



Republic of the Philippines
Department of Education
Region III
SCHOOLS DIVISION OF BULACAN

May 4, 2026

DIVISION MEMORANDUM

No. 193, s. 2026

**ACADEMIC RECOVERY AND ACCESSIBLE LEARNING (ARAL) PROGRAM
REPORT SY 2025-2026 CUM END-OF-SCHOOL-YEAR ASSESSMENTS
RESULTS**

To: Assistant Schools Division Superintendents
CID Chief
Education Program Supervisors
Public School District Supervisors
Elementary and Secondary School Heads
All Others Concerned

1. The implementation of the **Academic Recovery and Accessible Learning (ARAL) Program** across SDO Bulacan has demonstrated a strong commitment to improving learners' foundational literacy skills through structured, responsive, and collaborative interventions. Anchored on learner-centered principles, schools have adopted innovative and effective practices that ensure struggling readers receive timely and appropriate support. These best practices can be summarized through the acronym **A.R.A.L.**, reflecting the core strengths of the program implementation.

A – Adaptive and Assessment-Driven Instruction

Schools have institutionalized the use of assessments such as CRLA and Phil-IRI to identify learners' reading levels and determine specific literacy gaps. Through these assessment results, teachers are able to provide differentiated instruction tailored to learners' individual needs. Small-group remediation, one-on-one interventions, and leveled reading sessions ensure that instruction is focused, purposeful, and responsive. This adaptive approach allows teachers to maximize learning opportunities and accelerate learner progress in reading.

R – Responsive and Resource-Enriched Learning Environment

Schools have created safe, motivating, and literacy-rich learning environments that encourage active learner participation. Teachers utilize contextualized and localized reading materials, personalized workbooks, visual aids, and digital resources to make learning more meaningful and engaging. Interactive strategies such as storytelling,



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peer tutoring, games, and guided reading sessions are consistently employed to strengthen learner interest and confidence. These responsive interventions promote both academic growth and positive learner experiences.

A – Active Stakeholder Engagement and Accountability

The ARAL Program has fostered strong collaboration among teachers, parents, school leaders, and community stakeholders. Parents are actively engaged through home reading activities, progress monitoring, and take-home learning tasks that reinforce classroom instruction. Teachers regularly collaborate through Learning Action Cell (LAC) sessions to share effective practices, monitor learner development, and address implementation challenges. This shared accountability has strengthened the support system needed to sustain learner progress and program effectiveness.

L – Learner-Centered Monitoring for Lifelong Literacy Development

Regular monitoring mechanisms, including weekly assessments and progress tracking, enable schools to provide timely interventions and ensure continuous improvement in reading performance. Flexible scheduling allows remediation sessions to be conducted without disrupting regular instruction, ensuring that learners receive sustained support. Recognition of learner achievements and gradual transition to enrichment activities for improved readers reinforce motivation and promote lifelong literacy habits. Through these efforts, the ARAL Program not only addresses immediate reading difficulties but also lays the foundation for enduring academic success.

2. Overall, the Division's implementation of the ARAL Program reflects a strategic and compassionate approach to literacy recovery. By integrating adaptive instruction, responsive learning environments, active stakeholder participation, and continuous learner monitoring, schools have established best practices that significantly improve reading outcomes. These initiatives demonstrate the Division's dedication to ensuring that every learner develops the literacy skills necessary for meaningful learning and long-term success.

- Conducted guided oral reading activities with learners, with immediate feedback shared with parents to support reading practice at home.
- Utilized instructional materials such as movable alphabets, flashcards, and other reading manipulatives to enhance learners' phonics, word recognition, and reading skills.



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- Utilization of alphabet flashcards, charts, and reading manipulatives to support learners in recognizing letters, sounds, and basic word formation.
- Application of the Marungko Approach to strengthen learners' phonemic awareness and early reading skills.
- Introduction and use of leveled readers in English and Filipino to match learners' reading ability.
- Implementation of the Marungko Approach, along with the use of reading trackers to monitor and record learners' reading progress.
- Conducted group reading activities to encourage participation, collaboration, and improvement in reading fluency.
- Integration of Filipino and English texts and passages to enhance learners' comprehension and develop bilingual reading skills abilities and gradually improve their comprehension and fluency.
- Implementation of summarization and retelling activities to help learners improve comprehension and recall of key ideas from the text.
- Utilization of ARAL Plus supplementary materials to reinforce learning and support reading and literacy development.
- Promotion of independent silent reading to encourage learners to develop reading habits and enhance their comprehension skills.
- Engaged learners in analyzing themes and characters in selected reading texts, supported by the use of ARAL Plus supplementary materials to strengthen comprehension skills.
- Conducted daily practice in reading and spelling sight words to improve learners' vocabulary, word recognition, and reading fluency.
- Exposure to longer and more complex reading passages helps gradually develop learners' comprehension and analytical skills.
- Use of critical questioning strategies (e.g., why/how questions) to encourage deeper thinking and understanding of the text.
- Use of differentiated instruction to cater to learners' individual needs and ability levels.
- Provision of remediation sessions for low-emerging pupils focusing on basic competencies.
- Gave enrichment activities for High Emerging pupils to sustain engagement and motivation.
- Focused reading intervention activities to enhance learners' reading skills.
- Conducted regular assessments to monitor learners' progress.
- Provision of immediate and constructive feedback to support improvement.
- Strengthened parental involvement through constant communication and partnership.



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- Use of engaging teaching strategies to maintain learners' interest and participation.
 - Promotion of learner confidence, motivation, and active class participation.
 - Establishing strong collaboration among teachers, parents, and learners contributes to program success.
3. This Office extends its appreciation to the Curriculum Implementation Division Unit, the division chief, public schools district supervisors, education program supervisors, school heads, ARAL Program school focals, and teachers who made this accomplishment possible.
4. Attached are the following Enclosures:
- a. EOSY Literacy and Numeracy Assessment Results
 - b. List of Schools with "0" Low and High Emergent Readers (Literacy), Schools with Minimal Number of "Not Proficient" (Numeracy), and Status of Districts in terms of literacy and numeracy skills of learners based on EOSY assessment results
5. Immediate and wide dissemination of this Memorandum is desired.


CECILIA E. VALDERAMA, PhD, CESO VI
Schools Division Superintendent 



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Enclosure No. 1 to Division Memorandum No. 93s. 2026

REPORT ON THE EOSY ASSESSMENT RESULTS

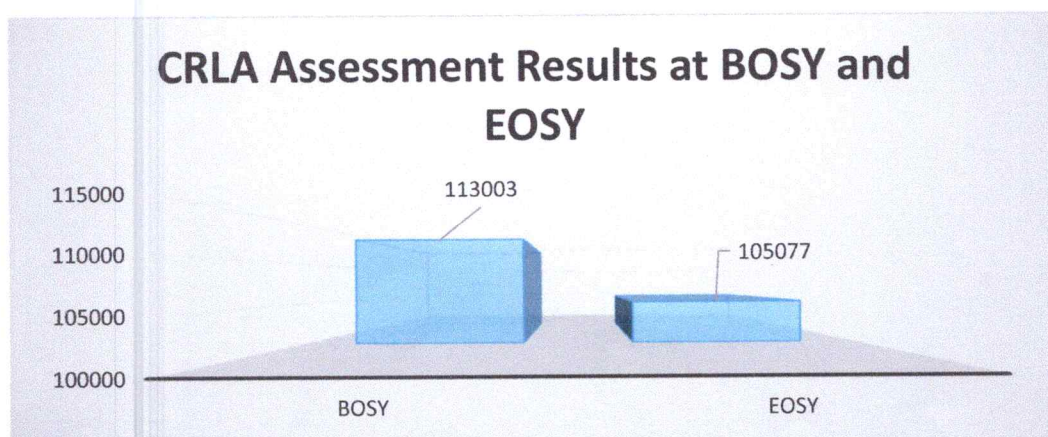
The Department of Education upholds its commitment to improving learners' academic performance through systematic assessment and intervention programs anchored on the Academic Recovery and Accessible Learning (ARAL) Program. In line with this, the administration of the Comprehensive Rapid Literacy Assessment (CRLA), Philippine Informal Reading Inventory (Phil-IRI) for Key Stage 2, and Phil-IRI for Key Stage 3 plays a crucial role in determining learners' reading proficiency. These assessments provide reliable data on learners' abilities in word recognition, fluency, and comprehension, which are essential foundations for effective learning across all subject areas.

The need to conduct these assessments lies in the importance of identifying learners' actual performance levels and uncovering existing learning gaps. Through CRLA and Phil-IRI, schools are able to determine which learners fall under non-reader, struggling, or developing categories, thereby avoiding assumptions about learners' capabilities. This ensures that instructional decisions are grounded in evidence and that learners who require immediate support are properly identified. Without such assessments, it would be difficult to implement appropriate and responsive teaching strategies.

Moreover, analyzing the results of these assessments is essential for informed decision-making and effective intervention planning. The data gathered enables teachers and school leaders to design targeted programs, allocate resources efficiently, and monitor learners' progress over time. It also serves as a basis for evaluating the effectiveness of interventions under the ARAL Program and for strengthening literacy initiatives within the school. Ultimately, the assessment and analysis process supports the goal of improving reading proficiency and ensuring that all learners are equipped with the necessary skills for academic success.

KEY STAGE 1

ASSESSMENT RESULT FOR Comprehensive Rapid Literacy Assessment (CRLA)



Address: Provincial Capitol Compound, Brgy. Guinhawa,
City of Malolos, Bulacan

Website: <https://bulacandeped.com>

Email: bulacan@deped.gov.ph

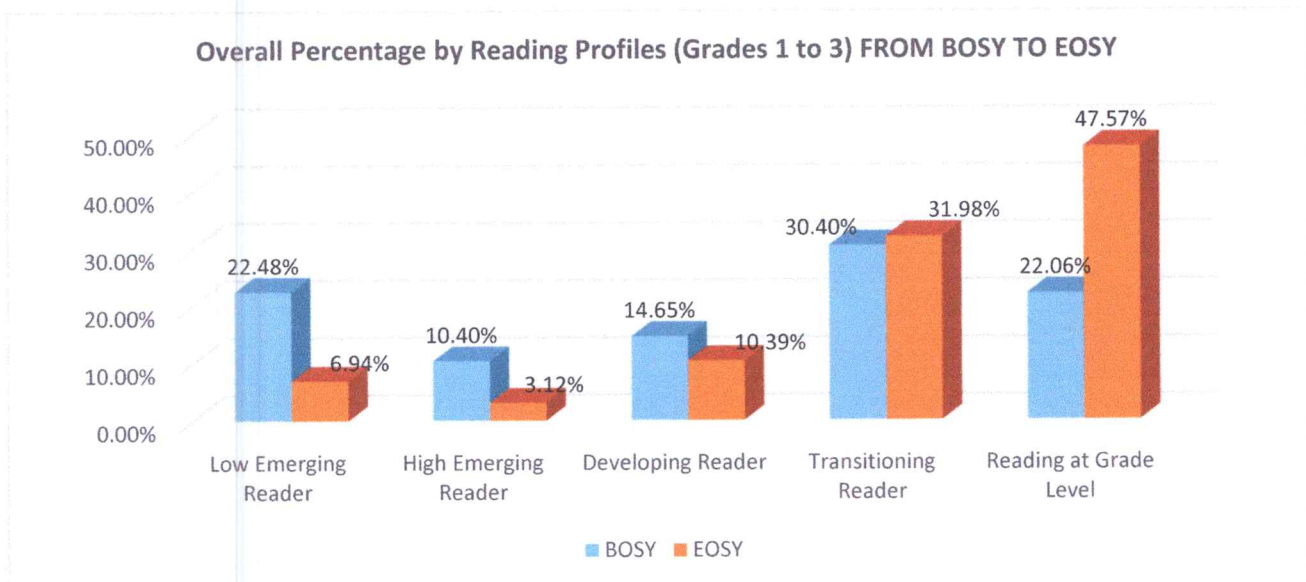


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The graph shows the CRLA assessment results at the Beginning of School Year (BOSY) and End of School Year (EOSY). At BOSY, a total of 113,003 learners were assessed, while at EOSY, the number decreased to 105,077 learners. This reflects a reduction of 7,926 assessed learners by the end of the school year.

The decline in the number of learners assessed from BOSY to EOSY may be attributed to factors such as learner attrition, transfers, absences during assessment periods, or incomplete participation. While the CRLA assessment continued through EOSY, the reduced coverage highlights challenges in maintaining full learner assessment throughout the school year.

Overall, the results emphasize the need to strengthen learner tracking, retention, and assessment monitoring, ensuring that more learners remain engaged and assessed until EOSY to support accurate measurement of learning progress and effective intervention planning.



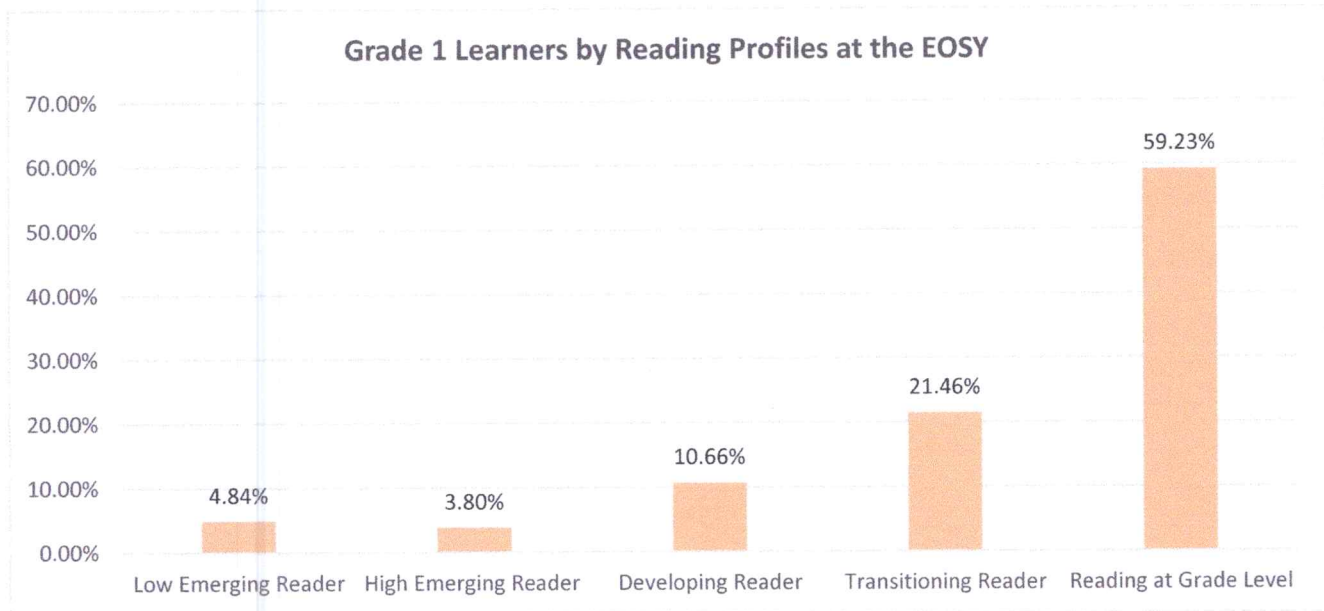
The graph shows a clear improvement in reading performance among Grades 1 to 3 learners from the Beginning of the School Year (BOSY) to the End of the School Year (EOSY). At BOSY, a considerable proportion of learners were classified as Low Emerging Readers (22.48%) and High Emerging Readers (10.40%), indicating a strong need for foundational reading support. By EOSY, the percentage of Low Emerging Readers dropped significantly to 6.94%, reflecting a very positive outcome. This sharp decline suggests that early reading interventions and instructional strategies were effective in helping struggling learners develop basic reading skills and move up to higher proficiency levels.

At the same time, growth was evident in the higher reading categories. The percentage of Transitioning Readers increased slightly from 30.40% to 31.98%, while the proportion of learners reading at grade level rose substantially from 22.06% to 47.57%. Overall, the data indicate strong progress in reading development across the school year, with fewer learners remaining at the lowest level and many more achieving grade-level reading proficiency. The

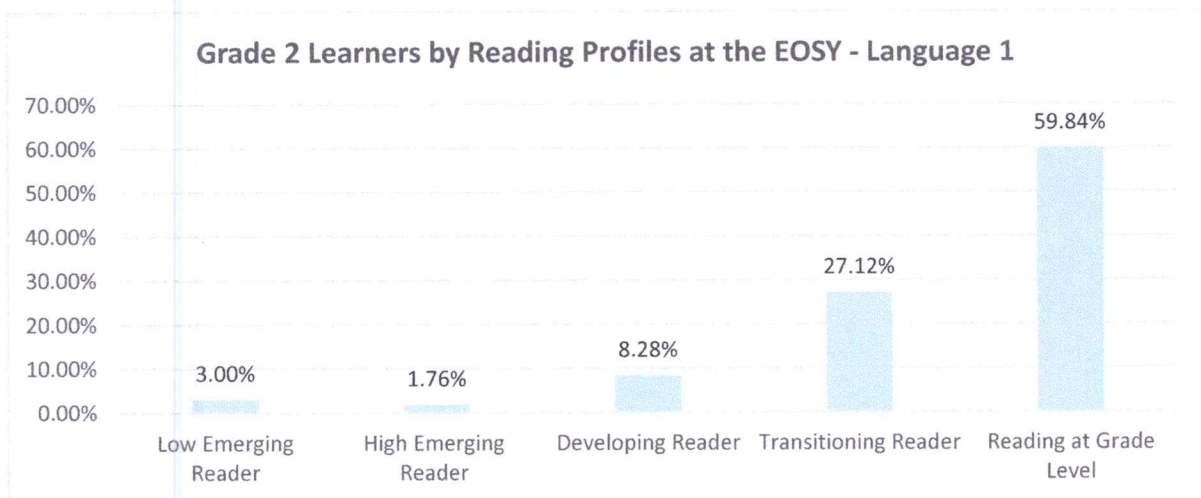


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reduced percentage of Low Emerging Readers is particularly encouraging, as it shows that most learners were successfully supported in building a solid foundation in reading.



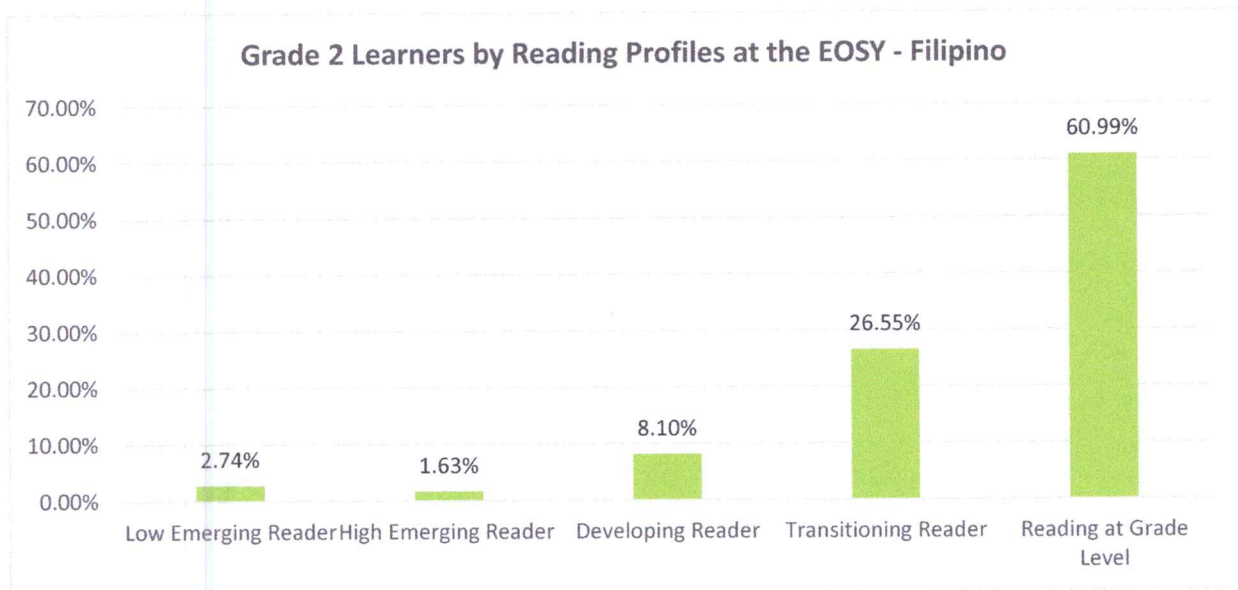
At the end of the school year, most Grade 1 learners were already reading at grade level, accounting for nearly 60% of the group. Only a small percentage remained in the Low and High Emerging levels, indicating that few learners struggled with basic reading skills. Overall, the distribution shows strong reading outcomes for Grade 1, with the majority achieving or approaching expected proficiency by EOSY.



