INSTRUCTIONS – SCHOOL DISTRICT SUMMARY FORM: FALL 2015

Item 1 Enrollment in This District

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.

Item 1B-1F Students Who Are Not Residents of the District and UPK Students

Students who are not residents of the district and UPK students are no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) beginning with fall 2012.

Item 2 Incarcerated Youth

Incarcerated Youth is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) beginning with fall 2012.

Item 3 Equivalent Attendance

Equivalent Attendance data is no longer collected in BEDS. Comparable data began being collected on State Aid Management System (SAMS) form A beginning with fall 2014.

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

Resident Students Receiving Education Outside of This District on a Tuition Basis is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) beginning with fall 2013.

Item 5 Home- or Hospital-bound Students – This Year

Home- or hospital-bound students is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) beginning with fall 2012.

Item 6 Teachers Completing 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, 2014 and June 30, 2015 to become "highly qualified." Count a teacher only once even if the teacher completed more than one HOUSSE to become "highly qualified" in more than one core academic subject between July 1, 2014 and July 30, 2015. More information about the definition of "highly qualified" and the HOUSSE can be found in NCLB Field Memo #03-2008 available at http://www.p12.nysed.gov/nclb/guidance/memos/03-2008.html

Item 7 Children Instructed at Home

This is defined as a situation in which children of compulsory school age are instructed at home by a parent, parents or by a tutor employed by the parent(s). Such students receive their basic instructional program in subjects required by State law and regulations and are not attending any public or nonpublic school. Do not include children receiving homebound instruction by the district or BOCES.

In Item 7c, of the total number of students reported in Item 7b, report the number of students known to have a disability. Knowledge of disability may have come via screening by the Committee on Special Education, by a review of the student's Individualized Home Instruction Plan in conjunction with discussion with the parent(s) or by verbal or written notice from another school, district or agency. Part c of this question should be answered with readily available data and without extensive research on the student's testing, etc.

Item 8 PreKindergarten Teachers

Indicate the number of full- and part-time teachers reported in Item 10 (Total Professional Staff in This District) who teach exclusively at the prekindergarten level.

Item 9 Title 1 Paraprofessionals

To comply with the No Child Left Behind Act of 2001 (NCLB), New York State must report to the US Department of Education on the percentage of Title 1 paraprofessionals who meet the NCLB definition of

"qualified." NCLB required all Title 1 paraprofessionals to be "qualified" by January 8, 2006. If your district is not receiving Title 1 funds for the 2015-16 school year, or if your district does not employ any Title 1 paraprofessionals, enter zero for both Items 9a and 9b.

Definitions needed to complete these items are in NCLB Field Memo #03-2008 and its addendum. This Field Memo is available at: http://www.p12.nysed.gov/nclb/guidance/memos/03-2008.html Questions about these items should be sent to emscpir@mail.nysed.gov

Item 10 Professional Staff in This District

In this item, provide an ***unduplicated*** count of all professional staff in this district. The count is comprised of the total of building level professional staff reported in Item 5 of the School Data Form(s) **plus** central office professional staff, including professional staff members assigned to more than one school in this district that are not reported by any of the schools.

In this item, do not include BOCES staff working in this district, teaching assistants or teacher aides.

Full-time professional staff members are defined as those persons who spend their entire school day and school week working in this district, ***regardless*** of the number of buildings in which they have assignments. Part-time professional staff members are defined as those persons who work less than a full day or full week in this district.

The "Teachers" category should include all personnel who devote more than half of their time to teaching duties, including teaching in such subject areas as art, music, physical education and reading.

The category "Other Professional Staff" should include administrators (except principals and assistant principals), guidance counselors, school nurses, psychologists and other professionals who devote more than half of their time to nonteaching duties.

The total number of professional staff reported in this item must equal the number of persons completing an electronic teaching form (ePMF) and non-teaching professional staff with a Staff Snapshot record submitted in SIRS (Student Information Repository System). Staff should be counted only once in the category that accounts for the greater portion of their time.

The racial/ethnic designations used in this item do not denote scientific definitions of anthropological origins. For the purpose of this report, an employee should be included in the group to which he or she appears to belong, identifies with or is regarded in the community as belonging. However, no person should be counted in more than ***one*** racial/ethnic group.

American Indian or Alaska Native – a person having origins in any of the original peoples of North America (and who maintains cultural identification through tribal affiliation or community recognition).

Black or African American (not Hispanic origin) – a person having origins in any of the black racial groups of Africa.

Asian – a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam.

Native Hawaiian or Other Pacific Islander - a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Hispanic or Latino – a person of Mexican, Puerto Rican, Cuban, Central American, South American or other Spanish culture or origin, regardless of race.

