

INSTRUCTIONS FOR COMPLETING BASIC EDUCATIONAL DATA SYSTEM CHARTER SCHOOL DATA FORM – Fall 2014

General Instructions

This form should be completed by the school leader and used only for the local gathering of data. Data represented in this form are required to be submitted to SED via the Online BEDS IMF Application. Your school's BEDS Coordinator or school leader will have details for entering data into the Online BEDS IMF Application and your school's protocol for doing so.

1. One School Data Form should be completed for each school organized as a separate administrative unit. 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 charter school leader. 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 charter school leader regardless of the number of locations involved.
2. Read the instructions for each item before completing it.
3. Be sure that all items pertinent to this school are completed.

Item Instructions

Item 1 School Identification

BEDS CODE: The State Education Department has assigned a twelve-digit identification code (BEDS Code) to each school. Consult your school's BEDS Coordinator if you are in doubt about the BEDS CODE for your school. Enter the appropriate numbers in the squares provided immediately to the right of the title "BEDS CODE". This code is for your reference only. The BEDS CODE will appear automatically in the Online BEDS IMF Application; click on either of the BEDS CODE or SCHOOL NAME to enter data for a specific school.

SCHOOL NAME: Enter the complete name of this school in the space provided.

Item 2 School Type

School Type is a federal data collection requirement and will be provided to the U. S. Department of Education. The USDOE will publish and otherwise make this school type designation available about

your school. You may select only one designation. Select the one that is the primary focus of your school. The federal school type definitions are:

- a) *Regular School:* a school that does NOT focus primarily on vocational, special or alternative education, although it may provide these programs in addition to a regular curriculum
- b) *Special Education School:* a school that focuses primarily on serving the needs of students with disabilities
- c) *Vocational Education School:* a school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical or professional occupations
- d) *Alternative Education School:* a school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education or vocational education.
- e) *Reportable Program:* a reportable program does not meet the definition of a school but does enroll public school students or otherwise provides education services on a regular basis.

Item 3 Enrollment in This School



Grade-by-grade enrollment is no longer collected in BEDS. The October/BEDS enrollment began being derived the Student Information Repository System (SIRS) in fall 2011.

Item 3i Count of Students by District of Residence



Count of students by district of Residence is no longer collected in BEDS. Comparable data will be derived from the Student Information Repository System (SIRS) beginning in Fall 2012.

Item 4 Students Suspended

In this item, first enter the total number of students who were suspended from this school for at least one full day during the 2013-14 school year. Second, distribute by gender the total number of students within the racial/ethnic categories indicated.

Count each student only **once** regardless of the number of times he or she was suspended. Suspension is defined as the temporary exclusion of a student from school for disciplinary reasons for one full school day or longer. **Do not** include in-school suspensions.

The racial/ethnic designations used in this item do not denote scientific definitions of anthropological origins. For the purpose of this report, students should be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. **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.

Note: The “Asian or Pacific Islander” category has been split into separate “Asian” and “Native Hawaiian or Other Pacific Islander” categories.

Item 5 Professional Staff Assigned to This School

In this item, begin by recording the total number of full-time and part-time professional staff members in this school in each of the designated categories. Full-time professional staff members are defined as those persons who spend their entire school day and school week **in this school**. Part-time professional staff members are defined as those persons assigned **to this school only** who work less than a full day or full week.

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.

The category “Other Professional Staff” should include administrators (except charter school leaders and assistant leaders), guidance counselors, school nurses, psychologists and other professionals who devote more than half of their time to non-teaching duties.

For professional staff members who split their time evenly between teaching and non-teaching duties, the charter school leader should determine the category in which they are to be counted.

After the total has been entered in each staff category, distribute the full-time and part-time professional staff members across the racial/ethnic categories shown. The racial/ethnic categories are as defined in Item 4.

