   If Yes, in what month?

   June ❑ July ❑ Aug. ❑ Sept. ❑ Oct. ❑ Nov. ❑ Dec. ❑ Jan. ❑ Feb. ❑ Mar. ❑ Apr. ❑ May ❑

4. **Have you taken appropriate actions based on the results of the Promoting Family Earthquake Preparedness?**

   ❑ **Yes** ❑ **No**

   If Yes, enumerate the actions:

   _____
   _____
   _____

5. **Have you developed preparedness and contingency plans in case of disaster or emergency?** ❑ **Yes** ❑ **No**

6. **Is your school equipped with safety equipment?** ❑ **Yes** ❑ **No**

   If Yes, what equipment?

   ❑ Fire extinguisher ❑ First Aid Kit

7. **What DRRM related events/activities do you participate in? (e.g. NDCM, Fire Prevention Month, NSED)?**

   ❑ National Disaster Consciousness Month ❑ National Simultaneous Earthquake Drill
   ❑ Fire Prevention Month ❑ Others, please specify _____

8. **Did you conduct the annual Brigada Eskwela before the opening of this school year?**

   ❑ Parents ❑ Students
   ❑ Teachers ❑ Others, please specify _____

Certified True and Correct by :	*Checked by District Office :*	*Verified by the Division Office:*
School Head : _____	*Head of the Office :* _____	*Head of the Office :* _____
'Signature Over Printed Nam	*(Signature Over Printed Name)*	*(Signature Over Printed Name)*
Position Title : _____ *Date :* _____	*Position Title* _____ *Date :* _____	*Position Title* _____ *Date :* _____

Table 20. LEARNING AREAS WITH DRRM-RELATED CONCEPTS, SY 2016-2017

Check ***the appropriate grade level/s if the DRRM-related concepts were taught in the following learning areas.***

Learning areas with DRRM-related concepts	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Mother tongue	❑	❑	❑	❑	❑	❑	❑
Filipino	❑	❑	❑	❑	❑	❑	❑
English	❑	❑	❑	❑	❑	❑	❑
Mathematics	❑	❑	❑	❑	❑	❑	❑
Science	❑	❑	❑	❑	❑	❑	❑
Araling Panlipunan	❑	❑	❑	❑	❑	❑	❑
Edukasyon sa Pagpapakatao (EsP)	❑	❑	❑	❑	❑	❑	❑
Music	❑	❑	❑	❑	❑	❑	❑
Arts	❑	❑	❑	❑	❑	❑	❑
Physical Education	❑	❑	❑	❑	❑	❑	❑
Health	❑	❑	❑	❑	❑	❑	❑
Edukasyong Pantahanan at Pangkabuhayan (EPP)	❑	❑	❑	❑	❑	❑	❑
Technology and Livelihood Education (TLE)	❑	❑	❑	❑	❑	❑	❑
Extra-curricular activities	❑	❑	❑	❑	❑	❑	❑

Table 21. DRRM CLIMATE CHANGE ADAPTATION (CCA) TRAINING DATA

Courses and/or Trainings on DRRM and CCA	Number of Teachers	
	Male	Female
DRRM courses and/or trainings in the last 5 years (except psychosocial first aid)		
Psychosocial first aid courses and/or trainings in the last 5 years		
Climate Change Adaptation courses and/or trainings in the last 5 years		

Indicate the number of teachers with plantilla positions, including those with provisional appointments and who are actually performing their specific assignments in the school who have received special courses and/or training on DRRM and CCA related courses as of March 31, 2016.

Reminder: ***If a teacher received more than one training, he/she should be counted once where he/she has the most number of trainings attended.***

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ Date : _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title _____ Date : _____

Verified by the Division Office:
Head of the Office : _____
(Signature Over Printed Name)
Position Title _____ Date : _____

Table 22. HEALTH AND NUTRITION, SY 2016-2017 (From June 13, 2016 to August 31, 2016)

A. Number of learners who were vaccinated by the Department of Health in the school this SY 2016-2017 from June 13, 2016 to August 31, 2016

Type of Vaccines	Grade 1			Grade 4
	Male	Female	Total	Female
Measles Containing Vaccine				
Tetanus Diptheria				
Human Papiloma Virus				

B. Number of learners who underwent vision screening according to results from June 13, 2016 to August 31, 2016

Vision Screening Results	Kindergarten		Grade 1		Grade 2		Grade 3		TOTAL (Kindergarten to Grade 3)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Passed										
Failed										
TOTAL										

C. Number of learners by nutritional status as assessed from June 13, 2016 to August 31, 2016

Nutritional Status	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Normal																		
Obese																		
Overweight																		
Severely Wasted																		
Wasted																		
TOTAL																		

D. Number of learners who were dewormed from June 13, 2016 to August 31, 2016

Number of Learners Dewormed	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Plantilla/Position Title : _____ *Date* : _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Box 8. AVAILABILITY OF WATER SUPPLY, SY 2016-2017 (As of June 17, 2016)

***(Check** as appropriate).*

1. Is there a water source inside the school ground? ❑ **Yes (** ***proceed to 1.1*** **)** ❑ **No (*Skip 1.1 to 1.4 and proceed to 2*)**

1.1 Main Water Supply Source:

❑ Piped water from local service provider
❑ Water Well
❑ Natural source
❑ Rainwater Catchments
❑ Others, please specify _____

1.2 Average Cost of Monthly Bills/Maintenance. (Please indicate the amount in PhP) _____

1.3 Who pays for the Cost of Monthly Bills/Maintenance :

❑ School MOOE
❑ LGU
❑ PTA
❑ School Canteen Fund
❑ Private Individual/Sector
❑ Others, please specify _____

1.4 Is the water source inside the school ground safe to drink? ❑ **Yes** ❑ **No**

2. Does the school have mechanism to ensure that the learners have safe drinking water? ❑ **Yes** ❑ **No**

2.1 If Yes, what mechanism is used?

❑ Teachers ask the learners to bring their own drinking water to school
❑ Safe water in refillable containers are provided in designated areas within the school
❑ Water from an accessible water source is treated (i.e. boiled, etc)
❑ Others, please specify _____

1. Local piped water **-** water source coming from local water service providers.
2. Water well **-** an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.
3. Rainwater catchment **-** water sourced from rainwater and collected thru a rainwater collector.
4. Natural source **-** water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via pipes.

Table 23. NUMBER OF EXISTING WASH FACILITIES, SY 2016-2017 (As of June 17, 2016)

Usage	Functional	Non-Functional	Total Number of Facilities
Facilities for group handwashing			
Facilities for individual handwashing			

1. **Group handwashing facility** - a facility to be used in supervised handwashing and toothbrushing activtity that can accommodate 4 to 10 learners.
2. **Individual handwashing facility** - a facility in the classroom, drinking points, near toilets, near the canteen, etc that learners can be used for handwashing at critical times.
3. **Functional facilities for handwashing** - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.
4. **Non-functional facilities for handwashing** - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Plantilla/Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____ _____
(Signature Over Printed Name)
Position Title : ***Date :*** _____

Verified by the Division Office:
Head of the Office : _____ _____
(Signature Over Printed Name)
Position Title : ***Date :*** _____

Box 9. FEEDING PROGRAM, SY 2016-2017 (As of June 17, 2016)

(Check as appropriate).

a. Does the school have a feeding program? ❑ **Yes** ❑ **No**

If Yes, what is the funding source of school feeding program?

❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ School-Based Feeding Program
❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund ❑ Others, please specify _____

b. Availability of agriculture and fishery resources in the school :

❑ Gulayan sa Paaralan ❑ Agricultural Crops ❑ Others, please specify _____
❑ Fish Pond ❑ Livestock ❑ None

Does agricultural and fishery in the school used for feeding program? ❑ **Yes** ❑ **No**

If Yes, what is the funding source?

❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ Others, please specify _____
❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund

Box 10. FOOD HANDLING, SY 2016-2017 (As of June 17, 2016)

1. Does the school have a canteen? ❑ **Yes** ❑ **No**

1.1 Does the school canteen have a sanitary permit? ❑ **Yes** ❑ **No**

1.2 If Yes, please indicate the sanitary permit number and the validity date: _____ _____

Sanitary Permit No. *Validity Date*

Sanitary Permit - is the official document issued by proper authorities to an establishment that has been determined to have met the minimum requirements for the sanitary operation.

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Plantilla/Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office:
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Box 11. SOLID WASTE MANAGEMENT, SY 2016-2017 (As of June 17, 2016)

(Check as appropriate).

1. Is your school compliant to the Ecological Solid Waste Management Act (RA 9003)? ❑ **Yes** ❑ **No**

2. How is the school implementing Solid Waste Management?

- ❑ Composting
- ❑ Designation of trash collection point
- ❑ Poster making and/or slogan making contest
- ❑ Posting of signage
- ❑ Recycling Projects
- ❑ School representative at the Barangay Solid Waste Management Committee
- ❑ Use of paper plates/cups instead of plastic
- ❑ Use of recycled materials are teaching tool
- ❑ Use of reusable food containerts
- ❑ Waste segregation

3. Who are the school stakeholders actively engaged on the implementation of solid waste management?

- ❑ Barangay
- ❑ Community leaders
- ❑ Local business partners
- ❑ Municipal/City government
- ❑ Parents

Box 12. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2016-2017

(As of June 17, 2016)

1. How often are the sanitation facilites cleaned? (Check only one)

- ❑ Daily
- ❑ At least twice a week
- ❑ Once a week
- ❑ Less than once a week

1.1 Average Cost of Monthly Bills/Maintenance. (Please indicate the amount in PhP) _____

1.2 Who Pays for the Cost of Monthly Bills/Maintenance (Check as appropriate):

- ❑ School MOOE
- ❑ LGU
- ❑ PTA
- ❑ School Canteen Fund
- ❑ Private Individual/Sector
- ❑ Others, please specify _____

Box 13. MENSTRUAL HYGIENE, SY 2016-2017 (As of June 17, 2016)

1. Does the school have a provision for availability of sanitary pads?

❑ **Yes (Proceed to 1.1)** ❑ **No**

1.1 Where can the learners avail the sanitary pads?

- ❑ School Canteen
- ❑ School Clinic
- ❑ Guidance Office
- ❑ Others, please specify _____

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Plantilla/Position Title : _____ ***Date :*** _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 24. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2016-2017 (As of June 17, 2016)

For each one-way trip from your school to the specified reference points, indicate the travel cost, travel time, and travel means.

Travel Details	Trip to Division Office	Trip to nearest:				
		Public School		Private School		Municipal Office
		Elementary	Secondary	Elementary	Secondary	
1. Cost (in PhP)						
2. Time (in minutes)						
3. Means (check all applicable)						
a. Walking	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
b. Bicycle/Scooter	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
c. Motorcycle	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
d. Habal-habal/skylab	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
e. Pedicab/trisikad/padyak	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
f. Tricycle/motorcab/trimobile	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
g. Kuliglig	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
h. Jeep/multicab	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
i. Van/car/taxi/minibus/truck	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
j. Bus	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
k. Train	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
l. Raft/boat/ship	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
m. Plane	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
n. Horse/Carabao	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
TOTAL PERCENTAGE	100 %	❑ 100 %	❑ 100 %	❑ 100 %	❑ 100 %	❑ 100 %

1. Travel Cost - In Pesos, how much does it **USUALLY** cost to travel from your school to the reference point?

2. Travel Time - How many minutes does it **USUALLY** take to travel from your school to the reference point?

3. Travel Means - Check the box of each means available to travel from your school to the reference point (check all that apply).

Beside each box, indicate what percentage of a USUAL trip from your school to the reference point is spent using that means of travel.

If a means of travel is available but is not used during a USUAL trip to the reference point, write **0**% beside the checkbox.

Reminder: The percentages for each reference point should add up to 100%.

Box 14. SCHOOL LOCATION, SY 2016-2017 (As of June 17, 2016)

Location descriptions for your school: (Check all applicable).

- ❑ Along the highway
- ❑ By the hillside
- ❑ On top of a mountain
- ❑ On a small island *
- ❑ Near the coastline **
- ❑ Near a river or waterway **
- ❑ Near a fautline **
- ❑ Others, please specify _____

Note: * - an island with an area less than 200 sq. km.

***** - near if within 1.5km from the school***

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title _____ ***Date :*** _____

Verified by the Division Office:
Head of the Office : _____
(Signature Over Printed Name)
Position Title _____ ***Date :*** _____

Box 15. STAKEHOLDER FEEDBACK, SY 2016-2017 (As of June 17, 2016)

a. How much feedback (positive or negative) did the stakeholders provided on school operations and projects?
Use the scale where 0 is no feedback and 4 is a lot of feedback.
(Check as appropriate).

Type of Stakeholder	School Operations					School Projects				
	0	1	2	3	4	0	1	2	3	4
Parents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
LGU	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Division Office	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

b. How much help did the stakeholders provide in terms of providing or loaning equipment and facilities for school operations and projects?
Use the scale where 0 is no help and 4 is a lot of help.
(Check as appropriate).

Type of Stakeholder	School Operations					School Projects				
	0	1	2	3	4	0	1	2	3	4
Parents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
LGU	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Division Office	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Box 16. STAKEHOLDER CONTRIBUTION, SY 2016-2017 (As of June 17, 2016)

a. What percentage of stakeholders invited attend activities relating to school operations and projects?

Type of Stakeholder	Percentage	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

c. How much cash did the stakeholders provided for school operations & projects?

Type of Stakeholder	Cash Amount in PhP	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

b. How many aggregate hours did stakeholders volunteer for school operations and projects?

Type of Stakeholder	No. of Hours	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

d. What is the cash equivalent of stakeholders' contribution in kind for school operations and projects?

Type of Stakeholder	Type of Contribution	Cash Equivalent in PhP	
		School Operations	School Projects
Parents			
LGU			
Division Office			
Others			

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Plantilla/Position T Date : _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title _____ ***Date :*** _____

Verified by the Division Office:
Head of the Office : _____
(Signature Over Printed Name)
Position Title _____ ***Date :*** _____

Municipality ID	*School ID*

Republic of the Philippines
DEPARTMENT OF EDUCATION
PLANNING SERVICE
Education Management Information System Division

GOVERNMENT JUNIOR HIGH SCHOOL (JHS) PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of all government secondary schools. In the case of schools with annexes, extensions, etc., a separate school profile form shall be accomplished by every annex, extension, etc.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Division Office on or before ***September 26, 2016***.

Important: Read the definitions/instructions found at the bottom of each table before filling up the form. No item should be left blank. Instead, "zero (0)" or "not applicable (n/a) " shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2016-2017

Name of School : _____
(Official name)

_____
(If renamed, please indicate old name.)

Address : ____ _____ _____
*Street/Sitio/Purok* *Barangay*

_____ _____
Municipality *Province/City*

Region : _____
Division : _____
Legislative District : _____
Tel. No. : _____
Mobile No. : _____
Fax No. : _____
E-Mail Address : _____
Date of Establishment : _____

Implementing Unit
(Please check appropriate box if the school has book of accounts or has fiscal autonomy.)
☐ Yes ☐ No

Night Classes
(Please check appropriate box if the school is offering night classes.)
☐ Yes ☐ No

Annex/Extension School
(Please check appropriate box if the school is an annex/extension school.)
☐ Yes (Please indicate School ID of the Mother School)
Mother School ID: ☐☐☐☐☐☐
☐ No

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 1. JHS LEARNERS DATA, SY 2016-2017 (As of June 17, 2016)

Particulars	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
* TOTAL ENROLMENT										
* Balik-Aral										
* CCT/4Ps Recipient										
* Indigenous Peoples Learner										
Learner in Alternative Delivery Modes										
a. Open High School Program (OHSP)										
b. Other School-Initiated Intervention										
* Muslim Learner										
* Repeater										
* Transferee From Other Public Schools										
* Transferee From Private Schools										
* Total Number of Classes										

Note: * - Data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***Secondary Enrolment*** - refers to the second stage of compulsory basic education. It consist of four (4) years of ***Junior High School*** education (Grades 7 to 10) and two (2) years of ***Senior High School*** education (Grades 11 to 12).
4. ***Balik-Aral*** - refers to a learner who finished a grade level, stopped schooling and then enrolled in the next grade level after a year or more.
5. ***CCT/4Ps Recipient*** - refers to a learner whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or 10 months at P300 per child per month for educational expenses on condition that these children attend school. Maximum of three children per household is allowed. Children should be of school age (6-14). (Source: DepEd memo # 110 s. 2009 "National Implementation of the Pantawid Pamilyang Pilipino Program 4Ps")
6. ***Indigenous Peoples Learner*** - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e., groups of people or homogenous societies identified by self-ascription and ascription by others who have continuously lived as an organized community on communally bounded and defined territory sharing common bonds of language, customs, traditions and other distinctive cultural traits).
7. ***Learner in Alternative Delivery Modes (ADM)*** - refers to a learner who is enrolled in Alternative Delivery Modes (i.e., alternative modalities of education delivery within the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out by helping them overcome personal, social, and economic constraints in schooling).
   This includes programs such as:
   - ***a. Open High School Program (OHSP)*** - refers to the alternative mode of secondary education that addresses learning problems of Student-At Risk-of-Dropping-Out (SARDOs) who cannot join the regular class program due to justifiable reasons. These reasons may include physical impairment, employment, distance of home to school, education design, family problems and the like.
   - ***b. Other School-Initiated Interventions*** - refer to innovative and homegrown interventions developed by schools to prevent the SARDO from dropping out and to increase their achievement rate.
8. ***Muslim Learner*** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
9. ***Repeater*** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
10. ***Transferee from Other Public Schools*** - refers to a learner who was enrolled in another public school the previous school year.
11. ***Transferees from Private Schools*** - refers to a learner who was enrolled in a private school the previous school year.
12. ***Total Number of Classes*** - refers to the number of classes by grade level from Grades 7 to 10.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 2 (JHS Learners Age Profile).
2. Repeater in this table will tally with the totals in Table 3 (JHS Repeaters Age Profile).

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Division : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 2. JHS LEARNERS AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: JHS Learners Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total enrolment of the school as of June 17, 2016 will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 12 years 11 months as of June 17, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Total Enrolment).

Table 3. JHS REPEATERS AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: JHS Repeaters Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total repeaters of the school as of June 17, 2016 will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 12 years 11 months as of June 17, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Repeater).

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Division : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 4. ENROLMENT AND NUMBER OF CLASSES BY SHIFT, SY 2016-2017 (As of June 17, 2016)

Particulars	1st Shift		2nd Shift		3rd Shift		4th Shift		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Enrolment										
Number of Classes										

Shift (or session) - refers to time schedules corresponding to different sets of classes (e.g. morning and afternoon shifts). Table 4 shall be filled even if only one shift is offered by the school.

Reminder: Total Enrolment in this table will tally with the totals in Table 1 (Total Enrolment) and Table 2 (JHS Learners Age Profile).

Table 5. JHS LEARNERS DATA BY PROGRAM, SY 2016-2017 (As of June 17, 2016)

Enrolment by Program	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
* Arabic Language and Islamic Values Education (ALIVE)										
Regional Science High School										
Special Program in the Arts										
Special Program in Foreign Language										
Special Program in Journalism										
Special Program in Science, Technology and Engineering										
Special Program in Sports										
Special Program in Technical Vocational Education										

Note: * - ALIVE data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

Enrolment by Program - refers to the number of learners according to programs offered in JHS.

Types of Special Programs:

1. ***Arabic Language and Islamic Values Education (ALIVE)*** - a program which aims to preserve Arabic language and Muslim culture through its inclusion in the regular basic education curriculum.
2. ***Regional Science High School*** - a program which offers a science-orientedcurriculum that caters to learners with aptitude in the sciences. It is aimed to develop the science culture among the students to prepare them for careers in the sciences.
3. ***Special Program in the Arts*** - a program designed to cater to the needs of learners who are talented in the arts.
4. ***Special Program in Foreign Language*** - a program which aims to develop learners to understand and appreciate foreign languages.
5. ***Special Program in Journalism*** - a program designed to enrich the experiences, hone the journalistic skills and competencies of learner-writers and to strengthen free and responsible journalism.
6. ***Special Program in Science, Technology and Engineering*** - a program which aims to develop the learners' skills in science, technology and engineering.
7. ***Special Program in Sports*** - a program that will identify learners with potential talent in sports and hone their skills for higher levels of athletic endeavors.
8. ***Special Program in Technical Vocational Education*** - a program which aims to develop the learners' skills in technical vocational education.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Division : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 6. JHS LEARNERS WITH EXCEPTIONALITIES DATA, SY 2016-2017 (As of June 17, 2016)

Area of Exceptionalities	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
With Diagnosis from Specialist:										
Visual Impairment										
Hearing Impairment										
Learning Disability										
Intellectual Disability										
Autism Spectrum Disorder										
Emotional-Behavioral Disorder										
Orthopedic/Physical Handicap										
Speech/Language Disorder										
Cerebral Palsy										
Special Health Problem/Chronic Illness										
Multiple Disabilities										
Based on Manifestation:										
Difficulty Seeing										
Difficulty Hearing										
Difficulty Walking, Climbing and Grasping										
Difficulty Remembering, Concentrating, Paying Attention and Understanding										
Difficulty Communicating										
TOTAL										

Note: The data in this table shall include all enrolled learners with exceptionalites.

Mainstreaming - the placement of a learner with exceptionality in regular educational programs and given special instruction in specific learning are

Areas of Exceptionalities:

1. ***Visual Impairment*** - an impairment that even with correction, adversely affects a child's educational performance. This includes both partial sight and blindness.
2. ***Hearing Impairment*** - an impairment, whether permanent or fluctuating that adversely affects a child's educational performance such as deafness.
3. ***Learning Disability*** - a disorder in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
4. ***Intellectual Disability*** - formerly labeled as "mental retardation," it is defined as significantly subaverage general intellectual functioning which originates during the developmental period and associated with impairment in adoptive behavior like maturation, learning and social adjustment.
5. ***Autism Spectrum Disorder*** - characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
6. ***Emotional-Behavioral Disorder*** - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors, (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teacher inappropriate types of behavior or feelings under normal circumstances, (iv) a general pervasive mood of unhappiness or depression, (v) a tendency to develop physical symptoms or fears associated with personal or school factors.
7. ***Orthopedic /Physical Handicap*** - any condition that interferes with a child's ability to use his or her body.
8. ***Speech/Language Disorder*** - a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
9. ***Cerebral Palsy*** - is caused by damage to developing brain either before or during birth, or in the first few years of life. The impairment depends on where in the brain the damage occurs.
10. ***Special Health Problem/Chronic Illness*** - chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; that adversely affect a child's educational performance.
11. ***Multiple Disabilities*** - a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation-blindness or mental retardation-orthopedic impairment.

Reminder: All learners with exceptionalities in JHS are mainstreamed in regular classes.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 7. JHS LEARNERS DATA IN TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE), SY 2016-2017 (As of June 17, 2016)

SUBJECT	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Home Economics										
Beauty Care										
Caregiving										
Cookery										
Dressmaking										
Front Office Services										
Handicraft										
Household Services										
Travel Services										
Wellness Massage										
Agri-Fishery Arts										
Agri-Crop Production										
Animal Production										
Aquaculture										
Fish Processing										
Horticulture										
Industrial Arts										
Automotive Servicing										
Carpentry										
Consumer Electronics Servicing										
Electrical Installation and Maintenance										
Masonry										
Plumbing										
Refrigeration and Airconditioning										
Shielded Metal Arc Welding										
Information and Communication Technology (ICT)										
Computer Hardware Servicing										
Contact Center Services										
Illustration										
Technical Drafting										

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 8. JHS TEACHERS WHO HAVE SPECIALIZATION IN TLE SUBJECTS THEY ARE TEACHING, SY 2016-2017 (As of June 17, 2016)

SUBJECT	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Home Economics										
Beauty Care										
Caregiving										
Cookery										
Dressmaking										
Front Office Services										
Handicraft										
Household Services										
Travel Services										
Wellness Massage										
Agri-Fishery Arts										
Agri-Crop Production										
Animal Production										
Aquaculture										
Fish Processing										
Horticulture										
Industrial Arts										
Automotive Servicing										
Carpentry										
Consumer Electronics Servicing										
Electrical Installation and Maintenance										
Masonry										
Plumbing										
Refrigeration and Airconditioning										
Shielded Metal Arc Welding										
Information and Communication Technology (ICT)										
Computer Hardware Servicing										
Contact Center Services										
Illustration										
Technical Drafting										

Reminder: A teacher who is teaching more than one learning area or grade level can be counted more than once.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 9. PERSONNEL DATA (Locally-funded and DepEd Subsidized Teachers Working in the School), SY 2016-2017 (As of June 17, 2016)

Class	Funding Source						DepEd Subsidized *
	Special Educ. Fund (SEF)		Local Gov't Unit (LGU) funded	PTA-funded	Others	TOTAL Locally-funded	
	Provincial/City	Municipal					
Secondary **(excluding ALIVE)**							
ALIVE *							

1. ***Locally-funded teachers working in the school*** - teachers not having plantilla positions and whose compensation is chargeable against the local budget.
   These are classified according to the following:
   a. ***Special Education Fund (SEF) Teachers*** - teachers whose salaries are being paid by the Local School Board Fund (Provincial/City or Municipal) where the school is located.
   b. ***Local Government Unit (LGU) funded Teachers*** – teachers paid out of the general fund (not the SEF) of the LGU.
   c. ***PTA-funded Teachers*** – teachers who receive their salaries through the Parents-Teachers Association (PTA).
   d. ***Others*** – teachers who are being funded by neither one of the above.
2. ***DepEd Subsidized Teachers*** – teachers not having plantilla positions but paid by DepEd through honorarium.
3. ***ALIVE Teachers*** – teachers assigned to teach ALIVE classes.

Reminder: * - Those serving two or more schools simultaneously shall be counted only in the school with the most teaching loads or number of learners handled, in that order.

Table 10. TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2016-2017 (As of June 17, 2016)

Position Title	NATIONALLY-FUNDED PERSONNEL																	
	Number of plantilla items in school per latest PSI-POP	SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school		
		Number of personnel actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				TOTAL (Col.5+Col.6+ Col.7+ Col.11)						
							DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL							
		Male	Female	TOTAL								Male	Female	Total	Male (Col.3+Col.13)	Female (Col.4+Col.14)	Total (Col.16+Col.17)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
Vocational School Administrator III																	
Vocational School Administrator II																	
Vocational School Administrator I																	
Principal IV																	
Principal III																	
Principal II																	
Principal I																	
Head Teacher VI																	
Head Teacher V																	
Head Teacher IV																	
Head Teacher III																	
Head Teacher II																	
Head Teacher I																	
Guidance Coordinator																	
Guidance Counselor																	
Senior Bookkeeper																	
Bookkeeper																	
Disbursing Officer II																	
Disbursing Officer I																	
TOTAL																	

Note: For the definitions, please refer to Teaching Personnel Data (Table 11).

Reminder: Totals in column 12 must tally with entries in column 2.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 11. TEACHING PERSONNEL DATA (Nationally-funded), SY 2016-2017 (As of June 17, 2016)

Position Title	NATIONALLY-FUNDED PERSONNEL																		
	Number of plantilla items in school per latest PSI-POP			SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded teachers working in the school		
				Number of teachers actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				TOTAL (Col.5+Col.6+Col.7+ Col.11)						
	As of March 2016	Items Created After March 2016	Total	Male	Female	TOTAL			DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL		Male	Female	Total	Male (Col.3+Col.13)	Female (Col.4+Col.14)	Total (Col.16+Col.17)
Col. 1	(2a)	(2b)	(2a+2b) Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
a. Teaching Positions																			
Instructor III																			
Instructor II																			
Instructor I																			
Master Teacher IV																			
Master Teacher III																			
Master Teacher II																			
Master Teacher I																			
Teacher III																			
Teacher II																			
Teacher I																			
Special Science Teacher I																			
SPED Teacher V																			
SPED Teacher IV																			
SPED Teacher III																			
SPED Teacher II																			
SPED Teacher I																			
TOTAL																			
b. Assignment (Number of teachers actually working in the school):																			
Handling Grades 7-10																			
Handling SPED classes																			
Handling Full Time Ancilliary Services																			
TOTAL																			

1. ***Nationally-funded personnel*** - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
2. ***Number of plantilla items in school per latest PSI-POP*** - number of plantilla items allocated to the school.
3. ***Number of teachers actually working in the school*** - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school.
4. ***On leave personnel*** - personnel who are on leave for the whole school year approved by the School Division Superintendent.
5. ***Plantilla item(s) vacant*** - plantilla positions that are unfilled.
6. ***Plantilla personnel detailed to DepEd office(s)/sec. school(s) within the division*** - personnel assigned/designated to the division office or to other secondary schools within the division.
7. ***Plantilla personnel detailed to Elementary school(s) within the division*** - personnel assigned/designated to elementary schools within the division.
8. ***Plantilla personnel detailed to DepEd office(s)/school(s) outside the division or other government agencies*** - personnel assigned/designated to other DepEd office(s)/school(s) outside the division or other government agencies.
9. ***Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)*** - personnel who are actually working in the school but whose items belong from elementary/secondary school(s) or from other DepEd office(s) like the division, regional, central office or from other school division(s).

Reminders:
1. ***In Table 11 $_a$, totals in column 12 must tally with entries in column 2.***
2. ***In Table 11 $_b$, if a teacher is handling two or more assignments, he/she should be counted in his/her assignment where he/she has the most number of loads.***
3. ***In Tables 11 $_a$, totals in column 18 must tally with entries in Table 12 column 7.***
4. ***Totals in Tables 11 $_a$ & 11 $_b$ must tally.***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 12. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2016-2017 (As of June 17, 2016)

Position Title	Carries full-time class teaching load		Assigned part-time to class teaching,		Assigned full-time to ancillary services	TOTAL (Col.2+Col.3+Col.4+ Col.5+Col.6)
	Not assigned to ancillary services	Assigned to ancillary services as additional load	Class teaching 200 min. per day or more	Class teaching less than 200 min. per day		
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Instructor III						
Instructor II						
Instructor I						
Master Teacher IV						
Master Teacher III						
Master Teacher II						
Master Teacher I						
Teacher III						
Teacher II						
Teacher I						
Special Science Teacher I						
SPED Teacher V						
SPED Teacher IV						
SPED Teacher III						
SPED Teacher III						
SPED Teacher I						
TOTAL						

Ancillary services - those rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager, coordinator (ALS, Boy/Girl Scout, etc.), teacher nurse. Class advisorship is not included.

Reminder: Totals in column 7 of this table must be equal to the totals in Table 11 $_a$ (column 18 - Total Nationally-funded teachers working in the school).

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 13. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, BY GRADE LEVEL AND BY SEX (Nationally-funded teachers only), SY 2016-2017 (As of June 17, 2016)

Teaching Assignment	Grade 7		Grade 8		Grade 9		Grade 10	
	Male	Female	Male	Female	Male	Female	Male	Female
English								
Mathematics								
Filipino								
Science								
Araling Panlipunan								
Edukasyon sa Pagpapakatao								
Technology and Livelihood Education								
MAPEH								

Reminder: ***A teacher who is teaching more than one learning area or grade level can be counted more than once.***

Table 14. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JUNE 2015 TO MARCH 2016

MOOE	Amount in PhP
Allocation	
Utilization	
Liquidation	

1. ***Maintenance and Other Operating Expenses (MOOE)*** - is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities (i.e. electricity and water) that support learning programs and help maintain a safe and healthy environment in schools.
2. ***MOOE Allocation*** - refers to the MOOE provided for the previous calendar year.
3. ***MOOE Utilization*** - refers to the amount of MOOE utilized from the MOOE allocation of the previous calendar year.
4. ***MOOE Liquidation*** - refers to the amount of MOOE liquidated from the MOOE utilized from the MOOE allocation of the previous calendar year.

Box 1. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

1. Electrical Supply Sources:

- ❑ Grid Supply
- ❑ Off Grid Supply
  - ❑ Solar Power
  - ❑ Generator
  - ❑ Others, please specify _____
- ❑ No source of electricity

2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP) _____

3. What is the funding source?

- ❑ School MOOE
- ❑ LGU
- ❑ PTA
- ❑ School Canteen Fund
- ❑ Private Individual/Sector
- ❑ Others, please specify _____

1. ***Grid Supply*** - electricity coming from major or local power distributors (e.g. electric cooperatives, Meralco, etc.).
2. ***Off Grid Supply*** - electricity coming from alternative source of power (e.g. solar power, generator, etc.).
3. ***No source of electricity*** - without existing electrical supply at all.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 15. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2016-2017 (As of June 17, 2016)

Types of Computer	NUMBER OF COMPUTERS BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	Total
Academic Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
Administrative Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
TOTAL								

1. Indicate the number of functional computers according to the following funding sources:

- ***a. DepEd DCP*** - computers procured through the DepEd Computerization Program.
- ***b. DepEd non-DCP*** - computers procured through other DepEd downloaded funds.
- ***c. LGU/SEF*** - computers procured from the Special Education Fund (SEF) and the budgets of Local Government Units (LGU): provincial, municipal or barangay units.
- ***d. PTA*** - computers funded from the Parents-Teachers Association (PTA).
- ***e. Private Donations*** - computers donated/procured by private individuals, corporations, alumni associations, non-government organizations, philanthropic organizations or through foreign-assisted funds.
- ***f. Other Government Agencies*** - computers funded from other government agencies such as DTI, DOST, CICT, etc.
- ***g. Others*** - computers procured from other sources not listed above.

2. Computer - refers to electronic devices for storing and processing data such as :

- ***a. Desktop*** - refers to a computer that is designed to be used on a table.
- ***b. Notebook/Netbook*** - refers to a laptop computer that can easily be transported.
- ***c. Tablet*** - refers to a portable computer that has a touchscreen feature as the primary means of input.
- ***d. Desktop Virtual Terminal*** - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host. (Reminder: do not count the computer host).

3. Computer for Academic Use - refers to computer units utilized in the classroom/laboratory as an aid to instruction.

4. Computer for Administrative Use - refers to computer units used for encoding administrative data of the school (e.g. enrolment, attendance, disbursements, financial statements, and other reports).

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 2. DATA ON INTERNET CONNECTIVITY, SY 2016-2017 (As of June 17, 2016)

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, please specify _____

Does the school subscribe to any of the internet service provider/s listed above? ❑ Yes ❑ No

Internet Service Provider (ISP) - refers to the organization that provides services for accessing, using, or participating in the internet.

Table 16. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE, SY 2016-2017 (As of June 17, 2016)

Types of Internet Connection (*Wired, Fixed wireless, satellite, USB Modem*)	**Internet Service Provider** (*Select from available ISPs above*)	**Average Monthly Expense** (*in PhP*)	**Funding Source** (*DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, etc.*)

Indicate the average monthly expense of internet connection by funding source.

1. Types of Internet Connection:

a. Wired - internet connection using the phone lines from the service provider to a client.

b. Fixed wireless - internet connection through radio frequency bands with directional radio antenna on each end of the signal.

c. Satellite - internet connection using satellite dish supplied by an internet provider.

d. USB Modem - internet connection using USB dongle (e.g. SMART Bro, Globe Tattoo).

2. Average Monthly Expense - average cost spent for the internet connection in Philippine Peso.

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 3. SCHOOL SITE DATA, SY 2016-2017 (As of June 17, 2016)

a. Mode of Acquisition of School Site:

Mode	Year Acquired
Donation	
Purchase	
Usufruct Agreement	
Expropriation	
Exchange (Land Swapping)	
Presidential Proclamation/Special Patent	
Others, pls.specify _____	

b. Proof of Ownership and Occupancy:
(Check as appropriate)

- ❑ Original Transfer Certificate of Title
- ❑ Tax Declaration
- ❑ Deed of Absolute Sale
- ❑ Deed of Donation
- ❑ Presidential Proclamation/Special Patent
- ❑ Contract of Usufruct
- ❑ Memorandum of Agreement/Lease Agreement
- ❑ Others, pls.specify _____

c. Legal Ownership Issues:
(Check as appropriate)

- ❑ Adverse Claim
- ❑ Encroachment
- ❑ Others, pls.specify _____

d. Total Land Area ***(in square meters)*** **:** _____

1. ***Mode of Acquisition of School Site*** - refers to the means of acquiring the school site.
   - ***a. Donation*** - includes the four (4) types of donation: .
     - ***a.1. Simple Donation*** - is one whereby a person, through an act of liberality disposes a piece of land in favor of the government
     - ***a.2. Conditional Donation*** - is one which imposes a condition (e.g. "that the land shall be used only for education"). In such case, the property is reverted to the owner when the condition as stipulated in the donation is not met.
     - ***a.3. Inter Vivos Donation*** - is one that is in effect during the lifetime of the donor.
     - ***a.4. Mortis Causa*** - is one that takes effect only after the donor's death. Donations by mortis causa should conform to the formalities required of the last will.
   - ***b. Purchase*** - a school site was acquired by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of Deeds.
   - ***c. Expropriation*** - a school site was acquired by the government through the exercise its power of eminent domain (i.e. by taking private property for public use upon payment of just compensation).
   - ***d. Exchange (Land Swapping)*** - a school site was acquired by exchanging an existing school site for a new site for justifiable reasons as identified by law.
   - ***e. Presidential Proclamation*** - a school site was acquired by virtue of a declaration by the President under the procedures established by law.
2. ***Proof of Ownership and Occupancy*** - this refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.
   - ***a. Original Transfer Certificate of Title*** - a document evidencing the ownership of real property as issued by the Register of Deeds.
   - ***b. Tax Declaration*** - a document issued by the Assessor's Office of the jurisdiction (e.g. city or municipality) evidencing the payment of taxes on the use of the real property.
   - ***c. Deed of Absolute Sale*** - a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
   - ***d. Deed of Donation*** - a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
   - ***e. Presidential Proclamation/ Special Patent*** - a proclamation issued by the President reserving an untitled land for public use.
   - ***f. Contract of Usufruct*** - a document which stipulates that DepEd/school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for educational or designated purposes.
   - ***g. Memorandum of Agreement/Lease Agreement*** - a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
   - ***h. Others*** - other documents that are competent proof of ownership and occupancy.
3. ***Legal Ownership Issues:***
   - ***a. Adverse Claim*** - a claim to the property against that of one who has either title and/or possession of the property.
   - ***b. Encroachment*** - presence of illegal occupants/informal settlers.
4. ***Total Land Area*** - is the size in square meters of all areas designated as land used for some particular purpose such as school building.

Note: In case, the school head does not have adequate information on the items listed above, the assistance of the Industrial Arts Teacher/Division Physical Facilities Coordinator/Division Project Engineer can be asked.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Division : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 17. DISASTERS/CALAMITIES

For the months of June 2015 to May 2016, which incidents occurred in your school and immediate surroundings?

(If applicable, check under the months that these occurred.)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Landslide	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Storm Surge	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tsunami	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Volcanic Eruption	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Human-Induced Hazards												
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. Please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Result of Disaster Incidences												
School Used as an Evacuation Center	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Note: For the definitions, please see DepEd Order No. 23, s.2014.

Table 18. DISASTER PREPAREDNESS

For the months of June 2015 to May 2016, did the school conduct multi-hazard drills for School Year 2015-201 ❑ Yes ❑ No

If Yes, what type and when? ***(Check as appropriate).***

Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood Evacuation	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 4. SAFE LEARNING FACILITIES, For the months of June 2015 to May 2016
(Check as appropriate)

1. **Does the school conduct Risk Assesment of buildings?** ❑ Yes ❑ No
   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

   Findings of risk assessment:
   ❑ Cracks ❑ Buckling (Beams/Columns)
   ❑ Deterioration ❑ Leaks
   ❑ Destroyed electrical wirings ❑ Others, please specify _____
2. **Does the school conduct regular maintenance of facilities?** ❑ Yes ❑ No
   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

3. **Does the School Head sign the Building Acceptance during turn-over period?** ❑ Yes ❑ No
4. **Are there Multi-storey buildings in your school?** ❑ Yes ❑ No
5. **What multi-storey buildings does the school have?**
   ❑ 2-storey ❑ 3-storey ❑ 4-storey
6. **Are the school facilities sensitive to the needs of persons with disability (e.g. ramp)?** ❑ Yes ❑ No
7. **How many learners dropped due to disasters within the current school year?** _____
8. **Are there classrooms that have been damaged by recent disaster/s?** ❑ Yes ❑ No
   If Yes, please indicate the number of damaged classrooms (major or partial) in the applicable month/s.

