New York State Student Information Repository System (SIRS) Manual

Reporting Data for the

2009–10

School Year

March 29, 2010
Version 5.2

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Information and Reporting Services
Albany, New York 12234

Revision History

Version	Date	Revisions
5.0	October 2, 2009	Initial Release. Please pay particular attention to revisions to guidance on: • **NYSESLAT-eligible Students** (pp. 39–40): LEP-eligible students who on April 1, 2010, will have been attending school in the U.S. for the first time for less than one year (not necessarily 12 consecutive months) may use the NYSESLAT *once* in lieu of the 3–8 NYSTP in ELA to meet the accountability participation requirement in 3–8 ELA. • **Reporting Dropouts** (p.144): Report dropouts with the appropriate Reason for Ending Enrollment Code and the date the student is determined to be a dropout. If the student re-enrolls, report the student with the appropriate Reason for Beginning Enrollment Code and the date the student re-enrolls. Use Reason for Beginning Enrollment Code 8294 for students of compulsory age who drop out but are required to be maintained on the attendance register. • **Reporting GED Students** (pp. 145–46): Districts must report all resident students enrolled in an approved AHSEP or HSEP program.
5.1	March 12, 2010	Please pay particular attention to the following: • **Dataquest.mail.nysed.gov** (p. 2): New e-mail for questions for IRS, SIRS, and SEDCAR. • **Homeless and CTE Contact** (pp. 2–3): Contact information for homeless assistance and CTE. • **Former SWD** (p. 9): Former students with disabilities now included in performance calculation for AYP. • **34-point Rule** (p. 16): 34-point rule for students with disabilities no longer applicable. • **Graduation Rate Standard & Progress Target** (pp. 16–17): Graduation rate state standard is now 80% and graduation rate progress target is a 20% gap reduction from previous year. • **NYSAA 1% Exception** (p. 38): Exception application looks at grades 3–8 and secondary-level cohort enrollment in the LEA. Exception application url revised. • **NYSESLAT-eligible Students Definition** (pp. 39–40, 148, 225): Clarifies definition and provides further examples. • **Reason for Beginning Enrollment Code 8294** (pp. 47, 207, 292): Use clarified. • **Absent/Refusal Language** (p. 62): Clarified. No policy change. • **Career and Technical Education** (pp. 64–65, 91–92, 95, 102, 123–26, 149–51, 154, 229, 242, 252, 256): CTE reporting clarification. • **Free & Reduced-Price Lunch** (pp. 65–66): Qualification for FRPL defined. • **Online Schools** (p. 66): Students enrolled in online schools should be reported as dropouts. • **Number of Days in Special Education Events** (pp. 118, 130): Additional directions for counting Number of Days when child's third birthday is on August 31, 2010. • **American Indian or Alaska Native** (p. 130): Definition now includes people of South America and Central America.

Version	Date	Revisions
		• **Preschool Students with Disabilities** (pp. 140–41): Clarifies reporting enrollment records for preschool students with disabilities. • **Walk-in Code 5555** (p. 141): Walk-in code 5555 cannot be used for grades 3–8 NYSTP assessments. • **Home-school Students** (p. 142): All home-schooled students may be reported in SIRS but districts will not have accountability responsibility for these students. • **Dropouts/Noncompleters** (p. 144): Clarifies reporting responsibility of districts for resident students who drop out or leave the district. • **Total Cohort VRs** (p. 160): 2009–10 Total Cohort Verification Reports are for 2006, 2005, and 2004. • **17-year-old NYSAA Students** (p. 164): NYSAA 17-year-old students born between September 1, 1992 and August 31, 1993. (Dates fixed.) • **Level 2 Reporting Timeline** (pp. 184–85): Modified/clarified. • **Panjabi** (p. 194): Language code changed from “Punjabi” to “Panjabi”. • **LEP** (p. 218): Students who test out of LEP using the NYSESLAT are entitled to accommodations and services for two more years but should not be reported in SIRS as LEP. • **AAOS Assessment Codes** (p. 246): Removed. • **Regents Mathematics A** (p. 247): Assessment Measure Standard Description and Code for Regents Mathematics A no longer applicable. • **New Math A Component Retests** (p. 249): Math A Component Retest Assessment Codes for components 4–7 deleted; new codes for new tests for components A, G, and S added. • **Special Event Type Codes** (p. 262): Clarified. • **EIR17** (p. 266): Revised description language and code. • **2006 District Accountability Cohort Definition** (p. 278): Includes students with Reason for Ending Enrollment Code 238 — *Transferred to homebound instruction provided by this district.* • **2005 Total Cohort Definitions** (pp. 280–82): Five month and regular enrollment clarified. • **Anticipated Changes for 2010–11** (pp. 283–85): Course codes and grades, kindergarten codes, four new/revised program service codes (0411, 5577, 8327, and 0187), Reason for Ending Enrollment Code 8316 added; RCT safety net extended; teacher ID and assignment to be collected; multiracial no longer an option in 2010–11; must identify Hispanic or Not Hispanic as ethnicity AND at least one race. • **HS Equiv Program Definition** (page 290): AHSEPP is for ages 16 to 19.
5.2	March 29, 2010	• **NYSESLAT Make-up** (pages 44, 182): NYSESLAT make-up period was extended from May 25 to May 27, 2010. • **HS Cohort Definition** (page 279): Relevant 2006 District Accountability Cohort BEDS day is for 2009, not 2008.

