



Republic of the Philippines
Department of Education
REGION VII – CENTRAL VISAYAS
Schools Division OF NEGROS ORIENTAL

Office of the Schools Division
Superintendent

29 APR 2024

DIVISION MEMORANDUM

No. 0384, s. 2024

“SUBMISSION OF NLC 2024 REPORT ON ENROLLMENT”

To: Assistant Schools Division Superintendents
Chief, CID and SGOD
Public Schools District Supervisors
All Others Concerned

1. This Office through the Curriculum Implementation Division hereby informs the field of the submission of NLC 2024 Report on Enrollment.
2. School Heads will submit **School Level Report** to the district on or before **May 21, 2024** while Public School District Supervisors will submit **District Level Report** to the division office on or before **May 23, 2024**.
3. Please accomplish templates found in enclosures 1 and 2.
4. In categorizing learners (3 camps), please refer to the result of assessments indicated in Division Memorandum No. 0382, s. 2024 titled “Dissemination of RM No. 366, s. 2024 titled Administration of the Rapid Math Assessment (RMA) and Comprehensive Literacy Assessment (CRLA) for Grades 1 to 3 and Philippine Informal Reading Inventory (Phi-IRI) for Grades 4 to 6 for the End-of-School-Year (EOSY) 2023-2024”.
5. For compliance.


NERI C. OJASTRO EdD, CESO V
Schools Division Superintendent

4/29/24


NCO/EQA-RVAV/CAA/elb



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ENCLOSURE NO. 1

A. School Level

1.1 ENGLISH – Elementary

| Grade | Number of Learners | | | | Number of Volunteer Teachers | | | |
|-------|--------------------|---------------|--------------|-------|------------------------------|---------------|--------------|-------|
| | Enhancement | Consolidation | Intervention | Total | Enhancement | Consolidation | Intervention | Total |
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| Total | | | | | | | | |

1.2 ENGLISH – Secondary

| Grade | Number of Learners | | | | Number of Volunteer Teachers | | | |
|-------|--------------------|---------------|--------------|-------|------------------------------|---------------|--------------|-------|
| | Enhancement | Consolidation | Intervention | Total | Enhancement | Consolidation | Intervention | Total |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| Total | | | | | | | | |

2.1 SCIENCE – Elementary

| Grade | Number of Learners | | | | Number of Volunteer Teachers | | | |
|-------|--------------------|---------------|--------------|-------|------------------------------|---------------|--------------|-------|
| | Enhancement | Consolidation | Intervention | Total | Enhancement | Consolidation | Intervention | Total |
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| Total | | | | | | | | |

2.2 SCIENCE – Secondary

| Grade | Number of Learners | | | | Number of Volunteer Teachers | | | |
|-------|--------------------|---------------|--------------|-------|------------------------------|---------------|--------------|-------|
| | Enhancement | Consolidation | Intervention | Total | Enhancement | Consolidation | Intervention | Total |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| Total | | | | | | | | |

3.1 MATH – Elementary

| Grade | Number of Learners | | | | Number of Volunteer Teachers | | | |
|-------|--------------------|---------------|--------------|-------|------------------------------|---------------|--------------|-------|
| | Enhancement | Consolidation | Intervention | Total | Enhancement | Consolidation | Intervention | Total |
| 1 | | | | | | | | |
| 2 | | | | | | | | |
| 3 | | | | | | | | |
| Total | | | | | | | | |

3.2 MATH – Secondary

| Grade | Number of Learners | | | | Number of Volunteer Teachers | | | |
|-------|--------------------|---------------|--------------|-------|------------------------------|---------------|--------------|-------|
| | Enhancement | Consolidation | Intervention | Total | Enhancement | Consolidation | Intervention | Total |
| 7 | | | | | | | | |
| 8 | | | | | | | | |
| 9 | | | | | | | | |
| 10 | | | | | | | | |
| Total | | | | | | | | |

