

BASIC EDUCATION DATA SYSTEM (BEDS) SCHOOL DISTRICT SUMMARY FORM FALL 2024

Introduction

Before completing the form, refer to the [District BEDS Form Instructions](#). 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 online [IRS Data Exchange \(IDEx\)](#) application. Your BEDS Coordinator or District Superintendent will have details concerning the online BEDS IMF form. Please visit the [BEDS IMF Help Center](#) for more information.

District Name:

BEDS Code:

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Information and Reporting Services - Room 860 EBA

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.

Indicate whether or not there are children of compulsory school age in this district being educated at home by parents or a parent-employed tutor.

Yes

No

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

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

•The number of children 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**?

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

2. Immigrant Children and Youth Enrolled in Nonpublic Schools

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

3. Compulsory Age

Indicate whether or not the school district's Board of Education requires minors from sixteen to seventeen years of age who are not employed to attend upon full-time day instruction until the last day of session in the school year in which the student becomes seventeen years of age.

Yes

No

4. Paraprofessional and Nonprofessional Staff

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

Paraprofessional and Nonprofessional Staff

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 students who graduated in January, June or August 2024 using an appeal to graduate with a lower score on a Regents Exam for each cohort listed. As a reminder, a cohort is a group of students who entered grade 9 at any time in a particular school year. The majority of the 2020 cohort will graduate in 2024.

Regents Exams and Select Cohorts – All Student Appeal

Title of Regents Exam	2020 Cohort	2019 Cohort	2018 Cohort
English Language Arts			
Algebra I			
Algebra II			
Geometry			
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 students who graduated in January, June or August 2024 using an appeal to graduate with a lower score on a Regents Exam for each cohort listed. As a reminder, a cohort is a group of students who entered grade 9 at any time in a particular school year. The majority of the 2020 cohort will graduate in 2024.

Regents Exams and Select Cohorts - Students with Disabilities

Title of Regents Exam	2020 Cohort	2019 Cohort	2018 Cohort
English Language Arts			
Algebra I			
Algebra II			

Title of Regents Exam	2020 Cohort	2019 Cohort	2018 Cohort
Geometry			
Global History and Geography II			
US History and Government			
Physical Setting Earth Science			
Physical Setting/Chemistry			
Physical Setting/Physics			
Living Environment			

5C. English Language Learner (ELL) Appeal - Score Between 55-59

Enter the number of students who graduated in January, June or August 2024 using an appeal to graduate with a lower score on a Regents Exam for each cohort listed. As a reminder, a cohort is a group of students who entered grade 9 at any time in a particular school year. The majority of the 2020 cohort will graduate in 2024.

Regents Exams and Select Cohorts - English Language Learner (ELL)

Title of Regents Exam	2020 Cohort	2019 Cohort	2018 Cohort
English Language Arts			

5D. Special Limited Rule Appeal – Score Between 50-64

Enter the number of students who graduated in January, June or August 2024 using the Special Appeal to graduate with a lower score on a Regents Exam for each cohort listed. As a reminder, a cohort is a group of students who entered grade 9 at any time in a particular school year. The majority of the 2020 cohort will graduate in 2024.

Regents Exams and Select Cohorts - Special Limited Rule

Title of Regents Exam	2020 Cohort	2019 Cohort	2018 Cohort
English Language Arts			
Algebra I			
Algebra II			
Geometry			
Global History and Geography II			
U.S. History and Government			
Physical Setting Earth Science			

Title of Regents Exam	2020 Cohort	2019 Cohort	2018 Cohort
Physical Setting/Chemistry			
Physical Setting/Physics			
Living Environment			

5E. Number of Students Graduating with a Regents Diploma using the Appeals Process

Enter the number of students (unduplicated) who graduated with a Regents Diploma in January, June or August 2024 using the appeals process (including Special Limited Rule Appeal and a maximum of one All Student Appeal).

2020 Cohort

2019 Cohort

2018 Cohort

5F. Number of Students Graduating with a Local Diploma using the Appeals Process

Enter the number of students (unduplicated) who graduated with a local diploma in January, June or August 2024 using the appeals process (including Special Limited Rule Appeal and a maximum of two traditional appeals).

2020 Cohort

2019 Cohort

2018 Cohort

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 – 2023-24.

Public School Students in Title I, Part A Programs

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

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

Enter the number of participating District Resident Students attending any Nonpublic School – 2023-24.

Resident Nonpublic School Students in Title I, Part A Programs

Age /Grade	Number of Students Served
Age 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	

Age /Grade	Number of Students Served
Grade-11	
Grade-12	
Ungraded Secondary	

7. Activities of Subgrantees Related to the Teaching and Learning of English Language Learners (ELL) in 2023-24

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.

Allowable Activities under ESEA Section 3115

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 with interrupted/inconsistent formal education (SIFE)
- 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)
- Support social-emotional learning of ELLs

Note: the term ‘LIEP’ means an instructional 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. Person Completing This Form

Name:

Title:

Email Address:

Phone (including area code):

Fax (including area code):