The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Information and Reporting Services
Albany, New York 12234

**BASIC EDUCATIONAL DATA SYSTEM
SCHOOL DISTRICT SUMMARY FORM
FALL 2013**

District Name and Code

This paper form should not be returned to SED.

This paper form must only be used for the local gathering of data. Data represented in this form are required to be submitted to SED via the On-line BEDS IMF Application. Your district's BEDS Coordinator or Superintendent will have details for entering data into the On-line BEDS IMF Application and your district's protocol for doing so.

1. **Enrollment in This District**

A. Regular day school enrollment by grade in this district

Item 1A (**GRADE-BY-GRADE ENROLLMENT**) is no longer collected in BEDS. The October/BEDS enrollment began being derived from the Student Information Repository System (SIRS) in fall 2011.

B. *S*tudents enrolled in this district who are **not residents of this district** and for whom tuition is or could be charged:

Item 1B (**STUDENTS WHO ARE NOT RESIDENTS OF THIS DISTRICT**) is no longer collected in BEDS. Comparable data will be derived from the Student Information Repository System (SIRS) beginning with fall 2012.

C. Non-resident students enrolled in this district that are participating in the voluntary **Inter-District Urban-Suburban Transfer Program**.

Item 1C (**NON-RESIDENT STUDENTS IN THE VOLUNTARY INTER-DISTRICT URBAN-SUBURBAN TRANSFER PROGRAM**) is no longer collected in BEDS. Comparable data will be derived from the Student Information Repository System (SIRS) beginning with fall 2012.

D. Prekindergarten students enrolled in this district.

⚠	Item 1D (**HALF AND FULL- DAY UNIVERSAL PREKINDERGARTEN (UPK) FUNDED STUDENTS AND PREKINDERGARTEN STUDENTS NOT FUNDED BY UPK MONEY**) is no longer collected in BEDS. Comparable data will be derived from the Student Information Repository System (SIRS) beginning with fall 2012.

E. Universal Prekindergarten (UPK) students reported in Item 1D **who are not residents of this district** and for whom tuition is or could be charged.

⚠	Item 1E (**NON-RESIDENT UNIVERSAL PREKINDERGARTEN (UPK) STUDENTS**) is no longer collected in BEDS. Comparable data will be derived from the Student Information Repository System (SIRS) beginning with fall 2012.

F. CBO-placed Universal Prekindergarten (UPK) students reported in Item 1D by type of Community-based Organization setting.

⚠	Item 1F (**CBO-PLACED UNIVERSAL PREKINDERGARTEN (UPK) STUDENTS BY TYPE OF CBO SETTING**) is no longer collected in BEDS. Comparable data will be derived from the Student Information Repository System (SIRS) beginning with fall 2012.

2. Incarcerated Youth

Incarcerated youth served by this district who are in correctional facilities operated by a county or the City of New York, regardless of their district of residence.

⚠	Item 2 (**INCARCERATED YOUTH**) is no longer collected in BEDS. Comparable data will be derived from the Student Information Repository System (SIRS) beginning with fall 2012.

3. Equivalent Attendance

Resident students who are over the compulsory age of attendance, are not included on any regular day school register and are in equivalent attendance programs operated by a district or BOCES.

⚠	Item 3 (**EQUIVALENT ATTENDANCE**) is no longer collected in BEDS. Comparable data will be derived from the Student Information Repository System (SIRS) beginning with fall 2012.

4. Resident Students Receiving Education Outside of This District on a Tuition Basis

⚠	Item 4 (**RESIDENT STUDENTS RECEIVING EDUCATION OUTSIDE OF THIS DISTRICT ON A TUITION BASIS**) is no longer collected in BEDS. Comparable data will be derived from the Student Information Repository System (SIRS) beginning with fall 2013.

5. Home- or Hospital-bound Students

⚠	Item 5 (**HOME OR HOSPITAL BOUND STUDENTS**) is no longer collected in BEDS. Comparable data will be derived from the Student Information Repository System (SIRS) beginning with fall 2012.

6. Teachers of Core Academic Subjects Who Completed a HOUSSE

Enter the unduplicated count of teachers of classes in core academic subjects who completed the High, Objective, Uniform State Standard of Evaluation (HOUSSE) between July 1, 2012 and June 30, 2013 to become "highly qualified."	

