INSTRUCTIONS FOR COMPLETING BASIC EDUCATIONAL DATA SYSTEM PUBLIC SCHOOL DATA FORM – Fall 2015

General Instructions

This form should be completed by the school principal and used only for the local gathering of data. Data represented in this form are required to be submitted to SED via the Online BEDS IMF Application. Your district's BEDS Coordinator or Superintendent will have details for entering data into the Online BEDS IMF Application and your district's protocol for doing so.

1. One School Data Form should be completed for each school organized as a separate administrative unit in the district. Do not complete separate forms for classes that are held in temporary quarters, annexes, or other school buildings, that are under the supervision of a regular building principal. Such classes should be reported as part of the school in which the principal in charge serves. A rule of thumb is that one form should be completed for the total administrative unit under each principal regardless of the number of locations involved.
2. Read the instructions for each item before completing it.
3. Be sure that all items pertinent to this school are completed.

Item Instructions

Item 1 School Identification

BEDS CODE: The State Education Department has assigned a twelve-digit identification code to each school. Consult your District's Data Coordinator if you are in doubt about the BEDS CODE for your school. Enter the appropriate numbers in the squares provided immediately to the right of the title "BEDS CODE". This code is for your reference only. The BEDS CODE will appear automatically in the Online BEDS IMF Application; click on either of the BEDS CODE or SCHOOL NAME to enter data for a specific school.

SCHOOL NAME: Enter the complete name of this school in the space provided.

Item 2 School Type

School Type is a federal data collection requirement and will be provided to the U. S. Department of Education. The USDOE will publish and otherwise make this school type designation available about your school. You may select only one designation. Select the one that is the primary focus of your school. The federal school type definitions are:

a) *Regular School*: a school that does NOT focus primarily on vocational, special or alternative education, although it may provide these programs in addition to a regular curriculum
b) *Special Education School*: a school that focuses primarily on serving the needs of students with disabilities
c) *Vocational Education School*: a school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical or professional occupations
d) *Alternative Education School*: a school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education or vocational education.
e) *Reportable Program*: a reportable program does not meet the definition of a school but does enroll public school students or otherwise provides education services on a regular basis.

Item 3 Enrollment in This School

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 4 Students Suspended

In this item, first enter the total number of students who were suspended from this school for at least one full day during the 2014-15 school year. Second, distribute by gender the total number of students within the racial/ethnic categories indicated.

Count each student only **once** regardless of the number of times he or she was suspended. Suspension is defined as the temporary exclusion of a student from school for disciplinary reasons for one full school day or longer. **Do not** include in-school suspensions.

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

a) *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.

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

c) *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.

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

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

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

g) *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 5 Professional Staff Assigned to This School

In this item, begin by recording the total number of full-time and part-time professional staff members in this school in each of the designated categories. For the purpose of this report, staff should be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. Full-time professional staff members are defined as those persons who spend their entire school day and school week **in this school**. Part-time professional staff members are defined as those persons assigned **to this school only** who work less than a full day or full week. If a person works in more than one school within the district, he or she should not be counted on any School Data Form. These shared staff are counted on the District Summary Form.

The "Teachers" category should include all personnel who devote more than half of their time to teaching duties, including 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 non-teaching duties.

For professional staff members who split their time evenly between teaching and non-teaching duties, the principal should determine the category in which they are to be counted.

Do not report employees of Boards of Cooperative Educational Services who may work full- or part-time in this school. Such persons are reported by their BOCES.

After the total has been entered in each staff category, distribute the full-time and part-time professional staff members across the racial/ethnic categories shown. The racial/ethnic categories are as defined in Item 4

Item 6 Prekindergarten Teachers

Indicate the number of full- and part-time teachers reported in Item 5 (Professional Staff Assigned to This School) who teach exclusively at the prekindergaten level.

Item 7 Technology for Instruction

Technology for Instruction is no longer collected in BEDS effective fall 2015. Comparable data began being derived from the Instructional Technology Plan Survey in fall 2015.