At the end of the school year, most Grade 2 learners in Language 1 were reading at grade level (around 60%), indicating strong reading proficiency. Only a very small percentage remained in the Low and High Emerging levels, while most of the remaining learners were found in the Transitioning and Developing categories. Overall, the data reflect positive reading outcomes for Grade 2, with most learners meeting or approaching expected reading standards at EOSY.

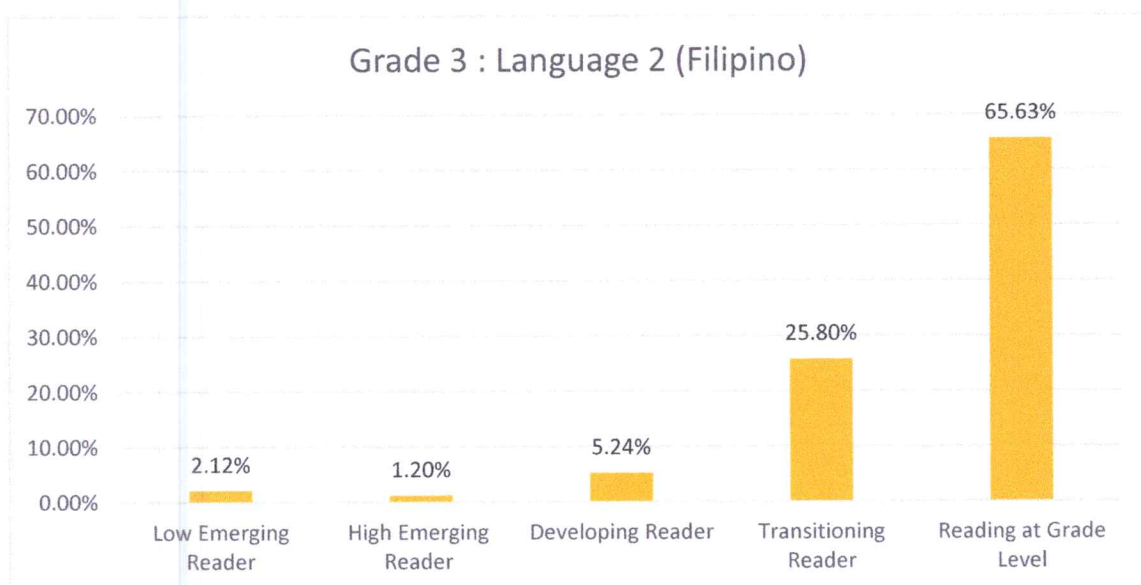


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At the end of the school year, most Grade 2 learners in Filipino were reading at grade level (about 61%), showing strong reading proficiency in the mother tongue. Only a very small percentage remained in the Low and High Emerging levels, while others were mostly in the Transitioning and Developing stages. Overall, the results indicate positive reading performance and effective instruction in Filipino for Grade 2 learners.

At the end of the school year, the majority of Grade 3 learners in Filipino were already reading at grade level (65.63%), reflecting a strong level of reading proficiency. Only a very small percentage remained in the Low and High Emerging categories, while about 25.80% were Transitioning Readers, indicating readiness to fully meet grade-level expectations. Overall, the results show very positive reading outcomes for Grade 3, with most learners achieving expected proficiency by EOSY.



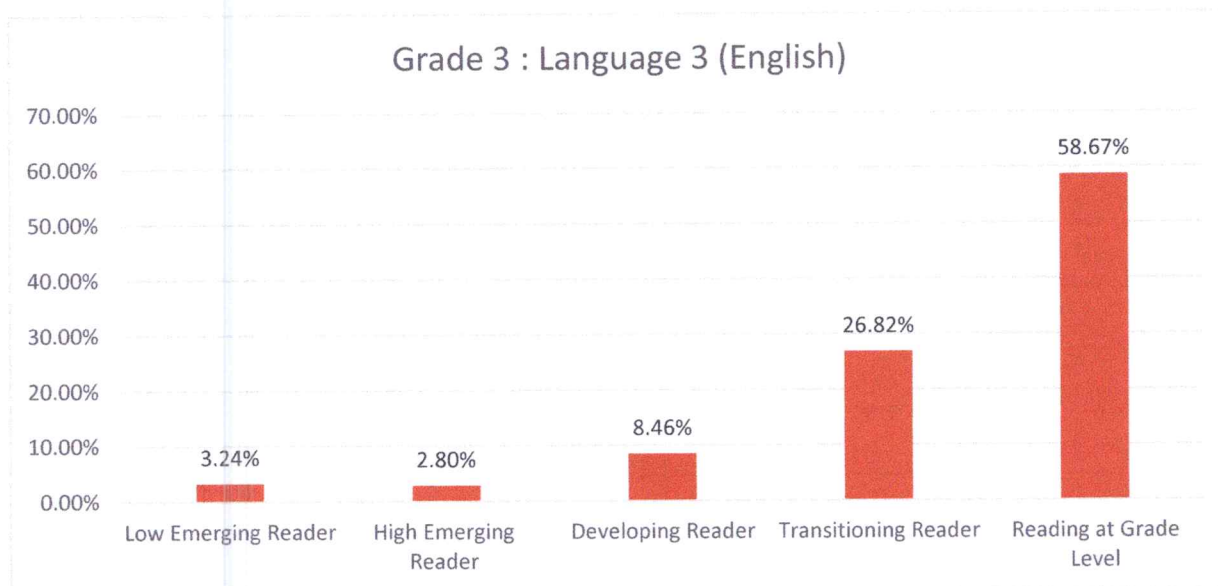
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Website: <https://bulacandeped.com>

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At the end of the school year, most Grade 3 learners in English were already reading at grade level (58.67%), indicating strong reading proficiency. Only a small percentage remained in the Low and High Emerging categories, while about 26.82% were Transitioning Readers, showing that many learners are close to full mastery. Overall, the results reflect positive reading performance in English for Grade 3, with most learners meeting expected standards by EOSY.

SUMMARY OF CRLA

The results of the Comprehensive Reading Literacy Assessment (CRLA) indicate overall strong reading achievement and significant learner progress across Grades 1 to 3 at the end of the school year.

Across all grade levels and languages, the majority of learners are reading at grade level, with especially high percentages observed in Grade 2 and Grade 3. Grade 3 learners performed particularly well in both Filipino (65.63%) and English (58.67%), showing readiness for more advanced reading demands. A considerable proportion of learners in all grades are also classified as Transitioning Readers, suggesting they are close to or approaching grade-level proficiency.

Importantly, the percentage of Low and High Emerging Readers remains consistently low across grades and languages, indicating that only a small group of learners continues to require intensive reading support. This pattern reflects the effectiveness of reading instruction and interventions implemented throughout the school year.

Overall, the CRLA results demonstrate successful early literacy development, with strong foundations established in the primary grades. Continued targeted intervention is recommended for the small group of emerging readers to ensure that all learners achieve and sustain grade-level reading proficiency.

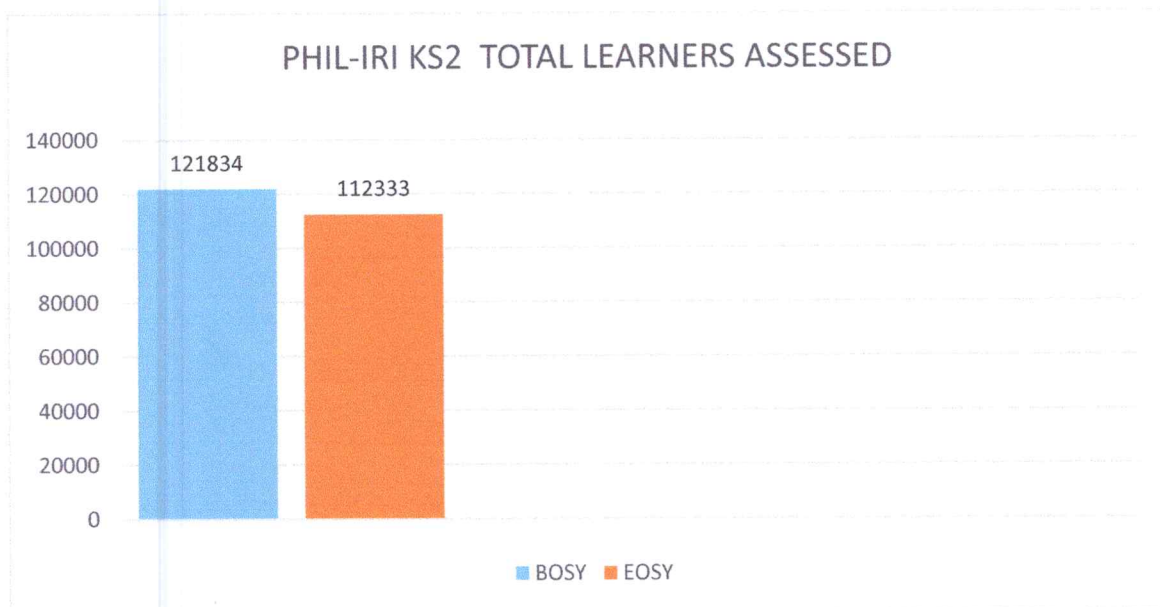


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**KEY STAGE 2
ASSESSMENT RESULT FOR Philippine Informal Reading Inventory (Phil-IRI) for
Elementary Schools (Grades 4 to 6)**

The assessment of reading proficiency among Grades 4 to 6 learners (Key Stage 2) was conducted using a standardized reading inventory developed by the Department of Education. This assessment measures learners' competencies in word recognition, reading fluency, and comprehension, providing an objective picture of their reading performance at the intermediate level.

The results of the assessment serve as an important basis for identifying learners' reading levels and determining their readiness to handle more complex, grade-appropriate texts. Furthermore, the data guide teachers and school leaders in planning targeted reading interventions, instructional strategies, and support programs to further strengthen literacy development and address the needs of learners who require additional assistance.

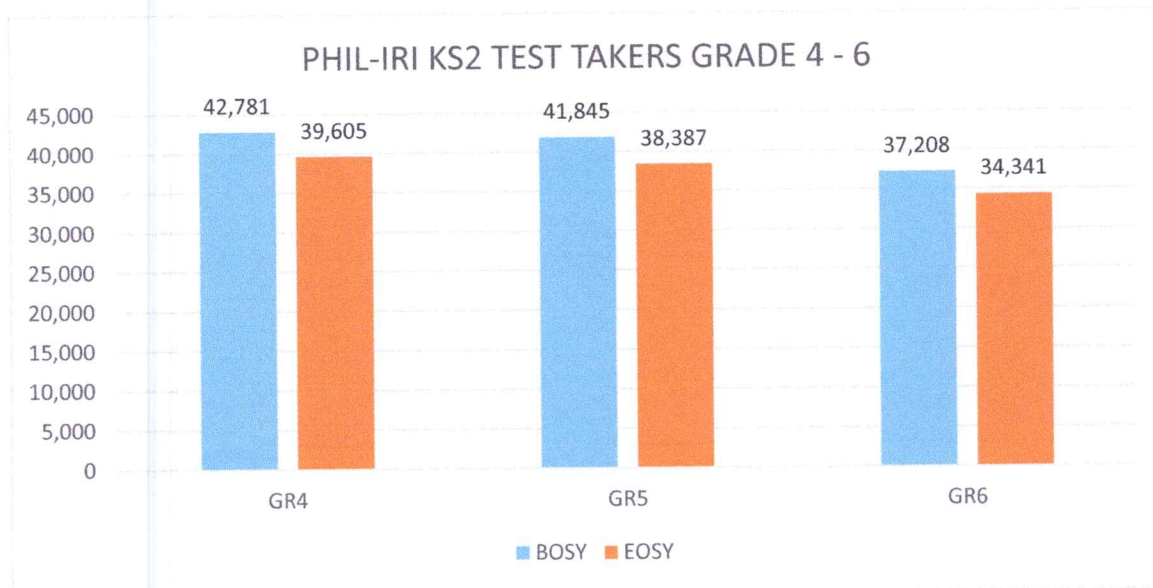


The provided bar graph compares the total number of students who participated in the PHIL-IRI KS2 assessment at the start and end of the school year.

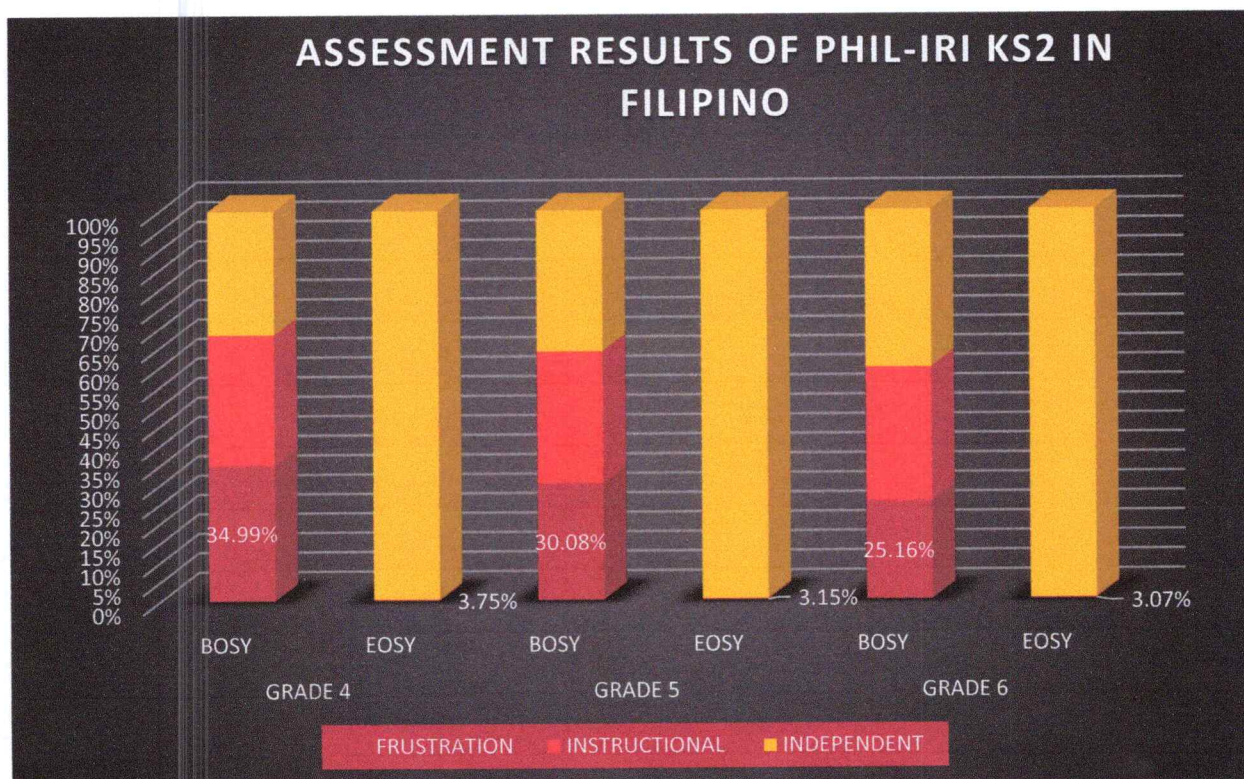
According to the data, the student population decreased from **121,834** participants at the Beginning of the School Year (BOSY) to **112,333** participants by the End of the School Year (EOSY). This represents a total reduction of **9,501** test-takers, indicating that approximately **8%** of the initial group did not complete the final assessment.



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The decrease in test-takers from the beginning to the end of the school year is primarily due to student mobility and attrition. While students received daily reading interventions, the final count is lower because many learners transferred to other schools, dropped out, or were absent during the specific year-end testing window. Consequently, the EOSY data reflects only the students who remained enrolled and present, rather than the entire initial group.



The graph shows a significant improvement in Filipino reading proficiency across Grades 4, 5, and 6 following the implementation of reading interventions.



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Website: <https://bulacandeped.com>

Email: bulacan@deped.gov.ph

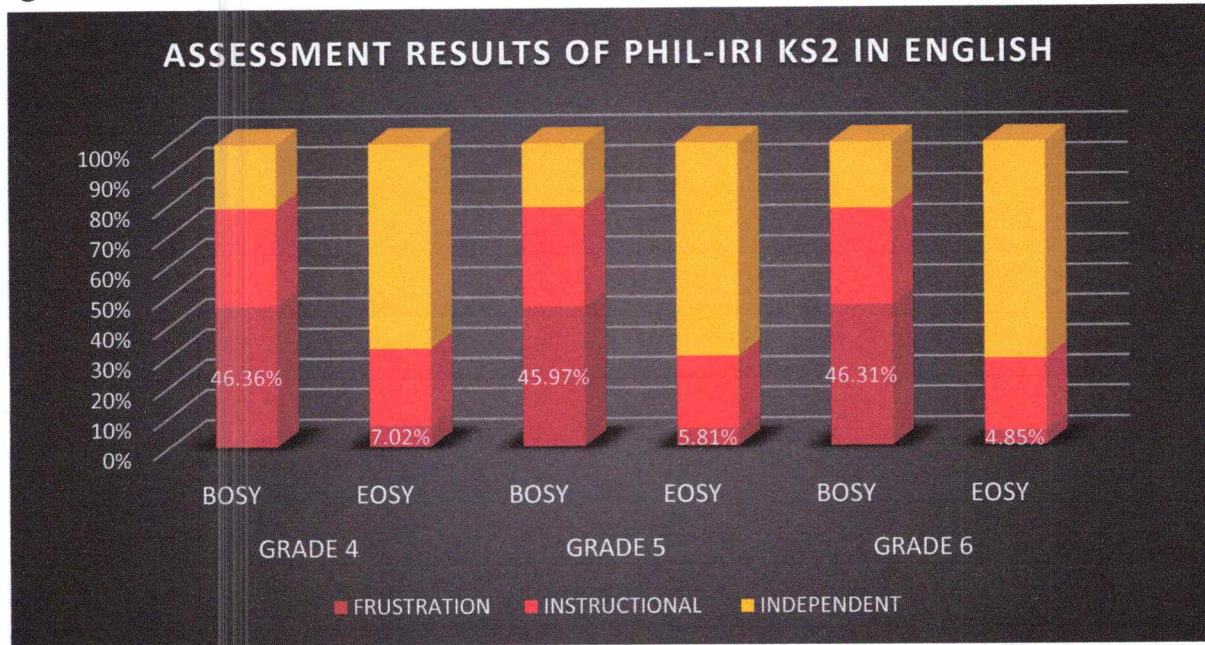


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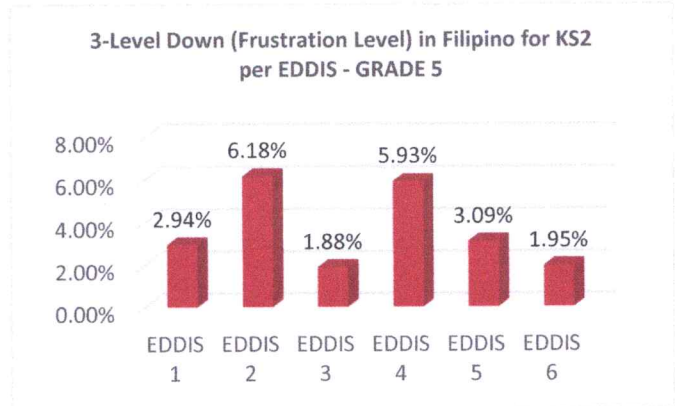
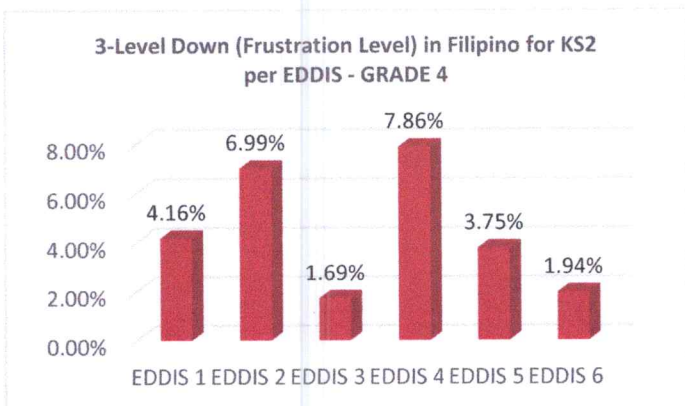
The **Frustration level** (red) shows a drastic decline in all grades by the end of the school year:

- **Grade 4:** Dropped from **34.99%** to just **3.75%**.
- **Grade 5:** Dropped from **30.08%** to **3.15%**.
- **Grade 6:** Dropped from **25.16%** to **3.07%**.