7. Children Instructed at Home

Are there children of compulsory school age in this district being educated at home by parents or a parent-employed tutor? Do not include children receiving home- or hospital-bound instruction by the district or BOCES. (Read complete definition in the instructions before completing this item.) ……………………………………………………………………………….Yes ☐   No ☐

IF **YES**:

A. Enter the number of households in which instruction is taking place ……………………………………………

B. Enter the number of children involved at the:

   1. Elementary Level   (grades K-6) ………………………………………………………………………….

   2. Secondary Level   (grades 7-12)
……………………………………………………………………………………

C. Of the total number of students reported in Items 7.B.1 and 7.B.2 above, how many students are known to have a disability? ………………………………………………………………………………………………..

8. Prekindergarten Teachers

How many teachers employed by this district teach exclusively at the prekindergarten level?

   Full-time …...   Part-time ……..

9. Title 1 Paraprofessionals

A. Enter the total number of **Title I** paraprofessionals employed by this district as of October 2, 2013 ………………..

B. Enter the number of "qualified" **Title I** paraprofessionals employed by this district as of October 2, 2013 …………..

10. Total Professional Staff in This District. Total staff reported in this item must equal the number of persons completing BEDS personnel forms. Persons who complete a teaching form and a non-teaching form should be counted only once in the category that accounts for the greater portion of their time. *Be sure to count staff assigned to Central Office and staff who are shared between two or more schools. Do not include BOCES staff working in this district.*

	Staff Category	American Indian or Alaska Native (1)	Black or African American (not Hispanic origin) (2)	Asian (3)	Native Hawaiian or Other Pacific Islander (4)	Hispanic or Latino (5)	White (not Hispanic origin) (6)	Multi-Racial (not Hispanic origin) (7)	Total (8)
Full – time	Principals								
	Assistant principals								
	Teachers								
	Other professional staff								
Part – time	Principals								
	Assistant principals								
	Teachers								
	Other professional staff								

11. Other Staff in District

	Type of Staff	Full-time	Part-time	Full-time Equivalence (FTE) of Part-time Only (to the nearest tenth)
Teaching Assistants*	Programs for students with disabilities			.
	Programs for students with limited English proficiency			.
	Occupational education programs			.
	All other programs			.
Teacher Aides	Programs for students with disabilities			.
	Programs for students with limited English proficiency			.
	Occupational education programs			.
	All other programs			.
Pupil personnel service aides				.
Library support staff				.
Health services staff				.
Other paraprofessional staff				.
Secretaries, typists, clerks				.
Maintenance workers, custodians				.

Bus drivers, mechanics			.
School lunch workers			.
Other support staff			.

Report as teaching assistants only persons who actually hold licenses or certificates as teaching assistants.

12. Appeals to Graduate with a Lower Score on a Regents Examination

A. Enter the number of appeals sought and granted between 7/1/12 and 6/30/13 for the following Regents Examinations:
(Note: the highest score on the appealed exams must have been 62, 63 or 64)

Title of Regents Examination	Number of Appeals Sought	Number of Appeals Granted
Comprehensive English		
Integrated Algebra		
Geometry		
Algebra 2/Trigonometry		
Global History and Geography		
U.S. History and Government		
Living Environment		
Physical Setting: Earth Science		
Physical Setting: Chemistry		
Physical Setting: Physics		
Other Regents		

B. How many students were granted appeals on two Regents exams in 2012-13…………

13. Computer and Technology Literacy (these questions are for Federal reporting purposes)

A. Which of the following best describes the extent to which this district has effectively and fully integrated technology as defined by New York State? (Select one.)

1. Developing: in the early stages of technology integration
2. Approaching: nearing completion of technology integration
3. Meets: completed technology integration and meets State standards
4. Fully Integrated: completed technology integration and exceeds State standards

B. Enter the unduplicated counts of professional personnel achieving and not achieving acceptable performance on standards-based profiles of technology user skills during the 2012-13 school year as defined by New York State:

Staff Category	Number of Personnel Achieving Acceptable Performance	Number of Personnel Not Achieving Acceptable Performance
Teachers		
Librarians		
Other Professional Staff		

C. Enter the number of eighth grade students, evaluated at the end of the eighth grade for

5

school year 2012-13, who were evaluated as being either technology literate or not technology literate, or for whom evaluations were not done.