Item 8 Public Welfare

Public Welfare is no longer collected in BEDS. Comparable data began being

derived from the Student Information Repository System (SIRS) in fall 2011.

Item 9 Magnet School Status

Magnet school status is a federal data collection requirement and will be provided to the U. S. Department of Education. The USDOE will publish and otherwise make this magnet school status available about your school.

A magnet school or program is a special school or program designed to:

- Attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing or eliminating racial isolation (50% or more minority enrollment)
- Provide an academic or social focus on a particular theme (eg science/mathematics, performing arts, gifted/talented or foreign language.

Item 10 Student Stability

Student Stability is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) in fall 2011.

Item 11 Alternative Education Programs

Alternative Education Programs are designed for students who wish to pursue individualized approaches to achieving academic standards. Alternative Education Programs reported here must meet Part 100 requirements of Commissioner's Regulations for credit towards a local or Regents high school diploma. Enter a check mark to indicate whether or not students enrolled in this school have Alternative Education Programs available to them.

If the school is an alternative school or contains an alternative program, then you should check **YES** and report all or a portion of your enrolled students accordingly.

If **YES** is checked, enter the number of students enrolled in Alternative Education Programs operated by this school, by another school in this district, by a BOCES or by Other (another district, group, agency, institution, etc.).

Students attending an Alternative Education Program operated by another school, a BOCES or other educational entity on a full-time basis should <u>not</u> be counted as enrolled in this school and, therefore, should <u>not</u> be counted in this item.

Item 12 Grades Offered

Grades offered is a federal data collection requirement and will be provided to the U. S. Department of Education. The USDOE will publish and otherwise make this information available. Any grade selected as offered must have a reported enrollment in the Student Information Repository System (SIRS). However, you do not have to select a grade as offered for which you may have reported a nominal enrollment in SIRS. For example, you may be a 9-12 senior high school, but may have reported a few students in SIRS as enrolled in the eighth grade. You do NOT have to select eighth grade as a grade offered. In this scenario the USDOE would show you as offering only grades 9 through 12 even though you reported a few eighth graders in your school.

You do not have to differentiate between half-day and full-day kindergarten. You do not have to report an unbroken sequence of grades. For example, you may select kindergarten and grades 4, 5 and 6.

Item 13 Percentage of Attendance

In this item, indicate the percentage of attendance in this school for the 2014-15 school year. The percentage is determined by dividing the school attendance by the possible attendance. Express the percentage to the nearest tenth (1 decimal place).

Item 14 Lunch, Breakfast & Milk Programs

In Section A, check whether or not this school has students who qualify for the federal free and reduced-price lunch program. A school need not offer or participate in a lunch program to check YES if it can substantiate qualifying students. In order to check YES a school should have on file completed and approved lunch applications, direct certification or other documentation acceptable to the federal lunch program.

In Section B, check whether or not this school participates in a free and/or reduced-price lunch program. Lunches need not be served in this school building to check YES, as long as students in this school have the opportunity to participate in some free and reduced-price lunch program.

If the response in Section B was YES and this school contains a *half-day* kindergarten, in Section C indicate whether or not the free and/or reduced-price lunch program is available to half-day kindergarten students.

Item 14 Lunch, Breakfast & Milk Programs

Lunch, breakfast and milk program counts are no longer collected in BEDS.

Comparable data began being derived from records in the Student Information Repository System (SIRS) in fall 2013.

Item 15 Unexcused Absences

Enter the number of students in this school who had **full-day** unexcused absences during the 2014-15 school year totaling in the designated categories. Partial days of unexcused absence need not be counted. Section 104.1(d) (iii) of the Regulations of the Commissioner of Education requires that any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in the comprehensive attendance policy adopted in accordance with subdivision (i) [Comprehensive Attendance Policy] of this section.

Item 16 Migrant Students

Migrant Students is no longer collected in BEDS. Comparable data began being derived from records in the Student Information Repository System (SIRS) in fall 2011.