Item 6 Computer & Technology Literacy

In 6A, enter the number of eighth grade students evaluated at the end of the eighth grade for school year 2013-14 who were evaluated as being either technology literate or not technology literate, or for whom evaluations were not performed. Enter zeros if this school does not contain the eighth grade. A technology literate student can demonstrate that he or she has the following:

- an understanding of the concepts behind computing equipment, network connectivity, and application software;
- the skills to responsibly use appropriate technology to access, synthesize, evaluate, communicate, and create information to solve problems and improve learning in all subject areas; and

- the ability to acquire new knowledge for on-going and lifelong learning in the 21st century global workplace.

Technology literate students should be able to:

- demonstrate understanding of concepts underlying hardware, software, networking connectivity and use of computers and applications;
- demonstrate understanding of ethics and safety issues in using electronic media and responsible use of technology;
- use technology for communication, research and collaboration and problem-solving;
- locate, collect, synthesize, and evaluate information from a variety of electronic sources;
- use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

For an accurate appraisal of student technology literacy, in addition to the definition provided above, also refer to the Crosswalk of ISTE's Education Technology Standards and Performance Indicators with NYS Learning Standards & Performance Indicators Associated with Education Technology Skills, and examples of on-line assessments at <http://www.p12.nysed.gov/technology/initiatives/literacy.html>. Other related information and resources can be found at <http://www.p12.nysed.gov/technology/> and at <http://www.iste.org/standards.aspx>.

In 6B, indicate whether or not this school has fully integrated an acceptable use policy (AUP), student instruction and staff development in the forms indicated as part of the school's Technology Plan. Section 814 of NYS Education Law permits a school to provide pupils in kindergarten through grade 12 with instruction designed to promote the proper and safe use of the Internet. For further information on Internet safety refer to the Internet safety guide at: http://www.p12.nysed.gov/technology/internet_safety/.

Item 7 Technology for Instruction

In Section A it is assumed that televisions are available in the school. If that is not the case, then respond "No Teachers" for each Section A frequency of use category, otherwise respond to each frequency of use category as appropriate. The response categories are intended to be general ranges and not definitive percentages of teachers, hence do not be concerned about the overlap in the ranges $\frac{1}{4}$ to $\frac{1}{2}$ and $\frac{1}{2}$ to $\frac{3}{4}$.

In Section B 1 indicate the portion of teachers in this school who use a computer for instruction with high, moderate or low frequency, or either do not or practically never use a computer for instruction. The response options for Section B are the same as those for Section A.

In Section B 2 indicate the portion of teachers in this school who give assignments requiring students' use of technology with high, moderate or low frequency, or either do not or practically never give assignments requiring students' use of technology. The response options for Section B are the same as those for Section A.

In Section C indicate whether or not this school is equipped with an LCD projector. If YES, then indicate what portion of teachers utilize the LCD projector for instruction with high, moderate or low frequency, or either do not or practically never use the LCD projector for instruction. The response options for Section C are the same as those for Section A.

In Section D indicate whether or not this school is equipped with an interactive white board. If YES, then indicate what portion of teachers utilize the interactive white board for instruction with high, moderate or low frequency, or either do not or practically never use the interactive white board for instruction. The response options for Section D are the same as those for Section A.

In Section E, check any of the software applications or equipment listed that students are required to use as part of the school's curriculum. Select all that apply.

In Section F, indicate whether or not students are provided with Internet access to class materials, curricula, or any software applications used for their class(es).

In Section G, indicate whether or not your school provides teachers with access to course management and delivery software or electronic administrative tools (e.g., Blackboard, WebCT, BigChalk, electronic grade book software).

In Section H, Part 1, indicate whether or not students in your school get instruction in proper and safe use of the internet. For more information on Internet Safety, see:

http://www.p12.nysed.gov/technology/internet_safety/.

If your school provides instruction in internet safety and appropriate use, in Section H, Part 2, indicate how many hours of instruction students receive annually: 1 hour or less; 2 to 5 hours; or more than 5 hours. Select only one answer.

If your school provides instruction in internet safety and appropriate use, indicate in Section H, Part 3, who provides the instruction. Select all that apply.