By the **End of School Year (EOSY)**, the overwhelming majority of students reached the **Independent level** (yellow), demonstrating that daily reading activities and targeted interventions effectively moved nearly all students out of the Frustration and Instructional categories.

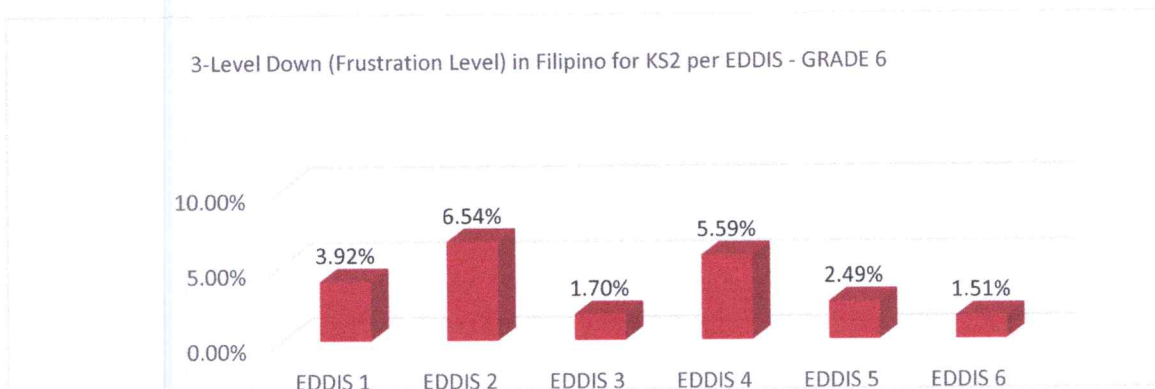


The sharp rise in the **Independent category** (yellow) by the end of the year proves that the daily reading interventions and support programs were highly successful. Specifically, approximately **40% of students** who began the year struggling at the Frustration level were successfully moved into higher proficiency brackets. This suggests that while English remains a more challenging subject than Filipino, the current instructional strategies are effectively bridging the literacy gap.





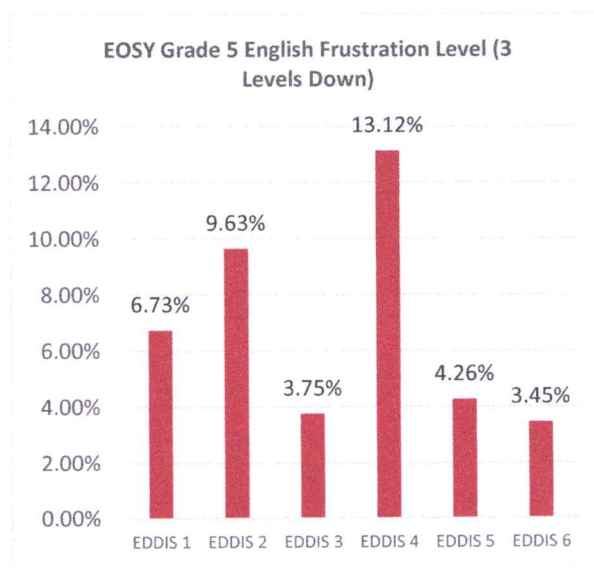
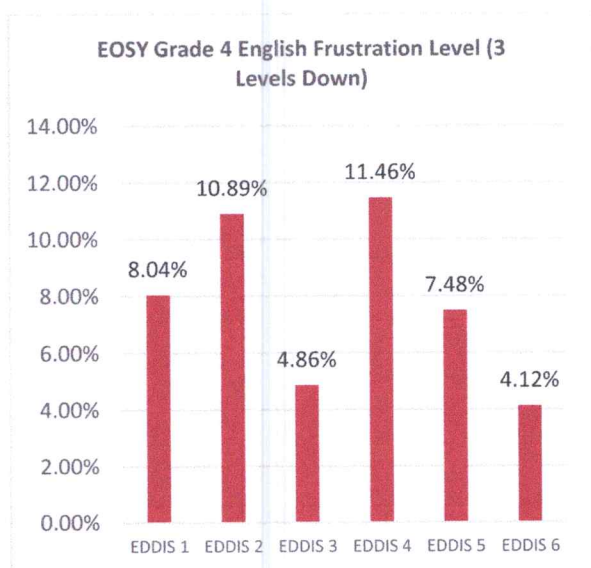
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The **average percentage of learners under the Frustration Level (3 Levels Down) in Filipino** across Grades 4, 5, and 6 is approximately **3.9%** of the total learners assessed. When examined by grade level, **Grade 4 records the highest average frustration rate at about 4.4%**, followed by **Grade 5 at 3.7%** and **Grade 6 at 3.6%**. This shows a slight decline as learners move to higher grades, but the reduction is minimal.

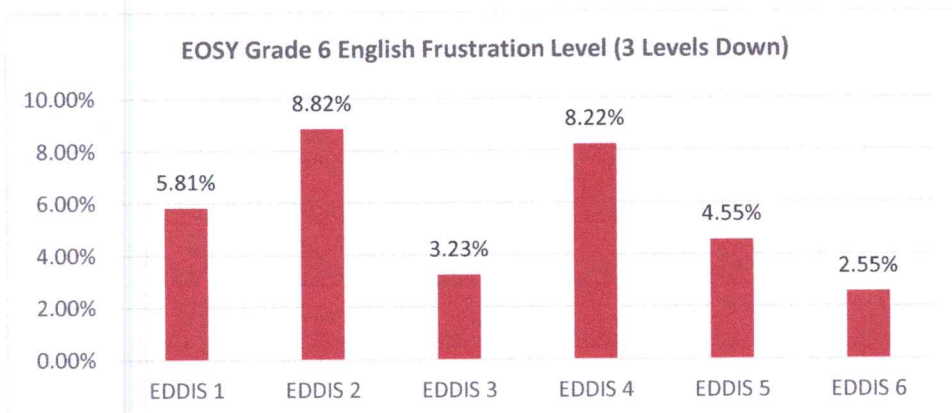
Comparing the three graphs, **EDDIS 2 consistently posts the highest frustration percentages** across all grade levels (ranging from about 6% to over 7%), followed by **EDDIS 4**, which also remains above the division average in every grade. These two EDDIS show persistent reading difficulty across Grades 4 to 6, indicating that learners in these divisions are not transitioning out of the frustration level at the same rate as others.

Therefore, **EDDIS 2 requires the most immediate and intensive intervention**, with **EDDIS 4 as the next priority**, particularly starting in **Grade 4**, where frustration levels are highest overall. Early and focused support in these areas is crucial to prevent continued reading difficulty as learners progress through KS2.





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The EOSY English results show that learner frustration is **highest in Grades 4 and 5** and generally **decreases by Grade 6** across all EDDIS districts.

In **Grades 4 and 5, EDDIS 2 and EDDIS 4** consistently record the highest frustration levels, indicating significant reading difficulties that need targeted support. **EDDIS 3 and EDDIS 6** show the lowest percentages across all grade levels, suggesting stronger reading performance or effective interventions.

By **Grade 6**, frustration levels decline in all districts, although EDDIS 2 and EDDIS 4 remain areas of concern. Overall, the data emphasize the need for **early and focused reading interventions**, particularly in Grades 4 and 5, to reduce frustration and improve learner outcomes.

Summary of Key Stage 2 (Grades 4–6) Results

The assessment results for **Key Stage 2 (Grades 4 to 6)** show that the majority of learners demonstrated **satisfactory to strong reading proficiency**, with many performing at the **independent and instructional levels**. These learners are generally able to read and comprehend grade-appropriate texts, indicating readiness to handle more complex academic reading tasks.

However, a **small proportion of learners remain at the frustration level**, highlighting the need for **continued and targeted reading interventions**. Overall, the results suggest positive literacy development in the intermediate grades while emphasizing the importance of sustained support to ensure that all learners achieve functional and independent reading proficiency.

KEY STAGE 3 ASSESSMENT RESULTS IN PHIL-IRI (GRADE 7-10)

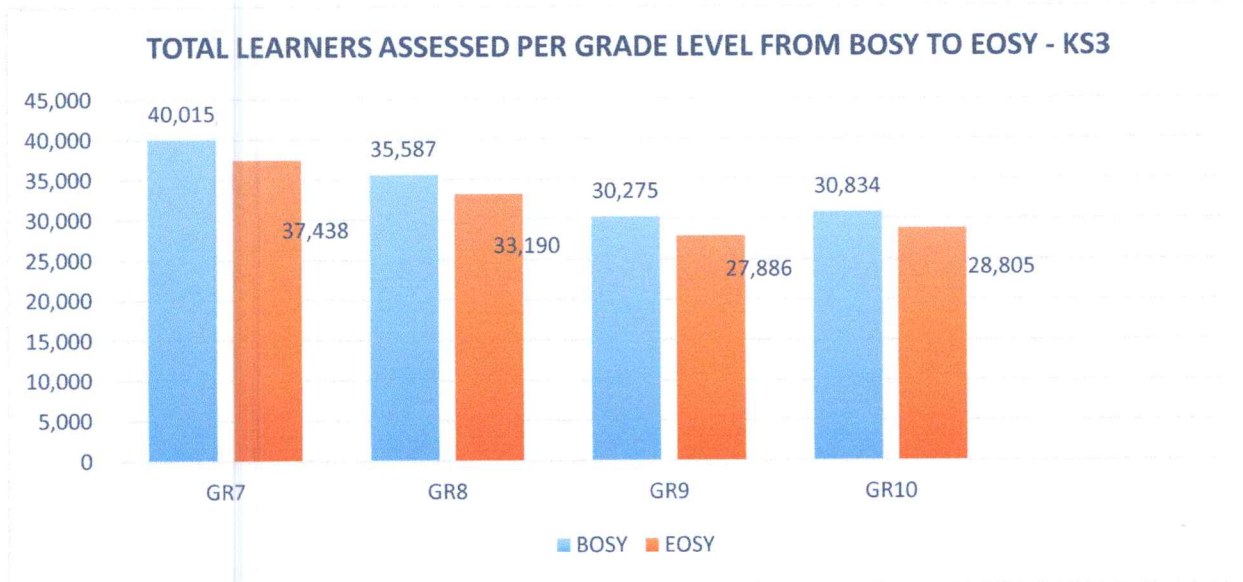
The Philippine Informal Reading Inventory (PHIL-IRI) serves as a vital diagnostic tool designed to evaluate the reading proficiency levels of learners in the public school system. For Key Stage 3 (KS3), which covers the critical transition years of Grades 7 through 10, the assessment is instrumental in identifying students' strengths and gaps in word recognition and reading comprehension in both English and Filipino.



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As learners progress through Key Stage 3, the complexity of academic texts increases. Success in subjects like Science, Mathematics, and Social Studies is heavily dependent on a student's ability to decode and comprehend complex information.

The following report presents the consolidated results of the **Total Learners Assessed** across the four grade levels of KS3. By comparing the BOSY and EOSY data, we can observe the trends in learner participation and assessment coverage, which serves as the foundation for our analysis of the overall reading performance of the student body.



The data shows a consistent decrease in the number of learners assessed from Beginning of School Year (BOSY) to End of School Year (EOSY) across all grade levels (Grades 7–10). This indicates a reduction in participation or coverage during EOSY assessments.

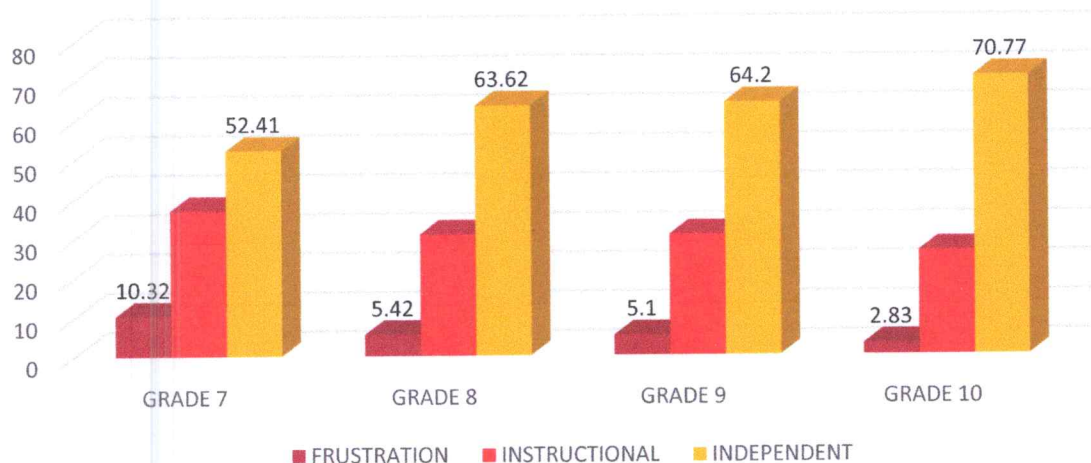
Grade 7 recorded the highest drop, with 2,577 fewer learners, followed by Grade 8 (2,397) and Grade 9 (2,389). Grade 10 had the smallest decrease at 2,029. Despite the variation, the decline is relatively uniform, suggesting a systemic factor affecting all grade levels rather than an isolated issue.

Overall, the trend may imply learner attrition, absenteeism during EOSY assessment, transfer of students, or incomplete data collection. This pattern highlights the need to investigate underlying causes to ensure more consistent learner participation and accurate end-of-year assessment results.



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EOSY ASSESSMENT RESULTS IN FILIPINO FROM GRADE 7-10 - PHIL-IRI KS 3

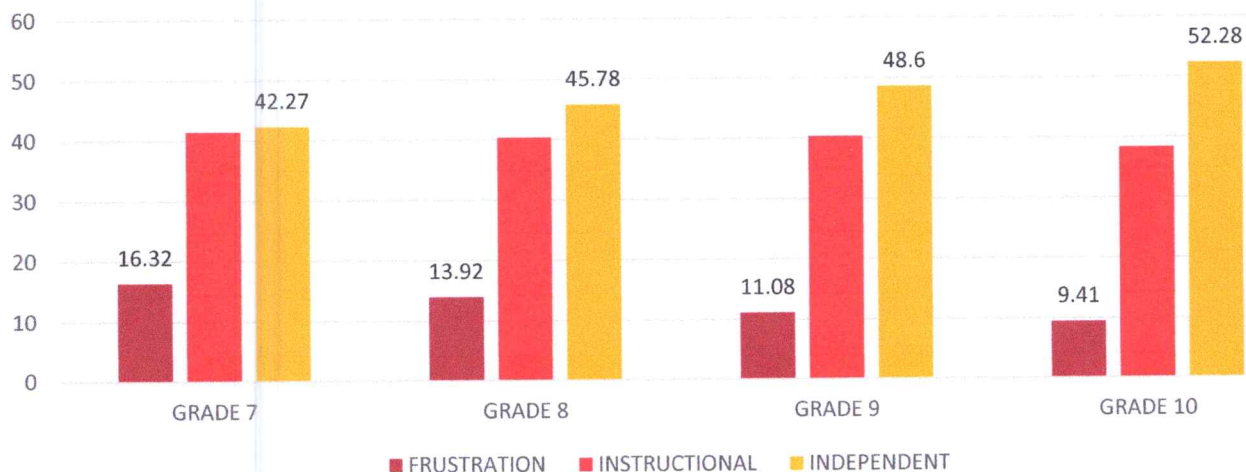


This graph presents the **End of School Year (EOSY) assessment results in Filipino for all learners under Key Stage 3 (Grades 7–10)** using the **Phil-IRI**. Based on the results, **Grade 7 has the highest proportion of learners at the frustration level**, indicating that many learners at the entry level of secondary education continue to struggle with reading skills in Filipino.

The frustration level gradually decreases in **Grade 8** and further declines in **Grade 9**, showing some improvement in reading proficiency as learners advance in grade level. **Grade 10 records the lowest frustration level**, suggesting better reading readiness among learners approaching the end of Key Stage 3.

Overall, the results highlight a clear need for **strengthened reading interventions in Filipino**, particularly in the lower secondary levels, to prevent reading difficulties from persisting as learners progress through KS3.