Item 17 Learning Standards and Professional Development

In Section A, check whether or not this school has one or more staff persons responsible for planning, coordination and/or delivery of professional development activities relating to the Common Core and NYS Learning Standards and focusing on any or all of the seven curricular areas.

In Section B, if you have more than one person sharing these responsibilities, check the combined time that they devote to these activities. For instance, if two people are each employed full-time, and one devotes ¼ time and the other ½ time to these coordinating activities, then you should check ¾ time. If two or more persons' combined time exceeds one full-time equivalent, check "more than full time."

Item 18 Computer Resources

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

Item 19 Internet Connectivity

Internet Connectivityis no longer collected in BEDS. Comparable data began being derived from the Instructional Technology Plan Survey in fall 2015.

Item 20 Distance Learning/Online Learning

In Section A, indicate whether or not this school utilizes distance learning/online learning. For purposes of this item, distance learning/online learning is defined as learning that takes place at locations remote from the point of instruction by way of telecommunications technologies to broadcast from one central site to one or more remote locations. Telecommunication technologies include satellites, telephone, and cable-television systems.

In Section B, if the response in Section A was YES, indicate which distance learning/online learning methods are being utilized by students in this school. In Section C, check the percentage of total courses that use distance learning/online learning. In Section D, check all that apply to indicate which Standard areas use distance learning/online learning to meet diploma/credit requirements.

In Section E1, indicate whether credit is offered for courses taken 100% online. If you select YES, answer the following:

- Section E2 - How many credit-bearing courses are offered 100% online?
- Section E3 - How many students are enrolled in credit-bearing courses offered 100% online?
- Section E4 - Enter the number of students reported in Section E3 who are taking <u>one</u>, <u>two</u>, <u>three</u> or <u>more than three</u> credit-bearing, 100% online courses?

In Section F, report the aggregate number of minutes of instructional time for all distance learning/online learning courses offered at this school. Do not include time spent on activities conducted outside the classroom.

In Section G, report the highest number of students enrolled in a single distance learning/online learning course section.

In Section H, report the total enrollment of students in all distance learning/online learning courses offered at this school.

Item 21 Library/Library Media Center (LMC)

In this item, report resources housed in or under the administration of the school library or library media center to which students in this school have access. Resources under the administration of an Audio-Visual Center should ***<u>not</u>*** be reported in this item. Do

not go beyond question A1 of this item if this building does not contain a school library or library media center or have access to a shared library or library media center. Enter a zero in categories that do not apply.

In Section A, check whether or not this building has a school library that is used by students enrolled in this school. Such library may be used solely by students of this school or used on a shared basis with students from another school located in this building. Do not go beyond question A1 of this item if this building does not contain a library or library media center. If this building does have a library used by students enrolled in this school, indicate whether or not the library is shared with another school located in this building.

In Section B, enter the total number of books (volumes) contained in the library as of October 7, 2015. Books to include are those in hardcover and paperback format, reference books and encyclopedias. Enter the total number of electronic books that are cataloged and the total number of non-book materials, excluding database subscriptions that are reported separately, which are cataloged and processed in the LMC. Indicate the total number of computers in the LMC that have Internet access. Check whether or not this LMC has an automated system to access library resources, whether or not this school's library catalog is available on the Internet, whether or not this school is a member of a School Library System, whether or not the library has a Web presence in the form of a Web page or Web Portal, and whether or not the library is equipped with an LCD projector and/or an interactive white board.

In Section C, indicate whether or not this school is served by one or more certified library media specialists (librarian). For purposes of this question, count only librarians with provisional or permanent certification. Do not count those with temporary certificates. Applicable certifications may have been granted by the State Education Department, by the New York City Board of Examiners or by the City School District of Buffalo.

If the response in Section C1 is Yes, check the box which most closely approximates the portion of a full-time equivalent position that this person or these persons devote to library or library functions.

Enter in Sections C2 and C3, respectively, the number of professional staff other than certified library media specialists, and paid support staff, that may be assigned to the library. Do not count volunteers regardless of certification status or function.

