

## VISION

A Christ-centered school community  
growing in the love and friendship  
of Jesus Christ in His Church  
and striving for peace  
in the social and ecological order



## MISSION

*We, in Basic Education, commit ourselves –  
to Transformative Education  
as a Christ-centered school community  
dedicated to the integral formation of persons  
empowered to promote justice, peace,  
care for creation, and solidarity.*

*Live Fully as God's Beloved!*  
School Thrust 2017-2018

June 23, 2017

### Dear Grade 12 Parents and Guardians:

Greetings! Your daughter's Assumption transformative education culminates this school year. The students are a special group because they will be the first cohorts of the Senior High School program of the school. We had several opportunities to present to you the SHS program and to answer your questions.

Assumption Antipolo is offering the **General Academic Strand (GAS)** with **elective clusters** – Accountancy, Business, and Management (ABM); Science, Technology, Engineering, and Mathematics (STEM); Humanities and Social Sciences (HUMSS); and Arts and Design. Through the SHS program, we will be able to prepare the students to become individuals who are inspired by their Christian beliefs to actively contribute to the transformation of society – first as students and then as professionals.

It has come to our attention that a significant number of Grade 12 parents expressed concern over the **procedure and requirements we implemented in selecting elective clusters**. Some parents came to meet with the Director for Academic Affairs on May 10, and the chair couple met with the School Director on June 19.

### The questions and concerns are as follows:

1. *Why were the exam grades considered and not the report card grade? Is the report card grade not a measure of their academic performance?*

The exam, which is a summative type of assessment, measures the level of success or proficiency of the student at the end of an instructional unit. The midterm and final exams measure student learning by checking for their understanding. These assessments measure individual learning. In the exams, their knowledge, their understanding, and ability to apply what they learned are assessed.

The report card grade has other components like class participation and performance tasks. These are also assessment evidence, but a significant percentage of these grades are subjective.

2. *Why doesn't the school follow DepEd's criteria for entry to SHS tracks/strands?*

While DepEd Order No.55, s.2016 (Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program) states that there is no grade requirement to qualify for GAS, the school is allowed to have its own guidelines and requirements because of our deregulated status and in consideration of the special implementation of the GAS with elective clusters.

A circular was released on November 23, 2016 to inform the parents about the guidelines and requirements for qualifying in the different elective clusters. We looked into the provisions of DO 55, s.2016 and the school's standards, assessments, and grading system to determine the best way to go about the screening process.

**3. *Why is the school choosing the elective cluster for my daughter?***

The school did not choose your daughter's elective cluster. She is assigned to either her first or second choice. These choices are the outcome of career counseling that began in Grade 5. Career counseling helps your child see what her strengths and abilities are as evidenced by career and achievement tests and academic performance. Students and their parents are part of this process. The Guidance Counselor involves the parents by sending them regular communications and meeting with them to discuss their daughter's preferences and goals.

In our commitment to home-school partnership, we always think of what is best for the students. Together, we should carefully look at her goals vis-à-vis her skills and academic performance. The school is of the belief that one's determination and motivation coupled with hard work, effort, and perseverance can greatly help students as they work towards their goals.

**4. *My daughter is deeply affected by the decision (not getting into her first choice of elective cluster). She has been crying and completely distraught.***

The decision was based on Math and Science exam grades in Grade 11 which the students already knew. The procedure and requirements were explained to the students in November 2016. The opportunity to appeal is presented on April 29, 2017 to the students who did not make it to their first choice of elective cluster.

Let us work together to help the student see that this is a setback, not the end of her dreams. Enable her to take responsibility for her performance and to work towards proactively looking for solutions and other options.

**5. *If my daughter is in HUMSS/Arts and Design, and she decides to pursue a STEM/ABM course in college, then the electives she took in Grade 12 will be useless to her.***

CHED states that students will not be barred from pursuing a major that is not in line with her SHS track. While it is ideal that she is in the strand/elective cluster that is aligned with her course in college, the electives she will take in Grade 12 are not completely useless because she will gain much from these. By engaging in the learning activities of these electives, she will be exposed to different disciplines and fields of interest. Hopefully, she will be able to use all that she has learned and experienced in Senior High School to make a solid decision about the career she wants to pursue.