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
___	___	___	___	___	___	___	___	___	___	___	___

9. **Are there classrooms constructed in the current schoolyear as a replacement for the ones totally damaged by recent disaster/s?** ❑ Yes ❑ No
10. **Are there classrooms that underwent or are undergoing repair in the current school year in relation to the recent disaster/s?** ❑ Yes ❑ No

Box 5. DISASTER RISK REDUCTION MANAGEMENT (DRRM), For the months of June 2015 to May 2016
(Check as appropriate)

1. **Have you conducted the annual student-led school watching and hazard mapping?** ❑ Yes ❑ No
   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

2. **Is DRRM integrated in the SIP?** ❑ Yes ❑ No
3. **Have you completed the Promoting Family Earthquake Preparedness?** ❑ Yes ❑ No
   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

4. **Have you taken appropriate actions based on the results of the Promoting Family Earthquake Preparedness?**
   ❑ Yes ❑ No
   If Yes, enumerate the actions:
   _____
   _____
   _____
5. **Have you developed preparedness and contingency plans in case of disaster or emergency?** ❑ Yes ❑ No
6. **Is your school equipped with safety equipment?** ❑ Yes ❑ No
   If Yes, what equipment?
   ❑ Fire extinguisher ❑ First Aid Kit
7. **What DRRM related events/activities do you participate in? (e.g. NDCM, Fire Prevention Month, NSED)?**
   ❑ National Disaster Consciousness Month ❑ National Simultaneous Earthquake Drill
   ❑ Fire Prevention Month ❑ Others, please specify _____
8. **Did you conduct the annual Brigada Eskwela before the opening of this school year?**
   ❑ Parents ❑ Students
   ❑ Teachers ❑ Others, please specify _____

School Head : _____
(Signature over Printed Name)
Position Title : _____ ***Date :*** _____

Head of the Office : _____
(Signature over Printed Name)
Position Title : _____ ***Date :*** _____

Table 19. LEARNING AREAS WITH DRRM-RELATED CONCEPTS, SY 2016-2017

Check the appropriate grade level/s if the DRRM-related concepts were taught in the following learning areas.

Learning areas with DRRM-related concepts	Grade 7	Grade 8	Grade 9	Grade 10
English	❑	❑	❑	❑
Mathematics	❑	❑	❑	❑
Filipino	❑	❑	❑	❑
Science	❑	❑	❑	❑
Araling Panlipunan	❑	❑	❑	❑
Edukasyon sa Pagpapakatao	❑	❑	❑	❑
Technology and Livelihood Education	❑	❑	❑	❑
MAPEH	❑	❑	❑	❑
Extra-curricular activities	❑	❑	❑	❑

Table 20. DRRM / CLIMATE CHANGE ADAPTATION (CCA) TRAINING DATA

Courses and/or Trainings on DRRM and CCA	Number of Teachers	
	Male	Female
DRRM courses and/or trainings in the last 5 years (except psychosocial first aid)		
Psychosocial first aid courses and/or trainings in the last 5 years		
Climate Change Adaptation courses and/or trainings in the last 5 years		

Indicate the number of teachers with plantilla positions, including those with provisional appointments and who are actually performing their specific assignments in the school who have received special courses and/or training on DRRM and CCA related courses as of March 31, 2016.

Reminder: ***If a teacher received more than one training, he/she should be counted once where he/she has the most number of trainings attended.***

Certified True and Correct by:

School Head **:** _____

(Signature over Printed Name)

Position Title **:** _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office **:** _____

(Signature over Printed Name)

Position Title **:** _____ ***Date :*** _____

Box 6. AVAILABILITY OF WATER SUPPLY, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

1. Is there a water source inside the school ground? ❑ Yes ***(Proceed to 1.1)*** ❑ No ***(Skip 1.1 to 1.4 and proceed to 2)***

1.1. Main Water Supply Source:

❑ Piped water from local service provider
❑ Water Well
❑ Natural source
❑ Rainwater Catchments
❑ Others, please specify _____

1.2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP)_____

1.3. Who pays for the Cost of Monthly Bills/Maintenance:

❑ School MOOE
❑ LGU
❑ PTA
❑ School Canteen Fund
❑ Private Individual/Sector
❑ Others, please specify _____

1.4. Is the water source inside the school ground safe to drink? ❑ Yes ❑ No

2. Does the school have mechanism to ensure that the learners have safe drinking water? ❑ Yes ❑ No

2.1. If Yes, what mechanism is used?

❑ Teachers ask the learners to bring their own drinking water to school
❑ Safe water in refillable containers are provided in designated areas within the school
❑ Water from an accessible water source is treated (i.e. boiled, etc)
❑ Others, please specify _____

1. Local piped water - water source coming from local water service providers.
2. Water well - an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.
3. Rainwater catchment - water sourced from rainwater and collected thru a rainwater collector.
4. Natural source - water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via pipes.

Table 21. NUMBER OF EXISTING WASH FACILITIES, SY 2016-2017 (As of June 17, 2016)

Usage	Functional	Non-Functional	Total Number of Facilities
Facilities for group handwashing			
Facilities for individual handwashing			

1. Group handwashing facility - a facility to be used in supervised handwashing and toothbrushing activtity that can accommodate 4 to 10 learners.
2. Individual handwashing facility - a facility in the classroom, drinking points, near toilets, near the canteen, etc that learners can be used for handwashing at critical times.
3. Functional facilities for handwashing - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.
4. Non-functional facilities for handwashing - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 22. HEALTH AND NUTRITION

Number of learners who were vaccinated by the Department of Health in the school this SY 2016-2017 from June 13, 2016 to August 31, 2016

Type of Vaccines	Grade 7		
	Male	Female	Total
Measles Rubella Vaccine			
Tetanus Diptheria			

Box 7. FEEDING PROGRAM, SY 2016-2017 (As of June 17, 2016)

(Check as appropriate)

a. Does the school have a feeding program? ❑ Yes ❑ No

If Yes, what is the funding source of school feeding program?

❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ School-Based Feeding Program (SBFP)

❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund ❑ Others, please specify _____

b. Availability of agriculture and fishery resources in the school :

❑ Gulayan sa Paaralan ❑ Agricultural Crops ❑ Others, please specify _____

❑ Fish Pond ❑ Livestock ❑ None

Does agricultural and fishery in the school used for feeding program? ❑ Yes ❑ No

If Yes, what is the funding source?

❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ Others, please specify _____

❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund

Box 8. FOOD HANDLING, SY 2016-2017 (As of June 17, 2016)

(Check as appropriate)

1. Does the school have a canteen? ❑ Yes ❑ No

1.1. Does the school canteen have a sanitary permit? ❑ Yes ❑ No

1.2. If Yes, please indicate the sanitary permit number and the validity date: _____ _____

Sanitary Permit No. *Validity Date*

Sanitary Permit - is the official document issued by proper authorities to an establishment that has been determined to have met the minimum requirements for the sanitary operation.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Box 9. SOLID WASTE MANAGEMENT, SY 2016-2017 (As of June 17, 2016)

1. Is your school compliant to the Ecological Solid Waste Management Act (RA 9003)? ❑ Yes ❑ No

2. How is the school implementing Solid Waste Management? (Check as appropriate).

- ❑ Composting
- ❑ Designation of trash collection point
- ❑ Poster making and/or slogan making contest
- ❑ Posting of signage
- ❑ Recycling Projects
- ❑ School representative at the Barangay Solid Waste Management Committee
- ❑ Use of paper plates/cups instead of plastic
- ❑ Use of recycled materials are teaching tool
- ❑ Use of reusable food containerts
- ❑ Waste segregation

3. Who are the school stakeholders actively engaged on the implementation of solid waste management? (Check as appropriate).

- ❑ Barangay
- ❑ Community leaders
- ❑ Local business partners
- ❑ Municipal/City government
- ❑ Parents

Box 10. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2016-2017 (As of June 17, 2016)

1. How often are the sanitation facilites cleaned? (Check only one).

- ❑ Daily
- ❑ At least twice a week
- ❑ Once a week
- ❑ Less than once a week

1.1. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount) _____

1.2. Who Pays for the Cost of Monthly Bills/Maintenance (Check as appropriate):

- ❑ School MOOE
- ❑ LGU
- ❑ PTA
- ❑ School Canteen Fund
- ❑ Private Individual/Sector
- ❑ Others, please specify _____

Box 11. MENSTRUAL HYGIENE, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

Does the school have a provision for availability of sanitary pads? ❑ Yes ❑ No

If Yes, where can the learners avail the sanitary pads?

- ❑ School Canteen
- ❑ School Clinic
- ❑ Guidance Office
- ❑ Others, please specify _____

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 23. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2016-2017

For each one-way trip from your school to the specified reference points, indicate the travel cost, travel time, and travel means.

Travel Details	Trip to Division Office	Trip to nearest:				
		Public School		Private School		Municipal Office
		Elementary	Secondary	Elementary	Secondary	
1. Cost (in PhP)						
2. Time (in minutes)						
3. Means (check all applicable)						
a. Walking	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
b. Bicycle/Scooter	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
c. Motorcycle	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
d. Habal-habal/skylab	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
e. Pedicab/trisikad/padyak	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
f. Tricycle/motorcab/trimobile	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
g. Kuliglig	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
h. Jeep/multicab	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
i. Van/car/taxi/minibus/truck	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
j. Bus	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
k. Train	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
l. Raft/boat/ship	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
m. Plane	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
n. Horse/Carabao	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
TOTAL PERCENTAGE	**100** %	❑ **100** %	❑ **100** %	❑ **100** %	❑ **100** %	❑ **100** %

1. Travel Cost - In Pesos, how much does it USUALLY cost to travel from your school to the reference point?

2. Travel Time - How many minutes does it **USUALLY** take to travel from your school to the reference point?

3. Travel Means - Check the box of each means available to travel from your school to the reference point (check all that apply).
Beside each box, indicate what percentage of a USUAL trip from your school to the reference point is spent using that means of travel.
If a means of travel is available but is not used during a USUAL trip to the reference point, write **0**% beside the checkbox.

Reminder: The percentages for each reference point should add up to 100%.

Box 12. SCHOOL LOCATION, SY 2016-2017

Location descriptions for your school: (Check all applicable).

- ❑ Along the highway
- ❑ By the hillside
- ❑ On top of a mountain
- ❑ On a small island*
- ❑ Near the coastline**
- ❑ Near a river or waterway**
- ❑ Near a fautline**
- ❑ Others, please specify _____

Notes: * - an island with an area less than 200 sq. km.
***** - near if within 1.5km from the school***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Box 13. STAKEHOLDER FEEDBACK, SY 2016-2017

a. How much feedback (positive or negative) did the stakeholders provided on school operations and projects?
Use the scale where 0 is no feedback and 4 is a lot of feedback.
(Check as appropriate).

Type of Stakeholder	School Operations					School Projects				
	0	1	2	3	4	0	1	2	3	4
Parents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
LGU	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Division Office	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

b. How much help did the stakeholders provide in terms of providing or loaning equipment and facilities for school operations and projects?
Use the scale where 0 is no help and 4 is a lot of help.
(Check as appropriate).

Type of Stakeholder	School Operations					School Projects				
	0	1	2	3	4	0	1	2	3	4
Parents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
LGU	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Division Office	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Box 14. STAKEHOLDER CONTRIBUTION, SY 2016-2017

a. What percentage of stakeholders invited attend activities relating to school operations and projects?

Type of Stakeholder	Percentage	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

c. How much cash did the stakeholders provided for school operations & projects?

Type of Stakeholder	Cash Amount in PhP	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

b. How many aggregate hours did stakeholders volunteer for school operations and projects?

Type of Stakeholder	No. of Hours	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

d. What is the cash equivalent of stakeholders' contribution in kind for school operations and projects?

Type of Stakeholder	Type of Contribution	Cash Equivalent in PhP	
		School Operations	School Projects
Parents			
LGU			
Division Office			
Others			

Certified True and Correct by :

School Head **:** _____
(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Verified by the Division Office :

Head of the Office **:** _____
(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Municipality ID	*School ID*

Republic of the Philippines
DEPARTMENT OF EDUCATION
PLANNING SERVICE
Education Management Information System Division

PRIVATE SCHOOL PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of the private school offering elementary and/or secondary levels. In the case of schools/institutions offering more than one level, only one school profile shall be accomplished.

Only private schools whose establishment has been approved by the DepEd Regional Office shall be issued a Private School Profile. Private Schools whose documents have been submitted to the Regional/Division Office but are still undergoing evaluation at the time of the distribution of the Private School Profile can also be issued this form.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Division Office on or before ***September 26, 2016***.

Important: Read the definitions/instructions found at the bottom of each table before filling up the form. No item should be left blank. Instead, "zero (0)" or "not applicable (n/a)" shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2016-2017

Name of Institution : _____
(Official name)

_____
(If renamed, please indicate old name.)

Address : ____ _____ _____
 # Street/Sitio/Purok Barangay

_____ _____
Municipality Province/City

Region : _____
Division : _____
Legislative District : _____
Tel. No. : _____
Mobile No. : _____
Fax No. : _____
E-Mail Address : _____

Write appropriate information

		Level of Education Offered			
		Kindergarten	**Grades 1 to 6**	**Junior High School**	**Senior High School**
With Permit	*(Permit No.)*				
With Recognition	*(Recognition No.)*				
Permit on Process	*(Date of submission of documents to Regional/Division Office)*				

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____
(Signature Over Printed Name)

Table 1. ELEMENTARY LEARNERS DATA, SY 2016-2017 (As of 1st Friday of the SY)

Particulars	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
* Monograde																		
* Multigrade																		
* Balik-Aral																		
* Indigenous Peoples Learner																		
* Learner in ALIVE classes																		
* Muslim Learner																		
* Repeater																		

Note: * - Data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***Elementary Enrolment*** - refers to the total number of learners enrolled in the first stage of compulsory and mandatory formal basic education which is composed of Kindergarten to Grade 6.
4. ***Kindergarten Enrolment*** - refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old (as of June 30, 2016) as pre-requisite for Grade 1.
5. ***Learners with Exceptionalities (non-graded) Enrolment*** - refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
6. ***Monograde Enrolment*** - refers to learners being taught in classes consisting of a single grade only.
7. ***Multigrade Enrolment*** - refers to learners being taught in classes consisting of two or more grades handled by one teacher.
8. ***Balik-Aral*** - refers to a learner who finished a grade level, stopped schooling and then enrolled in the next grade level after a year or more.
9. ***Indigenous Peoples Learner*** -refers to a learner born of either or both parents who is IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e. groups of people or homogenous societies identified by self-ascription and ascription by others who have continuously lived as an organized community on communally bounded and defined territory sharing common bonds of language, customs, traditions and other distinctive cultural traits).
10. ***Learner in Arabic Language and Islamic Values Education (ALIVE) classes*** - refers to a learner enrolled in ALIVE (i.e. a program with the aim of preserving Arabic language and Muslim culture through its inclusion in the regular basic education
11. ***Muslim Learner*** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
12. ***Repeater*** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.

Reminders:

1. ***Total Enrolment in this table will tally with the totals in Table 2 (Elementary Learners Age Profile).***
2. ***Repeater in this table will tally with the totals in Table 3 (Elementary Repeaters Age Profile).***

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 2. ELEMENTARY LEARNERS AGE PROFILE, SY 2016-2017 (As of 1st Friday of the SY)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 5																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19 & above																		
TOTAL																		

Note: Elementary Learners Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total enrolment of the school as of 1st Friday of the SY will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 6 years 11 months as of 1st Friday of the SY, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Total Enrolment).

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 3. ELEMENTARY REPEATERS AGE PROFILE, SY 2016-2017 (As of 1st Friday of the SY)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 6																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19 & above																
TOTAL																

Note: Elementary Repeaters Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total repeaters of the school as of 1st Friday of the SY will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 6 years 11 months as of 1st Friday of the SY, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Repeater).

Box 1. MONOGRADE AND MULTIGRADE CLASSES, SY 2016-2017 (As of June 17, 2016)

For Monograde classes, please indicate the number of classes by grade level.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)

For Multigrade classes, please indicate the grade levels combined (Check as appropriate).

Example, if the school have two (2) Multigrade Classes:

MG Class 1 : Grade 1 ☑ Grade 2 ☑ **MG Class 2 :** Grade 3 ☑ Grade 4 ☑ Grade 5 ☑

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MG Class 1	❑	❑	❑	❑	❑	❑	❑
MG Class 2	❑	❑	❑	❑	❑	❑	❑
MG Class 3	❑	❑	❑	❑	❑	❑	❑

Note: Monograde and Multigrade Classes data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

Monograde Classes - refers to the number of classes by grade level from Kindergarten to Grade 6.
Multigrade Classes - refers to classes consisting of two or more grade levels combined.

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 4. JUNIOR HIGH SCHOOL (JHS) LEARNERS DATA, SY 2016-2017 (As of 1st Friday of the SY)

Particulars	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
* TOTAL ENROLMENT										
* Balik-Aral										
* Indigenous Peoples Learner										
* Learner enrolled in ALIVE classes										
* Muslim Learner										
* Repeater										
* Total Number of Classes										

Note: * - Data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***Secondary Enrolment*** - refers to the second stage of compulsory basic education. It consist of four (4) years of ***Junior High School*** education (Grades 7 to 10) and two (2) years of ***Senior High School*** education (Grades 11 to 12).
4. ***Balik-Aral*** - refers to a learner who finished a grade level, stopped schooling and then enrolled in the next grade level after a year or more.
5. ***Indigenous Peoples Learner*** - refers to a learner born of either or both parents who is IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e. groups of people or homogenous societies identified by self-ascription and ascription by others who have continuously lived as an organized community on communally bounded and defined territory sharing common bonds of language, customs, traditions and other distinctive cultural traits).
6. ***Learner in Arabic Language and Islamic Values Education (ALIVE) classes*** - refers to a learner enrolled in ALIVE (i.e. a program with the aim of preserving Arabic language and Muslim culture through its inclusion in the regular basic education curriculum) .
7. ***Muslim Learner*** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
8. ***Repeater*** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
9. ***Total Number of Classes*** - refers to the number of classes by grade level from Grades 7 to 10.

Reminders:
1. ***Total Enrolment in this table will tally with the totals in Table 5 (JHS Learners Age Profile).***
2. ***Repeater in this table will tally with the totals in Table 6 (JHS Repeaters Age Profile).***

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 5. JHS LEARNERS AGE PROFILE, SY 2016-2017 (As of 1st Friday of the SY)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: JHS Learners Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total enrolment of the school as of 1st Friday of the SY will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 12 years 11 months as of 1st Friday of the SY, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 4 (Total Enrolment).

Certified True and Correct by :

Head of Institution : _____ ***Designation :*** _____ ***Date :*** _____

(Signature Over Printed Name)

Table 6. JHS REPEATERS AGE PROFILE, SY 2016-2017 (As of 1st Friday of the SY)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: JHS Repeaters Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total repeaters of the school as of 1st Friday of the SY will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 12 years 11 months as of 1st Friday of the SY, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 4 (Repeater).

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 7. SENIOR HIGH SCHOOL (SHS) LEARNERS DATA, SY 2016-2017 (As of June 17, 2016)

Particulars	Academic Track				Arts and Design Track				TVL Track				Sports Track				TOTAL (Grades 11-12)	
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
* TOTAL ENROLMENT																		
* Balik-Aral																		
* CCT/4Ps Recipients																		
* Indigenous Peoples Learners																		
* Muslim Learners																		
* Transferees In From Other Public Schools																		
* Transferees In From Private Schools																		
* Total Number of Classes																		

Note: * - Data is <u>FINAL</u> based on Learners Information System for Beginning of the School Year 2016-2017.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***Secondary Enrolment*** - refers to the second stage of compulsory basic education. It consist of four (4) years of ***Junior High School*** education (Grades 7 to 10) and two (2) years of ***Senior High School*** education (Grades 11 to 12).
4. ***Balik-Aral*** - refers to learners who finished a grade level, stopped schooling and enrolled in the next grade level after a year or more.
5. ***CCT/4Ps Recipients*** - refers to learners whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or 10 months at P300 per child per month for educational expenses on condition that these children attend school. Maximum of three children per household is allowed. Children should be of school age (6-14). (Source: DepEd memo # 110 s. 2009 "National Implementation of the Pantawid Pamilyang Pilipino Program 4Ps")
6. ***Indigenous Peoples Learners*** - refers to learners born of either or both parents who are IPs as defined by the Indigenous Peoples Republic Act 1997.
7. ***Muslim Learners*** - refers to learners who are born of either or both parents practicing the Islam religion or faith.
8. ***Transferees In from Other Public Schools*** - refers to pupils who were enrolled in another public school the previous school year.
9. ***Transferees In from Private Schools*** - refers to pupils who were enrolled in a private school the previous school year.
10. ***Total Number of Classes*** - refers to the number of classes by grade level from Grades 11 to 12.

Reminder: Totals in this table shall tally with the totals in Table 8 (SHS Learners Age Profile).

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 8. SHS LEARNERS AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Below 16						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25 & Above						
TOTAL						

Note: ***SHS Learners Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.***

1. The total enrolment of the school as of 1st Friday of the SY shall be distributed across grade levels, by single age/age group and by sex.
2. ***Computation of the age of learners*** shall be based on the child's age as of last birthday. Thus, if the learner is 16 years 11 months as of June 17, the age of the learner is counted as 16 years.

Reminder: Totals in this table shall tally with the totals in Table 7 (Total Enrolment).

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 9. SHS LEARNERS DATA BY TRACK, SY 2016-2017 (As of June 17, 2016)

Enrolment by Track	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Academic Track						
General Academic Strand						
Accounting Business Management Strand						
Science, Technology, Engineering & Mathematics Strand						
Humanities and Social Sciences Strand						
Technical, Vocational and Livelihood (TVL) Specialization						
Agri-Fishery Arts						
Home Economics						
ICT						
Industrial Arts						
Arts and Design Track						
Sports Track						

1. ***Enrolment by Program*** - refers to the number of learners according to programs offered in SHS.
2. ***Track*** - refers to specific program in SHS a learner may choose based on his/her interest and aspiration. SHS has four (4) tracks, namely: 1) Academic Track; 2) Technical-Vocational-LivehoodTrack; 3) Arts and Design Track; and 4) Sports Track. A track is further sub-classified into strands.
3. ***Strand*** - refers to the specialized curricular offerings under a particular track.
4. ***Academic Track*** - is designed for SHS learners who intend to pursue higher education or careers along four specific strands: 1) Accountancy, Business and Management (ABM) Strand; 2) Science, Technology, Engineering and Mathematics (STEM) Strand; 3) Humanities and Social Sciences (HUMSS) Strand; and 4) General Academic (GA) Strand.
5. ***Arts and Design Track*** - is designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or production.
6. ***Sports Track*** - is designed for students who intend to pursue sports-related careers, i.e., athlete development, fitness training, coaching and officiating.
7. ***Technical-Vocational-Livelihood Track*** - is for SHS learners who intend to pursue careers specializing in vocational learning or technical-vocational livelihood. The Technical-Vocational-Livelihood (TVL) track has four strands: 1) Agri-Fishery Arts Strand; 2) Home Economics (HE) Strand; 3) Information and Communications Technology (ICT) Strand; and 4) Industrial Arts Strand. These are aligned with the Technology and Livelihood Education (TLE) Learning Area in Grades 7 to 10. Each TVL strand offers various specializations that may or may not have a National Certificate (NC) equivalent from the Technical Education and Skills Development Authority (TESDA).

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 10a. LEARNERS DATA IN TECHNICAL, VOCATIONAL AND LIVELIHOOD (TVL) TRACK SPECIALIZATIONS IN HOME ECONOMICS AND INFORMATION AND COMMUNICATION TECHNOLOGY, SY 2016-2017 (As of June 17, 2016)

SUBJECT	Grade 11		Grade 12		Total (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Home Economics						
Attractions and Theme Parks (NC II)						
Barbering (NC II)						
Bartending (NC II)						
Beauty/ Nail Care (NC II)						
Bread and Pastry Production (NC II)						
Caregiving (NC II)						
Commercial Cooking (NC III)						
Cookery (NC II)						
Dressmaking (NC II)						
Events Management Services (NC III)						
Fashion Design (NC III)						
Food and Beverage Services (NC II)						
Front Office Services (NC II)						
Hairdressing (NC II)						
Hairdressing (NC III)						
Handicraft- Basketry, Macrame						
Handicraft- Fashion Accessories, Paper Craft						
Handicraft- Needlecraft						
Handicraft- Woodcraft, Leathercraft						
Housekeeping (NC II)						
Tailoring (NC II)						
Local Guiding Services (NC II)						
Tourism Promotion Services (NC II)						
Travel Services (NC II)						
Wellness Massage (NC II)						
Information and Communication Technology (ICT)						
Animation (NC II)						
Broadband Installation- Fixed Wireless Systems (NC II)						
Computer Hardware Servicing (NC II)						
Computer Programming (NC IV)						
Contact Center Services (NC II)						
Illustration (NC II)						
Medical Transcription (NC II)						
Technical Drafting (NC II)						
Telecom OSP and Subscriber Line Installation-Copper Cable / POTS and DSL (NC II)						
Telecom OSP Installation- Fiber Optic Cable (NC II)						

Certified True and Correct by :

Head of Institution **:** _____ ***Designation*** **:** _____ ***Date*** **:** _____

(Signature Over Printed Name)

Table 10b. LEARNERS DATA IN TECHNICAL, VOCATIONAL AND LIVELIHOOD (TVL) TRACK SPECIALIZATIONS IN AGRI-FISHERY ARTS AND INDUSTRIAL ARTS, SY 2016-2017 (As of June 17, 2016)

SUBJECT	Grade 11		Grade 12		Total (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Agri-Fishery Arts						
Agricultural Crops Production (NC I)						
Agricultural Crops Production (NC II)						
Agricultural Crops Production (NC III)						
Animal Health Care Management (NC III)						
Animal Production (NC II)						
Aquaculture (NC II)						
Artificial Insemination- Ruminants (NC II)						
Artificial Insemination- Swine (NC II)						
Fish Capture (NC II)						
Fish Products Packaging (NC II)						
Fishport/ Wharf Operation (NC I)						
Fishing Gear Repair and Maintenance (NC III)						
Food (Fish) Processing (NC II)						
Horticulture (NC II)						
Horticulture (NC III)						
Landscape Installation and Maintenance (NC II)						
Organic Agriculture (NC II)						
Pest Management (NC II)						
Rice Machinery Operation (NC II)						
Rubber Processing (NC II)						
Rubber Production (NC I)						
Slaughtering Operation (NC II)						
Industrial Arts						
Automotive Servicing (NC I)						
Automotive Servicing (NC II)						
Carpentry (NC II)						
Carpentry (NC III)						
Construction Painting (NC II)						
Consumer Electronics Servicing (NC II)						
Domestic Refrigeration and Airconditioning- DOMRAC Servicing (NC II)						
Driving (NC II)						
Electric Power Distribution Line Construction (NC II)						
Electronic Products Assembly and Servicing (NC II)						
Electrical Installation and Maintenance (NC II)						
Furniture Making- Finishing (NC II)						
Instrumentation and Control Servicing (NC II)						
Gas Metal Arc Welding- GMAW (NC II)						
Gas Tungsten Arc Welding- GTAW (NC II)						
Machining (NC I)						
Machining (NC II)						
Masonry (NC II)						
Mechatronics Servicing (NC II)						
Motorcycle/ Small Engine Servicing (NC II)						
Plumbing (NC I)						
Plumbing (NC II)						
Refrigeration and Air-Conditioning- Packaged Air-Conditioning Unit (PACU) / Commercial Refrigeration Equipment (CRE) Servicing (NC II)						
Shielded Metal Arc Welding (NC I)						
Shielded Metal Arc Welding (NC II)						
Tile Setting (NC II)						
Transmission Line Installation and Maintenance (NC II)						

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 11. DATA ON ASSISTANCE TO STUDENTS AND TEACHERS IN PRIVATE EDUCATION AND NON-DEPED PUBLIC SCHOOLS PROGRAM, SY 2016-2017 (As of 1st Friday of the SY)

Particular	Education Service Contracting (ESC)										Senior High School Voucher Program (SHS VP)						TOTAL	
	Grade 7		Grade 8		Grade 9		Grade 10		Sub-total (Grades 7-10)		Grade 11		Grade 12		Sub-total (Grades 11-12)			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Enrolment																		
Number of Slots																		

1. ***Assistance to Students and Teachers in Private Education and in Non-DepEd Public Schools*** - a program which aims to improve access to quality secondary education through government extension of financial assistance to deserving elementary school graduates who wish to pursue their secondary education in private schools and in non-DepEd public schools.
2. ***Education Service Contracting Program (ESC)*** - a program which aims to democratize and improve access to quality education by extending financial assistance (in the form of tuition subsidy) to qualified elementary school graduates who wish to pursue secondary education in private schools. It geared towards reducing the class size to manageable levels in public junior high schools (JHS), especially those experiencing shortage of classrooms and teachers. Through this program, the government is not only able to increase to secondary education but also improve the quality of learning in public schools.
3. ***Senior High School Voucher Program (SHS VP)*** - a mechanism that will provide financial assistance to senior high school students to oenroll in non-DepEd schools which will offer SHS, including private JHSs, private higheer education institutions (HEIs), state and local colleges and universities (SUCs and LUCs), and technical-vocational institutions (TVIs). The value of voucher based on the income class of the municipality, province or city where the non-DepEd SHS is located.
2. ***Number of Slots*** - number of allocated slots given to the participating private schools and non-DepEd public schools in the said program.

Table 12. PERSONNEL DATA, SY 2016-2017 (As of 1st Friday of the SY)

Particulars	Elementary									Secondary											
	Kindergarten			Grades 1 to 6			Total			Junior High School			Senior High School			Total			Teacher under Teacher Salary Subsidy (TSS) Program		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
No. of Teachers																					
No. of Administrative and Support Personnel																					

Note: Number of teachers covers teachers with full-time teaching load and part time teaching load. These includes Professor and Instructor handling basic education.

Teacher Salary Subsidy (TSS) - a program provides a salary subsidy to licensed secondary school teachers in participating private schools in the ESC Program.

Reminder: ***A teacher handling 2 or more levels shall be counted once and counted where the most number of teaching loads.***

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 13. DISASTERS/CALAMITIES

For the months of June 2015 to May 2016, which incidents occurred in your school and immediate surroundings?

(If applicable, check under the months that these occurred.)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Landslide	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Storm Surge	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tsunami	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Volcanic Eruption	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Human-Induced Hazards												
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. Please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Result of Disaster Incidences												
School Used as an Evacuation Center	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Note: For the definitions, please see DepEd Order No. 23, s.2014.

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Republic of the Philippines
DEPARTMENT OF EDUCATION
PLANNING SERVICE
Education Management Information System Division

STATE and LOCAL UNIVERSITIES and COLLEGES SCHOOL PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of the laboratory school of State and Local Universities and Colleges (SUCs and LUCs) offering elementary and/or secondary levels. In the case of schools/institutions offering more than one level, only one school profile shall be accomplished.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Division Office on or before ***September 26, 2016***.

Important: Read the definitions/instructions found at the bottom of each table before filling up the form. No item should be left blank. Instead, "zero (0)" or "not applicable (n/a)" shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2016-2017

Name of Institution : _____
(Official name)

_____
(If renamed, please indicate old name.)

Address : ____ _____ _____
 # Street/Sitio/Purok Barangay

_____ _____
Municipality Province/City

Region : _____
Division : _____
Legislative District : _____
Tel. No. : _____
Mobile No. : _____
Fax No. : _____
E-Mail Address : _____

Type of School:
(Tick as appropriate)

Level of Education Offered

☐ *Kindergarten* ☐ *Grades 1 to 6* ☐ *Junior High School* ☐ *Senior High School*

Certified True and Correct by :

Head of Institution : _____
(Signature Over Printed Name)

Designation : _____

Date : _____

Table 1. ELEMENTARY LEARNERS DATA, SY 2016-2017 (As of 1st Friday of the SY)

Particulars	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
* Monograde																		
* Multigrade																		
* Balik-Aral																		
* Indigenous Peoples Learner																		
* Learner in ALIVE classes																		
* Muslim Learner																		
* Repeater																		

Note: * - Data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***Elementary Enrolment*** - refers to the total number of learners enrolled in the first stage of compulsory and mandatory formal basic education which is composed of Kindergarten to Grade 6.
4. ***Kindergarten Enrolment*** - refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old (as of June 30, 2016) as pre-requisite for Grade 1.
5. ***Learners with Exceptionalities (non-graded) Enrolment*** - refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
6. ***Monograde Enrolment*** - refers to learners being taught in classes consisting of a single grade only.
7. ***Multigrade Enrolment*** - refers to learners being taught in classes consisting of two or more grades handled by one teacher.
8. ***Balik-Aral*** - refers to a learner who finished a grade level, stopped schooling and then enrolled in the next grade level after a year or more.
9. ***Indigenous Peoples Learner*** -refers to a learner born of either or both parents who is IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e. groups of people or homogenous societies identified by self-ascription and ascription by others who have continuously lived as an organized community on communally bounded and defined territory sharing common bonds of language, customs, traditions and other distinctive cultural traits).
10. ***Learner in Arabic Language and Islamic Values Education (ALIVE) classes*** - refers to a learner enrolled in ALIVE (i.e. a program with the aim of preserving Arabic language and Muslim culture through its inclusion in the regular basic education
11. ***Muslim Learner*** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
12. ***Repeater*** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.

Reminders:

1. ***Total Enrolment in this table will tally with the totals in Table 2 (Elementary Learners Age Profile).***
2. ***Repeater in this table will tally with the totals in Table 3 (Elementary Repeaters Age Profile).***

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 2. ELEMENTARY LEARNERS AGE PROFILE, SY 2016-2017 (As of 1st Friday of the SY)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 5																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19 & above																		
TOTAL																		

Note: Elementary Learners Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total enrolment of the school as of 1st Friday of the SY will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 6 years 11 months as of 1st Friday of the SY, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Total Enrolment).

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 3. ELEMENTARY REPEATERS AGE PROFILE, SY 2016-2017 (As of 1st Friday of the SY)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 6																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19 & above																
TOTAL																

Note: Elementary Repeaters Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total repeaters of the school as of 1st Friday of the SY will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 6 years 11 months as of 1st Friday of the SY, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Repeater).

Box 1. MONOGRADE AND MULTIGRADE CLASSES, SY 2016-2017 (As of June 17, 2016)

For Monograde classes, please indicate the number of classes by grade level.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)

For Multigrade classes, please indicate the grade levels combined (Check as appropriate).

Example, if the school have two (2) Multigrade Classes:

MG Class 1 : Grade 1 ☑ Grade 2 ☑ **MG Class 2 :** Grade 3 ☑ Grade 4 ☑ Grade 5 ☑

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MG Class 1	❑	❑	❑	❑	❑	❑	❑
MG Class 2	❑	❑	❑	❑	❑	❑	❑
MG Class 3	❑	❑	❑	❑	❑	❑	❑

Note: Monograde and Multigrade Classes data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

Monograde Classes - refers to the number of classes by grade level from Kindergarten to Grade 6.
Multigrade Classes - refers to classes consisting of two or more grade levels combined.

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 4. JUNIOR HIGH SCHOOL (JHS) LEARNERS DATA, SY 2016-2017 (As of 1st Friday of the SY)

Particulars	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
* TOTAL ENROLMENT										
* Balik-Aral										
* Indigenous Peoples Learner										
* Learner enrolled in ALIVE classes										
* Muslim Learner										
* Repeater										
* Total Number of Classes										

Note: * - Data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***Secondary Enrolment*** - refers to the second stage of compulsory basic education. It consist of four (4) years of ***Junior High School*** education (Grades 7 to 10) and two (2) years of ***Senior High School*** education (Grades 11 to 12).
4. ***Balik-Aral*** - refers to a learner who finished a grade level, stopped schooling and then enrolled in the next grade level after a year or more.
5. ***Indigenous Peoples Learner*** - refers to a learner born of either or both parents who is IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e. groups of people or homogenous societies identified by self-ascription and ascription by others who have continuously lived as an organized community on communally bounded and defined territory sharing common bonds of language, customs, traditions and other distinctive cultural traits).
6. ***Learner in Arabic Language and Islamic Values Education (ALIVE) classes*** - refers to a learner enrolled in ALIVE (i.e. a program with the aim of preserving Arabic language and Muslim culture through its inclusion in the regular basic education curriculum) .
7. ***Muslim Learner*** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
8. ***Repeater*** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
9. ***Total Number of Classes*** - refers to the number of classes by grade level from Grades 7 to 10.

Reminders:
1. ***Total Enrolment in this table will tally with the totals in Table 5 (JHS Learners Age Profile).***
2. ***Repeater in this table will tally with the totals in Table 6 (JHS Repeaters Age Profile).***

Certified True and Correct by :

Head of Institution : _____ ***Designation :*** _____ ***Date :*** _____

(Signature Over Printed Name)

Table 5. JHS LEARNERS AGE PROFILE, SY 2016-2017 (As of 1st Friday of the SY)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: JHS Learners Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total enrolment of the school as of 1st Friday of the SY will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 12 years 11 months as of 1st Friday of the SY, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 4 (Total Enrolment).

Certified True and Correct by :

Head of Institution : _____ ***Designation :*** _____ ***Date :*** _____

(Signature Over Printed Name)

Table 6. JHS REPEATERS AGE PROFILE, SY 2016-2017 (As of 1st Friday of the SY)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: JHS Repeaters Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total repeaters of the school as of 1st Friday of the SY will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 12 years 11 months as of 1st Friday of the SY, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 4 (Repeater).

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 7. SENIOR HIGH SCHOOL (SHS) LEARNERS DATA, SY 2016-2017 (As of June 17, 2016)

Particulars	Academic Track				Arts and Design Track				TVL Track				Sports Track				TOTAL (Grades 11-12)	
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
* TOTAL ENROLMENT																		
* Balik-Aral																		
* CCT/4Ps Recipients																		
* Indigenous Peoples Learners																		
* Muslim Learners																		
* Transferees In From Other Public Schools																		
* Transferees In From Private Schools																		
* Total Number of Classes																		

Note: * - Data is <u>FINAL</u> based on Learners Information System for Beginning of the School Year 2016-2017.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***Secondary Enrolment*** - refers to the second stage of compulsory basic education. It consist of four (4) years of ***Junior High School*** education (Grades 7 to 10) and two (2) years of ***Senior High School*** education (Grades 11 to 12).
4. ***Balik-Aral*** - refers to learners who finished a grade level, stopped schooling and enrolled in the next grade level after a year or more.
5. ***CCT/4Ps Recipients*** - refers to learners whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or 10 months at P300 per child per month for educational expenses on condition that these children attend school. Maximum of three children per household is allowed. Children should be of school age (6-14). (Source: DepEd memo # 110 s. 2009 "National Implementation of the Pantawid Pamilyang Pilipino Program 4Ps")
6. ***Indigenous Peoples Learners*** - refers to learners born of either or both parents who are IPs as defined by the Indigenous Peoples Republic Act 1997.
7. ***Muslim Learners*** - refers to learners who are born of either or both parents practicing the Islam religion or faith.
8. ***Transferees In from Other Public Schools*** - refers to pupils who were enrolled in another public school the previous school year.
9. ***Transferees In from Private Schools*** - refers to pupils who were enrolled in a private school the previous school year.
10. ***Total Number of Classes*** - refers to the number of classes by grade level from Grades 11 to 12.

Reminder: Totals in this table shall tally with the totals in Table 8 (SHS Learners Age Profile).

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 8. SHS LEARNERS AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Below 16						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25 & Above						
TOTAL						

Note: ***SHS Learners Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.***

1. The total enrolment of the school as of 1st Friday of the SY shall be distributed across grade levels, by single age/age group and by sex.
2. ***Computation of the age of learners*** shall be based on the child's age as of last birthday. Thus, if the learner is 16 years 11 months as of June 17, the age of the learner is counted as 16 years.

Reminder: Totals in this table shall tally with the totals in Table 7 (Total Enrolment).

