

**BASIC EDUCATIONAL DATA SYSTEM
PUBLIC SCHOOL DATA FORM
FALL 2015**

SCHOOL 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 BEDS On-line IMF Application. Your district's BEDS Coordinator or Superintendent will have details for entering data into the BEDS On-line IMF Application and your district's protocol for doing so.

PERSON COMPLETING THIS FORM

Name _____

Title _____

Phone _____
Area Code Number

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

Records Retention and Disposition

Pursuant to Regulations of the Commissioner of Education (Appendix I: Records Retention and Disposition Schedule), school districts and Boards of Cooperative Educational Services must retain student attendance records (registers), including but not limited to each student's name, date of birth, names of parents or guardians, address, and daily attendance, absence or tardiness, for a minimum of six years. These records cannot be legally disposed of before that time.

1. SCHOOL IDENTIFICATION

a. BEDS CODE													
b. SCHOOL NAME													

2. SCHOOL TYPE

What is the primary focus or type of this school? (Check one)	
	Regular School
	Special Education School
	Vocational Education School
	Alternative Education School
	Reportable Program

3. ENROLLMENT IN THIS SCHOOL



Item 3 (**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.

4. STUDENTS SUSPENDED*

	American Indian or Alaska Native		Black or African American (not Hispanic origin)		Asian		Native Hawaiian or Other Pacific Islander		Hispanic or Latino		White (not Hispanic origin)		Multi-Racial (not Hispanic origin)		Total Students Suspended
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Number of Students															

Report the number of students who were suspended from this school for at least one day during the 2014-15 school year. Suspension is the temporary exclusion of a student from school for disciplinary reasons for one full school day or longer. Count each student **once regardless of the number of times he or she was suspended. Do not include in-school suspensions.*

5. PROFESSIONAL STAFF ASSIGNED TO THIS SCHOOL*

Staff Category		American Indian or Alaska Native	Black or African American (not Hispanic origin)	Asian	Native Hawaiian or Other Pacific Islander	Hispanic or Latino	White (not Hispanic origin)	Multi-Racial (not Hispanic origin)	Total
Full-time	Principals								
	Assistant Principals								
	Teachers								
	Other Prof Staff								
Part-time	Principals								
	Assistant Principals								
	Teachers								
	Other Prof Staff								

**Do not include professional staff in this school who also work in other schools in this district or in the central office.*

6. PREKINDERGARTEN TEACHERS

How many full- and part-time teachers reported in Item 5 teach exclusively at the prekindergarten level?

A. Full-time

B. Part-time

7. TECHNOLOGY FOR INSTRUCTION



Item 7 (**TECHNOLOGY FOR INSTRUCTION**) is no longer collected in BEDS. Comparable data began being derived from the Instructional Technology Plan Survey in fall 2015.

8. PUBLIC WELFARE



Item 8 (**PUBLIC WELFARE**) is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) in fall 2011.

9. MAGNET SCHOOL STATUS

Is this school a magnet school or does it have a magnet program within it..... YES NO

10. STUDENT STABILITY



Item 10 (**STUDENT STABILITY**) is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) in fall 2011.

11. ALTERNATIVE EDUCATION PROGRAMS

Alternative Education Programs are designed for students who wish to pursue individualized approaches to achieving academic standards. Report only Alternative Education Programs that meet Part 100 requirements of Commissioner’s Regulations for credit toward a local or Regents high school diploma.

A. Are Alternative Education Programs offered to students enrolled in this school? Yes No

B. If **YES**, enter the number of students enrolled in Alternative Education Programs operated by:

1. This school 2. Another school in this district* 3. BOCES* 4. Other*

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

Note: If this school is an alternative school or contains an alternative program, report all or a portion of your enrolled students accordingly.

12. GRADES OFFERED*. Check all grades offered in this school.

PK	K	1	2	3	4	5	6	UE
<input type="checkbox"/>								
		7	8	9	10	11	12	US
		<input type="checkbox"/>						

**Note: You may report students enrolled in grades not offered in this school.*

13. PERCENTAGE OF ATTENDANCE

Enter the percentage of attendance in this school for the 2014-15 school year.

