



L2RPT Report Guide

SIRS-114 High School Accountability Achievement Verification Report

Change Log:

September 23, 2025

Impact of 2024-25 Major Life Event (MLE) exemption.

Minimum subgroup size update from ≥ 30 to ≥ 20 for district/school accountability beginning in 2024-25.

Clarification on hierarchy of assessments used when multiple assessments taken in the same subject.

Guidance on how to access ancillary student data (e.g., demographic data) for students in the detail report from the summary report.

About the Report

The *SIRS-114 High School Accountability Achievement Verification Report* allows districts and schools to view data they reported in the Student Information Repository System (SIRS) that will be used to determine Participation Rate as well as Core Subject Performance and Weighted Average Performance accountability measure outcomes at the secondary level. These outcomes and others are used for making accountability status determinations for the 2022-23 school year and moving forward under New York State's State Plan to comply with the Every Student Succeeds Act (ESSA). For more information about the State Plan, the New York State accountability system, and the modified methodology used for determining accountability statuses and support models, please visit: [Office of Accountability](#)

This report does not need to be certified; however, it should be reviewed for accuracy. The underlying data used to create this report are in the SIRS-204 Total Cohort Assessments Report and the SIRS-302 Tested/Not Tested Confirmation All Assessments Report, which are required to be certified. **The Department strongly encourages you to review the data in the SIRS-114 High School Accountability Achievement Verification Report.**

This report includes a **summary report** that contains secondary-level ELA and mathematics participation rates; and ELA, math, science, and social studies Core Subject and Weighted Average Performance Indices aggregated by student subgroup. This report also includes a **detail report** that contains student-level demographic and assessment data for students in the summary reports.

IB exams approved as Regents alternatives in March 2024 may not be included in these reports but will be included when accountability status determinations are made.

Beginning in 2023-24, students who earned the highest possible score on an approved Regents alternative are included in the Performance Level 3 counts; however, they will be

counted as Performance Level 4 when these data are used for accountability calculation purposes.

Participation: At the secondary level, students reported in SIRS as in grade 12 in the reporting year are used to determine a school's or district's participation rate in English and mathematics for accountability purposes. Students with valid scores on a Regents examination, approved alternative to a Regents examination, or the secondary-level New York State Alternate Assessment (NYSAA) (if eligible) earned any time prior to June 30th of the reporting year in which the student is in grade 12 are counted as tested for participation purposes.

Performance: At the secondary level, the Core Subject and Weighted Average Performance Indices (PIs) for accountability are determined in English, mathematics, science, and social studies using the Four-Year Accountability Cohort as of June 30th of the reporting year. For more information about this cohort, see the Cohort Definitions section of the [SIRS Manual](#). The highest performance level (or highest score if the student earned the same performance level on multiple tests in the same subject) earned on a Regents examination, an approved alternative to a Regents examination, or the NYSAA (if eligible) any time prior to June 30th of the reporting year is used to determine the secondary-level performance outcomes for accountability purposes.

A Performance Index for each of the four subjects is calculated using the following formula:

$$((\text{Level 2} + 2 \times \text{Level 3} + 2.5 \times \text{Level 4}) / \text{number of students in the cohort}) \times 100$$

Exemptions

Participation Exemptions:

COVID Exemptions: Students in grade 12 whose only assessment record is an "Exemption" on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible) in the 2019-20 reporting year are removed from the numerator and denominator when participation rates are calculated.

Major Life Event Exemptions: Students in grade 12 whose only assessment record is an "Exemption" in the 2024-25 reporting year are included in the denominator but not in the numerator when participation rates are calculated.

Performance Exemptions

COVID Exemptions: Students in the cohort whose only assessment record is an "Exemption" on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible) in the 2019-20 reporting year are removed from the numerator and denominator when Weighted PIs are calculated. Only students in the cohort with a valid score on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible) are included in the numerator and denominator when Core Subject PIs are calculated. Students whose only assessment record is an "Exemption" are included in the denominator but not the numerator when Weighted PIs are calculated and are included in neither the numerator nor the denominator when Core PIs are calculated. Students whose only assessment record is an exemption for any administration of a Regents exam except that in June 2020 or the NYSAA or

an approved Regents alternative in 2019-20 are counted as have not valid score (or Not Tested) for Participation and Weighted Average Performance.

Major Life Event Exemptions: Students in the Performance Cohorts whose only assessment record is an “Exemption” in the 2024-25 reporting year are considered to have no valid score on that assessment, are excluded from the Core Subject Performance Cohort, and are excluded from the numerator when calculating Performance Indices for Weighted Average Performance.