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 9. SHS LEARNERS DATA BY TRACK, SY 2016-2017 (As of June 17, 2016)

Enrolment by Track	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Academic Track						
General Academic Strand						
Accounting Business Management Strand						
Science, Technology, Engineering & Mathematics Strand						
Humanities and Social Sciences Strand						
Technical, Vocational and Livelihood (TVL) Specialization						
Agri-Fishery Arts						
Home Economics						
ICT						
Industrial Arts						
Arts and Design Track						
Sports Track						

1. ***Enrolment by Program*** - refers to the number of learners according to programs offered in SHS.
2. ***Track*** - refers to specific program in SHS a learner may choose based on his/her interest and aspiration. SHS has four (4) tracks, namely: 1) Academic Track; 2) Technical-Vocational-LivehoodTrack; 3) Arts and Design Track; and 4) Sports Track. A track is further sub-classified into strands.
3. ***Strand*** - refers to the specialized curricular offerings under a particular track.
4. ***Academic Track*** - is designed for SHS learners who intend to pursue higher education or careers along four specific strands: 1) Accountancy, Business and Management (ABM) Strand; 2) Science, Technology, Engineering and Mathematics (STEM) Strand; 3) Humanities and Social Sciences (HUMSS) Strand; and 4) General Academic (GA) Strand.
5. ***Arts and Design Track*** - is designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or production.
6. ***Sports Track*** - is designed for students who intend to pursue sports-related careers, i.e., athlete development, fitness training, coaching and officiating.
7. ***Technical-Vocational-Livelihood Track*** - is for SHS learners who intend to pursue careers specializing in vocational learning or technical-vocational livelihood. The Technical-Vocational-Livelihood (TVL) track has four strands: 1) Agri-Fishery Arts Strand; 2) Home Economics (HE) Strand; 3) Information and Communications Technology (ICT) Strand; and 4) Industrial Arts Strand. These are aligned with the Technology and Livelihood Education (TLE) Learning Area in Grades 7 to 10. Each TVL strand offers various specializations that may or may not have a National Certificate (NC) equivalent from the Technical Education and Skills Development Authority (TESDA).

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 10a. LEARNERS DATA IN TECHNICAL, VOCATIONAL AND LIVELIHOOD (TVL) TRACK SPECIALIZATIONS IN HOME ECONOMICS AND INFORMATION AND COMMUNICATION TECHNOLOGY, SY 2016-2017 (As of June 17, 2016)

SUBJECT	Grade 11		Grade 12		Total (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Home Economics						
Attractions and Theme Parks (NC II)						
Barbering (NC II)						
Bartending (NC II)						
Beauty/ Nail Care (NC II)						
Bread and Pastry Production (NC II)						
Caregiving (NC II)						
Commercial Cooking (NC III)						
Cookery (NC II)						
Dressmaking (NC II)						
Events Management Services (NC III)						
Fashion Design (NC III)						
Food and Beverage Services (NC II)						
Front Office Services (NC II)						
Hairdressing (NC II)						
Hairdressing (NC III)						
Handicraft- Basketry, Macrame						
Handicraft- Fashion Accessories, Paper Craft						
Handicraft- Needlecraft						
Handicraft- Woodcraft, Leathercraft						
Housekeeping (NC II)						
Tailoring (NC II)						
Local Guiding Services (NC II)						
Tourism Promotion Services (NC II)						
Travel Services (NC II)						
Wellness Massage (NC II)						
Information and Communication Technology (ICT)						
Animation (NC II)						
Broadband Installation- Fixed Wireless Systems (NC II)						
Computer Hardware Servicing (NC II)						
Computer Programming (NC IV)						
Contact Center Services (NC II)						
Illustration (NC II)						
Medical Transcription (NC II)						
Technical Drafting (NC II)						
Telecom OSP and Subscriber Line Installation-Copper Cable / POTS and DSL (NC II)						
Telecom OSP Installation- Fiber Optic Cable (NC II)						

Certified True and Correct by :

Head of Institution **:** _____ ***Designation*** **:** _____ ***Date*** **:** _____

(Signature Over Printed Name)

Table 10b. LEARNERS DATA IN TECHNICAL, VOCATIONAL AND LIVELIHOOD (TVL) TRACK SPECIALIZATIONS IN AGRI-FISHERY ARTS AND INDUSTRIAL ARTS, SY 2016-2017 (As of June 17, 2016)

SUBJECT	Grade 11		Grade 12		Total (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Agri-Fishery Arts						
Agricultural Crops Production (NC I)						
Agricultural Crops Production (NC II)						
Agricultural Crops Production (NC III)						
Animal Health Care Management (NC III)						
Animal Production (NC II)						
Aquaculture (NC II)						
Artificial Insemination- Ruminants (NC II)						
Artificial Insemination- Swine (NC II)						
Fish Capture (NC II)						
Fish Products Packaging (NC II)						
Fishport/ Wharf Operation (NC I)						
Fishing Gear Repair and Maintenance (NC III)						
Food (Fish) Processing (NC II)						
Horticulture (NC II)						
Horticulture (NC III)						
Landscape Installation and Maintenance (NC II)						
Organic Agriculture (NC II)						
Pest Management (NC II)						
Rice Machinery Operation (NC II)						
Rubber Processing (NC II)						
Rubber Production (NC I)						
Slaughtering Operation (NC II)						
Industrial Arts						
Automotive Servicing (NC I)						
Automotive Servicing (NC II)						
Carpentry (NC II)						
Carpentry (NC III)						
Construction Painting (NC II)						
Consumer Electronics Servicing (NC II)						
Domestic Refrigeration and Airconditioning- DOMRAC Servicing (NC II)						
Driving (NC II)						
Electric Power Distribution Line Construction (NC II)						
Electronic Products Assembly and Servicing (NC II)						
Electrical Installation and Maintenance (NC II)						
Furniture Making- Finishing (NC II)						
Instrumentation and Control Servicing (NC II)						
Gas Metal Arc Welding- GMAW (NC II)						
Gas Tungsten Arc Welding- GTAW (NC II)						
Machining (NC I)						
Machining (NC II)						
Masonry (NC II)						
Mechatronics Servicing (NC II)						
Motorcycle/ Small Engine Servicing (NC II)						
Plumbing (NC I)						
Plumbing (NC II)						
Refrigeration and Air-Conditioning- Packaged Air-Conditioning Unit (PACU) / Commercial Refrigeration Equipment (CRE) Servicing (NC II)						
Shielded Metal Arc Welding (NC I)						
Shielded Metal Arc Welding (NC II)						
Tile Setting (NC II)						
Transmission Line Installation and Maintenance (NC II)						

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 11. DATA ON ASSISTANCE TO STUDENTS AND TEACHERS IN PRIVATE EDUCATION AND NON-DEPED PUBLIC SCHOOLS PROGRAM, SY 2016-2017 (As of 1st Friday of the SY)

Particular	Senior High School Voucher Program (SHS VP)					
	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Enrolment						
Number of Slots						

1. ***Assistance to Students and Teachers in Private Education and in Non-DepEd Public Schools*** - a program which aims to improve access to quality secondary education through government extension of financial assistance to deserving elementary school graduates who wish to pursue their secondary education in private schools and in non-DepEd public schools.
2. ***Senior High School Voucher Program (SHS VP)*** - a mechanism that will provide financial assistance to senior high school students to oenroll in non-DepEd schools which will offer SHS, including private JHSs, private higheer education institutions (HEIs), state and local colleges and universities (SUCs and LUCs), and technical-vocational institutions (TVIs). The value of voucher based on the income class of the municipality, province or city where the non-DepEd SHS is located.
3. ***Number of Slots*** - number of allocated slots given to the participating private schools and non-DepEd public schools in the said program.

Table 12. PERSONNEL DATA, SY 2016-2017 (As of 1st Friday of the SY)

Number of Teachers																		Number of Administrative and Support Personnel		
Elementary									Secondary											
Kindergarten			Grades 1 to 6			Total			Junior High School			Senior High School			Total					
Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total

Note: Number of teachers covers teachers with full-time teaching load and part time teaching load. These includes Professor and Instructor handling basic education.

Reminder: ***A teacher handling 2 or more levels shall be counted once and counted where the most number of teaching loads.***

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

Table 13. DISASTERS/CALAMITIES

For the months of June 2015 to May 2016, which incidents occurred in your school and immediate surroundings?

(If applicable, check under the months that these occurred.)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Landslide	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Storm Surge	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tsunami	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Volcanic Eruption	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Human-Induced Hazards												
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. Please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Result of Disaster Incidences												
School Used as an Evacuation Center	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Note: For the definitions, please see DepEd Order No. 23, s.2014.

Certified True and Correct by :

Head of Institution : _____ ***Designation*** : _____ ***Date*** : _____

(Signature Over Printed Name)

District ID | Municipality ID | School ID

Republic of the Philippines
DEPARTMENT OF EDUCATION
PLANNING SERVICE
Education Management Information System Division

GOVERNMENT INTEGRATED SCHOOL PROFILE (ELEMENTARY)

INSTRUCTIONS

This form shall be accomplished by the head of all government integrated schools. In the case of schools with annexes, extensions, etc., a separate school profile shall be accomplished by every annex, extension, etc.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Division Office on or before ***September 26, 2016***.

Important: Read the definitions/instructions found at the bottom of each table before filling up the form. No item should be left blank. Instead, "zero (0)" or "not applicable (n/a) " shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2016-2017

Name of School : _____
(Official name)

_____
(If renamed, please indicate old name.)

Address : ____ # _____ Street/Sitio/Purok _____ Barangay

_____ Municipality _____ Province/City

Region : _____
Division : _____
School District : _____
Legislative District : _____
Tel. No. : _____
Mobile No. : _____
Fax No. : _____
E-Mail Address : _____
Date of Establishment : _____

Annex/Extension School
(Please check appropriate box if the school is an annex/extension school.)

☐ Yes (Please indicate School ID of the Mother School)
Mother School ID: ☐☐☐☐☐☐

☐ No

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 1. LEARNERS DATA, SY 2016-2017 (As of June 17, 2016)

Particulars	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
* Monograde																		
* Multigrade																		
* Balik-Aral																		
* CCT/4Ps Recipient																		
* Indigenous Peoples Learner																		
Learner in Alternative Delivery Modes																		
a. Distance Education (DistEd) for SPED																		
b. Enhanced-Instructional Management by Parents, Community and Teachers (e-IMPACT)																		
c. Modified In-School Off-School Approach (MISOSA)																		
d. Other School-Initiated Intervention																		
* Muslim Learner																		
* Repeater																		
* Transferee from Other Public Schools																		
* Transferee from Private Schools																		

Note: * - Data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***Elementary Enrolment*** - refers to the total number of learners enrolled in the first stage of compulsory and mandatory formal basic education which is composed of Kindergarten to Grade 6.
   Kindergarten Enrolment refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old (as of June 30, 2016) as pre-requisite for Grade 1.
4. ***Learners with Exceptionalities (non-graded) Enrolment*** - refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
5. ***Monograde Enrolment*** - refers to learners being taught in classes consisting of a single grade only.
6. ***Multigrade Enrolment*** - refers to learners being taught in classes consisting of two or more grades handled by one teacher.
7. ***Balik-Aral*** - refers to a learner who finished a grade level, stopped schooling and then enrolled in the next grade level after a year or more.
8. ***CCT/4Ps Recipient*** - refers to a learner whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD).
   These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or 10 months at P300 per child per month for educational expenses on condition that these children attend school. Maximum of three children per household is allowed. Children should be of school age (6-14). (Source: DepEd memo # 110 s. 2009 "National Implementation of the Pantawid Pamilyang Pilipino Program 4Ps")
9. ***Indigenous Peoples Learner*** - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e., groups of people or homogenous societies identified by self-ascription and ascription by others who have continuously lived as an organized community on communally bounded and defined territory sharing common bonds of language, customs, traditions and other distinctive cultural traits).
10. ***Learner in Alternative Delivery Modes (ADM)*** - refers to a learner who is enrolled in Alternative Delivery Modes (i.e., alternative modalities of education delivery within the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out by helping them overcome personal, social, and economic constraints in schooling).
    These include programs such as:
    a. ***Distance Education (DistEd) for SPED*** - refers to an ADM which addresses the accessibility problem of learners with disabilities ages 6-19. Due to the distance between the school and their homes the families of these learners cannot access to the special education program in the regular school. Likewise, these learners belong to the families with low socio-economic status and their parents cannot afford the expenses that go with their education.
    b. ***Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT)*** - refers to an intervention infused with technology and aligned with the Revised Basic Education Curriculum (RBEC) of the Department of Education. This approach utilizes the services of parents, community members including the learners themselves in managing teaching and learning.
    c. ***Modified In-School Off-School Approach (MISOSA)*** - refers to an ADM which serves children under difficult circumstances through community partnership.
    d. ***Other School-Initiated Interventions*** - refer to innovative and homegrown interventions developed by schools to prevent the Student-At-Risk-of-Dropping-Out (SARDOs) from dropping out and to increase their achievement rate.
11. ***Muslim Learner*** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
12. ***Repeater*** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
13. ***Transferee from Other Public Schools*** - refers to a learner who was enrolled in another public school the previous school year.
14. ***Transferee from Private Schools*** - refers to a learner who was enrolled in a private school the previous school year.

Reminder: Totals in this table will tally with the totals in Table 2.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 2. LEARNERS AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 5																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19 & above																		
TOTAL																		

Note: Age Profile data is <u>FINAL</u> based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total enrolment of the school as of June 17, 2016 will be distributed across grade levels, by single age or age group and by sex
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 6 years 11 months as of June 17, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 3. REPEATERS AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 6																
6																
7																
8																
9																
10																
11																
12																
13																
14																
15																
16																
17																
18																
19 & above																
TOTAL																

Note: Repeaters Age Profile data is <u>FINAL</u> based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total repeaters of the school as of June 17, 2016 will be distributed across grade levels, by single age or age group and by sex
2. ***Computation of the age of repeaters*** will be based on the child's age as of last birthday. Thus, if the learner is 6 years 11 months as of June 17, the age of the learner is counted as 6 years.

Reminder: Totals in this table will tally with the totals in Table 1 Repeaters

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 4. ENROLMENT AND NUMBER OF CLASSES BY SHIFT, SY 2016-2017 (As of June 17, 2016)

Particulars	1st Shift		2nd Shift		3rd Shift		4th Shift		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Kindergarten										
Enrolment										
Number of Classes										
Grades 1 to 6										
Enrolment										
Number of Classes										
Learners with Exceptionalities (non-graded)										
Enrolment										
Number of Classes										

■

Shift (or session) - refers to time schedules corresponding to different sets of classes (e.g. morning and afternoon shifts). Table 4 shall be filled even if only one shift is offered by the school.

Reminder: Totals of the Enrolment in this table will tally with the totals in Table 1 Total Enrolment.

Box 1. MONOGRADE AND MULTIGRADE CLASSES, SY 2016-2017 (As of June 17, 2016)

For Monograde classes, please indicate the number of classes by grade level.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	TOTAL (K to Gr 6)

For Multigrade classes, please indicate the grade levels combined (Check as appropriate).

Example, if the school have two (2) Multigrade Classes:

MG Class 1 : Grade 5 ☑ Grade 6 ☑

MG Class 2 : Grade 1 ☑ Grade 2 ☑ Grade 3 ☑

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
MG Class 1	❑	❑	❑	❑	❑	❑	❑
MG Class 2	❑	❑	❑	❑	❑	❑	❑
MG Class 3	❑	❑	❑	❑	❑	❑	❑

Note: - Monograde and Multigrade Classes data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

Monograde Classes - refers to the number of classes by grade level from Kindergarten to Grade 6.
Multigrade Classes - refers to classes consisting of two or more grade levels combined.

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 5. LEARNERS DATA BY PROGRAM, SY 2016-2017 (As of June 17, 2016)

Enrolment by Program	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
* Arabic Language and Islamic Values Education (ALIVE)																
Special Science Elementary School (SSES)																

Note: * - ALIVE data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

Enrolment by Program - refers to the number of learners according to programs offered in elementary school.

Types of Special Programs:

1. ***Arabic Language and Islamic Values Education (ALIVE)*** - a program which aims to preserve the Arabic language and Muslim culture through its inclusion in the regular basic education curriculum.
2. ***Special Science Elementary School (SSES)*** - a program which aims to enrich the science curriculum in public elementary school.

Reminder: Table 5 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

Table 6. GIFTED & TALENTED LEARNERS DATA, SY 2016-2017 (As of June 17, 2016)

Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

1. ***Gifted and talented learner*** - refers to a learner who demonstrates high performance capability in intellectual, creative, leadership, arts or in specific academic areas and who by reason thereof, requires services or activities not ordinarily provided by the school.
2. ***Kindergarten/Headstart*** - refers to a SPED kindergarten program for 5 years old who manifests superior intelligence beyond their chronological age.
3. ***SPED class*** - refers to a class of learners with only one or two exceptionalities in a regular school.
4. ***SPED center*** - refers to a class of learners with three or more exceptionalities in a regular school.

Box 2. LEARNERS WITH EXCEPTIONALITIES WHO NEVER ATTENDED ANY SPED CLASSES

Do you have Learners with Exceptionalities who never attended any SPED classes?

❑ Yes ❑ No

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 7. LEARNERS WITH EXCEPTIONALITIES (non-graded) DATA, SY 2016-2017 (As of June 17, 2016)

Area of Exceptionalities	Kindergarten		Primary Level		Transition		TOTAL (Kindergarten to Transition)	
	Male	Female	Male	Female	Male	Female	Male	Female
With Diagnosis from Specialist:								
Visual Impairment								
Hearing Impairment								
Learning Disability								
Intellectual Disability								
Autism Spectrum Disorder								
Emotional-Behavioral Disorder								
Orthopedic/Physical Handicap								
Speech/Language Disorder								
Cerebral Palsy								
Special Health Problem/Chronic Illness								
Multiple Disabilities								
Based on Manifestation:								
Difficulty Seeing								
Difficulty Hearing								
Difficulty Walking, Climbing and Grasping								
Difficulty Remembering, Concentrating, Paying Attention and Understanding								
Difficulty Communicating								
TOTAL								

1. ***Kindergarten*** - refers to the Early Intervention Program for learners with exceptionalities.
2. ***Primary Level*** - refers to the level after kindergarten where learners with exceptionalities are still being prepared for mainstreaming in regular classes. Learners with exceptionalities are allowed to stay in the program for a maximum of three (3) years in each of the three (3) levels. However, learners with exceptionalities can be mainstreamed in regular classes if found to be ready based on performance.
3. ***Transition*** - refers to level/program for learners with exceptionalities who have completed the primary level and/or over-aged for the elementary level.

Areas of Exceptionalities:

1. ***Visual Impairment*** - an impairment that even with correction, adversely affects a child's educational performance. This includes both partial sight and blindness.
2. ***Hearing Impairment*** - an impairment, whether permanent or fluctuating that adversely affects a child's educational performance such as deafness.
3. ***Learning Disability*** - a disorder in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
4. ***Intellectual Disability*** - formerly labeled as "mental retardation," it is defined as significantly subaverage general intellectual functioning which originates during the developmental period and associated with impairment in adoptive behavior like maturation, learning and social adjustment.
5. ***Autism Spectrum Disorder*** - characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
6. ***Emotional-Behavioral Disorder*** - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors, (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers, (iii) inappropriate types of behavior or feelings under normal circumstances, (iv) a general pervasive mood of unhappiness or depression, (v) a tendency to develop physical symptoms or fears associated with personal or school factors.
7. ***Orthopedic /Physical Handicap*** - any condition that interferes with a child's ability to use his or her body.
8. ***Speech/Language Disorder*** - a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
9. ***Cerebral Palsy*** - is caused by damage to developing brain either before or during birth, or in the first few years of life. The impairment depends on where in the brain the damage occurs.
10. ***Special Health Problem/Chronic Illness*** - chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; that adversely affect a child's educational performance.
11. ***Multiple Disabilities*** - a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation-blindness or mental retardation-orthopedic impairment.

Reminder: Table 7 will be accomplished ONLY by elementary schools with SPED classes and SPED centers.

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School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office: _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office: _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 8. LEARNERS WITH EXCEPTIONALITIES FROM SPED CLASSES OR SPED CENTERS LAST SCHOOL YEAR 2015-2016 MAINSTREAMED IN REGULAR CLASSES, SY 2016-2017 (As of June 17, 2016)

Area of Exceptionalities	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		TOTAL (Kindergarten to Grade 6)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
With Diagnosis from Specialist:																
Visual Impairment																
Hearing Impairment																
Learning Disability																
Intellectual Disability																
Autism Spectrum Disorder																
Emotional-Behavioral Disorder																
Orthopedic/Physical Handicap																
Speech/Language Disorder																
Cerebral Palsy																
Special Health Problem/Chronic Illness																
Multiple Disabilities																
Based on Manifestation:																
Difficulty Seeing																
Difficulty Hearing																
Difficulty Walking, Climbing and Grasping																
Difficulty Remembering, Concentrating, Paying Attention and Understanding																
Difficulty Communicating																
TOTAL																

These are learners with exceptionalities previously enrolled in SPED classes/SPED centers but currently mainstreamed in regular classes.

Mainstreaming - the placement of a learner with exceptionality in regular educational programs and given special instruction in specific learning areas

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School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Checked by District Office :

Head of the Office: _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office: _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 9. PERSONNEL DATA (Locally-funded and DepEd Subsidized Teachers Working in the School), SY 2016-2017 (As of June 17, 2016)

Class	Funding Source						DepEd Subsidized *
	Special Educ. Fund (SEF)		Local Gov't Unit (LGU) funded	PTA-funded	Others	TOTAL Locally-funded	
	Provincial/City	Municipal					
Kindergarten							
Elementary **(excluding ALIVE)**							
ALIVE *							

1. ***Locally-funded teachers working in the school*** - teachers not having plantilla positions and whose compensation is chargeable against the local budget.
   These are classified according to the following:
   a. ***Special Education Fund (SEF) Teachers*** - teachers whose salaries are being paid by the Local School Board Fund (Provincial/City or Municipal) where the school is located.
   b. ***Local Government Unit (LGU) funded Teachers*** – teachers paid out of the general fund (not the SEF) of the LGU.
   c. ***PTA-funded Teachers*** – teachers who receive their salaries through the Parents-Teachers Association (PTA).
   d. ***Others*** – teachers who are being funded by neither one of the above.
2. ***DepEd Subsidized Teachers*** – teachers not having plantilla positions but paid by DepEd through honorarium.
3. ***ALIVE Teachers*** – teachers assigned to teach ALIVE classes.

Reminder: * - Those serving two or more schools simultaneously shall be counted only in the school with the most teaching loads or number of learners handled, in that order.

Table 10. TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2016-2017 (As of June 17, 2016)

Position Title	NATIONALLY-FUNDED PERSONNEL																
	Number of positions assigned in the school per latest PSI-POP	POSITIONS ASSIGNED IN THE SCHOOL										Personnel detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school		
		Number of personnel actually working in the school			On leave	Position(s) vacant	Personnel detailed to				TOTAL (Col.5+Col.6 + Col.7+Col.11)						
							DepEd office(s) within the division	Secondary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL							
		Male	Female	TOTAL								Male	Female	TOTAL	Male (Col.3+Col.13)	Female (Col.4+Col.14)	TOTAL (Col.16+Col.17)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
Principal IV																	
Principal III																	
Principal II																	
Principal I																	
Head Teacher V																	
Head Teacher IV																	
Head Teacher III																	
Head Teacher II																	
Head Teacher I																	
Guidance Coordinator																	
Guidance Counselor																	
TOTAL																	

Note: For the definitions, please refer to Teaching Personnel Data (Table 11).

Reminder: Totals in column 12 must tally with entries in column 2.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title: _____ ***Date :*** _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 11. TEACHING PERSONNEL DATA (Nationally-funded), SY 2016-2017 (As of June 17, 2016)

Position Title	NATIONALLY-FUNDED PERSONNEL																		
	Number of positions assigned in the school per latest PSI-POP			POSITIONS ASSIGNED IN THE SCHOOL										Teachers detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded teachers working in the school		
				Number of teachers actually working in the school			On leave	Position(s) Vacant	Teachers detailed to				TOTAL (Col.5+Col.6 + Col.7+Col.11)						
	As of March 2016	Items Created After March 2016	TOTAL (2a+2b)	Male	Female	TOTAL (Col.3+Col.4)			DepEd office(s) within the division	Secondary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL (Col.8+Col.9+ Col.10)		Male	Female	TOTAL (Col.13+ Col.14)	Male (Col.3+Col.13)	Female (Col.4+Col.14)	TOTAL (Col.16+Col.17)
Col. 1	(2a)	(2b)	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
a. Teaching Positions																			
Master Teacher IV																			
Master Teacher III																			
Master Teacher II																			
Master Teacher I																			
Teacher III																			
Teacher II																			
Teacher I																			
SPED Teacher V																			
SPED Teacher IV																			
SPED Teacher III																			
SPED Teacher II																			
SPED Teacher I																			
TOTAL																			
b. Assignment (Number of teachers actually working in the school):																			
Handling Kindergarten classes																			
Handling Grades 1-6																			
Handling SPED classes																			
Handling ALS classes (Mobile Teacher)																			
District ALS Coordinator																			
School ALS Coordinator																			
Handling Full Time Ancilliary Services																			
TOTAL																			

1. ***Nationally-funded personnel*** - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
2. ***Number of positions assigned in the school per latest PSI-POP*** - number of plantilla items assigned to the school.
3. ***Number of teachers actually working in the school*** - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school.
4. ***On leave personnel*** - personnel who are on leave for the whole school year approved by the School Division Superintendent.
5. ***Position(s) vacant*** - plantilla positions that are unfilled.
6. ***Personnel detailed to DepEd office(s) within the division*** - personnel assigned/designated to the district office or to the division office.
7. ***Personnel detailed to Secondary school(s) within the division*** - personnel assigned/designated to secondary schools within the division.
8. ***Personnel detailed to DepEd office(s)/school(s) outside the division or other government agencies*** - personnel assigned/designated to other DepEd office(s)/school(s) outside the division or other government agencies.
9. ***Personnel detailed from other school(s)/ DepEd office(s)*** - personnel who are actually working in the school but whose items belong from secondary school(s) or from other DepEd office(s) like the district, division, regional, central office or from other school division(s).

Reminders:

1. ***In Table 11 a , 2a + 2b = column 2.***
2. ***In Table 11 a , totals in column 12 must tally with entries in column 2.***
3. ***In Table 11 b , if a teacher is handling two or more assignments, he/she should be counted in his/her assignment where he/she has the most number of loads.***
4. ***In Table 11 a , totals in column 18 must tally with entries in Table 12 column 7.***
5. ***Totals in Tables 11 a & 11 b must tally.***

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 12. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2016-2017 (As of June 17, 2016)

Position Title	Carries full-time class teaching load		Assigned part-time to class teaching,		Assigned full-time to ancillary services	TOTAL (Col.2+Col.3+Col.4+ Col.5+Col.6)
	Not assigned to ancillary services	Assigned to ancillary services as additional load	Class teaching 200 min. per day or more	Class teaching less than 200 min. per day		
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Master Teacher IV						
Master Teacher III						
Master Teacher II						
Master Teacher I						
Teacher III						
Teacher II						
Teacher I						
SPED Teacher V						
SPED Teacher IV						
SPED Teacher III						
SPED Teacher II						
SPED Teacher I						
TOTAL						

Ancillary services - those rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager, coordinator (ALS, Boy/Girl Scout, etc.), teacher nurse. Class advisorship is not include

Reminder: Totals in column 7 of this table must be equal to the totals in Tables 11 a & 11 b (column 18 - Total Nationally-funded personnel working in the school).

Table 13. NUMBER OF TEACHERS BY GRADE LEVEL (Nationally-funded teachers actually working in the school), SY 2016-2017 (As of June 17, 2016)

Grade Level	Number of Teachers		
	Male	Female	Total
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			
Grade 6			
SPED			
TOTAL			

Reminders:

1. ***If a teacher is teaching more than one grade levels, he/she can be counted more than once.***
2. ***Grades 5 and 6 of this table must be less than or equal to Grades 5 and 6 in Table 14.***

Table 14. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT IN GRADES 5 AND 6 (Nationally-funded teachers actually working in the school), SY 2016-2017 (As of June 17, 2016)

Teaching Assignment	Grade 5			Teaching Assignment	Grade 6		
	Male	Female	Total		Male	Female	Total
English				English			
Mathematics				Mathematics			
Filipino				Filipino			
Science				Science			
Araling Panlipunan (AP)				SIBIKA/HEKASI			
EPP/TLE				HE/EPP			
MAPEH				EKAWP			
EsP				MSEP			

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 15. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JUNE 2015 TO MARCH 2016

MOOE	Amount in PhP
Allocation	
Utilization	
Liquidation	

1. ***Maintenance and Other Operating Expenses (MOOE)*** - is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities (i.e. electricity and water) that support learning programs and help maintain a safe and healthy environment in schools.

2. ***MOOE Allocation*** - refers to the MOOE provided for the previous calendar year.

3. ***MOOE Utilization*** - refers to the amount of MOOE utilized from the MOOE allocation of the previous calendar year.

4. ***MOOE Liquidation*** - refers to the amount of MOOE liquidated from the MOOE utilized from the MOOE allocation of the previous calendar year.

Box 3. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate).

1. Electrical Supply Sources:

- ❑ Grid Supply
- ❑ Off Grid Supply
  - ❑ Solar Power
  - ❑ Generator
  - ❑ Others, please specify _____
- ❑ No source of electricity

2. Average Cost of Monthly Bills/Maintenance. (Please indicate the amount in PhP) _____

3. What is the funding source?

- ❑ School MOOE
- ❑ LGU
- ❑ PTA
- ❑ School Canteen Fund
- ❑ Private Individual/Sector
- ❑ Others, please specify _____

1. ***Grid Supply*** - electricity coming from major or local power distributors (e.g. electric cooperatives, Meralco, etc.).
2. ***Off Grid Supply*** - electricity coming from alternative source of power (e.g. solar power, generator, etc.).
3. ***No source of electricity*** - without existing electrical supply at all.

Table 16. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2016-2017 (As of June 17, 2016)

Types of Computer	NUMBER OF COMPUTERS BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	Total
Academic Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
Administrative Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
TOTAL								

1. Indicate the number of functional computers according to the following funding sources:
   - ***a. DepEd DCP*** - computers procured through the DepEd Computerization Program.
   - ***b. DepEd non-DCP*** - computers procured through other DepEd downloaded funds.
   - ***c. LGU/SEF*** - computers procured from the Special Education Fund (SEF) and the budgets of Local Government Units (LGU): provincial,
   - ***d. PTA*** - computers funded from the Parents-Teachers Association (PTA).
   - ***e. Private Donations*** - computers donated/procured by private individuals, corporations, alumni associations, non-government organizations, philanthropic organizations or through foreign-assisted funds.
   - ***f. Other Government Agencies*** - computers funded from other government agencies such as DTI, DOST, CICT, etc.
   - ***g. Others*** - computers procured from other sources not listed above.
2. ***Computer*** - refers to electronic devices for storing and processing data such as :
   - ***a. Desktop*** - refers to a computer that is designed to be used on a table.
   - ***b. Notebook/Netbook*** - refers to a laptop computer that can easily be transported.
   - ***c. Tablet*** - refers to a portable computer that has a touchscreen feature as the primary means of input.
   - ***d. Desktop Virtual Terminal*** - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host. (Reminder: do not count the computer host).
3. ***Computer for Academic Use*** - refers to computer units utilized in the classroom/laboratory as an aid to instruction.
4. ***Computer for Administrative Use*** - refers to computer units used for encoding administrative data of the school (e.g. enrolment, attendance, disbursements, financial statements, and other

Certified True and Correct by:

School Head : _____
(Signature over Printed Name)

Position Title : _____ ***Date*** : _____

Checked by District Office:

Head of the Office : _____
(Signature over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office:

Head of the Office : _____
(Signature over Printed Name)

Position Title : _____ ***Date*** : _____

Box 4. DATA ON INTERNET CONNECTIVITY, SY 2016-2017 (As of June 17, 2016)

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, please specify _____

Does the school subscribe to any of the internet service provider/s listed above? ❑ Yes ❑ No

Internet Service Provider (ISP) - refers to the organization that provides services for accessing, using, or participating in the internet.

Table 17. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE, SY 2016-2017 (As of June 17, 2016)

Types of Internet Connection *(Wired, Fixed wireless, satellite, USB Modem)*	**Internet Service Provider** *(Select from available ISPs above)*	**Average Monthly Expense** *(in PhP)*	**Funding Source** *(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, etc.)*

Indicate the average monthly expense of internet connection by funding source.

1. Types of Internet Connection:

a. Wired - internet connection using the phone lines from the service provider to a client.

b. Fixed wireless - internet connection through radio frequency bands with directional radio antenna on each end of the signal.

c. Satellite - internet connection using satellite dish supplied by an internet provider.

d. USB Modem - internet connection using USB dongle (e.g. SMART Bro, Globe Tattoo).

2. Average Monthly Expense - average cost spent for the internet connection in Philippine Peso.

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Checked by District Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 5. SCHOOL SITE DATA, SY 2016-2017 (As of June 17, 2016)

a. Mode of Acquisition of School Site:

Mode	Year Acquired
Donation	
Purchase	
Usufruct Agreement	
Expropriation	
Exchange (Land Swapping)	
Presidential Proclamation/Special Patent	
Others, pls.specify _____	

b. Proof of Ownership and Occupancy:
(Check as appropriate)

- ❑ Original Transfer Certificate of Title
- ❑ Tax Declaration
- ❑ Deed of Absolute Sale
- ❑ Deed of Donation
- ❑ Presidential Proclamation/Special Patent
- ❑ Contract of Usufruct
- ❑ Memorandum of Agreement/Lease Agreement
- ❑ Others, pls.specify _____

c. Legal Ownership Issues:
(Check as appropriate)

- ❑ Adverse Claim
- ❑ Encroachment
- ❑ Others, pls.specify _____

d. Total Land Area ***(in square meters)*** **:** _____

1. ***Mode of Acquisition of School Site*** - refers to the means of acquiring the school site.
   a. ***Donation*** - includes the four (4) types of donation: .
      a.1. ***Simple Donation*** - is one whereby a person, through an act of liberality disposes a piece of land in favor of the government
      a.2. ***Conditional Donation*** - is one which imposes a condition (e.g. "that the land shall be used only for education"). In such case, the property is reverted to the owner when the condition as stipulated in the donation is not met.
      a.3. ***Inter Vivos Donation*** - is one that is in effect during the lifetime of the donor.
      a.4. ***Mortis Causa*** - is one that takes effect only after the donor's death. Donations by mortis causa should conform to the formalities required of the last will.
   b. ***Purchase*** - a school site was acquired by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of Deeds.
   c. ***Expropriation*** - a school site was acquired by the government through the exercise its power of eminent domain (i.e. by taking private property for public use upon payment of just compensation).
   d. ***Exchange (Land Swapping)*** - a school site was acquired by exchanging an existing school site for a new site for justifiable reasons as identified by law.
   e. ***Presidential Proclamation*** - a school site was acquired by virtue of a declaration by the President under the procedures established by law.
2. ***Proof of Ownership and Occupancy*** - this refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.
   a. ***Original Transfer Certificate of Title*** - a document evidencing the ownership of real property as issued by the Register of Deeds.
   b. ***Tax Declaration*** - a document issued by the Assessor's Office of the jurisdiction (e.g. city or municipality) evidencing the payment of taxes on the use of the real property.
   c. ***Deed of Absolute Sale*** - a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
   d. ***Deed of Donation*** - a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
   e. ***Presidential Proclamation/ Special Patent*** - a proclamation issued by the President reserving an untitled land for public use.
   f. ***Contract of Usufruct*** - a document which stipulates that DepEd/school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for educational or designated purposes.
   g. ***Memorandum of Agreement/Lease Agreement*** - a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
   h. ***Others*** - other documents that are competent proof of ownership and occupancy.
3. ***Legal Ownership Issues:***
   a. ***Adverse Claim*** - a claim to the property against that of one who has either title and/or possession of the property.
   b. ***Encroachment*** - presence of illegal occupants/informal settlers.
4. ***Total Land Area*** - is the size in square meters of all areas designated as land used for some particular purpose such as school building.

Note: In case, the school head does not have adequate information on the items listed above, the assistance of the Industrial Arts Teacher/Division Physical Facilities Coordinator/Division Project Engineer can be asked.

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 18. DISASTERS/CALAMITIES

For the months of June 2015 to May 2016, which incidents occurred in your school and immediate surroundings?
(If applicable, check under the months that these occurred.)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Landslide	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Storm Surge	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tsunami	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Volcanic Eruption	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Human-Induced Hazards												
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. Please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Result of Disaster Incidences												
School Used as an Evacuation Center	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Note: For the definitions, please see DepEd Order No. 23, s.2014.

Table 19. DISASTER PREPAREDNESS

For the months of June 2015 to May 2016, did the school conducted multi-hazard drills for School Year 2015-2016? ❑ **Yes** ❑ **No**

If Yes, what type and when? (Check as appropriate).

Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr	May
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood Evacuation	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office:
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Box 6. SAFE LEARNING FACILITIES, For the months of June 2015 to May 2016

(Check as appropriate).

1. **Does the school conduct Risk Assesment of buildings?** ❑ **Yes** ❑ **No**

   If Yes, in what month?

   June ❑ July ❑ Aug. ❑ Sept. ❑ Oct. ❑ Nov. ❑ Dec. ❑ Jan. ❑ Feb. ❑ Mar. ❑ Apr. ❑ May ❑

   Findings of risk assessment:

   ❑ Cracks ❑ Buckling (Beams/Columns)
   ❑ Deterioration ❑ Leaks
   ❑ Destroyed electrical wirings ❑ Others, please specify _____

2. **Does the school conduct regular maintenance of facilities?** ❑ **Yes** ❑ **No**

   If Yes, in what month?

   June ❑ July ❑ Aug. ❑ Sept. ❑ Oct. ❑ Nov. ❑ Dec. ❑ Jan. ❑ Feb. ❑ Mar. ❑ Apr. ❑ May ❑

3. **Does the School Head sign the Building Acceptance during turn-over period?** ❑ **Yes** ❑ **No**

4. **Are there Multi-storey buildings in your school?** ❑ **Yes** ❑ **No**

5. **What multi-storey buildings does the school have?** ❑ 2-storey ❑ 3-storey ❑ 4-storey

6. **Are the school facilities sensitive to the needs of persons with disability (e.g. ramp)?** ❑ **Yes** ❑ **No**

7. **How many learners dropped due to disasters within the current school year?** _____

8. **Are there classrooms that have been damaged by recent disaster/s?** ❑ **Yes** ❑ **No**

   If Yes, please indicate the number of damaged classrooms (major or partial) in the applicable month/s.

   June ___ July ___ Aug. ___ Sept. ___ Oct. ___ Nov. ___ Dec. ___ Jan. ___ Feb. ___ Mar. ___ Apr. ___ May ___

9. **Are there classrooms constructed in the current schoolyear as a replacement for the ones totally damaged by recent disaster/s?** ❑ **Yes** ❑ **No**

10. **Are there classrooms that underwent or are undergoing repair in the current school year in relation to the recent disaster/s?** ❑ **Yes** ❑ **No**

Box 7. DISASTER RISK REDUCTION MANAGEMENT (DRRM), For the months of June 2015 to May 2016

(Check as appropriate).

1. **Have you conducted the annual student-led school watching and hazard mapping?** ❑ **Yes** ❑ **No**

   If Yes, in what month?

   June ❑ July ❑ Aug. ❑ Sept. ❑ Oct. ❑ Nov. ❑ Dec. ❑ Jan. ❑ Feb. ❑ Mar. ❑ Apr. ❑ May ❑

2. **Is DRRM integrated in the SIP?** ❑ **Yes** ❑ **No**

3. **Have you completed the Promoting Family Earthquake Preparedness?** ❑ **Yes** ❑ **No**

   If Yes, in what month?

   June ❑ July ❑ Aug. ❑ Sept. ❑ Oct. ❑ Nov. ❑ Dec. ❑ Jan. ❑ Feb. ❑ Mar. ❑ Apr. ❑ May ❑

4. **Have you taken appropriate actions based on the results of the Promoting Family Earthquake Preparedness?**

   ❑ **Yes** ❑ **No**

   If Yes, enumerate the actions:

   _____
   _____
   _____

5. **Have you developed preparedness and contingency plans in case of disaster or emergency?** ❑ **Yes** ❑ **No**

6. **Is your school equipped with safety equipment?** ❑ **Yes** ❑ **No**

   If Yes, what equipment?