EOSY ASSESSMENT RESULTS IN ENGLISH FROM GRADE 7-10 - PHIL-IRI KS 3



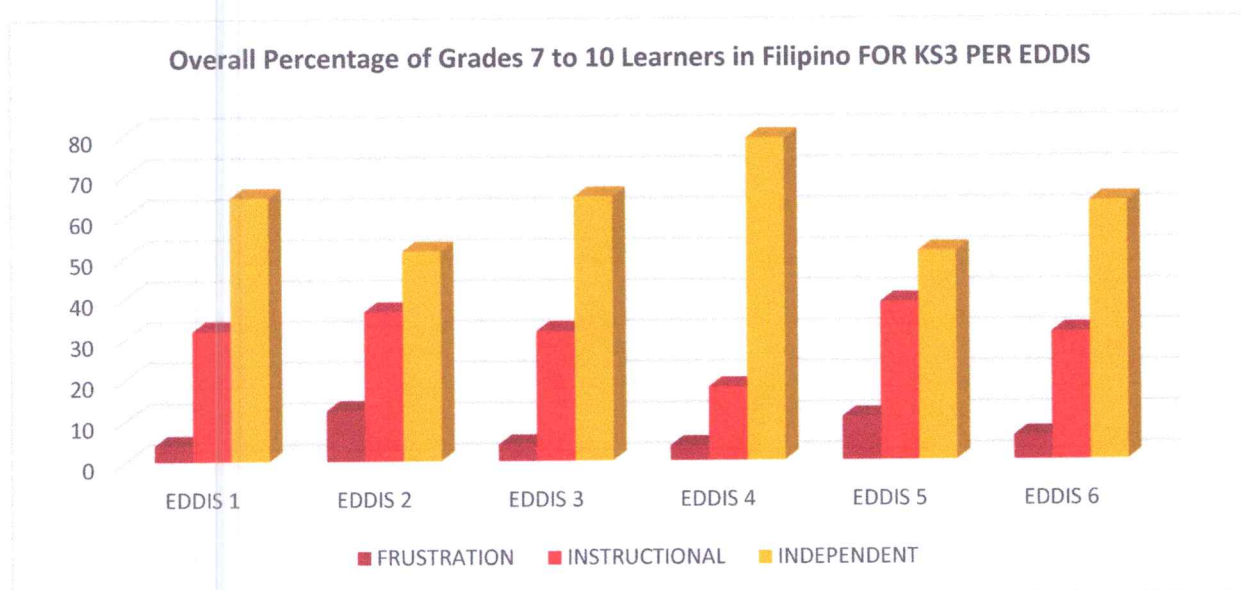


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This graph presents the **End of School Year (EOSY) English reading assessment results for Grades 7 to 10 under Phil-IRI KS3**. Based on the data, **Grade 7 registers the highest frustration level at approximately 16%**, indicating that a significant proportion of learners at this level continue to experience serious reading difficulties in English.

The frustration level decreases in the succeeding grades. **Grade 8 shows about 14% of learners at the frustration level**, followed by **Grade 9 with roughly 11%**, and **Grade 10 with the lowest frustration level at around 9%**. This downward trend suggests gradual improvement in reading proficiency as learners progress through higher grade levels.

Overall, while the declining percentages indicate positive progression, the presence of frustration-level readers across all grades emphasizes the need for **continued and targeted reading interventions in English**, particularly in the lower secondary grades, to prevent learning gaps from persisting through Key Stage 3.



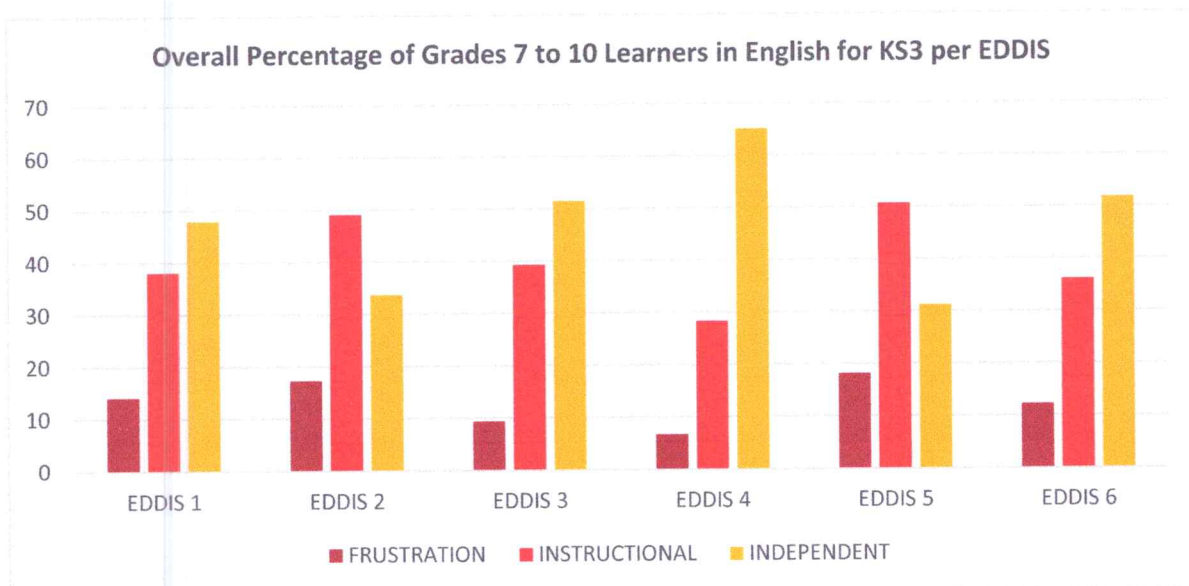
The graph presents the overall reading performance of Grades 7 to 10 learners in **Filipino** under KS3 across the six EDDIS, categorized into frustration, instructional, and independent levels. Across all districts, the **frustration level consistently represents the smallest proportion**, while the majority of learners fall under the independent level.

However, variation in frustration levels is evident among districts. **EDDIS 2 and EDDIS 5 show relatively higher frustration percentages**, indicating a greater number of learners struggling with reading proficiency. In contrast, **EDDIS 1, EDDIS 3, and EDDIS 4 register lower frustration levels**, suggesting better reading outcomes among learners in these districts.

Despite the overall dominance of independent readers, the persistent presence of frustration-level learners across all EDDIS highlights the need to **strengthen targeted reading interventions**. Focused remediation, continuous monitoring, and sustained implementation of reading programs are necessary to further reduce frustration levels and support learners toward higher levels of reading independence.



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The graph reveals notable differences in the **percentage of KS3 learners at the frustration level in English across the EDDIS**. **EDDIS 5 exhibits the highest frustration rate**, indicating that a larger proportion of learners in this district experience significant challenges in English reading. **EDDIS 2** also registers a relatively high frustration level, suggesting the need for intensified reading support.

Meanwhile, **EDDIS 1 and EDDIS 6** show moderate frustration percentages, reflecting existing reading difficulties that still require intervention. **EDDIS 3 records a lower frustration level**, while **EDDIS 4 has the lowest percentage of frustration-level learners**, indicating stronger reading performance and more effective literacy outcomes.

Overall, the variations in frustration levels across districts highlight the importance of **district-specific and targeted reading interventions in English**, particularly for EDDIS with higher frustration rates, to ensure improved reading proficiency among KS3 learners.

Summary of Results

The assessment results for **Key Stage 3 (Grades 7 to 10)** indicate that most learners demonstrated **functional to satisfactory reading proficiency**, showing the ability to understand grade-appropriate texts and engage in more advanced reading tasks across subject areas. Many learners performed at the **instructional and independent levels**, reflecting developing competence in comprehension and critical reading skills.

However, a **notable number of learners still require continued support**, particularly in reading comprehension and fluency for complex texts. These results highlight the need for **sustained reading programs and content-area literacy strategies** to further strengthen learners' skills and ensure readiness for senior high school academic demands.



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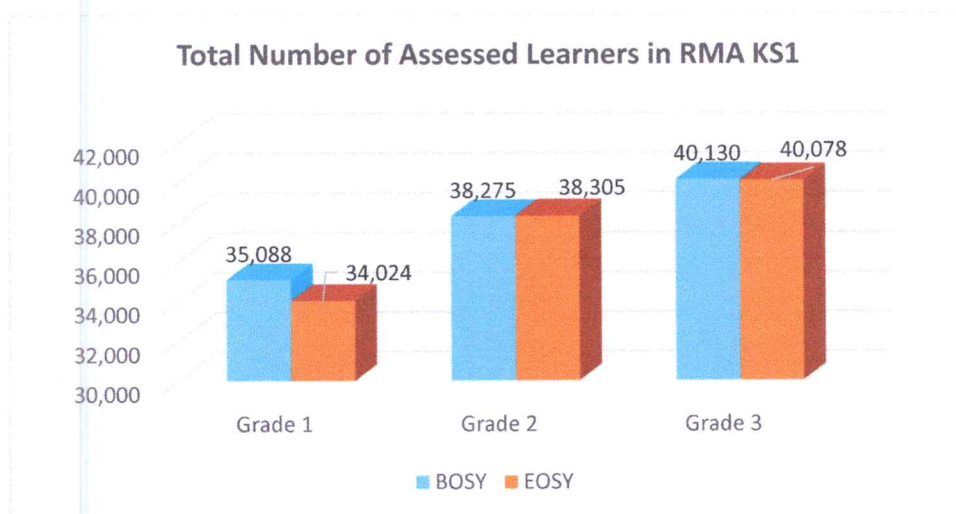
RESULT OF RAPID MATHEMATICS ASSESSMENT (RMA)

A **Rapid Mathematics Assessment (RMA)** is a monitoring and diagnostic tool used to assess learners' proficiency based on assessment results. It helps identify learning gaps early, track performance trends across grade levels and divisions, and provide evidence for instructional planning, remediation, and policy decisions.

The **analysis and interpretation of RMA data** are essential because they transform raw scores into meaningful insights. Through careful examination of the results, educators can identify specific areas of difficulty, recognize patterns in learner performance, and determine which grade levels or divisions require focused support. This process promotes data-driven decision-making, effective resource allocation, and continuous improvement in mathematics instruction.

The following graphs present the results of the **Rapid Mathematics Assessment (RMA)** and provide a general overview of learners' performance across different grade levels and educational districts (EDDIS). These visual representations illustrate overall trends in proficiency and highlight patterns useful for understanding learner performance. They serve as a reference for identifying areas of concern and for guiding instructional planning and appropriate educational interventions.

REPORT ON RMA KEY STAGE 1

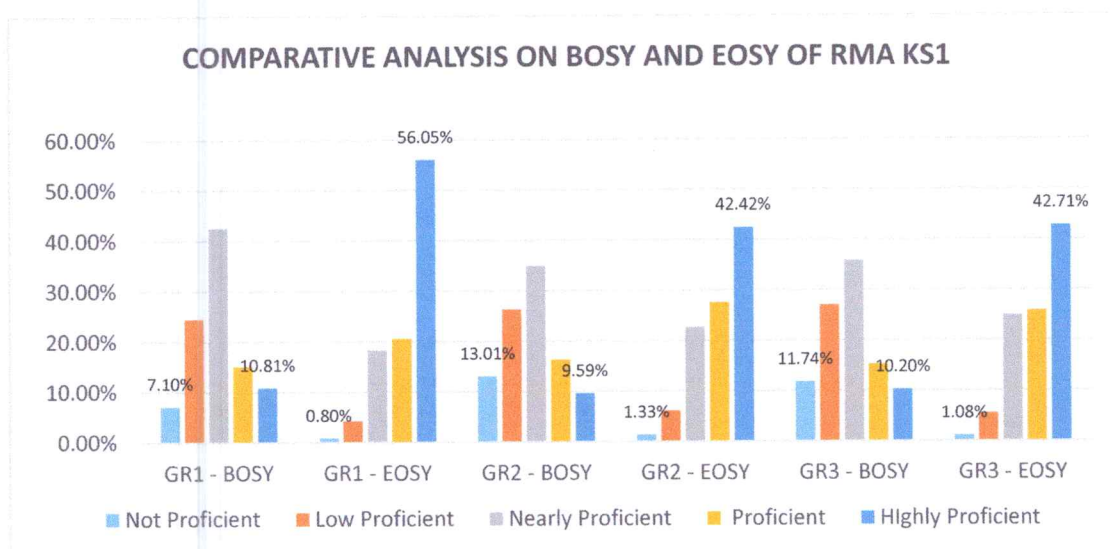


The number of learners assessed in RMA Key Stage 1 shows minor variations between the Beginning of School Year (BOSY) and the End of School Year (EOSY) across Grades 1 to 3. In Grade 1, the number slightly decreased from 35,088 learners at BOSY to 34,024 at EOSY, reflecting a reduction of 1,064 learners. Grade 2 showed a minimal increase from 38,275 learners at BOSY to 38,305 at EOSY, while Grade 3 recorded a slight decrease from 40,130 to 40,078 learners.

Overall, the changes in the number of assessed learners from BOSY to EOSY are minimal, indicating sustained participation and broad assessment coverage throughout the school year. These slight fluctuations may be attributed to learner movement, such as transfers or attrition, and do not significantly affect the reliability of the assessment results in reflecting learner performance in Key Stage 1.



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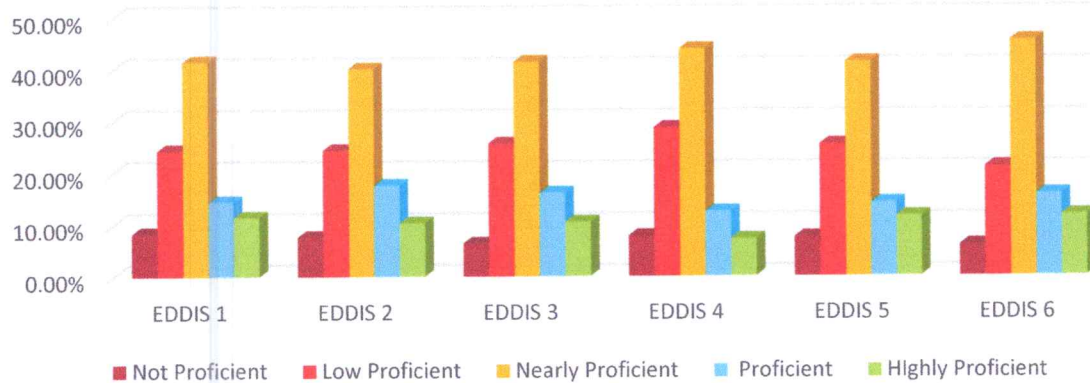
The Beginning of School Year (BOSY) results of the Rapid Mathematics Assessment (RMA) for Key Stage 1 indicate that a substantial proportion of learners in **Grades 1 to 3** were clustered in the lower proficiency levels. The percentage of **Not Proficient learners** stood at **7.10% for Grade 1, 13.01% for Grade 2, and 11.74% for Grade 3**, while **Nearly Proficient learners** comprised a large share of the population (**approximately 42% in Grade 1, 35% in Grade 2, and 36% in Grade 3**). Meanwhile, the proportion of **Highly Proficient learners** at BOSY remained relatively low, ranging only from **9% to 11%**, reflecting varied learner readiness at the start of the school year.

By the End of School Year (EOSY), a clear improvement in learner performance is evident across all grade levels. The proportion of **Highly Proficient learners increased significantly to 56.05% in Grade 1, 42.42% in Grade 2, and 42.71% in Grade 3**, while **Not Proficient learners decreased sharply to below 2% in all grades (0.80% in Grade 1, 1.33% in Grade 2, and 1.08% in Grade 3)**. This shift reflects a strong movement of learners from lower to higher proficiency levels. Overall, the BOSY–EOSY comparison demonstrates the effectiveness of classroom instruction and early-grade interventions in strengthening foundational numeracy skills and supporting continuous learning progression in Key Stage 1.

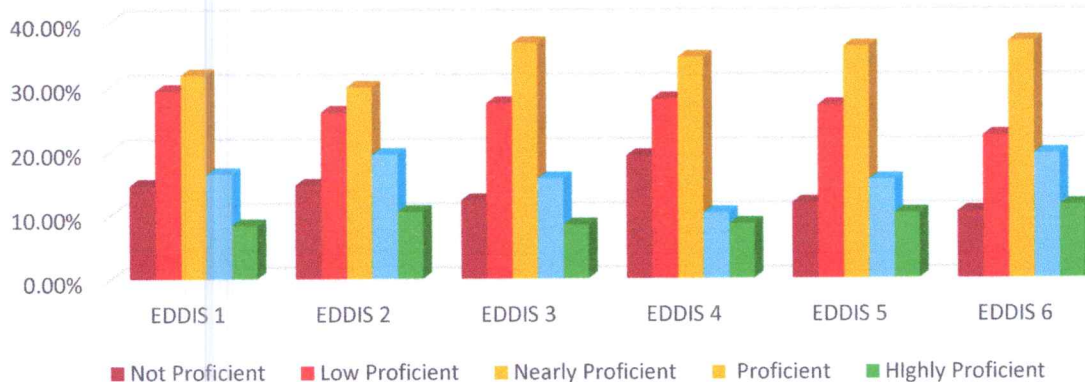


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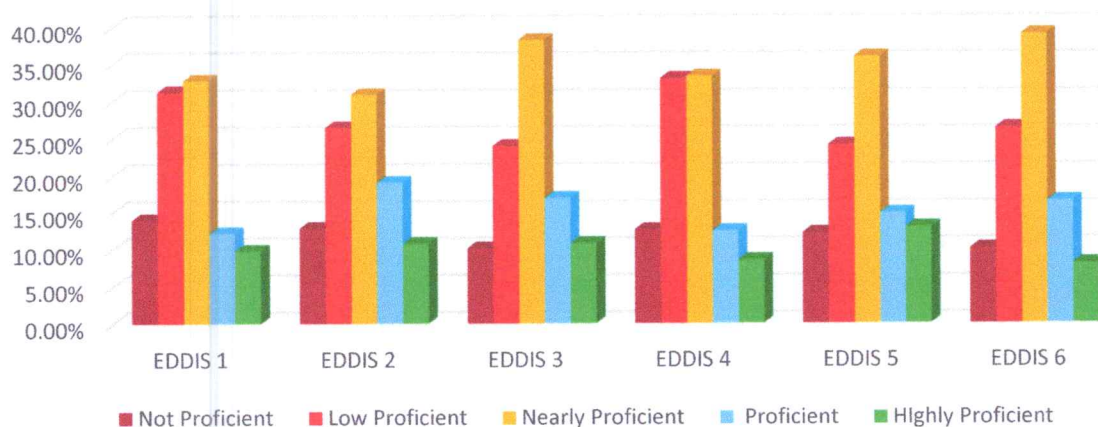
BOSY Performance Results of Grade 1 Learners in RMA KS1 per EDDIS



BOSY PERFORMANCE RESULTS OF GRADE 2 LEARNERS IN RMA KS1 PER EDDIS



BOSY PERFORMANCE RESULTS OF GRADE 3 LEARNERS IN RMA KS1 PER EDDIS



A comparison of the BOSY RMA results across **Grades 1, 2, and 3** shows a consistent pattern in all **EDDIS**, with **Nearly Proficient learners comprising the largest proportion** at each grade level. However, as learners progress from **Grade 1 to Grade 3**, there is a noticeable

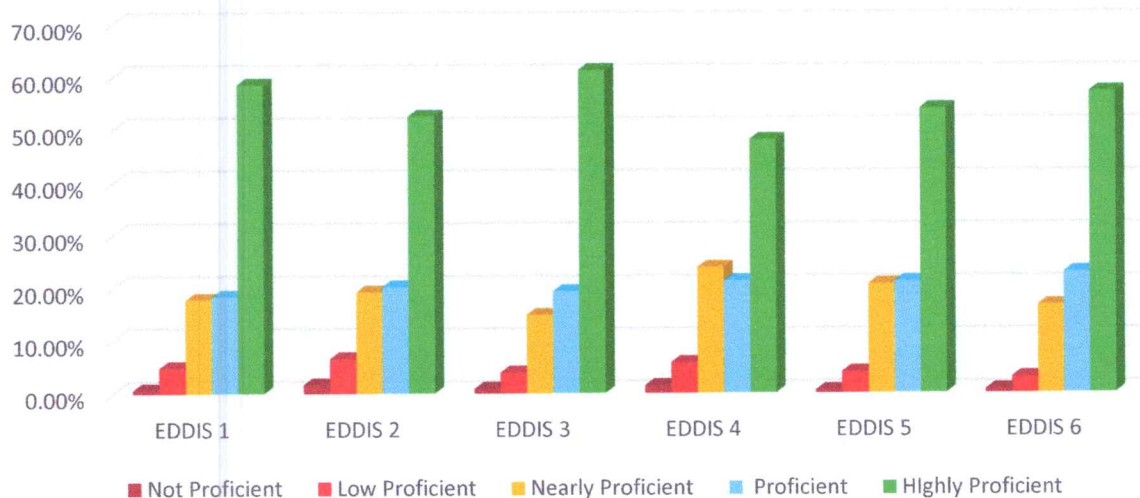


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increase in the percentages of **Low Proficient and Not Proficient learners**, particularly evident in **Grades 2 and 3**. This suggests that while learners begin Key Stage 1 with emerging numeracy skills, challenges become more apparent as lesson complexity increases in higher grade levels.

