

BASIC EDUCATION DATA SYSTEM (BEDS) SCHOOL DISTRICT SUMMARY FORM FALL 2021

Introduction

Before completing the form, refer to the District BEDS Form Instructions located here: <http://www.p12.nysed.gov/irs/beds/IMF/home.html>. This paper form should not be returned to SED. It must only be used for the local gathering of data. Data represented in this form are required to be submitted to SED via the online IRS Data Exchange (IDEx) application at <http://portal.nysed.gov>. Your BEDS Coordinator or Superintendent will have details concerning the online BEDS IMF form. Please visit <https://bedsvadirsupport.nysed.gov/> for more information.

District Name:

BEDS Code:

1. Children Instructed at Home

Note: 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.

Are there children of compulsory school age in this district being educated at home by parents or a parent-employed tutor? (choose one)

☐ Yes

☐ No

If **YES**, enter the numbers below:

•The number of **households** in which instruction is taking place:

•The number of children involved at the **Elementary Level** (grades K-6):

•The number of children involved at the **Secondary Level** (grades 7-12):

•Of the total number of students reported in **Elementary and Secondary** above, how many students are known to have a **disability**?

2. Immigrant Children and Youth Enrolled in Nonpublic Schools

Enter the number of immigrant children and youth enrolled in nonpublic schools:

3. Title I Paraprofessionals

Number of Title I paraprofessionals and "certified" Title I paraprofessionals employed by this district.

Enter the number of **Title 1** paraprofessionals employed by this District as of October 6, 2021:

Enter the number of "**certified**" **Title 1** paraprofessionals employed by this District as of October 6, 2021:

4. Paraprofessional and Nonprofessional Staff

Enter the staff counts and FTE for the positions listed below in this District:

Type of Staff	Full-time	Part-time	Full-time Equivalence Of Part-time <u>Only</u>
TEACHING ASSISTANTS*			.
Programs for students with disabilities			.
Programs for ELL students			.
Occupational education programs			.
All other programs			.
TEACHER AIDES			
Programs for students with disabilities			.
Programs for ELL students			.
Occupational education programs			.
All other programs			.
OTHER			
Pupil personnel service aides			.
Library support staff			.
Health services staff			.
Other paraprofessional staff			.
Secretaries, office support staff, 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.

5. Appeals to Graduate with a Lower Score on a Regents Exam

5A. All Student Appeal - Score Between 60-64

Enter the number of appeals sought and granted between 7/1/2020 and 6/30/2021 for the following Regents Examinations:

Title of Regents Examinations	# 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		
Global History and Geography Transition Exam		
Framework Exam Global History and Geography II		
US History and Government		
Physical Setting Earth Science		
Physical Setting/Chemistry		
Physical Setting/Physics		
Living Environment		

5B. Students with Disabilities Appeal - Score Between 52-54

Enter the number of appeals sought and granted between 7/1/2020 and 6/30/2021 for the following Regents Examinations:

Title of Regents Examinations	# 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		
Global History and Geography Transition Exam		
Framework Exam Global History and Geography II		
US History and Government		
Physical Setting Earth Science		
Physical Setting/Chemistry		
Physical Setting/Physics		
Living Environment		

5C. ELL Students Appeal - Score Between 55-59

Enter the number of appeals sought and granted between 7/1/2020 and 6/30/2021 for the following Regents Examinations:

Title of Regents Examinations	# of Appeals Sought	# of Appeals Granted
Comprehensive English		
English Language Arts (Common Core)		

5D. Granted Appeals on Two Regents Exams

Enter the number of students who were granted appeals on two Regents exams in 2020-21:

6. Title I Information for Federal Reporting

6A. Student Participation in Title I, Part A Programs – Public Schools

Enter the number of Students Served in Public Schools – 2020-21:

Age (s)	Targeted Assistance Programs	School-wide Programs	Local Neglected Programs
Ages 0 - 2			
Age 3 - 5 (not K)			

6B. Student Participation in Title I, Part A Programs – Nonpublic Schools

Enter the number of Eligible District Resident Students attending any Nonpublic School – 2020-21:

Age /Grade	Number of Students Served
Ages 0 – 2	
Age 3 – 5 (not K)	
Kindergarten	
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	

7. Activities of Subgrantees Related to the Teaching and Learning of English Language Learners (ELL) in 2020-21

Did this district receive ESEA Title III funding in the previous school year?

- ☐ Yes
☐ No

If **YES**, indicate if this district conducted the following allowable activities under ESEA Section 3115 related to the teaching and learning of ELL students during the previous school year:

Activities	Yes	No
Support the development and implementation of Language Instruction Educational Programs (LIEPs)		
Enhance existing LIEPs and programs for restructuring and reforming schools with ELL students		
Support implementation of schoolwide programs within an individual school		
Provide professional development to teachers and other personnel serving ELL students		
Parent and Community engagement activities		
Support the development and implementation of pre-school programs		
Improve LIEPs by upgrading curricula, instructional materials, software and assessment procedures		
Improve instruction of ELL students with disabilities		
Provide tutorials, career and technical education		
Offer programs to help ELL students achieve success in post-secondary education		
Other		

If **YES** was selected for "OTHER", please check all that apply below:

- ☐ Improving instruction for students identified as ELL for 0-3 years (newcomer)
☐ Improving instruction for students identified as ELL for 4-6 years (developing)
☐ Improving instruction for students identified as ELL for 7+ years (long-term)
☐ Improving instruction for students with interrupted/inconsistent formal education (SIFE)
☐ Support social-emotional learning of ELLs

Note: the term 'LIEP' means an instruction course – (A) in which an ELL student is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language. Examples of LIEPs include Transitional Bilingual and Dual Language or Two-way Immersion programs, among others.

8. District Libraries

Do schools in your district share libraries/library media centers (LMCs) with another school (either in the same building or in a different building?)

- ☐ Yes
- ☐ No

If **YES**, enter data in the table below:

[illegible]

9. Person Completing This Form

Name:

Title:

Phone (including area code):

Fax (including area code):

E-Mail Address: