

INSTRUCTIONS FOR COMPLETING BASIC EDUCATIONAL DATA SYSTEM NON-PUBLIC SCHOOL DATA FORM – Fall 2017

Note: Data reported on this form are used to verify the accuracy of information submitted to the Office of Grants Management on the Nonpublic School Mandated Services Aid form (MSA-1). To be eligible for reimbursement for a mandate, all reports required in connection with that mandate must have been submitted by the established deadline. Reimbursement for mandated services will be delayed for nonpublic schools that have not submitted the required reports. Questions about mandated services claims should be directed to the Office of Grants Management at (518) 474-3936.

For questions concerning the completion of the Non-Public School Data Form, please contact Information and Reporting Services at (518) 474-7965 or datasupport@nysed.gov

General Instructions

1. This form should be completed by the principal or chief executive officer of this school. The name and title of the person completing the form should appear in the space provided on the front page. Before submitting the completed form to the Education Department, **you should make a copy of the form for your files in the event that you need to be contacted for clarification.**
2. One form should be completed for each school organized as a separate administrative unit and assigned its own unique BEDS Code. 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 unless such locations have been assigned their own unique BEDS code. 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 unless the location(s) has been assigned its own unique BEDS code. Locations that have received their own BEDS codes are considered 'schools' and must report data separately.
3. Read the instructions for each item before completing it.
4. Be sure that all items pertinent to this school are completed.
5. Any items which do not apply to this school should be left blank.
6. All requested data are for the 2017-18 school year unless specified otherwise.

Item 1 Enrollment in This School

1A) In this section, response areas are provided by race and gender for Pre-kindergarten students.

NOTE: You must enter the total number of Pre-Kindergarten students in the box designated "Enter total number of Pre-K students in this school".

1B) In this section, response areas are provided by race and gender for Kindergarten-Ungraded Elementary students (UGE). NOTE: You must enter the total number of K-UGE students in the box designated "Total K-UGE Enrollment". Note that response areas are provided for ungraded students with disabilities at the elementary level (ages 12 and below). If you have ungraded students other than students with disabilities, please group them according to age and assign them to a grade for purposes of this item.

1C) In this section, response areas are provided by race and gender for Grade 7-Ungraded Secondary Students (UGS). NOTE: You must enter the total number of 7-UGS in the box designated "Total 7-UGS Enrollment". Note that response areas are provided both for ungraded students with disabilities for ungraded students with disabilities at the secondary level (ages 13 and above-school age children only). If you have ungraded students other than students with disabilities, please group them according to age and assign them to a grade for purposes of this item.

Once Items 1A, B and C are completed, you must enter the count of students in the "Total Enrollment" section.

As of October 4, 2017, report all students enrolled and under the administration of this school even if some enrolled students are physically housed at other locations without unique BEDS codes. Any location

with its own unique BEDS code must report its students separately.

Prekindergarten students with disabilities should be reported in prekindergarten along with students who do not have disabilities. **Report as prekindergarten only students who will be four years of age on or before December 1st, or who will otherwise be eligible to attend kindergarten next school year. No three year olds should be reported in this area.**

For each grade in your school indicate the number of students in the grade by gender who are in each of the ethnic groups listed. If all of the students in a grade are in the same racial/ethnic category, enter the number in **both** the total column and the appropriate racial/ethnic column. If you are not sure of race or ethnicity, choose the classification that, in your judgment, best fits the individual.

The racial/ethnic designations used in this item do not denote scientific definitions of anthropological origins. **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.

Item 2 Count of Students by Residence

These data are being collected to enable the State Education Department to appropriate the proper amount of textbook aid for public school districts for the New York State Textbook Loan Program.

Students eligible for the New York State Textbook Loan Program must be residents of New York State who are enrolled in any of grades K-12, including ungraded elementary and ungraded secondary, in a New York State nonpublic school which complies with the compulsory attendance law. Pre-K students and students who are residents of another state or country are not eligible for the NYS Textbook Loan Program. **Please be sure to only include Pre-K students under the Pre-K column.**

Report in Part A your New York State resident students by district of residence and the number of students by PreK, K-6 and 7-12 levels. The K-6 category includes ungraded elementary and the 7-12 category includes ungraded secondary students. Using the drop-down menu, choose the appropriate school district and enter the enrollment. You can add add new rows as needed by clicking the “add new row” button.

Note: Please visit the following website – <http://www.p12.nysed.gov/irs/beds/IMF/documents/NYCDistrictofResidenceSearchGuide.pdf> if you need assistance in locating the correct NYC Geo District for NYC residents.

If this school has students enrolled who are residents of other states or countries, indicate their total numbers in Part 2B of this item. If this school has students enrolled who are found to be otherwise ineligible, including court-placed article 81 students, indicate their total numbers in Part 2B of this item.

In section 2C, “Total Count of Students by District of Residence, indicate the total count of PreK, K-6 and 7-12 students reported in section 2A and 2B. **Note:** Enrollments **must match** the total Pre-K through Grade 12 enrollments reported in Item 2A and 2B.

Item 3 Professional Staff in This School

Provide unduplicated counts of full-time (Section 3A) and part-time (Section 3B) professional personnel in the appropriate level (elementary or secondary) categories. The terms “full-time” and “part-time” refer to the extent of employment in the

school rather than in a particular assignment. For example, a person working a portion of his or her time as a teacher and a portion as a guidance counselor, but working full time in the school, would be reported under "full-time" in the appropriate category.

For professional staff members who split their time evenly between teaching and nonteaching duties, or evenly between elementary and secondary grade levels, a decision should be made by the principal concerning the category in which they are to be counted. **Staff members should be counted in one category only (Report whole numbers only.)**

Do not count paraprofessional staff (i.e., teaching assistants, teaching aides, pupil personnel service aides, library aides, health aides, and volunteers) in this item.

The "Principal or Chief Executive Officer" category refers to the chief administrator of this school.

The "Assistant Principals" category includes all personnel who spend the majority of their time directly assisting the principal or chief executive officer in carrying out administrative policy.

Count as "Supervisors and Department Heads" those persons who devote more than half of their time to these activities. Persons who spend a majority of their time teaching, but who have minor administrative duties (less than half-time), should be reported under "Teachers."

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, which are often considered to be in a special category.

Count as "Librarians" those persons who devote more than half of their time in monitoring the library media resources available in the school.

The category "Other Professional Staff" should include **school nurses, psychologists, pupil personnel staff, therapists having a four-year degree, and other non-classroom professionals (except principals, assistant principals, supervisors, department heads, teachers, librarians and guidance counselors) who devote more than half of their time to nonteaching duties.**

Do not include personnel employed by the public school district to provide services to your students.

Item 4 Foreign Language Instruction in This School

In Section 4A, indicate whether or not this school offers foreign language instruction during the 2017-18 school year. If yes, In Section 4B and 4C, indicate

the total number of students enrolled and the number of teachers in the languages for Grades K-UG and 7-UGS.

In Section 4D, indicate the total amount of students and teachers from Sections 4B and 4C.

Item 5 English Language Learners (Formerly LEP)

In Section 5A-1, indicate whether or not this school has any students who are English language learners (ELL). Section 154.2(a) of the Regulations of the Commissioner of Education defines limited English proficiency as follows: "Pupils with limited English proficiency shall mean pupils who by reason of foreign birth or ancestry, speak a language other than English, and (1) either understand and speak little or no English; or (2) score below a state designated level of proficiency, on the New York State Identification Test for English Language Learners (NYSITELL) or the New York State English as a Second Language Achievement Test (NYSESLAT);..."

If YES, In Sections 5A-2 and 5A-3, indicate the number of students by grade range who are ELL. K-6 includes ungraded elementary and 7-12 includes ungraded secondary.

In Section 5A-4 indicate the total number of ELL students in Grades K-12.

Schools are required to collect test data on all students who score below a state-designated level of proficiency on a standardized test of English reading. Students who score below a state-designated level must be provided bilingual or ESL services.

Note: *Native speakers of English* who score below the statewide reference point on an English language assessment instrument should *not* be included in this item.

Item 5B Transitional Bilingual Education Program

Item 5C & 5D Dual Language Bilingual Education Program

The Office of Bilingual Education is collecting information on whether your school is providing either a Bilingual Education (BE) programs or English as a New Language (ENL) program to all ELLs.

If a bilingual program is offered in your school, then schools must enter the type of program, language of instruction, and the grade span in

which the program is currently offered. There are generally two types of Bilingual programs, one is called a Traditional Bilingual Education Program (Home language use decreases as English use increases), and the other is called either a One-Way or Two-Way Dual Language Program

One-Way Dual Language Program is primarily composed of students who come from the same home/primary language and/or background. The teacher provides instruction in both English and the home/target language.

Two-Way Dual Language Program includes both native English speakers and ELLs. The teacher or teachers provide instruction in both English and the home/primary language. In the majority of Dual Language Programs, the students receive half of their instruction in their home/primary language and the remainder of their instruction in the target language. Depending upon the model, the percentage of English and home/target language instruction will vary. For example, in a 90%-10% model, a greater percentage of instruction is in the target language other than English and increases over time until reaching 50%-50%.

The goal of these programs is for students to develop literacy and proficiency in English and in the home/target language.

Item 6 Free and Reduced-Price Lunch

In Section A, check whether or not this school has students who qualify for the federal free and reduced-price lunch program (NSLP). A school need not offer or participate in the NSLP 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 NSLP.

If the response in either section 6A-1 or 6A-2 is YES, then in Section 6B and C, enter by grade level the number of *approved applicants* for *free* and *reduced-price* lunches. Counts should be as of October 4, 2017 and are needed even if a Provision 2 or CEP agreement is in place. It is permissible to check Yes in Section 6A-2 and enter all zeros in Section 6B and C if the school offers a free and reduced-price lunch

program, but either no students applied or no student who did apply met the eligibility requirements.

Each student with an approved application or other documentation should be counted only in the school in which he or she is enrolled, regardless of where they are fed.

In Section 6A-2, if YES, indicate which NSLP this school has implemented.