SUMMARY REPORT

Participation (English and Math)

(a) Participation Rate Enroll = Students whose last enrollment record in the SIRS as of June 30 of the reporting year indicates that the student is in grade 12.

(b) June 2020 Exemptions for Participation = Students in Participation Rate Enroll whose only assessment record is an “Exemption” on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible) in the 2019-20 reporting year.

(c) Partic Rate Enroll minus June 2020 Exemptions = (c)=(a) – (b), which is the denominator used to calculate the estimated participation rate.

(d) Tested = Students in (c) with a valid score on an approved assessment.

(e) Not Tested for Participation = Students in (c) with no valid score on an approved assessment.

(f) Estimated Participation Rate = (f) = (d/c)

Estimated Participation Rates are for the current reporting year only.

Performance (English and Math)

Weighted Average Performance

(g) Accountability Cohort Enroll = Students in the accountability cohort; that is, students who first entered grade 9 four years prior to June 30th of the reporting year. For more information about who is included in this cohort, see the Cohort Definitions appendix of the [SIRS Manual](#).

(h) June 2020 Exemptions for Performance = Students in the accountability cohort whose only assessment record is an “Exemption” on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible) in the 2019-20 reporting year.

(i) Accountability Cohort Enroll minus June 2020 Exemptions = (f)=(g) – (h), which is the denominator used to determine the Performance Index for Weighted Average Performance.

- (j) Not Tested for Weighted** = Students in (i) with no valid score on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible).
- (k) Level 1** = Students in (i) whose highest accountability performance level is a Level 1 on a Regents examination or NYSAA (if eligible) or who have no valid assessment record in the subject.
- (l) Level 2** = Students in (i) whose highest accountability performance level is a Level 2 on a Regents examination or NYSAA (if eligible).
- (m) Level 3** = Students in (i) whose highest accountability performance level is a Level 3 on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible).
- (n) Level 4** = Students in (i) whose highest accountability performance level is a Level 4 on a Regents examination or NYSAA (if eligible).
- (o) Estimated Performance Index** = $((\text{Level 2} + 2 \times \text{Level 3} + 2.5 \times \text{Level 4}) / \text{number of students in the cohort minus June 2020 exemptions}) \times 100$, so $o = (l + 2m + 2.5n) / (i) \times 100$

Core Subject Performance

- (p) Accountability Cohort Enroll with Valid Scores** = Students in the accountability cohort; that is, students who first entered grade 9 four years prior to June 30th of the reporting year, with valid scores on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible). For more information about who is included in this cohort, see the Cohort Definitions appendix of the [SIRS Manual](#).
- (q) Level 1** = Students in (p) whose highest accountability performance level is a Level 1 on a Regents examination or NYSAA (if eligible).
- (r) Level 2** = Students in (p) whose highest accountability performance level is a Level 2 on a Regents examination or NYSAA (if eligible).
- (s) Level 3** = Students in (p) whose highest accountability performance level is a Level 3 on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible).
- (t) Level 4** = Students in (p) whose highest accountability performance level is a Level 4 on a Regents examination, or NYSAA (if eligible).
- (u) Estimated Performance Index** = $((\text{Level 2} + 2 \times \text{Level 3} + 2.5 \times \text{Level 4}) / \text{number of students in the cohort with valid scores}) \times 100$, so $u = (r + 2s + 2.5t) / (p) \times 100$

Performance (Science and Social Studies)

Weighted Average Performance

- (a) Accountability Cohort Enroll** = Students in the accountability cohort; that is, students who first entered grade 9 four years prior to June 30th of the reporting year. For more information about who is included in this cohort, see the Cohort Definitions appendix of the [SIRS Manual](#).

- (b) June 2020 Exemptions for Performance** = Students in the accountability cohort whose only assessment record is an “Exemption” on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible) in the 2019-20 reporting year.
- (c) Accountability Cohort Enroll minus June 2020 Exemptions** = $(c)=(a-b)$, which is the denominator used to determine the Performance Index for Weighted Average Performance.
- (d) Not Tested for Weighted** = Students in (c) with no valid score on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible).
- (e) Level 1** = Students in (c) whose highest accountability performance level is a Level 1 on a Regents examination or NYSAA (if eligible).
- (f) Level 2** = Students in (c) whose highest accountability performance level is a Level 2 on a Regents examination or NYSAA (if eligible).
- (g) Level 3** = Students in (c) whose highest accountability performance level is a Level 3 on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible).
- (h) Level 4** = Students in (c) whose highest accountability performance level is a Level 4 on a Regents examination or NYSAA (if eligible).
- (i) Estimated Performance Index** = $((\text{Level 2} + 2*\text{Level 3} + 2.5*\text{Level 4})/\text{number of students in the cohort minus June 2020 exemptions}) * 100$, so $i=(f+2g+2.5h)/(c) * 100$