White (not Hispanic origin) – a person having origins in any of the original peoples of Europe, North Africa or the Middle East.

Multi-Racial (not Hispanic origin) – A person having origins in two or more of the categories of people classified as American Indian or Alaska Native, Black or African American (not Hispanic origin), Asian, Native Hawaiian or Other Pacific Islander, or White (not Hispanic origin). Note: Any person of Hispanic or Latino origins, in whole or in part, should be reported as Hispanic or Latino.

Note: The "Asian or Pacific Islander" category has been split into separate "Asian" and "Native Hawaiian or Other Pacific Islander" categories.

Item 11 Other Staff in This District

Report in the categories listed, all paraprofessionals and support staff employed by this school district. Report as teacher aides or library support staff only persons engaged in activities which, in the absence of such staff, would ordinarily be performed by teachers or librarians. Report as teaching assistants only

persons who actually hold licenses or certificates as teaching assistants.

"Part-time" employees include (1) those whose assignments require less than the normal school (or work) day for that assignment or normal school (or work) week for that assignment and (2) those persons employed on a full-time basis who divide their time between two or more duties.

In the third column, indicate the full-time equivalence (FTE) of the amount of time worked by the *part-time* staff in each category. The FTE column should be completed only if part-time staff has been reported. The FTE should be shown to the nearest tenth (one decimal place).

FTE is the ratio between the hours of work required in a part-time position and the hours of work normally required in a full-time position in the same setting. For example, 4 teacher aides who work half-time should be reported as 2.0 in the FTE column. Similarly, an individual who spends half-time as a teaching assistant and half-time as a health aide would be reported as "1" in the part-time column as teaching assistant with a 0.5 FTE and also "1" in the part-time column as a health aide with a 0.5 FTE.

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

Beginning with students entering grade 9 in 2005, students who have taken and passed certain courses in preparation to take a Regents examination and have a 65 course average but whose highest score on the Regents examination is below but within three points of the 65 passing score may appeal to graduate with a local or Regents diploma using the lower score. A student must have taken the specific Regents examination twice in order to appeal. Students who are granted an appeal on two examinations and who fulfill all other course and testing requirements will receive a local diploma. Students who are granted an appeal on one examination and who fulfill all other course and testing requirements will be determined to have met all graduation requirements and, thereby, earn a Regents diploma. Forms and guidance regarding the appeals process are available at http://www.p12.nysed.gov/ciai/gradreq/appeal-form.pdf

In 12a, enter the number of appeals sought and the number of appeals granted for each of the specified Regents examinations during the 2014-15 school year. If an appeal was sought prior to July 1 but granted on or after July 1, count the appeal only as sought; this appeal should be counted as granted in the following school year.

In 12b, enter the number of students who were granted appeals on two Regents examinations during the 2014-15 school year, regardless of what year the appeals were sought.

Item 13 Computer and Technology Literacy

Computer and Technology Literacy is no longer collect in BEDS. Comparable data began being derived from the Instructional Technology Plan Survey in fall 2015.

Item 14 Teacher Vacancies

In the first column, enter the total number of positions recruited for by preferred certification area; in the following columns indicate the disposition of that recruiting effort for the start of the 2015-2016 school year. For example, if you recruited for three teachers who had "English 5-9" certificates and were able to hire two who had "English 5-9" certificates and a third who had an "English 7-12" certificate, then you should report all three as certified for the assignments, with two having the preferred certificate and one not having the preferred certificate. Reporting this hypothetical "English 7-12" teacher as certified for the assignments but not having the preferred certificate is contingent on the school being able to assign the teacher classes for which the "English 7-12" certificate applies.

As a general rule, report strictly by the preferred certificate desired and recruited for and in anticipation of the classes that would have been assigned to that teacher if a teacher with the preferred certificate had been hired. If a teacher not having the preferred certificate was hired, and the school found it necessary to adjust class assignments among teachers to accommodate the certificate(s) possessed by the newly hired teacher, then the teacher should be reported as "Not Certified for the Assignment(s)".

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".

Item 15 Title 1 for Federal Reporting

All sections of Item 15 should be completed, entering zeros or responding "NO" where appropriate.

All Local Education Agencies (LEAs) that receive Title 1 funds are required to submit the information requested in this item which addresses academic intervention services and public school choice.

If you have questions about completing any section of the "Title 1 Information for Federal Reporting" item, please contact the Title 1 School & Community Services office at conappta@nysed.gov or (518) 473-0295.

General Instructions: Include all pupils served in academic intervention services (AIS) and/or supplementary (compensatory) instructional programs funded in whole or in part by Title 1. Include students served in regular school day, before school, after school, and/or board-approved extended day programs.

