

**District Name and Code**

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***This paper form should not be returned to SED.***

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

**1. Enrollment in This District**

A. Regular day school enrollment by grade in this district

	Item 1A ( <b>GRADE-BY-GRADE ENROLLMENT</b> ) is no longer collected in BEDS. The October/BEDS enrollment began being derived from the Student Information Repository System (SIRS) in fall 2011.
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B. Students enrolled in this district who are **not residents of this district** and for whom tuition is or could be charged:

	Item 1B ( <b>STUDENTS WHO ARE NOT RESIDENTS OF THIS DISTRICT</b> ) is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) beginning with fall 2012.
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C. Non-resident students enrolled in this district that are participating in the voluntary **Inter-District Urban-Suburban Transfer Program**.

	Item 1C ( <b>NON-RESIDENT STUDENTS IN THE VOLUNTARY INTER-DISTRICT URBAN-SUBURBAN TRANSFER PROGRAM</b> ) is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) beginning with fall 2012.
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D. Prekindergarten students enrolled in this district.

	<p>Item 1D (<b>HALF AND FULL- DAY UNIVERSAL PREKINDERGARTEN (UPK) FUNDED STUDENTS AND PREKINDERGARTEN STUDENTS NOT FUNDED BY UPK MONEY</b>) is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) beginning with fall 2012.</p>
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E. Universal Prekindergarten (UPK) students reported in Item 1D **who are not residents of this district** and for whom tuition is or could be charged.

	<p>Item 1E (<b>NON-RESIDENT UNIVERSAL PREKINDERGARTEN (UPK) STUDENTS</b>) is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) beginning with fall 2012.</p>
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F. CBO-placed Universal Prekindergarten (UPK) students reported in Item 1D by type of Community-based Organization setting.

	<p>Item 1F (<b>CBO-PLACED UNIVERSAL PREKINDERGARTEN (UPK) STUDENTS BY TYPE OF CBO SETTING</b>) is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) beginning with fall 2012.</p>
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## 2. Incarcerated Youth

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

	<p>Item 2 (<b>INCARCERATED YOUTH</b>) is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) beginning with fall 2012.</p>
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## 3. Equivalent Attendance

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

	<p>Item 3 (<b>EQUIVALENT ATTENDANCE</b>) is no longer collected in BEDS. Comparable data began being collected on State Aid Management System (SAMS) Form A beginning with fall 2014.</p>
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**4. Resident Students Receiving Education Outside of This District on a Tuition Basis**

	<p>Item 4 (<b>RESIDENT STUDENTS RECEIVING EDUCATION OUTSIDE OF THIS DISTRICT ON A TUITION BASIS</b>) is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) beginning with fall 2013.</p>
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**5. Home- or Hospital-bound Students**

	<p>Item 5 (<b>HOME OR HOSPITAL BOUND STUDENTS</b>) is no longer collected in BEDS. Comparable data began being derived from the Student Information Repository System (SIRS) beginning with fall 2012.</p>
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**6. Teachers of Core Academic Subjects Who Completed a HOUSSE**

	<p>Item 6 (<b>TEACHERS OF CORE ACADEMIC SUBJECTS WHO COMPLETED A HOUSSE</b>) is no longer collected in BEDS. Comparable data is being derived from the ePMF System for the 2015-16 school year.</p>
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**7. Children Instructed at Home**

<p>Are there children of compulsory school age in this district being educated at home by parents or a parent-employed tutor? Do not include children receiving home- or hospital-bound instruction by the district or BOCES. (Read complete definition in the instructions before completing this item.) ..... Yes <input type="checkbox"/> No <input type="checkbox"/></p>	
<p><b>IF YES:</b></p>	
A. Enter the number of households in which instruction is taking place .....	<input style="width: 80px; height: 25px;" type="text"/>
<p>B. Enter the number of children involved at the:</p>	
1. Elementary Level (grades K-6) .....	<input style="width: 80px; height: 25px;" type="text"/>
2. Secondary Level (grades 7-12)	<input style="width: 80px; height: 25px;" type="text"/>
<p>.....</p>	
C. Of the total number of students reported in Items 7.B.1 and 7.B.2 above, how many students are known to have a disability? .....	<input style="width: 80px; height: 25px;" type="text"/>

**8. Prekindergarten Teachers**

<p>How many teachers reported in Item 10 teach exclusively at the prekindergarten level?</p>			
Full-time .....	<input style="width: 80px; height: 25px;" type="text"/>	Part-time .....	<input style="width: 80px; height: 25px;" type="text"/>

## 9. Title 1 Paraprofessionals

A. Enter the total number of <b>Title I</b> paraprofessionals employed by this district as of October 5, 2016 .....	<input style="width: 80%; height: 20px;" type="text"/>
B. Enter the number of "qualified" <b>Title I</b> paraprofessionals employed by this district as of October 5, 2016 .....	<input style="width: 80%; height: 20px;" type="text"/>

**10. Total Professional Staff in This District.** Total staff reported in this item must equal the number of teaching and non-teaching staff employed as of BEDS Day, October 5, 2016. Staff should be counted only once in the category that accounts for the greater portion of their time. *Be sure to count staff assigned to Central Office and staff who are shared between two or more schools. Do not include BOCES staff working in this district.*

Staff Category		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
		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 professional staff								
Part - time	Principals								
	Assistant principals								
	Teachers								
	Other professional staff								

## 11. Other Staff in District

Type of Staff		Full-time	Part-time	Full-time Equivalence (FTE) of Part-time Only (to the nearest tenth)
Teaching Assistants*	Programs for students with disabilities			.
	Programs for students with ELL students			.
	Occupational education programs			.
	All other programs			.
Teacher Aides	Programs for students with disabilities			.
	Programs for students with ELL students			.
	Occupational education programs			.
	All other programs			.
Pupil personnel service aides				.