Core Subject Performance

- (j) Accountability Cohort Enroll with Valid Scores** = Students in the accountability cohort; that is, students who first entered grade 9 four years prior to June 30th of the reporting year, with valid scores on a Regents examination, approved alternative to a Regents examinations, or NYSAA (if eligible). For more information about who is included in this cohort, see the Cohort Definitions appendix of the [SIRS Manual](#).
- (k) Level 1** = Students in (j) with a valid score equivalent to an accountability Level 1 on a Regents examination or NYSAA (if eligible).
- (l) Level 2** = Students in (j) with a valid score equivalent to an accountability Level 2 on a Regents examination or NYSAA (if eligible).
- (m) Level 3** = Students in (j) with a valid score equivalent to an accountability Level 3 on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible).
- (n) Level 4** = Students in (j) with a valid score equivalent to an accountability Level 4 on a Regents examination or NYSAA (if eligible).
- (o) Estimated Performance Index** = $((\text{Level 2} + 2*\text{Level 3} + 2.5*\text{Level 4})/\text{number of students in the cohort with valid scores}) * 100$, so $o=(l+2m+2.5n)/(j) * 100$

Minimum Subgroup Size: Prior to 2024-25, final accountability outcomes were calculated when the subgroup had a minimum size of 30. Beginning in 2024-25, final accountability outcomes are calculated when the subgroup has a minimum size of 20.

Former Students with Disabilities: If there are 30 or more students with disabilities in the cohort, when calculating final accountability outcomes, former students with disabilities will be included in the students with disabilities subgroup.

Former English Language Learners (ELLs): If the number of former ELLs is less than 50% of the sum of ELLs and former ELLs, when calculating final accountability outcomes, former ELLs will be included in the ELL subgroup.

Approved Regents Alternatives

Students who earn the highest score possible on an approved alternative will be included as Level 3 in this report; however, when final accountability calculations are determined, they will be included as a Level 4.

Assessment used for accountability if multiple taken in ELA or math:

If a student takes multiple ELA or math Regents or approved alternatives for use at the secondary level for accountability, the assessment used will be the one on which the student earned the highest Accountability Achievement Level. If the student earned the highest Accountability Achievement Level on multiple assessments, the assessment used will be the one on which the student earned the highest score. If the scores are the same, the assessment used will be the Algebra II followed by Geometry followed by Algebra I for math. For ELA, it will be the Regents exam over an approved alternative.

Regents and approved Regents alternatives in ELA taken prior to grade 9 may NOT be used for secondary-level accountability participation or performance purposes. Regents and approved Regents alternatives in math taken prior to grade 6 may NOT be used for secondary-level accountability participation or performance purposes.

Students who did not take an ELA or math Regents or approved alternative but are eligible to take the NYSAA in these subjects (designated as such by their CSE and reported in SIRS with Program Service Code 0220, at least one Challenge Code, and with a grade of “UGE” or “UGS”) will have their NYSAA results used for accountability purposes.

Assessment used for accountability if multiple taken in science or social studies:

If a student takes multiple science or social studies Regents or approved alternatives for use at the secondary level for accountability, the assessment used will be the one on which the student earned the highest Accountability Achievement Level. If the student earned the highest Accountability Achievement Level on multiple assessments, the assessment used will be the one on which the student earned the highest score. Beginning in 2024-25, if the scores are the same, the assessment used will be the most recent taken.

Advanced middle school students must take a different science assessment at the secondary level than the one they received accountability credit for at the elementary/middle level.

Regents and approved Regents alternatives in science taken prior to grade 7 may NOT be used for secondary-level accountability performance purposes. Regents and approved

Regents alternatives in social studies taken prior to grade 9 may NOT be used for secondary-level accountability performance purposes.

Students who did not take a science or social studies Regents or approved alternative but are eligible to take the NYSAA in science or social studies (designated as such by their CSE and reported in SIRS with Program Service Code 0220, at least one Challenge Code, and with a grade of “UGE” or “UGS”) will have their NYSAA results used for accountability purposes.

DETAIL REPORT

This report includes student demographic and assessment data as reported in the Student Information Repository System (SIRS).