In Section I 1, select the box that most closely approximates the amount of professional development related to the use of technology that teachers receive during the course of the year: up to 5 hours; 6 to 10 hours; 11 to 20 hours; or more than 20 hours. Select one answer.

In Section I 2 select the box that most closely approximates the amount of professional development related to the integration of technology into the curriculum that teachers receive during the course of the year: up to 5 hours; 6 to 10 hours; 11 to 20 hours; or more than 20 hours. Select one answer.

In Section J indicate whether or not this school allows students to bring personally owned computing devices (laptops, tablets, smartphones) to school for use in the classroom.

Item 8 Public Welfare



Data on PUBLIC WELFARE stopped being collected in BEDS effective fall 2011. Comparable data is now derived from records in the Student Information Repository System (SIRS).

Item 9 Magnet School Status

Magnet school status is a federal data collection requirement and will be provided to the U. S. Department of Education. The USDOE will publish and otherwise make this magnet school status available about your school. You may select only one designation.

A magnet school or program is a special school or program designed to:

- Attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing or eliminating racial isolation (50% or more minority enrollment)
- Provide an academic or social focus on a particular theme (eg science/mathematics, performing arts, gifted/talented or foreign language).

Item 10 Student Stability



Data on STUDENT STABILITY stopped being collected in BEDS effective fall 2011. Comparable data is now derived from records in the Student Information Repository System (SIRS).

Item 11 Alternative Education Programs

Alternative Education Programs are designed for students who wish to pursue individualized approaches to achieving academic standards. Alternative Education Programs reported here must meet Part 100 requirements of Commissioner's Regulations for credit towards a local or Regents high school diploma. Enter a check mark to indicate whether or not students enrolled in this school have Alternative Education Programs available to them.

If the school is an alternative school or contains an alternative program, then you should check **YES** and report all or a portion of your enrolled students accordingly.

If **YES** is checked, enter the number of students enrolled in Alternative Education Programs operated by this school or by an Other school, group, agency, institution, etc.

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

Item 12 Grades Offered

Grades offered is a federal data collection requirement and will be provided to the U. S. Department of Education. The USDOE will publish and otherwise make this information available. Any grade selected as offered must have a reported enrollment in the Student Information Repository System (SIRS). However, you do not have to select a grade as offered for which you may have reported a nominal enrollment in SIRS. For example, you may be a 9-12 senior high school, but may have reported a few students in SIRS as enrolled in the eighth grade. You do NOT have to select eighth grade as a grade offered. In this scenario the USDOE would show you as offering only grades 9 through 12 even though you reported a few eighth graders in your school.

You do not have to differentiate between half-day and full-day kindergarten. You do not have to report an unbroken sequence of grades. For example, you may select kindergarten and grades 4, 5 and 6.

Item 13 Percentage of Attendance

In this item, indicate the percentage of attendance in this school for the 2013-14 school year. The percentage is determined by dividing the school attendance by the possible attendance. Express the percentage to the nearest tenth (1 decimal place).

Item 14 Lunch, Breakfast & Milk Programs

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

In Section B, check whether or not this school participates in a free and/or reduced-price lunch program. Lunches need not be served in this school building to check YES, as long as students in this school have the opportunity to participate in some free and reduced-price lunch program.

If the response in either section A or B was YES, then in Section C1, enter by grade level the number of *approved applicants* for *free* and *reduced-price* lunches. Counts should be as of October 1, 2014 and are needed even if a “Provision 2” agreement is in place. It is permissible to check Yes in Section B and enter all zeros in Section C if the school offers a free and/or 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.

If the response in Section B was YES and this school contains a *half-day* kindergarten, in Section C2 indicate whether or not the free and/or reduced-price lunch program is available to half-day kindergarten students.

For schools participating in the Community Eligibility Option (CEO), report only those students who would independently qualify to participate in the federal lunch program outside of CEO. For example, do not report students who participate **solely** because the school is CEO eligible. Include students whose participation is as a result of the 30-day carry over provision.