In Sections A1 and A2, enter the total number of students in this school who were eligible for public school choice and the total amount (dollars) expended to implement public school choice for the 2014-15 school year. Report the amount to the nearest whole dollar; do not report decimals or cents. In section A3, check "yes or no" to indicate whether or not the three listed conditions are obstacles to public school choice in this district for the 2014-15 school year.

In Sections B1, B2 and B3, enter the total number of students who were eligible for Supplemental Educational Services, the total number of students who applied for Supplemental Educational Services and the total number of students who received Supplemental Educational Services for the 2014-15 school year. In Section B4, enter the total amount (dollars) expended to implement Supplemental Educational Services for the 2014-15 school year. Report the amount to the nearest whole dollar; do not report decimals or cents.

In Section C, indicate the number of children in the categories of Ages 0-2 and Age 3 (not preK) that participated in district schools in any Title 1-funded program during the 2014-15 school year. Student counts should be unduplicated, i.e., counted in only one of the three program areas listed.

In Section D, indicate by age/grade level the number of district resident school children attending nonpublic schools that participated in any Title I-funded program during the 2014-15 school year. Student counts should be unduplicated, i.e., counted in only one age/grade level. In non-graded situations, count children in the grade designation appropriate to their age level.

In Section E, for any and all Title 1 Targeted Assistance Schools (TAS) in this district, indicate the number of students served during the 2014-15 school year in each of the subject areas listed. Students may be reported in more than one subject area, e.g., may be reported in both Mathematics and Vocational/Career. Enter zero for each subject area if there are no TAS schools in this district.

In Section F, for any and all Title 1 Targeted Assistance Schools (TAS) in this district, indicate the number of students served during 2014-15 school year in each of the program support service areas listed. Students may be reported in more than one program support service area, e.g., may be reported in both Health, Dental or Eye Care as well as in Other Support Services. Enter zero for each program support service area if there are no TAS schools in this district.

In Section G, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A Targeted Assistance Schools (TAS) in each of the staff categories provided. For staff who work with both TAS (Targeted Assistance Schools) and SWP (School-wide Programs), report only the FTE attributable to their TAS responsibilities.

FTE is the ratio between the hours of work required in a part-time position and the hours of work normally required in a full-time position in the same setting. For example, 4 teacher aides who work half-time should be reported as 2.0 in the FTE column. Enter FTE to the nearest tenth.

"Paraprofessionals providing instructional support" are employees who provide instructional support in a program supported with Title I, Part A funds (ESEA, Title I, Section1119(g)(2)). Instructional support includes: (1) providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) providing assistance with classroom management, such as organizing instructional and other materials; (3) providing support in a library or media center; or (4) providing instructional services to students.

"Other paraprofessionals" are paraprofessionals who do not provide instructional support, for example,

paraprofessionals who are translators or who work with parental involvement or computer assistance (ESEA, Title I, Section 1119(e)).

For the paraprofessionals ***only***, provide the number of full-time equivalent (FTE) paraprofessional staff providing instructional support who were qualified in accordance with Section 1119 (c) and (d) of ESEA. A qualified paraprofessional is one who has (1) completed two years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness)(Section 1119(c) and (d).) For more information on qualified paraprofessionals please refer to the Title I paraprofessionals Guidance, available at: www.ed.gov/policy/elsec/guid/paraguidance.doc.

In the first column of Section H, enter the number of full-time equivalent (FTE) paraprofessional staff funded by a Title I, Part A School Wide Programs (SWP). Enter FTE to the nearest tenth. In the second column, enter the number of full-time equivalent (FTE) paraprofessional staff providing instructional support who were qualified in accordance with Section 1119 (c) and (d) of ESEA.

Item 16 Homeless Preschool Children

In Item 16a, report the number of pre-school students ages 3 to 5 who were known to have been homeless at any point during the 2014-15 year. NOTE: the intent of this item is to collect a count of preschool students who were NOT enrolled in pre-kindergarten or kindergarten and therefore do NOT have records in the Student Information Repository System (SIRS). A homeless child means a child in the State of New York who lacks a fixed, regular, and adequate nighttime residence. Homeless children include those who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; or are living in cars, parks, public spaces, abandoned buildings, substandard housing, in bus or train stations, or in similar settings. Report all homeless students regardless of whether they receive services funded by the federal Mckinney-Vento Homeless Assistance Act.

In Item 16B, provide your best estimates for the number of homeless pre-school children whose primary nighttime residence fits the options provided. The total number of children reported in Item 16B should equal the total reported in Item 16A.