   ❑ Fire extinguisher ❑ First Aid Kit

7. **What DRRM related events/activities do you participate in? (e.g. NDCM, Fire Prevention Month, NSED)?**

   ❑ National Disaster Consciousness Month ❑ National Simultaneous Earthquake Drill
   ❑ Fire Prevention Month ❑ Others, please specify _____

8. **Did you conduct the annual Brigada Eskwela before the opening of this school year?**

   ❑ Parents ❑ Students
   ❑ Teachers ❑ Others, please specify _____

Certified True and Correct by :	*Checked by District Office :*	*Verified by the Division Office:*
School Head : _____	*Head of the Office :* _____	*Head of the Office :* _____
'Signature Over Printed Nam	*(Signature Over Printed Name)*	*(Signature Over Printed Name)*
Position Title : _____ *Date :* _____	*Position Title* _____ *Date :* _____	*Position Title* _____ *Date :* _____

Table 20. LEARNING AREAS WITH DRRM-RELATED CONCEPTS, SY 2016-2017

Check ***the appropriate grade level/s if the DRRM-related concepts were taught in the following learning areas.***

Learning areas with DRRM-related concepts	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Mother tongue	❑	❑	❑	❑	❑	❑	❑
Filipino	❑	❑	❑	❑	❑	❑	❑
English	❑	❑	❑	❑	❑	❑	❑
Mathematics	❑	❑	❑	❑	❑	❑	❑
Science	❑	❑	❑	❑	❑	❑	❑
Araling Panlipunan	❑	❑	❑	❑	❑	❑	❑
Edukasyon sa Pagpapakatao (EsP)	❑	❑	❑	❑	❑	❑	❑
Music	❑	❑	❑	❑	❑	❑	❑
Arts	❑	❑	❑	❑	❑	❑	❑
Physical Education	❑	❑	❑	❑	❑	❑	❑
Health	❑	❑	❑	❑	❑	❑	❑
Edukasyong Pantahanan at Pangkabuhayan (EPP)	❑	❑	❑	❑	❑	❑	❑
Technology and Livelihood Education (TLE)	❑	❑	❑	❑	❑	❑	❑
Extra-curricular activities	❑	❑	❑	❑	❑	❑	❑

Table 21. DRRM CLIMATE CHANGE ADAPTATION (CCA) TRAINING DATA

Courses and/or Trainings on DRRM and CCA	Number of Teachers	
	Male	Female
DRRM courses and/or trainings in the last 5 years (except psychosocial first aid)		
Psychosocial first aid courses and/or trainings in the last 5 years		
Climate Change Adaptation courses and/or trainings in the last 5 years		

Indicate the number of teachers with plantilla positions, including those with provisional appointments and who are actually performing their specific assignments in the school who have received special courses and/or training on DRRM and CCA related courses as of March 31, 2016.

Reminder: ***If a teacher received more than one training, he/she should be counted once where he/she has the most number of trainings attended.***

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ Date : _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title _____ Date : _____

Verified by the Division Office:
Head of the Office : _____
(Signature Over Printed Name)
Position Title _____ Date : _____

Table 22. HEALTH AND NUTRITION, SY 2016-2017 (From June 13, 2016 to August 31, 2016)

A. Number of learners who were vaccinated by the Department of Health in the school this SY 2016-2017 from June 13, 2016 to August 31, 2016

Type of Vaccines	Grade 1			Grade 4
	Male	Female	Total	Female
Measles Containing Vaccine				
Tetanus Diptheria				
Human Papiloma Virus				

B. Number of learners who underwent vision screening according to results from June 13, 2016 to August 31, 2016

Vision Screening Results	Kindergarten		Grade 1		Grade 2		Grade 3		TOTAL (Kindergarten to Grade 3)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Passed										
Failed										
TOTAL										

C. Number of learners by nutritional status as assessed from June 13, 2016 to August 31, 2016

Nutritional Status	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Normal																		
Obese																		
Overweight																		
Severely Wasted																		
Wasted																		
TOTAL																		

D. Number of learners who were dewormed from June 13, 2016 to August 31, 2016

Number of Learners Dewormed	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Learners with Exceptionalities (non-graded)		TOTAL (Kindergarten to Learners with Exceptionalities)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Plantilla/Position Title : _____ *Date* : _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ *Date* : _____

Box 8. AVAILABILITY OF WATER SUPPLY, SY 2016-2017 (As of June 17, 2016)

***(Check** as appropriate).*

1. Is there a water source inside the school ground? ❑ **Yes (** ***proceed to 1.1*** **)** ❑ **No (*Skip 1.1 to 1.4 and proceed to 2*)**

1.1 Main Water Supply Source:

❑ Piped water from local service provider
❑ Water Well
❑ Natural source
❑ Rainwater Catchments
❑ Others, please specify _____

1.2 Average Cost of Monthly Bills/Maintenance. (Please indicate the amount in PhP) _____

1.3 Who pays for the Cost of Monthly Bills/Maintenance :

❑ School MOOE
❑ LGU
❑ PTA
❑ School Canteen Fund
❑ Private Individual/Sector
❑ Others, please specify _____

1.4 Is the water source inside the school ground safe to drink? ❑ **Yes** ❑ **No**

2. Does the school have mechanism to ensure that the learners have safe drinking water? ❑ **Yes** ❑ **No**

2.1 If Yes, what mechanism is used?

❑ Teachers ask the learners to bring their own drinking water to school
❑ Safe water in refillable containers are provided in designated areas within the school
❑ Water from an accessible water source is treated (i.e. boiled, etc)
❑ Others, please specify _____

1. Local piped water **-** water source coming from local water service providers.
2. Water well **-** an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.
3. Rainwater catchment **-** water sourced from rainwater and collected thru a rainwater collector.
4. Natural source **-** water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via pipes.

Table 23. NUMBER OF EXISTING WASH FACILITIES, SY 2016-2017 (As of June 17, 2016)

Usage	Functional	Non-Functional	Total Number of Facilities
Facilities for group handwashing			
Facilities for individual handwashing			

1. **Group handwashing facility** - a facility to be used in supervised handwashing and toothbrushing activtity that can accommodate 4 to 10 learners.
2. **Individual handwashing facility** - a facility in the classroom, drinking points, near toilets, near the canteen, etc that learners can be used for handwashing at critical times.
3. **Functional facilities for handwashing** - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.
4. **Non-functional facilities for handwashing** - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Plantilla/Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____ _____
(Signature Over Printed Name)
Position Title : ***Date :*** _____

Verified by the Division Office:
Head of the Office : _____ _____
(Signature Over Printed Name)
Position Title : ***Date :*** _____

Box 9. FEEDING PROGRAM, SY 2016-2017 (As of June 17, 2016)

(Check as appropriate).

a. Does the school have a feeding program? ❑ **Yes** ❑ **No**

If Yes, what is the funding source of school feeding program?

❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ School-Based Feeding Program
❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund ❑ Others, please specify _____

b. Availability of agriculture and fishery resources in the school :

❑ Gulayan sa Paaralan ❑ Agricultural Crops ❑ Others, please specify _____
❑ Fish Pond ❑ Livestock ❑ None

Does agricultural and fishery in the school used for feeding program? ❑ **Yes** ❑ **No**

If Yes, what is the funding source?

❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ Others, please specify _____
❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund

Box 10. FOOD HANDLING, SY 2016-2017 (As of June 17, 2016)

1. Does the school have a canteen? ❑ **Yes** ❑ **No**

1.1 Does the school canteen have a sanitary permit? ❑ **Yes** ❑ **No**

1.2 If Yes, please indicate the sanitary permit number and the validity date: _____ _____

Sanitary Permit No. *Validity Date*

Sanitary Permit - is the official document issued by proper authorities to an establishment that has been determined to have met the minimum requirements for the sanitary operation.

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Plantilla/Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office:
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Box 11. SOLID WASTE MANAGEMENT, SY 2016-2017 (As of June 17, 2016)

(Check as appropriate).

1. Is your school compliant to the Ecological Solid Waste Management Act (RA 9003)? ❑ **Yes** ❑ **No**

2. How is the school implementing Solid Waste Management?

- ❑ Composting
- ❑ Designation of trash collection point
- ❑ Poster making and/or slogan making contest
- ❑ Posting of signage
- ❑ Recycling Projects
- ❑ School representative at the Barangay Solid Waste Management Committee
- ❑ Use of paper plates/cups instead of plastic
- ❑ Use of recycled materials are teaching tool
- ❑ Use of reusable food containerts
- ❑ Waste segregation

3. Who are the school stakeholders actively engaged on the implementation of solid waste management?

- ❑ Barangay
- ❑ Community leaders
- ❑ Local business partners
- ❑ Municipal/City government
- ❑ Parents

Box 12. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2016-2017

(As of June 17, 2016)

1. How often are the sanitation facilites cleaned? (Check only one)

- ❑ Daily
- ❑ At least twice a week
- ❑ Once a week
- ❑ Less than once a week

1.1 Average Cost of Monthly Bills/Maintenance. (Please indicate the amount in PhP) _____

1.2 Who Pays for the Cost of Monthly Bills/Maintenance (Check as appropriate):

- ❑ School MOOE
- ❑ LGU
- ❑ PTA
- ❑ School Canteen Fund
- ❑ Private Individual/Sector
- ❑ Others, please specify _____

Box 13. MENSTRUAL HYGIENE, SY 2016-2017 (As of June 17, 2016)

1. Does the school have a provision for availability of sanitary pads?

❑ **Yes (Proceed to 1.1)** ❑ **No**

1.1 Where can the learners avail the sanitary pads?

- ❑ School Canteen
- ❑ School Clinic
- ❑ Guidance Office
- ❑ Others, please specify _____

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Plantilla/Position Title : _____ ***Date :*** _____

Checked by District Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 24. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2016-2017 (As of June 17, 2016)

For each one-way trip from your school to the specified reference points, indicate the travel cost, travel time, and travel means.

Travel Details	Trip to Division Office	Trip to nearest:				
		Public School		Private School		Municipal Office
		Elementary	Secondary	Elementary	Secondary	
1. Cost (in PhP)						
2. Time (in minutes)						
3. Means (check all applicable)						
a. Walking	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
b. Bicycle/Scooter	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
c. Motorcycle	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
d. Habal-habal/skylab	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
e. Pedicab/trisikad/padyak	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
f. Tricycle/motorcab/trimobile	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
g. Kuliglig	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
h. Jeep/multicab	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
i. Van/car/taxi/minibus/truck	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
j. Bus	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
k. Train	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
l. Raft/boat/ship	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
m. Plane	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
n. Horse/Carabao	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
TOTAL PERCENTAGE	100 %	❑ 100 %	❑ 100 %	❑ 100 %	❑ 100 %	❑ 100 %

1. Travel Cost - In Pesos, how much does it **USUALLY** cost to travel from your school to the reference point?

2. Travel Time - How many minutes does it **USUALLY** take to travel from your school to the reference point?

3. Travel Means - Check the box of each means available to travel from your school to the reference point (check all that apply).

Beside each box, indicate what percentage of a USUAL trip from your school to the reference point is spent using that means of travel.

If a means of travel is available but is not used during a USUAL trip to the reference point, write **0**% beside the checkbox.

Reminder: The percentages for each reference point should add up to 100%.

Box 14. SCHOOL LOCATION, SY 2016-2017 (As of June 17, 2016)

Location descriptions for your school: (Check all applicable).

- ❑ Along the highway
- ❑ By the hillside
- ❑ On top of a mountain
- ❑ On a small island *
- ❑ Near the coastline **
- ❑ Near a river or waterway **
- ❑ Near a fautline **
- ❑ Others, please specify _____

Note: * - an island with an area less than 200 sq. km.

***** - near if within 1.5km from the school***

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title _____ ***Date :*** _____

Verified by the Division Office:
Head of the Office : _____
(Signature Over Printed Name)
Position Title _____ ***Date :*** _____

Box 15. STAKEHOLDER FEEDBACK, SY 2016-2017 (As of June 17, 2016)

a. How much feedback (positive or negative) did the stakeholders provided on school operations and projects?
Use the scale where 0 is no feedback and 4 is a lot of feedback.
(Check as appropriate).

Type of Stakeholder	School Operations					School Projects				
	0	1	2	3	4	0	1	2	3	4
Parents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
LGU	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Division Office	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

b. How much help did the stakeholders provide in terms of providing or loaning equipment and facilities for school operations and projects?
Use the scale where 0 is no help and 4 is a lot of help.
(Check as appropriate).

Type of Stakeholder	School Operations					School Projects				
	0	1	2	3	4	0	1	2	3	4
Parents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
LGU	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Division Office	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Box 16. STAKEHOLDER CONTRIBUTION, SY 2016-2017 (As of June 17, 2016)

a. What percentage of stakeholders invited attend activities relating to school operations and projects?

Type of Stakeholder	Percentage	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

c. How much cash did the stakeholders provided for school operations & projects?

Type of Stakeholder	Cash Amount in PhP	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

b. How many aggregate hours did stakeholders volunteer for school operations and projects?

Type of Stakeholder	No. of Hours	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

d. What is the cash equivalent of stakeholders' contribution in kind for school operations and projects?

Type of Stakeholder	Type of Contribution	Cash Equivalent in PhP	
		School Operations	School Projects
Parents			
LGU			
Division Office			
Others			

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Plantilla/Position T Date : _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title _____ ***Date :*** _____

Verified by the Division Office:
Head of the Office : _____
(Signature Over Printed Name)
Position Title _____ ***Date :*** _____

District ID	Municipality ID	School ID

Republic of the Philippines
DEPARTMENT OF EDUCATION
PLANNING SERVICE
Education Management Information System Division

GOVERNMENT INTEGRATED SCHOOL PROFILE
(JUNIOR HIGH SCHOOL)

INSTRUCTIONS

This form shall be accomplished by the head of all government integrated schools. In the case of schools with annexes, extensions, etc., a separate school profile shall be accomplished by every annex, extension, etc.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Division Office on or before ***September 26, 2016***.

Important: Read the definitions/instructions found at the bottom of each table before filling up the form. No item should be left blank. Instead, "zero (0)" or "not applicable (n/a) " shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2016-2017

Name of School : _____
(Official name)

_____
(If renamed, please indicate old name.)

Address : ____ _____ _____
*Street/Sitio/Purok* *Barangay*

_____ _____
Municipality *Province/City*

Region : _____
Division : _____
School District : _____
Legislative District : _____
Tel. No. : _____
Mobile No. : _____
Fax No. : _____
E-Mail Address : _____
Date of Establishment : _____

Annex/Extension School
(Please check appropriate box if the school is an annex/extension school.)

☐ Yes (Please indicate School ID of the Mother School)
Mother School ID: ☐☐☐☐☐☐

☐ No

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 1. JHS LEARNERS DATA, SY 2016-2017 (As of June 17, 2016)

Particulars	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
* TOTAL ENROLMENT										
* Balik-Aral										
* CCT/4Ps Recipient										
* Indigenous Peoples Learner										
Learner in Alternative Delivery Modes										
a. Open High School Program (OHSP)										
b. Other School-Initiated Intervention										
* Muslim Learner										
* Repeater										
* Transferee From Other Public Schools										
* Transferee From Private Schools										
* Total Number of Classes										

Note: * - Data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***Secondary Enrolment*** - refers to the second stage of compulsory basic education. It consist of four (4) years of ***Junior High School*** education (Grades 7 to 10) and two (2) years of ***Senior High School*** education (Grades 11 to 12).
4. ***Balik-Aral*** - refers to a learner who finished a grade level, stopped schooling and then enrolled in the next grade level after a year or more.
5. ***CCT/4Ps Recipient*** - refers to a learner whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or 10 months at P300 per child per month for educational expenses on condition that these children attend school. Maximum of three children per household is allowed. Children should be of school age (6-14). (Source: DepEd memo # 110 s. 2009 "National Implementation of the Pantawid Pamilyang Pilipino Program 4Ps")
6. ***Indigenous Peoples Learner*** - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e., groups of people or homogenous societies identified by self-ascription and ascription by others who have continuously lived as an organized community on communally bounded and defined territory sharing common bonds of language, customs, traditions and other distinctive cultural traits).
7. ***Learner in Alternative Delivery Modes (ADM)*** - refers to a learner who is enrolled in Alternative Delivery Modes (i.e., alternative modalities of education delivery within the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out by helping them overcome personal, social, and economic constraints in schooling).
   This includes programs such as:
   - ***a. Open High School Program (OHSP)*** - refers to the alternative mode of secondary education that addresses learning problems of Student-At Risk-of-Dropping-Out (SARDOs) who cannot join the regular class program due to justifiable reasons. These reasons may include physical impairment, employment, distance of home to school, education design, family problems and the like.
   - ***b. Other School-Initiated Interventions*** - refer to innovative and homegrown interventions developed by schools to prevent the SARDO from dropping out and to increase their achievement rate.
8. ***Muslim Learner*** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
9. ***Repeater*** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
10. ***Transferee from Other Public Schools*** - refers to a learner who was enrolled in another public school the previous school year.
11. ***Transferees from Private Schools*** - refers to a learner who was enrolled in a private school the previous school year.
12. ***Total Number of Classes*** - refers to the number of classes by grade level from Grades 7 to 10.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 2 (JHS Learners Age Profile).
2. Repeater in this table will tally with the totals in Table 3 (JHS Repeaters Age Profile).

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Division : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 2. JHS LEARNERS AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: JHS Learners Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total enrolment of the school as of June 17, 2016 will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 12 years 11 months as of June 17, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Total Enrolment).

Table 3. JHS REPEATERS AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Below 11										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20 & Above										
TOTAL										

Note: JHS Repeaters Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total repeaters of the school as of June 17, 2016 will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 12 years 11 months as of June 17, the age of the learner is counted as 12 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Repeater).

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Division : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 4. ENROLMENT AND NUMBER OF CLASSES BY SHIFT, SY 2016-2017 (As of June 17, 2016)

Particulars	1st Shift		2nd Shift		3rd Shift		4th Shift		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Enrolment										
Number of Classes										

Shift (or session) - refers to time schedules corresponding to different sets of classes (e.g. morning and afternoon shifts). Table 4 shall be filled even if only one shift is offered by the school.

Reminder: Total Enrolment in this table will tally with the totals in Table 1 (Total Enrolment) and Table 2 (JHS Learners Age Profile).

Table 5. JHS LEARNERS DATA BY PROGRAM, SY 2016-2017 (As of June 17, 2016)

Enrolment by Program	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
* Arabic Language and Islamic Values Education (ALIVE)										
Regional Science High School										
Special Program in the Arts										
Special Program in Foreign Language										
Special Program in Journalism										
Special Program in Science, Technology and Engineering										
Special Program in Sports										
Special Program in Technical Vocational Education										

Note: * - ALIVE data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

Enrolment by Program - refers to the number of learners according to programs offered in JHS.

Types of Special Programs:

1. ***Arabic Language and Islamic Values Education (ALIVE)*** - a program which aims to preserve Arabic language and Muslim culture through its inclusion in the regular basic education curriculum.
2. ***Regional Science High School*** - a program which offers a science-orientedcurriculum that caters to learners with aptitude in the sciences. It is aimed to develop the science culture among the students to prepare them for careers in the sciences.
3. ***Special Program in the Arts*** - a program designed to cater to the needs of learners who are talented in the arts.
4. ***Special Program in Foreign Language*** - a program which aims to develop learners to understand and appreciate foreign languages.
5. ***Special Program in Journalism*** - a program designed to enrich the experiences, hone the journalistic skills and competencies of learner-writers and to strengthen free and responsible journalism.
6. ***Special Program in Science, Technology and Engineering*** - a program which aims to develop the learners' skills in science, technology and engineering.
7. ***Special Program in Sports*** - a program that will identify learners with potential talent in sports and hone their skills for higher levels of athletic endeavors.
8. ***Special Program in Technical Vocational Education*** - a program which aims to develop the learners' skills in technical vocational education.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Division : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 6. JHS LEARNERS WITH EXCEPTIONALITIES DATA, SY 2016-2017 (As of June 17, 2016)

Area of Exceptionalities	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
With Diagnosis from Specialist:										
Visual Impairment										
Hearing Impairment										
Learning Disability										
Intellectual Disability										
Autism Spectrum Disorder										
Emotional-Behavioral Disorder										
Orthopedic/Physical Handicap										
Speech/Language Disorder										
Cerebral Palsy										
Special Health Problem/Chronic Illness										
Multiple Disabilities										
Based on Manifestation:										
Difficulty Seeing										
Difficulty Hearing										
Difficulty Walking, Climbing and Grasping										
Difficulty Remembering, Concentrating, Paying Attention and Understanding										
Difficulty Communicating										
TOTAL										

Note: The data in this table shall include all enrolled learners with exceptionalites.

Mainstreaming - the placement of a learner with exceptionality in regular educational programs and given special instruction in specific learning are

Areas of Exceptionalities:

1. ***Visual Impairment*** - an impairment that even with correction, adversely affects a child's educational performance. This includes both partial sight and blindness.
2. ***Hearing Impairment*** - an impairment, whether permanent or fluctuating that adversely affects a child's educational performance such as deafness.
3. ***Learning Disability*** - a disorder in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
4. ***Intellectual Disability*** - formerly labeled as "mental retardation," it is defined as significantly subaverage general intellectual functioning which originates during the developmental period and associated with impairment in adoptive behavior like maturation, learning and social adjustment.
5. ***Autism Spectrum Disorder*** - characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
6. ***Emotional-Behavioral Disorder*** - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors, (ii) an inability to build or maintain satisfactory interpersonal relationships with peers and teacher inappropriate types of behavior or feelings under normal circumstances, (iv) a general pervasive mood of unhappiness or depression, (v) a tendency to develop physical symptoms or fears associated with personal or school factors.
7. ***Orthopedic /Physical Handicap*** - any condition that interferes with a child's ability to use his or her body.
8. ***Speech/Language Disorder*** - a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
9. ***Cerebral Palsy*** - is caused by damage to developing brain either before or during birth, or in the first few years of life. The impairment depends on where in the brain the damage occurs.
10. ***Special Health Problem/Chronic Illness*** - chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; that adversely affect a child's educational performance.
11. ***Multiple Disabilities*** - a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation-blindness or mental retardation-orthopedic impairment.

Reminder: All learners with exceptionalities in JHS are mainstreamed in regular classes.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 7. JHS LEARNERS DATA IN TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE), SY 2016-2017 (As of June 17, 2016)

SUBJECT	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Home Economics										
Beauty Care										
Caregiving										
Cookery										
Dressmaking										
Front Office Services										
Handicraft										
Household Services										
Travel Services										
Wellness Massage										
Agri-Fishery Arts										
Agri-Crop Production										
Animal Production										
Aquaculture										
Fish Processing										
Horticulture										
Industrial Arts										
Automotive Servicing										
Carpentry										
Consumer Electronics Servicing										
Electrical Installation and Maintenance										
Masonry										
Plumbing										
Refrigeration and Airconditioning										
Shielded Metal Arc Welding										
Information and Communication Technology (ICT)										
Computer Hardware Servicing										
Contact Center Services										
Illustration										
Technical Drafting										

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 8. JHS TEACHERS WHO HAVE SPECIALIZATION IN TLE SUBJECTS THEY ARE TEACHING, SY 2016-2017 (As of June 17, 2016)

SUBJECT	Grade 7		Grade 8		Grade 9		Grade 10		TOTAL (Grades 7-10)	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Home Economics										
Beauty Care										
Caregiving										
Cookery										
Dressmaking										
Front Office Services										
Handicraft										
Household Services										
Travel Services										
Wellness Massage										
Agri-Fishery Arts										
Agri-Crop Production										
Animal Production										
Aquaculture										
Fish Processing										
Horticulture										
Industrial Arts										
Automotive Servicing										
Carpentry										
Consumer Electronics Servicing										
Electrical Installation and Maintenance										
Masonry										
Plumbing										
Refrigeration and Airconditioning										
Shielded Metal Arc Welding										
Information and Communication Technology (ICT)										
Computer Hardware Servicing										
Contact Center Services										
Illustration										
Technical Drafting										

Reminder: A teacher who is teaching more than one learning area or grade level can be counted more than once.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 9. PERSONNEL DATA (Locally-funded and DepEd Subsidized Teachers Working in the School), SY 2016-2017 (As of June 17, 2016)

Class	Funding Source						DepEd Subsidized *
	Special Educ. Fund (SEF)		Local Gov't Unit (LGU) funded	PTA-funded	Others	TOTAL Locally-funded	
	Provincial/City	Municipal					
Secondary **(excluding ALIVE)**							
ALIVE *							

1. ***Locally-funded teachers working in the school*** - teachers not having plantilla positions and whose compensation is chargeable against the local budget.
   These are classified according to the following:
   a. ***Special Education Fund (SEF) Teachers*** - teachers whose salaries are being paid by the Local School Board Fund (Provincial/City or Municipal) where the school is located.
   b. ***Local Government Unit (LGU) funded Teachers*** – teachers paid out of the general fund (not the SEF) of the LGU.
   c. ***PTA-funded Teachers*** – teachers who receive their salaries through the Parents-Teachers Association (PTA).
   d. ***Others*** – teachers who are being funded by neither one of the above.
2. ***DepEd Subsidized Teachers*** – teachers not having plantilla positions but paid by DepEd through honorarium.
3. ***ALIVE Teachers*** – teachers assigned to teach ALIVE classes.

Reminder: * - Those serving two or more schools simultaneously shall be counted only in the school with the most teaching loads or number of learners handled, in that order.

Table 10. TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2016-2017 (As of June 17, 2016)

Position Title	NATIONALLY-FUNDED PERSONNEL																	
		SCHOOL PLANTILLA ITEMS																
	Number of plantilla items in school per latest PSI-POP	Number of personnel actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				TOTAL (Col.5+Col.6+ Col.7+ Col.11)	Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded personnel working in the school		
							DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL							
		Male	Female	TOTAL								Male	Female	Total	Male (Col.3+Col.13)	Female (Col.4+Col.14)	Total (Col.16+Col.17)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
Vocational School Administrator III																	
Vocational School Administrator II																	
Vocational School Administrator I																	
Principal IV																	
Principal III																	
Principal II																	
Principal I																	
Head Teacher VI																	
Head Teacher V																	
Head Teacher IV																	
Head Teacher III																	
Head Teacher II																	
Head Teacher I																	
Guidance Coordinator																	
Guidance Counselor																	
Senior Bookkeeper																	
Bookkeeper																	
Disbursing Officer II																	
Disbursing Officer I																	
TOTAL																	

Note: For the definitions, please refer to Teaching Personnel Data (Table 11).

Reminder: Totals in column 12 must tally with entries in column 2.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 11. TEACHING PERSONNEL DATA (Nationally-funded), SY 2016-2017 (As of June 17, 2016)

Position Title	NATIONALLY-FUNDED PERSONNEL																		
	Number of plantilla items in school per latest PSI-POP			SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded teachers working in the school		
				Number of teachers actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				TOTAL (Col.5+Col.6+Col.7+ Col.11)						
	As of March 2016	Items Created After March 2016	Total	Male	Female	TOTAL			DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	TOTAL		Male	Female	Total	Male (Col.3+Col.13)	Female (Col.4+Col.14)	Total (Col.16+Col.17)
Col. 1	(2a)	(2b)	(2a+2b) Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
a. Teaching Positions																			
Instructor III																			
Instructor II																			
Instructor I																			
Master Teacher IV																			
Master Teacher III																			
Master Teacher II																			
Master Teacher I																			
Teacher III																			
Teacher II																			
Teacher I																			
Special Science Teacher I																			
SPED Teacher V																			
SPED Teacher IV																			
SPED Teacher III																			
SPED Teacher II																			
SPED Teacher I																			
TOTAL																			
b. Assignment (Number of teachers actually working in the school):																			
Handling Grades 7-10																			
Handling SPED classes																			
Handling Full Time Ancilliary Services																			
TOTAL																			

1. ***Nationally-funded personnel*** - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
2. ***Number of plantilla items in school per latest PSI-POP*** - number of plantilla items allocated to the school.
3. ***Number of teachers actually working in the school*** - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school.
4. ***On leave personnel*** - personnel who are on leave for the whole school year approved by the School Division Superintendent.
5. ***Plantilla item(s) vacant*** - plantilla positions that are unfilled.
6. ***Plantilla personnel detailed to DepEd office(s)/sec. school(s) within the division*** - personnel assigned/designated to the division office or to other secondary schools within the division.
7. ***Plantilla personnel detailed to Elementary school(s) within the division*** - personnel assigned/designated to elementary schools within the division.
8. ***Plantilla personnel detailed to DepEd office(s)/school(s) outside the division or other government agencies*** - personnel assigned/designated to other DepEd office(s)/school(s) outside the division or other government agencies.
9. ***Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)*** - personnel who are actually working in the school but whose items belong from elementary/secondary school(s) or from other DepEd office(s) like the division, regional, central office or from other school division(s).

Reminders:
1. ***In Table 11 $_a$, totals in column 12 must tally with entries in column 2.***
2. ***In Table 11 $_b$, if a teacher is handling two or more assignments, he/she should be counted in his/her assignment where he/she has the most number of loads.***
3. ***In Tables 11 $_a$, totals in column 18 must tally with entries in Table 12 column 7.***
4. ***Totals in Tables 11 $_a$ & 11 $_b$ must tally.***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 12. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2016-2017 (As of June 17, 2016)

Position Title	Carries full-time class teaching load		Assigned part-time to class teaching,		Assigned full-time to ancillary services	TOTAL (Col.2+Col.3+Col.4+ Col.5+Col.6)
	Not assigned to ancillary services	Assigned to ancillary services as additional load	Class teaching 200 min. per day or more	Class teaching less than 200 min. per day		
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Instructor III						
Instructor II						
Instructor I						
Master Teacher IV						
Master Teacher III						
Master Teacher II						
Master Teacher I						
Teacher III						
Teacher II						
Teacher I						
Special Science Teacher I						
SPED Teacher V						
SPED Teacher IV						
SPED Teacher III						
SPED Teacher III						
SPED Teacher I						
TOTAL						

Ancillary services - those rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager, coordinator (ALS, Boy/Girl Scout, etc.), teacher nurse. Class advisorship is not included.

Reminder: Totals in column 7 of this table must be equal to the totals in Table 11 $_a$ (column 18 - Total Nationally-funded teachers working in the school).

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 13. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, BY GRADE LEVEL AND BY SEX (Nationally-funded teachers only), SY 2016-2017 (As of June 17, 2016)

Teaching Assignment	Grade 7		Grade 8		Grade 9		Grade 10	
	Male	Female	Male	Female	Male	Female	Male	Female
English								
Mathematics								
Filipino								
Science								
Araling Panlipunan								
Edukasyon sa Pagpapakatao								
Technology and Livelihood Education								
MAPEH								

Reminder: ***A teacher who is teaching more than one learning area or grade level can be counted more than once.***

Table 14. MOOE ALLOCATION, UTILIZATION AND LIQUIDATION FROM JUNE 2015 TO MARCH 2016

MOOE	Amount in PhP
Allocation	
Utilization	
Liquidation	

1. ***Maintenance and Other Operating Expenses (MOOE)*** - is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities (i.e. electricity and water) that support learning programs and help maintain a safe and healthy environment in schools.
2. ***MOOE Allocation*** - refers to the MOOE provided for the previous calendar year.
3. ***MOOE Utilization*** - refers to the amount of MOOE utilized from the MOOE allocation of the previous calendar year.
4. ***MOOE Liquidation*** - refers to the amount of MOOE liquidated from the MOOE utilized from the MOOE allocation of the previous calendar year.

Box 1. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

1. Electrical Supply Sources:

- ❑ Grid Supply
- ❑ Off Grid Supply
  - ❑ Solar Power
  - ❑ Generator
  - ❑ Others, please specify _____
- ❑ No source of electricity

2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP) _____

3. What is the funding source?

- ❑ School MOOE
- ❑ LGU
- ❑ PTA
- ❑ School Canteen Fund
- ❑ Private Individual/Sector
- ❑ Others, please specify _____

1. ***Grid Supply*** - electricity coming from major or local power distributors (e.g. electric cooperatives, Meralco, etc.).
2. ***Off Grid Supply*** - electricity coming from alternative source of power (e.g. solar power, generator, etc.).
3. ***No source of electricity*** - without existing electrical supply at all.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 15. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2016-2017 (As of June 17, 2016)

Types of Computer	NUMBER OF COMPUTERS BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	Total
Academic Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
Administrative Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
TOTAL								

1. Indicate the number of functional computers according to the following funding sources:

a. DepEd DCP - computers procured through the DepEd Computerization Program.

b. DepEd non-DCP - computers procured through other DepEd downloaded funds.

c. LGU/SEF - computers procured from the Special Education Fund (SEF) and the budgets of Local Government Units (LGU): provincial, municipal or barangay units.

d. PTA - computers funded from the Parents-Teachers Association (PTA).

e. Private Donations - computers donated/procured by private individuals, corporations, alumni associations, non-government organizations, philanthropic organizations or through foreign-assisted funds.

f. Other Government Agencies - computers funded from other government agencies such as DTI, DOST, CICT, etc.

g. Others - computers procured from other sources not listed above.

2. Computer - refers to electronic devices for storing and processing data such as :

a. Desktop - refers to a computer that is designed to be used on a table.

b. Notebook/Netbook - refers to a laptop computer that can easily be transported.

c. Tablet - refers to a portable computer that has a touchscreen feature as the primary means of input.

d. Desktop Virtual Terminal - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host. (Reminder: do not count the computer host).

3. Computer for Academic Use - refers to computer units utilized in the classroom/laboratory as an aid to instruction.

4. Computer for Administrative Use - refers to computer units used for encoding administrative data of the school (e.g. enrolment, attendance, disbursements, financial statements, and other reports).

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 2. DATA ON INTERNET CONNECTIVITY, SY 2016-2017 (As of June 17, 2016)

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, please specify _____

Does the school subscribe to any of the internet service provider/s listed above? ❑ Yes ❑ No

Internet Service Provider (ISP) - refers to the organization that provides services for accessing, using, or participating in the internet.

Table 16. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE, SY 2016-2017 (As of June 17, 2016)

Types of Internet Connection (*Wired, Fixed wireless, satellite, USB Modem*)	**Internet Service Provider** (*Select from available ISPs above*)	**Average Monthly Expense** (*in PhP*)	**Funding Source** (*DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, etc.*)

Indicate the average monthly expense of internet connection by funding source.

1. Types of Internet Connection:

a. Wired - internet connection using the phone lines from the service provider to a client.

b. Fixed wireless - internet connection through radio frequency bands with directional radio antenna on each end of the signal.

c. Satellite - internet connection using satellite dish supplied by an internet provider.

d. USB Modem - internet connection using USB dongle (e.g. SMART Bro, Globe Tattoo).

2. Average Monthly Expense - average cost spent for the internet connection in Philippine Peso.

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 3. SCHOOL SITE DATA, SY 2016-2017 (As of June 17, 2016)

a. Mode of Acquisition of School Site:

Mode	Year Acquired
Donation	
Purchase	
Usufruct Agreement	
Expropriation	
Exchange (Land Swapping)	
Presidential Proclamation/Special Patent	
Others, pls.specify _____	

b. Proof of Ownership and Occupancy:
(Check as appropriate)

- ❑ Original Transfer Certificate of Title
- ❑ Tax Declaration
- ❑ Deed of Absolute Sale
- ❑ Deed of Donation
- ❑ Presidential Proclamation/Special Patent
- ❑ Contract of Usufruct
- ❑ Memorandum of Agreement/Lease Agreement
- ❑ Others, pls.specify _____

c. Legal Ownership Issues:
(Check as appropriate)

- ❑ Adverse Claim
- ❑ Encroachment
- ❑ Others, pls.specify _____

d. Total Land Area ***(in square meters)*** **:** _____

1. ***Mode of Acquisition of School Site*** - refers to the means of acquiring the school site.
   - ***a. Donation*** - includes the four (4) types of donation: .
     - ***a.1. Simple Donation*** - is one whereby a person, through an act of liberality disposes a piece of land in favor of the government
     - ***a.2. Conditional Donation*** - is one which imposes a condition (e.g. "that the land shall be used only for education"). In such case, the property is reverted to the owner when the condition as stipulated in the donation is not met.
     - ***a.3. Inter Vivos Donation*** - is one that is in effect during the lifetime of the donor.
     - ***a.4. Mortis Causa*** - is one that takes effect only after the donor's death. Donations by mortis causa should conform to the formalities required of the last will.
   - ***b. Purchase*** - a school site was acquired by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of Deeds.
   - ***c. Expropriation*** - a school site was acquired by the government through the exercise its power of eminent domain (i.e. by taking private property for public use upon payment of just compensation).
   - ***d. Exchange (Land Swapping)*** - a school site was acquired by exchanging an existing school site for a new site for justifiable reasons as identified by law.
   - ***e. Presidential Proclamation*** - a school site was acquired by virtue of a declaration by the President under the procedures established by law.
2. ***Proof of Ownership and Occupancy*** - this refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.
   - ***a. Original Transfer Certificate of Title*** - a document evidencing the ownership of real property as issued by the Register of Deeds.
   - ***b. Tax Declaration*** - a document issued by the Assessor's Office of the jurisdiction (e.g. city or municipality) evidencing the payment of taxes on the use of the real property.
   - ***c. Deed of Absolute Sale*** - a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
   - ***d. Deed of Donation*** - a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
   - ***e. Presidential Proclamation/ Special Patent*** - a proclamation issued by the President reserving an untitled land for public use.
   - ***f. Contract of Usufruct*** - a document which stipulates that DepEd/school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for educational or designated purposes.
   - ***g. Memorandum of Agreement/Lease Agreement*** - a document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
   - ***h. Others*** - other documents that are competent proof of ownership and occupancy.
3. ***Legal Ownership Issues:***
   - ***a. Adverse Claim*** - a claim to the property against that of one who has either title and/or possession of the property.
   - ***b. Encroachment*** - presence of illegal occupants/informal settlers.
4. ***Total Land Area*** - is the size in square meters of all areas designated as land used for some particular purpose such as school building.

Note: In case, the school head does not have adequate information on the items listed above, the assistance of the Industrial Arts Teacher/Division Physical Facilities Coordinator/Division Project Engineer can be asked.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Division : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 17. DISASTERS/CALAMITIES

For the months of June 2015 to May 2016, which incidents occurred in your school and immediate surroundings?

(If applicable, check under the months that these occurred.)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Landslide	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Storm Surge	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tsunami	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Volcanic Eruption	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Human-Induced Hazards												
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. Please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Result of Disaster Incidences												
School Used as an Evacuation Center	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Note: For the definitions, please see DepEd Order No. 23, s.2014.

Table 18. DISASTER PREPAREDNESS

For the months of June 2015 to May 2016, did the school conduct multi-hazard drills for School Year 2015-201 ❑ Yes ❑ No

If Yes, what type and when? ***(Check as appropriate).***

Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood Evacuation	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 4. SAFE LEARNING FACILITIES, For the months of June 2015 to May 2016
(Check as appropriate)

1. **Does the school conduct Risk Assesment of buildings?** ❑ Yes ❑ No

   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

   Findings of risk assessment:

   ❑ Cracks ❑ Buckling (Beams/Columns)
   ❑ Deterioration ❑ Leaks
   ❑ Destroyed electrical wirings ❑ Others, please specify _____

2. **Does the school conduct regular maintenance of facilities?** ❑ Yes ❑ No

   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

3. **Does the School Head sign the Building Acceptance during turn-over period?** ❑ Yes ❑ No
4. **Are there Multi-storey buildings in your school?** ❑ Yes ❑ No
5. **What multi-storey buildings does the school have?**

   ❑ 2-storey ❑ 3-storey ❑ 4-storey

6. **Are the school facilities sensitive to the needs of persons with disability (e.g. ramp)?** ❑ Yes ❑ No
7. **How many learners dropped due to disasters within the current school year?** _____
8. **Are there classrooms that have been damaged by recent disaster/s?** ❑ Yes ❑ No

   If Yes, please indicate the number of damaged classrooms (major or partial) in the applicable month/s.

