

ENROLLMENT

ENROLLMENT BY GENDER

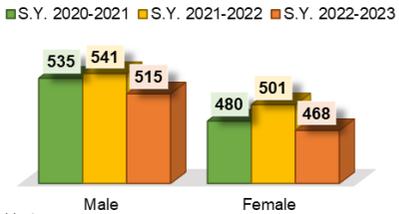


Table 1 shows the number of enrollment by gender for three school years. **515** boys and **468** girls were enrolled. It shows a slight decrease in enrollment compared to S.Y. 2020-2021 and S.Y. 2021-2022

HEALTH AND NUTRITIONAL STATUS

| Level | Male | | | | | Female | | | | |
|--------------|-----------------|--------|--------|-------------|-------|-----------------|--------|--------|-------------|-------|
| | Severely Wasted | Wasted | Normal | Over weight | Obese | Severely Wasted | Wasted | Normal | Over weight | Obese |
| Kindergarten | 0 | 1 | 54 | 0 | 3 | 0 | 5 | 52 | 2 | 1 |
| Grade 1 | 1 | 9 | 78 | 4 | 3 | 5 | 5 | 75 | 2 | 0 |
| Grade 2 | 3 | 11 | 55 | 4 | 4 | 4 | 8 | 50 | 4 | 1 |
| Grade 3 | 0 | 5 | 45 | 8 | 2 | 0 | 1 | 48 | 9 | 2 |
| Grade 4 | 0 | 7 | 59 | 7 | 8 | 2 | 6 | 61 | 3 | 2 |
| Grade 5 | 2 | 6 | 55 | 9 | 2 | 0 | 1 | 49 | 3 | 1 |
| Grade 6 | 0 | 2 | 45 | 8 | 3 | 0 | 1 | 55 | 3 | 0 |
| TOTAL | 6 | 41 | 391 | 40 | 25 | 11 | 27 | 390 | 26 | 7 |

48 pupils are part of the DepEd's feeding program this school year.

781 pupils fell under normal health status while **183** pupils were severely wasted, overweight and obese.

LEARNERS' MATERIALS

| English | | Filipino | | Science | | Mathematics | |
|--------------|-------------------------|----------------------------------|--------------|-------------------------|----------------------------------|--------------|-------------------------|
| Grade Level | No. of Modules/ADM/SLMs | No. of Activity Sheets/Worksheet | Grade Level | No. of Modules/ADM/SLMs | No. of Activity Sheets/Worksheet | Grade Level | No. of Modules/ADM/SLMs |
| Kindergarten | 128 | 163 | Kindergarten | 128 | 163 | Kindergarten | 0 |
| Grade 1 | 137 | 137 | Grade 1 | 127 | 137 | Grade 1 | 0 |
| Grade 2 | 266 | 200 | Grade 2 | 314 | 200 | Grade 2 | 0 |
| Grade 3 | 331 | 280 | Grade 3 | 331 | 280 | Grade 3 | 331 |
| Grade 4 | 282 | 257 | Grade 4 | 282 | 257 | Grade 4 | 282 |
| Grade 5 | 289 | 295 | Grade 5 | 289 | 295 | Grade 5 | 289 |
| Grade 6 | 260 | 265 | Grade 6 | 260 | 265 | Grade 6 | 260 |

| MAPEH | | Araling Panlipunan | | ESP | | MTB-MLE | |
|--------------|-------------------------|----------------------------------|--------------|-------------------------|----------------------------------|--------------|-------------------------|
| Grade Level | No. of Modules/ADM/SLMs | No. of Activity Sheets/Worksheet | Grade Level | No. of Modules/ADM/SLMs | No. of Activity Sheets/Worksheet | Grade Level | No. of Modules/ADM/SLMs |
| Kindergarten | 0 | 0 | Kindergarten | 0 | 0 | Kindergarten | 0 |
| Grade 1 | 137 | 274 | Grade 1 | 137 | 274 | Grade 1 | 264 |
| Grade 2 | 314 | 800 | Grade 2 | 314 | 200 | Grade 2 | 314 |
| Grade 3 | 1219 | 4480 | Grade 3 | 331 | 280 | Grade 3 | 331 |
| Grade 4 | 1128 | 3384 | Grade 4 | 282 | 257 | Grade 4 | 282 |
| Grade 5 | 580 | 990 | Grade 5 | 289 | 295 | Grade 5 | 0 |
| Grade 6 | 518 | 1040 | Grade 6 | 260 | 265 | Grade 6 | 0 |

| EPP/TLE | | |
|--------------|-------------------------|----------------------------------|
| Grade Level | No. of Modules/ADM/SLMs | No. of Activity Sheets/Worksheet |
| Kindergarten | 0 | 0 |
| Grade 1 | 0 | 0 |
| Grade 2 | 0 | 0 |
| Grade 3 | 0 | 0 |
| Grade 4 | 282 | 257 |
| Grade 5 | 289 | 295 |
| Grade 6 | 129 | 135 |

