

**2001-2002
 PUBLIC SCHOOL FALL ENROLLMENT/HOUSING REPORT**

CONTACT PERSON _____ PHONE _____

**Only complete this section
 If printed information at right is incorrect or missing**

NAME OF PRINCIPAL: _____
 SCHOOL NAME: _____
 SCHOOL ADDRESS: _____
 CITY, ZIP CODE: _____

TELEPHONE (Include Area Code): _____

SCHOOL CODE: _____
 PRINCIPAL: _____
 SCHOOL NAME: _____
 ADDRESS: _____
 CITY, ZIP CODE: _____

TELEPHONE: _____

INSTRUCTIONS: Complete, retain yellow copy, and forward to your District Superintendent by October 2. The District Superintendent will retain green copy and forward white and pink copies to the Regional Superintendent by October 5, who will forward white copy to the above address by October 12. Data collected on this form represent a consolidation of several federal and state forms; therefore accuracy and completeness in all data items are necessary. Data reported should reflect housed data on September 28, 2001.

DEFINITION OF SCHOOL: A division of the school system consisting of students comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same school plant.

CLOSED SCHOOL: Please write "closed" across the front of the report and return it along with the rest of the reports for the school district.

A. Total Number of Students from another District Attending School in your School Full-Time. Students who attend your school full-time but do not reside in your district (i.e., are not claimable for State Aid). **841**

B. Total Number of Students from your School Attending School Full-Time in another District. Students who reside in your school but attend school full-time outside your district in another public school system (i.e., are claimable for State Aid). This includes students attending public or private schools in or out of Illinois for whom you are reimbursed. **842**

C. Total Number of Students by Grade, Racial/Ethnic Distribution and Gender on September 28, 2001. ONLY REPORT STUDENTS AGE 3-21
 This is a count of pupils actually housed within your facilities. Pre-K should include any preschool children within your facilities who have no educational disabilities. Include "Head Start" and "At Risk" Pre-K students when the program is operated by your district or a special education coop. Pre-K Bilingual should include any preschool children in the bilingual program. Pre-K Special Ed. should include any preschool children within your facilities who have been identified as having educational disabilities. Please assign special education and nongraded students to the appropriate grade according to the student's age.

RACE/ETHNIC DESIGNATIONS	Pre-K	Pre-K Bilingual	Pre-K Special Ed.	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	Post Graduate	TOTAL
White, not of Hispanic Origin: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.	Male	1	2	3	4	6	7	8	9	10	11	12	13	16	17	18	19	23
	Female	24	25	26	27	29	30	31	32	33	34	35	36	39	40	41	42	46
Black, not of Hispanic Origin: A person having origins in any of the black racial groups of Africa.	Male	47	48	49	50	52	53	54	55	56	57	58	59	62	63	64	65	69
	Female	70	71	72	73	75	76	77	78	79	80	81	82	85	86	87	88	92
American Indian or Alaskan Native: A person having origins in any of the original peoples of N. America and who maintains cultural id. through tribal affiliation or community recognition.	Male	93	94	95	96	98	99	100	101	102	103	104	105	108	109	110	111	115
	Female	116	117	118	119	121	122	123	124	125	126	127	128	131	132	133	134	137
Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.	Male	139	140	141	142	144	145	146	147	148	149	150	151	154	155	156	157	161
	Female	162	163	164	165	167	168	169	170	171	172	173	174	177	178	179	180	184
Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.	Male	185	186	187	188	190	191	192	193	194	195	196	197	200	201	202	203	207
	Female	208	209	210	211	213	214	215	216	217	218	219	220	223	224	225	226	230
Totals →	Male	231	232	233	234	236	237	238	239	240	241	242	243	246	247	248	249	253
	Female	254	255	256	257	259	260	261	262	263	264	265	266	269	270	271	272	276

D. YES NO Is a kindergarten program in operation in this school?
 If yes, please check the appropriate box which corresponds to your kindergarten schedule.
 a. everyday all day b. alternate days c. half day, every day
 If more than one option is checked, complete Part E.

E. KINDERGARTEN PROGRAM OPTIONS - This section must be completed by all schools which have students in more than one type of kindergarten program as indicated in Part D.