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
___	___	___	___	___	___	___	___	___	___	_____	___

9. **Are there classrooms constructed in the current schoolyear as a replacement for the ones totally damaged by recent disaster/s?** ❑ Yes ❑ No
10. **Are there classrooms that underwent or are undergoing repair in the current school year in relation to the recent disaster/s?** ❑ Yes ❑ No

Box 5. DISASTER RISK REDUCTION MANAGEMENT (DRRM), For the months of June 2015 to May 2016
(Check as appropriate)

1. **Have you conducted the annual student-led school watching and hazard mapping?** ❑ Yes ❑ No

   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

2. **Is DRRM integrated in the SIP?** ❑ Yes ❑ No
3. **Have you completed the Promoting Family Earthquake Preparedness?** ❑ Yes ❑ No

   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

4. **Have you taken appropriate actions based on the results of the Promoting Family Earthquake Preparedness?**

   ❑ Yes ❑ No

   If Yes, enumerate the actions:

   _____
   _____
   _____

5. **Have you developed preparedness and contingency plans in case of disaster or emergency?** ❑ Yes ❑ No
6. **Is your school equipped with safety equipment?** ❑ Yes ❑ No

   If Yes, what equipment?

   ❑ Fire extinguisher ❑ First Aid Kit

7. **What DRRM related events/activities do you participate in? (e.g. NDCM, Fire Prevention Month, NSED)?**

   ❑ National Disaster Consciousness Month ❑ National Simultaneous Earthquake Drill
   ❑ Fire Prevention Month ❑ Others, please specify _____

8. **Did you conduct the annual Brigada Eskwela before the opening of this school year?**

   ❑ Parents ❑ Students
   ❑ Teachers ❑ Others, please specify _____

School Head : _____
(Signature over Printed Name)
Position Title : _____ ***Date :*** _____

Head of the Office : _____
(Signature over Printed Name)
Position Title : _____ ***Date :*** _____

Table 19. LEARNING AREAS WITH DRRM-RELATED CONCEPTS, SY 2016-2017

Check the appropriate grade level/s if the DRRM-related concepts were taught in the following learning areas.

Learning areas with DRRM-related concepts	Grade 7	Grade 8	Grade 9	Grade 10
English	❑	❑	❑	❑
Mathematics	❑	❑	❑	❑
Filipino	❑	❑	❑	❑
Science	❑	❑	❑	❑
Araling Panlipunan	❑	❑	❑	❑
Edukasyon sa Pagpapakatao	❑	❑	❑	❑
Technology and Livelihood Education	❑	❑	❑	❑
MAPEH	❑	❑	❑	❑
Extra-curricular activities	❑	❑	❑	❑

Table 20. DRRM / CLIMATE CHANGE ADAPTATION (CCA) TRAINING DATA

Courses and/or Trainings on DRRM and CCA	Number of Teachers	
	Male	Female
DRRM courses and/or trainings in the last 5 years (except psychosocial first aid)		
Psychosocial first aid courses and/or trainings in the last 5 years		
Climate Change Adaptation courses and/or trainings in the last 5 years		

Indicate the number of teachers with plantilla positions, including those with provisional appointments and who are actually performing their specific assignments in the school who have received special courses and/or training on DRRM and CCA related courses as of March 31, 2016.

Reminder: ***If a teacher received more than one training, he/she should be counted once where he/she has the most number of trainings attended.***

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 6. AVAILABILITY OF WATER SUPPLY, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

1. Is there a water source inside the school ground? ❑ Yes ***(Proceed to 1.1)*** ❑ No ***(Skip 1.1 to 1.4 and proceed to 2)***

1.1. Main Water Supply Source:

❑ Piped water from local service provider
❑ Water Well
❑ Natural source
❑ Rainwater Catchments
❑ Others, please specify _____

1.2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP)_____

1.3. Who pays for the Cost of Monthly Bills/Maintenance:

❑ School MOOE
❑ LGU
❑ PTA
❑ School Canteen Fund
❑ Private Individual/Sector
❑ Others, please specify _____

1.4. Is the water source inside the school ground safe to drink? ❑ Yes ❑ No

2. Does the school have mechanism to ensure that the learners have safe drinking water? ❑ Yes ❑ No

2.1. If Yes, what mechanism is used?

❑ Teachers ask the learners to bring their own drinking water to school
❑ Safe water in refillable containers are provided in designated areas within the school
❑ Water from an accessible water source is treated (i.e. boiled, etc)
❑ Others, please specify _____

1. Local piped water - water source coming from local water service providers.
2. Water well - an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.
3. Rainwater catchment - water sourced from rainwater and collected thru a rainwater collector.
4. Natural source - water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via pipes.

Table 21. NUMBER OF EXISTING WASH FACILITIES, SY 2016-2017 (As of June 17, 2016)

Usage	Functional	Non-Functional	Total Number of Facilities
Facilities for group handwashing			
Facilities for individual handwashing			

1. Group handwashing facility - a facility to be used in supervised handwashing and toothbrushing activtity that can accommodate 4 to 10 learners.
2. Individual handwashing facility - a facility in the classroom, drinking points, near toilets, near the canteen, etc that learners can be used for handwashing at critical times.
3. Functional facilities for handwashing - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.
4. Non-functional facilities for handwashing - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 22. HEALTH AND NUTRITION

Number of learners who were vaccinated by the Department of Health in the school this SY 2016-2017 from June 13, 2016 to August 31, 2016

Type of Vaccines	Grade 7		
	Male	Female	Total
Measles Rubella Vaccine			
Tetanus Diptheria			

Box 7. FEEDING PROGRAM, SY 2016-2017 (As of June 17, 2016)

(Check as appropriate)

a. Does the school have a feeding program? ❑ Yes ❑ No

If Yes, what is the funding source of school feeding program?

❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ School-Based Feeding Program (SBFP)

❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund ❑ Others, please specify _____

b. Availability of agriculture and fishery resources in the school :

❑ Gulayan sa Paaralan ❑ Agricultural Crops ❑ Others, please specify _____

❑ Fish Pond ❑ Livestock ❑ None

Does agricultural and fishery in the school used for feeding program? ❑ Yes ❑ No

If Yes, what is the funding source?

❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ Others, please specify _____

❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund

Box 8. FOOD HANDLING, SY 2016-2017 (As of June 17, 2016)

(Check as appropriate)

1. Does the school have a canteen? ❑ Yes ❑ No

1.1. Does the school canteen have a sanitary permit? ❑ Yes ❑ No

1.2. If Yes, please indicate the sanitary permit number and the validity date: _____ _____

Sanitary Permit No. *Validity Date*

Sanitary Permit - is the official document issued by proper authorities to an establishment that has been determined to have met the minimum requirements for the sanitary operation.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Box 9. SOLID WASTE MANAGEMENT, SY 2016-2017 (As of June 17, 2016)

1. Is your school compliant to the Ecological Solid Waste Management Act (RA 9003)? ❑ Yes ❑ No

2. How is the school implementing Solid Waste Management? (Check as appropriate).

- ❑ Composting
- ❑ Designation of trash collection point
- ❑ Poster making and/or slogan making contest
- ❑ Posting of signage
- ❑ Recycling Projects
- ❑ School representative at the Barangay Solid Waste Management Committee
- ❑ Use of paper plates/cups instead of plastic
- ❑ Use of recycled materials are teaching tool
- ❑ Use of reusable food containerts
- ❑ Waste segregation

3. Who are the school stakeholders actively engaged on the implementation of solid waste management? (Check as appropriate).

- ❑ Barangay
- ❑ Community leaders
- ❑ Local business partners
- ❑ Municipal/City government
- ❑ Parents

Box 10. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2016-2017 (As of June 17, 2016)

1. How often are the sanitation facilites cleaned? (Check only one).

- ❑ Daily
- ❑ At least twice a week
- ❑ Once a week
- ❑ Less than once a week

1.1. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount) _____

1.2. Who Pays for the Cost of Monthly Bills/Maintenance (Check as appropriate):

- ❑ School MOOE
- ❑ LGU
- ❑ PTA
- ❑ School Canteen Fund
- ❑ Private Individual/Sector
- ❑ Others, please specify _____

Box 11. MENSTRUAL HYGIENE, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

Does the school have a provision for availability of sanitary pads? ❑ Yes ❑ No

If Yes, where can the learners avail the sanitary pads?

- ❑ School Canteen
- ❑ School Clinic
- ❑ Guidance Office
- ❑ Others, please specify _____

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 23. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2016-2017

For each one-way trip from your school to the specified reference points, indicate the travel cost, travel time, and travel means.

Travel Details	Trip to Division Office	Trip to nearest:				
		Public School		Private School		Municipal Office
		Elementary	Secondary	Elementary	Secondary	
1. Cost (in PhP)						
2. Time (in minutes)						
3. Means (check all applicable)						
a. Walking	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
b. Bicycle/Scooter	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
c. Motorcycle	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
d. Habal-habal/skylab	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
e. Pedicab/trisikad/padyak	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
f. Tricycle/motorcab/trimobile	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
g. Kuliglig	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
h. Jeep/multicab	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
i. Van/car/taxi/minibus/truck	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
j. Bus	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
k. Train	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
l. Raft/boat/ship	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
m. Plane	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
n. Horse/Carabao	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %	❑ ____ %
TOTAL PERCENTAGE	**100** %	❑ **100** %	❑ **100** %	❑ **100** %	❑ **100** %	❑ **100** %

1. Travel Cost - In Pesos, how much does it USUALLY cost to travel from your school to the reference point?

2. Travel Time - How many minutes does it **USUALLY** take to travel from your school to the reference point?

3. Travel Means - Check the box of each means available to travel from your school to the reference point (check all that apply).
Beside each box, indicate what percentage of a USUAL trip from your school to the reference point is spent using that means of travel.
If a means of travel is available but is not used during a USUAL trip to the reference point, write **0**% beside the checkbox.

Reminder: The percentages for each reference point should add up to 100%.

Box 12. SCHOOL LOCATION, SY 2016-2017

Location descriptions for your school: (Check all applicable).

- ❑ Along the highway
- ❑ By the hillside
- ❑ On top of a mountain
- ❑ On a small island*
- ❑ Near the coastline**
- ❑ Near a river or waterway**
- ❑ Near a fautline**
- ❑ Others, please specify _____

Notes: * - an island with an area less than 200 sq. km.
***** - near if within 1.5km from the school***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Box 13. STAKEHOLDER FEEDBACK, SY 2016-2017

a. How much feedback (positive or negative) did the stakeholders provided on school operations and projects?
Use the scale where 0 is no feedback and 4 is a lot of feedback.
(Check as appropriate).

Type of Stakeholder	School Operations					School Projects				
	0	1	2	3	4	0	1	2	3	4
Parents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
LGU	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Division Office	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

b. How much help did the stakeholders provide in terms of providing or loaning equipment and facilities for school operations and projects?
Use the scale where 0 is no help and 4 is a lot of help.
(Check as appropriate).

Type of Stakeholder	School Operations					School Projects				
	0	1	2	3	4	0	1	2	3	4
Parents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
LGU	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Division Office	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Box 14. STAKEHOLDER CONTRIBUTION, SY 2016-2017

a. What percentage of stakeholders invited attend activities relating to school operations and projects?

Type of Stakeholder	Percentage	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

b. How many aggregate hours did stakeholders volunteer for school operations and projects?

Type of Stakeholder	No. of Hours	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

c. How much cash did the stakeholders provided for school operations & projects?

Type of Stakeholder	Cash Amount in PhP	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

d. What is the cash equivalent of stakeholders' contribution in kind for school operations and projects?

Type of Stakeholder	Type of Contribution	Cash Equivalent in PhP	
		School Operations	School Projects
Parents			
LGU			
Division Office			
Others			

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

District ID | Municipality ID | School ID

Republic of the Philippines
DEPARTMENT OF EDUCATION
PLANNING SERVICE
Education Management Information System Division

GOVERNMENT INTEGRATED SCHOOL PROFILE (SENIOR HIGH SCHOOL)

INSTRUCTIONS

This form shall be accomplished by the head of all government integrated schools. In the case of schools with annexes, extensions, etc., a separate school profile shall be accomplished by every annex, extension, etc.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Division Office on or before ***September 26, 2016***.

Important: Read the definitions/instructions found at the bottom of each table before filling up the form. No item should be left blank. Instead, "zero (0)" or "not applicable (n/a) " shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2016-2017

Name of School : _____
(Official name)

_____
(If renamed, please indicate old name.)

Address : ____ _____ _____
 # Street/Sitio/Purok Barangay

_____ _____
Municipality Province/City

Region : _____
Division : _____
School District : _____
Legislative District : _____
Tel. No. : _____
Mobile No. : _____
Fax No. : _____
E-Mail Address : _____
Date of Establishment : _____

Annex/Extension School
(Please check appropriate box if the school is an annex/extension school.)

☐ Yes (Please indicate School ID of the Mother School)
Mother School ID: ☐☐☐☐☐☐

☐ No

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Checked by District Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 1. LEARNERS DATA, SY 2016-2017 (As of June 17, 2016)

Particulars	Academic Track				Arts and Design Track				TVL Track				Sports Track				TOTAL (Grades 11-12)	
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
* Balik-Aral																		
* CCT/4Ps Recipients																		
* Indigenous Peoples Learners																		
* Muslim Learners																		
Transferees In From Other Public Schools																		
Transferees In From Private Schools																		
*** Total Number of Classes**																		

Note: * - Data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***Secondary Enrolment*** - refers to the second stage of compulsory basic education. It consist of four (4) years of ***Junior High School*** education (Grades 7 to 10) and two (2) years of ***Senior High School*** education (Grades 11 to 12).
4. ***Balik-Aral*** - refers to a learner who finished a grade level, stopped schooling and the enrolled in the next grade level after a year or more
5. ***CCT/4Ps Recipient*** - refers to a learner whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or 10 months at P300 per child per month for educational expenses on condition that these children attend school. Maximum of three children per household is allowed. Children should be of school age (6-14). (Source: DepEd memo # 110 s. 2009 "National Implementation of the Pantawid Pamilyang Pilipino Program 4Ps")
6. ***Indigenous Peoples Learner*** - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e.,
8. ***Muslim Learner*** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
9. ***Repeater*** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed
10. ***Transferee from Other Public Schools*** - refers to a learner who was enrolled in another public school the previous school year.
11. ***Transferees from Private Schools*** - refers to a learner who was enrolled in a private school the previous school year.
12. ***Total Number of Classes*** - refers to the number of classes by grade level from Grades 7 to 10.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 2 (JHS Learners Age Profile).

2. Repeater in this table will tally with the totals in Table 3 (JHS Repeaters Age Profile).

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 2. SENIOR HIGH SCHOOL (SHS) AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Below 16						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25 & Above						
TOTAL						

Note: ***SHS Learners Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.***

1. The total enrolment of the school as of June 17, 2016 shall be distributed across grade levels, by single age/age group and by sex.
2. ***Computation of the age of learners*** shall be based on the child's age as of last birthday. Thus, if the learner is 16 years 11 months as of June 17, the age of the learner is counted as 16 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Total Enrolment).

Table 3. SHS REPEATERS AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Below 16						
16						
17						
18						
19						
20						
21						
22						
22						
23 and Above						
TOTAL						

Note: SHS Repeaters Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total repeaters of the school as of June 17, 2016 will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 16 years 11 months as of June 17, the age of the learner is counted as 16 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Repeater).

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Division : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 4. LEARNERS DATA BY TRACK, SY 2016-2017 (As of June 17, 2016)

Enrolment by Track	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Academic Track						
General Academic Strand						
Accounting Business Management Strand						
Science, Technology, Engineering & Mathematics Strand						
Humanities and Social Sciences Strand						
Technical, Vocational and Livelihood (TVL) Specialization						
Home Economics						
ICT						
Agri-Fishery Arts						
Industrial Arts						
Arts and Design Track						
Sports Track						

1. ***Enrolment by Program*** - refers to the number of learners according to programs offered in SHS.
2. **Track**- refers to specific program in SHS a learner may choose based on his/her interest and aspiration. SHS has four (4) tracks, namely: 1) Academic Track; 2) Technical-Vocational-Livehood Track; 3) Arts and Design Track; and 4) Sports Track. A track is further sub-classified
3. **Strand** - Refers to the specialized curricular offerings under a particular track.
4. **Academic Track** - Is the is designed for SHS learners who intend to pursue higher education or careers along four specific strands: 1) Accountancy, Business and Management (ABM) Strand; 2) Science, Technology, Engineering and Mathematics (STEM) Strand; 3) Humanities and Social Sciences (HUMSS) Strand; and 4) General Academic (GA) Strand.
5. **Arts and Design Track** - Is designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or
6. **Sports Track** - Is designed for students who intend to pursue sports-related careers, i.e., athlete development, fitness training, coaching and
7. **Technical-Vocational-Livelihood Track** - Is for SHS learners who intend to pursue careers specializing in vocational learning or technical-vocational livelihood. The Technical-Vocational-Livelihood (TVL) track has four strands: 1) Agri-Fishery Arts Strand; 2) Home Economics

Certified True and Correct by :

School Head **:** _____

(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Verified by the Division Office :

Head of the Office **:** _____

(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Table 5.a LEARNERS DATA IN TECHNICAL, VOCATIONAL AND LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2016-2017 (As of June 17, 2016)

SUBJECT	Grade 11		Grade 12		Total	
	Male	Female	Male	Female	Male	Female
Home Economics						
Attractions and Theme Parks (NC II)						
Barbering (NC II)						
Bartending (NC II)						
Beauty/ Nail Care (NC II)						
Bread and Pastry Production (NC II)						
Caregiving (NC II)						
Commercial Cooking (NC III)						
Cookery (NC II)						
Dressmaking (NC II)						
Events Management Services (NC III)						
Fashion Design (NC III)						
Food and Beverage Services (NC II)						
Front Office Services (NC II)						
Hairdressing (NC II)						
Hairdressing (NC III)						
Handicraft- Basketry, Macrame						
Handicraft- Fashion Accessories, Paper Craft						
Handicraft- Needlecraft						
Handicraft- Woodcraft, Leathercraft						
Housekeeping (NC II)						
Tailoring (NC II)						
Local Guiding Services (NC II)						
Tourism Promotion Services (NC II)						
Travel Services (NC II)						
Wellness Massage (NC II)						
ICT						
Animation (NC II)						
Broadband Installation- Fixed Wireless Systems (NC II)						
Computer Hardware Servicing (NC II)						
Computer Programming (NC IV)						
Contact Center Services (NC II)						
Illustration (NC II)						
Medical Transcription (NC II)						
Technical Drafting (NC II)						
Telecom OSP and Subscriber Line Installation- Copper Cable/ POTS and DSL (NC II)						
Telecom OSP Installation- Fiber Optic Cable (NC II)						

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the : _____

(Signature Over Printed Name)

Position Titl : _____ ***Date :*** _____

Table5.b LEARNERS DATA IN TECHNOLOGY, VOCATIONAL AND LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2016-2017 (As of June 17, 2016)

SUBJECT	Grade 11		Grade 12		Total	
	Male	Female	Male	Female	Male	Female
Agri-Fishery Arts						
Agricultural Crops Production (NC I)						
Agricultural Crops Production (NC II)						
Agricultural Crops Production (NC III)						
Animal Health Care Management (NC III)						
Animal Production (NC II)						
Aquaculture (NC II)						
Artificial Insemination- Ruminants (NC II)						
Artificial Insemination- Swine (NC II)						
Fish Capture (NC II)						
Fish Products Packaging (NC II)						
Fishport/ Wharf Operation (NC I)						
Fishing Gear Repair and Maintenance (NC III)						
Food (Fish) Processing (NC II)						
Horticulture (NC II)						
Horticulture (NC III)						
Landscape Installation and Maintenance (NC II)						
Organic Agriculture (NC II)						
Pest Management (NC II)						
Rice Machinery Operation (NC II)						
Rubber Processing (NC II)						
Rubber Production (NC I)						
Slaughtering Operation (NC II)						
Industrial Arts						
Automotive Servicing (NC I)						
Automotive Servicing (NC II)						
Carpentry (NC II)						
Carpentry (NC III)						
Construction Painting (NC II)						
Consumer Electronics Servicing (NC II)						
Domestic Refrigeration and Airconditioning- DOMRAC Servicing (NC II)						
Driving (NC II)						
Electric Power Distribution Line Construction (NC II)						
Electronic Products Assembly and Servicing (NC II)						
Electrical Installation and Maintenance (NC II)						
Furniture Making- Finishing (NC II)						
Instrumentation and Control Servicing (NC II)						
Gas Metal Arc Welding- GMAW (NC II)						
Gas Tungsten Arc Welding- GTAW (NC II)						
Machining (NC I)						
Machining (NC II)						
Masonry (NC II)						
Mechatronics Servicing (NC II)						
Motorcycle/ Small Engine Servicing (NC II)						
Plumbing (NC I)						
Plumbing (NC II)						
Refrigeration and Air-Conditioning- Packaged Air-Conditioning Unit [PACU]/Commercial Refrigeration Equipment [CRE]						
Shielded Metal Arc Welding (NC I)						
Shielded Metal Arc Welding (NC II)						
Tile Setting (NC II)						
Transmission Line Installation and Maintenance (NC II)						

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the C: _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 6. LEARNERS WITH EXCEPTIONALITIES DATA, SY 2016-2017 (As of June 17, 2016)

Area of Exceptionalities	General Academic Track				TVL Track				Arts and Design Track				Sports Track				TOTAL (Grades 11 - 12)	
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
With Diagnosis from Specialist:																		
Visual Impairment																		
Hearing Impairment																		
Learning Disability																		
Intellectual Disability																		
Autism Spectrum Disorder																		
Emotional-Behavioral Disorder																		
Orthopedic/Physical Handicap																		
Speech/Language Disorder																		
Cerebral Palsy																		
Special Health Problem/Chronic Illness																		
Multiple Disabilities																		
Based on Manifestation:																		
Difficulty Seeing																		
Difficulty Hearing																		
Difficulty Walking, Climbing and Grasping																		
Difficulty Remembering, Concentrating, Paying Attention and Understanding																		
Difficulty Communicating																		
TOTAL																		

Note: The data in this table shall include all enrolled learners with exceptionalites.

Mainstreaming - the placement of a learners with exceptionalities in regular educational programs and given special instruction in specific learning areas.

Areas of Exceptionalities:

1. ***Visual Impairment*** - an impairment in vision that, even with correction, adversely affects a child's educational performance. These includes both partial sight and blindness.
2. ***Hearing Impairment*** - an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance such as deaf or hard of hearing.
3. ***Learning Disability*** - a disorders in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
4. ***Intellectual Disability*** - formerly labeled "mental retardation," is defined as significantly subaverage general intellectual functioning which originates during the developmental period and associated with impairment in adoptive behavior like maturation, learning and social adjustment.
5. ***Autism Spectrum Disorder*** - characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
6. ***Emotional-Behavioral Disorder*** - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (i) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (ii) An inability to
7. ***Orthopedic /Physical Handicap*** - any condition that interferes with a child's ability to use his or her body.
8. ***Speech/Language Disorder*** - a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
9. ***Cerebral Palsy*** - is caused by damage to developing brain either before birth, during or in the first few years of life. The impairment depends on where in the brain the damage occurs.
10. ***Special Health Problem/Chronic Illness*** - chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely
11. ***Multiple Disabilities*** - a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation-blindness or mental retardation-orthopedic impairment.

Reminder: All learners with exceptionalities in secondary level are mainstreamed in the regular classes.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Division : _____ _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____ _____ ***Date*** : _____

Table 7. TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2016-2017 (As of June 17, 2016)

Position Title	NATIONALLY-FUNDED PERSONNEL																
	Number of plantilla items in school per latest PSI-POP	SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			Total Nationally-funded personnel working in the school		
		Number of personnel actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				Total (Col.5+Col.6+Col.7+ Col.11)						
		Male	Female	TOTAL			DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	Total		Male	Female	Total	Male (Col.3+Col.13)	Female (Col.4+Col.14)	Total (Col.16+Col.17)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
Principal IV																	
Principal III																	
Principal II																	
Principal I																	
Assistant Principal II																	
Head Teacher VI																	
Head Teacher V																	
Head Teacher IV																	
School Nurse II																	
Registrar I																	
Administrative Officer II																	
Administrative Assistant I																	
Project Development Officer II																	
Project Development Officer I																	
Guidance Counselor II																	
Disbursing Officer II																	
TOTAL																	

Note: For the definitions, please refer to Teaching Personnel Data (Table 8).

Reminder: Totals in column 12 must tally with entries in column 2.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 8. TEACHING PERSONNEL DATA (Nationally-funded), SY 2016-2017 (As of June 17, 2016)

Position Title	NATIONALLY-FUNDED PERSONNEL																		
	Number of plantilla items in school per latest PSI-POP			SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded teachers working in the school		
				Number teachers actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				Total (Col.5+Col.6+Col.7+ Col.11)						
	As of March 2016	Items Created After March 2016	Total (2a+2b)	Male	Female	Total			DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	Total		Male	Female	Total	Male (Col.3+Col.13)	Female (Col.4+Col.14)	Total (Col.16+Col.17)
Col. 1	(2a)	(2b)	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
Teaching Positions																			
Master Teacher IV																			
Master Teacher III																			
Master Teacher II																			
Master Teacher I																			
Teacher III																			
Teacher II																			
Teacher I																			
Special Teacher I																			
SPED Teacher V																			
SPED Teacher IV																			
SPED Teacher III																			
SPED Teacher II																			
SPED Teacher I																			
TOTAL																			

1. ***Nationally-funded personnel*** - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
2. ***Number of plantilla items in school per latest PSI-POP*** - number of plantilla items allocated to the school.
3. ***Number actually working in the school*** - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school, as of June 6, 2014
4. ***On leave personnel*** - personnel who are on leave for the whole school year approved by the School Division Superintendent.
5. ***Plantilla item(s) vacant*** - plantilla positions that are unfilled as of June 6, 2014.
6. ***Plantilla personnel detailed to DepEd office(s)/sec. school(s) within the division*** - personnel assigned/designated to the division office or to other secondary schools within the division.
7. ***Plantilla personnel detailed to Elementary school(s) within the division*** - personnel assigned/designated to elementary schools within the division.
8. ***Plantilla personnel detailed to DepEd office(s)/school(s) outside the division or other government agencies*** - personnel assigned/designated to other DepEd office(s)/school(s) outside the division or other government agencies.
9. ***Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)*** - personnel who are actually working in the school but whose items belong from elementary/secondary school(s) or from other DepEd office(s) like the division, regional, central office or from other school division(s).

Reminder:
1. ***In Table 9 $_a$, totals in column 12 must tally with entries in column 2.***
2. ***In Table 9 $_b$, if a teacher is handling two or more assignments, he/she should be counted in his/her assignment where he/she has the most number of loads.***
3. ***In Tables 9 $_a$, totals in column 18 must tally with entries in Table 10 column 7.***
4. ***Totals in Tables 9 $_a$ & 9 $_b$ must tally.***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 9. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2016-2017 (As of June 17, 2016)

Position Title	Carries full-time class teaching load		Assigned part-time to class teaching,		Assigned full-time to ancillary services	TOTAL (Col.2+Col.3+Col.4+ Col.5+Col.6)
	Not assigned to ancillary services	Assigned to ancillary services as additional load	Class teaching 200 min. per day or more	Class teaching less than 200 min. per day		
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Master Teacher IV						
Master Teacher III						
Master Teacher II						
Master Teacher I						
Teacher III						
Teacher II						
Teacher I						
Special Science Teacher I						
SPED Teacher V						
SPED Teacher IV						
SPED Teacher III						
SPED Teacher III						
SPED Teacher I						
TOTAL						

Ancillary services - those rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager, coordinator (ALS, Boy/Girl Scout, etc.), teacher nurse. Class advisorship is not included.

Reminder: Totals in column 7 of this table must be equal to the totals in Table 9$_a$ (column 18 - Total Nationally-funded personnel working in the school).

Certified True and Correct by :

School Head **:** _____

(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Verified by the Division Office :

Head of the Office **:** _____

(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Table 10. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, BY GRADE LEVEL AND BY SEX (Nationally-funded teachers only), SY 2016-2017 (As of June 17, 2016)

Teaching Assignment	Grade 11		Grade 12	
	Male	Female	Male	Female
Language				
Oral Communication				
Reading & Writing				
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino				
Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik				
Humanities				
21st Century Literature from the Philippines and the World				
Contemporary Philippine Arts from the Regions				
Communication				
Media & Information Literacy				
Mathematics				
General Mathematics				
Statistics & Probability				
Science				
Earth and Life Science (Lecture and Laboratory)				
Physical Science (Lecture and Laboratory)				
Social Science				
Personal Development / Pansariling Kaunlaran				
Understanding Culture, Society and Politics				
Philosophy				
Introduction to the Philosophy of the Human Person -				
/ Pambungad sa Pilosopiya ng Tao				
PE and Health				
Physical Education and Health				

Reminder: ***A teacher who is teaching more than one learning area or*** grade level can be counted more than once.

Table 11. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT AND BY AREA OF SPECIALIZATION (Nationally-funded teachers only) SY 2016-2017 (As of June 17, 2016)

Teaching Assignment	Graduate Degree Major	Bachelor's Degree Major	Bachelor's Degree Minor	With Special Training	Not their major/ minor	Total
Language						
Humanities						
Communication						
Mathematics						
Science						
Social Science						
Philosophy						
PE and Health						

1. ***With Major/Minor*** - number of teachers who have specialization in the subject area they are teaching.
2. ***Not Their Major/Minor*** - number of teachers who have NO specialization in the subject area they are teaching.

Reminder: A teacher handling more than one subject area can be counted more than once.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office _____

Position Title ____ ***Date :*** _____

Table 12a. NUMBER OF TEACHERS IN THE SCHOOL WITH TESDA NATIONAL QUALIFICATIONS (Nationally-funded teachers only), SY 2016-2017 (As of June 17, 2016)

Teaching Assignment	National Certificate 1	National Certificate 2	National Certificate 3	National Certificate 4	Diploma	Training Management	Total
Home Economics							
Attractions and Theme Parks							
Barbering							
Bartending							
Beauty/ Nail Care							
Bread and Pastry Production							
Caregiving							
Commercial Cooking							
Cookery							
Dressmaking							
Events Management Services							
Fashion Design							
Food and Beverage Services							
Front Office Services							
Hairdressing							
Handicraft- Basketry, Macrame							
Handicraft- Fashion Accessories, Paper Craft							
Handicraft- Needlecraft							
Handicraft- Woodcraft, Leathercraft							
Housekeeping							
Tailoring							
Local Guiding Services							
Tourism Promotion Services							
Travel Services							
Wellness Massage							
Agri-Fishery Arts							
Agricultural Crops Production							
Animal Health Care Management							
Animal Production							
Aquaculture							
Artificial Insemination- Ruminants							
Artificial Insemination- Swine							
Fish Capture							
Fish Products Packaging							
Fishport/ Wharf Operation							
Fishing Gear Repair and Maintenance							
Food (Fish) Processing							
Horticulture							
Landscape Installation and Maintenance							
Organic Agriculture							
Pest Management							
Rice Machinery Operation							
Rubber Processing							
Rubber Production							
Slaughtering Operation							
Others, please specify _____							

Reminder: ***A teacher who is teaching more than one learning area can be counted more than once.***

Certified True and Correct by :

School Head **:** _____

(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Verified by the Division Office :

Head of the Office **:** _____

(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Table 12b. NUMBER OF TEACHERS IN THE SCHOOL WITH TESDA NATIONAL QUALIFICATIONS (Nationally-funded teachers only), SY 2016-2017 (As of June 17, 2016)

Teaching Assignment	National Certificate 1	National Certificate 2	National Certificate 3	National Certificate 4	Diploma	Training Management	Total
Industrial Arts							
Automotive Servicing							
Carpentry							
Construction Painting							
Consumer Electronics Servicing							
Domestic Refrigeration and Airconditioning- DOMRAC Servicing							
Driving							
Electric Power Distribution Line Construction							
Electronic Products Assembly and Servicing							
Electrical Installation and Maintenance							
Furniture Making- Finishing							
Instrumentation and Control Servicing							
Gas Metal Arc Welding- GMAW							
Gas Tungsten Arc Welding- GTAW							
Machining							
Masonry							
Mechatronics Servicing							
Motorcycle/ Small Engine Servicing							
Plumbing							
Refrigeration and Air-Conditioning-							
Shielded Metal Arc Welding							
Tile Setting							
Transmission Line Installation and Maintenance							
Information and Communication Technology (ICT)							
Animation							
Broadband Installation- Fixed Wireless Systems							
Computer Hardware Servicing							
Computer Programming (NC IV)							
Contact Center Services							
Illustration							
Medical Transcription							
Technical Drafting							
Telecom OSP and Subscriber Line Installation- Copper Cable/ POTS and DSL							
Telecom OSP Installation- Fiber Optic Cable							
Others, please specify _____							

Reminder. A teacher who is teaching more than one learning area can be counted more than once.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 13. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2016-2017 (As of June 17, 2016)

Types of Computer	NUMBER OF COMPUTERS BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	Total
Academic Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
Administrative Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
TOTAL								

1. Indicate the number of functional computers according to the following funding sources:

a. DepEd DCP - computers procured through the DepEd Computerization Program.

b. DepEd non-DCP - computers procured through other DepEd downloaded funds.

c. LGU/SEF - computers procured from the Special Education Fund (SEF) and the budgets of Local Government Units (LGU): provincial, municipal or barangay units.

d. PTA - computers funded from the Parents-Teachers Association (PTA).

e. Private Donations - computers donated/procured by private individuals, corporations, alumni associations, non-government organizations, philanthropic organizations or through foreign-assisted funds.

f. Other Government Agencies - computers funded from other government agencies such as DTI, DOST, CICT, etc.

g. Others - computers procured from other sources not listed above.

2. Computer - refers to electronic devices for storing and processing data such as :

a. Desktop - refers to a computer that is designed to be used on a table.

b. Notebook/Netbook - refers to a laptop computer that can easily be transported.

c. Tablet - refers to a portable computer that has a touchscreen feature as the primary means of input.

d. Desktop Virtual Terminal - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host. (Reminder: do not count the computer host)

3. Computer for Academic Use - refers to computer units utilized in the classroom/laboratory as an aid to instruction.

4. Computer for Administrative Use - refers to computer units used for encoding administrative data of the school (e.g. enrolment, attendance, disbursements, financial statements, and other reports).

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Box 1. DATA ON INTERNET CONNECTIVITY, SY 2016-2017 (As of June 17, 2016)

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, please specify _____

Does the school subscribe to any of the internet service provider/s listed above? ❑ Yes ❑ No

Internet Service Provider (ISP) - refers to the organization that provides services for accessing, using, or participating in the internet.

Table 14. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE, SY2016-2017 (As of June 17, 2016)

Types of Connection *(Wired, Fixed wireless, satellite, USB Modem)*	**Internet Service Provider** *(Select from availabe ISPs above)*	**Average Monthly Expense (in PhP)**	**Funding Source** *(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, etc.)*

Indicate the average monthly expense of internet connection by funding source.

1. Types of Internet Connection:

a. Wired - internet connection using the phone lines from the service provider to client.

b. Fixed wireless - internet connection through radio frequency bands with directional radio antenna on each end of the signal.

c. Satellite - internet connection using satellite dish supplied by internet provider.

d. USB Modem - internet connection using USB dongle (e. g. smart bro, globe tattoo).

2. Average Monthly Expense - average cost spend for the internet connection un Philippine Peso.

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 3. SCHOOL SITE DATA, SY 2016-2017 (As of June 17, 2016)

a. Mode of Acquisition of School Site:

Mode	Year Acquired
Donation	
Purchase	
Usufruct Agreement	
Expropriation	
Exchange (Land Swapping)	
Presidential Proclamation/Special Patent	
Others, pls.specify _____	

b. Proof of Ownership and Occupancy:
(Check as appropriate)

- ❑ Original Transfer Certificate of Title
- ❑ Tax Declaration
- ❑ Deed of Absolute Sale
- ❑ Deed of Donation
- ❑ Presidential Proclamation/Special Patent
- ❑ Contract of Usufruct
- ❑ Memorandum of Agreement/Lease Agreement
- ❑ Others, pls.specify _____

c. Legal Ownership Issues:
(Check as appropriate)

- ❑ Adverse Claim
- ❑ Encroachment
- ❑ Others, pls.specify _____

d. Total Land Area (in square meters): _____

1. ***Mode of Acquisition of School Site*** - refers to the means of acquiring the school site.
   - ***a. Donation*** - includes the four (4) types of donation: .
     - ***a.1. Simple Donation*** - is one whereby a person, through an act of liberality disposes a piece of land in favor of the government
     - ***a.2. Conditional Donation*** - is one which imposes a condition (e.g. "that the land shall be used only for education"). In such case, the property is reverted to the owner when the condition as stipulated
     - ***a.3. Inter Vivos Donation*** - is one that is in effect during the lifetime of the donor.
     - ***a.4. Mortis Causa*** - is one that takes effect only after the donor's death. Donations by mortis causa shall conform to the formalities required of the last will.
   - ***b. Purchase*** - a school site was acquired by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of
   - ***c. Expropriation*** - a school site was acquired by the government through the exercise its power of eminent domain (i.e., by taking private property for public use upon payment of just compensation).
   - ***d. Exchange (Land Swapping)*** - a school site was acquired by exchanging an existing school site to a new site for justifiable reasons as identified by law.
   - ***e. Presidential Proclamation*** - a school site was acquired by virtue of a declaration by the President under the procedures established by law.
2. ***Total Land Area*** - is the size in square meters of all areas designated as land used for some particular purpose such as school building.
3. ***Proof of Ownership and Occupancy*** - this refers to any legal and official document that is a competent proof of one's ownership and/or occupancy of the subject property.
   - ***a. Original Transfer Certificate of Title*** - a document evidencing the ownership of real property as issued by the Register of Deeds.
   - ***b. Tax Declaration*** - a document issued by the Assessor's Office of the jurisdiction (e.g., city or municipality) evidencing the payment of taxes on the use of the real property.
   - ***c. Deed of Absolute Sale*** - a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
   - ***d. Deed of Donation*** - a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
   - ***e. Presidential Proclamation/ Special Patent*** - a proclamation issued by the President reserving an untitled land for public use.
   - ***f. Contract of Usufruct*** - a document which stipulates that DepEd/school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for
   - ***g. Memorandum of Agreement/Lease Agreement*** - a document executed by the legal owner/occupant of the land setting forth the conditions on the use of the property.
   - ***h. Others*** - other documents who might be competent proof of ownership and occupancy.
4. ***Legal Ownership Issues:***
   - ***a. Adverse Claim*** - a claim to the property against that of one who has either title and/or possession of the property.
   - ***b. Encroachment*** - presence of illegal occupants/informal settlers.

Note: In case, the school head does not have adequate information on the items listed above, the assistance of the Industrial Arts Teacher/Division Physical Facilities Coordinator/Division Project Engineer can be asked.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 15. DISASTERS/CALAMITIES

For the months of June 2015 to May 2016, which incidents occurred in your school and immediate surroundings?

(If applicable, check under the months that these occurred.)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Landslide	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Storm Surge	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tsunami	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Volcanic Eruption	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Human-Induced Hazards												
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. Please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Result of Disaster Incidences												
School Used as an Evacuation Center	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Note: For the definitions, please see DepEd Order No. 23, s.2014.

Table 16. DISASTER PREPAREDNESS

Did the school conduct multi-hazard drills for School Year 2015-2016? ❑ Yes ❑ No

If Yes, what type and when? (Check as appropriate).

Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood Evacuation	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____

Date : _____

Verified by the Division Office :

Head Office : _____

(Signature Over Printed Name)

Position Title : _____

Date : _____

Box 3. SAFE LEARNING FACILITIES, For the months of June 2015 to May 2016
(Check as appropriate)

1. **Does the school conduct Risk Assesment of buildings?** ❑ Yes ❑ No

   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

   Findings of risk assessment:

   ❑ Cracks ❑ Buckling (Beams/Columns)
   ❑ Deterioration ❑ Leaks
   ❑ Destroyed electrical wirings ❑ Others, please specify _____

2. **Does the school conduct regular maintenance of facilities?** ❑ Yes ❑ No

   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

3. **Does the School Head sign the Building Acceptance during turn-over period?** ❑ Yes ❑ No
4. **Are there Multi-storey buildings in your school?** ❑ Yes ❑ No
5. **What multi-storey buildings does the school have?**

   ❑ 2-storey ❑ 3-storey ❑ 4-storey

6. **Are the school facilities sensitive to the needs of persons with disability (e.g. ramp)?** ❑ Yes ❑ No
7. **How many learners dropped due to disasters within the current school year?** _____
8. **Are there classrooms that have been damaged by recent disaster/s?** ❑ Yes ❑ No

   If Yes, please indicate the number of damaged classrooms (major or partial) in the applicable month/s.