Table of Contents

INTRODUCTION **1**

New York State Education Department E-mail Queries **2**

New York State Education Department Contacts **2**

RIC/Big 5 Contacts **2**

Web Sites **3**

Select Federal and State Reporting Requirements **4**

CHAPTER 1: ACCOUNTABILITY IN NEW YORK STATE **9**

Adequate Yearly Progress (AYP) **9**

Accountability Measures **9**

Accountability Groups **9**

Participation Criterion **10**

Performance Criterion **12**

Effective Annual Measurable Objectives for 2010–11 Status Based on 2009–10 School Year Results ... **15**

Order of Precedence for Choosing Which Secondary-Level Examination Will Be Used for Accountability Purposes **19**

Accountability Determinations for Small Districts and Schools **20**

"Backmapping" for Schools with Grades Below Grade 3 Only **21**

Determining School and District Accountability Status **22**
School Accountability 22
District Accountability 24

CHAPTER 2: STUDENT INFORMATION REPOSITORY SYSTEM (SIRS) **25**

SIRS Levels **25**

SIRS Data Flow **27**

CHAPTER 3: NYSTART **28**
Access to nySTART 28
Account Types 28
Account User Assignment Flow 30
Invitation Letters 30
"Delete Account," "Delete Assignment," and "Suspend Account" 31
Usernames and Passwords 32
Security and Student Confidentiality 33
Web Browsers Supported by nySTART 34
Viewing Special Education Verification Reports 34

CHAPTER 4: TESTING RULES **35**

Testing Students at the Elementary/Middle Level **35**

Testing Nonpublic School Students **35**

Identifying and Testing Graded and Ungraded Students **35**
Assessments by Birth Date/Age for Ungraded Students in 2009–10 37

NYSAA Testing and Accountability **38**

Testing and Accountability for LEP Students (NYSESLAT) **39**

Testing Students Eligible for Both the NYSAA and the NYSESLAT **41**

Testing Reading First Students **41**

Testing Accelerated Intermediate-Level Science Students **41**

Testing Accelerated Intermediate-Level Social Studies Students **42**

Testing Accelerated Elementary-Level Science, Elementary- Level Social Studies, and Grades 3–8 ELA and Mathematics Students **42**

Testing Repeaters **42**

Elementary/Middle-Level Students Who Transfer to a Different School During the Test Administration Period **43**

Students' Inclusion in Document/Calculations **44**

CHAPTER 5: REPORTING RULES **45**

Educational Institutions That Must Report Data Using the SIRS **45**

Policy for Including Students in Report Cards and Accountability Decisions **45**

Reporting Nonpublic School Students **46**

Responsibility for Reporting Student Records Through the SIRS **46**

Table of Reporting Responsibility for School-Age Students **49**

Table of Reporting Responsibility for Preschool-Age and Prekindergarten Students **57**

Reporting Students with Disabilities **60**

Reporting Reading First Students **60**

Reporting Accelerated Intermediate-Level Science Students **61**

Reporting Accelerated Intermediate-Level Social Studies Students **61**

Reporting Accelerated Elementary-Level Science and Social Studies Students and Grades 3–8 ELA and Mathematics Students **61**

Elementary/Middle-Level Assessment Valid/Invalid Score Reporting (Validity Rules) **62**

Reporting Students Eligible for Both the NYSAA and the NYSESLAT **62**

Reporting Suspended Students **63**

Reporting New York State Students in Foreign Exchange Programs 63

Reporting Grade 9 Students Whose Grade Is Changed to Grade 8 or Lower 63

Reporting High-School-Age LEP Students with Low Literacy Level on First Arrival in the United States 63

Reporting Students with Test Accommodations 64

Reporting Career and Technical Education Program Data 64

Reporting Students Who Qualify for Free or Reduced-Price Lunch 65

Reporting Students Who Attend "Online" Schools 66

CHAPTER 6: DATA REPORTING IN THE SIRS 67

Data Elements Reported by LEAs 67

Data Sets 70

eScholar Fact Table Templates 74

eScholar Fact Table Template Design 75
Template 3090 — Student_Lite (Student Demographics) 76
Template 420 — School_Enroll (Enrollment) 86
Template 560 — Programs_Fact 89
Template 2000 — Assessment_Fact 94
Template 2190 — Assessment_Resp (Response) 101
Template 590 — Special_Ed_Snap (Special Education Snapshot) 106
Template 550 — SE_Events (Special Education Events) 113

CHAPTER 7: DATA ELEMENT DEFINITIONS 122

CHAPTER 8: REPORTING ENROLLMENT RECORDS 137
Determining Dates of Enrollment 137
Enrollment in Building or Grade 137
Transfers under NCLB 138
Summer School Enrollment 138
Students with Disabilities 138
Enrollment Records of Preschool Students with Disabilities 140
Walk-in "Enrollments" 141
Students in County Jails 142
Court-placed Students 142
Home-schooled Students 142
Homebound (Home-Tutored) Students 143
Preschool/Prekindergarten/Universal Pre-K 143
Postsecondary Students 143
Suspended Students 144
Dropouts/Noncompleters 144
Students in GED Programs 145
Transferred to Another School in This District or an Out-Of-District Placement 146

CHAPTER 9: REPORTING PROGRAM SERVICE RECORDS 147
Eligibility Determination 147
Limited English Proficient (LEP) Students 147
Students with Disabilities 148
NCLB Transfer Options 148
Supplemental Educational Services under NCLB 148

Free-and-Reduced-Price-Lunch Eligibility 148
Summer School Participation (Required, if applicable to the student) 149
Career and Technical Education Programs (Required, if applicable to the student) 149
Reading First 151

CHAPTER 10: REPORTING STUDENTS IN SPECIAL GROUPS 153

All Students 153

Backmapping Students (Third Graders from Feeder Schools) 153

Career and Technical Education Students 154

Graduates 154

Homeless Students 155

Immigrant Students 155

Limited English Proficient (LEP) Students 155

Migrant Students 156

Neglected/Delinquent Students 156

NYSAA-Eligible Students 156

Section 504 Plan Students 156

Students with Disabilities 157

Aged-Out Students with Disabilities 158

Students with Disabilities Who Receive an IEP Diploma 158

CHAPTER 11: VERIFYING DATA IN THE SIRS 159

Data Verification 159

Verification Reports 159
BEDS Day Enrollment as of October 7, 2009 Verification Report 160
2009–10 New York State Testing Program (NYSTP) Grades 3–8 English Language Arts and Mathematics Tested/Not Tested Verification Reports 161
2009–10 New York State Testing Program (NYSTP) Grades 4 and 8 Science and Grades 5 and 8 Social Studies Tests Verification Reports 163
2009–10 New York State Alternate Assessment Verification Report 164
2009–10 Reading First Verification Report 166
2009–10 High School Annual Assessment Verification Reports 166
2009–10 Other Annual High School Verification Reports 167
2009–10 Total Cohort Verification Reports 170
2009–10 Elementary/Middle-Level Accountability Verification Reports 173
2009–10 High School Accountability Verification Reports 174