In Section D1, check the box that most closely approximates the amount of time each week that this school's library is open to students, regardless of whether or not the library is staffed by a certified library media specialist. In Section D2, check the term that BEST describes the method used to schedule school library classes. In Section D3, indicate whether or not the library collaborates and integrates with classroom teachers in regards to the items listed. In Section D4, indicate whether or not this school's library promotes Inquiry- or Problem-based learning activities. In Section D5, check which if any of the listed curriculum, policy and methods are used in this school library. In Section D6, indicate whether or not the school library program includes student Information Literacy assessment. For more information on Information Literacy see: http://www.p12.nysed.gov/technology/library/SLMPE_rubric/TeachingforLearning/InformationLiteracy.html

In Section E, check which of the listed professional development opportunities related specifically to school librarians were available to school librarians during the 2014-15 school year. Check all that apply.

Item 22 Career Plans

In Section A, if students in this school develop Individual Career Plans, check whether they are kept in documented form—either written or electronic. (Written or electronic documentation may result from conventional testing or from individual student self-reflection on in-school and out-of-school experiences.) If YES is checked, then:

In Section B, Part 1, check whether Individual Career Plans follow students from grade-to-grade. For purposes of this question, NO must be checked if Individual Career Plans are not transferred from one grade to the next or from one school to another as students are promoted or transferred.

In Section B, Part 2, indicate the number of students at the grade levels indicated who are documenting self and career awareness information and career exploration activities.

In Section B, Part 3, indicate the number of students at the grade levels indicated that have developed a career plan that documents their progress in the Career Development and Occupational Studies (CDOS) areas of self-knowledge, career exploration, career and life goals, an understanding of the application of classroom learning, and the development of foundation skills. Include ungraded students in age appropriate grade levels.

In Section B, Part 4, of the students reported in Section B, Part 3, indicate the number of students at the grade levels indicated with an Individualized Education Program (IEP) who are developing a Career plan that documents their progress in the CDOS areas of self-knowledge, career exploration, career and life goals, an understanding of the application of

classroom learning, and the development of foundation skills.

In Section C, enter the number of professional staff (classroom, non-classroom, administrators, etc.) who have participated in professional development activities related to the implementation of the comprehensive Career Plan process. Professional development activities to be considered may have taken place at any time from September 2014 through August 2015.

Item 23 Business/Employer/Community Involvement

In Section A, enter the number of employers and the number of students by grade who participated during the 2014-15 school year in each of the work-based learning experiences. If exact counts of participating students are not available, provide your best estimate. A student with a disability is a student identified as disabled by the district's Committee on Special Education. A student with a disability educated in a graded setting (e.g., grade 8 or grade 11) should be reported twice: once in the applicable grade and once under "Students with Disabilities." Students and employers may be reported in more than one type of work-based experience. The work-based experiences are defined as follows:

Worksite Tours

Structured group visits to a worksite where students can observe the workplace and workplace skills in action.

Job Shadowing

Visit(s) to a worksite where a student follows (shadows) an employee to learn about a particular occupation or industry. Shadowing may involve rotating from one department to another and, in some cases, exploratory work experiences.

School-Year Internships (paid or unpaid)

Structured paid or unpaid experiences of several weeks or months during the school year where students work on specific tasks or special projects at a worksite. Internships are closely integrated with classroom learning.

Summer Internships

Structured experiences of several weeks or months during the summer where students work on specific tasks or special projects at a worksite related to school programs.

Workplace Mentors

Programs that pair students with a worksite role model to help them become accustomed to the rules, norms and expectations of the workplace. A mentorship is a formal relationship, with mentors serving as a resource to help students solve personal and work-related problems, provide support and encouragement, and offer career insight and guidance based on personal experiences.