Item 15 Unexcused Absences

Enter the number of students in this school who had **full-day** unexcused absences during the 2013-14 school year totaling in the designated categories. Partial days of unexcused absence need not be counted. Section 104.1(d) (iii) of the Regulations of the Commissioner of Education requires that any absence for a school day or portion thereof shall be recorded as excused or unexcused in accordance with the standards articulated in the comprehensive

attendance policy adopted in accordance with subdivision (i) [Comprehensive Attendance Policy] of this section.

Item 16 Migrant Students



Data on MIGRANT STATUS stopped being collected in BEDS effective fall 2011. Comparable data is now derived from records in the Student Information Repository System (SIRS).

Item 17 Learning Standards and Professional Development

In Section A, check whether or not this school has one or more staff persons responsible for planning, coordination and/or delivery of professional development activities relating to the Common Core and NYS Learning Standards and focusing on any or all of the seven curricular areas.

In Section B, if you have more than one person sharing these responsibilities, check the combined time that they devote to these activities. For instance, if two people are each employed full-time, and one devotes $\frac{1}{4}$ time and the other $\frac{1}{2}$ time to these activities, then you should check $\frac{3}{4}$ time. If two or more persons' combined time exceeds one full-time equivalent, check “more than full time.”

Item 18 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 A, enter the number of computing devices into the five categories listed based on their location, use or intended use.

Administrative, or PPS (Pupil Personnel Services) Offices, include all administrative, guidance and other non-instructional areas in use.

Do not differentiate between desktop and laptop models. Computers that are viable but have no current assignment or use should be assigned to categories based on their need and probable use.

In Section B, enter the total number of printers, scanners, cameras and speakers used for instructional purposes.

In Section C, 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.

Item 19 Internet Connectivity

In Section A, of the total number of computers (desktop or laptop) used for instruction (**i.e., reported in Question-18A as located in classroom or science labs, computer technology labs, mobile computer labs or library/media centers**), how many have Internet access through a dial-up connection, through a high-speed/broadband wired or wireless connection, or have no Internet connectivity.

In Section B, report the number of devices, **other than the computers reported in Question-18A**, possessed by this school, that can be connected to the Internet and that are intended for use primarily by students. Examples of such devices include mobile devices such as netbooks and other Web surfing devices (e.g., HP Slates, Apple iPad, iTouch, TI-Nspire CAS, MS Zune, etc.), Smart phones (e.g., iPhone, Blackberry, HTC, Pre, Droid, etc.), portable media players, interactive tablets, interactive whiteboards, e-book tools, and all other devices that can connect to the internet.

In Section C, indicate whether or not this school provides individual e-mail accounts to administrators, teachers and/or students.

Item 20 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, 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. In Section C, check the percentage of total courses that use distance learning/online learning. In Section D, check all that apply to indicate which Standard areas use distance learning/online learning to meet diploma/credit requirements.

In Section E1, indicate whether credit is offered for courses taken 100% online. If you select YES, answer the following:

- Section E2 - How many credit-bearing courses are offered 100% online?
- Section E3 - How many students are enrolled in credit-bearing courses offered 100% online?
- Section E4 - Enter the number of students reported in Section E3 who are taking one, two, three or

more than three credit-bearing, 100% online courses.

In Section F, report the aggregate number of minutes of instructional time for all distance learning/online learning courses offered at this school. Do not include time spent on activities conducted outside the classroom.

In Section G, report the highest number of students enrolled in a single distance learning/online learning course section.

In Section H, report the total enrollment of students in all distance learning/online learning courses offered at this school.

Item 21 Library/Library Media Center (LMC)

In this item, report resources housed in or under the administration of the 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. Do not go beyond question A1 of this item if this building does not contain or have access to a library or library media center. Enter a zero in categories that do not apply.

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. Do not go beyond question A1 of this item if this building does not contain or have access to a library or library media center. 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.