See directions for the NYSED definition of technology literacy.	Number of Eighth Grade Students Who Were Evaluated as being:
Technology Literate	
Not Technology Literate	
Not Evaluated for Technology Literacy	

D. Indicate whether or not this district has fully integrated acceptable use policies (AUP) in the areas indicated below as part of the district's Technology Plan:

1. Does the school district have an acceptable use policy for its students? ☐ YES ☐ NO

2. Does the school district have an acceptable use policy for its staff? ☐ YES ☐ NO

3. Does the school district have an acceptable use policy in its student handbook? ☐ YES ☐ NO

4. Does the school district have an Internet filter that is in compliance with the Children's Internet Protection Act (CIPA)? ☐ YES ☐ NO

5. Does the school district provide instruction for students on the responsible use of the Internet, including ethics and safety issues? ☐ YES ☐ NO

6. Does the school district provide professional development for staff on the responsible use of the Internet, including ethics and safety issues? ☐ YES ☐ NO

14. Teacher Vacancies: Indicate the disposition of teaching positions/vacancies recruited for, for the opening of the 2013-14 academic year. (Report each position/vacancy once by the preferred certification area recruited for.)

Preferred Certification Area Recruited for:	Total Positions Recruited for	Filled with Teachers Certified for the Assignment(s):		Filled with Teachers Not Certified for the Assignment(s)	Left Vacant*
		Having the Preferred Certificate	Not Having Preferred Certificate		
Early Childhood/Childhood Cert					
Birth-Grade 2					
Birth-Grade 2 with Bilingual Ext					
Grades 1-6					
Grades 1-6 with Bilingual Ext					
Middle School Certification					
Middle School Generalist					
English 5-9					
Math 5-9					

Science 5-9					
Social Studies 5-9					
LOTE 5-9					
Secondary 7-12 Academic Cert					
English 7-12					
Math 7-12					
Earth Science 7-12					
Biology 7-12					
Chemistry 7-12					
Physics 7-12					
Social Studies 7-12					
LOTE - French 7-12					
LOTE - Spanish 7-12					
LOTE - Italian 7-12					
LOTE - German 7-12					
LOTE - Latin 7-12					
LOTE - Chinese 7-12					
LOTE - Japanese 7-12					
LOTE - Other 7-12					
K-12 Specialist Certificate Areas					
Physical Education					
Reading and Literacy					
Library Media Specialist					
Educational Technology Spec					
ESOL					
Health					
Arts - Visual Arts K-12					
Arts - Music K-12					
Arts - Theatre K-12					
Arts - Dance K-12					
Career and Technical Ed (CTE)					
Agriculture K-12					
Business & Marketing K-12					
Technology Education K-12					
Family and Consumer Sci K-12					
Any of the 50+ Specialist CTE Certificates 7-12					

Students with Disabilities (SWD)					
Blind and Visually Impaired K-12					
Deaf and Hard of Hearing K-12					
Speech and Language K-12					
SWD - Birth – Grade 2					
SWD - Grade 1-6					
SWD - Middle School Generalist					
SWD - Math 5-9 or 7-12					
SWD - Science 5-9 or 7-12					
SWD - English 5-9 or 7-12					
SWD - Soc Studies 5-9 or 7-12					
SWD - LOTE 5-9 or 7-12					
Secondary Certificates With Bilingual Extensions					
Spanish Bilingual Extension					
Chinese Bilingual Extension					
Other Bilingual Extension					

*Any position not filled by a new hire should be counted as "Left Vacant", even if it was "filled" or resolved by using a long-term substitute, expanding class sizes, increasing course loads of existing teachers, using administrators to teach, or other means used to "get by".

15. Title 1 Information for Federal Reporting

Each section of A-H should be completed. Enter zero or respond "NO" where appropriate.