National School Lunch Program (NSLP) regulations include certain provisions that reduce paperwork and that do not require a school to collect eligibility data and certify students each year.

Provision 2 requires schools to offer free meals to all students in exchange for collecting applications or conducting direct certification no more than once every four years. Provision 2 follows a four-year cycle that includes the base year in which certification data are collected. Additional four-year extensions maybe granted if the school can substantiate economic need.

Community Eligibility Program (CEP) requires that at least 40 percent of students be determined eligible via direct certification. Local Education Agencies (LEAs) must apply to NYSED in order to participate in CEP, which is a four-year provision.

In Section 6D indicate the total number of applicants for free and reduced-price lunches.

If the response in Section 6A-2 is YES and this school contains a *half-day* kindergarten, in Section 6E indicate whether or not NSLP is available to half-day kindergarten students.

Item 7 Students Supported by Public Funds under Contract with a Public School District

This item applies only to private schools approved for reimbursement with public funds for educating children with disabilities. In this item, report the number of students, by grade, who are attending this school as of October 4, 2017 and whose tuition is supported by public funds under contract with a public school district. Do not include students attending this school pursuant to Article 81 of the Education Law. The total number of students reported in this item cannot exceed the number reported in Item 1 – Enrollment in This School.

Item 8A Computer Resources

Do not count computers in storage because they have been deemed outdated and have no further intended use in this school.

In Section 8A-1, Enter the number of instructional computing devices, less than five years old, that are in use in your school? For this purpose, computing devices refer to desktop computers, laptops, tablets nine (9) inches or greater (i.e. iPads) and/or Chromebooks. *Note: Only include devices used for instructional purposes that are less than five years old. Do not include computers or other devices that are for administrators only.*

In Section 8A-1A, select the category that best describes what percentage of teachers have computers in their classrooms: 0 to 20%; 21 to 40%; 41 to 60%; 61 to 80%; or 81 to 100%. Select only one category.

In Section 8A-1B, select the category that best describes who uses the computers within the classroom. Select only one category.

In Section 8A-2, Indicate whether this school allows *students* to use their own devices during school hours for instructional purposes.

Item 8B Internet Connectivity

Select which statement best describes the internet access currently available in your school.

Item 9 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, and 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.

Item 10 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 *not* be reported in this item.

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. 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. If Section A is Yes, proceed to Sections B and C.

In Section B, enter the total number of books (volumes) contained in the library as of October 4, 2017. Books to include are those in hardcover and paperback format, reference books and encyclopedias. Enter the total number of electronic books that are catalogued and the total number of non-book materials, excluding database subscriptions that are reported separately, which are cataloged and processed in the LMC. Enter the total number of database subscriptions available in this library. Check ☒ whether or not this LMC has access to a chrome cart/laptop cart either dedicated to the library only or available to sign out for use, has an automated system to access library resources, whether or not this school's library catalogue is available on the Internet, whether or not this school is a member of a School Library System, whether or not this school's library has a Web presence in the form of a Web page or Portal, is equipped to share multimedia presentations, has space dedicated to makerspace and did the library include "maker" activities during the 2016-17 school year.

Makerspaces is an evolutionary step in library facilities' design and programming. Incorporating a whole host of activities like robotics, engineering, sewing, coding, carpentry, cooking, electronics, rockets, furniture making, anything that sparks curiosity and engages critical thinking can be part of the maker movement. Neither is a makerspace necessarily a specific physical location, but ... a place to reinvent old ideas with new conceptual frameworks, utilize advancements in thinking and doing, and investigate and construct a hybrid of fine arts, sciences, crafts, industrial technologies, foods, inventions, textiles, hobbies, service learning, digital media, upcycling, STEM/ STEAM, and DIY (do it yourself) and DIT (do it together) concepts.

In Section C1, check ☒ the box that most closely approximates the amount of time each week that this school's library is open to students. In Section C2, check the ONE term that best describes the method used to schedule school library classes. In Section C3, check the appropriate boxes for collaboration and

integration. Finally, in Section C4, check whether or not this school library promotes Inquiry- or Problem-based learning activities.

Item 11 Operational Status

You must indicate whether this school is for profit or is nonprofit.

A nonpublic school is considered to be "nonprofit" if one of the following conditions exists:

- schools that are *Not-for-Profit with no NYSED Charter*, are older schools (state law does not permit new schools to be formed under this model) operated by organizations, primarily school welfare organizations, with multiple non-educational purposes, the majority of which are not appropriate for Regents charters.
- it has been granted a charter by the Board of Regents pursuant to *Part 216 of the Education Law*;
- it is operated by an organization incorporated under the *Religious Organizations Act*.

Item 12 Fire Inspection Certification

Please note: Only schools outside of New York City, Buffalo, Syracuse, Yonkers or Rochester MUST Complete this section.

Please check which statement is the most accurate for the 2017-18 School Year. For further information please go to:

http://www.p12.nysed.gov/nonpub/fire_safety_report.html

Item13 Person Completing Form

In case of questions, the person actually completing the BEDS form should provide their contact information. This does not have to be the building principal.