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
___	___	___	___	___	___	___	___	___	___	___	___

9. **Are there classrooms constructed in the current schoolyear as a replacement for the ones totally damaged by recent disaster/s?** ❑ Yes ❑ No
10. **Are there classrooms that underwent or are undergoing repair in the current school year in relation to the recent disaster/s?** ❑ Yes ❑ No

Box 4. DISASTER RISK REDUCTION MANAGEMENT (DRRM), For the months of June 2015 to May 2016
(Check as appropriate)

1. **Have you conducted the annual student-led school watching and hazard mapping?** ❑ Yes ❑ No

   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

2. **Is DRRM integrated in the SIP?** ❑ Yes ❑ No
3. **Have you completed the Promoting Family Earthquake Preparedness?** ❑ Yes ❑ No

   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

4. **Have you taken appropriate actions based on the results of the Promoting Family Earthquake Preparedness?**

   ❑ Yes ❑ No

   If Yes, enumerate the actions:

   _____
   _____
   _____

5. **Have you developed preparedness and contingency plans in case of disaster or emergency?** ❑ Yes ❑ No
6. **Is your school equipped with safety equipment?** ❑ Yes ❑ No

   If Yes, what equipment?

   ❑ Fire extinguisher ❑ First Aid Kit

7. **What DRRM related events/activities do you participate in? (e.g. NDCM, Fire Prevention Month, NSED)?**

   ❑ National Disaster Consciousness Month ❑ National Simultaneous Earthquake Drill
   ❑ Fire Prevention Month ❑ Others, please specify _____

8. **Did you conduct the annual Brigada Eskwela before the opening of this school year?**

   ❑ Parents ❑ Students
   ❑ Teachers ❑ Others, please specify _____

School Head : _____
(Signature over Printed Name)
Position Title : _____ ***Date :*** _____

Head of the Office : _____
(Signature over Printed Name)
Position Title : _____ ***Date :*** _____

Table 17. LEARNING AREAS WITH DRRM-RELATED CONCEPTS, SY 2016-2017

Check the appropriate grade level/s if the DRRM-related concepts were taught in the following learning areas.

Learning areas with DRRM-related concepts	Grade 7	Grade 8	Grade 9	Grade 10
English	❑	❑	❑	❑
Mathematics	❑	❑	❑	❑
Filipino	❑	❑	❑	❑
Science	❑	❑	❑	❑
Araling Panlipunan	❑	❑	❑	❑
Edukasyon sa Pagpapakatao	❑	❑	❑	❑
Technology and Livelihood Education	❑	❑	❑	❑
MAPEH	❑	❑	❑	❑
Extra-curricular activities	❑	❑	❑	❑

Table 18. DRRM / CLIMATE CHANGE ADAPTATION (CCA) TRAINING DATA

Courses and/or Trainings on DRRM and CCA	Number of Teachers	
	Male	Female
DRRM courses and/or trainings in the last 5 years (except psychosocial first aid)		
Psychosocial first aid courses and/or trainings in the last 5 years		
Climate Change Adaptation courses and/or trainings in the last 5 years		

Indicate the number of teachers with plantilla positions, including those with provisional appointments and who are actually performing their specific assignments in the school who have received special courses and/or training on DRRM and CCA related courses as of March 31, 2016.

Reminder: ***If a teacher received more than one training, he/she should be counted once where he/she has the most number of trainings attended.***

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 5. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

1. Electrical Supply Sources:

- ❑ Grid Supply
- ❑ Off Grid Supply
  - ❑ Solar Power
  - ❑ Generator
  - ❑ Others, please specify _____
- ❑ No source of electricity

2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP) _____

3. What is the funding source?

- ❑ School MOOE
- ❑ LGU
- ❑ PTA
- ❑ School Canteen Fund
- ❑ Private Individual/Sector
- ❑ Others, please specify _____

1. ***Grid Supply*** - electricity coming from major or local power distributors (e.g. electric cooperatives, Meralco, etc.).
2. ***Off Grid Supply*** - electricity coming from alternative source of power (e.g. solar power, generator, etc.).
3. ***No source of electricity*** - without existing electrical supply at all.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Box 6. AVAILABILITY OF WATER SUPPLY, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

1. Is there a water source inside the school ground? ❑ Yes ***(Proceed to 1.1)*** ❑ No ***(Skip 1.1 to 1.4 and proceed to 2)***

1.1. Main Water Supply Source:

❑ Piped water from local service provider
❑ Water Well
❑ Natural source
❑ Rainwater Catchments
❑ Others, please specify _____

1.2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP)_____

1.3. Who pays for the Cost of Monthly Bills/Maintenance:

❑ School MOOE
❑ LGU
❑ PTA
❑ School Canteen Fund
❑ Private Individual/Sector
❑ Others, please specify _____

1.4. Is the water source inside the school ground safe to drink? ❑ Yes ❑ No

2. Does the school have mechanism to ensure that the learners have safe drinking water? ❑ Yes ❑ No

2.1. If Yes, what mechanism is used?

❑ Teachers ask the learners to bring their own drinking water to school
❑ Safe water in refillable containers are provided in designated areas within the school
❑ Water from an accessible water source is treated (i.e. boiled, etc)
❑ Others, please specify _____

1. Local piped water - water source coming from local water service providers.
2. Water well - an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.
3. Rainwater catchment - water sourced from rainwater and collected thru a rainwater collector.
4. Natural source - water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via pipes.

Table 19. NUMBER OF EXISTING WASH FACILITIES, SY 2016-2017 (As of June 17, 2016)

Usage	Functional	Non-Functional	Total Number of Facilities
Facilities for group handwashing			
Facilities for individual handwashing			

1. Group handwashing facility - a facility to be used in supervised handwashing and toothbrushing activtity that can accommodate 4 to 10 learners.
2. Individual handwashing facility - a facility in the classroom, drinking points, near toilets, near the canteen, etc that learners can be used for handwashing at critical times.
3. Functional facilities for handwashing - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.
4. Non-functional facilities for handwashing - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Box 7. FEEDING PROGRAM, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

a. Does the school have a feeding program? ❑ Yes ❑ No

If Yes, what is the funding source of school feeding program?

❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ School-Based Feeding Program (SBFP)
❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund ❑ Others, please specify _____

b. Availability of agriculture and fishery resources in the school :

❑ Gulayan sa Paaralan ❑ Agricultural Crops ❑ Others, please specify _____
❑ Fish Pond ❑ Livestock ❑ None

Does agricultural and fishery in the school used for feeding program? ❑ Yes ❑ No

If Yes, what is the funding source?

❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ Others, please specify _____
❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund

Box 10. FOOD HANDLING, SY 2016-2017 (As of June 17, 2016)

1. Does the school have a canteen? ❑ **Yes** ❑ **No**

1.1 Does the school canteen have a sanitary permit? ❑ **Yes** ❑ **No**

1.2 If Yes, please indicate the sanitary permit number and the validity date: _____ _____

Sanitary Permit No. *Validity Date*

Sanitary Permit - is the official document issued by proper authorities to an establishment that has been determined to have met the minimum the sanitary operation.

Certified True and Correct by :

School Head **:** _____
(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Verified by the Division Office :

Head of the Office **:** _____
(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Box 9. SOLID WASTE MANAGEMENT, SY 2016-2017 (As of June 17, 2016)

1. Is your school compliant to the Ecological Solid Waste Management Act (RA 9003)? ❑ Yes ❑ No

2. How is the school implementing Solid Waste Management? (Check as appropriate).

- ❑ Composting
- ❑ Designation of trash collection point
- ❑ Poster making and/or slogan making contest
- ❑ Posting of signage
- ❑ Recycling Projects
- ❑ School representative at the Barangay Solid Waste Management Committee
- ❑ Use of paper plates/cups instead of plastic
- ❑ Use of recycled materials are teaching tool
- ❑ Use of reusable food containerts
- ❑ Waste segregation

3. Who are the school stakeholders actively engaged on the implementation of solid waste management? (Check as appropriate).

- ❑ Barangay
- ❑ Community leaders
- ❑ Local business partners
- ❑ Municipal/City government
- ❑ Parents

Box 10. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2016-2017 (As of June 17, 2016)

1. How often are the sanitation facilites cleaned? (Check only one).

- ❑ Daily
- ❑ At least twice a week
- ❑ Once a week
- ❑ Less than once a week

1.1. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount) _____

1.2. Who Pays for the Cost of Monthly Bills/Maintenance (Check as appropriate):

- ❑ School MOOE
- ❑ LGU
- ❑ PTA
- ❑ School Canteen Fund
- ❑ Private Individual/Sector
- ❑ Others, please specify _____

Box 11. MENSTRUAL HYGIENE, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

Does the school have a provision for availability of sanitary pads? ❑ Yes ❑ No

If Yes, where can the learners avail the sanitary pads?

- ❑ School Canteen
- ❑ School Clinic
- ❑ Guidance Office
- ❑ Others, please specify _____

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 20. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2016-2017

For each one-way trip from your school to the specified reference points, indicate the travel cost, travel time, and travel means.

Travel Details	Trip to Division Office	Trip to nearest:				
		Public School		Private School		Municipal Office
		Elementary	Secondary	Elementary	Secondary	
1. Cost (PhP)						
2. Time (minutes)						
3. Means (check all applicable)						
a. Walking	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
b. Bicycle/Scooter	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
c. Motorcycle	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
d. Habal-habal/skylab	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
e. Pedicab/trisikad/padyak	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
f. Tricycle/motorcab/trimobile	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
g. Kuliglig	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
h. Jeep/multicab	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
i. Van/car/taxi/minibus/truck	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
j. Bus	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
k. Train	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
l. Raft/boat/ship	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
m. Plane	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
n. Horse/Carabao	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
TOTAL PERCENTAGE	**100** %	❑ **100** %	❑ **100** %	❑ **100** %	❑ **100** %	❑ **100** %

1. Travel Cost - In Pesos, how much does it USUALLY cost to travel from your school to the reference point?

2. Travel Time - How many minutes does it **USUALLY** take to travel from your school to the reference point?

3. Travel Means - Check the box of each means available to travel from your school to the reference point (check all that apply).
Beside each box, indicate what percentage of a USUAL trip from your school to the reference point is spent using that means of travel.
If a means of travel is available but is not used during a USUAL trip to the reference point, write **0**% beside the checkbox.

Reminder: The percentages for each reference point should add up to 100%.

Box 12. SCHOOL LOCATION, SY 2016-2017

Location descriptions for your school: (Check all applicable).

- ❑ Along the highway
- ❑ By the hillside
- ❑ On top of a mountain
- ❑ On a small island*
- ❑ Near the coastline**
- ❑ Near a river or waterway**
- ❑ Near a fautline**
- ❑ Others, please specify _____

Notes: * - an island with an area less than 200 sq. km.
***** - near if within 1.5km from the school***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Box 13. STAKEHOLDER FEEDBACK, SY 2016-2017

a. How much feedback (positive or negative) did the stakeholders provided on school operations and projects?
Use the scale where 0 is no feedback and 4 is a lot of feedback.
(Check as appropriate).

Type of Stakeholder	School Operations					School Projects				
	0	1	2	3	4	0	1	2	3	4
Parents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
LGU	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Division Office	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

b. How much help did the stakeholders provide in terms of providing or loaning equipment and facilities for school operations and projects?
Use the scale where 0 is no help and 4 is a lot of help.
(Check as appropriate).

Type of Stakeholder	School Operations					School Projects				
	0	1	2	3	4	0	1	2	3	4
Parents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
LGU	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Division Office	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Box 14. STAKEHOLDER CONTRIBUTION, SY 2016-2017

a. What percentage of stakeholders invited attend activities relating to school operations and projects?

Type of Stakeholder	Percentage	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

c. How much cash did the stakeholders provided for school operations & projects?

Type of Stakeholder	Cash Amount in PhP	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

b. How many aggregate hours did stakeholders volunteer for school operations and projects?

Type of Stakeholder	No. of Hours	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

d. What is the cash equivalent of stakeholders' contribution in kind for school operations and projects?

Type of Stakeholder	Type of Contribution	Cash Equivalent in PhP	
		School Operations	School Projects
Parents			
LGU			
Division Office			
Others			

Certified True and Correct by :

School Head **:** _____
(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Verified by the Division Office :

Head of the Office **:** _____
(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Annex H

Municipality ID	School ID

Republic of the Philippines
DEPARTMENT OF EDUCATION
PLANNING SERVICE
Education Management Information System Division

GOVERNMENT SENIOR HIGH SCHOOL (SHS) PROFILE

INSTRUCTIONS

This form shall be accomplished by the head of all government senior high schools. In the case of schools with annexes, extensions, etc., a separate school profile form shall be accomplished by every annex, extension, etc.

The head of the school shall sign the forms certifying to the correctness of the data, and shall be responsible and accountable for any inaccuracy or false data/information reported. He/She shall submit the accomplished forms to the respective Division Office on or before **September 26, 2016**.

Important: Read the definitions/instructions found at the bottom of each table before filling up the form. No item should be left blank. Instead, "zero (0)" or "not applicable (n/a) " shall be written. Shaded boxes shall not be filled.

SCHOOL INFORMATION
SY 2016-2017

Name of School : _____
(Official name)

_____
(If renamed, please indicate old name.)

Address : ____ _____ _____
*Street/Sitio/Purok* *Barangay*

_____ _____
Municipality *Province/City*

Region : _____
Division : _____
Legislative District : _____
Tel. No. : _____
Mobile No. : _____
Fax No. : _____
E-Mail Address : _____
Date of Establishment : _____

Implementing Unit
(Please check appropriate box if the school has book of accounts or has fiscal autonomy.)
☐ Yes ☐ No

Night Classes
(Please check appropriate box if the school is offering night classes.)
☐ Yes ☐ No

Annex/Extension School
(Please check appropriate box if the school is an annex/extension school.)
☐ Yes (Please indicate School ID of the Mother School)
Mother School ID: ☐☐☐☐☐☐
☐ No

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 1. LEARNERS DATA, SY 2016-2017 (As of June 17, 2016)

Particulars	Academic Track				Arts and Design Track				TVL Track				Sports Track				TOTAL (Grades 11-12)	
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
TOTAL ENROLMENT																		
* Balik-Aral																		
* CCT/4Ps Recipients																		
* Indigenous Peoples Learners																		
* Muslim Learners																		
Transferees In From Other Public Schools																		
Transferees In From Private Schools																		
*** Total Number of Classes**																		

Note: * - Data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. ***Learner*** - refers to an individual who may be enrolled in one or multiple programs.
2. ***Total Enrolment*** - refers to the total number of learners enrolled in the school regardless of program.
3. ***Secondary Enrolment*** - refers to the second stage of compulsory basic education. It consist of four (4) years of ***Junior High School*** education (Grades 7 to 10) and two (2) years of ***Senior High School*** education (Grades 11 to 12).
4. ***Balik-Aral*** - refers to a learner who finished a grade level, stopped schooling and the enrolled in the next grade level after a year or more
5. ***CCT/4Ps Recipient*** - refers to a learner whose families are included in the Conditional Cash Transfer (CCT) under the Pantawid Pamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or 10 months at P300 per child per month for educational expenses on condition that these children attend school. Maximum of three children per household is allowed. Children should be of school age (6-14). (Source: DepEd memo # 110 s. 2009 "National Implementation of the Pantawid Pamilyang Pilipino Program 4Ps")
6. ***Indigenous Peoples Learner*** - refers to a learner born of either or both parents who are IP as defined in RA 8371 Indigenous Peoples Republic Act of 1997 (i.e.,
8. ***Muslim Learner*** - refers to a learner who is born of either or both parents practicing the Islam religion or faith.
9. ***Repeater*** - refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where he/she left or failed.
10. ***Transferee from Other Public Schools*** - refers to a learner who was enrolled in another public school the previous school year.
11. ***Transferees from Private Schools*** - refers to a learner who was enrolled in a private school the previous school year.
12. ***Total Number of Classes*** - refers to the number of classes by grade level from Grades 7 to 10.

Reminders: 1. Total Enrolment in this table will tally with the totals in Table 2 (JHS Learners Age Profile).

2. Repeater in this table will tally with the totals in Table 3 (JHS Repeaters Age Profile).

Certified True and Correct by :
School Head : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Verified by the Division Office :
Head of the Office : _____
(Signature Over Printed Name)
Position Title : _____ ***Date :*** _____

Table 2. SENIOR HIGH SCHOOL (SHS) AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Below 16						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25 & Above						
TOTAL						

Note: ***SHS Learners Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.***

1. The total enrolment of the school as of June 17, 2016 shall be distributed across grade levels, by single age/age group and by sex.
2. ***Computation of the age of learners*** shall be based on the child's age as of last birthday. Thus, if the learner is 16 years 11 months as of June 17, the age of the learner is counted as 16 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Total Enrolment).

Table 3. SHS REPEATERS AGE PROFILE, SY 2016-2017 (As of June 17, 2016)

Age	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Below 16						
16						
17						
18						
19						
20						
21						
22						
22						
23 and Above						
TOTAL						

Note: SHS Repeaters Age Profile data is FINAL based on Learners Information System for Beginning of the School Year 2016-2017.

1. The total repeaters of the school as of June 17, 2016 will be distributed across grade levels, by single age or age group and by sex.
2. ***Computation of the age of learners*** will be based on the child's age as of last birthday. Thus, if the learner is 16 years 11 months as of June 17, the age of the learner is counted as 16 years.

Reminder: Totals in this table will tally with the totals in Table 1 (Repeater).

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Division : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 4. LEARNERS DATA BY TRACK, SY 2016-2017 (As of June 17, 2016)

Enrolment by Track	Grade 11		Grade 12		TOTAL (Grades 11-12)	
	Male	Female	Male	Female	Male	Female
Academic Track						
General Academic Strand						
Accounting Business Management Strand						
Science, Technology, Engineering & Mathematics Strand						
Humanities and Social Sciences Strand						
Technical, Vocational and Livelihood (TVL) Specialization						
Home Economics						
ICT						
Agri-Fishery Arts						
Industrial Arts						
Arts and Design Track						
Sports Track						

1. ***Enrolment by Program*** - refers to the number of learners according to programs offered in SHS.
2. **Track**- refers to specific program in SHS a learner may choose based on his/her interest and aspiration. SHS has four (4) tracks, namely: 1) Academic Track; 2) Technical-Vocational-Livehood Track; 3) Arts and Design Track; and 4) Sports Track. A track is further sub-classified
3. **Strand** - Refers to the specialized curricular offerings under a particular track.
4. **Academic Track** - Is the is designed for SHS learners who intend to pursue higher education or careers along four specific strands: 1) Accountancy, Business and Management (ABM) Strand; 2) Science, Technology, Engineering and Mathematics (STEM) Strand; 3) Humanities and Social Sciences (HUMSS) Strand; and 4) General Academic (GA) Strand.
5. **Arts and Design Track** - Is designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or
6. **Sports Track** - Is designed for students who intend to pursue sports-related careers, i.e., athlete development, fitness training, coaching and
7. **Technical-Vocational-Livelihood Track** - Is for SHS learners who intend to pursue careers specializing in vocational learning or technical-vocational livelihood. The Technical-Vocational-Livelihood (TVL) track has four strands: 1) Agri-Fishery Arts Strand; 2) Home Economics

Certified True and Correct by :

School Head **:** _____

(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Verified by the Division Office :

Head of the Office **:** _____

(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Table 5.a LEARNERS DATA IN TECHNICAL, VOCATIONAL AND LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2016-2017 (As of June 17, 2016)

SUBJECT	Grade 11		Grade 12		Total	
	Male	Female	Male	Female	Male	Female
Home Economics						
Attractions and Theme Parks (NC II)						
Barbering (NC II)						
Bartending (NC II)						
Beauty/ Nail Care (NC II)						
Bread and Pastry Production (NC II)						
Caregiving (NC II)						
Commercial Cooking (NC III)						
Cookery (NC II)						
Dressmaking (NC II)						
Events Management Services (NC III)						
Fashion Design (NC III)						
Food and Beverage Services (NC II)						
Front Office Services (NC II)						
Hairdressing (NC II)						
Hairdressing (NC III)						
Handicraft- Basketry, Macrame						
Handicraft- Fashion Accessories, Paper Craft						
Handicraft- Needlecraft						
Handicraft- Woodcraft, Leathercraft						
Housekeeping (NC II)						
Tailoring (NC II)						
Local Guiding Services (NC II)						
Tourism Promotion Services (NC II)						
Travel Services (NC II)						
Wellness Massage (NC II)						
ICT						
Animation (NC II)						
Broadband Installation- Fixed Wireless Systems (NC II)						
Computer Hardware Servicing (NC II)						
Computer Programming (NC IV)						
Contact Center Services (NC II)						
Illustration (NC II)						
Medical Transcription (NC II)						
Technical Drafting (NC II)						
Telecom OSP and Subscriber Line Installation- Copper Cable/ POTS and DSL (NC II)						
Telecom OSP Installation- Fiber Optic Cable (NC II)						

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the : _____

(Signature Over Printed Name)

Position Titl : _____ ***Date :*** _____

Table5.b LEARNERS DATA IN TECHNOLOGY, VOCATIONAL AND LIVELIHOOD (TVL) TRACK SPECIALIZATIONS, SY 2016-2017 (As of June 17, 2016)

SUBJECT	Grade 11		Grade 12		Total	
	Male	Female	Male	Female	Male	Female
Agri-Fishery Arts						
Agricultural Crops Production (NC I)						
Agricultural Crops Production (NC II)						
Agricultural Crops Production (NC III)						
Animal Health Care Management (NC III)						
Animal Production (NC II)						
Aquaculture (NC II)						
Artificial Insemination- Ruminants (NC II)						
Artificial Insemination- Swine (NC II)						
Fish Capture (NC II)						
Fish Products Packaging (NC II)						
Fishport/ Wharf Operation (NC I)						
Fishing Gear Repair and Maintenance (NC III)						
Food (Fish) Processing (NC II)						
Horticulture (NC II)						
Horticulture (NC III)						
Landscape Installation and Maintenance (NC II)						
Organic Agriculture (NC II)						
Pest Management (NC II)						
Rice Machinery Operation (NC II)						
Rubber Processing (NC II)						
Rubber Production (NC I)						
Slaughtering Operation (NC II)						
Industrial Arts						
Automotive Servicing (NC I)						
Automotive Servicing (NC II)						
Carpentry (NC II)						
Carpentry (NC III)						
Construction Painting (NC II)						
Consumer Electronics Servicing (NC II)						
Domestic Refrigeration and Airconditioning- DOMRAC Servicing (NC II)						
Driving (NC II)						
Electric Power Distribution Line Construction (NC II)						
Electronic Products Assembly and Servicing (NC II)						
Electrical Installation and Maintenance (NC II)						
Furniture Making- Finishing (NC II)						
Instrumentation and Control Servicing (NC II)						
Gas Metal Arc Welding- GMAW (NC II)						
Gas Tungsten Arc Welding- GTAW (NC II)						
Machining (NC I)						
Machining (NC II)						
Masonry (NC II)						
Mechatronics Servicing (NC II)						
Motorcycle/ Small Engine Servicing (NC II)						
Plumbing (NC I)						
Plumbing (NC II)						
Refrigeration and Air-Conditioning- Packaged Air-Conditioning Unit [PACU]/Commercial Refrigeration Equipment [CRE]						
Shielded Metal Arc Welding (NC I)						
Shielded Metal Arc Welding (NC II)						
Tile Setting (NC II)						
Transmission Line Installation and Maintenance (NC II)						

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the C: _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 6. LEARNERS WITH EXCEPTIONALITIES DATA, SY 2016-2017 (As of June 17, 2016)

Area of Exceptionalities	General Academic Track				TVL Track				Arts and Design Track				Sports Track				TOTAL (Grades 11 - 12)	
	Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12		Grade 11		Grade 12			
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
With Diagnosis from Specialist:																		
Visual Impairment																		
Hearing Impairment																		
Learning Disability																		
Intellectual Disability																		
Autism Spectrum Disorder																		
Emotional-Behavioral Disorder																		
Orthopedic/Physical Handicap																		
Speech/Language Disorder																		
Cerebral Palsy																		
Special Health Problem/Chronic Illness																		
Multiple Disabilities																		
Based on Manifestation:																		
Difficulty Seeing																		
Difficulty Hearing																		
Difficulty Walking, Climbing and Grasping																		
Difficulty Remembering, Concentrating, Paying Attention and Understanding																		
Difficulty Communicating																		
TOTAL																		

Note: The data in this table shall include all enrolled learners with exceptionalites.

Mainstreaming - the placement of a learners with exceptionalities in regular educational programs and given special instruction in specific learning areas.

Areas of Exceptionalities:

1. ***Visual Impairment*** - an impairment in vision that, even with correction, adversely affects a child's educational performance. These includes both partial sight and blindness.
2. ***Hearing Impairment*** - an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance such as deaf or hard of hearing.
3. ***Learning Disability*** - a disorders in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
4. ***Intellectual Disability*** - formerly labeled "mental retardation," is defined as significantly subaverage general intellectual functioning which originates during the developmental period and associated with impairment in adoptive behavior like maturation, learning and social adjustment.
5. ***Autism Spectrum Disorder*** - characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
6. ***Emotional-Behavioral Disorder*** - a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (i) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (ii) An inability to
7. ***Orthopedic /Physical Handicap*** - any condition that interferes with a child's ability to use his or her body.
8. ***Speech/Language Disorder*** - a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
9. ***Cerebral Palsy*** - is caused by damage to developing brain either before birth, during or in the first few years of life. The impairment depends on where in the brain the damage occurs.
10. ***Special Health Problem/Chronic Illness*** - chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and adversely
11. ***Multiple Disabilities*** - a combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation-blindness or mental retardation-orthopedic impairment.

Reminder: All learners with exceptionalities in secondary level are mainstreamed in the regular classes.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Division : _____ _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____ _____ ***Date*** : _____

Table 7. TEACHING RELATED AND NON-TEACHING PERSONNEL DATA (Nationally-funded), SY 2016-2017 (As of June 17, 2016)

Position Title	NATIONALLY-FUNDED PERSONNEL																
	Number of plantilla items in school per latest PSI-POP	SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			Total Nationally-funded personnel working in the school		
		Number of personnel actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				Total (Col.5+Col.6+Col.7+ Col.11)						
		Male	Female	TOTAL			DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	Total		Male	Female	Total	Male (Col.3+Col.13)	Female (Col.4+Col.14)	Total (Col.16+Col.17)
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
Principal IV																	
Principal III																	
Principal II																	
Principal I																	
Assistant Principal II																	
Head Teacher VI																	
Head Teacher V																	
Head Teacher IV																	
School Nurse II																	
Registrar I																	
Administrative Officer II																	
Administrative Assistant I																	
Project Development Officer II																	
Project Development Officer I																	
Guidance Counselor II																	
Disbursing Officer II																	
TOTAL																	

Note: For the definitions, please refer to Teaching Personnel Data (Table 8).

Reminder: Totals in column 12 must tally with entries in column 2.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 8. TEACHING PERSONNEL DATA (Nationally-funded), SY 2016-2017 (As of June 17, 2016)

Position Title	NATIONALLY-FUNDED PERSONNEL																		
	Number of plantilla items in school per latest PSI-POP			SCHOOL PLANTILLA ITEMS										Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)			TOTAL Nationally-funded teachers working in the school		
				Number teachers actually working in the school			On leave	Plantilla item(s) vacant	Plantilla personnel detailed to				Total (Col.5+Col.6+Col.7+ Col.11)						
	As of March 2016	Items Created After March 2016	Total (2a+2b)	Male	Female	Total			DepEd office(s)/ sec. school(s) within the division	Elementary school(s) within the division	DepEd office(s)/ school(s) outside the division or other government agencies	Total		Male	Female	Total	Male (Col.3+Col.13)	Female (Col.4+Col.14)	Total (Col.16+Col.17)
Col. 1	(2a)	(2b)	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12	Col. 13	Col. 14	Col. 15	Col. 16	Col. 17	Col. 18
Teaching Positions																			
Master Teacher IV																			
Master Teacher III																			
Master Teacher II																			
Master Teacher I																			
Teacher III																			
Teacher II																			
Teacher I																			
Special Teacher I																			
SPED Teacher V																			
SPED Teacher IV																			
SPED Teacher III																			
SPED Teacher II																			
SPED Teacher I																			
TOTAL																			

1. ***Nationally-funded personnel*** - teaching, teaching-related and non-teaching personnel having plantilla positions, including those with provisional appointments.
2. ***Number of plantilla items in school per latest PSI-POP*** - number of plantilla items allocated to the school.
3. ***Number actually working in the school*** - teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school, as of June 6, 2014
4. ***On leave personnel*** - personnel who are on leave for the whole school year approved by the School Division Superintendent.
5. ***Plantilla item(s) vacant*** - plantilla positions that are unfilled as of June 6, 2014.
6. ***Plantilla personnel detailed to DepEd office(s)/sec. school(s) within the division*** - personnel assigned/designated to the division office or to other secondary schools within the division.
7. ***Plantilla personnel detailed to Elementary school(s) within the division*** - personnel assigned/designated to elementary schools within the division.
8. ***Plantilla personnel detailed to DepEd office(s)/school(s) outside the division or other government agencies*** - personnel assigned/designated to other DepEd office(s)/school(s) outside the division or other government agencies.
9. ***Plantilla personnel borrowed/detailed from other school(s)/ DepEd office(s)*** - personnel who are actually working in the school but whose items belong from elementary/secondary school(s) or from other DepEd office(s) like the division, regional, central office or from other school division(s).

Reminder:
1. ***In Table 9 $_a$, totals in column 12 must tally with entries in column 2.***
2. ***In Table 9 $_b$, if a teacher is handling two or more assignments, he/she should be counted in his/her assignment where he/she has the most number of loads.***
3. ***In Tables 9 $_a$, totals in column 18 must tally with entries in Table 10 column 7.***
4. ***Totals in Tables 9 $_a$ & 9 $_b$ must tally.***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 9. TEACHER ASSIGNMENTS (Nationally-funded teachers working in the school), SY 2016-2017 (As of June 17, 2016)

Position Title	Carries full-time class teaching load		Assigned part-time to class teaching,		Assigned full-time to ancillary services	TOTAL (Col.2+Col.3+Col.4+ Col.5+Col.6)
	Not assigned to ancillary services	Assigned to ancillary services as additional load	Class teaching 200 min. per day or more	Class teaching less than 200 min. per day		
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7
Master Teacher IV						
Master Teacher III						
Master Teacher II						
Master Teacher I						
Teacher III						
Teacher II						
Teacher I						
Special Science Teacher I						
SPED Teacher V						
SPED Teacher IV						
SPED Teacher III						
SPED Teacher III						
SPED Teacher I						
TOTAL						

Ancillary services - those rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager, coordinator (ALS, Boy/Girl Scout, etc.), teacher nurse. Class advisorship is not included.

Reminder: Totals in column 7 of this table must be equal to the totals in Table 9$_a$ (column 18 - Total Nationally-funded personnel working in the school).

Certified True and Correct by :

School Head **:** _____

(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Verified by the Division Office :

Head of the Office **:** _____

(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Table 10. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT, BY GRADE LEVEL AND BY SEX (Nationally-funded teachers only), SY 2016-2017 (As of June 17, 2016)

Teaching Assignment	Grade 11		Grade 12	
	Male	Female	Male	Female
Language				
Oral Communication				
Reading & Writing				
Komunikasyon at Pananaliksik sa Wika at Kulturang Pilipino				
Pagbasa at Pagsusuri ng Iba't Ibang Teksto Tungo sa Pananaliksik				
Humanities				
21st Century Literature from the Philippines and the World				
Contemporary Philippine Arts from the Regions				
Communication				
Media & Information Literacy				
Mathematics				
General Mathematics				
Statistics & Probability				
Science				
Earth and Life Science (Lecture and Laboratory)				
Physical Science (Lecture and Laboratory)				
Social Science				
Personal Development / Pansariling Kaunlaran				
Understanding Culture, Society and Politics				
Philosophy				
Introduction to the Philosophy of the Human Person -				
/ Pambungad sa Pilosopiya ng Tao				
PE and Health				
Physical Education and Health				

Reminder: ***A teacher who is teaching more than one learning area or*** grade level can be counted more than once.

Table 11. NUMBER OF TEACHERS BY TEACHING ASSIGNMENT AND BY AREA OF SPECIALIZATION (Nationally-funded teachers only) SY 2016-2017 (As of June 17, 2016)

Teaching Assignment	Graduate Degree Major	Bachelor's Degree Major	Bachelor's Degree Minor	With Special Training	Not their major/ minor	Total
Language						
Humanities						
Communication						
Mathematics						
Science						
Social Science						
Philosophy						
PE and Health						

1. ***With Major/Minor*** - number of teachers who have specialization in the subject area they are teaching.
2. ***Not Their Major/Minor*** - number of teachers who have NO specialization in the subject area they are teaching.

Reminder: A teacher handling more than one subject area can be counted more than once.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office _____

Position Title ____ ***Date :*** _____

Table 12a. NUMBER OF TEACHERS IN THE SCHOOL WITH TESDA NATIONAL QUALIFICATIONS (Nationally-funded teachers only), SY 2016-2017 (As of June 17, 2016)

Teaching Assignment	National Certificate 1	National Certificate 2	National Certificate 3	National Certificate 4	Diploma	Training Management	Total
Home Economics							
Attractions and Theme Parks							
Barbering							
Bartending							
Beauty/ Nail Care							
Bread and Pastry Production							
Caregiving							
Commercial Cooking							
Cookery							
Dressmaking							
Events Management Services							
Fashion Design							
Food and Beverage Services							
Front Office Services							
Hairdressing							
Handicraft- Basketry, Macrame							
Handicraft- Fashion Accessories, Paper Craft							
Handicraft- Needlecraft							
Handicraft- Woodcraft, Leathercraft							
Housekeeping							
Tailoring							
Local Guiding Services							
Tourism Promotion Services							
Travel Services							
Wellness Massage							
Agri-Fishery Arts							
Agricultural Crops Production							
Animal Health Care Management							
Animal Production							
Aquaculture							
Artificial Insemination- Ruminants							
Artificial Insemination- Swine							
Fish Capture							
Fish Products Packaging							
Fishport/ Wharf Operation							
Fishing Gear Repair and Maintenance							
Food (Fish) Processing							
Horticulture							
Landscape Installation and Maintenance							
Organic Agriculture							
Pest Management							
Rice Machinery Operation							
Rubber Processing							
Rubber Production							
Slaughtering Operation							
Others, please specify _____							

Reminder: ***A teacher who is teaching more than one learning area can be counted more than once.***

Certified True and Correct by :

School Head **:** _____

(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Verified by the Division Office :

Head of the Office **:** _____

(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Table 12b. NUMBER OF TEACHERS IN THE SCHOOL WITH TESDA NATIONAL QUALIFICATIONS (Nationally-funded teachers only), SY 2016-2017 (As of June 17, 2016)

Teaching Assignment	National Certificate 1	National Certificate 2	National Certificate 3	National Certificate 4	Diploma	Training Management	Total
Industrial Arts							
Automotive Servicing							
Carpentry							
Construction Painting							
Consumer Electronics Servicing							
Domestic Refrigeration and Airconditioning- DOMRAC Servicing							
Driving							
Electric Power Distribution Line Construction							
Electronic Products Assembly and Servicing							
Electrical Installation and Maintenance							
Furniture Making- Finishing							
Instrumentation and Control Servicing							
Gas Metal Arc Welding- GMAW							
Gas Tungsten Arc Welding- GTAW							
Machining							
Masonry							
Mechatronics Servicing							
Motorcycle/ Small Engine Servicing							
Plumbing							
Refrigeration and Air-Conditioning-							
Shielded Metal Arc Welding							
Tile Setting							
Transmission Line Installation and Maintenance							
Information and Communication Technology (ICT)							
Animation							
Broadband Installation- Fixed Wireless Systems							
Computer Hardware Servicing							
Computer Programming (NC IV)							
Contact Center Services							
Illustration							
Medical Transcription							
Technical Drafting							
Telecom OSP and Subscriber Line Installation- Copper Cable/ POTS and DSL							
Telecom OSP Installation- Fiber Optic Cable							
Others, please specify _____							

Reminder. A teacher who is teaching more than one learning area can be counted more than once.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Table 13. NUMBER OF FUNCTIONAL COMPUTERS IN THE SCHOOL BY FUNDING SOURCE, SY 2016-2017 (As of June 17, 2016)

Types of Computer	NUMBER OF COMPUTERS BY FUNDING SOURCE							
	DepEd DCP	DepEd non-DCP	LGU/SEF	PTA	Private Donations	Other Government Agencies	Others	Total
Academic Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
Administrative Use								
Desktop								
Notebook/Netbook								
Tablet								
Desktop Virtual Terminal								
TOTAL								

1. Indicate the number of functional computers according to the following funding sources:

a. DepEd DCP - computers procured through the DepEd Computerization Program.

b. DepEd non-DCP - computers procured through other DepEd downloaded funds.

c. LGU/SEF - computers procured from the Special Education Fund (SEF) and the budgets of Local Government Units (LGU): provincial, municipal or barangay units.

d. PTA - computers funded from the Parents-Teachers Association (PTA).

e. Private Donations - computers donated/procured by private individuals, corporations, alumni associations, non-government organizations, philanthropic organizations or through foreign-assisted funds.

f. Other Government Agencies - computers funded from other government agencies such as DTI, DOST, CICT, etc.

g. Others - computers procured from other sources not listed above.

2. Computer - refers to electronic devices for storing and processing data such as :

a. Desktop - refers to a computer that is designed to be used on a table.

b. Notebook/Netbook - refers to a laptop computer that can easily be transported.

c. Tablet - refers to a portable computer that has a touchscreen feature as the primary means of input.

d. Desktop Virtual Terminal - refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host. (Reminder: do not count the computer host)

3. Computer for Academic Use - refers to computer units utilized in the classroom/laboratory as an aid to instruction.

4. Computer for Administrative Use - refers to computer units used for encoding administrative data of the school (e.g. enrolment, attendance, disbursements, financial statements, and other reports).

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office :

Head of the Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date :*** _____

Box 1. DATA ON INTERNET CONNECTIVITY, SY 2016-2017 (As of June 17, 2016)

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, please specify _____

Does the school subscribe to any of the internet service provider/s listed above? ❑ Yes ❑ No

Internet Service Provider (ISP) - refers to the organization that provides services for accessing, using, or participating in the internet.

Table 14. AVERAGE MONTHLY EXPENSE (IN PESOS) OF INTERNET CONNECTION BY FUNDING SOURCE, SY2016-2017 (As of June 17, 2016)

Types of Connection *(Wired, Fixed wireless, satellite, USB Modem)*	**Internet Service Provider** *(Select from availabe ISPs above)*	**Average Monthly Expense (in PhP)**	**Funding Source** *(DepEd DICP, MOOE, School Funds, LGU/SEF, PTA, Private Donations, Other Government Agencies, etc.)*

Indicate the average monthly expense of internet connection by funding source.

1. Types of Internet Connection:

a. Wired - internet connection using the phone lines from the service provider to client.

b. Fixed wireless - internet connection through radio frequency bands with directional radio antenna on each end of the signal.

c. Satellite - internet connection using satellite dish supplied by internet provider.

d. USB Modem - internet connection using USB dongle (e. g. smart bro, globe tattoo).