Across the three grade levels, **Grade 1 generally demonstrates lower levels of Not Proficient learners** and a more balanced distribution between Proficient and Nearly Proficient categories compared to Grades 2 and 3. **Grade 3 consistently records higher proportions of Low Proficient and Not Proficient learners**, especially in **EDDIS 4**, indicating cumulative learning gaps as learners advance. While Highly Proficient learners are present in all grades, their proportion remains relatively low and does not significantly increase from Grade 1 to Grade 3. Overall, the comparison indicates that early numeracy skills established in Grade 1 are not consistently strengthened in later grades, highlighting the need for sustained instructional support across Grades 2 and 3, particularly in EDDIS with higher concentrations of low-performing learners.

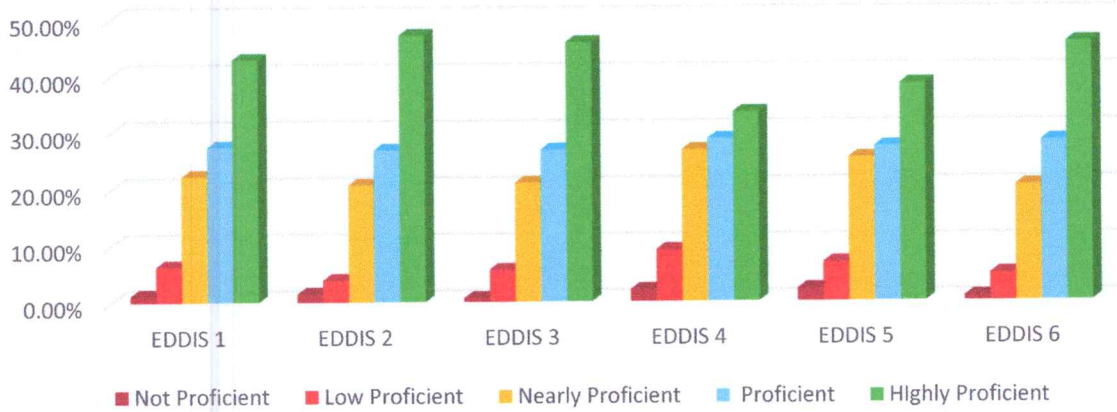
EOSY Performance Results of Grade 1 Learners in RMA KS1 per EDDIS



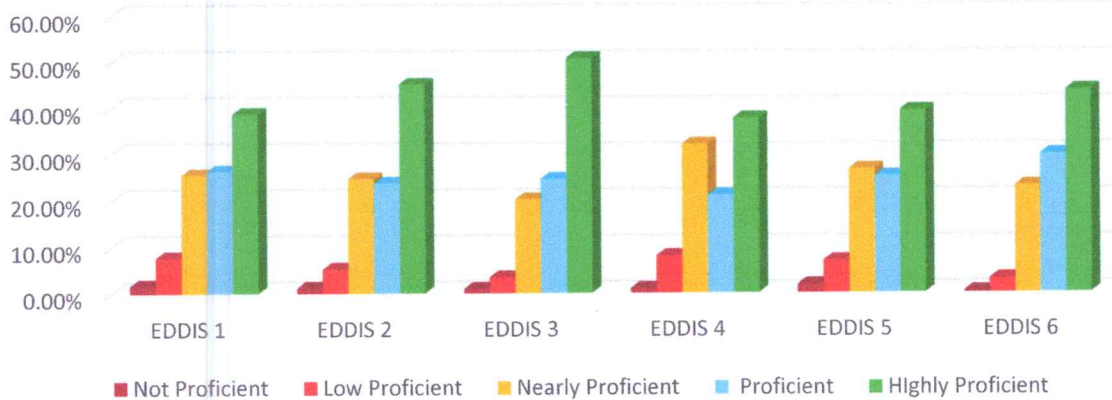


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EOSY PERFORMANCE RESULTS OF GRADE 2 LEARNERS IN RMA
KS1 PER EDDIS



EOSY PERFORMANCE RESULTS OF GRADE 3 LEARNERS IN RMA
KS1 PER EDDIS



The End of School Year (EOSY) results of the Rapid Mathematics Assessment (RMA) for **Key Stage 1** show strong learning gains across **Grades 1, 2, and 3**, with **Highly Proficient learners forming the largest proportion in all grade levels**. Grade 1 records the highest level of mastery by EOSY, indicating that foundational numeracy skills were effectively developed early in the year. Grades 2 and 3 also show substantial numbers of learners achieving Proficient and Highly Proficient levels, demonstrating continued skill development as learners progress through Key Stage 1.

Across all **EDDIS**, this positive pattern is consistently observed, reflecting the effective implementation of instruction and support programs throughout the school year. While small variations exist, all EDDIS show a strong shift toward higher proficiency levels by EOSY. Overall, the results highlight successful instructional practices in Key Stage 1 and emphasize the importance of sustaining these strategies to support learners as they advance to higher grade levels.



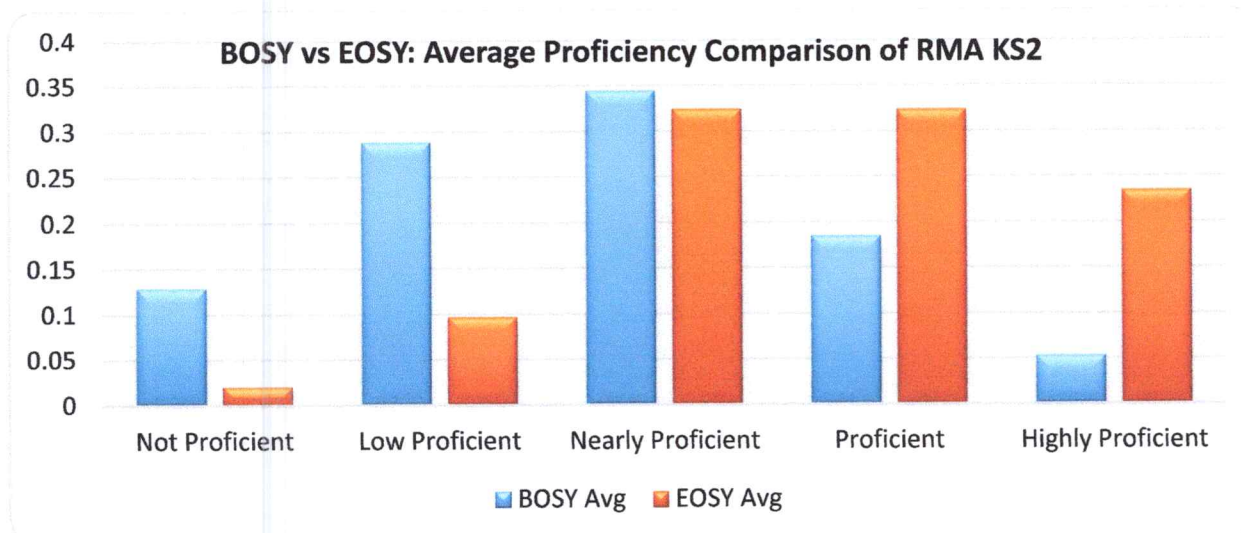
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REPORT ON RMA KEY STAGE 2

The Rapid Mathematics Assessment (RMA) for Key Stage 2 (Elementary Level) is a diagnostic tool designed to evaluate the numeracy skills of learners in Grades 4 to 6. This stage is foundational in strengthening learners' understanding of core mathematical concepts, serving as a bridge between basic numeracy in the primary grades and more abstract mathematical thinking in Junior High School.

At Key Stage 2, learners are expected to demonstrate mastery of fundamental skills such as the four basic operations, fractions, decimals, measurement, and problem-solving. These competencies are essential in building mathematical fluency and confidence. However, variations in learning experiences and levels of understanding often result in gaps that may hinder learners' readiness for more advanced Mathematics. The RMA provides a structured approach to identifying these gaps and determining learners' current proficiency levels.

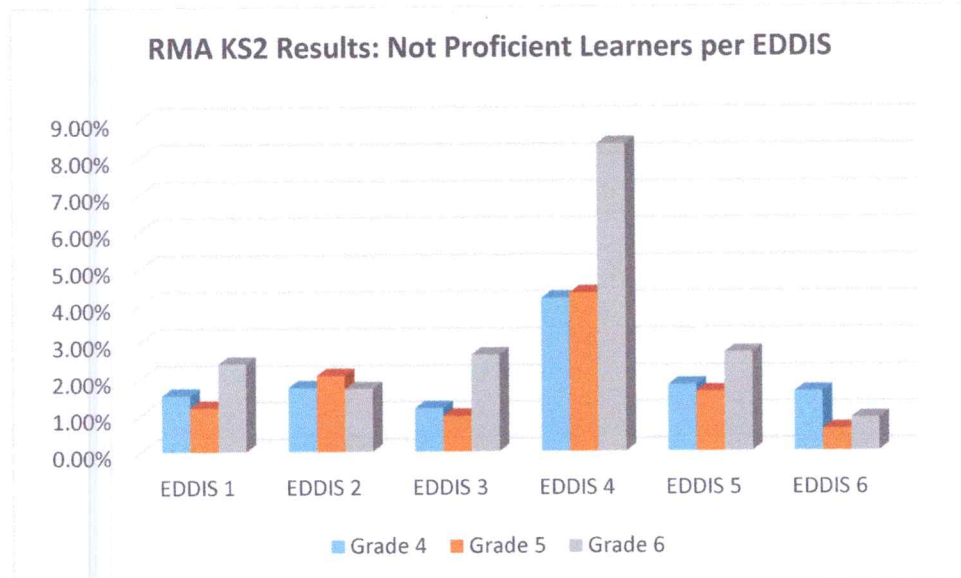
Number of Learners Assessed in RMA Key Stage 2 (Grades 4–6) shows a slight decrease in participation from BOSY to EOSY, with a total reduction of 1,926 learners (466 in Grade 4, 688 in Grade 5, and 772 in Grade 6), from 120,571 learners assessed at BOSY to 118,645 learners at EOSY, indicating minimal learner movement during the school year while maintaining broad assessment coverage.



Average Proficiency of Key Stage 2 (Grades 4–6) shows a clear improvement in learners' mathematics performance from the Beginning of School Year (BOSY) to the End of School Year (EOSY), as reflected in the significant decrease in learners classified as *Not Proficient* and *Low Proficient* and the corresponding increase in those who are *Proficient* and *Highly Proficient*. This indicates that most learners were able to develop and strengthen their mathematical skills over the course of the school year, while the slight decrease in the *Nearly Proficient* group suggests that many learners progressed to a higher proficiency level rather than experiencing a decline. Overall, the findings suggest that classroom instruction and implemented interventions were effective in improving the mathematical proficiency of Key Stage 2 learners.

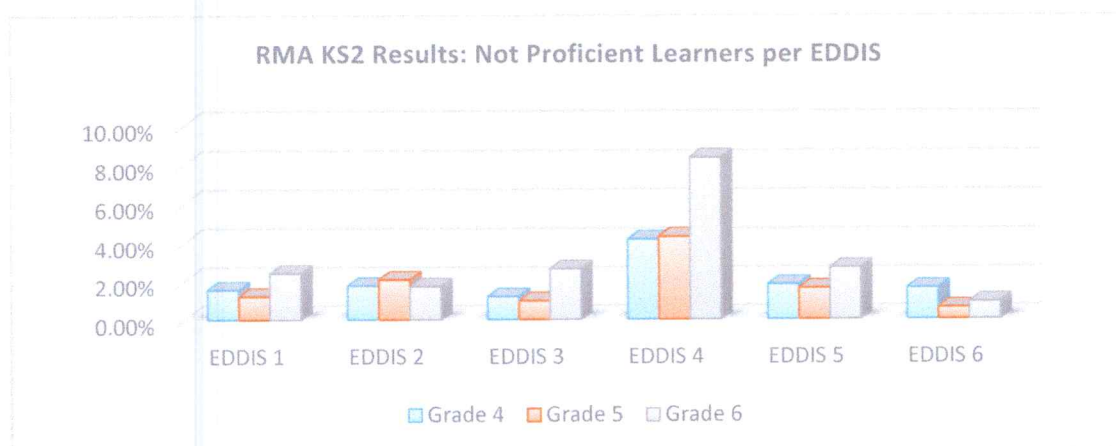


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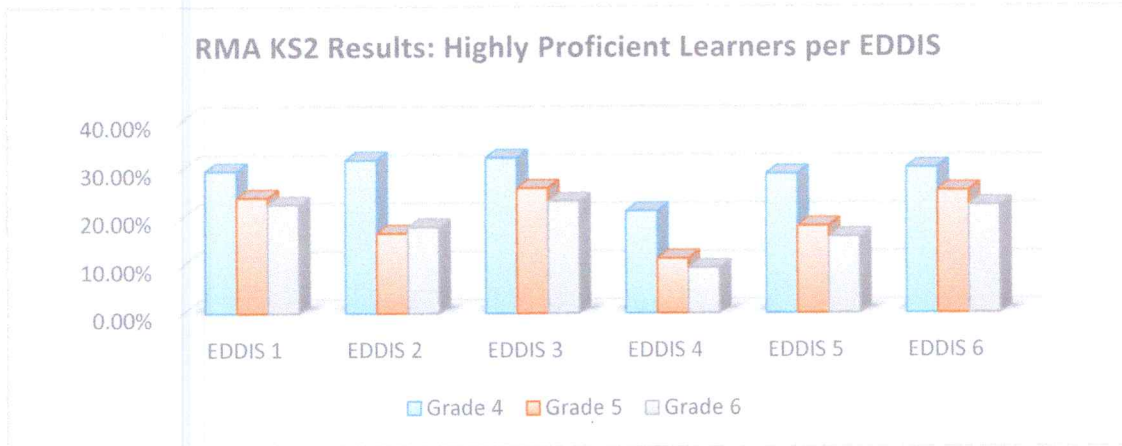
The RMA Key Stage 2 results reveal variations in the number of **Not Proficient learners** when analyzed by both **grade level (Grades 4, 5, and 6)** and **Educational Districts (EDDIS)**. Across most EDDIS, **Grade 4 records the lowest proportion of Not Proficient learners**, indicating better mastery of basic numeracy skills at the early stage. In **Grade 5**, several EDDIS begin to show a moderate increase in Not Proficient learners, suggesting that learning gaps start to surface as mathematical concepts become more demanding.

By **Grade 6**, the proportion of Not Proficient learners is generally higher across EDDIS, with **EDDIS 4** consistently showing the most pronounced results in all three grade levels. This pattern suggests that unresolved gaps from lower grades may accumulate and become more evident at higher grade levels. Overall, the findings highlight the need for **early intervention in Grade 4, strengthened instructional support in Grade 5, and focused remediation in Grade 6**, particularly in EDDIS with consistently higher results, to ensure learner readiness for Junior High School Mathematics.





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The RMA Key Stage 2 results show a clear contrast between **Highly Proficient** and **Not Proficient** learners when examined across **Grades 4, 5, and 6** and by **EDDIS**. Across most EDDIS, **Grade 4 consistently records the highest proportion of Highly Proficient learners**, indicating stronger mastery of foundational mathematical skills at the earlier grade level. As learners move to **Grades 5 and 6**, the percentage of Highly Proficient learners generally declines, suggesting that increasing content complexity poses challenges for some learners. This pattern is visible in several EDDIS, with **EDDIS 4** notably showing lower proportions of Highly Proficient learners across all grade levels compared to other districts.

In contrast, the results for **Not Proficient learners** show an opposite trend, with **Grade 6 generally recording higher percentages**, particularly in **EDDIS 4**, where the increase is most pronounced across Grades 4 to 6. While Grades 4 and 5 in most EDDIS maintain relatively low levels of Not Proficient learners, the rise observed in higher grades suggests that unresolved learning gaps may accumulate over time. Overall, the combined results indicate that early strengths in Grade 4 are not always sustained through Grades 5 and 6, highlighting the need for sustained instructional support across grade levels, especially in EDDIS with consistently lower high-proficiency results and higher Not Proficient outcomes.

KEY INSIGHTS — RMA KS2 Comparative Analysis

OVERALL IMPROVEMENT	
Metric	Findings
Highly Proficient Rate	Jumped from 5.3% (BOSY) to 23.4% (EOSY) — a gain of +18.2%
Not Proficient Rate	Dropped from 12.9% (BOSY) to 2.0% (EOSY) — reduced by 10.8%
Proficient Rate	Rose from 18.5% to 32.4%, showing learners moving into proficient range



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GRADE-LEVEL HIGHLIGHTS	
Metric	Findings
GR4 HP Gain	+20.8% increase in Highly Proficient (8.6% → 29.4%)
GR5 HP Gain	+17.3% increase in Highly Proficient (4.3% → 21.6%)
GR6 HP Gain	+16.4% increase in Highly Proficient (3.0% → 19.4%)

TOP PERFORMING EDDIS — EOSY Highly Proficient (Average)	
Metric	Findings
EDDIS 3 (Best)	27.2% HP average at EOSY
EDDIS 1	25.4% HP average at EOSY
EDDIS 6	26.0% HP average at EOSY

NEEDS ATTENTION — Highest EOSY Not Proficient	
Metric	Findings
EDDIS 4 (Highest NP)	5.6% still Not Proficient at EOSY
EDDIS 2	1.8% still Not Proficient at EOSY
EDDIS 5	2.0% still Not Proficient at EOSY

CROSS-KEY STAGE NOTE	
Metric	Findings
KS2 vs KS1 HP (EOSY)	KS2 overall HP at EOSY: 23.4% — notably lower than KS1 (~47%), suggesting difficulty increases by upper grades
GR6 Challenge	GR6 has the highest NP rate at EOSY (2.8%) among KS2 grades; needs targeted intervention

REPORT ON RMA KEY STAGE 3

The Rapid Mathematics Assessment (RMA) for Key Stage 3 (Junior High School) is a diagnostic initiative designed to evaluate the mathematical proficiency of learners in Grades 7 to 10. This stage is a critical phase in the K to 12 curriculum, where learners transition from foundational numeracy to more complex concepts such as algebra, geometry, statistics, and problem-solving.

At this level, learners are expected to demonstrate not only procedural fluency but also conceptual understanding and the ability to apply mathematical skills in real-life contexts. However, differences in prior knowledge, learning pace, and exposure to instruction often result in varied levels of mastery among learners. The RMA serves as a systematic tool to capture these variations and provide a clear picture of learners' current performance levels.