Data Certification 178

Special Education Data Verification and Certification 178

APPENDICES 181

Appendix 1: 2009–10 Assessment and Reporting Timelines 182
Assessment Timeline 182
Timeline for Submitting Data to the Level 2 Repository 184

Appendix 2: Grade Level Codes and Descriptions 187

Appendix 3: Language Codes and Descriptions 188

Appendix 4: Postgraduate Plan Codes and Descriptions 198

Appendix 5: Credential Type Codes and Descriptions 199

Appendix 6: Country of Origin Codes and Descriptions 200

Appendix 7: Reason for Beginning Enrollment Codes 206

Appendix 8: Reason for Ending Enrollment Codes 208

Appendix 9: Program Service Codes 216

Appendix 10: Career and Technical Education Program Codes 229

Appendix 11: Assessment Measure Standard Descriptions and Codes 242

Appendix 12: Assessment Language Codes 253

Appendix 13: Standard Achieved Codes 254

Appendix 14: Preschool Students with Disabilities Primary Service Codes 257

Appendix 15: Preschool and School-Age Students with Disabilities Least Restrictive Environment Codes 258

Appendix 16: Event Type Codes for Series of Events in Special Education 262

Appendix 17: Special Education Event Reason Codes (for SPP Indicators 11 and 12) 263

Appendix 18: Use of SIRS Data for NYSED Reporting 267
New York State Report Card Data Sources 267
Data Elements Usage 268
Program Services Usage 272

Appendix 19: High School Cohort Definitions 276
2006 School Accountability Cohort 276
2006 District Accountability Cohort 278
2005 School Total Cohort 280
2005 District Total Cohort 281

Appendix 20: Anticipated Changes for 2010–11 283

Appendix 21: Glossary of Acronyms 286

Appendix 22: Glossary of Terms 288

INDEX 296

Introduction

The *New York State Student Information Repository System (SIRS) Manual* is designed for use by districts, schools, Regional Information Centers (RICs), and other individuals interested in understanding how the accountability system used by New York State to fulfill No Child Left Behind (NCLB) requirements works; how some special education data required under the Individuals with Disabilities Education Act (IDEA) are collected; who is responsible for submitting data to the New York State Education Department (NYSED); and what, when, and how data must be submitted to NYSED. If you have questions or comments about SIRS or the *SIRS Manual*, contact NYSED at StudentData@mail.nysed.gov .

Audience/Purpose: Each chapter in this manual is designed for a particular audience, as some chapters focus on policy and reporting responsibilities while others deal with more technical details that might assist programmers in designing data collection and reporting programs. Superintendents, principals, and other school officials might be most interested in chapters 1, 4, 5, 10, and 11, as these include information about how federal and State accountability requirements are implemented in New York State, who is responsible for testing and reporting data on students, which students must be tested and reported, and who is responsible for certifying that reported data are accurate. Chapters 2, 3, 6, 7, 8, 9, 10, and 11 might be of most interest to staff responsible for the technical side of data reporting, as these chapters provide information on New York State's data collection and reporting system, the data elements that must be reported in the system, the format in which the data elements must be reported, and the process of verifying the data. Regional Information Centers (RICs) and Big 5 City School District coordinators will most likely find all chapters useful, as these individuals are interested in most aspects of policy and data reporting.

New York State Education Department E-mail Queries

Questions about New York State Report Cards, and questions and comments regarding data reporting and business rules in the SIRS	dataquest@mail.nysed.gov
Descriptions of difficulties encountered when trying to use nySTART, such as problems logging in or the system timing out.	nySTART@mail.nysed.gov

New York State Education Department Contacts

Information and Reporting Services (IRS)	Ken Wagner	(518) 474-7965
Test Administration	Steve Katz	(518) 474-5902
Students with Disabilities	Inni Barone	(518) 486-4678
NYS Alternate Assessment	Candy Shyer	(518) 474-5900
Bilingual Education	Pedro Ruiz	(518) 474-8775
System of Accountability for Student Success	Ira Schwartz	(718) 722-2796
Local Assistance Plans	Jean C. Stevens	(518) 474-5915
Migrant Education Program	Ivelisse Rivera	(518) 473-0295
Compensatory Education	Roberto Reyes Sandra Norfleet	(518) 473-0295 (718) 722-2636
Child Nutrition Program	Fran O'Donnell	(518) 473-8781
NYS Technical & Education Assistance Center for Homeless Education	Melanie Faby	(518) 473-0295
Career and Technical Education	Deb Reiter	(518) 486-1547

RIC/Big 5 Contacts

Local Educational Agencies with data reporting questions should contact their Regional Information Centers or Big 5 City Coordinators. For a list of Regional Information Center and Big 5 City School District contact names, phone numbers, and fax numbers, see http://www.emsc.nysed.gov/irts/nystart/tips.html#contax .