A. Public School Choice

1.	Enter the number of students who were eligible for Public School choice for the 2012-13 school year…..…………………………………………………	
2.	Enter the total amount expended during the 2012-13 school year to implement public school choice (round to the nearest whole dollar)………………….....	$

		YES	NO
3.	Check whether or not the following were obstacles to Public School Choice in this district for the 2012-13 school year…………..……………		
	a. All schools with a pertinent a grade level in this district were in school improvement, corrective action or restructuring…………………..	☐	☐
	b. This district had a single school at the grade level of the school at which students were eligible for public school choice…………………….	☐	☐
	c. The schools in this district are so remote from one another that choice is impracticable………………………………………………..	☐	☐

B. Supplemental Educational Services (SES)

As a result of the ESEA Waiver, SES was not required to be offered in LEAs with a school in Improvement status; instead, LEAs had the option to offer this service if they so chose. Please enter "0" unless your LEA actually provided SES services to low-income students in Priority/Focus schools during the previous school year

1.	Enter the total number of students who were eligible for Supplemental Educational Services for the 2012-13 school year…………………………….	
2.	Enter the total number of students who applied for Supplemental Educational Services for the 2012-13 school year…………………………………….	
3.	Enter the total number of students who received Supplemental Educational Services for the 2012-13 school year………………………………………	
4.	Enter the total amount expended during the 2012-13 school year to implement supplemental educational services: (round to the nearest whole dollar)……………………………………………………….………	$

C. Student Participation in Title 1, Part A Programs – Served in Public Schools – 2012-13

Age (s)	Number of Students Served in Public Schools:		
	Targeted Assistance Programs	School-wide Programs	Local Neglected Programs
Ages 0 - 2			
Age 3 (not preK)			

D. Student Participation in Title 1, Part A Programs – Eligible District Resident Students Attending Any Nonpublic School – 2012-13

Age /Grade	Number of Students Served	Age /Grade	Number of Students Served
Ages 0 - 2		Grade-7	
Age 3 (not preK)		Grade-8	
Age 4 / preK		Grade-9	
Kindergarten/Age 5		Grade-10	
Grade-1		Grade-11	
Grade-2		Grade-12	
Grade-3		Ungraded Secondary	
Grade-4			
Grade-5			
Grade-6			
Ungraded Elementary			

E. Students Served in Targeted Assistance Schools (TAS) by Instructional Service Area – 2012-13

Instructional Services Area	Number of Students Served	Instructional Services Area	Number of Students Served
Mathematics		Social Studies	
Reading/Language Arts		Vocational/Career	
Science		Other Instructional Area	

F. Students Served in Targeted Assistance Schools (TAS) by Program Support Service Area – 2012-13

Support Service Area	Number of Students Served	Support Service Area	Number of Students Served
Health, Dental or Eye Care		Other Support Services	
Supporting Guidance/Advocacy			

G. Staff Information for Title I, Part A Targeted Assistance Schools (TAS) – 2012-13

Staff Category	Staff FTE	Qualified Staff FTE*
Teachers		NA
Paraprofessionals providing instructional support[1]		
Other paraprofessionals (translators, parental involvement, computer assistance)[2]		NA
Clerical support staff		
Administrators (non-clerical)		

H. Paraprofessional Information for Title I, Part A Schoolwide Programs (SWP) – 2012-13

Staff Category	Staff FTE	Qualified Staff FTE*
Paraprofessionals[3]		

*FTE of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of ESEA

[1] Consistent with ESEA, Title I, Section 1119(g)(2)
[2] Consistent with ESEA, Title I, Section 1119(e)
[3] Consistent with ESEA, Title I, Section 1119(g)(2).

16. Homeless Children

A. Enter the number of pre-school children (ages 3-5) in this district who were known to have been homeless at any point during the 2012-13 year. NOTE: the intent of this item is to collect a count of pre-school students who do <u>NOT</u> have records in the Student Information Repository System (children who are homeless and who are NOT enrolled in pre-kindergarten or kindergarten).

Grade Level	Number of Homeless Children
Pre-School (age 3-5)	

B. For the total number of homeless children reported above, provide the estimated number who had the following as their primary nighttime residence.

Primary Nighttime Residence	Number of Homeless Children
Shelters	
Doubled-up	
Hotels/Motels	
Transitional Housing	
Awaiting Foster Care	
Unsheltered (cars, parks, campgrounds, etc.)	

Person to contact if clarification of any item(s) is necessary:

Name: _____ Telephone: _____

(area code)   (number)

Title: _____