- ❖ **Student ID:** Local unique identifier assigned to the student by the Local Education Agency (LEA) in which the student is enrolled, as reported in the School District Student ID field of most templates.
- ❖ **NYSSIS ID:** Unique statewide student identifier assigned by the New York State Student Identifier (NYSSIS) system.
- ❖ **Student Name:** Student name as reported in the Student Lite template.
- ❖ **Location:** School where the student was enrolled, as indicated by the BEDS of location reported for the student. For students who are placed out-of-district, this may be a school or BOCES outside the district.
- ❖ **Grade:** Instructional (“grade”) level for the student, as determined by the school district and as reported in the Grade Level field of the Student Lite and School Entry/Exit templates. See Grade Level Codes and Descriptions in the [SIRS Manual](#).
- ❖ **NYSAA Eligible:** Student reported as ungraded, with a disability program service code, and with program service code 0220 (Eligible for Alternate Assessment) in the Program Service Code field of the Programs Fact template, indicating that the student is eligible to take the NYSAA to fulfill the participation and performance requirements for ELA and mathematics accountability.
- ❖ **Subject Area:** Subject (ELA, Mathematics, Science, Social Studies) for which the assessment detail information is provided.
- ❖ **Assessment Description:** Name of the assessment and date of test administration used for accountability, as reported in the Assessment Measure Standard Description in many templates.
- ❖ **Standard Achieved (Accountability):** Accountability Achievement Level

ELA and Math Participation: Tested indicates student was reported with a valid score on an approved secondary-level assessment, as reported in the Assessment Standard Met field of the Assessment Fact template. Not Tested indicates the student was not reported with a valid score on an approved secondary-level assessment. Exempt means the only assessment record reported for the student is an “Exemption” on a Regents examination, approved alternative to a Regents examination, or NYSAA (if eligible) in the 2019-20 reporting year. Hardship means the student was reported with a Major Life Event in 2024-25.

ELA, Math, Science, and Social Studies Performance: Accountability Achievement Level received or calculated, using the Standard Achieved Code reported in the Assessment Standard Met field of the Assessment Fact template.

- ❖ **Score:** Score for the assessment used for accountability, as reported in the Assessment Score field of the Assessment Fact template.

If you select “Yes” for “Display Ancillary Data” on the summary report, the following data will also be available in the detail report:

- ❖ **Gender:** Student’s gender (Male, Female, Nonbinary), as reported in the Gender Description field of the Student Lite template.
- ❖ **Ethnicity:** The student’s racial or ethnic affiliation (Asian, Black or African American, Hispanic or Latino, American Indian or Alaska Native, Multiracial, Native Hawaiian/Other Pacific Islander, White). Students reported with ‘Yes’ in the Hispanic/Latino Ethnicity Indicator field in the Student Lite template are counted as Hispanic. Students reported with ‘No’ in the Hispanic/Latino Ethnicity Indicator field are included in the ethnicity group as indicated by the Race Code reported in the Student Lite template. If multiple Race Codes are reported for a non-Hispanic/Latino student, the student is counted in the Multiracial group.
- ❖ **Economically Disadvantaged:** ‘YES’ indicates student reported with program service code 0198 (Poverty – from low-income family) in the Program Service Code field of the Programs Fact template anytime during the school year or as of the date of their last enrollment record. These students are included in the economically disadvantaged accountability subgroup.
- ❖ **ELL:** ‘YES’ indicates student reported with program service code 0231 (ELL Eligible) in the Program Service Code field of the Programs Fact template. These students are included in the ELL accountability subgroup.
- ❖ **Former ELL:** ‘YES’ indicates student reported anytime in the school year in at least one of the four previous reporting years but not at any time in the current reporting year with program service code 0231 (ELL Eligible) in the Program Service Code field of the Programs Fact template. These students are included in the ELL accountability subgroup if the number of former ELLs in the current year is less than 50% of the sum of current year ELLs and former ELLs.
- ❖ **ELL Duration:** Cumulative number of years a student has received ELL Services, as reported in the Duration of ELL field in the Student Lite template.
- ❖ **SWD:** ‘YES’ indicates student was reported with a disability program service code in the Program Service Code field of the Programs Fact template at any time during the school year or as of the date of the student’s last enrollment record. These students are included in the students with disabilities accountability subgroup.
- ❖ **Former SWD:** ‘YES’ indicates student was reported with a disability program service code in the Program Service Code field of the Programs Fact template anytime in the school year in at least one of the two previous reporting years but not at any time in the current reporting year. These students are included in the students with disabilities accountability subgroup if the count of students with disabilities is equal to or greater than 30.