Youth Apprenticeships

Supervised and structured work experiences that combine on-the-job training in a *bona fide* employment setting with related theoretical instruction. Apprenticeships are designed to lead to formal, portable credentials, and as appropriate, to entry into a post-secondary program, a registered apprenticeship program, or permanent employment. Employers or labor management groups that have the ability to hire and train generally sponsor these youth apprenticeships which may or may not include financial compensation.

Community Service/Learning

Structured experiences where students learn and develop skills by participating in organized, hands-on community service work. Work activities are designed to meet actual community needs and are closely linked to school-based learning activities. Community Service is generally an unpaid or volunteer experience.

Cooperative Career & Technical Education Work Experience Program (CO-OP)

The Cooperative Career & Technical Education Work Experience Program is a work-based learning program for students age 16 and above, consisting of 150-600 hours of paid, school-supervised work experience, supported by related in-school instruction in a specific career & technical discipline. Students may earn ½ to 2 units of credit towards a CTE sequence, depending upon the specific sequence. This program must be registered with the New York State Education Department, and must be coordinated by a CTE teacher who possesses an extension as a Diversified Co-op Coordinator or as a Coordinator of Work-Based Learning Programs for Career Development.

Career Exploration Internship Program (CEIP)

The Career Exploration Internship Program is a school-business partnership initiative that provides high school students, age 14 and above, the opportunity to obtain non-paid, on-site, career exploration experiences. The focus of the program is meaningful, hands-on, career exploration rather than skill

development. Students may earn ¼ to 1 unit of elective or CTE sequence credit. This program must be registered with the New York State Education Department, and must be coordinated by a CTE teacher who possesses an extension as a Diversified Co-op Coordinator or as a Coordinator of Work-Based Learning Programs for Career Development.

General Education Work Experience Program (GEWEP)

The General Education Work Experience Program is a work-based learning option for non-CTE students, age 16 and above. The program consists of 150-600 hours of paid, supervised work experience, supported by the equivalent of at least one classroom period per week of related instruction. Students typically earn ½ to 2 units of high school credit. This program must be registered with the New York State Education Department. It may be coordinated by any teacher or guidance counselor certified at the secondary level who possesses an extension as Coordinator of Work-Based Learning Programs for Career Exploration.

Work Experience and Career Exploration Program (WECEP)

The Work Experience and Career Exploration Program is a work-based learning initiative sponsored by the U.S. Department of Labor and the New York State Education Department. It is similar in design and operation as the General Education Work Experience Program, but designed specifically for at-risk students age 14-15. Students typically earn ½ to 1 unit of high school credit. This program must be registered with the New York State Education Department. It may be coordinated by any teacher or guidance counselor certified at the secondary level who possesses an extension as Coordinator of Work-Based Learning Programs for Career Exploration.

In Section B, indicate whether or not this school has a designated person responsible for coordinating work-based experiences. If there is a designated coordinator, indicate the portion of a full-time job this person devotes to these coordinating activities. If two or more people share responsibility, check the combined time that they devote to these coordinating activities.

In Section C, provide an unduplicated count of the number of employers who participated in the work-based experiences noted in Section A.

In Section D, indicate the number of employers who **formally** participated in curriculum-development or shared decision making committees in this school. The fact that a committee member is employed by a specific entity does not constitute formal representation of or contribution by that employing entity.

An employer or business should have an acknowledged and agreed upon presence on the committee in order to be counted in this section. Finally, indicate how many employers provided students internships or mentors to this school during the 2014-15 school year.

Item 24 Title I Information for Federal Reporting

A school receiving Title I funds must operate either a Targeted Assistance program or a Schoolwide program. In the past, districts and charter schools have reported Title I status via an online application available through the NYSED Business Portal. Beginning with the 2014-15 school year, this information is being collected via BEDS. Title I status information for 2014-15 and 2015-16 must be entered for all schools that are part of public school districts. Information on Schoolwide programs can be found at http://www.p12.nysed.gov/accountability/T1/titleia/swp.html. A school that receives Title I funding but does not implement a Schoolwide program is considered, by default, to be operating a Targeted Assistance program. If you are not sure what your Title I status is, please contact your District Data Coordinator or Superintendent for assistance.