Web Sites

New York State Education Department	www.nysed.gov
Information and Reporting Services	www.emsc.nysed.gov/irts
New York State Testing and Accountability Reporting Tool (nySTART)	www.nystart.gov or www.emsc.nysed.gov/irts/nystart
New York State Student Identification System (NYSSIS)	www.emsc.nysed.gov/irts/sirs/
Office of State Assessment	www.emsc.nysed.gov/osa/
System of Accountability for Student Success	www.emsc.nysed.gov/nyc
New York State Alternate Assessment	www.vesid.nysed.gov/specialed/alterassessment/home
Vocational and Educational Services for Individuals with Disabilities (VESID)	www.vesid.nysed.gov
VESID's Strategic Evaluation Data Collection Analysis and Reporting (SEDCAR)	www.vesid.nysed.gov/sedcar/
Academic Intervention Services	www.emsc.nysed.gov/part100/pages/topics.html
NYSED information on education requirements, exams, tests and assessments	www.emsc.nysed.gov/osa/
Backmapping Schools	www.emsc.nysed.gov/irts/sirs
Career and Technical Education	http://www.emsc.nysed.gov/cte/Data/home.html

Select Federal and State Reporting Requirements

Protecting Privacy in Data Collection and Reporting

Both federal and New York State laws govern privacy issues regarding student data. Education agencies and institutions that collect and maintain education records are subject to federal privacy laws if they receive funds from the United States Department of Education (USED). If information derives from an education record or is maintained in the record, federal, State, and local privacy rules apply. Individuals who work with education records in agencies or schools are responsible for knowing the privacy regulations that apply to their work.

The Family Educational Rights and Privacy Act of 1974 and the Protection of Pupil Rights Amendment are the two major laws governing the protection of education records and student and family privacy. The other key laws with specific federal regulatory requirements pertaining to schools are the National School Lunch Act and the Individuals with Disabilities Education Act.

In developing procedures and processes for collecting and reporting data, it is necessary to incorporate safeguards to protect the privacy of the individuals to whom the data pertains. Of special concern are data related to an individual student's economic status (the poverty indicator) or eligibility for free- or reduced-price lunch. This information must not be shared in combination with any other information about a student and must be made available only to the person responsible for verifying the accuracy of the data.

The National Center for Education Statistics (NCES) has developed several resources to provide guidance on privacy issues related to the collection and reporting of student data. The following links provide specific information about related topics:

- Protecting the Privacy of Student Records: Guidelines for Education Agencies
  http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=97527
  http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004330

- Safeguarding Your Technology
  http://nces.ed.gov/pubs98/safetech/
  http://nces.ed.gov/pubs98/98297.pdf

- Student Data Handbook
  http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2000343rev

- NCES Web Site
  http://www.nces.ed.gov

Requirements of NCLB Related to Reporting Assessment Results to Parents

Academic Assessment Requirements

Sec. 1111(b)(3)(C)(xii) produce individual student interpretive, descriptive, and diagnostic reports, consistent with clause (iii) that allow parents, teachers, and principals to understand and address the specific academic needs of students, and include information regarding achievement on academic assessments aligned with State academic achievement standards, and that are provided to parents, teachers, and principals, as soon as is practicably possible after the assessment is given, in an understandable and uniform format, and to the extent practicable, in a language that parents can understand;

Parents Right-To-Know

Sec. 1111(h)(6)(B) ADDITIONAL INFORMATION — In addition to the information that parents may request under subparagraph (A), a school that receives funds under this part shall provide to each individual parent —

(i) information on the level of achievement of the parent's child in each of the State academic assessments as required under this part; and

(ii) timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Sec. 1111(h)(6)(C) FORMAT — The notice and information provided to parents under this paragraph shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

State Public Reporting Requirements

Commissioners Regulations Section 100.2 (m) — Public reporting requirements.

(1) The New York State school report card for each public school and school district, except charter schools and the New York City school district, shall consist of the following reports prepared by the Education Department:

(i) overview of school performance and analysis of student subgroup performance;

(ii) the comprehensive information report;

(iii) the school accountability report; and

(iv) for public school districts, the fiscal supplement.

The chancellor of the New York City School District shall produce a New York City school report card, as approved by the commissioner.

(2) The superintendent of each public school district, except the New York City School District, shall present the New York State school report card to the board of education of such district at a public meeting within 30 calendar days of the commissioner's release of each report. In New York City, the chancellor shall present, in this same time period, the New York City School report card to the New York City Board of Education.

(3) Each board of education shall make its report card available by appending it to copies of the proposed budget made publicly available as required by law, making it available for distribution at the annual meeting, transmitting it to local newspapers of general circulation and making it available to parents.

(4) To satisfy the local report card requirements under section 1111(h)(2) of the No Child Left Behind Act, 20 U.S.C. section 6311(h)(2), each public school principal and each principal of a charter school receiving Federal funding under title 1 shall distribute, within 30 calendar days of the commissioner's release of such reports, copies of the overview of school performance and analysis of student subgroup performance and the school accountability report for the school and the district, or, in the New York City School District, the New York City report card to the parent of each student. A district or charter school may add any other appropriate information. Such additional information also must be distributed to the parent of each student and must be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies. To the extent practicable, the district or charter school shall provide the reports and additional information in a language that the parents can understand.

(5) The comprehensive assessment report for each nonpublic school will include the following information, for each school building, for the three school years immediately preceding the school year in which the report is issued:

(i) student test data on the elementary and middle level English language arts and mathematics assessments in the New York State Testing Program, the Regents competency tests, the program evaluation tests, all Regents examinations, the introduction to occupations examinations, and the second language proficiency examinations as defined in this Part;

(ii) student enrollment by grade;

(iii) number of students transferred into the alternative high school and high school equivalency preparation programs as set forth in section 100.7 of this Part;

(iv) data as required by the commissioner, on diplomas and certificates awarded;

(v) any additional information prescribed by the commissioner on educational equity and other issues; and

(vi) any additional information which the chief administrative officer of the nonpublic school believes will reflect the relative assessment of a school building or district.

The chief administrative officer of each nonpublic school shall initiate measures designed to improve student results wherever it is warranted. The chief administrative officer of each nonpublic school shall be responsible for making the comprehensive assessment report accessible to parents.