Table 3

| Textbooks | | | | | | | | | |
|--------------|---------|------|---------|----------|----|-------|-----|-----|-------|
| Level | English | Math | Science | Filipino | AP | MAPEH | TLE | EsP | Total |
| Kindergarten | 131 | 0 | 0 | 115 | 0 | 0 | 0 | 0 | 246 |
| Grade 1 | 37 | 49 | 0 | 25 | 26 | 0 | 0 | 34 | 171 |
| Grade 2 | 41 | 26 | 0 | 41 | 16 | 14 | 0 | 42 | 180 |
| Grade 3 | 72 | 63 | 81 | 84 | 25 | 72 | 0 | 21 | 418 |
| Grade 4 | 71 | 49 | 45 | 81 | 79 | 195 | 94 | 44 | 658 |
| Grade 5 | 34 | 41 | 51 | 36 | 58 | 172 | 123 | 51 | 566 |
| Grade 6 | 185 | 66 | 185 | 185 | 60 | 250 | 66 | 90 | 1087 |

Table 4

The tables 3 and 4 shows the number of learning activity sheets, SLMs, and textbooks that the school was able to receive and use throughout the school year.

No. of Teachers Trained for Professional Deveopement

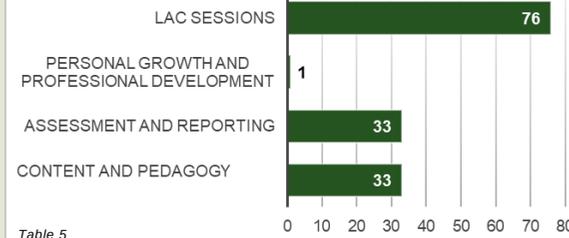


Table 5

The teachers' most attended training is **LAC Sessions**. There is an equal number of participants who attended training on **assessment and reporting** and **content and pedagogy**.

| LAC SESSIONS | | |
|---|------|--------|
| TOPICS | MALE | FEMALE |
| Learner Diversity and Student Inclusion | 2 | 13 |
| Content and Pedagogy | 3 | 12 |
| Assessment and Reporting | 4 | 11 |
| 21st Century Skills and ICT Integration in Instruction and Assessment | 3 | 12 |
| Curriculum and Contextualization, Localization and Indigenization | 2 | 14 |

Table 6

FUND SOURCE

The biggest source of funding came from the **Canteen Fund** which costs **Php 600,145.00**.

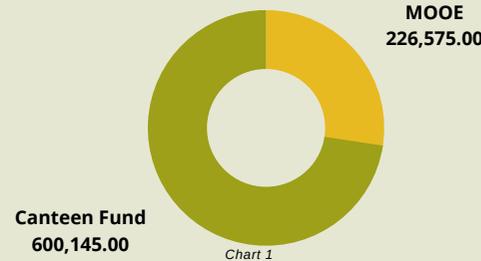


Chart 1

PERFORMANCE INDICATORS

DROPOUTS

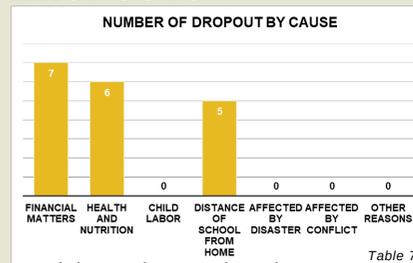


Table 7

Table 8 shows the dropout rate from S.Y. 2020-2021 up to S.Y. 2022-2023. There was a decrease on the number of dropouts in the current school year compared to S.Y. 2021-2022.

Table 7 shows the number of dropouts by cause. Most learners drop out of school due to **financial matters** and **health/nutrition concerns**.

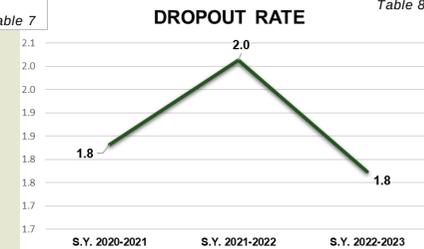


Table 8

QUALITY

PERFORMANCE INDICATORS

PROMOTION RATE



Table 9

The promotion rate was successfully maintained at 100% in Kindergarten and Grade 6.

LITERACY LEVEL

Table 10 shows an improvement in the learners' literacy. Most learners have moved from frustration level to instructional level both in English and Filipino.

