

INSTRUCTIONS FOR COMPLETING BASIC EDUCATIONAL DATA SYSTEM NON-PUBLIC SCHOOL DATA FORM – Fall 2009

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.

General Instructions

1. This form should be completed by the principal or headmaster of this school. The name and title of the person completing the form should appear in the space provided on the front page. Before returning 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. 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. 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.
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 2009-010 school year unless specified otherwise.

Item Instructions

Item 1 School Code

The State Education Department has assigned a twelve-digit identification code to each school. The code for this school appears on the cover of this data form. Referring to the cover, print the appropriate code numbers in the squares provided immediately below the title "School Code." This does not apply to schools completing the form for the first time.

Item 2 School Name

Print the complete name of this school in the space provided.

Item 3 Enrollment in This School

In this block, response areas are provided *by race and gender* for each possible grade, beginning with "Pre-kindergarten" and ending with "Ungraded Secondary." Note that response areas are provided both for ungraded students with disabilities at the elementary level (ages 12 and below) and for ungraded students with disabilities at the secondary level (ages 13 and above). *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.* You should complete the appropriate response areas for each grade that you have in the school. The response areas for grades that you *do not have* in the school should be left blank.

Report all students enrolled and under the administration of this school, principal or headmaster even if some enrolled students are physically housed at other locations.

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.

For each grade in your school, begin by recording the total grade enrollment at the far right and then 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 ancestry, 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. For the purpose of this report, a student 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 Alaskan 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 (not Hispanic origin)* – A person having origins in any of the black racial groups of Africa.
- c) *Asian or Pacific Islander* – A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands and Samoa.
- d) *Hispanic* – A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- e) *White (not Hispanic origin)* – A person having origins in any of the original peoples of Europe, North Africa or the Middle East.
- f) *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.

Item 4 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.

The following schools should *not* complete this item and, instead, should continue with Item 5:

- State-supported schools pursuant to Ed. Law 4201;
- schools operated by the Department of Correctional Services;
- schools operated by the Office of Mental Retardation and Developmental Disabilities;
- schools operated by the Office of Mental Health;
- schools operated by the City University of New York or the State Education Department; and
- schools operated by the Office of Children and Family Services.

If, after examining the six "not applicable" categories cited above, it is determined that your school should complete item 4, report in "Part a" your New York State resident students by district of residence and the number of students by Pre-K and K-12 levels. The K-12 category includes both ungraded elementary and ungraded secondary students. Using the enclosed alphabetical listing of public school districts, enter the six-digit district code for each district for which you have reported students. Note: New York City, as a district of residence, should be reflected using the general New York City district code of 30-00-00.

If this school has students enrolled who are residents of other states or countries, indicate their total numbers in "Part b" of this item. If this school has students enrolled who are found to be otherwise ineligible, indicate their total numbers in "Part c" of this item.

Finally, the *total count* of Pre-K and K-12 students reported in this item must match the total Pre-K through Grade 12 enrollments reported in Item 3 on page 3 of this form.

Item 5 Professional Staff in This School

Provide unduplicated counts of full-time and part-time 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.*

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 Headmaster" 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 headmaster 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, 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 6 Foreign Language Instruction in This School

Indicate whether or not this school offers foreign language instruction during the 2009-010 school year. If yes, indicate the total number of students enrolled and the number of teachers in the languages and grade levels specified.

Item 7 Public Welfare

Report only those students who are members of families whose primary means of support is public welfare. Provide your best estimate in answering this item. Such estimates should be based on your general familiarity with the characteristics of the

student population of your school and of the surrounding community.

In the absence of other sources of information, records kept on the number of students receiving free breakfast, lunch or milk may be utilized in estimating this percentage.

Item 8 Student Stability

Indicate the number of students in the highest grade in this school who were enrolled in this school last year. For example, if the sixth grade is the highest grade in this school, determine how many students from this year's sixth grade class were in this school last year. The important point to remember is that this year's class in the highest grade is the base for determining the number enrolled last year.

Report "N.A." for this question if the school meets any of the following criteria:

- a) The school contains only one grade level.
- b) The highest grade level of the school is kindergarten.
- c) The school primarily serves students with disabilities or students classified as neglected or delinquent.
- d) The school is new this year.

Item 9 Limited English Proficient Students

Enter a check mark to indicate whether or not this school has any students who are limited English proficient (LEP). 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 Language Assessment Battery-Revised (LAB-R) or the New York State English as a Second Language Achievement Test (NYSESLAT);..."

If YES is checked, indicate the number of students by grade range who are LEP. K-6 includes ungraded elementary and 7-12 includes ungraded secondary.

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 10 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. 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 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 C, enter by enrollment level the number of *approved applicants for free and reduced-price lunches*. Counts should be as of the end of the first attendance period and are needed even if a “Provision B” agreement is in place.

Each student with an approved application should be counted once and 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 *half-day* kindergarten, then in Section D indicate whether or not the free and/or reduced-price lunch program is available to half-day kindergarten students.

Item 11 Students Supported by Public Funds

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 and whose tuition is supported by public funds under contract with a public school district. The total number of students reported in this item cannot exceed the number reported in Item 3 – Enrollment in This School.

Item 12 Computer Resources

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

Enter the number of microcomputers into the five categories based on their location, use or intended use, and based on the relative processing power of their CPUs. Higher-end, for purposes of this item, includes Pentium 3, Macintosh G3 or equivalent microcomputers, or any newer generation of

microcomputer or CPU. Lower-end, for purposes of this item, includes any microcomputer below the Pentium 3/Macintosh G3 level.

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.

Item 13 Internet Connectivity

In Section A, of the total number of computers used for instruction (meaning reported in any of the six cells in Item 12 for classroom or science labs, computer technology 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, indicate whether or not this school or district provides individual e-mail accounts to administrators, teachers and/or students.

In Section C, if you checked in Section B that teachers are provided e-mail accounts through the school, indicate whether or not there is an expectation for teachers to use their school-provided e-mail address as a primary tool for communication with students and parents. Indicate “Not Applicable” if teachers are not provided an e-mail account through the school or district.

Item 14 Distance Learning

In Section a, indicate whether or not this school utilizes distance learning. For purposes of this item, distance 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 methods are being utilized by students in this school.

Item 15 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 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 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 and the approximate total number of students that can be seated in the library at any one time.

In Section b, enter the total number of books (volumes) contained in the library as of October 1, 2009. Books to include are those in hardcover and paperback format, reference books and encyclopedias. Enter 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 and whether or not this school is a member of a School Library System.

Section c on staff does not apply to nonpublic schools. Go on to Section d.

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. In Section d2, check the amount of time per week, if any, that this school's library operates on a flexible schedule. Finally, in Section d3, indicate the amount to which this library collaborates and integrates with the classroom.

Item 16 Operational Status

Indicate whether this school is for profit or is nonprofit.

If you do not have a BEDS number and you are applying for one by completing this form and the school is operated by a corporation, specify which type.

NOTE: If this school already has a BEDS number, leave this section blank.

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

- it is incorporated under the *Not-for-Profit Corporation Law* with the consent of the Commissioner of Education;
- 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*; or
- It is exempt from Federal income tax under *section 501 (c) (3) of the Internal Revenue Code of 1954* or the corresponding provision of any future United States Internal Revenue Law

Item 17 Contact Information for the Office of the Principal

Provide, if one exists, an e-mail address for the Office of the Principal. The e-mail address may be generic to the Office of the Principal or may be specific for the individual in that position. SED assumes that e-mail messages will be forwarded to appropriate personnel in the event that individual specific e-mail addresses listed here become defunct.