	White Non-Hispanic		Black Non-Hispanic		American Indian or Alaskan Native		Asian or Pacific Islander		Hispanic		TOTAL	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
All Day Every Day	721	724	727	730	733	736	739	742	745	748	751	754
All Day on Alternate Days	722	725	728	731	734	737	740	743	746	749	752	755
Half Day, Every Day	723	726	729	732	735	738	741	744	747	750	753	756

F. SPECIAL PROGRAMS - Does your school have any of the following special programs:
 YES NO 1. Program for pregnant students? YES NO 3. 4/4 Block Schedule
 YES NO 2. A before- and/or after-school day care program operated by your district or another agency which rents from or is given space by your district? YES NO 4. 8 Block Schedule

G. YES NO MAGNET SCHOOL
 A magnet school is a school which offers a special curriculum or has a special focus designed to attract voluntary enrollment by students from within an entire school district, from neighboring school districts, or both. It is therefore characterized by having a suspension of usual enrollment patterns and requirements and can have a number of purposes, including but not limited to, desegregation and enriched programs for talented youth.

H. An estimated count of pupils from low-income families is needed to determine if a public school teacher is eligible for a National Defense or National Direct Student Loan discount as well as for the school report card. Included in this count are pupils aged 3 to 17, inclusive, from families receiving public aid, pupils living in institutions for neglected or delinquent children, pupils being supported in foster homes with public funds, or eligible to receive free or reduced lunches. If there are no students in your school who would be considered low-income, please indicate with a zero. (If no number is entered, zero low-income students will be entered.)

I. Enter an "X" for each Regular Grade Served. Do Not include grades where only Special Education students are served, except Pre-K Spec. Ed.

Pre K	Pre K Bilingual	Pre K Spec. Ed.	K	1	2	3	4	5	6	7	8	9	10	11	12	Post Grads.

INSTRUCTIONS - BILINGUAL CENSUS

1. Column A - Record by language group the number of students of non-English background, as identified via the home language survey, who are enrolled at the attendance center. School districts shall administer a home language survey to each student entering the district's schools for the first time, for the purpose of identifying students of non-English background.

A student is considered of "non-English background" if student answers "yes" to any one of the following questions:

1. Is a language other than English spoken in daily interaction in the student's home?
2. Does the student speak a language other than English?

2. Column B - Record by language group the number of those students reported in Column A who meet any of the following criteria:

- Their performance on a nationally normed English language proficiency test is below the 50th percentile (or its equivalent).
- Their performance is at or above the 50th percentile on a nationally normed English language proficiency test, but other indicators show a performance that is more than one year behind the average of district age/grade level peers in any required subject.
- When no nationally normed English language proficiency test can be administered, a review of other indicators shows them unable to succeed in English only classes, or shows a performance that is more than one year behind the average of district/grade level peers in any required subject.

These students are considered as having limited English proficiency and eligible for transitional bilingual education (TBE) program or transitional program of instruction (TPI) services.

- "Nationally normed English language proficiency test" means a test that shall include measures of oral language skills (listening, speaking) and, for students in grade 2 or above, reading and writing.
- "Other indicators" means the results of criterion-referenced or locally developed tests, teacher's evaluations of performance, samples of a student's work, and/or information received from family members and school personnel in identifying limited English proficiency and determining eligibility for bilingual education services.

3. Pre-kindergarten and foreign exchange students are not to be included in this census.

4. Students who are being served by a special program other than bilingual education (e.g., Chapter 1, Special Education, etc.) should also be included in this census.

Check this box if there are no students within this school with a non-English background.

LANGUAGE GROUP	Column A	Column B	LANGUAGE GROUP	Column A	Column B
042 Albanian/Gheg (Kosovo/Macedonian)			027 Romanian		
153 Albanian, Tosk			035 Russian		
010 Arabic			007 Serbian		
025 Assyrian (Syriac/Aramaic)			001 Spanish		
021 Cantonese (Chinese)*			022 Thai		
030 Mandarin (Chinese)*			018 Ukrainian		
031 Farsi (Persian)			033 Urdu		
012 French			034 Vietnamese		
005 German			Other (specify)		
002 Greek					
037 Gujarati					
014 Hindi					
003 Italian					
011 Japanese					
073 Khmer/Cambodian					
008 Korean					
074 Lao					
060 Malayalam					
009 Pilipino (Tagalog)**					
004 Polish					
023 Portuguese					
			TOTAL COLUMNS		

* Other Chinese dialects should be listed separately under "Other". Please specify the dialect, e.g., Hakka, Hokkien, Teochu, Hainanese, etc.
 ** Pilipino is the official language of the Philippines.

CERTIFICATION

 Date Signature of Principal

 Date Signature of District Superintendent

 Date Signature of Regional Superintendent