(Express the percentage to the nearest tenth.) %

14. LUNCH, BREAKFAST AND MILK PROGRAMS

A. Do students in this school <u>qualify</u> for the federal free and/or reduced-priced- <u>lunch</u> program?.....	Yes <input type="checkbox"/>	No <input type="checkbox"/>
B. Does this school <u>participate</u> in a free and/or reduced-price- <u>lunch</u> program?.....	Yes <input type="checkbox"/>	No <input type="checkbox"/>
C. Is the program available to half-day kindergarten students?.....	Yes <input type="checkbox"/>	No <input type="checkbox"/>

 Item 14 (**LUNCH, BREAKFAST AND MILK PROGRAMS**) The counts are no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) in fall 2013.

15. UNEXCUSED ABSENCES

How many students had **full-day** unexcused absences during the 2014-15 school year totaling in the following categories?

1-4 Unexcused absences	<input type="text"/>	5-9 Unexcused absences	<input type="text"/>	10 or More Unexcused absences	<input type="text"/>
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16. MIGRANT STUDENTS

 Item 16 (**MIGRANT STUDENTS**) is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) in fall 2011.

17. LEARNING STANDARDS AND PROFESSIONAL DEVELOPMENT

A. Do you have one or more staff persons in this school responsible for planning, coordination and/or delivery of professional development activities relating to the Common Core and NYS Learning Standards? Yes No

B. If **Yes**, which of the following most closely approximates the portion of a person's full-time duties that are devoted to these activities?

1. ¼ time or less	2. ½ time	3. ¾ time	4. Full time	5. More than full-time
<input type="text"/>				

18. COMPUTER RESOURCES

 Item 18 (**COMPUTER RESOURCES**) is no longer collected in BEDS. Comparable data began being derived from the Instructional Technology Plan Survey in fall 2015.

19. INTERNET CONNECTIVITY



Item 19 (**INTERNET CONNECTIVITY**) is no longer collected in BEDS. Comparable data began being derived from the Instructional Technology Plan Survey in fall 2015.

20. DISTANCE LEARNING/ONLINE LEARNING

A. Does this school use distance learning/online learning..... **Yes** **No**

If you have answered **YES** to Part "A" above:

B. Which of the following does this school use for distance learning/online learning:

1. E-mail correspondence? **Yes** **No**

2. Internet content (e.g., connected University)? **Yes** **No**

3. One-to-one, real-time video conferencing (e.g., CUSeeMe, I-chat)?..... **Yes** **No**

4. Synchronous, multi-point (one to many or many to many) real-time video conferencing? **Yes** **No**

5. Online instruction?..... **Yes** **No**

6. Other: (please specify)_____

C. Approximately what percentage of total courses use distance learning/online learning? (Select one)

None 1-9 Percent 10 to 25 Percent 26 to 50 Percent Over 50 Percent

D. Which Standard areas use distance learning/online learning to meet diploma/credit requirements? (Check all that apply)

<input type="checkbox"/> English Language Arts	<input type="checkbox"/> Career Dev & Occupational Studies (CDOS)
<input type="checkbox"/> Math, Science & Technology (MST)	<input type="checkbox"/> The Arts (Dance, Music, Theatre, Visual Arts)
<input type="checkbox"/> Social Studies	<input type="checkbox"/> Health, Phys Ed, Family & Consumer Science
<input type="checkbox"/> Languages Other than English (LOTE)	<input type="checkbox"/> Other

E. 1. Is credit offered for courses taken 100 percent online?.....Yes No

If **YES**,

1. How many credit bearing courses are currently offered 100 percent online?.....

2. How many students are currently enrolled in credit bearing courses offered 100 percent online?.....

3. How many of the students indicated above are enrolled in:

a. One (1) course _____ b. Two (2) courses _____ c. Three (3) courses _____ d. More than three (3) courses _____

F. What is the aggregate number of minutes per week of instructional time for all distance learning/online learning courses?
(Do not include time spent on activities conducted outside the classroom).....