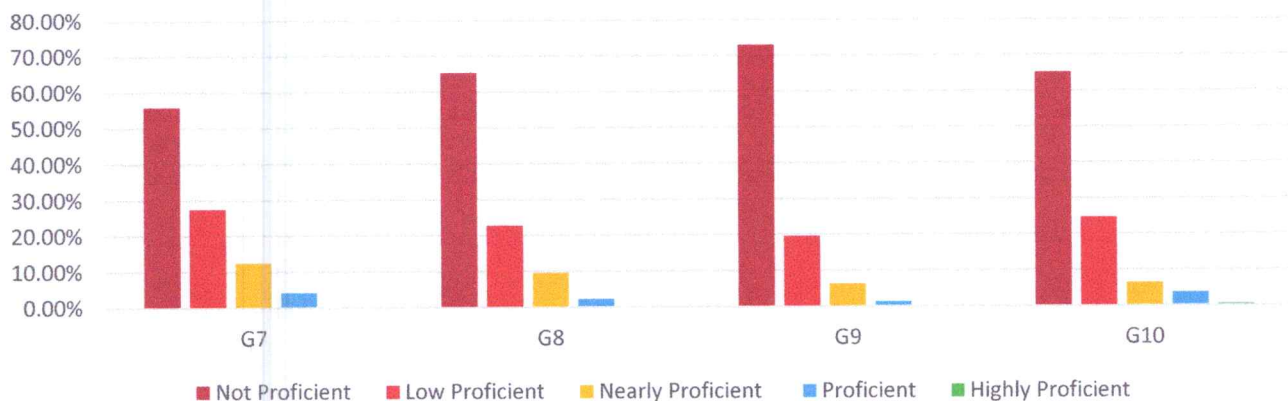
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Total Number of Learners Assessed at BOSY and EOSY



The chart shows that across all EDDIS, the **number of learners assessed at the Beginning of the School Year (BOSY) is consistently slightly higher than at the End of the School Year (EOSY)**. This suggests that while most learners were captured during initial assessments, a small decline occurred by EOSY, which may be attributed to factors such as learner transfers, dropouts, prolonged absenteeism, or mobility during the school year.

Distribution of Learner Proficiency Levels Across Grades 7–10 IN THE BOSY

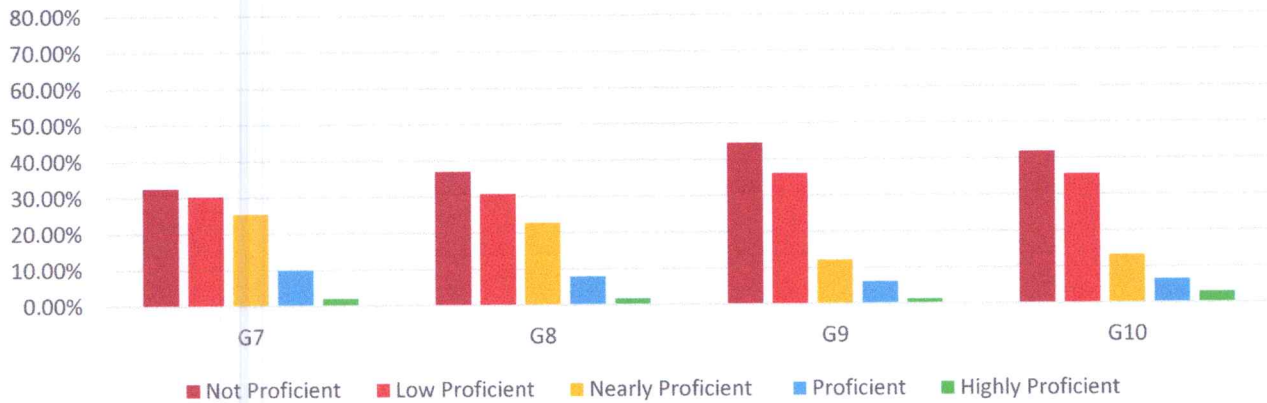


The bar graph illustrates the distribution of learner proficiency levels in Grades 7 to 10. The results indicate that the largest proportion of learners in all grade levels falls under the **Not Proficient** category, with Grade 9 registering the highest percentage. The proportions under **Low Proficient** and **Nearly Proficient** show a gradual decline as students' progress to higher grade levels, suggesting a decreasing number of learners approaching mastery. Furthermore, the **Proficient** and **Highly Proficient** categories comprise only a small fraction of learners across all grades, although a slight increase is observed in Grade 10. Overall, the data underscore the need for strengthened instructional support and targeted intervention programs to improve learner performance and increase proficiency levels, particularly in the higher grades.



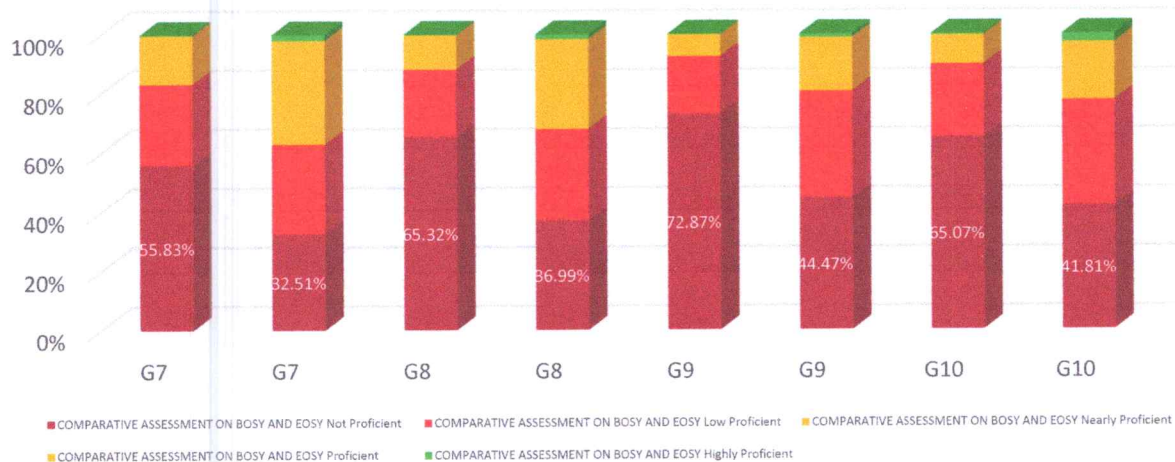
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Distribution of Learner Proficiency Levels Across Grades 7–10 AT THE EOSY



The graph shows that **Grade 9 has the lowest performance** among all grade levels, with the highest percentage of learners classified as **Not Proficient**. Compared with Grades 7, 8, and 10, Grade 9 also has fewer learners in the Nearly Proficient and Proficient categories. Although Grade 10 still reflects learning gaps, it demonstrates slightly better outcomes than Grade 9. Overall, the results indicate that **Grade 9 learners are the most academically at risk**, highlighting the need for targeted instructional interventions at this level.

COMPARATIVE ANALYSIS FROM BOSY TO EOSY



The chart compares learners' proficiency levels at the **Beginning of the School Year (BOSY)** and **End of the School Year (EOSY)** across **Grades 7 to 10**, revealing meaningful trends in learning progress and persistent gaps.



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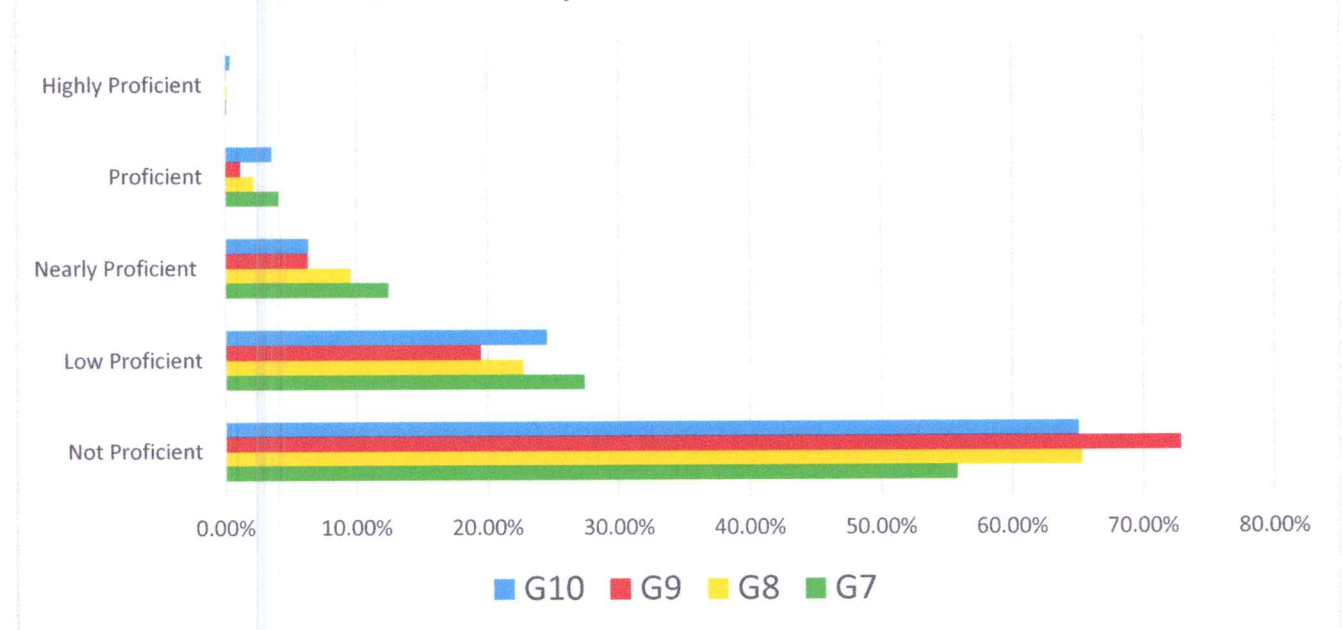
Across all grade levels, there is a **clear improvement from BOSY to EOSY**. This is most evident in the **consistent decrease in the percentage of learners classified as Not Proficient** by the end of the school year. This shift suggests that classroom instruction, remediation activities, and school interventions contributed positively to learner progress. Correspondingly, there is a noticeable **increase in the Low Proficient and Nearly Proficient categories**, indicating that many learners were able to move one level higher in proficiency.

However, despite these gains, the data also show that **a large proportion of learners remain in the lower proficiency levels**, particularly in **Grades 9 and 10**. Even at EOSY, these grade levels continue to have relatively high percentages of Not Proficient learners compared with Grades 7 and 8. This pattern suggests that learning difficulties may intensify as academic demands increase, and that some learners struggle to catch up without sustained and targeted support.

Notably, while slight growth is observed in the **Proficient and Highly Proficient** categories, these groups remain very small across all grades. This indicates that although learners are making progress, **movement toward mastery is limited**, and most improvements are concentrated within the lower proficiency bands rather than reaching higher levels of achievement.

Overall, the results imply that current interventions are **effective in reducing severe learning gaps**, but **not yet sufficient to produce strong mastery outcomes**. The data highlight the need for **continued remediation, differentiated instruction, and intensified support**, particularly for higher grade levels, to ensure that early gains translate into higher levels of proficiency by the end of the school year.

Overall Learner Proficiency Levels Across Grades 7–10 IN THE BOSY



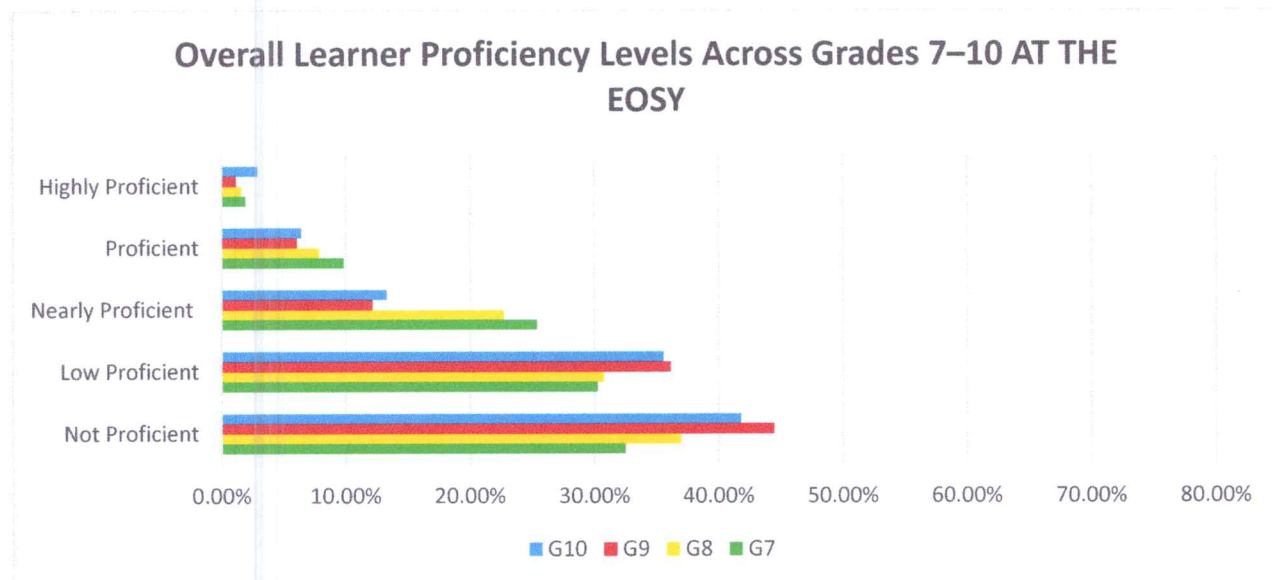


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The chart indicates that **Grade 9** records the **lowest overall performance** among the four grade levels, as evidenced by its **highest percentage of learners classified as Not Proficient**. Compared with Grades 7, 8, and 10, Grade 9 shows the greatest concentration of learning difficulties, suggesting that students at this level face more significant challenges in meeting the expected competencies.

When compared to **Grade 7**, Grade 9 displays a noticeably higher proportion of learners in the Not Proficient category and a corresponding decline in the Nearly Proficient and Proficient groups. In relation to **Grade 8**, Grade 9 continues to lag behind, as fewer learners progress beyond the low proficiency levels. Although **Grade 10** still exhibits a large Not Proficient group, it demonstrates slightly better outcomes than Grade 9, particularly in the Proficient and Highly Proficient categories.

Overall, the comparison highlights **Grade 9 as the most academically at risk**, underscoring the need for focused instructional interventions and support mechanisms at this grade level to prevent further decline and to better prepare learners for the transition to Grade 10.



The results indicate that most learners across Grades 7 to 10 remain below the expected proficiency level, with **Grade 9 emerging as the lowest-performing group**. This grade level has the highest proportion of learners classified as **Not Proficient**, suggesting significant learning gaps at this stage. Additionally, Grade 9 shows a reduced percentage of learners in the **Nearly Proficient** and **Proficient** categories compared with the other grades, indicating limited progression toward mastery.

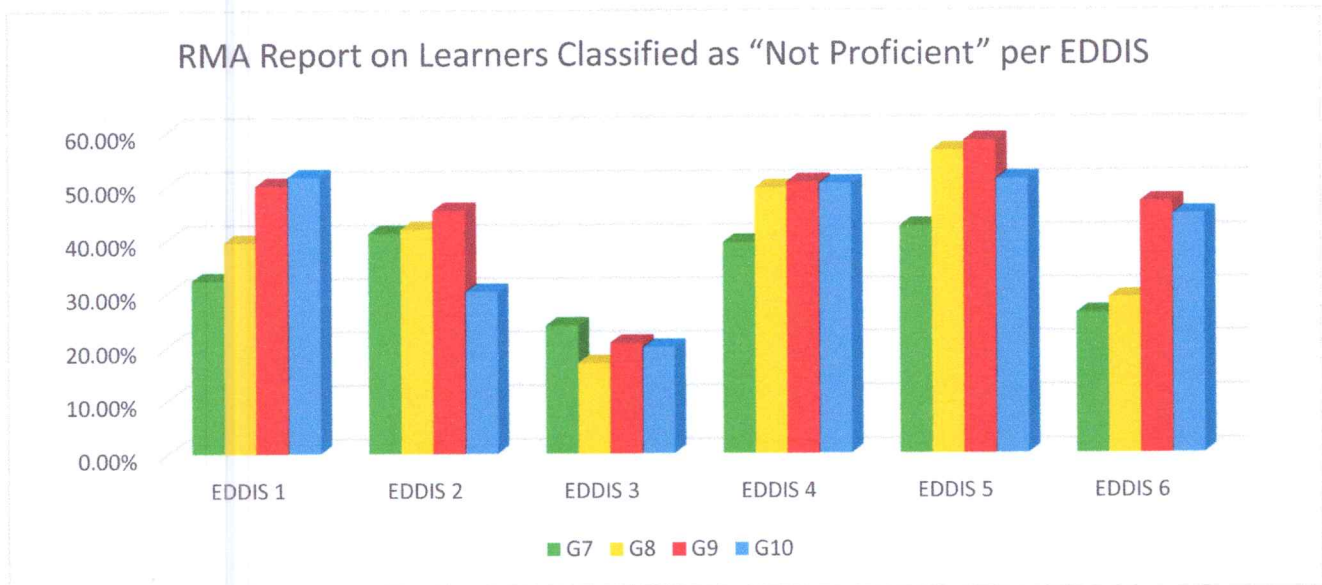
When compared to Grades 7 and 8, Grade 9 demonstrates a decline in overall performance rather than improvement as learners advance. Although **Grade 10** still reflects



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considerable challenges, it shows slightly better outcomes than Grade 9, particularly in higher proficiency levels, which may suggest some recovery or adjustment after Grade 9.

Overall, the findings point to **Grade 9 as a critical intervention point**, where intensified instructional support, remediation, and monitoring are necessary to address learning difficulties and prevent these gaps from affecting performance in subsequent grade levels.

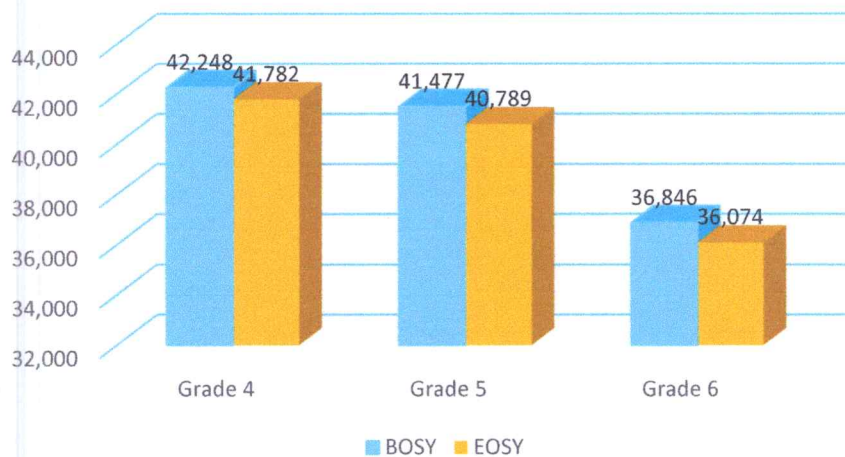


The RMA report shows that a substantial proportion of learners in Grades 7 to 10 are classified as “Not Proficient” across all EDDIS areas. In general, the percentage of learners increases as grade level rises, with Grades 9 and 10 consistently recording higher rates than Grades 7 and 8. EDDIS 5 shows the highest proportion of not proficient learners across all grades, while EDDIS 3 has the lowest percentages. These results suggest persistent learning gaps that become more pronounced in higher grade levels, highlighting the need for targeted academic support, especially in EDDIS, with consistently high non-proficiency rates.



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Number of Learners Assessed in RMA KS2



CONCLUSIONS AND RECOMMENDATIONS:

The results of the Rapid Mathematics Assessment (RMA) for **Key Stages 1 to 3** provide clear evidence of learner progress as well as persistent challenges across grade levels. In **Key Stage 1**, substantial improvements from BOSY to EOSY indicate that early-grade instruction and interventions were effective in strengthening foundational numeracy skills, with most learners achieving Proficient to Highly Proficient levels by the end of the school year. **Key Stage 2** learners also demonstrated notable gains, reflected in reduced Not Proficient rates and increased proficiency; however, performance tends to decline from Grades 4 to 6, signaling emerging learning gaps as content becomes more complex.