In Section B, enter the total number of books (volumes) contained in the library as of October 1, 2014. Books to include are those in hardcover and paperback format, reference books and encyclopedias. Enter the total number of electronic books that are cataloged and the total number of non-book materials, excluding database subscriptions that are reported separately, which are cataloged and processed in the LMC. Indicate the total number of computers in the LMC that have Internet access. Check whether or not this LMC has an automated system to access library resources, whether or not this school's library catalog is available on the Internet, whether or not this school is a member of a School Library System, whether or not the library has a Web presence in the form of a Web page or Web Portal, and whether or not the library is equipped with an LCD projector and/or an interactive white board.

In Section C, indicate whether or not this school is served by one or more certified library media

specialists (librarian). For purposes of this question, count only librarians with provisional or permanent certification. Do not count those with temporary certificates. Applicable certifications may have been granted by the State Education Department, by the New York City Board of Examiners or by the City School District of Buffalo.

If the response in Section C1 is YES, check the box which most closely approximates the portion of a full-time equivalent position that this person or these persons devote to library or library functions.

Enter in Sections C2 and C3, respectively, the number of professional staff other than certified library media specialists, and paid support staff, that may be assigned to the library. Do not count volunteers regardless of certification status or function.

In Section D1, check the box that most closely approximates the amount of time each week that this school's library is open to students, regardless of whether or not the library is staffed by a certified library media specialist. In Section D2, check the term that BEST describes the method used to schedule school library classes. In Section D3, indicate whether or not the library collaborates and integrates with classroom teachers in regards to the items listed. Check all that apply. In Section D4, indicate whether or not this school's library promotes Inquiry- or Problem-based learning activities. In Section D5, check which if any of the listed curriculum, policy and methods are used in this school library. In Section D6, indicate whether or not the school library program includes student Information Literacy assessment. For more information on Information Literacy see: http://www.p12.nysed.gov/technology/library/SLMPE_rubric/TeachingforLearning/InformationLiteracy.html

In Section E, check which of the listed professional development opportunities related specifically to school librarians were available to school librarians during the 2013-14 school year. Check all that apply.

Item 22 Career Plans

In Section A, Part 1, if students in this school develop Individual Career Plans, check whether they are kept in documented form—either written or electronic. (Written or electronic documentation may result from conventional testing or from individual student self-reflection on in-school and out-of-school experiences.) If YES is checked, then:

In Section B, Part 1, check whether Individual Career Plans follow students from grade-to-grade. For purposes of this question, NO must be checked if Individual Career Plans are not transferred from one grade to the next or from one school to another as students are promoted or transferred.

In Section B, Part 2, indicate the number of students at the grade levels indicated who are documenting self and career awareness information and career exploration activities.

In Section B, Part 3, indicate the number of students at the grade levels indicated that have developed a career plan that documents their progress in the Career Development and Occupational Studies (CDOS) areas of self-knowledge, career exploration, career and life goals, an understanding of the application of classroom learning, and the development of foundation skills. Include ungraded students in age appropriate grade levels.

In Section B, Part 4, of the students reported in Section B, Part 3, indicate the number of students at the grade levels indicated with an Individualized Education Program (IEP) who are developing a Career plan that documents their progress in the CDOS areas of self-knowledge, career exploration, career and life goals, an understanding of the application of classroom learning, and the development of foundation skills.

In Section C, enter the number of professional staff (classroom, non-classroom, administrators, etc.) who have participated in professional development activities related to the implementation of the comprehensive Career Plan process. Professional development activities to be considered may have taken place at any time from September 2013 through August 2014.

Item 23 Business/Employer/Community Involvement

In Section A, enter the number of employers and the number of students by grade who participated during the 2013-14 school year in each of the work-based learning experiences. If exact counts of participating students are not available, provide your best estimate. A student with a disability is a student identified as disabled by the district's Committee on Special Education. A student with a disability educated in a graded setting (e.g., grade 8 or grade 11) should be reported twice: once in the applicable grade and once under "Students with Disabilities." Students and employers may be reported in more than one type of work-based experience. The work-based experiences are defined as follows:

Worksite Tours

Structured group visits to a worksite where students can observe the workplace and workplace skills in action.