G. What is the highest number of students enrolled in a single distance learning/online learning course section?....

H. What is total enrollment of students in all distance learning/online learning courses?.....

21. LIBRARY/LIBRARY MEDIA CENTER (LMC)

A. Facility

1. Does this school have a school library/LMC or access to a shared school library/LMC in this building? **Yes** **No**
- If NO, skip to Item 22 on the next page.**
2. Does another school in this building share this school library? **Yes** **No**

B. Resources as of October 7, 2015

1. Total number of **books** in this school library/LMC (traditional paper copy).....
2. Total number of **electronic books** that are cataloged and available in this school library/LMC
3. Total number of **non-book materials** that are cataloged and processed in this school library/LMC.....
4. Total number of **database subscriptions**, including those provided by NOVEL (statewide) regional library council, School Library System, or other library consortia
5. Total **number** of computers with **Internet access** in this school library/LMC
6. a. Does the library have an **automated system** to access library resources? **Yes** **No**
- b. If yes, is this school's library catalog available on the Internet? **Yes** **No**
7. Is this school a participant in a School Library System (SLS)? **Yes** **No**
8. Does the library have a Web presence in the form of a Web page or Web Portal?..... **Yes** **No**
9. Is this library equipped with an LCD projector?..... **Yes** **No**
10. Is this library equipped with an **interactive white board**?..... **Yes** **No**

C. Staffing

1. Does this school have one or more **certified Library Media Specialists (LMS)**? **Yes** **No**
- If **Yes**, which most closely approximates the portion of a full-time position devoted to library functions? (Check one)
- a. 1/2 time or less LMS b. full-time LMS c. full-time plus 1/2 time LMS d. 2 full-time LMS e. More than 2 full-time LMS
2. How many professional staff **other than a certified LMS** are assigned to the library? (Enter 0 if none)
3. How many paid **Support Staff** are assigned to the library? (Enter 0 if none)

D. Program

1. How many hours is the library media center **staffed and open for student use**? (Check one)
- a. fewer than 10..... hours a week b. 10-20 hours a..... week c. open during all..... school hours d. open during all school..... hours and before and/or after school

2. Which of the following terms BEST describes the method used to schedule school library classes? (Select one.)

- a. Fixed/Block: classes scheduled at regularly specified times
- b. Flexible: open schedule, i.e., scheduled at varying times according to need
- c. Mixed: some classes block scheduled; some classes flexibly scheduled
- d. No classes are scheduled

3. Collaboration and integration

- a. Does the LMS **collaborate and plan** with classroom teachers for instruction? **Yes** **No**
- b. Do classroom teachers accompany students to the library for whole-class instruction? **Yes** **No**
- c. Are **library and information literacy skills** taught and **integrated** into core academic areas to meet the NYS Learning Standards? (Check all that apply)

English Language Arts

Career Dev & Occupational Studies (CDOS)

Math, Science & Technology (MST) <input type="checkbox"/>	The Arts (Dance, Music, Theatre, Visual Arts) <input type="checkbox"/>
Social Studies <input type="checkbox"/>	Health, Phys Ed, Family & Consumer Science <input type="checkbox"/>
Languages Other than English (LOTE) <input type="checkbox"/>	Other <input type="checkbox"/>

d. Is the school librarian part of the school curriculum committee?.....Yes No

e. Is the school librarian part of the school improvement team?.....Yes No

f. Does the school librarian have access to student assessment data?.....Yes No

4. Does the library promote **Inquiry- or Problem-based learning activities**?.....Yes No

5. Which of the following does your school library program use? (Check all that apply)

<input type="checkbox"/> a. Information Literacy curriculum	<input type="checkbox"/> d. Challenged Materials policy
<input type="checkbox"/> b. Collection Development policy	<input type="checkbox"/> e. NYSED School Library Media Program Evaluation (SLMPE) rubric
<input type="checkbox"/> c. Intellectual Freedom policy	

6. Is student Information Literacy assessment part of the school library program?Yes No

E. Professional Development
Which of the following professional development opportunities related specifically to school librarians were available to school librarians serving in this school during the 2014-15 school year? (Check all that apply.)

