

NATIONAL CAREER ASSESSMENT EXAMINATION FOR GRADE NINE (G9)

School Header

NAME OF SCHOOL	
----------------	--

SCHOOL ID	ADDRESS OF SCHOOL
------------------	-------------------

REG	DIV
1	(A)
2	(B)
3	(C) (0) (0)
4A	(01) (1) (1)
4B	(02) (2) (2)
5	(E) (3)
6	(F) (4)
7	(G) (5)
8	(H) (6)
9	(I) (7)
10	(J) (8)
11	(K) (9)
12	(L)
NCR	(M)
CAR	(N)
ARMM	(P)
CARAGA	(R)

TOTAL ENROLMENT as of July 1 (G9)									
MALE					FEMALE				
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

NUMBER OF ACTUAL EXAMINEES (G9)									
MALE					FEMALE				
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

	DOES THE SCHOOL CONDUCT THE FOLLOWING CAREER ACTIVITIES? (Y FOR YES ; N FOR NO) SHADE AS MANY
<input type="radio"/> Y <input type="radio"/> N	Job fair / Career booth
<input type="radio"/> Y <input type="radio"/> N	Career caravan / fiesta
<input type="radio"/> Y <input type="radio"/> N	Career guidance symposium / forum
<input type="radio"/> Y <input type="radio"/> N	Field trip to higher education institutions
<input type="radio"/> Y <input type="radio"/> N	Visitation to field industries
<input type="radio"/> Y <input type="radio"/> N	Parents'/students' career day
<input type="radio"/> Y <input type="radio"/> N	Parents orientation on NCAE results
<input type="radio"/> Y <input type="radio"/> N	Career talk by professionals
<input type="radio"/> Y <input type="radio"/> N	Dramatization or "Mirror Me" activity
<input type="radio"/> Y <input type="radio"/> N	Integration of career choice in subject areas
<input type="radio"/> Y <input type="radio"/> N	Individual career counseling
<input type="radio"/> Y <input type="radio"/> N	Students career education and career pathing
<input type="radio"/> Y <input type="radio"/> N	Establishment of career coaching team
<input type="radio"/> Y <input type="radio"/> N	Establishment of links with DOLE and TESDA
<input type="radio"/> Y <input type="radio"/> N	Establishment of links with industries

WHAT ARE YOU OFFERING? (Y FOR YES ; N FOR NO) SHADE AS MANY
SENIOR HIGH SCHOOL
<input type="radio"/> Y <input type="radio"/> N Academic Track
<input type="radio"/> Y <input type="radio"/> N Arts and Design Track
<input type="radio"/> Y <input type="radio"/> N Technical-Vocational Track
<input type="radio"/> Y <input type="radio"/> N Sports Track
ACADEMIC TRACK
<input type="radio"/> Y <input type="radio"/> N Accountancy, Business and Management (ABM)
<input type="radio"/> Y <input type="radio"/> N Science, Technology, Engineering and Mathematics (STEM)
<input type="radio"/> Y <input type="radio"/> N Humanities and Social Sciences (HUMSS)
ARTS AND DESIGN TRACK
<input type="radio"/> Y <input type="radio"/> N Arts Production (Visual Arts)
<input type="radio"/> Y <input type="radio"/> N Arts Production (Media Arts)
<input type="radio"/> Y <input type="radio"/> N Arts Production (Literary Arts)
<input type="radio"/> Y <input type="radio"/> N Performing Arts (Music)
<input type="radio"/> Y <input type="radio"/> N Performing Arts (Dance)
<input type="radio"/> Y <input type="radio"/> N Performing Arts (Theater)
TECHNICAL-VOCATIONAL TRACK
<input type="radio"/> Y <input type="radio"/> N Agriculture and Fishery
<input type="radio"/> Y <input type="radio"/> N Home Economics
<input type="radio"/> Y <input type="radio"/> N Information, Communication and Technology
<input type="radio"/> Y <input type="radio"/> N Industrial Arts
SPORTS TRACK
<input type="radio"/> Y <input type="radio"/> N Student-Athlete Enhancement
<input type="radio"/> Y <input type="radio"/> N Practice Coaching
<input type="radio"/> Y <input type="radio"/> N Practice Officiating and Tournament Management
<input type="radio"/> Y <input type="radio"/> N Fitness/Sports and Recreation Leadership

UTILIZATION OF NCAE RESULTS
1. Are the NCAE results fully utilized in terms of career guidance / pathways? <input type="radio"/> Yes <input type="radio"/> No
2. Are the NCAE results fully utilized in terms of career tracking for Senior High School? <input type="radio"/> Yes <input type="radio"/> No
3. Is there any existing comprehensive and intensive career guidance in your school? <input type="radio"/> Yes <input type="radio"/> No
4. If yes, to what extent is its implementation? <input type="radio"/> to a little extent <input type="radio"/> to some extent <input type="radio"/> to a large extent
5. How frequent is career guidance undertaken in your school? <input type="radio"/> Weekly <input type="radio"/> Yearly <input type="radio"/> Monthly <input type="radio"/> Never
6. Are the parents involved in wider advocacy on the utilization of NCAE results for career guidance purposes? <input type="radio"/> Yes <input type="radio"/> No
7. Are the Grade 9 students exposed to a wide range of occupational fields? <input type="radio"/> Yes <input type="radio"/> No
8. What is the designation of the staff handling career guidance in your school? <input type="radio"/> Registered Guidance Counselor (RGC) <input type="radio"/> Guidance Counselor-Designate <input type="radio"/> Classroom Adviser <input type="radio"/> Classroom Teacher <input type="radio"/> Guidance Advocate <input type="radio"/> Guidance Coordinator
9. Are career education activities integrated in Values Education? <input type="radio"/> Yes <input type="radio"/> No
10. Are career education activities integrated in the core subject areas? <input type="radio"/> Yes <input type="radio"/> No