(6) In accordance with the district's plan for school-based management and shared decisionmaking developed pursuant to section 100.11 of this Part, each board of education through the superintendent shall initiate measures designed to improve student achievement on the State learning standards. In any district in which a school

performs below the benchmark established by the commissioner pursuant to subparagraph (p)(14)(vii) of this section, a local assistance plan shall be developed by the superintendent of the district (in New York City, the community school district superintendent in the case of any school under the jurisdiction of a community school board) that shall specify the actions that will be taken to raise student results above such benchmark. The local assistance plan shall identify:

(i) the process by which the local assistance plan was developed pursuant to section 100.11 of this Part;
(ii) the resources that will be provided to each school to implement the plan;
(iii) the professional development activities that will be taken to support implementation of the plan;
(iv) the timeline for implementation of the plan; and
(v) such local assistance plan shall be formally approved by the Board of Education (or in New York City both the New York City Board of Education and the community school board for schools under the jurisdiction of a community school board) no later than October 15th of the school year in which such plan is required; and
(vi) in lieu of a separate local assistance plan, a district may incorporate the elements of such plan into a comprehensive district education plan. A school improvement plan, corrective action plan or restructuring plan developed for a school pursuant to subdivision (p) of this section shall serve in lieu of a local assistance plan for such school.

(7) The local assistance plan shall annually be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies, according to such timeline as may be established by the commissioner.

Special Education Requirements for Public Reporting in the Individuals with Disabilities Education Act.

Section 616 (b)(2)(C)(ii)(I) PUBLIC REPORT. — The State shall report annually to the public on the performance of each local educational agency located in the State on the targets in the State's performance plan. The State shall make the State's performance plan available through public means, including by posting on the website of the State educational agency, distribution to the media, and distribution through public agencies.

34 CFR Section 300.602 (b)(1)(i)(A) – Report annually to the public on the performance of each LEA located in the State on the targets in the State's performance plan as soon as practicable but no later that 120 days following the State's submission of its annual performance report to the Secretary under paragraph (b)(2) of this section; and

(B) Make each of the following items available through public means: the State's performance plan, under 300.601(a); annual performance reports, under paragraph

(b)(2) of this section; and the State's annual reports on the performance of each LEA located in the State, under paragraph (b)(1)(i)(A) of this section. In doing so, the State must, at a minimum, post the plan and reports on the SEA's Web site, and distribute the plan and reports to the media and through public agencies.

More Information on State and Federal Regulations

Part 100 of New York State Commissioner's Regulations can be found at http://www.emsc.nysed.gov/part100/pages/pt100index.html.

More information about federal regulations can be found at www.ed.gov.

Chapter 1: Accountability in New York State

To enable New York State to fulfill federal and State accountability requirements, schools and districts must report certain data to the New York State Education Department. All school administrators must understand the requirements of New York State's accountability system so that they can use these reported data to improve student achievement continually and to meet the accountability standards.

Adequate Yearly Progress (AYP)

Districts and schools are held accountable for their students through a process of evaluating participation and performance of certain groups of students in specified measures and determining if Adequate Yearly Progress (AYP) is made in those measures. AYP indicates satisfactory progress by a district or school toward the goal of proficiency for all students. Districts and schools that meet predefined participation and performance criteria on New York State's accountability measures are considered to be making AYP.

Accountability Measures

NCLB requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. Currently in New York State, the third indicator is science at the elementary/middle level and graduation rate at the secondary level.

Accountability Groups

For each accountability measure, New York State must report data on the following accountability groups:

- All Students
- American Indian or Alaska Native Students
- Black or African American Students
- Hispanic or Latino Students
- Asian or Native Hawaiian/Other Pacific Islander Students
- White Students
- Multiracial Students
- Students with Disabilities
- Limited English Proficient (LEP) Students
- Economically Disadvantaged Students

Students are included in the Students with Disabilities, LEP Students, or Economically Disadvantaged Students group if their Student Information Repository System (SIRS) records show them to be members of the group at any time during the reporting year. Students who are not identified as students with disabilities in the current school year but who were identified in at least one of the previous two school years are included in the current year's students with disabilities group for performance calculations if the group includes 30 or more current students with disabilities. Former

LEP students who reached proficiency in English on the New York State English as a Second Language Achievement Test (NYSESLAT) in at least one of the previous two school years are included in the current year's LEP group for performance calculations if the LEP group includes 30 or more current LEP students. Economically disadvantaged students are those reported with a Program Service Code that indicates that they are "Poverty-from low-income family."

Participation Criterion

Participation Criterion for ELA and Mathematics: In English language arts (ELA) and mathematics, schools and districts must have valid scores for at least 95 percent of students in *all* accountability groups with 40 or more students enrolled during the test administration period (elementary/middle level) or 40 or more 12th graders (secondary level) to fulfill the participation criterion. Participation rates at the elementary/middle level are calculated for students in grades 3 through 8 combined per the school's/district's configuration. (For instance, a middle school that has only grades 6 through 8 will have the participation rate calculated for their grades 6 through 8 combined.)

Participation Criterion for Science: For schools/districts to meet the participation criterion for making AYP in science, they must have valid scores for at least 80 percent of students in the All Students group, as long as it has 40 or more students enrolled during the test administration period. For each accountability group to meet the participation criterion for qualifying for safe harbor for the group, schools and districts must have valid scores for at least 80 percent of students in the group, as long as it has 40 or more students enrolled during the test administration period. Participation rates are calculated for students in grades 4 and 8 combined.

Participation Rate Calculations:

Participation rates at the elementary/middle level are determined using the following equation:

Participation Rate = 100 × (Count of Participation-Rate Students with Valid Test Scores ÷ Count of Participation-Rate Students)

At the elementary/middle level, participation-rate students are those who were enrolled for the entire test administration period, even if they were not continuously enrolled in the school/district from BEDS day until the test administration period. Students who enter or leave a school/district during the test administration period are not considered as participation-rate students unless the school/district provides valid scores for the students. At the secondary level, participation-rate students are 12th graders. Twelfth graders are students reported in the SIRS as enrolled in grade 12 between July 1 and June 30 of the academic reporting year (e.g., between July 1, 2009 and June 30, 2010 for the 2009–10 academic reporting year), or as graduated with a high school diploma between July 1 and June 30 of the academic reporting year and with a last recorded grade of grade 12.