In Section A, indicate whether your school received Title I funding in the 2014-15 school year. If YES, specify either targeted assistance or schoolwide program. Only one type of program may be chosen.

In Section B, indicate whether your school **expects** to receive Title I funding in the **2015-16** school year. If YES, specify if your school **expects** to implement a Schoolwide or a Targeted Assistance program. Only one type of program may be chosen.

If you have questions about completing this item, please contact the Title 1 School & Community Services office at conappta@mail.nysed.gov or (518) 473-0295.

Item 25 School Year Minutes and Expanded Learning Time

In Section B school year minutes are the total of all full school days and half school days, or the total number of minutes that a student who was enrolled for the entire school year would have been required to be in school.

Expanded learning time means increasing the length of the school day, week, or year to significantly increase the total number of school hours in order to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and provision of enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities.

In Section C, please indicate whether this school offered expanded learning time for students during the 2014-15 school year.

Priority and Focus schools must respond to parts D – I. To determine if this school is a Priority School or Focus school, please visit: http://www.p12.nysed.gov/accountability/ESEADesignations.html

In Section D, report the number of minutes of expanded learning time provided for each grade. Expanded learning time includes enrichment, academics, academic support or structured mealtime. Report expanded learning time by grade even if some but not all children participate.

In Section E, indicate the type of expanded learning time provided for each grade. Check all boxes that apply.

In Section F, targeted number of students indicates the number of students any given type of expanded learning time program is designed to serve. For Priority Schools, "the program must be offered to all students in those schools implementing a Transformational or Turnaround model, and at a minimum, to all students eligible for Academic Intervention Services in schools implementing a whole school reform model not funded by 1003(g) School Improvement Grant Funds."

In Section G, average daily attendance is calculated as the sum of students attending expanded learning time programs each day divided by the number of days of program operation. For example, Weekend School operating for 3 weekends:

Saturday Sunday

week 1 – number of students attending 5 4

week 2 – number of students attending 4 5

week 3 – number of students attending 4 3

sum of students attending each day = 25

number of days of operation = 6

average daily attendance= 25 divided by 6 (25/6) = 4 (nearest whole number)

The average daily attendance of any one type of Expanded Learning Time program may equal or exceed the targeted number of students (if a program is over-subscribed), but cannot exceed the enrollment of the school.

In Section H, community-based partners are organizations that collaborate with schools in designing and implementing programming aimed at improving students' academic, social, and/or emotional outcomes. Community-based partners are active participants in the planning, technical support and provision of direct services to participating students. Partners may include BOCES, nonprofit agencies, city or county government agencies, faith-based organizations, institutions of higher education, and for-profit corporations.

In Section I, indicate the funding sources that are used to support each type of expanded learning time. Check all boxes that apply.

IMPORTANT NOTE: For 2016-17, reporting of Item 25, School Year Minutes and Expanded Learning Time will be required for all schools.

NOTE:
COMPLETE ITEMS 26 AND 27 IF THIS SCHOOL IS A PRIORITY OR FOCUS SCHOOL

To determine if this school is a Priority or Focus School, please visit:
http://www.p12.nysed.gov/accountability/ESEADesignations.html

Item 26 Advanced Coursework and Dual Enrollment

Advanced coursework refers to Advanced Placement, International Baccalaureate, or advanced mathematics courses, or courses that the state determines to have

similar rigor. Completing advanced coursework means that a student finished an advanced coursework class for which he or she received credit in accordance with state or local requirements. Dual enrollment means that a high school student has completed at least one class in a postsecondary institution. Report a student only once if he or she completed more than one advanced course or completed at least one course in a postsecondary institution. Include only students in grades 9, 10, 11, or 12. The reporting period is the regular school year *plus* Summer 2015 courses.

Item 27 Teacher Attendance Rate

A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students. The reporting period is the regular school year plus summer session, if applicable. Teacher attendance rate is based on full time equivalent (FTE) for both full-time and part-time teachers.