FIELD INDUSTRY WHAT OCCUPATIONAL FIELD INDUSTRIES ARE AVAILABLE IN THE COMMUNITY? (Y FOR YES ; N FOR NO) SHADE AS MANY
<input type="radio"/> Y <input type="radio"/> N Science (including medicine, allied medicine, health and wellness)
<input type="radio"/> Y <input type="radio"/> N Natural Sciences
<input type="radio"/> Y <input type="radio"/> N Aquaculture and Agriculture/Forestry
<input type="radio"/> Y <input type="radio"/> N Engineering
<input type="radio"/> Y <input type="radio"/> N Business and Finance / Commerce
<input type="radio"/> Y <input type="radio"/> N Professional Services (including law and education)
<input type="radio"/> Y <input type="radio"/> N Personal Services (including transportation, travel, tourism and hospitality)
<input type="radio"/> Y <input type="radio"/> N Computers and Technology (including IT and cyberservices)
<input type="radio"/> Y <input type="radio"/> N Media and Communication
<input type="radio"/> Y <input type="radio"/> N Community Services (including administration and governance)
<input type="radio"/> Y <input type="radio"/> N Architecture and Construction
<input type="radio"/> Y <input type="radio"/> N The Arts
<input type="radio"/> Y <input type="radio"/> N Fashion: Garments, Hairstyle/Cosmetics/Parlor Services, Jewelry and Accessories (including linen and textile industry)
<input type="radio"/> Y <input type="radio"/> N Military and Law Enforcement
<input type="radio"/> Y <input type="radio"/> N Spiritual Vocation

AVERAGE NUMBER OF STUDENTS PER CLASS (G9)

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

LEGISLATIVE CONGRESSIONAL DISTRICT

- LONE DISTRICT
- 1st DISTRICT
- 2nd DISTRICT
- 3rd DISTRICT
- 4th DISTRICT
- 5th DISTRICT
- 6th DISTRICT

IS THE SCHOOL SUPPORTED / SPONSORED BY

- LOCAL GOVERNMENT
- NON-GOVERNMENT ORGANIZATIONS
- PRIVATE COMPANIES
- INDIVIDUAL DONOR/S

SCHOOL LOCATION

- WITHIN THE CITY PROPER
- OUTSIDE THE CITY PROPER
- WITHIN THE TOWN PROPER
- OUTSIDE THE TOWN PROPER
- HINTERLAND
- COASTAL AREA
- ON AN ISLET

SCHOOL CLASSIFICATION (Y FOR YES ; N FOR NO)

- (Y) (N) WITH GASTPE GRANTEES
- (Y) (N) WITH NIGHT CLASSES
- (Y) (N) WITH SPED CLASSES
- (Y) (N) WITH ENGINEERING AND SCIENCE EDUCATION PROGRAM (ESEP)
- (Y) (N) WITH SCIENCE, TECHNOLOGY AND ENGINEERING (STE) PROGRAM
- (Y) (N) TECHNICAL-VOCATIONAL SCHOOL
- (Y) (N) SCHOOL FOR THE ARTS
- (Y) (N) OPEN HIGH SCHOOL
- (Y) (N) ANNEX SCHOOL

NUMBER OF HIGH SCHOOL TEACHERS WHO ARE MAJOR IN

MATH			ENGLISH			SCIENCE			FILIPINO			ARALING PANLIPUNAN			PHILOSOPHY			LITERATURE		
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

TYPE OF SCHOOL

- PUBLIC**
- STATE COLLEGE / UNIVERSITY HIGH SCHOOL
 - PUBLIC SCIENCE HIGH SCHOOL
 - NATIONAL BARANGAY / COMMUNITY HIGH SCHOOL
 - NATIONAL COMPREHENSIVE HIGH SCHOOL
 - PUBLIC TECHNICAL-VOCATIONAL HIGH SCHOOL
 - INTEGRATED SCHOOL
 - OPEN HIGH SCHOOL
- PRIVATE**
- PRIVATE NON-SECTARIAN HIGH SCHOOL
 - PRIVATE SECTARIAN HIGH SCHOOL
 - PRIVATE TECHNICAL-VOCATIONAL HIGH SCHOOL
 - PRIVATE SCIENCE HIGH SCHOOL

DESIGNATION OF SCHOOL ADMINISTRATOR

- PRINCIPAL I
- PRINCIPAL II
- PRINCIPAL III
- PRINCIPAL IV
- TEACHER-IN-CHARGE
- HEAD TEACHER I
- HEAD TEACHER II
- HEAD TEACHER III
- HEAD TEACHER IV

NUMBER OF HIGH SCHOOL TEACHERS BY GENDER

MALE		FEMALE	
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

NUMBER OF GASTPE GRANTEES

G7		G8		G9		G10	
EVS	ECS	EVS	ECS	EVS	ECS	EVS	ECS
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9