Elementary/Middle-Level Assessments That Can Be Used To Fulfill the Participation Criterion

Assessments	Eligible Students
Grades 3–8 New York State Testing Program (NYSTP) Assessments in ELA and Mathematics	All students (general education & students with disabilities)
New York State Grade 4 Elementary-Level Science and Grade 8 Middle-Level Science Tests	All students (general education & students with disabilities)
Regents Living Environment, Physical Setting/Earth Science, Physical Setting/Chemistry, and Physical Setting/Physics Tests in Lieu of Grade 8 Middle-Level Science Test	All students (general education & students with disabilities)
New York State Alternate Assessments in ELA (Grades 3–8 Equivalent), Mathematics (Grades 3–8 Equivalent), and Science (Grades 4 and 8 Equivalent)	Students with severe cognitive disabilities
New York State English as a Second Language Achievement Tests in Lieu of NYSTP in ELA (Grades 3–8)	Students whose first language is NOT English and who have been in the United States (not including Puerto Rico) for less than one year

Secondary-Level Assessments That Can Be Used To Fulfill the Participation Criterion*

Assessments	Eligible Students
Regents Examinations in Comprehensive English and Mathematics, and Approved Alternatives	All students (general education & students with disabilities)
Regents Competency Tests in Reading, Writing, and Mathematics, and Approved Alternatives	Students with disabilities and students with a 504 plan that allows an RCT accommodation
New York State Alternate Assessments in ELA and Mathematics (Secondary Level)	Students with severe cognitive disabilities

***** In some circumstances, the Commissioner of Education permits selected students to use local course grades to meet graduation-testing requirements in place of an approved assessment. While the course grade will satisfy the graduation requirement, it will NOT satisfy the accountability testing requirement. These students must have an assessment score on an approved examination to be counted as participating in testing for that subject.

NYSESLAT: At the elementary/middle level, if a district chooses to give the NYSTP ELA assessment to a LEP student who is eligible to take the NYSESLAT in lieu of the NYSTP (see rules in Chapter 4: Testing Rules), NYSED will count the student's NYSTP ELA as the accountability assessment when participation rates are calculated.

Medically Excused: At the elementary/middle-level, students who are incapacitated by illness or injury during the entire test administration and make-up periods and have on file documentation from a medical practitioner that they were too incapacitated to be tested at the school, at home, or in a medical setting are considered medically excused from testing and are not included in the participation rate calculation. Students taking the New York State Alternate Assessment (NYSAA) for students with disabilities are not considered medically excused from testing because of their disability. Under normal circumstances, these students must take the NYSAA. However, they are eligible to be medically excused from testing on the NYSAA if they fit the definition above. Secondary-level students may not be medically excused from the participation

calculation, as they have multiple opportunities throughout their high school career to take and retake assessments used for accountability.

Foreign Exchange Students: Foreign exchange students are not included in the participation-rate calculations or graduation-rate calculations. These students must be correctly coded as foreign exchange students to be excluded from these calculations.

Home-Schooled Students: Home-schooled students are not included in the participation-rate calculations or graduation-rate calculations. These students must be correctly coded as home schooled to be excluded from these calculations.

Small Accountability Groups: Small accountability groups, that is, groups with fewer than 40 students enrolled during the test administration period (elementary/middle level) or fewer than 40 12th graders (secondary level) are not subject to the participation criterion.

Weighted Average for Groups That Fail Participation Criterion: If the participation rate of an accountability group falls below the required percentage, a "weighted average" of the group's participation rates over the current and the previous year is calculated. If the result meets the participation criterion for the measure, the group is considered to have met the participation criterion.

Sample Weighted Average Calculation

Year	Enrollment	Tested	Rate
Current	60	56	93%
Previous	75	73	97%
Calculation of Weighted Average	135	129	96%

Performance Criterion

To meet the performance criterion, accountability groups must show evidence of acceptable performance on standardized assessments in the current school year or evidence of improvement in performance from the previous school year.

ELA and Mathematics: In ELA and mathematics, the Performance Index (PI) of every accountability group with 30 or more students (continuously enrolled tested students at the elementary/middle level; students in the accountability cohort at the secondary level) must be equal to or greater than the group's Effective Annual Measurable Objective (EAMO) or the group must make Safe Harbor.

Science: In elementary/middle-level science, the PI of the All Students group, as long as it has 30 or more continuously enrolled tested students, must equal the State Standard or the group's Progress Target for the school/district to meet the performance criterion for making AYP in science. To meet the performance criterion for making AYP for an accountability group, the PI of the group, as long as it has 30 or more continuously enrolled tested students, must equal or exceed the State Standard or the group's Progress Target.

Graduation Rate: For a school/district to make AYP in graduation rate, the graduation rate of the All Students group (all students in the graduation-rate cohort), as long as it has 30 or more students in the group, must equal or exceed the State Standard or the group's Progress Target. For an individual accountability group to make AYP, the graduation rate of the group, as long as it has 30 or more students, must equal or exceed the State Standard or the group's Progress Target.

Continuously Enrolled: A continuously enrolled student is one who is enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the last day of the test administration make-up period.

Accountability Cohort: At the secondary level, the cohort used to determine if a school or district met its performance criterion in ELA and mathematics is referred to as an accountability cohort. The 2006 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, who were enrolled on October 7, 2009 (BEDS day) and did not transfer to another district's or school's diploma granting program. Students who earned a high school equivalency diploma from or were enrolled in an approved high school equivalency preparation program on June 30, 2010, are not included in the 2006 school accountability cohort. (See http://www.emsc.nysed.gov/ssae/AltEd/ for a list of approved high school equivalency preparation programs.) The 2006 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education (CSE) or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations at http://www.emsc.nysed.gov/part100/opener.html. See Appendix 19 for more detailed definitions of the accountability cohorts.

