



Republic of the Philippines

Department of Education

Region VII, Central Visayas

**DIVISION OF CEBU PROVINCE**

Sudlon, Lahug, Cebu City



January 20, 2014

**DIVISION MEMORANDUM**

No. 023, s. 2014

**ANNUAL REPORT FOR CALENDAR YEAR 2013**

To: OIC, Assistant Superintendents  
Education Supervisors/Coordinators  
District Supervisors/OICs  
Elementary and Secondary School Heads

1. The Regional Office has issued the directive for the preparation of the 2013 Annual Report. All School and District Heads are to prepare their own year – end reports using the herein attached template.
2. Relative to this, all members of the **Promotional Staff** must ensure that the reports from their **area of consultancy** will be complete **on or before February 7, 2014** as these will have to be consolidated by Congressional Districts and finally, the Division Consolidation.
4. Immediate and wide dissemination of this Memorandum is desired.

**ARDEN D. MONISIT, Ed. D.**  
Schools Division Superintendent

ADM/lpn.DO

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INTRODUCTION

VISION, MISSION, AND COREVALUES

I. DIVISION OFFICE ORGANIZATIONAL STRUCTURE

V. HIGHLIGHTS OF ACCOMPLISHMENTS  
(By Congressional Districts for Big Divisions)

A. NUMBER OF SCHOOLS

<i>Level of Education</i>	<i>Public</i>	<i>Private</i>	<i>Total</i>
<b>Elementary Education</b> <i>No. of Schools with Kindergarten Only</i> <i>No. of Elementary Schools with Kindergarten</i> <i>No. of Barangays with Elementary Schools</i> <i>No. of Elementary Schools in the Island</i> <i>No. of Elementary Schools in the Islet</i> <i>No. of Mountain Barangay Schools</i>			
<b>Secondary Education</b> <i>Total No. of Secondary Schools</i> <i>No. of Barangays with Secondary Schools</i> <i>No. of Secondary Schools in the Island</i> <i>No. of Secondary Schools in the Islet</i> <i>No. of Mountain Barangay Schools</i>			

B. STATUS OF THE BASIC EDUCATION RESOURCES

1. Human Resources

Position	KINDERGARTEN		ELEMENTARY		SECONDARY	
	Existing	Need	Existing	Need	Existing	Need
Teachers						
Master Teachers						
SPED Teachers						
Mobile Teachers						
Madrasah Teachers						
TVE Teachers						
School Heads						

2. Crucial Resources

Position	KINDERGARTEN		ELEMENTARY		SECONDARY	
	Existing	Need	Existing	Need	Existing	Need
Classrooms						
Seats						
Water & Sanitation						
Textbooks						
Computer Units						
Internet Connectivity						

3. Financial Resources, CY 2013

Allotment	Personal Services		MOOE		Capital Outlay	
	Amount	%	Amount	%	Amount	%
GAA						
SEF						
PTCA						
Other Sources of Funds						
TOTAL						

C. SECTOR PERFORMANCE OUTCOMES

1. Improving Access to Quality Basic Education

a. Strategies

(Enumerate the strategies adopted)

b. Key Indicators

1. Number of Learners Enrolled

<i>Indicators</i>	<i>SY 2012-2013</i>	<i>SY 2013-2014</i>	<i>Variance</i>
No. of learners ages 5 years old enrolled in kindergarten - Public - Private			
No. of learners ages 6 - 11 years old enrolled in elementary level - Public - Private			
No. of learners ages 12-15 years old enrolled in Secondary level - Public - Private			
No. of learners above 15 years old served thru Alternative Learning System (ALS) Program - Elementary Level - Secondary Level			

2. Performance Indicators

<i>Indicator</i>	<i>Target</i>	<i>Accomplishment</i>	<i>Variance</i>
Gross Enrolment Rate (GER) - Kindergarten - Elementary - Secondary			
Net Enrolment Rate (NER) - Kindergarten - Elementary - Secondary			
Cohort Survival Rate (CSR) - Kindergarten - Elementary - Secondary			
Completion Rate (CR) - Kindergarten - Elementary - Secondary			
Dropout Rate (DR) - Kindergarten - Elementary - Secondary			
% of ALS learners completers: - Elementary Education - Secondary Education			

- c. Causes of the Gaps  
(Enumerate the strategies adopted)
- d. Programs and Projects

PAPs	Description	Accomplishments	Variance	Remarks
Nationally-Funded				
Locally-Funded				
Foreign-Assisted				
Other PAPs				