Job Shadowing

Visit(s) to a worksite where a student follows (shadows) an employee to learn about a particular occupation or industry. Shadowing may involve rotating from one department to another and, in some cases, exploratory work experiences.

School-Year Internships (paid or unpaid)

Structured paid or unpaid experiences of several weeks or months during the school year where students work on specific tasks or special projects at a worksite. Internships are closely integrated with classroom learning.

Summer Internships

Structured experiences of several weeks or months during the summer where students work on specific tasks or special projects at a worksite related to school programs.

Workplace Mentors

Programs that pair students with a worksite role model to help them become accustomed to the rules, norms and expectations of the workplace. A mentorship is a formal relationship, with mentors serving as a resource to help students solve personal and work-related problems, provide support and encouragement, and offer career insight and guidance based on personal experiences.

Youth Apprenticeships

Supervised and structured work experiences that combine on-the-job training in a *bona fide* employment setting with related theoretical instruction. Apprenticeships are designed to lead to formal, portable credentials, and as appropriate, to entry into a post-secondary program, a registered apprenticeship program, or permanent employment. Employers or labor management groups that have the ability to hire and train generally sponsor these youth apprenticeships which may or may not include financial compensation.

Community Service/Learning

Structured experiences where students learn and develop skills by participating in organized, hands-on community service work. Work activities are designed to meet actual community needs and are closely linked to school-based learning activities. Community Service is generally an unpaid or volunteer experience.

Cooperative Career & Technical Education Work Experience Program (CO-OP)

The Cooperative Career & Technical Education Work Experience Program is a work-based learning program for students age 16 and above, consisting of 150-600 hours of paid, school-supervised work experience, supported by related in-school instruction in a specific career & technical discipline. Students may earn ½ to 2 units of credit towards a CTE sequence, depending upon the specific sequence. This program must be registered with the New York State Education Department, and must be coordinated by a CTE teacher who possesses an extension as a Diversified Co-op Coordinator or as a Coordinator of Work-Based Learning Programs for Career Development.

Career Exploration Internship Program (CEIP)

The Career Exploration Internship Program is a school-business partnership initiative that provides high school students, age 14 and above, the opportunity to obtain non-paid, on-site, career exploration experiences. The focus of the program is meaningful, hands-on, career exploration rather than skill development. Students may earn ¼ to 1 unit of elective or CTE sequence credit. This program must be registered with the New York State Education Department, and must be coordinated by a CTE teacher who possesses an extension as a Diversified Co-op Coordinator or as a Coordinator of Work-Based Learning Programs for Career Development.

General Education Work Experience Program (GEWEP)

The General Education Work Experience Program is a work-based learning option for non-CTE students, age 16 and above. The program consists of 150-600 hours of paid, supervised work experience, supported by the equivalent of at least one classroom period per week of related instruction. Students typically earn ½ to 2 units of high school credit. This program must be registered with the New York State Education Department. It may be coordinated by any teacher or guidance counselor certified at the secondary level who possesses an extension as Coordinator of Work-Based Learning Programs for Career Exploration.

Work Experience and Career Exploration Program (WECEP)

The Work Experience and Career Exploration Program is a work-based learning initiative sponsored by the U.S. Department of Labor and the New York State Education Department. It is similar in design and operation as the General Education Work Experience Program, but designed specifically for at-risk students age 14-15. Students typically earn ½ to 1 unit of high school credit. This program must be registered with the New York State Education Department. It may be coordinated by any teacher or guidance counselor certified at the secondary level who possesses an extension as Coordinator of Work-Based Learning Programs for Career Exploration.

In Section B, indicate whether or not this school has a designated person responsible for coordinating work-based experiences. If there is a designated coordinator, indicate the portion of a full-time job this person devotes to these coordinating activities. If two or more people share responsibility, check the combined time that they devote to these coordinating activities.

In Section C, provide an unduplicated count of the number of employers who participated in the work-based experiences noted in Section A.

In Section D, indicate the number of employers who **formally** participated in curriculum-development or shared decision making committees in this school. The fact that a committee member is employed by a specific entity does not constitute formal representation of or contribution by that employing entity.