***What if the colleges and universities require that the students' track/strand to be aligned with their college course? (e.g. STEM for Pre-Med Courses or ABM for Accountancy)***

The goal of basic education is to prepare students for tertiary education. The electives have been designed as basic education subjects, not as college subjects that are more specialized. The electives or specialized subjects in Senior High School are not pre-requisite subjects of college major subjects.

We called the Registrar and Admissions Offices of UP, ADMU, UST, DLSU, FEU, and UERMMC. These universities have informed us that they will not prohibit high school graduates from applying to a course that is not aligned with their SHS strand or track. This policy is consistent with CHED's statement.

**6. *How will the honors for graduation be determined? Won't it be unfair to those in STEM and ABM because their subjects are more difficult?***

The Awards for Academic Excellence and Academic Honors are determined by the students' performance in Grades 11 and 12, both of which must have been completed in the school. These awards take into account the students' academic performance (60%) and character, community involvement, and extra-curricular activities (40%).



The **Award for Academic Excellence** is given to the student whose Grade 11 and 12 weighted academic performance and co-curricular and community involvement average is 95 and above. The **Award for Academic Honors** is given to the student whose Grade 11 and 12 weighted academic performance and co-curricular and community involvement average is 92.

The following academic requirements must be satisfied:

Conditions	Grade Requirement	
	Academic Excellence	Academic Honors
Average of Each Academic Subject	95	92
Average of Non-Academic Subjects Taken as One	95	92
Lowest Grade in All Academic Subjects and Components of Non-Academic Subjects in All Quarters	92	89

For Co-Curricular and Community Involvement, the student's participation in the following is considered:

- official contests and competitions
- conferences, trainings, and special programs
- church organizations and activities
- student leadership
- campus journalism

**Special recognition** is given to students who consistently exemplify simplicity, fidelity to duty, joyful service, and leadership throughout the school year. The **St. Marie Eugenie Award** is the highest award presented to graduating students in Senior High School who best exemplify and translate the spirit of St. Marie Eugenie in their lives and in their times: Woman of Character, of Faith, and of Action.

Academic Awards and Special Awards are announced during the graduation ceremony. The school's decision on awards is final and irrevocable.

With regard the question of fairness, the premise is that students are in the elective cluster that is aligned with their skills and interests. This means that the level of difficulty of the subjects becomes relative. A top performing student in the STEM cluster is not better than the top performing student in the HUMSS cluster and vice versa.

**7. Why didn't the school facilitate or inform parents about the SHS Vouchers?**

The school has attended orientations regarding DepEd's Senior High School vouchers. In the earlier orientations, private schools like Assumption Antipolo were made to understand that the vouchers are for public school students who cannot be accommodated by DepEd Senior High Schools, thus will have to apply in Non-DepEd schools (private schools). The representatives from the Antipolo DepEd office also did not expect AA students to apply for vouchers because the amount to be given by DepEd (if approved) will not cover the full tuition and miscellaneous fees of the school. This is why the school has not given your batch the orientation regarding the SHS vouchers. For more information, please refer to this link: <http://ovap.deped.gov.ph/>


However, the current Grade 10 may apply for SHS vouchers, and the school will work on the DepEd requirements in order to accept the approved vouchers.

We hope that you will continue to trust that the school always wants what is best for your daughter. We are committed partners in your daughter's education.

All for Jesus.

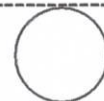
  
MRS. MARIA LOURDES G. ABARQUEZ  
Director for Academic Affairs

Noted by:

  
MS. MARIE GRACE B. MAGTAAS  
School Director

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**REPLY SLIP**



Class Number

- ☐ We have read the answers to the concerns regarding the elective clusters and the SHS vouchers.

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Student's Name

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Level & Section

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Parent's/Guardian's  
Signature Over Printed Name