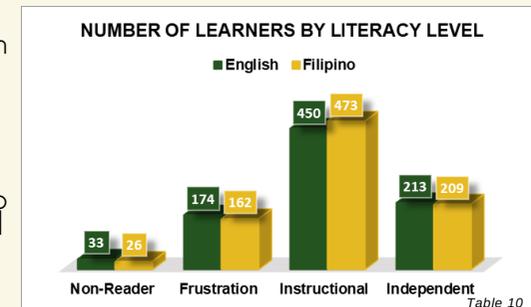


Table 10

GOVERNANCE

SCHOOL-BASED MANAGEMENT ASSESSMENT LEVEL

| SBM LEVEL | QUALITATIVE INTERPRETATION |
|-----------|----------------------------|
| 2 | MATURING |

Table 11

CHILD-FRIENDLY SCHOOL SURVEY RESULT

| CFSS SCORE | QUALITATIVE INTERPRETATION |
|------------|----------------------------|
| 26 POINTS | CHILD-FRIENDLY SCHOOL |

Table 12

The school got a score of 26 points in the Child-friendly school survey, making us and Outstanding Child-Friendly School

STAKEHOLDERS' PARTICIPATION

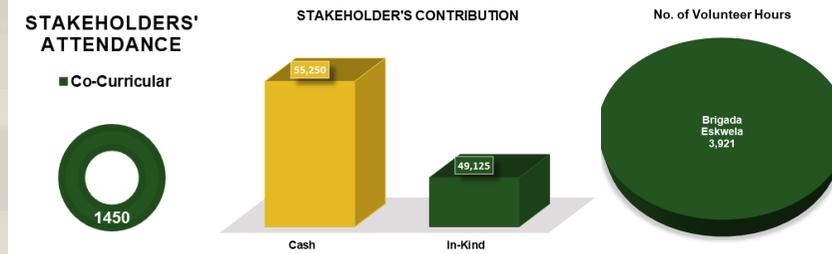


Table 13

Table 14

Table 15

Table 13, 14, and 16 shows the frequency of involvement of the stakeholders. There is a notable participation of stakeholders in the numerous undertakings of the school, especially in Brigada Eskwela.

LEARNER-TEACHER RATIO

| Level | No. of Teachers | Learner-Teacher Ratio |
|--------------|-----------------|-----------------------|
| Kindergarten | 3 | 1:42 |
| Grade 1 | 6 | 1:30 |
| Grade 2 | 4 | 1:36 |
| Grade 3 | 4 | 1:32 |
| Grade 4 | 5 | 1:41 |
| Grade 5 | 6 | 1:22 |
| Grade 6 | 6 | 1:20 |

Table 16

Kindergarten and Grade 4 have a general class size bigger than the recommended pupil-teacher ratio.

LEARNER-CLASSROOM RATIO

| Level | No. of Classroom | Learner-Classroom Ratio |
|--------------|------------------|-------------------------|
| Kindergarten | 2 | 25 |
| Grade 1 | 4 | 30 |
| Grade 2 | 4 | 36 |
| Grade 3 | 4 | 31 |
| Grade 4 | 4 | 41 |
| Grade 5 | 4 | 32 |
| Grade 6 | 4 | 29 |

Table 17

Grades 2 and 4 have a general class size bigger than the recommended pupil-classroom ratio. This means that a lot of classrooms are still overcrowded.

LEARNER-TOILET RATIO

| | Total No. of Toilet | Toilet Learner Ratio |
|--------|---------------------|----------------------|
| Male | 19 | 1:23 |
| Female | 24 | 1:17 |

Table 18

There are enough toilets to accommodate all students while maintaining an acceptable cleanliness level of the bathrooms.

PROJECTS

STATUS OF CONTINUOUS IMPROVEMENT (CI) PROJECTS



REMEDIAL READING FOR GRADES 1-3 - INTENSIFIED

GRADES 1-3 learners devote their semestral break with an intensified Remedial Reading with the Grades 1-4 Teachers.

There's a need to double the effort of both learners, teachers and even parents in giving reading remediation to these struggling learners.

Everyday, they were given hours of reading remediation using the different remedial reading materials that suit their reading level.

Guided by the teachers, learners usually given the basic tools in reading like Marungko Approach. Also the phonetic sounds activities that is very important for them to be able to recognize sounds and letters.

TEEN LEARNERS' LITERACY SKILLS-INTENSIFIED

After two years of modular and online distance learning of the learners, Tanzang Luma Elementary School is back in its face-to-face conduct of intensified Reading Remediation to the learners.

Dr. Marisol E. Guzman did her first move to give literacy activities to some Kinder- Grade three learners. She used flashcards, word drills and many other interesting Literacy related activities that would develop the interest of the learners in Reading.

As a school Principal, aside from doing the school management related works, she made sure to spend time reading with the learners most specially to the learners who needs remediation and special attention in Reading.

"Maaon mas gustuhan kong magpapalasa lesa umupo sa office ko" she said. Msam Guzman really sees to it that every learner is a reader, most specially that these learners spent time learning at home in the past two years. "Kailangang tutukan gawan ng panan para makabasa," she mentioned.



TANZANG LUMA ELEMENTARY SCHOOL



SCHOOL REPORT CARD

SCHOOL ID: 107979

S.Y 2022-2023

TANZANG LUMA ELEMENTARY SCHOOL