Library support staff				.
Health services staff				.
Other paraprofessional staff				.
Secretaries, typists, clerks				.
Maintenance workers, custodians				.
Bus drivers, mechanics				.
School lunch workers				.
Other support staff				.

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

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

A. Enter the number of appeals sought and granted between 7/1/2015 and 6/30/2016 for the following Regents Examinations:

Title of Regents Examinations	General Ed Students Score Between 60-64		Students with Disabilities Score Between 52-54		ELL Students Score Between 55-59	
	# of Appeals Sought	# of Appeals Granted	# of Appeals Sought	# of Appeals Granted	# of Appeals Sought	# of Appeals Granted
Comprehensive English						
English Language Arts (Common Core)						
Integrated Algebra						
Algebra (Common Core)						
Algebra II (Common Core)						
Algebra 2/Trigonometry						
Geometry						
Geometry (Common Core)						
Global History and Geography						
US History and Government						
Physical Setting Earth Science						
Physical Setting/Chemistry						
Physical Setting/Physics						
Living Environment						

B. How many students were granted appeals on two Regents exams in 2015-16.....

### 13. Computer And Technology Literacy



Item 13 (**COMPUTER AND TECHNOLOGY LITERACY**) is no longer collected in BEDS. Comparable data began being derived from the Instructional Technology Plan Survey in fall 2015.

### 14. Teacher Vacancies



Item 14 (**TEACHER VACANCIES**) is no longer collected in BEDS.

### 15. Title 1 Information for Federal Reporting

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

#### A. Public School Choice

1.	Enter the number of students who were eligible for Public School choice for the 2015-16 school year.....	
2.	Enter the total amount expended during the 2015-16 school year to implement public school choice (round to the nearest whole dollar).....	\$
3.	Check whether or not the following were obstacles to Public School Choice in this district for the 2015-16 school year.....	<b>YES</b> <b>NO</b>
	a. All schools with a pertinent a grade level in this district were in school improvement, corrective action or restructuring.....	<input type="checkbox"/> <input type="checkbox"/>
	b. This district had a single school at the grade level of the school at which students were eligible for public school choice.....	<input type="checkbox"/> <input type="checkbox"/>
	c. The schools in this district are so remote from one another that choice is impracticable.....	<input type="checkbox"/> <input type="checkbox"/>

#### B. Supplemental Educational Services (SES)

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

1.	Enter the total number of students who were eligible for Supplemental Educational Services for the 2015-16 school year.....	
2.	Enter the total number of students who applied for Supplemental Educational Services for the 2015-16 school year.....	
3.	Enter the total number of students who received Supplemental Educational Services for the 2015-16 school year.....	
4.	Enter the total amount expended during the 2015-16 school year to implement supplemental educational services: (round to the nearest whole dollar).....	\$

C. Student Participation in Title 1, Part A Programs – Served in Public Schools – 2015-16

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

D. Student Participation in Title 1, Part A Programs – Eligible District Resident Students Attending Any Nonpublic School – 2015-16

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

E. Students Served in Targeted Assistance Schools (TAS) by Instructional Service Area – 2015-16

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

F. Students Served in Targeted Assistance Schools (TAS) by Program Support Service Area – 2015-16

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

G. Staff Information for Title I, Part A Targeted Assistance Schools (TAS) – 2015-16

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

H. Paraprofessional Information for Title I, Part A Schoolwide Programs (SWP) – 2015-16

Staff Category	Staff FTE	Qualified Staff FTE*
Paraprofessionals <sup>3</sup>		

I. Title I Transferability Option

Did the LEA Transfer 2015-16 funds under the LEA Transferability Authority of Section 6123(b) of Title I? Yes  No

If Yes, Provide the total amount of 2015-16 apportioned funds transferred from and to each eligible program

Program	Total Amount of Funds transferred <b>FROM</b> Eligible Programs	Total Amount of Funds transferred <b>TO</b> Eligible Programs
Improving Teacher Quality State Grants (Section 2121)		
Educational Technology State Grants (Section 2412(a)(2)(A))		
Safe and Drug Free Schools and Communities (Section 4112(b)(1))		
State Grants for Innovative Programs (Section 5112(a))		
Title I, Part A, Improving Basic Programs Operated by LEA's		
TOTAL		

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

<sup>1</sup> Consistent with ESEA, Title I, Section 1119(g)(2)

<sup>2</sup> Consistent with ESEA, Title I, Section 1119(e)

<sup>3</sup> Consistent with ESEA, Title I, Section 1119(g)(2).

**16. Homeless Children**

A. Enter the number of pre-school children (ages 3-5) in this district who were known to have been homeless at any point during the 2015-16 year. NOTE: the intent of this item is to collect a count of pre-school students who do NOT have records in the Student Information Repository System (children who are homeless and who are NOT enrolled in pre-kindergarten or kindergarten).

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

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

Primary Nighttime Residence	Number of Homeless Children
Shelters	
Doubled-up	

Hotels/Motels	
Transitional Housing	
Awaiting Foster Care	
Unsheltered (cars, parks, campgrounds, etc.)	

**17. School Emergency Response Planning**

A.	Have all district and school staff received the required annual training on the emergency response plan and school safety (including violence prevention and mental health components)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
B.	Chief Emergency Office Contact Information		
	Name: _____		
	E-Mail Address: _____		
	Phone Number: _____	Fax Number: _____	
C.	Provide the web address (URL) of the District-Wide Safety Plan		
	_____		

**18. Superintendent Contact Information**

Superintendent Name: _____	
E-mail Address: _____	
Phone: _____	Fax: _____
<small>Area Code</small> <small>Number</small>	<small>Area Code</small> <small>Number</small>
Date: _____	