2. Average Monthly Expense - average cost spend for the internet connection un Philippine Peso.

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 3. SCHOOL SITE DATA, SY 2016-2017 (As of June 17, 2016)

a. Mode of Acquisition of School Site:

Mode	Year Acquired
Donation	
Purchase	
Usufruct Agreement	
Expropriation	
Exchange (Land Swapping)	
Presidential Proclamation/Special Patent	
Others, pls.specify _____	

b. Proof of Ownership and Occupancy:
(Check as appropriate)

- ❑ Original Transfer Certificate of Title
- ❑ Tax Declaration
- ❑ Deed of Absolute Sale
- ❑ Deed of Donation
- ❑ Presidential Proclamation/Special Patent
- ❑ Contract of Usufruct
- ❑ Memorandum of Agreement/Lease Agreement
- ❑ Others, pls.specify _____

c. Legal Ownership Issues:
(Check as appropriate)

- ❑ Adverse Claim
- ❑ Encroachment
- ❑ Others, pls.specify _____

d. Total Land Area (in square meters): _____

1. ***Mode of Acquisition of School Site*** - refers to the means of acquiring the school site.
   - ***a. Donation*** - includes the four (4) types of donation: .
     - ***a.1. Simple Donation*** - is one whereby a person, through an act of liberality disposes a piece of land in favor of the government
     - ***a.2. Conditional Donation*** - is one which imposes a condition (e.g. "that the land shall be used only for education"). In such case, the property is reverted to the owner when the condition as stipulated
     - ***a.3. Inter Vivos Donation*** - is one that is in effect during the lifetime of the donor.
     - ***a.4. Mortis Causa*** - is one that takes effect only after the donor's death. Donations by mortis causa shall conform to the formalities required of the last will.
   - ***b. Purchase*** - a school site was acquired by direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of
   - ***c. Expropriation*** - a school site was acquired by the government through the exercise its power of eminent domain (i.e., by taking private property for public use upon payment of just compensation).
   - ***d. Exchange (Land Swapping)*** - a school site was acquired by exchanging an existing school site to a new site for justifiable reasons as identified by law.
   - ***e. Presidential Proclamation*** - a school site was acquired by virtue of a declaration by the President under the procedures established by law.
2. ***Total Land Area*** - is the size in square meters of all areas designated as land used for some particular purpose such as school building.
3. ***Proof of Ownership and Occupancy*** - this refers to any legal and official document that is a competent proof of one's ownership and/or occupancy of the subject property.
   - ***a. Original Transfer Certificate of Title*** - a document evidencing the ownership of real property as issued by the Register of Deeds.
   - ***b. Tax Declaration*** - a document issued by the Assessor's Office of the jurisdiction (e.g., city or municipality) evidencing the payment of taxes on the use of the real property.
   - ***c. Deed of Absolute Sale*** - a document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
   - ***d. Deed of Donation*** - a document executed by the donor, under the formalities required by law, evidencing the donation of the property.
   - ***e. Presidential Proclamation/ Special Patent*** - a proclamation issued by the President reserving an untitled land for public use.
   - ***f. Contract of Usufruct*** - a document which stipulates that DepEd/school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for
   - ***g. Memorandum of Agreement/Lease Agreement*** - a document executed by the legal owner/occupant of the land setting forth the conditions on the use of the property.
   - ***h. Others*** - other documents who might be competent proof of ownership and occupancy.
4. ***Legal Ownership Issues:***
   - ***a. Adverse Claim*** - a claim to the property against that of one who has either title and/or possession of the property.
   - ***b. Encroachment*** - presence of illegal occupants/informal settlers.

Note: In case, the school head does not have adequate information on the items listed above, the assistance of the Industrial Arts Teacher/Division Physical Facilities Coordinator/Division Project Engineer can be asked.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 15. DISASTERS/CALAMITIES

For the months of June 2015 to May 2016, which incidents occurred in your school and immediate surroundings?

(If applicable, check under the months that these occurred.)

Disasters/Calamities	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Natural Hazards												
Drought	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire *(includes forest fire, fires as consequence of natural disasters such as typhoons and earthquakes)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Landslide	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Storm Surge	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tropical Cyclones *(Storm, Typhoon, Tropical Depression, etc.)*	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Tsunami	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Volcanic Eruption	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Human-Induced Hazards												
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. Please specify _____	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Result of Disaster Incidences												
School Used as an Evacuation Center	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Note: For the definitions, please see DepEd Order No. 23, s.2014.

Table 16. DISASTER PREPAREDNESS

Did the school conduct multi-hazard drills for School Year 2015-2016? ❑ Yes ❑ No

If Yes, what type and when? (Check as appropriate).

Type of Disasters	June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
Earthquake	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Flood Evacuation	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Fire	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____

Date : _____

Verified by the Division Office :

Head Office : _____

(Signature Over Printed Name)

Position Title : _____

Date : _____

Box 3. SAFE LEARNING FACILITIES, For the months of June 2015 to May 2016
(Check as appropriate)

1. **Does the school conduct Risk Assesment of buildings?** ❑ Yes ❑ No

   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

   Findings of risk assessment:

   ❑ Cracks ❑ Buckling (Beams/Columns)
   ❑ Deterioration ❑ Leaks
   ❑ Destroyed electrical wirings ❑ Others, please specify _____

2. **Does the school conduct regular maintenance of facilities?** ❑ Yes ❑ No

   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

3. **Does the School Head sign the Building Acceptance during turn-over period?** ❑ Yes ❑ No
4. **Are there Multi-storey buildings in your school?** ❑ Yes ❑ No
5. **What multi-storey buildings does the school have?**

   ❑ 2-storey ❑ 3-storey ❑ 4-storey

6. **Are the school facilities sensitive to the needs of persons with disability (e.g. ramp)?** ❑ Yes ❑ No
7. **How many learners dropped due to disasters within the current school year?** _____
8. **Are there classrooms that have been damaged by recent disaster/s?** ❑ Yes ❑ No

   If Yes, please indicate the number of damaged classrooms (major or partial) in the applicable month/s.

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
___	___	___	___	___	___	___	___	___	___	___	___

9. **Are there classrooms constructed in the current schoolyear as a replacement for the ones totally damaged by recent disaster/s?** ❑ Yes ❑ No
10. **Are there classrooms that underwent or are undergoing repair in the current school year in relation to the recent disaster/s?** ❑ Yes ❑ No

Box 4. DISASTER RISK REDUCTION MANAGEMENT (DRRM), For the months of June 2015 to May 2016
(Check as appropriate)

1. **Have you conducted the annual student-led school watching and hazard mapping?** ❑ Yes ❑ No

   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

2. **Is DRRM integrated in the SIP?** ❑ Yes ❑ No
3. **Have you completed the Promoting Family Earthquake Preparedness?** ❑ Yes ❑ No

   If Yes, in what month?

June	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

4. **Have you taken appropriate actions based on the results of the Promoting Family Earthquake Preparedness?**

   ❑ Yes ❑ No

   If Yes, enumerate the actions:

   _____
   _____
   _____

5. **Have you developed preparedness and contingency plans in case of disaster or emergency?** ❑ Yes ❑ No
6. **Is your school equipped with safety equipment?** ❑ Yes ❑ No

   If Yes, what equipment?

   ❑ Fire extinguisher ❑ First Aid Kit

7. **What DRRM related events/activities do you participate in? (e.g. NDCM, Fire Prevention Month, NSED)?**

   ❑ National Disaster Consciousness Month ❑ National Simultaneous Earthquake Drill
   ❑ Fire Prevention Month ❑ Others, please specify _____

8. **Did you conduct the annual Brigada Eskwela before the opening of this school year?**

   ❑ Parents ❑ Students
   ❑ Teachers ❑ Others, please specify _____

School Head : _____
(Signature over Printed Name)
Position Title : _____ ***Date :*** _____

Head of the Office : _____
(Signature over Printed Name)
Position Title : _____ ***Date :*** _____

Table 17. LEARNING AREAS WITH DRRM-RELATED CONCEPTS, SY 2016-2017

Check the appropriate grade level/s if the DRRM-related concepts were taught in the following learning areas.

Learning areas with DRRM-related concepts	Grade 7	Grade 8	Grade 9	Grade 10
English	❑	❑	❑	❑
Mathematics	❑	❑	❑	❑
Filipino	❑	❑	❑	❑
Science	❑	❑	❑	❑
Araling Panlipunan	❑	❑	❑	❑
Edukasyon sa Pagpapakatao	❑	❑	❑	❑
Technology and Livelihood Education	❑	❑	❑	❑
MAPEH	❑	❑	❑	❑
Extra-curricular activities	❑	❑	❑	❑

Table 18. DRRM / CLIMATE CHANGE ADAPTATION (CCA) TRAINING DATA

Courses and/or Trainings on DRRM and CCA	Number of Teachers	
	Male	Female
DRRM courses and/or trainings in the last 5 years (except psychosocial first aid)		
Psychosocial first aid courses and/or trainings in the last 5 years		
Climate Change Adaptation courses and/or trainings in the last 5 years		

Indicate the number of teachers with plantilla positions, including those with provisional appointments and who are actually performing their specific assignments in the school who have received special courses and/or training on DRRM and CCA related courses as of March 31, 2016.

Reminder: ***If a teacher received more than one training, he/she should be counted once where he/she has the most number of trainings attended.***

Certified True and Correct by:

School Head : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Verified by the Division Office:

Head of the Office : _____

(Signature over Printed Name)

Position Title : _____ ***Date :*** _____

Box 5. AVAILABILITY OF ELECTRICAL SUPPLY, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

1. Electrical Supply Sources:

- ❑ Grid Supply
- ❑ Off Grid Supply
  - ❑ Solar Power
  - ❑ Generator
  - ❑ Others, please specify _____
- ❑ No source of electricity

2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP) _____

3. What is the funding source?

- ❑ School MOOE
- ❑ LGU
- ❑ PTA
- ❑ School Canteen Fund
- ❑ Private Individual/Sector
- ❑ Others, please specify _____

1. ***Grid Supply*** - electricity coming from major or local power distributors (e.g. electric cooperatives, Meralco, etc.).
2. ***Off Grid Supply*** - electricity coming from alternative source of power (e.g. solar power, generator, etc.).
3. ***No source of electricity*** - without existing electrical supply at all.

Certified True and Correct by :

School Head : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head Office : _____

(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Box 6. AVAILABILITY OF WATER SUPPLY, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

1. Is there a water source inside the school ground? ❑ Yes ***(Proceed to 1.1)*** ❑ No ***(Skip 1.1 to 1.4 and proceed to 2)***

1.1. Main Water Supply Source:

❑ Piped water from local service provider
❑ Water Well
❑ Natural source
❑ Rainwater Catchments
❑ Others, please specify _____

1.2. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount in PhP)_____

1.3. Who pays for the Cost of Monthly Bills/Maintenance:

❑ School MOOE
❑ LGU
❑ PTA
❑ School Canteen Fund
❑ Private Individual/Sector
❑ Others, please specify _____

1.4. Is the water source inside the school ground safe to drink? ❑ Yes ❑ No

2. Does the school have mechanism to ensure that the learners have safe drinking water? ❑ Yes ❑ No

2.1. If Yes, what mechanism is used?

❑ Teachers ask the learners to bring their own drinking water to school
❑ Safe water in refillable containers are provided in designated areas within the school
❑ Water from an accessible water source is treated (i.e. boiled, etc)
❑ Others, please specify _____

1. Local piped water - water source coming from local water service providers.
2. Water well - an excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.
3. Rainwater catchment - water sourced from rainwater and collected thru a rainwater collector.
4. Natural source - water sourced from a spring or stream that is either located inside the school grounds or located outside school grounds but water is supplied via pipes.

Table 19. NUMBER OF EXISTING WASH FACILITIES, SY 2016-2017 (As of June 17, 2016)

Usage	Functional	Non-Functional	Total Number of Facilities
Facilities for group handwashing			
Facilities for individual handwashing			

1. Group handwashing facility - a facility to be used in supervised handwashing and toothbrushing activtity that can accommodate 4 to 10 learners.
2. Individual handwashing facility - a facility in the classroom, drinking points, near toilets, near the canteen, etc that learners can be used for handwashing at critical times.
3. Functional facilities for handwashing - the hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.
4. Non-functional facilities for handwashing - the hand washing facility is broken, clogged or damaged in such a way that it cannot be used.

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Box 7. FEEDING PROGRAM, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

a. Does the school have a feeding program? ❑ Yes ❑ No

If Yes, what is the funding source of school feeding program?

❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ School-Based Feeding Program (SBFP)
❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund ❑ Others, please specify _____

b. Availability of agriculture and fishery resources in the school :

❑ Gulayan sa Paaralan ❑ Agricultural Crops ❑ Others, please specify _____
❑ Fish Pond ❑ Livestock ❑ None

Does agricultural and fishery in the school used for feeding program? ❑ Yes ❑ No

If Yes, what is the funding source?

❑ School MOOE ❑ LGU Fund ❑ Barangay Fund ❑ Others, please specify _____
❑ School Canteen Fund ❑ PTA Fund ❑ Private Individual/Sector Fund

Box 10. FOOD HANDLING, SY 2016-2017 (As of June 17, 2016)

1. Does the school have a canteen? ❑ **Yes** ❑ **No**

1.1 Does the school canteen have a sanitary permit? ❑ **Yes** ❑ **No**

1.2 If Yes, please indicate the sanitary permit number and the validity date: _____ _____

Sanitary Permit No. *Validity Date*

Sanitary Permit - is the official document issued by proper authorities to an establishment that has been determined to have met the minimum the sanitary operation.

Certified True and Correct by :

School Head **:** _____
(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Verified by the Division Office :

Head of the Office **:** _____
(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Box 9. SOLID WASTE MANAGEMENT, SY 2016-2017 (As of June 17, 2016)

1. Is your school compliant to the Ecological Solid Waste Management Act (RA 9003)? ❑ Yes ❑ No

2. How is the school implementing Solid Waste Management? (Check as appropriate).

- ❑ Composting
- ❑ Designation of trash collection point
- ❑ Poster making and/or slogan making contest
- ❑ Posting of signage
- ❑ Recycling Projects
- ❑ School representative at the Barangay Solid Waste Management Committee
- ❑ Use of paper plates/cups instead of plastic
- ❑ Use of recycled materials are teaching tool
- ❑ Use of reusable food containerts
- ❑ Waste segregation

3. Who are the school stakeholders actively engaged on the implementation of solid waste management? (Check as appropriate).

- ❑ Barangay
- ❑ Community leaders
- ❑ Local business partners
- ❑ Municipal/City government
- ❑ Parents

Box 10. OPERATION AND MAINTENANCE OF SANITATION FACILITIES, SY 2016-2017 (As of June 17, 2016)

1. How often are the sanitation facilites cleaned? (Check only one).

- ❑ Daily
- ❑ At least twice a week
- ❑ Once a week
- ❑ Less than once a week

1.1. Average Cost of Monthly Bills/Maintenance: (Please indicate the amount) _____

1.2. Who Pays for the Cost of Monthly Bills/Maintenance (Check as appropriate):

- ❑ School MOOE
- ❑ LGU
- ❑ PTA
- ❑ School Canteen Fund
- ❑ Private Individual/Sector
- ❑ Others, please specify _____

Box 11. MENSTRUAL HYGIENE, SY 2016-2017 (As of June 17, 2016)
(Check as appropriate)

Does the school have a provision for availability of sanitary pads? ❑ Yes ❑ No

If Yes, where can the learners avail the sanitary pads?

- ❑ School Canteen
- ❑ School Clinic
- ❑ Guidance Office
- ❑ Others, please specify _____

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Table 20. TRAVEL DETAILS (ONE-WAY) FROM SCHOOL, SY 2016-2017

For each one-way trip from your school to the specified reference points, indicate the travel cost, travel time, and travel means.

Travel Details	Trip to Division Office	Trip to nearest:				
		Public School		Private School		Municipal Office
		Elementary	Secondary	Elementary	Secondary	
1. Cost (PhP)						
2. Time (minutes)						
3. Means (check all applicable)						
a. Walking	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
b. Bicycle/Scooter	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
c. Motorcycle	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
d. Habal-habal/skylab	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
e. Pedicab/trisikad/padyak	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
f. Tricycle/motorcab/trimobile	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
g. Kuliglig	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
h. Jeep/multicab	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
i. Van/car/taxi/minibus/truck	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
j. Bus	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
k. Train	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
l. Raft/boat/ship	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
m. Plane	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
n. Horse/Carabao	❑ %	❑ %	❑ %	❑ %	❑ %	❑ %
TOTAL PERCENTAGE	**100** %	❑ **100** %	❑ **100** %	❑ **100** %	❑ **100** %	❑ **100** %

1. Travel Cost - In Pesos, how much does it USUALLY cost to travel from your school to the reference point?

2. Travel Time - How many minutes does it **USUALLY** take to travel from your school to the reference point?

3. Travel Means - Check the box of each means available to travel from your school to the reference point (check all that apply).
Beside each box, indicate what percentage of a USUAL trip from your school to the reference point is spent using that means of travel.
If a means of travel is available but is not used during a USUAL trip to the reference point, write **0**% beside the checkbox.

Reminder: The percentages for each reference point should add up to 100%.

Box 12. SCHOOL LOCATION, SY 2016-2017

Location descriptions for your school: (Check all applicable).

- ❑ Along the highway
- ❑ By the hillside
- ❑ On top of a mountain
- ❑ On a small island*
- ❑ Near the coastline**
- ❑ Near a river or waterway**
- ❑ Near a fautline**
- ❑ Others, please specify _____

Notes: * - an island with an area less than 200 sq. km.
***** - near if within 1.5km from the school***

Certified True and Correct by :

School Head : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Verified by the Division Office :

Head of the Office : _____
(Signature Over Printed Name)

Position Title : _____ ***Date*** : _____

Box 13. STAKEHOLDER FEEDBACK, SY 2016-2017

a. How much feedback (positive or negative) did the stakeholders provided on school operations and projects?
Use the scale where 0 is no feedback and 4 is a lot of feedback.
(Check as appropriate).

Type of Stakeholder	School Operations					School Projects				
	0	1	2	3	4	0	1	2	3	4
Parents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
LGU	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Division Office	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

b. How much help did the stakeholders provide in terms of providing or loaning equipment and facilities for school operations and projects?
Use the scale where 0 is no help and 4 is a lot of help.
(Check as appropriate).

Type of Stakeholder	School Operations					School Projects				
	0	1	2	3	4	0	1	2	3	4
Parents	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
LGU	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Division Office	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑
Others	❑	❑	❑	❑	❑	❑	❑	❑	❑	❑

Box 14. STAKEHOLDER CONTRIBUTION, SY 2016-2017

a. What percentage of stakeholders invited attend activities relating to school operations and projects?

Type of Stakeholder	Percentage	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

c. How much cash did the stakeholders provided for school operations & projects?

Type of Stakeholder	Cash Amount in PhP	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

b. How many aggregate hours did stakeholders volunteer for school operations and projects?

Type of Stakeholder	No. of Hours	
	School Operations	School Projects
Parents		
LGU		
Division Office		
Others		

d. What is the cash equivalent of stakeholders' contribution in kind for school operations and projects?

Type of Stakeholder	Type of Contribution	Cash Equivalent in PhP	
		School Operations	School Projects
Parents			
LGU			
Division Office			
Others			

Certified True and Correct by :

School Head **:** _____
(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Verified by the Division Office :

Head of the Office **:** _____
(Signature Over Printed Name)

Position Title **:** _____ ***Date*** **:** _____

Annex I

Republic of the Philippines
DEPARTMENT OF EDUCATION
PLANNING SERVICE
Education Management Information System Division

DATA DICTIONARY

Enrolment

Data Element	Description
Learner	Refers to an individual who may be enrolled in one or multiple programs.
Total Enrolment	Refers to the total number of learners enrolled in the school regardless of program.
Kindergarten Enrolment	Refers to the total number of learners enrolled in one (1) year preparatory education for children at least five (5) years old as pre-requisite for Grade 1.
Elementary Enrolment	Refers to the total number of learners enrolled in the first stage of compulsory and mandatory formal basic education which is composed of Kindergarten to Grade 6.
Secondary Enrolment	Refers to the second stage of compulsory basic education. It consists of four (4) years of Junior High School education (Grades 7-10) and two (2) years of Senior High School education (Grades 11-12).
Learners with exceptionalities (Non-graded) Enrolment	Refers to similarly grouped learners who are not yet ready for inclusion in the regular class.
Monograde Enrolment	Refers to learners being taught in classes consisting of a single grade only.
Multigrade Enrolment	Refers to learners being taught in classes consisting of two or more grades handled by one teacher.
Balik-Aral	Refers to a learner who finished a grade level, stopped schooling and then enrolled in the next grade level after a year or more.
Conditional Cash Transfer/PantawidPamilyang Pilipino Program (CCT/4Ps) Recipient	Refers to learners whose families are included in the Conditional Cash Transfer (CCT) under the PantawidPamilyang Pilipino Program (4Ps) of the Department of Social Welfare and Development (DSWD). These families were selected from the poorest households in municipalities with high poverty incidence. One relevant feature of 4Ps is the provision of educational cash grant of P3,000.00 for one school year or 10 months at P300 per child per month for educational expenses on condition that these children attend school. Maximum of three children per household is allowed. Children should be of school age (6-14).

Indigenous Peoples' Learners	Refers to learners born of either or both parents who are IPs as defined by the IPRA law.
Learner in Alternative Delivery Modes (ADM)	Refers to a learner who is enrolled in Alternative Delivery Modes.
Open High School Program (OHSP)	Refers to alternative mode of secondary education that address learning problems of Student-At-Risk-of-dropping-out (SARDOs) who cannot join the regular class program due to justifiable reasons. These reasons may include physical impairment, employment, distance of home to school, education design, family problems and the like.
Other School-Initiated Interventions	Refer to innovative and homegrown interventions developed by schools to prevent the SARDO from dropping out and to increase their achievement rate.
Distance Education (DistEd) for SPED	Refers to an ADM which addresses the accessibility problem of learners with disabilities ages 6-19. Due to distance between the school and their homes the families of these learners cannot access to the special education program in the regular school. Likewise, these learners belong to the families with low socio-economic status and their parents cannot afford the expenses that go with their education.
Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT)	Refers to an intervention infused with technology and aligned with the Revised Basic Education Curriculum (RBEC) of the Department of Education. This approach utilizes the services of parents, community members including the learners themselves in managing teaching and learning.
Modified In-School Off-School Approach (MISOSA)	Refers to an ADM which serves children under difficult circumstances through community partnership.
Muslim Learner	Refers to learners who are born of either or both parents practicing the Islam religion or faith.
Repeater	Refers to a learner who failed or left a particular grade level in any previous school year and is enrolled in the same grade level where she/he left or failed.
Repeaters Age profile	The total repeaters of the school shall be distributed across grade levels, by single age/age group and by sex.
Transferee from Other Public Schools	Refers to a learner who was enrolled in another public school the previous school year.
Transferee from Private Schools	Refers to a learner who was enrolled in a private school the previous school year.
Total Number of Monograde Classes	Refers to the number of classes by grade level from Kindergarten to Grade 6.
Learners Age Profile	The total enrolment of the school shall be distributed across grade levels, by single age/age group and by sex.
Early Childhood Development (ECD)	Includes all ECD programs for young children in registered kindergarten and those in similar organized educational institutions and day care centers.

Shifting	Refers to adoption of time schedules for different sets of learners due to resource constraints.
Multigrade classes	Refers to classes consisting of two or more grade levels combined.
Enrolment by Program	Refers to number of learners according to programs offered in elementary schools.
Arabic Language and Islamic Values Education (ALIVE)	A program which aims to preserve the Arabic language and Muslim culture through its inclusion in the regular basic education curriculum.
Special Science Elementary School (SSES)	A program which aims to enrich the science curriculum in public elementary school.
Gifted and talented learner	Refers to a learner who demonstrates high performance capability in intellectual, creative, leadership, arts or in specific academic areas and who by reason thereof, requires services or activities not ordinarily provided by the school.
Kindergarten /Headstart	Refers to a SPED kindergarten program for 5 years old who manifests superior intelligence beyond their chronological age.
Special Education (SPED) class	Refers to a class of learners with only one or two exceptionalities in a regular school.
Special Education (SPED) center	Refers to a class of learners with three or more exceptionalities in a regular school.
Primary Level	Refers to the level after kindergarten where learners with exceptionalities are still being prepared for mainstreaming in regular classes. Learners with exceptionalities are allowed to stay in the program for a maximum of three (3) years in each of the three (3) levels. However, learners with exceptionalities can be mainstreamed in regular classes if found to be ready based on performance.
Transition	Refers to level/program for learners with exceptionalities who have completed the primary level and/or over-aged for the elementary level.
Visual Impairment	An impairment that even with correction, adversely affects a child's educational performance. This includes both partial sight and blindness.
Hearing Impairment	An impairment, whether permanent or fluctuating that adversely affects a child's educational performance such as deafness.
Learning Disability	A disorder in perception, listening, thinking, reading, writing, spelling, and arithmetic although normal in sensory, emotional and intellectual abilities.
Intellectual Disability	Formerlylabelled as "mental retardation" it is defined as significantly sub average general intellectual functioning which originates during the developmental period and associated with impairment in adoptive behavior like maturation, learning and social adjustment.

Autism Spectrum Disorder	Characterized by varying degrees of impairment in communication skills and social interactions and in restrictive, repetitive patterns of behavior.
Emotional-Behavioral Disorder	A condition exhibiting one or more of the following characteristics over a long period of time and to marked degree that adversely affects a child's educational performance: (i) an inability to learn that cannot be explained by intellectual, sensory, or health factors, (ii) an inability to build or maintain satisfactory interpersonal relationship with peers and teachers, (iii) inappropriate types of behavior or feelings under normal circumstances, (iv) a general pervasive mood or unhappiness or depression (v) a tendency to develop physical symptoms or fears associated with personal or school factors.
Orthopedic /Physical Handicap	Any condition that interferes with a child's ability to use his or her body.
Speech/Language Disorder	A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance.
Cerebral Palsy	Is caused by damage to developing brain either before or during birth, or in the first few years of life. The impairment depends on where in the brain the damage occurs.
Special Health Problem/Chronic Illness	Chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; that adversely affects a child's educational performance.
Multiple Disabilities	A combination of disabilities that causes severe educational needs that require multiple special education programs such as mental retardation-blindness or mental retardation-orthopedic impairment.
Mainstreaming	The placement of learners with exceptionalities in regular educational programs and given special instruction in specific learning areas.
Learner in Arabic Language and Islamic Vales Education (ALIVE) classes	Refers to a learner enrolled in ALIVE (i.e. a program with the aim of preserving Arabic Language and Muslim culture through its inclusion in the regular basic education curriculum).
Total number of classes	Refers to the number of classes by year level from Year 1 to Year 6 / Grade 7 to Grade 12.
Regional Science High School	A program which offers a science-oriented curriculum that caters to learners with aptitude in the sciences. It is aimed to develop the science culture among the students to prepare them for careers in the sciences.

Special Program in the Arts	A program designed to cater to the needs of learners who are talented in the arts.
Special Program in Foreign Language	A program which aims to develop learners to understand and appreciate foreign languages.
Special Program in Journalism	A program designed to enrich the experiences, hone the journalistic skills and competencies of learner-writers and to strengthen free and responsible journalism.
Special Program in Science, Technology and Engineering	A program which aims to develop the learners' skills in science, technology and engineering.
Special Program in Sports	A program that identify learners with potential talent in sports and hone their skills for higher level of athletic endeavors.
Special Program in Technical Vocational Education	A program which aims to develop the learners' skills in technical vocational education.
Number of Late Enrollees	Refers to learners who entered the school after the cut-off date of the BOSY.

School Profile

Data Element	Description
School ID	A six (6) digit& number assigned to a school recognized in EBEIS.
School Name/Name of School/Official Name	Official name of school as registered in DepED and EBEIS.
Old name	The previous name adopted by school prior to its renaming.
School Address	Complete address of school as registered in DepEd, including Street Number and Name/Sitio/Purok, Barangay, Municipality/City, Province and Region in reference to Philippine Statistics Authority's Philippine Standard Geographic Code (PSGC).
Schools Division Office (SDO)	A division shall consist of a province or a city which shall have a schools division superintendent, at least one assistant schools division superintendent and an office staff for programs promotion, planning, administrative, fiscal, legal, ancillary and other support services. (DO. No 40).
District office / School District	A schools district shall have a schools district supervisor/coordinator and an office staff for program promotion.
Legislative district	Political subdivision where a public/ private school is situated.
Contact Details	Contact details may include landline, mobile phone and facsimile numbers; email and web address.
Position Title	Plantilla Items are Vocational School Administrator, Principal, Head Teacher, School District Supervisor, Schools Division Superintendent, etc.

Designation	A Schools Division Superintendent may designate an Officer-In-Charge/Teacher In-Charge a job or duty that is given to a person: a position to which someone is appointed.
Short name	The acronym adopted by school to identify itself.
Date of Operation	Date when the school begin to operate.
Date Closed	Date when the school ceased to operate.
Reason for closing	Causes of cessation of operation.
Status of operation	Determines the operational state of a school as of a given reporting period: -In operation (school is operational for a given school & year) -Closed (school ceased to operate)
Sector (General School Classification)	Classification of school as to public or private.
School classification	Public school's classification by management: -DepEd Managed -Non-DepEd Public School (e.g. SUCs, LUCs, PHSA etc.)
Level of Education (General Curricular Offerings)	Elementary education is the first stage of compulsory and mandatory formal basic education which is composed of Kindergarten to Grade 6. Secondary education is the second stage of compulsory basic education. It consist of four (4) years ofJuniorHighSchool education (Grades 7 to 10) and two (2) years of Senior High School (Grades 11 to 12).
Curricular Offering Classification	Refers to the level or combinations of the different level of education offered: e.g. Kindergarten; Kindergarten & Elementary; Elementary Kindergarten, Elementary & Secondary; Kindergarten & Secondary Elementary &Secondary; Secondary Kindergarten, Elementary, Junior High School & Senior High School.
Curricular Offering Sub & classification	Elem: Regular, Regular With SPED classes, Regular with SPED Center, Purely SPED, National Special School, Integrated SPED. Sec: Regular With Special, Programs Special.
Special Programs Offered	Secondary schools with special curricular offering.
Type of school by grade offering	Elementary and Secondary schools classified as: -Complete -Incomplete
Regular School Programs offered	School offering special programs on top of the regular curriculum. These programs include: Elementary: SPED Class and SPED Center Secondary: Science & technology oriented, Arts, Sports, SPED, TechVoc, Arts & Trade, Agriculture, Fisheries, Engineering and Science Education, ALIVE and Indigenous People program.

Special School Programs Offered	Special schools are further classified according to their special curricular offering: Elementary: Purely SPED and National Special School Secondary: Division Science HS, Regional Science HS,Philippine HS for the Arts, SPED, TechVoc, Arts & Trade, Agriculture and Fisheries.
Class organization	School organization includes: -Monograde only -Multigrade only -Monograde and multigrade

Types of School

Data Element	Description
School	Is a public and private educational institution, under the control and supervision of the Department of Education, undertaking educational operation with a specific age-group of pupils or students pursuing defined studies at defined levels, receiving instruction from teachers, usually located in a building or a group of buildings in a particular physical or cyber site.
School Head	Is a person responsible and accountable for the administrative management and instructional supervision of the school or cluster of schools.
Establishment of School	Is the process responsible of initiating, instituting, organizing, operating, conducting and maintaining a new school, in a barangay, municipality, city or province by administrative authority of the DepEd Regional Office.
DepEd School Identification (ID)	Is a unique six-digit number assigned to every school for purposes of identifying school listed in the database of DepEd's Enhanced Basic Information System (EBEIS). It is also used as a system of distinguishing schools with the same name but located in different school districts/divisions/region.
Mother/Main School	Is a school which maintains full administrative management and instructional supervision and control over one or more school annex(es).
School Annex	Is an existing public school campus that is fully dependent on its mother school but located in another site. School annexes are issued separate DepEd School IDs for purposes of school site identification. Administration, management and instructional supervision and control rests with the mother school. (DO no. 40, s.2014)
Multigrade School	Is a school that has at least two (2) grade leve;s combined in one (1) class either as pedadogical strategy or due to enrolment.

Separation of School Annex/Extension	Is the process of detaching an existing school annex/extension from its mother school to become a separate and independent school.
Separation of School Annex	Is the process of detaching an existing school annex from its mother school to become a separate and independent school. (DO no. 40, s.2014)
Renaming of school	Is the changing, modification or correction of the name of an existing school.
Conversion of School(s)	Refers to the process of changing, altering or transferring of the status, character of the curricular offerings or the administration, maintenance, supervision and conduct of a school from its present status, character, administration or management.
Catchment Area	Is the area within a two-kilometer (2-km) radius and one-kilometer (1km) radius from any existing public school in rural and urban areas respectively. (DO 40, 2014)
Elementary School	Is a public or private school offering elementary education primarily concerned with providing basic education which corresponds to Kindergarten to Grade 6. The entrant age to this level is typically five (5) years old.
Regular High School	Is a public or private school offering secondary education level, following elementary education level primarily concerned with continuing basic education which corresponds to four (4) years of junior high school, and two (2) years of senior high school.
Regular High School with Special Curriculum Program	Is a school offering enriched programs in special education, mathematics, sciences, creative arts, sports, journalism, foreign language, technical and vocational, Information Technology (IT), entrepreneurial courses, or other similar fields of specialization, in addition to the core curriculum in basic education.
Implementing Unit (Secondary School With Fiscal Autonomy)	Is a public high school which meets the requirements set forth under DepEd Order No. 60, s 2011 entitiled "Implementing Guidelines on the Direct Release of Maintenance and Other Operating Expenses (MOOE) Allocations of School to the Respective Implementing Units" and Item 3.a of DepEd Order No. 77, s 2010 entitled "Guidelines on the Allocation/Deployment of New Teaching, Teaching-Related and Non-Teaching Positions for FY 2010," thus, receiving its allotment directly from the DBM.
Non-Implementing Unit (Secondary School Without Fiscal Autonomy)	Is a public secondary school, which does not meet the requirements set forth under DepEd Order No. 60, s.2011 and DepEd Order no.77, s.2010, and as such, does not receive its allotment directly from DBM.
Merging of Schools	Is the process of joining or combining of two (2) or more existing schools of the same level adjacent to each other into one (1) school.

Integrated School	Is a school that offers complete basic education from Kindergarten to Grade 12 upon the full implementation of K to 12 Law, in one school site and has unified instructional program. (DO 40, s. 2014)
Science School	Is a specialized school that offers the accelerated curriculum on Science and Mathematics, information and technology, with required courses and a wide selection of electives, and opportunities for independent and student research.
Technical-Vocational School	Is a specialized school which implements technical-vocational education programs major in areas such as but not limited to agriculture, fisheries, and arts and trades. The technical-vocational course to be offered should be aligned with existing Technical Education and Skills Development Authority (TESDA) Training Regulations and should be relevant to the needs of the community/local industry.
Stakeholder	Is any person, school, recognized Parent-Teacher Association (PTA), Local Government Unit (LGU), and other organizations that has professional or civic interest or concerns for the interest of the schools and their students.
Establishment of a Stand-alone SHS	Is the process of initiating, instituting, organizing, operating, conducting and maintaining a new SHS in a barangay, municipality, city or province by administrative authority of the DepED RO.
Conversion of School(s)	Is the process of changing, altering or transferring of the status, character of the curricular offerings or the administration, maintenance, supervision and conduct of a school from its present status, character, administration or management.
Stand-alone SHS	Is a school situated in a new site separate from a JHS or IS and has its own School Head. It can be established on a buildable space inside an elementary school or on a separate school site.
Senior High School (SHS)	Is the third stage of compulsory basic education. It consists of two (2) years (Grades 11 and 12) high school education following the completion of four (years) of JHS. The entrant age is typically sixteen (16) years old. It shall serve as a specialized upper (upper level or higher-level) secondary education. The SHS program consists of different tracks, strands and specializations that learners may choose from depending on their aptitude, interests, and school capacity.
Track	Refers to specific program in SHS a learner may choose based on his/her interest and aspiration. SHS has four (4) tracks, namely: 1) Academic Track; 2) Technical-Vocational-Livehood Track; 3) Arts and Design Track; and 4) Sports Track. A track is further sub-classified into strands.
Strand	Refers to the specialized curricular offerings under a

	particular track.
Academic Track	Is the is designed for SHS learners who intend to pursue higher education or careers along four specific strands: 1) Accountancy, Business and Management (ABM) Strand; 2) Science, Technology, Engineering and Mathematics (STEM) Strand; 3) Humanities and Social Sciences (HUMSS) Strand; and 4) General Academic (GA) Strand. The ABM Strand is for those who plan to take up business-related courses in higher education or engage in business, entrepreneurship, and other business-related careers. The STEM Strand is for SHS students who are inclined toward or have the aptitude for Math or Science or Engineering studies. The HUMSS Strand is for students who intend to pursue studies in the fields of Humanities and Social Sciences at the tertiary level. The GA Strand will be offered with subjects selected from the different academic strands. It is ideal for SHS students who have not yet decided on a particular specialization.
Arts and Design Track	Is designed for SHS learners who intend to pursue careers in the world of arts. This track covers a wide range of art forms: Theater, Music, Dance, Creative Writing, Visual Arts, and Media Arts. This track has three arts field specializations SHS learners may choose from depending on their inclination and aptitude. These specializations are: apprenticeship, art exhibition/performance, or production.
Sports Track	Is designed for students who intend to pursue sports-related careers, i.e., athlete development, fitness training, coaching and officiating.
Technical-Vocational-Livelihood Track	Is for SHS learners who intend to pursue careers specializing in vocational learning or technical-vocational livelihood. The Technical-Vocational-Livelihood (TVL) track has four strands: 1) Agri-Fishery Arts Strand; 2) Home Economics (HE) Strand; 3) Information and Communications Technology (ICT) Strand; and 4) Industrial Arts Strand. These are aligned with the Technology and Livelihood Education (TLE) Learning Area in Grades 7 to 10. Each TVL strand offers various specializations that may or may not have a National Certificate (NC) equivalent from the Technical Education and Skills Development Authority (TESDA).
Immersion	Is the prescribed eighty-hour culminating activity each SHS student has to complete as the practical application of the skills he or she has learned from his/her chosen track/strand program, as well as a requirement for graduation. Immersion is implemented in collaboration with a business or industry-partner which provides the necessary expertise and venue for practical, on-the-job, enterprise-based training for SHS learners.

School Classified as Urban	Refers to a school located in a community which is industrialized, populated, and offers a lot of opportunities for immersion and future employment. The classification for cities and municipalities set by the Department of Interior and Local Government (DILG) and National Economic Development Authority (NEDA) shall serve as reference or guide to determine whether a school may be classified as urban under these guidelines.
School Classified as Rural	Refers to a school located in a predominantly agricultural or fishing community with a small number of industries and population and with limited opportunities for an Immersion Program and future employment. The classification of municipalities set by the DILG and NEDA shall serve as reference or guide to determine whether a school may be classified as rural under these guidelines.
School Classified as Remote	Refers to a school which is located in a typically rural and hard-to-reach community (mountain, island, or forest) with very limited opportunities for an Immersion Program and future employment.
High-risk or Disaster-prone Areas	Refer to hazard and no-build-zones as defined under Joint-DENR-DILG-DND-DPWH-DOST Memorandum Circular No. 2014-01. Hazard zones are the areas identified in the hazard maps as susceptible to natural hazards, such as flooding, rain-induced landslide, storm surges, earthquakes, volcanic activities, and ground subsidence. Nobuild-zones are the easement areas defined by the Water Code, Civil Code and the Revised Forestry Code of the Philippines.
School Improvement Plan	Is a strategic plan for improvement, guided by the stipulations of DepED Order 44, s. 2015 [Guidelines on the Enhanced School Improvement Planning (SIP) Process and the School Report Card (SRC)], which identifies the school's priorities, how to achieve key outcomes and targets using available resources, and raise the school's standards.
Site Development Plan	Is a graphic presentation that shows the implementation of all improvements that are needed for a school site, including the position of existing and proposed buildings, the arrangement of circulation elements, and the utilization of open areas, before construction of classrooms or school buildings may begin.
Buildable Space	Refers to a vacant land in an existing school campus deemed suitable for the construction of classroom/s of 7m x 9m each in dimension as stipulated in the DepED Educational Facilities Manual.
Crucial Resources	Refers to classrooms/school buildings, teaching and nonteaching positions, instructional materials, school desks/armchairs, equipment and other facilities necessary for the operation of school(s) in the delivery of basic education services to learners.