In **Key Stage 3**, although some progress is observed over the school year, a significant proportion of learners—particularly in **Grade 9**—remain below the expected proficiency level. Compared with earlier key stages, learning gaps become more pronounced, and movement toward higher proficiency levels is limited. Overall, the RMA findings highlight a pattern of strong early gains that are not consistently sustained in the upper grades, emphasizing the need for continuous and targeted instructional support throughout the learning continuum.



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Enclosure No. 2 to Division Memorandum No. 193s. 2026

Key Stage 1 (CRLA)

Schools with "0" Low and High Emergent Readers

Small School Category		
No.	District	School
1	Angat	A. S. De Guzman ES (Taboc ES)
2	Bocaue	Bolakan ES
3	Calumpit South	Calumpang ES
4	Calumpit South	Caniogan ES
5	DRT	Kawit ES
6	DRT	Talamsi II ES
7	Hagonoy East	Abulalas Elementary School
8	Hagonoy East	Federico C. Suntay Elementary School
9	Hagonoy West	Buga ES
10	Norzagaray West	Bangkal Elementary School
11	Norzagaray West	Baraka Elementary School
12	Norzagaray West	Bitungol ES
13	Norzagaray West	Coral Elementary School
14	Norzagaray West	Partida Elementary School
15	Norzagaray West	Pinagtulayan Elementary School
16	Obando	Catanghalan ES
17	Obando	Lawa Elementary School
18	Paombong	Binakod ES
19	San Ildefonso North	Calasag Elementary School
20	San Ildefonso North	Sta. Catalina Bata Elementary School
21	San Ildefonso South	Basuit Elementary School
22	San Ildefonso South	Upig Elementary School
23	San Miguel Central	Balaong ES
24	San Miguel Central	Bantog ES
25	San Miguel Central	Labne ES
26	San Miguel Central	Masalipit ES
27	San Miguel North	Bardias ES
28	San Miguel North	Lambakin ES
29	San Miguel North	Malibay ES
30	San Miguel North	Pulong Duhat PS
31	San Miguel South	Don Felix De Leon Memorial School
32	San Miguel South	Ilog Bulo Primary School
33	San Miguel South	Mandile Elementary School
34	San Miguel South	Paliwasan ES
35	San Miguel South	Pulong Bayabas ES
36	San Miguel South	San Vicente ES



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37	San Rafael East	Pulo ES
38	San Rafael West	Diliman Elementary School
39	San Rafael West	Lydia D. Villangca ES
40	San Rafael West	Paco Elementary School
41	San Rafael West	Pasong Inchik ES
42	San Rafael West	Pinacpinacan ES
43	San Rafael West	Salapungan ES
44	Sta. Maria Central	Pila Elementary School
45	Sta. Maria West	Camatchile Elementary School

Medium School Category

No.	District	School
1	Bulakan	Marcelo H. del Pilar Memorial School
2	Calumpit South	Northville 9 Elementary School
3	Calumpit South	Pungo ES
4	Hagonoy East	San Juan Elementary School
5	Marilao South	Abangan Norte ES
6	Pandi South	Bagong Barrio ES
7	Plaridel	Tabang Elementary School
8	San Ildefonso South	Gabihan Elementary School
9	San Ildefonso South	Palapala Elementary School
10	San Miguel Central	Tartaro ES
11	San Miguel South	Tibagan Elementary School
12	San Rafael West	Capihan Elementary School
13	Sta. Maria East	Bagbaguin ES
14	Sta. Maria West	Bagong Barrio ES (Balasing PS Annex)
15	Sta. Maria West	Garden Village ES

Big School Category

No.	District	School
1	Calumpit South	San Marcos Elementary School
2	Norzagaray West	FVR Phase 3 Elementary School
3	Norzagaray West	Luis Gravador Elementary School
4	Norzagaray West	North Hills Village Elementary School
5	Norzagaray West	Norzagaray ES
6	Pandi North	Pinagkuartelan Integrated School
7	San Miguel Central	Sibul Elementary School
8	San Rafael West	Maguinao Elementary School
9	San Rafael West	San Roque ES
10	Sta. Maria Central	Guyong ES
11	Sta. Maria Central	St. Mary Village Elementary School
12	Sta. Maria West	Cay Pombo ES



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KS2 Phil-IRI (Filipino)
Schools with “0” Learners under “Frustration”

Small School Category		
No.	District	School
1	Balagtas	Borol 2nd Elementary School
2	Bocaue	Bolakan ES
3	Bulakan	Pitpitan Elementary School
4	Calumpit North	Frances Elementary School
5	Calumpit North	Linagit Primary School
6	Calumpit North	Pulo PS
7	Calumpit South	Balite Elementary School
8	Calumpit South	Buguion ES
9	Calumpit South	Calumpang ES
10	Calumpit South	Caniogan ES
11	Calumpit South	Vicente T. Reyes ES (Iba Este ES)
12	DRT	Kalawakan Elementary School
13	DRT	Basyo ES
14	DRT	Talamsi II ES
15	DRT	Alejandro E. Flores, Sr. Elementary School
16	Guiguinto	Doña Escolastica Aldaba Punongbayan ES
17	Guiguinto	Cutcut ES
18	Hagonoy East	Carillo ES
19	Hagonoy East	Iba Ibayo ES
20	Hagonoy East	Federico C. Suntay Elementary School
21	Hagonoy West	Sagrada Familia ES
22	Hagonoy West	Pugad ES
23	Hagonoy West	San Jose ES
24	Hagonoy West	Victoriano C. Raymundo Elementary School
25	Hagonoy West	Buga ES
26	Norzagaray West	Bangkal Elementary School
27	Norzagaray West	Baraka Elementary School
28	Norzagaray West	Bitungol ES
29	Norzagaray West	Coral Elementary School
30	Norzagaray West	Partida Elementary School
31	Obando	Catanghalan ES
32	Obando	LAWA ELEMENTARY SCHOOL
33	Obando	Salambao Elementary School
34	Pandi North	Baka-Bakahan Elementary School
35	Pandi North	Real De Cacarong Elementary School
36	Pandi South	San Isidro Labrador ES



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37	Pandi South	Sto. Nino ES
38	Paombong	Binakod ES
39	Paombong	Lantad ES
40	San Ildefonso North	Bubulong Malaki ES
41	San Ildefonso North	Bubulong Munti Elementary School
42	San Ildefonso North	Buhol Na Mangga Elementary School
43	San Ildefonso North	Calasag Elementary School
44	San Ildefonso North	Calawitan Elementary School
45	San Ildefonso North	San Juan Elementary School
46	San Ildefonso North	Sumandig Elementary School
47	San Ildefonso North	Telapatio Elementary School
48	San Ildefonso South	Sapang Dayap Elementary School
49	San Ildefonso South	Basuit Elementary School
50	San Ildefonso South	Casalat Elementary School
51	San Ildefonso South	Sitio Pag-asa Elementary School
52	San Ildefonso South	Upig Elementary School
53	San Miguel Central	Bulualto ES
54	San Miguel Central	Bagong Pag-Asa ES
55	San Miguel Central	Bantog ES
56	San Miguel Central	Balaong ES
57	San Miguel Central	Balite ES
58	San Miguel Central	Labne ES
59	San Miguel Central	San Juan ES
60	San Miguel North	Lambakin ES
61	San Miguel North	Malibay ES
62	San Miguel North	Pinambaran ES
63	San Miguel South	Doña Narcisa B. Vda. De Leon ES
64	San Miguel South	Magmarale ES
65	San Miguel South	Mandile Elementary School
66	San Miguel South	Pacalag ES
67	San Miguel South	Paliwasan ES
68	San Miguel South	Pulong Bayabas ES
69	San Miguel South	San Vicente ES
70	San Rafael East	Pasong Bangkal ES
71	San Rafael East	Pasong Callos ES
72	San Rafael East	Sampaloc ES
73	San Rafael East	Sapang Pahalang Elementary School
74	San Rafael East	Tukod ES
75	San Rafael West	Salapungan ES
76	San Rafael West	Dagatdagatan ES
77	San Rafael West	Diliman Elementary School
78	San Rafael West	Paco Elementary School



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79	San Rafael West	Pasong Inchik ES
80	San Rafael West	Pulong Bayabas ES
81	San Rafael West	Lydia D. Villangca ES
82	Sta. Maria Central	Pila Elementary School
83	Sta. Maria West	Camatchile Elementary School
84	Sta. Maria West	Perez ES

Medium School Category

No.	District	School
1	Balagtas	Santol Elementary School
2	Balagtas	Burol 1St ES
3	Bulakan	Marcelo H. del Pilar Memorial School
4	Bulakan	Matungao Elementary School
5	Calumpit South	Northville 9 Elementary School
6	Hagonoy East	Hagonoy Cs
7	Hagonoy West	San Pascual Elementary School
8	Hagonoy West	Sta. Monica Elementary School
9	Marilao North	Tabing Ilog ES
10	Marilao South	Abangan Norte ES
11	Norzagaray West	F. V. R. Phase 2 Elementary School
12	Norzagaray West	Matictic Integrated School
13	Obando	Obando Central School
14	Obando	San Pascual ES
15	Plaridel	Lagundi ES
16	Plaridel	San Jose ES
17	San Ildefonso North	Anyatam Elementary school
18	San Ildefonso South	Maasim Elementary School
19	San Ildefonso South	Palapala Elementary School
20	San Miguel Central	Tartaro ES
21	San Miguel Central	Salacot ES
22	San Miguel North	Buliran ES
23	San Miguel North	Calumpang ES
24	San Miguel North	Partida Elementary
25	San Miguel South	Tibagan Elementary School
26	San Miguel South	Batasan ES
27	San Rafael West	Capihan Elementary School
28	Sta. Maria Central	Caysio Elementary School
29	Sta. Maria East	Bagbaguin ES
30	Sta. Maria West	Garden Village ES



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Big School Category		
No.	District	School
1	Bocaue	Bunducan ES
2	Marilao South	Lambakin ES
3	Norzagaray West	FVR Phase 3 Elementary School
4	Norzagaray West	NORTH HILLS VILLAGE ELEMENTARY SACHOOL
5	Norzagaray West	Norzagaray ES
6	Pandi North	Matias B. Salvador Memorial Elementary School
7	Pandi North	Cacarong Bata Elementary School
8	Pandi North	PINAGKUARTELAN INTEGRATED SCHOOL
9	Pandi South	Bunsuran ES
10	Paombong	Paombong Cs
11	Pulilan	Sto. Cristo ES
12	San Miguel Central	Sibul Elementary School
13	San Rafael West	Maguinao Elementary School
14	Sta. Maria Central	Sta. Maria Elementary School
15	Sta. Maria Central	Jose Juan Serapio ES (Catmon ES)
16	Sta. Maria Central	Kaylawig ES
17	Sta. Maria Central	San Jose Patag Elementary School
18	Sta. Maria Central	Sta. Clara ES
19	Sta. Maria Central	Sta. Cruz ES
20	Sta. Maria Central	St. Mary Village Elementary School
21	Sta. Maria West	Cay Pombo ES

KS2 Phil-IRI (English)
Schools with “0” Learners under “Frustration”

Small School Category		
No.	District	School
1	Balagtas	Longos ES
2	Balagtas	San Juan ES
3	Bocaue	Bolakan ES
4	Bulakan	Pitpitan Elementary School
5	Calumpit North	Linagit Primary School
6	Calumpit North	Pulo PS
7	Calumpit South	Balite Elementary School
8	Calumpit South	Calumpang ES



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9	Dona Remedios Trinidad	Kalawakan Elementary School
10	Dona Remedios Trinidad	Basyo ES
11	Hagonoy East	Carillo ES
12	Hagonoy East	Federico C. Suntay Elementary School
13	Hagonoy East	Eugenio G. Sy Tamco ES
14	Hagonoy West	Sagrada Familia ES
15	Hagonoy West	San Jose ES
16	Hagonoy West	Victoriano C. Raymundo Elementary School
17	Hagonoy West	Buga ES
18	Norzagaray West	Bangkal Elementary School
19	Norzagaray West	Baraka Elementary School
20	Norzagaray West	Bitungol ES
21	Norzagaray West	Coral Elementary School
22	Norzagaray West	Partida Elementary School
23	Obando	Catanghalan ES
24	Obando	LAWA ELEMENTARY SCHOOL
25	Paombong	Binakod ES
26	Paombong	LANTAD ES
27	San Ildefonso North	Bubulong Malaki ES
28	San Ildefonso North	Buhol Na Mangga Elementary School
29	San Ildefonso North	San Juan Elementary School
30	San Ildefonso South	Basuit Elementary School
31	San Ildefonso South	Casalat Elementary School
32	San Ildefonso South	Sitio Pag-asa Elementary School
33	San Miguel Central	Bulualto ES
34	San Miguel Central	Bagong Pag-Asa ES
35	San Miguel Central	Balaong ES
36	San Miguel Central	Labne ES
37	San Miguel Central	San Juan ES
38	San Miguel North	Bardias ES
39	San Miguel South	Doña Narcisa B. Vda. De Leon ES
40	San Miguel South	Pacalag ES
41	San Miguel South	Pulong Bayabas ES
42	San Miguel South	San Vicente ES
43	San Rafael East	Pasong Bangkal ES
44	San Rafael East	Pasong Callos ES
45	San Rafael East	Sampaloc ES
46	San Rafael West	Salapungan ES
47	San Rafael West	Dagatdagatan ES
48	San Rafael West	Diliman Elementary School



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49	San Rafael West	Paco Elementary School
50	San Rafael West	Pasong Inchik ES
51	San Rafael West	Pinacpinacan ES
52	San Rafael West	Pulong Bayabas ES
53	San Rafael West	Lydia D. Villangca ES
54	Sta. Maria Central	Pila Elementary School
55	Sta. Maria Central	Manggahan ES
56	Sta. Maria West	PEREZ ES

Medium School Category

No.	District	School
1	Bulakan	Marcelo H. del Pilar Memorial School
2	Hagonoy East	Hagonoy Cs
3	Hagonoy West	San Pascual Elementary School
4	Hagonoy West	Sta. Monica Elementary School
5	Marilao South	Abangan Norte ES
6	Norzagaray West	F. V. R. Phase 2 Elementary School
7	Norzagaray West	Matictic Integrated School
8	San Ildefonso North	Anyatam Elementary school
9	San Ildefonso South	Maasim Elementary School
10	San Miguel Central	Tartaro ES
11	San Miguel North	Buliran ES
12	San Miguel South	Batasan ES
13	San Rafael West	Capihan Elementary School
14	Sta. Maria Central	Caysio Elementary School
15	Sta. Maria East	Bagbaguin ES

Big School Category

No.	District	School
1	Norzagaray West	FVR Phase 3 Elementary School
2	Norzagaray West	North Hills Village Elementary Sachool
3	Norzagaray West	Norzagaray ES
4	Pandi North	Cacarong Bata Elementary School
5	Pandi North	Pandi Residences Elementary School
6	San Miguel Central	Sibul Elementary School
7	San Rafael West	Maguinao Elementary School
8	Sta. Maria Central	Sta. Maria Elementary School
9	Sta. Maria Central	Jose Juan Serapio ES (Catmon ES)
10	Sta. Maria Central	Kaylawig ES
11	Sta. Maria Central	San Jose Patag Elementary School
12	Sta. Maria Central	Sta. Clara ES
13	Sta. Maria Central	Sta. Cruz ES



Address: Provincial Capitol Compound, Brgy. Guinhawa,
City of Malolos, Bulacan

Website: <https://bulacandeped.com.ph>

Email: bulacan@deped.gov.ph



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14	Sta. Maria Central	St. Mary Village Elementary School
15	Sta. Maria West	Cay Pombo ES

KS3 Phil-IRI (Filipino)

**Top 5 Schools with minimal number of Learners under
“Frustration”**

Small School Category		
No.	District	School
1	Bulacan	Romeo Acuña Santos Memorial High School
2	Norzagaray	Matictic Integrated School
3	Paombong	Pinalagdan High School
4	Paombong	Sta. Cruz NHS
5	Dona Remedios Trinidad	Esteban Paulino HS

Medium School Category		
No.	District	School
1	Norzagaray	FVR National High School
2	Bulacan	San Francisco Xavier High School
3	Hagonoy West	Sta. Monica National High School
4	Pulilan	Engr. Virgilio V. Dionisio MHS
5	Paombong	San Roque National HS

Big School Category		
No.	District	School
1	Hagonoy West	Ramona S. Trillana HS
2	Norzagaray	Minuyan National High School
3	Obando	Obando NHS
4	Sta. Maria	Pulong Buhangin NHS
5	San Ildefonso North	San Ildefonso National High School



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KS3 Phil-IRI (English)
Top 5 Schools with minimal number of Learners under
“Frustration”

Small School Category		
No.	District	School
1	Bulacan	Romeo Acuña Santos Memorial High School
2	Paombong	Pinalagdan High School
3	Paombong	Sta. Cruz NHS
4	Norzagaray	Matictic Integrated School
5	Dona Remedios Trinidad	Esteban Paulino HS

Medium School Category		
No.	District	School
1	Hagonoy West	Sta. Monica National High School
2	Paombong	San Roque National HS
3	San Miguel North	Partida National High School
4	Norzagaray	FVR National High School
5	Norzagaray	Julian B. Sumbillo High School

Big School Category		
No.	District	School
1	San Ildefonso North	San Ildefonso National High School
2	Pulilan	Bajet-Castillo High School
3	Norzagaray	Minuyan National High School
4	Marilao	Assemblywoman Felicita G. Bernardino Memorial Trade School
5	San Miguel North	Vedasto R. Santiago HS



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SHS Literacy Assessment (Filipino)
Top 5 Schools with minimal number of Learners under
“Frustration”

Small School Category		
No.	District	School
1	Bulakan	Romeo Acuña Santos Memorial High School
2	Dona Remedios Trinidad	Sapang Bulac High School
3	San Ildefonso South	Upig High School
4	Plaridel	Jaime J. Vistan High School
5	Norzagaray East	National Power Corporation H.S.