Graduation-Rate Cohort: At the secondary level, the cohort used to determine if a school or district met the criterion in graduation rate is referred to as a graduation-rate or "total" cohort. The 2005 total cohort consists of all students who first entered Grade 9 anywhere in the 2005–06 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2005–06 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in Appendix 19.

Performance Index: A Performance Index (PI) is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. At the elementary/middle level, the PI is calculated using the following equation:

Performance Index = 100 × [(Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Continuously Enrolled Tested Students]

At the secondary level, the PI is calculated using the following equation:

Performance Index = 100 × [(Count of Accountability Cohort Members Performing at Levels 2, 3, and 4 + the Count at Levels 3 and 4) ÷ Count of All Accountability Cohort Members]

Effective Annual Measurable Objective (EAMO) for ELA and Math: An Annual Measurable Objective (AMO) is the PI value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for ELA and mathematics by 2013–14. An Effective Annual Measurable Objective (EAMO) is the lowest PI that an accountability group of a given size can achieve on a measure for the group's PI not to be considered significantly different from the AMO for that measure. EAMOs are determined using confidence intervals. A confidence interval is a range of points around an AMO for an accountability group of a given size that is considered to be not significantly different than the AMO. The more students tested, the smaller the confidence interval.

Effective Annual Measurable Objectives for 2010–11 Status Based on 2009–10 School Year Results

Measure /Subject	AMO	Number of Students Participating (Valid Scores)																
		30-34	35-39	40-44	45-49	50-59	60-69	70-89	90-119	120-149	150-219	220-279	280-399	400-589	590-979	980-1899	1900-5299	5300+	
3–8 ELA	155	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	Effective AMOs
3–8 Math	135	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	
HS ELA	177	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	
HS Math	173	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	

Safe Harbor for ELA and Math: Safe Harbor provides an alternate means to meet the Performance Criterion for accountability groups whose PIs are less than their EAMOs in ELA or mathematics. A Safe Harbor Target is a 10 percent improvement over the previous year's performance. The Safe Harbor Target is calculated using the following equation:

$$\text{Safe Harbor Target} = \text{Previous Year's PI} + [(200 - \text{Previous Year's PI}) \times 0.10]$$

To make safe harbor in ELA or mathematics, the group's PI must be equal to or greater than the Safe Harbor Target ***and*** the group must qualify for safe harbor in the third indicator (science at the elementary/middle level; graduation rate at the secondary level). In science and graduation rate, if an accountability group has fewer than 30 students (continuously enrolled tested for science; graduation-rate cohort members for graduation rate) based on counts in the current and previous school years combined, no decision can be made in science or graduation rate using the general rules, so the accountability group is considered to have qualified for safe harbor for ELA and math safe harbor determinations. If no student in an accountability group in science is required by grade or age to take the grade 4 or 8 science test, the group is also considered to have made AYP for ELA and math safe harbor determinations.

Safe Harbor for ELA and Math for Schools/Districts with Small Groups in the Previous Year: For groups with 30 or more continuously enrolled tested students (elementary/middle level) or accountability cohort members (secondary level) in the current year but fewer than 30 students in the previous year, Safe Harbor Targets are determined by combining the performance of students for the previous two years. If there are 30 or more students combined, a Safe Harbor Target is determined using the PI of the combined group. If there are fewer than 30 students combined, the Safe Harbor Target for the following year is 20.

State Standard for Science and Graduation Rate: A State Standard is the criterion value that represents minimally satisfactory performance in science or graduation rate. In 2009–10, the State Standard in science is 100; in graduation rate, the State Standard is 80 percent.

Progress Target for Science: For accountability groups below the State Standard in science, the Progress Target is an alternate method for meeting the Performance Criterion or qualifying for Safe Harbor in elementary/middle-level ELA and mathematics based on improvement over the previous year's performance. The Progress Target is calculated by adding one point to the previous year's PI.

Progress Target Graduation Rate: For accountability groups below the State Standard in graduation rate, the Progress Target is an alternate method for meeting the Performance Criterion or qualifying for Safe Harbor in secondary-level ELA and mathematics based on improvement over the previous year's performance. For 2009–10 and 2010–11 school year data, the Progress Targets are a 20% gap reduction over the previous year's graduation rate. The 2009–10 Progress Target is calculated by subtracting the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008 from 80 (the State Standard), multiplying the result by 0.20, and then adding the result to the percentage of the 2004 cohort earning a local or Regents diploma by August 31, 2008. The 2010–11 Progress Target is calculated by subtracting the percentage of the 2005 cohort earning a local or

Regents diploma by August 31, 2009 from 80 (the State Standard), multiplying the result by 0.20, and then adding the result to the percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009.

Foreign Exchange Students: Foreign exchange students are not included in the PI calculations or graduation-rate calculations. These students must be correctly coded as foreign exchange students to be excluded from these calculations.

Home-Schooled Students: Home-schooled students are not included in the PI calculations or graduation-rate calculations. These students must be correctly coded as home schooled to be excluded from these calculations.

Performance Criterion for Small Schools/Districts: For schools or districts with fewer than 30 continuously enrolled tested students (at the elementary/middle level) or fewer than 30 cohort members (at the secondary level) in the All Students group, student counts and performance data for the previous year and the current year are combined. If the result is 30 or more students, these data are used to determine PIs and whether the school or district met the performance criterion. If the result is still fewer than 30 students, special procedures are used to determine if the school or district made AYP. Schools/districts that must use special procedures to evaluate their participation and performance are notified by the NYSED to submit additional information for NYSED review.