Rural Farm School	Refers to a parallel learning system and an alternative delivery mode of secondary education. It provides for facilitative and experiential learning on the core subjects of the secondary education curriculum with focus on agri-fisheries, designed to address the needs of children in rural agricultural, and fishing communities.
Public Rural Farm School	Refers to a rural farm school operated by the government or any of its political subdivision.
Private Rural Farm School	Refers to a rural farm school operated by a private entity, a non-givernment organization or a farm assiociation. This is a school which is not funded by the government or any of its political subdivision.
Family Enterprise Project	Refers to a study or research submitted by the student at the end/culmination of his/her formation in the Family Farm School to improve the family enterprise and family income. It is presented by the student and his/her family to a panel of experts to further improve the project. This is implemented afterwards by the student's family.
School Governing Council	Refers to a committee composed of the school head or his/her representative, parents, teachers, and representatives of other government agencies mentioned in the Act.
Travel Cost	Cost of travel from school to the reference point.
Travel Time	Time of travel from school to the reference point.
Travel Means	Means available to travel from school to the reference point (e.g. walking, bicycle, scooter, habal-habal etc.)

Physical Facilities

Data Element	Description
Local Piped Water	Water source coming from local water service providers.
Water well/Deep well	An excavation structure in the ground by digging, driving, boring or drilling to access water in underground aquifiers.
Rainwater catchment	Water sourced from rainwater and collected thru a rainwater collector.
Natural source	Water sourced from a spring or steam that is either located inside the school grounds or located outside school grounds but water is supplied via pipes.
Without available water supply	Schools without existing water supply within the school perimeter/premise.
Group handwashing facility	A facility to be used in supervised handwashing and tooth brushing activity that can accommodate 4 to 10 learners.
Individual handwashing facility	A facility in the classroom, drinking points, near toilets, near the canteen, etc that learners can used for handwashing at critical times.

Functional facilities for handwashing	The hand washing facility is accessible, with daily water supply, learner-appropriate height and with appropriate drainage.
Non-functional facilities for handwashing	The hand washing facility is broken, clogged or damaged in such a way that it cannot be used.
Grid Supply	Electricity coming from major or local power distributors. (e.g. electric cooperatives, Meralco, etc)
Off Grid Supply	Electricity coming from alternative source of power. (e.g. solar power, generator, etc.)
No source of electricity	Without existing electrical supply at all.
DepEd Computerization Program (DCP)	Computers procured through the DepEd Computerization Program.
DepEd non-DCP	Computers procured through other DepEd downloaded funds.
Local Government Units/Special Education Fund (LGU/SEF)	Computers procured from the Special Education Fund (SEF) and the budgets of Local Government Units (LGU): provincial, municipal or barangay units.
Parents-Teachers Association (PTA)	Computers funded from the Parents-Teachers Association (PTA).
Student Government Council (SGC)	Computers funded from the Student Government Council (SGC).
Private Donations	Computers donated/procured by private individuals, corporations, alumni association, non-government organizations, philanthropic organizations or through foreign-assisted funds.
Other Government Agencies	Computer funded from other government agencies such as DTI, DOST, CICT, etc.
Computer	Refers to electronic devices for storing and processing data.
Desktop	Refers to a computer that is designed to be used on a table.
Notebook/Netbook	Refers to a laptop computer that can easily be transported.
Tablet	Refers to a portable computer that has a touch screen feature as the primary means of input.
Desktop Virtual Terminal	Refers to a computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host.
Computer for Academic Use	Refers to a computer unit utilized in the classroom/laboratory as an aid to instruction.
Computer for Administration Use	Refers to computer unit used for encoding administrative data of the school (e.g. enrolment, attendance, disbursement, financial statements and other reports).
Internet Service Provider (ISP)	Refers to the organization that provides services for accessing, using, or participating in the internet.
Wired	Internet connection using the phone lines from the service provider to a client.

Fixed Wireless	Internet connection through radio frequency bands with directional radio antenna on each of the signal.
Satellite	Internet connection using satellite dish supplied by an internet provider.
USB Modem	Internet connection using USB dongle. (e.g. SMART Bro, Globe Tattoo)
Bandwidth	Refers to maximum speed of internet connection.
Committed Internet Rate (CIR)	Refers to the guaranteed average bandwidth of a virtual circuit in a relay network.
Monthly service fee	Is the amount needed to pay for the internet connection on a monthly basis.
Average Monthly expense	Average cost spent for the internet connection.
Mode of Acquisition of School Site	Refers to the means of acquiring the school site.
Donation	Includes the four (4) types of donation namely simple, conditional, intervivos and mortis causa.
Simple Donation	Is one whereby a person, through an act of liberality disposes a piece of land in favor of the government.
Conditional Donation	Is one which imposes a condition (e.g. "that the land shall be used only for education") In such case, the property is reverted to the owner when the condition as stipulated in the donation is not met.
Inter Vivos Donation	Is one that is in effect during the lifetime of the donor.
Mortis Causa	Is one that takes effect only after the donor's death. Donations by mortis causa should conform to the formalities required of the last will.
Purchase	A school site was acquired by the direct purchase from the legal owner who voluntarily sold it as evidenced by a Deed of Sale duly executed, notarized and registered with the Register of Deeds.
Expropriation	A school site was acquired by the government through the exercise its power of eminent domain (i.e. by taking property for public use upon payment of just compensation).
Exchange (Land Swapping)	A school site was acquired by exchanging an existing school site for a new site for justifiable reasons as identified by the law.
Presidential Proclamation	A school site was acquire by virtue of a declaration by the President under the procedures established by law.
Proof of ownership and occupancy	This refers to any legal and official document that acts as a competent proof of one's ownership and/or occupancy of the subject property.
Original Transfer Certificate of Title	A document evidencing the ownership of real property as issued by the Register of Deeds.

Tax declaration	A document issued by the Assessor's Office of the jurisdiction (e.g. city or municipality) evidencing the payment of taxes on the use of the real property.
Deed of Absolute Sale	A document executed by the vendor evidencing the absolute (without conditions) sale of the real property in favor of the vendee.
Deed of Donation	A document executed by the donor, under the formalities required by the law, evidencing the donation of the property.
Presidential Proclamation/Special Patent	A proclamation issued by the President reserving an untitled land for public use.
Contract of Usufruct	A document which stipulates that DepEd/school is allowed of full use or perpetual right of use of property without consideration as long as the property is used solely for educational or designated purposes.
Memorandum of Agreement/Lease Agreement/Memorandum of Understanding	A document executed by the legal owner/occupant of the land setting unnecessary the conditions on the use of the property.
Adverse Claim	A claim to the property against that of one who has either title and/or possession of the property.
Encroachment	Presence of illegal occupants/informal settlers.
Total Land Area	Is the size in square meters of all areas designated as land used for some particular purpose such as school building.
Number of Desks	Refers to the total number of serviceable two-seater desks in the school.
Number of Chairs/Armchairs	Refers to the total number of serviceable chairs/armchairs in the school.
Generator	Machine operated by diesel or gasoline to produce electricity.
Solar Power	Solar power is the conversion of sunlight into electricity thru different devices such as solar panels.
Computers for Academic Use	Are utilized in the classroom/laboratory as an aid to instruction.
Computers for Administrative Use	Are for encoding administrative data of the school, e.g. enrolment, attendance, disbursements, financial statements, and other reports.
Computers Needing Repair	Refers to damaged computers procured in the last 5 years that can still be repaired (not being used but not yet condemned).
Computers	Refers to desktop, laptop, netbook, tablet (ipad/android/etc).
Desktop Virtual Terminal	Computer terminal consisting of monitor, keyboard and mouse connected to a terminal device that connects to a computer host (do not count the computer host).

Instructional rooms	Refer to rooms use for instructions with the following dimensions regardless of the number of doors (either 1 door or 2 doors) and regardless of funding source and year constructed.
Standard Room	Refer to rooms which are safe and usable, (whether complete or partially incomplete classroom construction) and having the standard dimensions as defined in the instructional rooms.
Complete classrooms construction	Refer to school building projects which were completed within the contract duration period and have the following features: cemented floor; smooth finished walls; painted walls, ceiling and roofing; full cathedral type ceiling; complete set of windows; entrances with doors; complete electrical wires and fixtures (for areas with electricity); roofing or weather protection; blackboard and toilet (optional).
Incomplete classrooms construction	Refer to school building projects which were not completed within the contract duration period but follow the correct dimensions and materials.
Non-Standard/Makeshift rooms	Refer to safe and usable rooms which are considered temporary structures as a means of easing up classrooms shortage and/or temporary shelter during emergencies. These also refer to rooms which do not meet the prescribed standard dimensions and may basically made of bamboo, nipa, cogon, lumber and other light materials.
Condemnable rooms	Refer to rooms deemed to be dangerous to the extent that life, health, property or safety of the public or its occupants are endangered, based on joint evaluation of PFSED, Municipal Engineer & COA official.
Condemned rooms	Refer to rooms deemed to be dangerous to the extent that life, health, property or safeties of the public or its occupants are endangered, with approval of PFSED, Municipal Engineer and COA for condemnation.
On-going construction	Are school building projects in the process of implementation or projects with actual works being undertaken in the project site and considered not yet completed.
Major Repair	Repair or replacement of schoolbuilding components which are subjected to critical structural loads and stresses and which are estimated to cost ten percent (10%) or more of the cost of a standard building unit such as roof frames, posts and exterior walls.
Minor Repair	Repair or replacement of schoolbuilding components which are not subjected to critical structural loads and stresses and which are estimated to cost less than ten percent (10%) of the cost of a standard building unit such as repair of windows, doors, partitions and the like.

Individual Urinal	A single urinal is designed for one male pupil standing upright.
Trough or Multiple	A urinal which can accommodate 3 more pupils at the same time. Only the physical structure shall be counted and not the number of pupils that can be accommodated.A trough shall be counted by row (vertical or horizontal).
Sanitary Permit	Is the official document issued by proper authorities to an establishment that has been determined to have met the minimum requirements for the sanitary operation.

Personnel

Data Element	Description
Nationally-funded personnel	Teaching, teaching-related and non-teaching personnel having plantilla positions, including those with temporary appointments in SHS.
Number of positions assigned in the school per latest PSI-POP	Number of plantilla items assigned to the school.
Number of teachers actually working in the school	Teaching, teaching-related and non-teaching personnel with plantilla positions who are actually performing their specific assignments in the school.
On leave personnel	Personnel who are on leave within the school year approved by the School Division Superintendent.
Position(s) vacant	Plantilla positions that are unfilled.
Personnel detailed to DepEd office(s) within the division	Personnel assigned/designated to the district office or to the division office.
Personnel detailed to Secondary school(s) within the division	Personnel assigned/designated to secondary schools within the division.
Personnel detailed to DepEd office(s) outside the division or other government agencies	Personnel assigned/designated to other DepEd office(s) outside the division or other government agencies.
Personnel detailed from other school(s) DepEd office(s)	Personnel who are actually working in the school but whose items belongs from secondary school(s) or from other DepEd office(s) like the district, division, regional, central office or from other school division(s).
Locally-funded teachers working in the school	Teachers not having plantilla positions and whose compensation is chargeable against the local budget.
Special Education Fund (SEF) Teachers	Teachers whose salaries are being paid by the Local School Board (Provincial/City or Municipal) where the school is located.
Local Government Unit (LGU) funded teachers	Teachers paid out of the general fund (not the SEF) of the LGU.
PTA-funded Teachers	Teachers who receive their salaries through the Parents-Teachers Association (PTA).

DepEd Subsidized Teachers	Teachers not having plantilla positions but paid by DepEd through honorarium.
Arabic Langauge and Islamic Values Education (ALIVE)teachers	Teachers assigned to teach ALIVE classes.
Ancillary Services	Those rendered as a guidance teacher, librarian, property custodian, office clerk, canteen manager, coordinator (ALS, Boy/Girl Scout, etc), teacher nurse. Class advisorship is not included.
Plantilla personnel detailed to DepEd office(s)/sec. school(s) within the division	Personnel assigned/designated to the division office or to other secondary schools within the division.
Plantilla personnel detailed to Elementary school(s) within the division	Personnel assigned/designated to elementary schools within the division.
Plantilla personnel detailed to DepEd office(s)/school(s) outside the division or other government agencies	Personnel assigned/designated to other DepEd office(s) /school(s) outside the division or other government agencies.
Plantilla personnel borrowed/detailed from other school(s)/DepEd office(s)	Personnel who are actually working in the school but whose items belong from elementary/secondary school/s or from other DepEd office(s) like the division, regional, central office or from other school division(s).
Locally-funded and DepEd subsidized teachers working in the school	Those teachers not having plantilla positions and whose compensation is not paid out of the national budget.
Special Education Fund (SEF)	Teachers whose salaries are being paid by the Local School Board Fund (Provincial/City or Municipal) where the school is located.
Local Government Unit (LGU) funded	Teachers paid out of the general fund (not the SEF) of the LGU.
PTA-funded	Teachers who receive their salaries through the Parents-Teachers Association (PTA).
DepEd subsidized	Teachers not having plantilla positions but paid by DepEd through honorarium.
Alternative Learning System (ALS)	Teachers conducting ALS classes in school.
Arabic Langauge and Islamic Values Education (ALIVE)	Teachers assigned to teach ALIVE classes.
Bona fide resident	Refers to an applicant who has been residing for at least six (6) months at the barangay, municipality, city or province in which the school being applied to for a teaching position is located, as evidenced by the Personal Data Sheet (CSC Form 212, Revised 2005) and a Voter's Identification Card or any proof of residency deemed acceptable by the School Screening Committee.

Displaced HEI applicant	Refers to applicant who has a minimum teaching experience of at least one (1) complete academic year in an HEI as of academic year (AY) 2014-2015 and has been displaced as a result of the implementation of RA 10533 otherwise known as the "Enhanced Basic Education Act of 2013."
Higher Education Institution (HEI)	Refers to the employment status issued to a person who meets all the minimum qualification requirements of the position to which he/she is being appointed, including the appropriate eligibility prescribed, in accordance with the provisions of law, rules and standards promulgated in pursuance thereof. This includes all level of positions (As amended by CSC MC No. 15, s. 1999).
Permanent	Refers to the employment status issued to a person who meets all the minimum qualification requirements of the position to which he/she is being appointed, including the appropriate eligibility prescribed, in accordance with the provisions of law, rules and standards promulgated in pursuance thereof. This includes all level of positions (As amended by CSC MC No. 15, s. 1999).
Provisional	Refers to the employment status issued to a teacher who meets all the requirements of the position except eligibility (professional teaching license).
Published works	Refers to a copyrighted work, as enshrined in RA 8293 otherwise known as the "Intellectual Property Code of the Philippines" made available to the public by sale or other transfer of ownership, or by rental, lease, or lending on an unrestricted basis. This includes works that are literary, scholarly, scientific and/or artistic in nature published in a book, journal, anthology, textbook, newsletter, newspaper, magazine, or any other recognized publication medium.
Qualification Standards (QS)	Refers to the minimum and basic requirements for positions in the government. These shall serve as the basic guide in the selection of personnel and in the evaluation of appointments to all positions in the government.
Qualified applicant	Refers to a person who meets the evaluation and selection criteria in accordance with DepEd policy, rules and regulations set forth in these guidelines.
Registry of Qualified Applicants (RQA)	Refers to the official list of applicants who obtained an overall score of seventy (70) points and above based on the criteria and as a result of the evaluation and selection process set herein.

Senior High School	Refers to an educational institution, public or private, undertaking educational operations offering Grades 11 and 12 with specialized upper secondary education based on the defined tracks and strands under the K to 12 program of the Enhanced Basic Education with students pursuing defined studies and receiving instruction from teachers, usually located in a building or group/s of building in a particular physical or cyber site.
Senior High School Teacher	Refers to a person who meets the minimum requirements whether on full-time or part-time basis including industrial arts and vocational teachers and all other persons performing supervisory, managerial and/or administrative functions in all schools and educational offices at the district, division, regional and central levels and qualified to practice teaching under RA 7836 and/or those performing functions in support of education such 3 | Page as standard setting, policy and programs formulation, research and sector monitoring and evaluation. A DepEd teacher having both JHS and SHS teaching loads will only be considered an SHS teacher (with an SHS item) if he/she has satisfied all requirements, successfully undergone the application process for a SHS teaching position, and has a predominantly SHS teaching load, that is, more than fifty percent (50%) of his/her teaching load are those of SHS.
Part-time Senior High School Teacher	refers to a practitioner in a field related to an SHS track/strand who teaches in SHS. Part-time SHS teachers may teach in one or more schools within the division, provided that the total teaching load will not exceed one-half of the regular teaching load. Prior to application, practitioner-SHS applicants currently employed by the national government or local government unit shall seek approval from the head of his/her unit to teach in SHS with supporting evidence thereto.
Senior High School (SHS) Subject Groups	are related SHS subjects grouped according to needed teacher specialization/preparation, such that all the subjects in any track/strand offered by the school can be taught by qualified teachers. The SHS subject groups shall be the basis for preparing the SHS Registry of Qualified Applicants. SHS teacher applicants should also indicate the SHS subject group they intend to teach in their application letter. Ideally, SHS teachers should be able to teach most, if not all, of the subjects in the same group. SHS teachers may also teach subjects from different groups provided that he/she qualified to do so.

Assistance to Students and Teachers in Private Education and in Non-DepEd Public Schools	A program which aims to improve access to quality secondary education through government extension of financial assistance to deserving elementary school graduates who wish to pursue their secondary education in private schools and in non-DepEd public schools.
Education Service Contracting Program (ESC)	A program which aims to democratize and improve access to quality education by extending financial assistance (in the form of tuition subsidy) to qualified elementary school graduates who wish to pursue secondary education in private schools. It geared towards reducing the class size to manageable levels in public junior high schools (JHS), especially those experiencing shortage of classrooms and teachers. Through this program, the government is not only able to increase to secondary education but also improve the quality of learning in public schools.
Senior High School Voucher Program (SHS VP)	A mechanism that will provide financial assistance to senior high school students to oenroll in non-DepEd schools which will offer SHS, including private JHSs, private higheer education institutions (HEIs), state and local colleges and universities (SUCs and LUCs), and technical-vocational institutions (TVIs). The value of voucher based on the income class of the municipality, province or city where the non-DepEd SHS is located.
Number of slots	Number of allocated slots given to the participating private schools and non-DepEd public schools in the said program.

Disaster Risk Reduction and Management, Solid Waste Management and Health and Nutrition

Data Element	Description
Armed conflict	Conflicts that may result in a significant number of lives lost due to weapons and weapons of mass destruction, and may result in the displacement of a population. Armed conflict may include terrorism and insurgencies.
Disaster risk reduction	"The concept and practice of reducing disaster risks through systematic efforts, analyze and manage the causal factors of disasters, reduces exposures to hazards, lessened vulnerability of people and property, wise management of land and the environment, and improved preparedness for adverse events."
Drought	Long lasting event; triggered by lack of precipitation. A drought is an extended period of time characterized by a deficiency in water supply that is the result of constantly below average precipitation. A drought can lead to losses to agriculture, affect inland navigation and hydropower

	plants, and cause a lack of drinking water and famine.
Earthquake	Shaking and displacement of ground due to seismic waves. This is the earthquake itself without secondary effects. An earthquake is the result of a sudden release of stored energy in the Earth's crust that creates seismic waves. They can be of tectonic or volcanic origin. At the Earth's surface they are felt as a shaking or displacement of the ground. The energy released in the hypocenter can be measured in different frequency ranges. Therefore there are different scales for measuring the magnitude of a quake according to certain frequency ranges. Those are: a) surface wave magnitude (Ms); b) body wave magnitude (Mb); c) local magnitude (ML); moment magnitude.
Fire	The interaction of heat, fuel, and oxygen which will result in a chemical reaction called burning. Uncontrollable fires may be caused by faulty electrical wiring.
Forest fire	Fires in forest that covers extensive damage. They may start by natural causes such as volcanic eruptions or lightning or they may be caused by arsonists or careless smokers, by those burning wood, or by clearing a forest area.
Flood	Significant rise of water level in a stream, lake, reservoir or coastal region.
Hazard	A potentially damaging physical event, phenomenon or human activity that may cause the loss of life or injury, property damage, social and economic disruption or environmental degradation.
Landslide	Any kind of moderate to rapid soil movement including lahar, mudslide, debris flow. A landslide is the movement of soil or rock controlled by gravity and the speed of the movement usually ranges between slow and rapid, but not very slow. It can be superficial or deep, but the materials have to make up a mass that is a portion of the slope or the slope itself. The movement has to be downward and outward with a free face.
Oil spill	The pollution of air or water due to the accidental release of oil and other chemicals. One is considered exposed to chemicals by inhaling, or by the chemical coming in contact with food, water, medicine or clothing thus making it hazardous to pupils/students.

Storm surge	Is a rise of seawater above normal sea level on the coast, generated by the action of weather elements such as cyclonic wind and atmospheric pressure. Sea level is raised and driven towards the coast. Where the depth is shallow and the slope of the sea bed is gradual, the natural flow of the water is delayed by the effect of friction on the sea bed. As more water moves from the sea to the coast excess water piles up on the shore line. This piling up of water makes a large volume of water which might eventually flow into the hinterland some distance from the coast.
Structural collapse	The loss of the structure integrity of a building, causing the ceilings, walls, roofs, etc. to fall and possibly result in personal injury or death.
Tsunami	Waves advancing inland. A tsunami is a series of waves caused by a rapid displacement of a body of water (ocean, lake). The waves are characterized by a very long wavelength and their amplitude is much smaller offshore. The impact in coastal areas can be very destructive as the waves advance inland and can extend over thousands of kilometers. Triggers of a tsunami can be: earthquakes, volcanic eruptions, mass movements, meteorite impaces or underwater explosions.
Volcanic eruption	All volcanic activity like rock fall, ash fall, lava streams, gases, etc. Volcanic activity describes both the transport of magma and/or gases to the Earth's surface, which can be accompanied by tremors and eruptions, and the interaction of magma and water (e.g. groundwater, crater lakes) underneath the Earth's surface which can result in phreatic eruptions. Depending on the composition of the magma, eruptions can be explosive and effusive and result in variations of rock fall, ash fall, lava streams, pyroclastic flows, emission of gases, etc.
Vulnerability	The characteristics and circumstances of a community, system or asset that make it susceptible to the damaging effects of a hazard.
Disaster	Refers to a serious disruption of the functioning of a community or a society involving widespread human, material, economic or environmental losses and impacts, which exceeds the ability of the affected community or society to cope using its own resources.
Disaster Mitigation	Refers to the lessening or limitation of the adverse impacts of hazards and related disasters. Mitigation measures encompass engineering techniques and hazard resilient construction as well as improved environmental policies and public awareness.
Disaster Preparedness	Refers to the knowledge and capacities developed by governments' professional response and recovery organizations, communities and individuals to effectively anticipate, respond to, and recover from, the impacts of likely, imminent or current hazard events or conditions.

Disaster Prevention	Refers to the outright avoidance of adverse impacts of hazards and related disasters. It expresses the concept and intention to completely avoid potential adverse impacts through action taken in advance such as construction of dams or embankments that eliminate flood risks, land-use regulations that do not permit any settlement in high risks zones and seismic engineering designs that ensures the survival and function of a critical building in any likely earthquake.
Disaster Response	Refers to the provision of emergency services and public assistance during or immediately after a disaster in order to save lives, reduce health impacts, ensure public safety and meet the basic subsistence needs of the people-affected. Disaster response is predominantly focused on immediate and short term needs and is sometimes called "disaster relief"
Disaster Risk	Refers to the potential disaster loss in the lives, health status, livelihood, assets and services which could occur to a particular community or a society over some specified future time period.
Disaster Risk Reduction and Management	Refers to the systematic process of using administrative directives, organizations and operational skills and capacities to implement strategies, policies and improved coping capacities in order to lessen the adverse impacts of hazards and the possibility of disaster. Prospective disaster risk reduction and management refer to risk reduction and management activities that address and seek to avoid the development of new or increased disaster risks, especially if risk reduction policies are not put in place.
Emergency	Refers to any situation in which the life or well-being of a community will be threatened unless immediate an appropriate action is taken, and which demands an extraordinary response and exceptional measures.
Field Offices	Refers to the regions, divisions, schools, and learning centers where the policy and principles of the governance of basic education shall be translated into program, projects and services.
Hazard	Is any phenomenon that has the potential to cause disruption or damage to humans and their environment, e.g. typhoon, flood, fire.
Rehabilitation	Is the measure that ensures the ability of affected communities/areas to restore their normal level of functioning by rebuilding livelihood and damaged infrastructures and increasing the community's organizational capacity.

Risk Assessment	Is a methodology to determine the nature and extent of risk by analyzing potential hazards and evaluating existing conditions of vulnerability that together could potentially harm exposed people, property, services, livelihood and the environment on which they depend. Risk assessments with associated risk mapping include: a review of the technical characteristics of hazards such as their location, intensity, frequency and probability; the analysis of exposure and vulnerability including the physical, social, health economic, and environmental; dimensions; and the evaluation of the effectiveness of prevailing and alternative coping capacities with respect to likely risk scenarios.
Resilience	Is the ability of a system, community, or society exposed to hazards to resists, absorb, accommodate and recover from the effects of a hazard in timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.
Crime against school head/s, students and teacher/s	Crimes involving murder/homicide, physical inquiry, rape, sexual harassment and the like.
Crime against school property	Crimes involving theft, robbery and arson.
Health Threat	Refers to threats involving dengue, malaria, measles, food poisoning, disease outbreak.
Security threat as a result of civilian violence	Refers to threats involving bomb threats, kidnapping threat, hostage taking, shooting and the like.
Tropical cyclone	Refers to the occurrence of storm, typhoon, tropical depression and the like.
Undernutrition	State of health condition resulting from the consumption of inadequate food over an extended period of time. It is manifested by being underweight, stunting or growth retardation, and in severe cases, clinical signs of marasmus or kwashiorkor.
Short-term hunger	A condition experienced by children who do not eat breakfast and walk long distances to reach school.
Nutritional Assessment	The appraisal of available information to provide a description of existing nutritional situation or nutritional status.
Nutritional Status	The condition of the body resulting from the intake, absorption, and utilization of food. Clinical examinations, biochemical analyses, anthropometric measurements and dietary studies are used singly or in combination to determine this condition.
Body Mass Index	An indicator of nutritional status expressed as body weight in kilograms divided by the square of the height in meters. It provides a measure of body mass, ranging from thinness to obesity.
Weight or Thinness	A condition where the child's weight is lower than that of a normal child of the same height.

Weight-for-Age	The simplest and most common indicator for the assessment of growth. It compares the weight of an individual to a standard or reference weight-for-age. This indicator is useful for rapid screening because it combines acute and chronic malnutrition.
Nutritional Status: Normal	A child whose weight/height-for-age fall between -2 to +2 z-score line (WHO).
Nutritional Status: Obese	A child with a condition of being or severely overweight or weight-for-length/height (UPLB-CHE, Institute of Human Nutrition and Food).
Nutritional Status: Overweight	A child weighing too much for his/her length/height or weight-for-length/height (UPLB-CHE, Institute of Human Nutrition and Food).
Severely wasted	A child whose BMI-for age is below -3 z-score line or Standard deviation.
Wasted	Refers to a child whose BMI-for-age fall between -2 to - 3 z-score line.
Sanitation	Provision of facilities and services for the safe disposal of human urine and feces.
Hygiene	Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.
Ecological Solid Waste Management	Refers to the systematic administration of activities which provide for segregation at source, segregated transportation, storage, transfer, processing, treatment, and disposal of solid waste and all other waste management activities which do not harm the environment (Republic Act 9003).
Composting	Refer to the controlled decomposition of organic matter by micro-organisms, mainly bacteria and fungi, into a humus-like product.
Maintenance and Other Operating Expenses (MOOE)	Is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities (i.e. electricity and water) that support learning programs and help maintain a safe and healthy environment in schools.
MOOE Allocation	Refers to the MOOE provided for the previous calendar year.
MOOE Utilization	Refers to the amount of MOOE utilized from the MOOE allocation of the previous calendar year.
MOOE Liquidation	Refers to the amount of MOOE liquidated from the MOOE utilized from the MOOE allocation of the previous calendar year.

Learner Information

Data Element	Description
School ID	A six (6) digit-number assigned to a school recognized in EBEIS.

School Year	The prescribed period of time when schools offer daily instruction. It covers10 months of regular schooling starting month of June (Beginning of School Year) up to the month of March (End of School Year) of the following year.
School Name	Official name of school as registered in DepED and EBEIS.
Grade Level	A degree/stage of a learner classified according to age and progress.
Section	A group of learners convened together to receive instruction in a given course or subject.
Learner Reference Number (LRN)	Twelve (12)-digit number uniquely assigned to every learner while completing the basic education program, regardless of transfer to another school or learning center in the public or private sector, and promotion/moving up to the secondary level.
Name of Learner	Name of an individual as reflected in the birth certificate or equivalent document seeking basic literacy and functional life learning skills.
Sex (Male or Female)	Learner's biological and physiological sex as reflected in the birth certificate or equivalent document.
Birth Date	Date of birth of the learner as reflected in the birth certificate or equivalent document. (MMDDYYYY)
Place of Birth (Province)	The name of province where the learner was born as reflected in the birth certificate or other equivalent document.
Age by June (1st Friday)	The actual age in years of a learner as of last birthday by the 1st Friday of each school calendar year.
Mother Tongue	The language first learned by a learner; There are 19 major languages identified in the recent DepEd Orders which are: Tagalog, Kapampangan, Pangasinense, Iloko, Bikol, Cebuano, Hiligaynon, Waray, Tausug, Maguondanaoan, Maranao, Chabacano, Ybanag, Ivatan, Sambal, Aklanon, Kinaray-a, Yakan, and Surigaonon.
IP (Specify ethnic group)	A group of people or homogenous societies identified by self-ascription and ascription by others, who have continuously lived as organized community on communally bounded and defined territory.
Religion	The religious belief of the learner. For Muslim leaners, “Islam” will be written instead of Muslim under this column.
House #/Street, Barangay, Municipality, Province	Refer to the place/location where the learner currently holds residence.
Name of Father	The name of father of the learner as reflected in the birth certificate or equivalent document.
Name of Mother	The name of mother of the learner as reflected in the birth certificate or equivalent document
Name of Guardian	The person who oversees the welfare of the learner in behalf of the parents.
Relationship to Guardian	The relationship between the learner and the guardian.

Contact Number (of Parents/Guardian)	Contact number of the parents and/or the guardian of the learner.
Date (Daily)	School day (Monday, Tuesday, Wednesday, Thursday and Friday) and date in month being reported.
Total number of Days Absent (per pupil)	Total number of absences of each learner in the month reported.
Total number of Days Tardy (per pupil)	Total number of times a learner was late or spent less than the required time in school (under time including cutting of classes) during the month being reported.
Enrolment as of the first Friday after the opening of the school	The total number of enrolled learners as of the first Friday after the opening of the school year.
Late Enrolment	Learners who reported to school beyond the cut-off of BoSY. This reflects only the number of late enrollees during the month being reported and not the cumulative total. Late enrolment apply only to public school.
Registered Learner as of end of the month	The actual number of learners who are officially enrolled and registered (including transferred in) as of the last day of classes for the month being reported. Learner/s who are dropped/transferred out during the month or prior the last day of classes for the month must not be added.
Percentage of Enrolment	The percentage (%) of the number of registered learners.
Average Daily Attendance	The average daily number of learners attending classes during the month being reported.
Percentage of Attendance for the month	The percentage of the attendance for the current month.
Number of students with 5 consecutive days of absences	Total number of learners who did not attend class for 5 consecutive days which can be used as basis for home visitation.
Drop out (M/F/Total)	Total Number of learners aggregated by male and female who left school before completing the prescribed grade level within the specified school year from 1st Friday of school calendar days to March 31 and should not be included in the total enrollment as of the same date.
Drop Out Cumulative as of Previous Month (Male/Female/Grand Total)	Total number of learners (male/female/grand total) who left school in the previous months.
Drop Out For the Month (Male/Female/Grand Total)	Total number of learners (male/female/grand total) who left school in a current month.
Drop Out Cumulative as of End of Month Total (Male/Female/Grand Total)	The number of learners (male/female/grand total) who left schooling from the previous months and the current month.
Transferred In (M/F/Total)	Total number of learners aggregated by male and female who entered from one school to another, either government or private from 1st Friday of school calendar days to March 31. Learner/s who transferred in must be

	included when reporting total number of learners as of the end of the month being reported.
Transferred In Cumulative as of Previous Month (Male/Female/Grand Total)	The number of learners (male/female/grand total) who move in from one school where he officially enrolled to a new school from the previous months after enrollment.
Transferred In For the Month (Male/Female/Grand Total)	The number of learners (male/female/grand total) who move in from one school where he officially enrolled to a new school from the previous months after enrollment.
Transferred In Cumulative as of End of the Month (Male/Female/Grand Total)	The number of learners (male/female/grand total) who move in from one school where he is officially enrolled and transferred IN to another school in a current month.
Transferred Out (M/F/Total)	Total number of learner who left school to enter another school as evidenced by a request for permanent record (Form 137) from 1st Friday of school calendar days to March 31. Learner/s who transferred out should not be included in the total enrollment as of the same date.
Transferred Out Cumulative as of Previous Month (Male/Female/ Grand Total)	Total number of learners (male/female/grand total) who move out of original school where he is officially enrolled to enter another school from the previous months after enrollment.
Transferred Out For the Month (Male/Female/Grand Total)	Total number of learners (male/female/grand total) who move out from the original school where he is officially listed to another school in a current month.
Transferred Out Cumulative as of End of the Month (Male/Female/Grand Total)	The number of learners (male/female/grand total) who move out from the original school where he officially listed to another school.
General Average	The average rating of a student in all subject areas taken in a given school year written in a numerical value of 3 decimal places for honor students and whole number for non-honors. Equivalent Descriptive Letter Value should be written in close parenthesis. Leave this column blank for irregular learners or learners with subject deficiencies.
Incomplete Subject/s as of End of the current SY	*The subject/s currently undertaken by the learner for the current School Year but failed to pass. This column is for K To 12 Curriculum and remaining RBEC in high school.
Summary Table - Promoted (Male/Female/Grand Total)	The no. of learners (male/female/grand total) who are promoted to the next grade level for the next school year.
Summary Table - Conditional Promoted (Male/Female/Grand Total)	Conditionally promoted max of 2 subjects not passed subject to remedial class.
Summary Table - Retained (Male/Female/Grand Total)	All subjects should be taken in any given grade level.
Level of Progress and Achievement - Did not meet expectation	*The no. of learners (male/female/grand total) who are at the beginning level or whose numerical grade is 74% and below.

Level of Progress and Achievement - Fairly Satisfactory	*The no. of learners (male/female/grand total) who are at the developing level of proficiency or has numerical grade ranges from 75% to 79%..
Level of Progress and Achievement - Satisfactory	*The no. of learners (male/female/grand total) who are at the approaching level of proficiency or whose numerical grade ranges from 80% to 84%.
Level of Progress and Achievement - Very Satisfactory	*The no. of learners (male/female/grand total) who are at the proficient level of proficiency or whose numerical grade ranges from 85% to 89%.
Level of Progress and Achievement - Outstanding	*The no. of learners (male/female/grand total) who are at the advance level of proficiency or whose numerical grade is 90% and above.
Promoted (Male/Female/Grand Total)	Total no of learners (male/female/grand total) in a certain grade level who are promoted for the next grade level for the next school year.
Conditionally Promoted (Male/Female/Grand Total)	The no. of learners (male/female/grand total) who are promoted to the next grade level for the next school year but with deficiency in some subjects. (Applicable only to K to 12 Curriculum).
Retained (Male/Female/Grand Total)	Total no. of learners (male/female/grand total) in a certain grade level retained in the same grade level for the current school year.
Level of Progress and Achievement - Did not meet expectation	Total no of learners (male/female/grand total) in a certain grade level who are in the beginning level of proficiency.
Level of Progress and Achievement - Fairly Satisfactory	Total no. of learners (male/female/grand total) in a certain grade level who are in the developing level of proficiency.
Level of Progress and Achievement - Satisfactory	Total no. of learners (male/female/grand total) in a certain grade level who are in the approaching level of proficiency.
Level of Progress and Achievement - Very Satisfactory	Total no. of learners (male/female/grand total) in a certain grade level who are in the proficient level of proficiency.
Level of Progress and Achievement - Outstanding	Total no. of learners (male/female/grand total) in a certain grade level who are in the advanced level of proficiency.
Learner Information System (LIS)	Refers to an online system "where basic learner in formation is captured, stored and accessed through a secured facility to enhance tracking and decision-making on learners at various levels of DepEd management".
Language Mapping	Refers to the mapping of learners' L1 generated through the LIS, and presented in a matrix format at the level of the school and classroom.
Other Language Spoken	Refer to the languages spoken and understood by the learner, in addition to the Mother Tongue. These may be languages commonly used in the community or areas of residence, or languages spoken by other members of the learner's family.
Orthography	Refers to the conventions of spelling and rules of written

	language as agreed upon by the users of that language.
Contextualization	Refers to "educational processes relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners'.

Performance Indicators

Data Element	Description
Performance Indicators	Refer to the several key indicators that can be computed and utilized for evaluating the educational system's performance at various levels.
Population	Total number of persons inhabiting in a specific area (province, city, district). The PSA provide the Department for projections of possible learners
School Age Population	The population from ages six (6) to twenty-four (24) and irrespective of the existing requirements of compulsory education or the period of education provided for in various types of schools.
Gross Enrolment Rate in Kindergarten	Indicator that measures general level of participation of 5 year old children in kindergarten. It indicates the capacity of the education system to prepare young children for elementary education.
Gross/Apparent Intake Rate	Percentage of the population at the official elementary school- entrance age who are new entrants in the first grade of elementary education, regardless of age.
Net Intake Rate	Percentage of the population at the official elementary school- entrance age who are new entrants in the first grade of elementary education, and who are of the same age.
Gross Enrolment Rate	Total enrolment in a given level of education, regardless of age, as a percentage of the population which according to national regulations should be enrolled at this level, i.e., age 6-11 for elementary and 12-15 for secondary.
Participation Rate or Net Enrolment Rate	The ratio of the enrolment for the age group corresponding to the official school age in the elementary/ secondary level to the population of the same age group in a given year.
School Leaver Rate	The percentage of pupils/students who leave school during the year for any reason as well as those who complete the previous grade/year level but fail to the enrol in the next grade/year level the following school year to the total number of pupils/students enrolled during the previous school year.
Simple Drop-out Rate per grade level	Calculates the percentage of pupils/students who do not finish a particular grade/year level. It does not capture pupils/students who finish a grade/year level but do not enrol in the next grade/year level the following school year.

Cohort Survival Rate	Percentage of enrolees at the beginning grade or year in a given school year who reached the final grade or year of elementary/ secondary level.
Completion Rate	Percentage of grade/year 1 entrants who graduate in elementary/secondary education.
Repetition Rate by grade level	Proportion of pupils enrolled in a given grade in a given school-year who study in the same grade the following school-year.
Transition Rate	The percentage of pupils who graduate from one level of education and move on to the next higher level.
Coefficient of Efficiency (Years input per graduate)	Ideal number of pupil years needed for a pupil cohort to complete the primary cycle, expressed as a percentage of the actual number of pupil-years.
Retention Rate	The percentage of enrolees in the elementary/secondary level in a given school year who continue to be in school the following year.
Failure Rate	This indicator evaluates the extent of pupils/students who failed a given grade/year level.
Graduation Rate	The percentage of pupils/students who completed the academic requirements for elementary/secondary levels in the current school year to the number of pupils/students enrolled in the terminal year of the level during the same school year.
Pupil/Student-Teacher Ratio	The average number of pupil/students per teacher in elementary/secondary education in a given school year.
Pupil to Class ratio	Ratio of the total enrolment and the no. of classes.
Seating ratio	Total enrolment / total no. of chairs.
Promotion Rate	Is the percentage of pupils/students promoted to the next grade/year level in the following school year.
Gender Parity Index	Ratio of girls to boys. It is the ratio of the number of female students enrolled at primary or secondary levels of education to the number of male students in each level.
Pupil/Student to Classroom ratio	The average number of pupil/students per classroom in elementary/secondary education in a given school year.