

INSTRUCTIONS – SCHOOL DISTRICT SUMMARY FORM: FALL 2007

Item 1 Enrollment in This District

- a. The grade-by-grade enrollment for all grades except Pre-K that will display in shaded boxes on the Online District Summary Form will be a sum of the school enrollments by grade for all schools in the district. These district totals by grade will be displayed automatically and will be running totals based on enrollment data that have been entered for individual schools. The Pre-K total in Item 1a will populate automatically after the Pre-K distribution in Item 1c has been completed. You will not be able to alter the grade-by-grade totals in this section on the summary form itself.

The district level grade-by-grade totals will not be accurate until all schools in the district have entered their enrollments online and Item 1c on this District Summary Form has been completed, after which the district totals should be checked for reasonability and accuracy. If errors are found with the district grade-by-grade totals, enrollment data for the schools, or in Item 1c for Pre-K, must be corrected in order for the district totals to appear correct.

- b. Report the number of students in Item 1a who are being educated in this district but are not residents of this district. Foreign exchange students should be included in Item b2, not residents of New York State. Do not include Pre-K students.
- c. Distribute the total number of Pre-K students into the specified Pre-K programs. No student should be counted more than once. Students reported in any Pre-K program should be four years of age on or before December 1 or otherwise eligible to attend kindergarten next school year.

Students should be reported in Universal Pre-K Programs (including prior TPK funded programs) funded pursuant to Section 3602-e of Education Law. Those programs are operated by this district or by other eligible agencies under a contractual agreement with this school district. If this district has a contractual agreement with a BOCES to provide Universal Pre-K educational services, these students should also be included.

"Other Pre-K Programs" should include programs operated by the district under (but not limited to) the following funding sources: Even Start, Migrant Education, Native American Education, Federal and State Magnet Schools, local tax levy, special legislation funding, and Pre-K Special

Education funding pursuant to Section 4410 of Education Law.

Four-year-old children who receive pre-school special education services for four hours or less per day pursuant to Section 4410 of Education Law should be counted in Other Pre-K Programs only if they are not enrolled in Universal Pre-K Programs.

- d. Enter the number of Universal Pre-K students reported in Item 1c, who are not residents of this district and for whom tuition is or could be charged. This count includes non-resident Pre-K students reported in Item 1c who are enrolled in Universal Pre-K Programs operated by this district or by other eligible agencies under a contractual agreement with this school district through funding sources other than UPK. UPK funds are intended to serve only children who are residents of the district.

Item 2 Incarcerated Youth

Report the total number of persons under 21 years of age who have not received a high school diploma and are incarcerated in a correctional facility maintained by a county or by the City of New York and for whom this district is providing educational services on this date. Such students may include residents and nonresidents of this district. These students should not be included anywhere in Item 1 and should not be reported as enrolled in any school in this district.

Item 3 Equivalent Attendance

Report the total number of students, who are district residents over the compulsory attendance age but under the age of 21, who are not on a regular day school register and not reported as enrolled by any school in this district, and who are on this date in programs leading to a high school diploma or high school equivalency diploma. Programs may be provided directly by this district or through a contract with a Board of Cooperative Educational Services or other school district. Students reported may be part-time if working towards a high school diploma. Such students may be full- or part-time if working towards a high school equivalency diploma.

Item 4 Resident Students Receiving Education Outside of This District on a Tuition Basis (Do not include Pre-K or Equivalent Attendance Programs)

- a. Report the number of resident students with disabilities who are attending other public school districts on a full-time basis. This district must be paying or could be charged tuition for the count to be reported in this item. Resident students attending Special Act School Districts should be counted in Item 4e rather than this item.
- b. Report the number of resident general education (not special education) students enrolled full-time in other public school districts. This district must be paying or could be charged tuition for the student(s) to be reported in this item.
- c. Report the number of resident students with disabilities enrolled full-time at BOCES. Part-time BOCES students should *not* be reported in this item.
- d. Report the number of resident general education (not special education) students enrolled full-time at BOCES. Part-time BOCES students should not be reported in this item. These students would be in alternative programs leading to a regular high school diploma and not included on the regular day school register of any school in the district.
- e. Report the number of special education students for whom the district contracts with an approved private school under section 4201, 4402 or 4407 of the Education Law. Include resident students with disabilities attending the Children's Unit for Treatment and Evaluation at the State University of Binghamton. Also include those students attending any of the following Special Act School Districts:

Abbott House UFSD
Berkshire UFSD
George Jr. Republic UFSD
Greenburgh Eleven UFSD
Greenburgh Graham
Greenburgh-North Castle UFSD
Hawthorne Knolls UFSD
Lakeside UFSD
Little Flower UFSD
Mount Pleasant-Blythdale UFSD
Mount Pleasant-Cottage UFSD
Randolph Children's Home
West Park UFSD

- f. Report the number of students with disabilities attending the New York State School for the Blind at Batavia or the New York State School for the Deaf at Rome.