<input type="checkbox"/> 1. In-district In-service Programs	<input type="checkbox"/> 5. Programs offered by the School Library System
<input type="checkbox"/> 2. Multi-district In-service Programs	<input type="checkbox"/> 6. Other Programs
<input type="checkbox"/> 3. Out-of-district Programs	<input type="checkbox"/> 7. None
<input type="checkbox"/> 4. Programs Offered by Professional Organizations	

22. CAREER PLANS – 2015-16 SCHOOL YEAR

A. Individual Career Plans

1. Do students in this school develop Individual Career Plans that are kept in:
Written form? Yes No Electronic form? Yes No

B. If **Yes** to either part above:

1. Do Individual Career Plans follow students from grade to grade? Yes No

2. Enter the number of students documenting self- and career-awareness information and career exploration activities at the following grade levels:

	K-1 <input style="width: 50px; height: 20px;" type="text"/>	Grades 2-3 <input style="width: 50px; height: 20px;" type="text"/>	
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	Grades 4-5 <input style="width: 50px; height: 20px;" type="text"/>	Grades 6-8 <input style="width: 50px; height: 20px;" type="text"/>	Grades 9-12 <input style="width: 50px; height: 20px;" type="text"/>
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3. Enter the number of students who are developing a Career Plan at the following grade levels: (include ungraded students in age-appropriate grade levels).....

	Grades 4-5 <input style="width: 50px; height: 20px;" type="text"/>	Grades 6-8 <input style="width: 50px; height: 20px;" type="text"/>	Grades 9-12 <input style="width: 50px; height: 20px;" type="text"/>
--	--	--	---

4. Of the students reported in B3, how many have been identified as students with disabilities..

	Grades 4-5 <input style="width: 50px; height: 20px;" type="text"/>	Grades 6-8 <input style="width: 50px; height: 20px;" type="text"/>	Grades 9-12 <input style="width: 50px; height: 20px;" type="text"/>
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C. Career Plan Training Workshops

Enter the number of professional staff (classroom, non-classroom and administrators) who participated in career plan training workshops between September 2014 and August 2015.....

23. BUSINESS/EMPLOYER/COMMUNITY INVOLVEMENT (Complete this item if this school contains Grade 7 or above.)

A. For each of the following 2014-15 school year work-based learning experiences enter the number of participating employers and the number of participating students.

Work-Based Experience (see instructions)	Number of Participating Employers	Number of Participating Students						
		Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	*Students with Disabilities
Worksite tours								
Job shadowing								
School-year internships								
Summer internships								
Workplace mentors								
Youth apprenticeships								
Community service/learning	NA							
Cooperative CTE Work Experience Program (Co-op)								
Career Education Internship Program (CEIP)								
General Education Work Experience Program (GEWEP)								
Work Experience and Career Exploration Program (WECEP)								

**Any student identified as disabled by the district's Committee on Special Education. Some or all of these students may have been previously and properly reported in the Grade 7 through Grade 12 columns.*

B. 1. Does this school have a staff person or persons responsible for coordinating the work-based experiences indicated above? Yes No NA
(no program)

2. If **Yes**, which most closely approximates the portion of a full-time position that is devoted to these coordinating activities?

- a. ¼ time or less b. ½ time c. ¾ time d. Full-time e. More than full-time

C. Enter the total (unduplicated) number of employers who participated in the work-based experiences above

D. How many employers contributed to your school in the following ways:

1. Served on curriculum development committees
2. Served on shared-decision-making committees.....
3. Provided student internships or mentors

24. TITLE I INFORMATION FOR FEDERAL REPORTING

Did this school receive Title I funding in the 2014-15 school year?..... YES NO

A. If Yes, please indicate the type of Title I program that was implemented:

- Schoolwide Program
- Targeted Assistance Program

Does this school expect to receive Title I funding in the 2015-16 school year?..... YES NO

B. If Yes, please indicate the type of Title I program that is expected to be implemented:

- Schoolwide Program
- Targeted Assistance Program

]

25. SCHOOL YEAR MINUTES AND EXPANDED LEARNING TIME

A. Please indicate the 2014-15 accountability status of this school. (check only one)

- | | |
|---|---|
| 1. Title I Priority <input type="checkbox"/> | 5. Non-Title I Priority <input type="checkbox"/> |
| 2. Title I Focus <input type="checkbox"/> | 6. Non-Title I Focus <input type="checkbox"/> |
| 3. Title I Local Assistance Plan <input type="checkbox"/> | 7. Non-Title I Local Assistance Plan <input type="checkbox"/> |
| 4. Title I Good Standing <input type="checkbox"/> | 8. Non-Title I Good Standing <input type="checkbox"/> |
| | 9. New School for 2015-16 <input type="checkbox"/> |

B. Enter the required number of minutes that each grade was required to be at school (regular school operating hours) during the 2014-15 school year. School year minutes are based on the total of all full and half school days.