Medium School Category		
No.	District	School
1	Norzagaray East	Julian B. Sumbillo High School
2	Calumpit North	Frances National High School
3	Bocaue	Illuminada Mendoza-Roxas Memorial High School (Bambang NHS)
4	Plaridel	Banga High School
5	Marilao North	Heritage Homes Integrated School

Big School Category		
No.	District	School
1	San Ildefonso North	San Ildefonso National High School
2	San Miguel North	John J. Russell MHS (Sibul NHS)
3	Sta. Maria Central	Catmon National High School
4	Norzagaray East	Minuyan National High School
5	Plaridel	Dr. Felipe de Jesus High School



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SHS Literacy Assessment (English)
Top 5 Schools with minimal number of Learners under
“Frustration”

Small School Category		
No.	District	School
1	Bulakan	Romeo Acuña Santos Memorial High School
2	San Ildefonso South	Upig High School
3	Plaridel	Jaime J. Vistan High School
4	Dona Remedios Trinidad	Sapang Bulac High School
5	Calumpit North	San Miguel-Meysulao High School

Medium School Category		
No.	District	School
1	Norzagaray East	Julian B. Sumbillo High School
2	Calumpit North	Frances National High School
3	Marilao North	Heritage Homes Integrated School
4	Sta. Maria Central	Sta. Cruz High School
5	Bocaue	Illuminada Mendoza-Roxas Memorial High School (Bambang NHS)

Big School Category		
No.	District	School
1	San Ildefonso North	San Ildefonso National High School
2	Sta. Maria Central	Catmon National High School
3	San Miguel North	John J. Russell MHS (Sibul NHS)
4	Plaridel	Dr. Felipe de Jesus High School
5	Norzagaray East	Minuyan National High School



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Key Stage 1

**Rapid Mathematics Assessment
Schools with “0” number of Learners under Not Proficient
and Low Proficient**

Small School Category		
No.	District	School
1	Angat	Baybay ES
2	Calumpit South	Caniogan ES
3	Hagonoy East	Carillo ES
4	Hagonoy East	Federico C. Suntay Elementary School
5	Hagonoy West	Sagrada Familia ES
6	Hagonoy West	Victoriano C. Raymundo Elem. School
7	Hagonoy West	Buga ES
8	Norzagaray East	Banahaw ES
9	Norzagaray East	Sapang Munti ES
10	Norzagaray East	Dike Elementary School
11	Norzagaray West	Pinagtulayan Elementary School
12	Obando	Catanghalan ES
13	Obando	Lawa Elementary School
14	Paombong	Binakod ES
15	Paombong	Lantad ES
16	Paombong	Sta. Cruz ES
17	San Ildefonso North	Sta. Catalina Matanda Elem. School
18	San Ildefonso North	Telapatio Elementary School
19	San Miguel Central	Bantog ES
20	San Miguel Central	Bagong Pag-Asa ES
21	San Miguel Central	Balaong ES
22	San Miguel North	Bardias ES
23	San Miguel North	Malibay ES
24	San Miguel North	Pinambaran ES
25	San Miguel South	Don Felix De Leon Memorial School
26	San Miguel South	Ilog Bulo Primary School
27	San Miguel South	Mandile Elementary School
28	San Miguel South	Pulong Bayabas ES
29	San Miguel South	San Vicente ES
30	San Rafael East	Pasong Callos ES
31	San Rafael West	Diliman Elementary School
32	San Rafael West	Paco Elementary School
33	San Rafael West	Pasong Inchik ES
34	San Rafael West	Pinacpinacan ES
35	San Rafael West	Pulong Bayabas ES



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36	San Rafael West	Salapungan ES
37	Sta. Maria West	Camatchile Elementary School

Medium School Category		
No.	District	School
1	Angat	M. L. Adriano Mem. ES (Encanto)
2	Bulakan	Marcelo H. del Pilar Memorial School
3	Norzagaray West	Matictic Integrated School
4	San Ildefonso South	Gabihan Elementary School
5	San Ildefonso South	Palapala Elementary School
6	San Miguel North	Buliran ES
7	San Miguel North	San Miguel North Central School
8	San Miguel South	Batasan ES
9	Sta. Maria Central	Caysio Elementary School
10	Sta. Maria East	Camangyanan ES
11	Sta. Maria West	Garden Village ES

Big School Category		
No.	District	School
1	Bocaue	Batia ES
2	Calumpit South	San Marcos Elementary School
3	Pulilan	S. ESguerra Sr. MS
4	San Rafael East	Caingin ES
5	San Rafael West	Maguinao Elementary School
6	Sta. Maria Central	Jose Juan Serapio ES (Catmon ES)
7	Sta. Maria East	Parada ES
8	Marilao North	Patubig ES
9	Pandi South	Cacarong Elementary School
10	Plaridel	Plaridel CS



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Key Stage 2

Rapid Mathematics Assessment Schools with “0” number of Learners under Not Proficient and Low Proficient

Small School Category		
No.	District	School
1	Bocaue	Bolakan ES
2	Bustos	S.S. Del Rosario ES
3	DRT	Basyo ES
4	Hagonoy East	Carillo ES
5	Hagonoy West	Sagrada Familia ES
6	Hagonoy West	Buga ES
7	Norzagaray East	Banahaw ES
8	Norzagaray East	Kanyakan ES
9	Norzagaray East	Sapang Munti ES
10	Norzagaray East	Dike Elementary School
11	Norzagaray West	Baraka Elementary School
12	Norzagaray West	Bitungol ES
13	Obando	Catanghalan ES
14	Obando	Lawa Elementary School
15	Obando	Panghulo Elementary School
16	Obando	Salambao Elementary School
17	Pandi North	Siling Matanda Elementary School
18	Paombong	Binakod ES
19	Paombong	Pulo ES
20	Paombong	Sto. Rosario Elementary School
21	San Ildefonso North	San Juan Elementary School
22	San Ildefonso North	Sta. Catalina Matanda Elementary School
23	San Ildefonso South	Sitio Pag-asa Elementary School
24	San Miguel Central	Bantog ES
25	San Miguel Central	Bulualto ES
26	San Miguel Central	Sacdalan ES
27	San Miguel Central	Bagong Pag-Asa ES
28	San Miguel Central	Balaong ES
29	San Miguel North	Bardias ES
30	San Miguel North	Malibay ES
31	San Miguel North	Pinambaran ES
32	San Miguel South	Mandile Elementary School
33	San Miguel South	Paliwasan ES
34	San Miguel South	Pulong Bayabas ES
35	San Miguel South	Sta. Rita Elementary School



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36	San Rafael East	Pasong Callos ES
37	San Rafael West	Dagatdagatan ES
38	San Rafael West	Diliman Elementary School
39	San Rafael West	Pasong Inchik ES
40	San Rafael West	Pinacpinacan ES
41	San Rafael West	Pulong Bayabas ES
42	San Rafael West	Salapungan ES
43	Sta. Maria Central	Lalakhan ES
44	Sta. Maria West	Silangan ES

Medium School Category

No.	District	School
1	Bocaue	Bambang ES
2	Bocaue	Tambubong Elementary School
3	Bulakan	Marcelo H. del Pilar Memorial School
4	Hagonoy West	San Pascual Elementary School
5	Obando	Binuangan ES
6	Pulilan	Dulong Malabon Integrated School
7	San Ildefonso South	Maasim Elementary School
8	San Ildefonso South	Malipampang ES
9	San Miguel North	Buliran ES
10	San Miguel North	San Miguel North Central School
11	San Miguel South	Batasan ES
12	Sta. Maria Central	Caysio Elementary School
13	Sta. Maria West	Balasing Elementary School
14	Sta. Maria West	Bagong Barrio ES (Balasing PS Annex)

Big School Category

No.	District	School
1	Bocaue	Batia ES
2	Calumpit South	San Marcos Elementary School
3	Pulilan	S. ESguerra Sr. MS
4	San Rafael West	Maguinao Elementary School
5	San Rafael West	San Roque ES
6	Sta. Maria Central	Jose Juan Serapio ES (Catmon ES)
7	Sta. Maria Central	Sta. Cruz ES
8	Sta. Maria East	Parada ES
9	Hagonoy West	Hagonoy West Central School
10	Sta. Maria Central	St. Mary Village Elementary School



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Key Stage 3

Rapid Mathematics Assessment Top 5 Schools with minimal number of Learners under Not Proficient and Low Proficient

Small School Category		
No.	District	School
1	Pandi South	Pandi Heights Integrated School
2	Hagonoy West	Tibaguin Integrated School
3	Doña Remedios Trinidad	Pinag-anakan Integrated School
4	Angat	Angat HS (Binagbag NHS - Taboc NHS)
5	Doña Remedios Trinidad	Talbak High School

Medium School Category		
No.	District	School
1	Calumpit North	Sta. Lucia National High School
2	Bustos	Cambaog NHS
3	Calumpit North	Frances National High School
4	Plaridel	Jose J. Mariano Memorial High School
5	San Ildefonso South	Akle HS

Big School Category		
No.	District	School
1	Calumpit South	Calumpit NHS (San Marcos NHS)
2	San Rafael West	Carlos F. Gonzales HS (Maguinao Cruz na Daan NHS)
3	San Miguel North	Vedasto R. Santiago HS
4	Santa Maria West	Fortunato F. Halili National . Agricultural School
5	San Ildefonso North	San Ildefonso National High School



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Key Stage 4

SHS Numeracy Assessment Top 5 Schools with minimal number of Learners under Not Proficient and Low Proficient

Small School Category		
No.	District	School
1	Angat	Angat HS (Binagbag NHS - Taboc NHS)
2	Dona Remedios Trinidad	Esteban Paulino HS
3	Plaridel	Jaime J. Vistan High School
4	DRT	Talbak High School
5	Bulakan	Romeo Acuña Santos Memorial High School

Medium School Category		
No.	District	School
1	Norzagaray East	Julian B. Sumbillo High School
2	Sta. Maria Central	Sta. Cruz High School
3	Bocaue	Illuminada Mendoza-Roxas Memorial High School (Bambang NHS)
4	Bulakan	San Francisco Xavier High School
5	Marilao North	Heritage Homes Integrated School

Big School Category		
No.	District	School
1	San Ildefonso North	San Ildefonso National High School
2	Norzagaray East	MINUYAN NATIONAL HIGH SCHOOL
3	San Miguel North	John J. Russell MHS (Sibul NHS)
4	Platidel	Dr. Felipe de Jesus High School
5	San Ildefonso North	Carlos F. Gonzales HS (Maguinao Cruz na Daan NHS)



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KEY STAGE 1

COMPREHENSIVE RAPID LITERACY ASSESSMENT

TOTAL NUMBER OF EMERGING READERS (LOW EMERGING AND HIGH EMERGING) PER DISTRICT BASED ON THE RESULT OF EOSY ASSESSMENT

RANK	DISTRICT	TOTAL NUMBER OF EMERGING READERS
1	SAN RAFAEL WEST	15
2	NORZAGARAY WEST	22
3	STA. MARIA WEST	25
4	SAN MIGUEL SOUTH	57
5	SAN MIGUEL CENTRAL	71
6	CALUMPIT SOUTH	79
7	SAN MIGUEL NORTH	91
8	SAN ILDEFONSO NORTH	97
9	SAN ILDEFONSO SOUTH	103
10	OBANDO	105
11	ANGAT	107
12	SAN RAFAEL EAST	109
13	PANDI NORTH	124
14	HAGONOY EAST	153
15	CALUMPIT NORTH	187
16	STA. MARIA CENTRAL	189
17	PAOMBONG	192
18	DONA REMEDIOS TRINIDAD	220
19	HAGONOY WEST	232
20	BULAKAN	249
21	NORZAGARAY EAST	250
22	PANDI SOUTH	259
23	PLARIDEL	308
24	GUIGUINTO	338
25	PULILAN	340
26	STA. MARIA EAST	353
27	BALAGTAS	364
28	BUSTOS	383
29	MARILAO NORTH	419
30	MARILAO SOUTH	504
31	BOCAUE	721



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RAPID MATHEMATICS ASSESSMENT
TOTAL NUMBER OF EMERGING LEARNERS (NOT PROFICIENT AND
LOW PROFICIENT) PER DISTRICT BASED ON THE RESULT OF EOSY
ASSESSMENT

RANK	DISTRICT	TOTAL EMERGING (NOT AND LOW PROFICIENT)
1	SAN RAFAEL WEST	60
2.5	SAN MIGUEL SOUTH	67
	STA. MARIA WEST	67
4	OBANDO	75
5	SAN MIGUEL CENTRAL	80
6	SAN MIGUEL NORTH	97
7	SAN RAFAEL EAST	104
8	NORZAGARAY WEST	138
9	PAOMBONG	148
10	SAN ILDEFONSO SOUTH	149
11	HAGONOY EAST	158
12	SAN ILDEFONSO NORTH	164
13	ANGAT	166
14.5	HAGONOY WEST	178
	STA. MARIA CENTRAL	178
16	PANDI NORTH	181
17	CALUMPIT NORTH	215
18	PANDI SOUTH	218
19	BULAKAN	249
20	STA. MARIA EAST	256
21	CALUMPIT SOUTH	259
22	BUSTOS	267
23	BALAGTAS	279
24	NORZAGARAY EAST	282
25	PLARIDEL	310
26.5	MARILAO NORTH	335
	PULILAN	335
28	DONA REMEDIOS TRINIDAD	357
29	GUIGUINTO	358
30	MARILAO SOUTH	699
31	BOCAUE	738



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KEY STAGE 2

PHILIPPINE-INFORMAL READING INVENTORY (ENGLISH)

TOTAL NUMBER OF LEARNERS UNDER READING LEVEL OF FRUSTRATION IN ENGLISH IN PER DISTRICT BASED ON THE RESULT OF EOSY ASSESSMENT

RANK	DISTRICT	TOTAL NUMBER OF LEARNERS UNDER FRUSTRATION (ENGLISH)
1	SAN RAFAEL WEST	3
2	NORZAGARAY WEST	14
3	STA. MARIA CENTRAL	19
4	STA. MARIA WEST	51
5.5	OBANDO	56
	SAN MIGUEL CENTRAL	56
7	SAN RAFAEL EAST	79
8	SAN MIGUEL NORTH	92
9	PANDI NORTH	97
10	HAGONOY WEST	98
11	SAN ILDEFONSO NORTH	109
12	SAN MIGUEL SOUTH	111
13	BULAKAN	113
14	BALAGTAS	115
15	SAN ILDEFONSO SOUTH	122
16	PAOMBONG	147
17	CALUMPIT NORTH	149
18	HAGONOY EAST	164
19	STA. MARIA EAST	171
20	CALUMPIT SOUTH	183
21	DONA REMEDIOS TRINIDAD	225
22	GUIGUINTO	233
23	ANGAT	252
24	BUSTOS	371
25	NORZAGARAY EAST	396
26	BOCAUE	415
27	PULILAN	468
28	PANDI SOUTH	509
29	PLARIDEL	547
30	MARILAO SOUTH	639
31	MARILAO NORTH	667



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**PHILIPPINE-INFORMAL READING INVENTORY (FILIPINO)
TOTAL NUMBER OF LEARNERS UNDER READING LEVEL OF
FRUSTRATION IN FILIPINO PER DISTRICT BASED ON THE RESULT OF
EOSY ASSESSMENT**

RANK	DISTRICT	TOTAL NUMBER OF LEARNERS UNDER FRUSTRATION (FILIPINO)
1	NORZAGARAY WEST	2
2	SAN RAFAEL WEST	7
3	PANDI NORTH	16
4	SAN MIGUEL CENTRAL	17
5	OBANDO	21
6	STA. MARIA WEST	22
7	STA. MARIA CENTRAL	24
8	SAN ILDEFONSO NORTH	35
9	SAN MIGUEL SOUTH	36
10	SAN MIGUEL NORTH	40
11	SAN RAFAEL EAST	44
12	SAN ILDEFONSO SOUTH	48
13	CALUMPIT SOUTH	56
14	PAOMBONG	59
15	CALUMPIT NORTH	62
16	HAGONOY WEST	66
17	BULAKAN	69
18	BALAGTAS	81
19	STA. MARIA EAST	92
20	HAGONOY EAST	107
21	DONA REMEDIOS TRINIDAD	109
22	GUIGUINTO	141
23	NORZAGARAY EAST	157
24	BUSTOS	176
25	ANGAT	183
26	BOCAUE	239
27	PULILAN	263
28	PANDI SOUTH	298
29	MARILAO NORTH	344
30	PLARIDEL	439
31	MARILAO SOUTH	440



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RAPID MATHEMATICS ASSESSMENT

TOTAL NUMBER OF EMERGING LEARNERS (NOT PROFICIENT AND LOW PROFICIENT) IN KEY STAGE 2 PER DISTRICT BASED ON THE RESULT OF EOSY ASSESSMENT

RANK	DISTRICT	TOTAL EMERGING (NOT AND LOW PROFICIENT)
1	OBANDO	37
2	SAN RAFAEL WEST	53
3	CALUMPIT NORTH	174
4	SAN MIGUEL NORTH	177
5	SAN MIGUEL SOUTH	212
6	PAOMBONG	220
7	NORZAGARAY WEST	227
8	SAN RAFAEL EAST	235
9	HAGONOY EAST	264
10.5	ANGAT	265
	SAN ILDEFONSO SOUTH	265
12	STA. MARIA CENTRAL	266
13	CALUMPIT SOUTH	270
14	BULAKAN	298
15	SAN MIGUEL CENTRAL	303
16	HAGONOY WEST	377
17	DONA REMEDIOS TRINIDAD	404
18	PANDI NORTH	411
19	PANDI SOUTH	421
20	STA. MARIA WEST	447
21	BALAGTAS	462
22	SAN ILDEFONSO NORTH	464
23	NORZAGARAY EAST	478
24	STA. MARIA EAST	531
25	PULILAN	546
26	PLARIDEL	558
27	GUIGUINTO	745
28	BUSTOS	750
29	BOCAUE	951
30	MARILAO NORTH	1121
31	MARILAO SOUTH	1843



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KEY STAGE 3

**PHILIPPINE-INFORMAL READING INVENTORY (ENGLISH)
TOTAL NUMBER OF LEARNERS UNDER READING LEVEL OF
FRUSTRATION IN ENGLISH PER MUNICIPALITY BASED ON THE
RESULT OF EOSY ASSESSMENT**

RANK	DISTRICT	TOTAL NUMBER OF LEARNERS UNDER FRUSTRATION (ENGLISH)
1	PAOMBONG	77
2	OBANDO	87
3	SAN ILDEFONSO	136
4	DONA REMEDIOS TRINIDAD	169
5	BALAGTAS	258
6	NORZAGARAY	419
7	CALUMPIT	532
8	SAN RAFAEL	585
9	GUIGUINTO	610
10	BUTOS	611
11	BULAKAN	749
12	MARILAO	786
13	ANGAT	793
14	HAGONOY	1120
15	BOCAUE	1202
16	PULILAN	1229
17	PLARIDEL	1297
18	SAN MIGUEL	1,438
19	STA. MARIA	2129
20	PANDI	2,250



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PHILIPPINE-INFORMAL READING INVENTORY (FILIPINO)

**TOTAL NUMBER OF LEARNERS UNDER READING LEVEL OF
FRUSTRATION IN FILIPINO IN KEY STAGE 3 PER MUNICIPALITY
BASED ON THE RESULT OF EOSY ASSESSMENT**

RANK	MUNICIPALITY	TOTAL NUMBER OF LEARNERS UNDER FRUSTRATION (FILIPINO)
1	OBANDO	18
2	NORZAGARAY	43
3	PAOMBONG	47
4	BALAGTAS	104
5	BULAKAN	113
6	DONA REMEDIOS TRINIDAD	121
7	SAN ILDEFONSO	136
8	HAGONOY	238
9	SAN MIGUEL	292
10	CALUMPIT	301
11	BUSTOS	312
12	PULILAN	323
13	ANGAT	330
14	SAN RAFAEL	441
15	MARILAO	443
16	GUIGUINTO	728
17	PANDI	786
18	BOCAUE	861
19	PLARIDEL	998
20	STA. MARIA	1207



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RAPID MATHEMATICS ASSESSMENT

TOTAL NUMBER OF EMERGING LEARNERS (NOT PROFICIENT AND LOW PROFICIENT) PER MUNICIPALITY BASED ON THE RESULT OF EOSY ASSESSMENT

RANK	MUNICIPALITY	TOTAL EMERGING (NOT AND LOW PROFICIENT)
1	DONA REMEDIOS TRINIDAD	1055
2	CALUMPIT	1702
3	OBANDO	1740
4	BALAGTAS	1743
5	PAOMBONG	2021
6	ANGAT	2049
7	SAN ILDEFONSO	2369
8	BULAKAN	3559
9	SAN RAFAEL	3669
10	BUSTOS	3670
11	BOCAUE	4189
12	PLARIDEL	4756
13	PULILAN	5353
14	SAN MIGUEL	5365
15	GUIGUINTO	5492
16	HAGONOY	6474
17	NORZAGARAY	6556
18	PANDI	8282
19	MARILAO	9542
20	STA. MARIA	11253