An employer or business should have an acknowledged and agreed upon presence on the committee in order to be counted in this section. Finally, indicate how many employers provided student internships or mentors to this school during the 2013-14 school year.

Item 24 Applications and Admissions

In Section A, enter the number of students who applied for admission for fall 2014 as first time students to the school. In Section B, enter the number of first time students who were admitted out of those who had applied.

Item 25 Transfers Out



Data on TRANSFERS stopped being collected in BEDS effective fall 2011. Comparable data is now derived from records in the Student Information Repository System (SIRS).

Item 26 Retentions in Grade



Data on RETENTIONS IN GRADE stopped being collected in BEDS effective fall 2011. Comparable data is now derived from records in the Student Information Repository System (SIRS).

Item 27 Title I Information for Federal Reporting

A school receiving Title I funds must operate either a Targeted Assistance program or a Schoolwide program. In the past, districts and charter schools have reported Title I status via an online application available through the NYSED Business Portal. Beginning with the 2013-14 school year, this information is being collected via BEDS. Title I status information for 2013-14 and 2014-15 must be entered by charter schools. Information on Schoolwide programs can be found at <http://www.p12.nysed.gov/accountability/T1/titleia/wp.html>. A school that receives Title I funding but does not implement a Schoolwide program is considered, by default, to be operating a Targeted Assistance program. If you are not sure what your Title I status is, please contact your School Data Coordinator or Charter Leader for assistance.

In Section A, indicate whether your school received Title I funding in the 2013-14 school year. If YES, specify either targeted assistance or schoolwide program. Only one type of program may be chosen.

In Section B, indicate whether your school **expects** to receive Title I funding in the **2014-15** school year. If YES, specify if your school **expects** to implement a Schoolwide or a Targeted Assistance program. Only one type of program may be chosen.

All sections of Item 27 should be completed, entering zeros or responding “NO” where appropriate.

If you have questions about completing any section of the “Title I Information for Federal Reporting” item, please contact the Title I School & Community Services office at conappta@mail.nysed.gov or (518) 473-0295.

General Instructions: Include all pupils served in academic intervention services (AIS) and/or supplementary (compensatory) instructional programs funded in whole or in part by Title I. Include students served in regular school day, before school, after school, and/or board-approved extended day programs.

In Sections A1 and A2, enter the total number of students in this school who were eligible for public school choice and the total amount (dollars) expended to implement public school choice for the 2013-14 school year. Report the amount to the nearest whole dollar; do not report decimals or cents.

In Sections B1, B2 and B3, enter the total number of students who were eligible for Supplemental Educational Services, the total number of students who applied for Supplemental Educational Services and the total number of students who received Supplemental Educational Services for the 2013-14 school year. In Sections B4, enter the total amount (dollars) expended to implement Supplemental Educational Services for the 2013-14 school year. Report the amount to the nearest whole dollar; do not report decimals or cents.

In Section E, if your school is a Title 1 Targeted Assistance Schools (TAS), indicate the number of students served during the 2013-14 school year in each of the subject areas listed. Students may be reported in more than one subject area, e.g., may be reported in both Mathematics and Vocational/Career. Enter zero if you school is not a Title 1 Targeted Assistance School (TAS).

In Section F, if your school is a Title 1 Targeted Assistance Schools (TAS), indicate the number of students served during the 2013-14 school year in each of the program support service areas listed. Students may be reported in more than one program support service area, e.g., may be reported in both Health, Dental or Eye Care as well as in Other Support Services. Enter zero if you school is not a Title 1 Targeted Assistance School (TAS).

In Section G, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A Targeted Assistance Schools (TAS) in each of the staff categories provided. For staff who work with both TAS (Targeted Assistance Schools) and SWP (School-wide Programs), report only the FTE attributable to their TAS responsibilities.

FTE is the ratio between the hours of work required in a part-time position and the hours of work normally required in a full-time position in the same setting. For example, 4 teacher aides who work half-time should be reported as 2.0 in the FTE column. Enter FTE to the nearest tenth.