Example: Regular school year includes 176 full days and 4 half days. The school is in an LEA where a full day is 390 minutes and a half day is 195 minutes. The total minutes is (176 x 390)+(4 x 195)=69,420

GRADE	MINUTES	GRADE	MINUTES
PK HALF-DAY		GRADE 6	
PK FULL-DAY		UNGRADED ELEMENTARY	
K HALF-DAY		GRADE 7	
K FULL-DAY		GRADE 8	
GRADE 1		GRADE 9	
GRADE 2		GRADE 10	
GRADE 3		GRADE 11	
GRADE 4		GRADE 12	
GRADE 5		UNGRADED SECONDARY	

C. In addition to the required number of school year minutes reported in B, did this school offer expanded learning time for students during the 2014-15 school year?

Yes (continue to D - I) No (skip to Item 26)

If Yes, and this is a Priority or Focus School, continue to D – I.
 If Yes, and this is **not** a Priority or Focus School, you **must** complete D – I.
 If No, skip to Item 26.

D. Enter the number of minutes of expanded learning time the school provided for each grade. Expanded learning time can include enrichment, academics, academic support, or structured mealtime. Expanded learning time is the number of days multiplied by number of minutes each day that expanded learning time was provided. Not every child in the grade must participate for the grade to get additional minutes.

GRADE	ADDITIONAL MINUTES	GRADE	ADDITIONAL MINUTES
PK HALF-DAY		GRADE 6	
PK FULL-DAY		UNGRADED ELEMENTARY	
K HALF-DAY		GRADE 7	
K FULL-DAY		GRADE 8	
GRADE 1		GRADE 9	
GRADE 2		GRADE 10	
GRADE 3		GRADE 11	
GRADE 4		GRADE 12	
GRADE 5		UNGRADED SECONDARY	

E. Indicate the type of expanded learning time the school provided for each grade. (check all that apply)

GRADE	LONGER SCHOOL YEAR	LONGER SCHOOL DAY	BEFORE SCHOOL	AFTER SCHOOL	SUMMER SCHOOL	WEEKEND SCHOOL	OTHER
PK HALF-DAY							
PK FULL-DAY							
K HALF-DAY							
K FULL-DAY							
GRADE 1							
GRADE 2							
GRADE 3							
GRADE 4							
GRADE 5							
GRADE 6							
UNGRADED ELEMENTARY							
GRADE 7							
GRADE 8							
GRADE 9							
GRADE 10							
GRADE 11							
GRADE 12							
UNGRADED SECONDARY							

F. Indicate the targeted number of students for each type of expanded learning time by grade.

GRADE	LONGER SCHOOL YEAR	LONGER SCHOOL DAY	BEFORE SCHOOL	AFTER SCHOOL	SUMMER SCHOOL	WEEKEND SCHOOL	OTHER
PK HALF-DAY							
PK FULL-DAY							
K HALF-DAY							
K FULL-DAY							
GRADE 1							
GRADE 2							
GRADE 3							

GRADE 4							
GRADE 5							
GRADE 6							
UNGRADED ELEMENTARY							
GRADE 7							
GRADE 8							
GRADE 9							
GRADE 10							
GRADE 11							
GRADE 12							
UNGRADED SECONDARY							

G. Indicate the average daily attendance for each type of expanded learning time by grade.

GRADE	LONGER SCHOOL YEAR	LONGER SCHOOL DAY	BEFORE SCHOOL	AFTER SCHOOL	SUMMER SCHOOL	WEEKEND SCHOOL	OTHER
PK HALF-DAY							
PK FULL-DAY							
K HALF-DAY							
K FULL-DAY							
GRADE 1							
GRADE 2							
GRADE 3							
GRADE 4							
GRADE 5							
GRADE 6							
UNGRADED ELEMENTARY							
GRADE 7							
GRADE 8							
GRADE 9							
GRADE 10							
GRADE 11							
GRADE 12							
UNGRADED SECONDARY							

H. Indicate the number of community-based partners supporting each type of expanded learning time.

TYPE OF EXPANDED LEARNING TIME	NUMBER OF COMMUNITY-BASED PARTNERS
LONGER SCHOOL YEAR	
LONGER SCHOOL DAY	
BEFORE SCHOOL	
AFTER SCHOOL	
SUMMER SCHOOL	
WEEKEND SCHOOL	
OTHER	

I. Indicate the funding sources that are used to support each type of expanded learning time (check all that apply).
Do not enter actual funding amounts.