Item 5 Homebound Students – This Year

Report the number of students who are currently unable to be present in school and who are being instructed at home at district expense, and who have *not* been included as enrolled in Item 1a or by any school in this district. Enter zero if this district has no homebound students.

Item 6 Homebound Students – Last Year

Report the number of students who during the 2006-07 were unable to be present in school and who were instructed at home at district expense during the regular school year (September through June). Reported students may or may not have been reported as enrolled in district schools last year. Enter the student counts according to the total number of full-days that they were instructed at home during the 2006-07 school year. Enter zero if this district has no homebound students last year.

Item 7 Children Instructed at Home

This is defined as a situation in which children of compulsory school age are instructed at home by a parent, or parents, or by a tutor employed by the parent(s). Such students receive their basic instructional program in subjects required by State law and regulations and are not attending any public or nonpublic school. Do *not* report these students in Item 1. Do not include children receiving homebound instruction by the district or BOCES.

In Item 7c, of the total number of students reported in Item 7b, report the number of students known to have a disability. Knowledge of disability may have come via screening by the Committee on Special Education, by a review of the student's Individualized Home Instruction Plan in conjunction with discussion with the parent(s) or by verbal or written notice from another school, district or agency. Part c of this question should be answered with readily available data and without extensive research on the student's testing, etc.

Item 8 Pre-K Teachers

Indicate the number of full- and part-time teachers employed by this district and reported in Item 10, Professional Staff in This District, who teach exclusively at the Pre-K level.

Item 9 Title 1 Paraprofessionals

To comply with the No Child Left Behind Act of 2001 (NCLB), New York State must report to the US Department of Education on the percentage of Title 1 paraprofessionals who meet the NCLB definition of “qualified.” NCLB requires all Title 1 paraprofessionals to be “qualified” by January 8, 2006. If your district is not receiving Title 1 funds for the 2007-08 school year, or if your district does not employ any Title 1 paraprofessionals, enter zero for both Items 9a and 9b.

Definitions needed to complete these items are in NCLB Field Memo #03-2003 and its addendum, and are in NCLB Field Memo #10-2003. These Field Memos are available at:

<http://www.highered.nysed.gov/nclb03-2003> and <http://www.highered.nysed.gov/nclb10-2003>.

Questions about these items should be sent to NCLBNYS@mail.nysed.gov.

Item 10 Professional Staff in This District

In this item, provide an *unduplicated* count of all professional staff in this district. The count is comprised of the total of building level professional staff reported in Item 5 of the School Data Form(s) **plus** central office professional staff, including professional staff members assigned to more than one school in this district that are not reported by any of the schools.

In this item, do not include BOCES staff working in this district, teaching assistants or teacher aides.

Full-time professional staff members are defined as those persons who spend their entire school day and school week working in this district, *regardless* of the number of buildings in which they have assignments. Part-time professional staff members are defined as those persons who work less than a full day or full week in this district.

The "Teachers" category should include all personnel who devote more than half of their time to teaching duties, including teaching in such subject areas as art, music, physical education and reading.

The category "Other Professional Staff" should include administrators (except principals and assistant principals), guidance counselors, school

nurses, psychologists and other professionals who devote more than half of their time to nonteaching duties.

The total number of professional staff reported must equal the number of personnel completing Basic Educational Data System (BEDS) Personnel Forms. Persons who complete a teaching form and a nonteaching form should be counted only once in the category that accounts for the greater portion of their time.

The racial/ethnic designations used in this item do not denote scientific definitions of anthropological origins. For the purpose of this report, an employee should be included in the group to which he or she appears to belong, identifies with or is regarded in the community as belonging. However, no person should be counted in more than *one* racial/ethnic group.

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).

Black or African American (not Hispanic origin) – a person having origins in any of the black racial groups of Africa.

Asian or Pacific Islander – a person having origins in any of the original peoples of East Asia, Southeast Asia, the Indian Subcontinent or the Pacific Islands. This area includes, for example, China, Japan, Korea, India, the Philippine Islands and Samoa.

Hispanic or Latino – a person of Mexican, Puerto Rican, Cuban, Central American, South American or other Spanish culture or origin, regardless of race.

White (not Hispanic origin) – a person having origins in any of the original peoples of Europe, North Africa or the Middle East.