Item 28 Arts Instructional Time

For each of the arts disciplines and for each grade contained in this school, indicate the total number of hours on average that students are scheduled to receive instruction in the arts over the course of the entire school year. None. Greater than 0 hours, yet less then or equal to 5 hours. Greater than 5 hours, yet less then or equal to 19 hours. Greater than 20 hours, yet less then or equal to 39 hours. Greater than 40 hours, yet less then or equal to 59 hours. Sixty or more hours. If instruction is presented for a portion of the school year (e.g., quarter or half of the school year), then average out the instructional time for the full year so that valid comparisons can be made. For example, if instruction is provided for an hour and a half for half of the school year, then report as 20-39 hours per year (up to one hour per week).

Item 29 Regents Sequence in the Arts

Respond Yes or No if this school contains any of grades 9 through 12; otherwise respond "School does not contain HS grades." If this school contains high school level grades but does not contain grade 12, then a Yes response would indicate that students able to pursue a Regents Sequence in the Arts in this school would have the opportunity to complete that sequence in the school in this district to which they would be promoted to upon leaving this school.

Item 30 Grade 8 Acceleration

For the last school year (2014-15) enter the number of **eighth** grade students who took Studio in Art (specifically assignment code 4416 – Studio in Art: A Comprehensive Foundation Course) and/or Music Theory (specifically assignment codes 4720-Music Theory I, 4722-Music Theory II or 4724-Music III). Count students in both categories if they took both Studio in Art and Music Theory. Enter the unduplicated count of **eighth** grade students who took any high school level art course other than Studio in Art or Music Theory. Please enter zero in all three categories if this school does not contain the eighth grade.

Item 31 Supplemental Arts Instruction

By arts area, indicate whether this school utilizes personnel in addition to the regularly assigned art instructors in either a curricular or extra-curricular capacity. "Another District Teacher or Administrator" means another teacher or administrator in this district who was not hired as an arts specialist and is not certified as an arts teacher.

Item 32 Artist in Residence Obstacles

If this school does not have an Artist in Residence program, check the reason that is commonly felt to be the greatest obstacle to not having an Artist in Residence program. Check "No Obstacles" if that is felt to be true.

Item 33 Arts Supervision

In section "a" select the best description for the person who is responsible for the implementation and evaluation of Arts Education Programs in this school. "Full-time Supervisor with Duties Other Than the Arts" would include any full-time supervisor or administrator who supervises the arts education programs in addition to his or her other non-teaching duties. Indicate "No Arts Supervisor" if arts supervision is by committee or there is felt to be no clear-cut arts supervisor.

In section "b" check whether or not the Arts supervisor is certified as a teacher in any of the four Arts disciplines. Check "NA" if "No Arts Supervisor" was selected in section "a".

In section "c" check whether or not the Arts supervisor is certified as an administrator or supervisor. . Check "NA" if "No Arts Supervisor" was selected in section "a".

Item 34 Arts Funding

In section “a” check whether funding for Arts Programs in this school is generally felt to be abundant, sufficient or insufficient. Check “NA” only if this school does not have an Arts Program.

In section “b” check whether funding for Arts Programs in this school is generally felt to have increased, decreased or remained steady over the past three years. Check nothing if this school does not have an Arts Program.

In section “c” check any of the indicated sources that have provided funds to support Arts Education programs in this school during the last or for the current school year.

Item 35 Arts Facilities

Indicate the number of rooms used for each of the Arts disciplines. Arts-dedicated means that the space was specifically designed for and is used solely for the Arts disciplines. Classroom should be construed liberally as any space used for instruction, practice or performance in the Arts disciplines.

Item 36 Professional Development

Indicate which, if any, of the specified professional development opportunities related specifically to the Arts were available to Arts faculty in this school during the 2014-15 school year. Include any opportunities that were available during the summers of 2014 or 2015.

Item 37 Technology for the Arts

Indicate which, if any, of the specified technology tools are available for students and staff participating in Arts education programs.