“Paraprofessionals providing instructional support” are employees who provide instructional support in a program supported with Title I, Part A funds (ESEA, Title I, Section 1119(g)(2)). Instructional support includes: (1) providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) providing assistance with classroom management, such as organizing instructional and other materials; (3) providing support in a library or media center; or (4) providing instructional services to students.

“Other paraprofessionals” are paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance (ESEA, Title I, Section 1119(e)).

For the paraprofessionals *only*, provide the number of full-time equivalent (FTE) paraprofessional staff providing instructional support who were qualified in accordance with Section 1119 (c) and (d) of ESEA. A qualified paraprofessional is one who has (1) completed two years of study at an institution of higher education; (2) obtained an associate’s (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness)(Section 1119(c) and (d).) For more information on qualified paraprofessionals please refer to the Title I paraprofessionals Guidance, available at: <http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

In the first column of Section H, enter the number of full-time equivalent (FTE) paraprofessional staff funded by a Title I, Part A School Wide Programs (SWP). Enter FTE to the nearest tenth. In the second column, enter the number of full-time equivalent (FTE) paraprofessional staff providing instructional support who were qualified in accordance with Section 1119 (c) and (d) of ESEA.

Item 28 Teacher Vacancies

In the first column, enter the total number of positions recruited for by preferred certification area; in the following columns indicate the disposition of that recruiting effort for the start of the 2014-15 school year. For example, if you recruited for three teachers who had “English 5-9” certificates and were able to hire two who had “English 5-9” certificates and a third who had an “English 7-12” certificate, then you should report all three as certified for the assignments,

with two having the preferred certificate and one not having the preferred certificate. Reporting this hypothetical “English 7-12” teacher as certified for the assignments but not having the preferred certificate is contingent on the school being able to assign the teacher classes for which the “English 7-12” certificate applies.

As a general rule, report strictly by the preferred certificate desired and recruited for and in anticipation of the classes that would have been assigned to that teacher if a teacher with the preferred certificate had been hired. If a teacher not having the preferred certificate was hired, and the school found it necessary to adjust class assignments among teachers to accommodate the certificate(s) possessed by the newly hired teacher, then the teacher should be reported as “Not Certified for the Assignment(s)”.

Any position not filled by a new hire should be counted as “Left Vacant”, even if it was “filled” or resolved by using a long-term substitute, expanding class sizes, increasing course loads of existing teachers, using administrators to teach, or other means used to “get by”.

NOTE: COMPLETE ITEMS 29, 30 AND 31 IF THIS SCHOOL IS A PRIORITY OR FOCUS SCHOOL

To determine if this school is a Priority or Focus School, please visit:

<http://www.p12.nysed.gov/accountability/ESEA/Designations.html>

Item 29 School Year Minutes and Increased Learning Time

School year minutes are the total of all full school days and half school days, or the total number of minutes that a student who was enrolled for the entire school year would have been required to be in school.

Increased learning time means increasing the length of the school day, week, or year to significantly increase the total number of school hours in order to include additional time for (a) instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and provision of enrichment activities that contribute to a well-rounded education, such as physical education, service learning, and experiential and work-based learning opportunities; and (c) teachers to collaborate, plan, and engage in

professional development within and across grades and subjects. Only report increased learning time that is available to ALL students.

Item 30 Advanced Coursework and Dual Enrollment

Advanced coursework refers to Advanced Placement, International Baccalaureate, advanced mathematics courses, or courses that the state determines to have similar rigor. Completing advanced coursework means that a student finished an advanced coursework class for which he or she received credit in accordance with state or local requirements. Dual enrollment means that a high school student has completed at least one class in a postsecondary institution. 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. Include only students in grades 9, 10, 11, or 12. The reporting period is the regular school year *plus* Summer 2014 courses.

Item 31 Teacher Attendance Rate

A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students. The reporting period is the regular school year plus summer session, if applicable. Teacher attendance rate is based on full time equivalent (FTE) for both full-time and part-time teachers.