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 or 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: SED is in transition to the Census 2000 categories for race/ethnicity and to the categories that will be required for federal reporting in the near future. You may report in, but are not required to report in, the “Multi-Racial” category for fall 2007 BEDS reporting. The “Hispanic or Latino” category is just a renaming of the old “Hispanic” category.

The “Black or African American” category is just a renaming of the former “Black” category. In future years the “Asian or Pacific Islander” category will be split into separate “Asian” and “Hawaiian or Other Pacific Islander” categories.

Item 11 Other Staff in This District

Report in the categories listed, all paraprofessionals and support staff employed by this school district. Report as teacher aides or library support staff only persons engaged in activities which, in the absence of such staff, would ordinarily be performed by teachers or librarians. Report as teaching assistants only persons who actually hold licenses or certificates as teaching assistants.

“Part-time” employees include (1) those whose assignments require less than the normal school (or work) day for that assignment or normal school (or work) week for that assignment and (2) those persons employed on a full-time basis who divide their time between two or more duties.

In the third column, indicate the full-time equivalence (FTE) of the amount of time worked by the *part-time* staff in each category. The FTE column should be completed only if part-time staff have been reported. The FTE should be shown to the nearest tenth (one decimal place).

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. Similarly, an individual who spends half-time as a teaching assistant and half-time as a health aide would be reported as “1” in the part-time column as teaching assistant with a 0.5 FTE and also “1” in the part-time column as a health aide with a 0.5 FTE.

Item 12 Teachers Completing a HOUSSE

Enter the unduplicated count of teachers of classes in core academic subjects who completed the High Objective Uniform State Standard of Evaluation (HOUSSE) between July 1, 2006 and June 30, 2007 to become “highly qualified.” Count a teacher only once even if the teacher completed more than one HOUSSE to become “highly qualified” in more than one core academic subject between July 1, 2006 and July 30, 2007. More information about the definition of “highly qualified” and the HOUSSE can be found in the most recent Fact Sheet at

www.highered.nysed.gov/nclbhome.htm

Item 13 Homeless Children

These data are being collected for federal reporting purposes pursuant to the McKinney-Vento Homeless Assistance Act. It is very important that districts accurately identify the number of students experiencing homelessness because it enables New York State to receive federal funding. School districts may also receive funding from the New York State Education Department to provide services to such students based on the number of students identified as homeless, among other factors.

If there are any questions about which students are covered as homeless or about the primary nighttime residences of homeless students, contact the New York State Education Department, Homeless Education Office, at 518-473-0295 or the NYS Technical and Education Assistance Center for Homeless Students at 1-800-388-2014.

In 13a, report by grade level the number of students who were homeless at any point during the 2006-07 school year. Report both half- and full-day kindergarten students in the Kindergarten category. Report all homeless students regardless of whether they received services funded by the federal McKinney-Vento Homeless Assistance Act. However, for purposes of this item the McKinney-Vento definition of a homeless student should be used.

Under the McKinney-Vento Act, a homeless student means a child who “lacks a fixed, regular, and adequate nighttime residence.” This includes children:

- who are sharing the housing of others because they have lost their housing, economic hardship, or similar reason (sometimes referred to as “doubled-up”);
- living in shelters or transitional living programs;
- living in motels, hotels, trailer parks, or camping grounds;
- abandoned in hospitals;
- awaiting foster care placement;
- living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or in similar settings.

In 13b, for the homeless students reported in part “a”, enter the number who had the listed housing arrangements as their primary nighttime residence. If a student fell into more than one housing arrangement, choose the one that accounted for the greater share of their homeless time. “Shelters” includes emergency and transitional shelters licensed

by local social service departments and the Office of Children and Family Services and transitional living programs. “Doubled-up” refers to students who are sharing the housing of others because they have lost their housing, economic hardship or similar reason. “Unsheltered (e.g., cars, parks, campgrounds, etc.)” includes students who are not living in a building. “Hotels/Motels” refers to students who are temporarily residing in a hotel or motel because they have lost their permanent housing. This can include students who are placed in a hotel or motel by a local social services department or to families who have moved to a motel or hotel on their own due to loss of housing.

Examples of difficult to classify “primary nighttime residences” and how they should be counted:

- Children and youth who live in abandoned buildings, trailer parks, bus and train stations, and abandoned in the hospital may be categorized as “Unsheltered.”
- Children and youth, including runaway youth or unaccompanied youth, who live with relatives or friends due to being homeless may be categorized as “Doubled-up.”
- Substandard or inadequate housing may be categorized as “Unsheltered.”

Report a student only once in each of parts “a” and “b”. The sum of students reported in both part “a” and part “b” should be equal.