FUNDING SOURCE	LONGER SCHOOL YEAR	LONGER SCHOOL DAY	BEFORE SCHOOL	AFTER SCHOOL	SUMMER SCHOOL	WEEKEND SCHOOL	OTHER
TITLE I, PART A							
TITLE I SCHOOL IMPROVEMENT SECTION 1003(A) BASIC							
TITLE I SCHOOL IMPROVEMENT SECTION 1003(G)							
SCHOOL INNOVATION FUND (SIF) GRANT							
EXTENDED LEARNING TIME ELT GRANT							
21 ST COMMUNITY LEARNING CENTERS GRANT							
EXTENDED SCHOOL DAY/ SCHOOL VIOLENCE PREVENTION GRANT							
COMMUNITY SCHOOLS GRANT							
GENERAL FUND							
OTHER							

Note: **COMPLETE ITEMS 26-27 IF THIS SCHOOL IS A PRIORITY OR FOCUS SCHOOL FOR SCHOOLS WHO ARE NOT PRIORITY OR FOCUS ENTER ZEROS (0) AND ANSWER "NO" AND SKIP TO ITEM 28**

26. ADVANCED COURSEWORK AND DUAL ENROLLMENT

Advanced coursework refers to Advanced Placement, International Baccalaureate, or advanced mathematics courses. Include only students in grades 9, 10, 11, and 12. 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. The reporting period is the 2014-15 school year plus Summer 2015 courses.

A. Number of high school students who completed advanced coursework, such as Advanced Placement, International Baccalaureate, or advanced mathematics courses, during the 2014-15 school year (including Summer 2015)

- B. Number of high school students who completed at least one class in a postsecondary institution during the 2014-15 school year (including Summer 2015)
- C. Number of high school students who completed advanced coursework AND completed at least one class in a postsecondary institution during the 2014-15 school year (including Summer 2015)

27. TEACHER ATTENDANCE RATE

Teacher attendance rate = the number of full time equivalent (FTE) days teachers worked divided by the maximum number of FTE-teacher working days.

The reporting period is the 2014-15 school year plus Summer 2015, if applicable. Teacher attendance rate is based on full time equivalent (FTE) for both full-time and part-time teachers.

Example:

A school has 40 full-time (FTE 1.0) and 10 half-time teachers (FTE 0.5), or 45 full time equivalent (FTE) teachers. The number of teacher working days is 180. The 40 full-time teachers worked 7,120 days and the 10 half-time teachers worked 1,760 days. The school's teacher attendance rate is 98.77 percent, calculated as follows:

- The number of FTE teacher working days for full-time teachers is 7,120
(7,120 days worked multiplied by 1.0 FTE = 7,120)
- The number of FTE teacher working days for half-time teachers is 880
(1,760 days worked multiplied by .5 FTE = 880)
- The total number of FTE teacher working days for full- and half-time teachers is 8,000
(7,120 full-time plus 880 half-time teachers = 8,000)
- The maximum number of FTE teacher working days is 8,100
(180 days multiplied by 45 FTE (40 full-time FTE plus 5 half-time FTE) = 8,100)
- Teacher Attendance Rate is total FTE teacher working days divided by maximum number of FTE teacher working days
(8,000 divided by 8,100) multiplied by 100 = 98.77)
- Teacher Attendance Rate is 98.77%

Indicate the teacher attendance rate for 2014-15
(Express percentage to the nearest tenth)

Arts Education Survey – Fall 2015

(a collaboration between NYSED and the NYS Alliance for Arts Education)

ARTS INSTRUCTION

28. Instructional Time

Indicate on a scale of “0 to 5” the number of hours of instruction on average that students are scheduled to receive over the course of this school year in each arts discipline at the grade levels indicated. The “0 to 5” scale should reflect the following:

- 0 = none
- 1 = Greater than zero, yet less than or equal to 5 hours
- 2 = Greater than 5 hours, yet less than or equal to 20 hours
- 3 = Greater than 20 hours, yet less than or equal to 40 hours
- 4 = Greater than 40 hours, yet less than or equal to 59 hours
- 5 = 60 or more hours

	Kindergarten	Grade-1	Grade-2	Grade-3	Grade-4	Grade-5	Grade-6	Grade-7	Grade-8
Dance									
Music									
Theatre									
Visual Arts									

29. Regents Sequence

- a) If this school contains high school grades, are students offered the opportunity to complete a Regents sequence in the Arts?
 _____ YES _____ NO _____ School does not contain HS grades
- b) If YES, how many students completed a five unit sequence in the Arts during the 2014-15 school year? _____

30. Grade 8 Acceleration

How many eighth grade students took the following courses during the 2014-15 school year (please enter zero if this school does not contain the eighth grade):
 _____ Studio in Art _____ Music Theory _____ Other HS level Arts courses

31. Supplemental Arts Instruction

Indicate whether or not your school utilizes the following types of individuals to supplement either curricular or extra curricular Arts instruction. Indicate with a 1, 2 or 0 where 1 = curricular 2 = extra-curricular 0 = neither

	Dance	Music	Theatre	Visual Arts
An Artist in Residence				
Another District Teacher (non Art) or Administrator				
A Volunteer from the Community				

32. Artist in Residence Obstacles

If this school does not have an Artist in Residence program, which of the following would you identify as **the** greatest obstacle to such a program? (select only **one**)

Competing Priorities (e.g., testing, remediation)		Budget or Fiscal Constraints
Lack of time in the School Day		Lack of Information on Available Programs
Insufficient or Inappropriate Space or Facilities		No Obstacles

ARTS SUPERVISION

33. a) Select the best description for the person who is responsible for the implementation and evaluation of Arts Education Programs. (Consider the terms supervisor, director, coordinator, department head or chair, and facilitator as being comparable.)

<input type="checkbox"/>	Full-time Supervisor Dedicated Solely to the Arts	<input type="checkbox"/>	Part-time Arts Supervisor Who Also Teaches
<input type="checkbox"/>	Full-time Supervisor with duties Other than the Arts	<input type="checkbox"/>	No Arts Supervisor

b) If this school has an Arts supervisor, is this person certified in an Arts discipline? ___YES ___NO ___NA

c) If this school has an Arts supervisor, is this person certified as an administrator or supervisor?
 ___YES ___NO ___NA

ARTS FUNDING

34. a) Funding for Arts programs in this school is generally
 ___ Abundant ___ Sufficient ___ Insufficient ___ NA

b) Funding for Arts programs in this school over the past three years have:
 ___ Increased ___ Decreased ___ Remained Steady

c) Indicate which, if any, of the following sources have provided funds to support Arts education in this school:

<input type="checkbox"/>	Local District Foundation	<input type="checkbox"/>	State or National Foundations
<input type="checkbox"/>	Local Business or Corporation	<input type="checkbox"/>	Federal Grants
<input type="checkbox"/>	Parent/Teacher Association (PTA)	<input type="checkbox"/>	State, County, or Local Arts Councils or Agencies
<input type="checkbox"/>	Booster Club	<input type="checkbox"/>	Other
<input type="checkbox"/>	Education Associations	<input type="checkbox"/>	

ARTS FACILITIES

35. Indicate the number of rooms designed and used solely for the Arts (Arts-dedicated) and the number of multi-purpose or general education classrooms used for Arts education in this school:

	Dance	Music	Theatre	Visual Arts	Media Arts
Arts-dedicated Classrooms					
Multi-purpose or General Education Classrooms					

PROFESSIONAL DEVELOPMENT

36. Which of the following professional development opportunities related specifically to the Arts disciplines were available to Arts faculty in this school during the 2014-15 school year: (check all that apply)

<input type="checkbox"/>	In-district In-service Programs	<input type="checkbox"/>	Programs Offered by Professional Organizations
<input type="checkbox"/>	Multi-district In-service Programs	<input type="checkbox"/>	Other Programs
<input type="checkbox"/>	Out of the District Programs	<input type="checkbox"/>	