## 2. Improving the Quality and Effectiveness of Basic Education

- a. Strategies  
(Enumerate the strategies adopted)
- b. Key Indicators

### 1. Percentage of Learners Met the Mastery Level

<i>Indicator</i>	<i>Target</i>	<i>Accomplishment</i>	<i>Variance</i>
% of Grade 1 learners scored 11-30 in the post- SREA			
% of learners with MPS higher than 51% in the Grade VI NAT			
% of learners with MPS higher than 51% in the Year IV NAT.			
% of GASTPE grantees with MPS higher than 51% in the Year IV NAT.			
% of ALS learners passed the Accreditation and Equivalency Test. - Elementary - Secondary			

### 2. Comparative NAT MPS by Learning Areas

<i>Grade Level NAT MPS</i>	<i>English</i>	<i>Math</i>	<i>Science</i>	<i>Filipino</i>	<i>HEKASI</i>	<i>Overall</i>
Grade III: Public						
SY 2011-2012						
SY 2012-2013						
Variance						
Private						
SY 2011-2012						
SY 2012-2013						
Variance						
Grade VI: Public						
SY 2011-2012						
SY 2012-2013						
Variance						
Private						
SY 2011-2012						
SY 2012-2013						
Variance						
Year IV: Public						
SY 2011-2012						

Private						
SY 2011-2012						
SY 2012-2013						
Variance						

### 3. Number of Awards/Recognition Received

<i>Indicator</i>	<i>Target</i>	<i>Accomplishment</i>	<i>Variance</i>
No. of Awards/Recognition (belong to Top 5 in any contests/competitions) received in the: <ul style="list-style-type: none"> <li>- Regional Level</li> <li>- National Level</li> <li>- International Level</li> </ul>			

#### c. Causes of the Gaps

*(Enumerate the strategies adopted)*

#### d. Programs and Projects

PAPs	Description	Accomplishments	Variance	Remarks
Nationally-Funded				
Locally-Funded				
Foreign-Assisted				
Other PAPs				

### 3. Improving Educational Governance

#### a. Strategies

*(Enumerate the strategies adopted)*

#### b. Key Indicators

<i>Indicator</i>	<i>CY 2012</i>	<i>CY 2013</i>	<i>Variance</i>
No. and % of elementary schools categorized in the SBM Practice as follows: <ul style="list-style-type: none"> <li>- Level I</li> <li>- Level II</li> <li>- Level III</li> </ul>			
No. of Schools recognized as High Performing Schools in PBB: <ul style="list-style-type: none"> <li>- Elementary</li> <li>- Secondary</li> </ul>			
Amount of generated resources from the: <ul style="list-style-type: none"> <li>- Brigada Eskwela Plus</li> <li>- National Schools Maintenance Week</li> <li>- Adopt-a-School Program</li> </ul>			
Number of engaged multi-sectoral partners and donors			
% of accomplishments/ utilization of funds vis-à-vis the Annual Work and Financial Plan based on obligations as of end of the Calendar Year			
No. and % of Elementary schools meeting			

<ul style="list-style-type: none"> <li>- Classrooms</li> <li>- Teachers</li> <li>- Seats</li> <li>- Textbooks</li> <li>- WatSan</li> </ul>			
No. and % of Secondary schools meeting the standard ratio: <ul style="list-style-type: none"> <li>- Classrooms</li> <li>- Teachers</li> <li>- Seats</li> <li>- Textbooks</li> <li>- WatSan</li> </ul>			
Reduction of severely wasted nutritional status from the baseline to endline data			
No. of Schools with unresolved complaints and cases			
No. of Private Schools reported operating without permit			

c. Causes of the Gaps

*(Enumerate the strategies adopted)*

d. Programs and Projects

PAPs	Description	Accomplishments	Variance	Remarks
Nationally-Funded				
Locally-Funded				
Foreign-Assisted				
Other PAPs				

**V. RECENT DEVELOPMENTS IN THE ENHANCED BASIC EDUCATION CURRICULUM (EBEC)**

<b>PREPARATION FOR SENIOR HIGH SCHOOL IMPLEMENTATION</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<ul style="list-style-type: none"> <li>• No. of learners projected to enrol in the Senior High School               <ul style="list-style-type: none"> <li>- Public</li> <li>- Private</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>• No. of public schools to offer SHS in:               <ul style="list-style-type: none"> <li>- Academic</li> <li>- Tech-Voc-Livelihood</li> <li>- Sports</li> <li>- Arts and Design</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>• No. of private schools to offer SHS in:               <ul style="list-style-type: none"> <li>- Academic</li> <li>- Tech-Voc-Livelihood</li> <li>- Sports</li> <li>- Arts and Design</li> </ul> </li> </ul>			
<ul style="list-style-type: none"> <li>• Needs on Crucial Resources               <ul style="list-style-type: none"> <li>- Teachers</li> <li>- Classrooms</li> </ul> </li> </ul>			

- Seats			
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**VI. ISSUES AND CONCERNS**

**VII. RECOMMENDATIONS**