Every district must have a Local Educational Agency (LEA) Liaison responsible for identifying and assisting students who are homeless. Part of the identification process includes recording the type of primary residence the student has at the time of identification. The LEA Liaison and building level attendance and enrollment officers should be contacted to help the district determine these figures. Schools receiving Title I funds are required to have enrollment forms that would identify homeless students based on living arrangements.

Item 14 Appeals to Graduate with a Lower Score on a Regents Examination

Beginning with students entering grade 9 in 2005, students who have taken and passed certain courses in preparation to take a Regents examination and have a 65 course average but whose highest score on the Regents examination is below but within three points of the 65 passing score may appeal to graduate

with a local or Regents diploma using the lower score. A student must have taken the specific Regents examination twice in order to appeal. Students who are granted an appeal on two examinations and who fulfill all other course and testing requirements will receive a local diploma. Students who are granted an appeal on one examination and who fulfill all other course and testing requirements will be determined to have met all graduation requirements and, thereby, earn a Regents diploma.

In 14a, enter the number of appeals sought and the number of appeals granted for each of the specified Regents examinations during the 2006-07 school year. If an appeal was sought prior to July 1 but granted on or after July 1, count the appeal only as sought; this appeal should be counted as granted in the following school year.

In 14b, enter the number of students who were granted appeals on two Regents examinations during the 2006-07 school year, regardless of what year the appeals were sought

In 14c, enter the number of students who were granted an appeal on one Regents examination during the 2006-07 school year and on another appeal during the 2005-06 school year, regardless of what year the appeals were sought.

Item 15 Chief Information Officer

In 15a, indicate whether or not this district has someone designated as its Chief Information Officer (CIO). Broadly speaking, this person would be responsible for the district’s information technology, processing and dissemination. Part of the CIO’s duties would be to coordinate state and federal reporting, including the coordination of student data moving into the Student Information Repository System (SIRS). Though this person might delegate many tasks, this person would be a primary point of contact in the district for data and reporting issues.

If the response to 15a is YES, then enter the first and last name of the CIO in 15b. If there is a CIO position and that position is vacant, enter “VACANT” in the last name field. If the CIO duties are shared by more than one person, select the one that has the greater share on the CIO duties.

If the response to 15a is YES, then in 15c indicate the portion of a full-time position that the CIO duties consume. If there is more than one person sharing the CIO duties and the total time consumed by their collective CIO duties consumes more than one full-time position, select “full-time”.

If the CIO position is less than a full-time, then in 15d indicate what the CIO’s other primary responsibility is. Select “Other duties” if the CIO is less than full-time and he or she performs no other functions for the district.

Item 16 Computer and Technology Literacy

In 16a, indicate whether or not this district has effectively and fully integrated technology into the learning environment. The “NA” response is allowable only if this district does not receive federal Title IID funds. Full technology integration into curriculum and instruction presents a desirable learning environment in which technology tools and resources can be effectively used to extend and expand learning. A high integrated technology learning environment provides students and teachers with:

- Access to up-to-date, primary source material;
- Ways to collaborate with students, teachers, and experts around the world;
- Opportunities for expressing understanding via images, sound, and text.

In 16b, enter the unduplicated counts of professional personnel achieving and not achieving acceptable performance on standards-based profiles of technology user skills during the 2006-07 school year. Goal 2 of the NYS Draft Tehnology Plan – February 2003 is your guide for this part. Goal 2 states: *Every teacher and prospective teacher will meet technology competency standards that ensure their ability to use learning technologies effectively in supporting student achievement of the New York State Learning Standards.* The NYS Draft Tehnology Plan – February 2003 can be viewed at <http://www.emsc.nysed.gov/deputy/Documents/technology/tech-plan-2-03.html>

In 16c, enter the number of eighth grade students evaluated at the end of the eighth grade for school year 2006-07 who were evaluated as being either technology literate or not technology literate, or for whom evaluations were not performed. 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 in use of computers and applications;
- demonstrate understanding of ethics and safety issues in using electronic media and responsible use of technology; and,
- use technology for communication, research and collaboration and problem-solving,. To locate, collect, synthesize, and evaluate information from a variety of electronic sources, and to use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.

Item 17 Office of the Superintendent

Provide, if one exists, an E-mail address for the Office of the Superintendent. The E-mail address may be generic to the Office of the Superintendent or may be specific for the individual in that position. If the E-mail address is specific to the individual and that person becomes no longer employed by the district or otherwise stops performing the superintendent's functions, then there should be procedures in place to forward E-mail messages to the new or interim superintendent.

Item 18 World Wide-Web Address

Provide, if one exists, the address (URL) for the district's World-Wide Web homepage.