



Senate Economic  
Planning Office

# Basic Education

## *At a Glance*

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### I. Performance Indicators

The Department of Education (DepEd) monitors the yearly performance of the basic education sector through indicators like participation rate, gross enrolment ratio, cohort survival rate, completion rate, dropout rate, achievement rates and teacher pupil ratio. Below are some selected performance indicators.

**Table 1. Basic Education Indicators (%)**

PERFORMANCE INDICATORS	ELEMENTARY		SECONDARY	
	2001-2002	2002-2003	2001-2002	2002-2003
Participation Rate				
Elementary (6-11 yrs old)	90.52	90.05	n/a	n/a
Secondary (12-15 yrs old)	n/a	n/a	54.86	58.03
Cohort Survival Rate	no data	69.84	no data	65.83
Completion Rate	66.33	66.85	n/a	n/a
(based on Grade 1)	n/a	n/a	48.39	50
(based on First Year)	n/a	n/a	71.01	59.79
Dropout Rate	no data	7.34	no data	13.10

Source: Department of Education Fact Sheet

\* In school year 2002-2003, 90.05 percent of children ages 6 to 11 attended elementary school while 58.03 percent of children ages 12 to 15 attended secondary school.

\* Cohort survival rate was at 69.84 percent in the elementary level. This means that about 70 students out of a hundred who entered grade one reached grade six. For the secondary level, cohort survival rate was at 65.83 percent.

\* Sixty-seven out of 100 students completed elementary. Of the 67 students who reached high school, 50 finished.

\* In elementary, 7.34 percent of enrolled students dropped out while 13.10 percent of students dropped out in high school.

### II. Quality Indicators

The DepEd adopted a shift in assessment policy starting 2002 – 2003 from the National Elementary Achievement Test (NEAT) and the National Secondary Achievement Test (NSAT) to diagnostic testing of grade four and first year students. Results of different diagnostic tests reveal that student competencies have been deteriorating.

**Table 2. Diagnostic Test Results**

\* In June 2002, the National Diagnostic Test (NDT) was administered to grade four and first year students. Results showed that 40 percent of the questions were answered correctly by the grade four students. The first year students, meanwhile, fared worse as only 28 percent of their answers were correct. The NDT scores were lower than the 2000-2001 NEAT and NSAT results at 52 percent and 53 percent, respectively.

\* In the National Achievement Test held in March 2003, grade four students got 44 percent correct answers while first year students got 36 percent correct answers.

	NDT (%) June 2002	NAT (%) March 2003
Grade 4, Overall	39.99	43.55
English	42.14	41.80
Science	39.38	43.98
Math	38.45	44.84
1st Year, Overall	28.04	36.13
English	29.67	41.48
Science	27.75	34.65
Math	26.71	32.09

Source: Department of Education

### III. Other Education Statistics

**Table 3. National Enrolment and Inputs**

EDUCATION STATISTICS	ELEMENTARY		SECONDARY	
	2002-2003	2003-2004	2002-2003	2003-2004
Enrolment	12,050,450	12,061,675	4,793,511	5,027,249
Nationally Funded Teachers	337,082	337,597	119,243	120,690
Pupil-Teacher Ratio	35.75	35.73	40.20	41.65
Total Instructional Rooms	318,359	320,083	79,518	82,467
Pupil-Instructional Room Ratio	37.85	37.68	60.28	60.96
Total Seating	9,850,026	10,099,136	2,967,394	3,196,061
Pupil-Seats Ratio	1.22	1.19	1.62	1.57

\* With regard to pupil-teacher ratio in 2003-2004, there were about 36 students to one teacher in the elementary level. Pupil-instructional room ratio was at 38 students to a room while pupil-seats ratio was at 1.19 students to a seat.

\* The secondary level in 2003-2004 experienced worse shortages in inputs. There were about 42 students to only one teacher, about 61 students to a room and 1.57 students to a seat.

Source: Basic Education Information System, Department of Education

**Table 4. Regional Pupil-Input Ratios**

	ELEMENTARY SY 2003-2004			SECONDARY SY 2003-2004		
	Pupil Teacher Ratio	Pupil Instructional Room Ratio	Pupil Seats Ratio	Pupil Teacher Ratio	Pupil Instructional Room Ratio	Pupil Seats Ratio
Region I	29.45	28.01	1.00	36.78	49.72	1.34
Region II	31.43	29.78	1.03	41.06	48.33	1.50
Region III	36.84	35.69	1.07	44.59	62.17	1.41
Region IV-A	41.53	43.75	1.14	48.84	72.43	1.60
Region IV-B	36.02	35.84	1.31	40.01	57.38	1.85
Region V	33.73	34.62	1.35	38.49	56.46	1.77
Region VI	31.71	32.06	1.13	37.29	52.30	1.47
Region VII	37.90	37.81	1.08	52.03	65.35	1.62
Region VIII	31.69	31.78	1.07	40.84	51.87	1.39
Region IX	33.56	36.47	1.17	40.10	58.94	1.67
Region X	36.34	36.57	1.17	43.33	62.40	1.78
Region XI	37.70	39.07	1.26	42.15	66.99	1.74
Region XII	39.25	40.57	1.30	45.08	63.71	1.62
CARAGA	33.58	34.10	0.98	44.25	59.57	1.68
ARMM	40.30	47.54	1.91	53.25	60.42	1.43
CAR	28.94	27.15	0.98	34.95	47.88	1.32
NCR	40.33	78.16	1.77	35.88	81.56	1.73
Total	35.73	37.68	1.19	41.65	60.96	1.57

Source: Basic Education Information System, Department of Education

\* National ratios for elementary may appear to be adequate but when disaggregated by region, large discrepancies abound. For the school year 2003-2004, Region 1 and Cordillera Administrative Region both had surplus teacher provision, less than 29 students in a classroom, and about one pupil per seat. The National Capital Region (NCR), on the other hand, had a severe shortage of classrooms with a pupil instructional room ratio of 78.16 and 1.77 pupils per seat.

\* Secondary regional statistics also show discrepancies with the national averages. For school year 2003-2004, the Autonomous Region for Muslim Mindanao had about 53 students per teacher, NCR had about 82 students to a room, while Region IV-B (MIMAROPA) had a pupil seats ratio of 1.85.