Elementary/Middle-Level Assessments That Can Be Used To Fulfill the Performance Criterion

Assessment	Eligible Students	Scores
Grades 3–8 New York State Testing Program (NYSTP) Assessments in ELA and Mathematics	All students (general education & students with disabilities)	Level 4 Level 3 Level 2 Level 1
New York State Grade 4 Elementary-Level Science and Grade 8 Middle-Level Science Tests	All students (general education & students with disabilities)	Level 4 Level 3 Level 2 Level 1
Regents Living Environment, Physical Setting/Earth Science, Physical Setting/Chemistry, and Physical Setting/Physics Tests in Lieu of Grade 8 Middle-Level Science Test	All students (general education & students with disabilities)	Level 4 (85–100) Level 3 (65–84) Level 2 (55–64) Level 1 (0–54)
New York State Alternate Assessments in ELA (Grades 3–8 Equivalent), Mathematics (Grades 3–8 Equivalent), and Science (Grades 4 and 8 Equivalent)	Students with severe cognitive disabilities	Level 4 Level 3 Level 2 Level 1

Grades 3–8 English Language Arts and Mathematics Order of Precedence Rules: If a student has more than one applicable ELA score, the order of precedence for selecting a performance level for use in the PI calculation is: 1) NYSTP and 2) NYSAA.

Grade 8 Science Order of Precedence Rules: If an eighth-grader has more than one applicable science score, the order of precedence for selecting a performance level for use in the PI calculation is: 1) New York State Grade 8 Middle-Level Science Test for the current year, 2) NYSAA Grade 8 Equivalent in Science, 3) highest Regents science examination, and 4) New York State Grade 8 Middle-Level Science Test taken by the student in 7th grade in the previous year.

NYSESLAT: At the elementary/middle level, if a district chooses to give the NYSTP ELA assessment to a LEP student who is eligible to take the NYSESLAT in lieu of the NYSTP (see Chapter 4: Testing Rules), NYSED will count the student's NYSTP ELA scores when computing the school's and district's accountability PI.

NYSAA: Districts that have more than 1.0 percent of their continuously enrolled tested students at the elementary/middle level or of the accountability cohort at the secondary level performing at Levels 3 and 4 on the NYSAA will have sufficient numbers of these students counted as performing at Level 2 when calculating PIs to reduce the percentage of proficient students to one. See Chapter 4: Testing Rules for more details.

Secondary-Level Assessments That Can Be Used To Fulfill the Performance Criterion

Assessments	Eligible Students	Score/ Performance Level
Regents Examinations in Comprehensive English and Mathematics	All students (general education & students with disabilities)	85–100 = Level 4 65–84 = Level 3 55–64 = Level 2 0–54 = Level 1
Component Retests in Comprehensive English and Mathematics	Students who failed Regents examinations in the component retest subjects	65–100 = Level 3 55–64 = Level 2 0–54 = Level 1
Approved Alternatives to Regents Examinations in ELA and Mathematics	All students (general education & students with disabilities)	Pass = Level 3 Fail = Level 1
Regents Competency Tests in Reading, Writing, and Mathematics (and Approved Alternatives)	Students with disabilities	Pass = Level 2 Fail = Level 1
New York State Alternate Assessments in ELA and Mathematics (Secondary Level)	Students with severe cognitive disabilities	Level 4 Level 3 Level 2 Level 1

Each student's highest score on a qualifying secondary-level English or mathematics examination will be used in determining the district's and school's PIs in those subjects. The student's highest score may have been achieved in any school year and may have been achieved in a school or district different than the one in which the student is currently enrolled. If no secondary-level assessment is reported for a student, the student will be counted as performing at Level 1 when PIs are calculated. Local course grades are not used in determining accountability status.

Order of Precedence for Choosing Which Secondary-Level Examination Will Be Used for Accountability Purposes

If a student takes more than one assessment in a subject, regardless of when the assessments were taken, the assessment used to fulfill the graduation requirement will be chosen according to the precedence list below, with number 1 on the list taking precedence over number 2, etc. For instance, if a student eligible for the safety net takes a Regents examination in mathematics (e.g., mathematics A; mathematics B; integrated algebra; etc.) and scores below 55 *and* takes a Regents Competency Test (RCT) in mathematics (if eligible) and receives a passing score, the RCT score will be used to fulfill the graduation requirement.

1. Highest passing (65 and above) Regents examination score
2. Regents credit for an approved alternative to the Regents examination (student earned minimum acceptable score)
3. Component retest score range 65–100
4. Regents score between 55 and 64
5. Component retest score range 55–64
6. Passing score on RCTs
7. Competency credit for NYSED-approved alternative assessment
8. Component retest score range 0–54
9. Regents examination score between 0 and 54
10. Failing score on RCTs
11. New York State Alternate Assessment (NYSAA) – Any Level

Note: Regents competency tests and approved alternatives to those tests can be used to fulfill graduation requirements only for students eligible for the RCT safety net.

Passing scores for approved alternatives to Regents examinations and Regents competency tests are available in *School Administrator's Manual 2008: Regents Examinations, Regents Competency Tests, and Second Language Proficiency Examinations* on the Web at http://www.emsc.nysed.gov/osa/sam/ .

Students Eligible for the RCT Safety Net. The safety net allows eligible students who fail a Regents examination required for graduation to meet the requirement for a local diploma by passing the RCT(s), or an approved RCT alternative, in that subject. The student may take the RCT before or after taking the Regents examination. The safety net is available to:

- any student who is classified as disabled by the district CSE; and
- students with disabilities who have been declassified at any time between grades 8 and 12 (only applies to subjects recommended and documented by the CSE at time of declassification); and
- general-education students identified under Section 504, for each subject specifically identified in their 504 Accommodation Plan by the Multidisciplinary Team.

Students with one of the following Program Service record configurations are counted as eligible for the safety net:

- a "Type of Disability" Program Service record (program service codes 352, 363, 385, 396, 407, 418, 429, 440, 451, 462, 473, 484, or 495) with beginning and ending dates showing that the student (1) is classified as disabled (no ending date, ending date on the last day of enrollment, or ending date after June 30, 2009); or (2) was classified as disabled at some time between grades 8 and 12. (Do not report any Section 504 safety net program service records for students with these disability program service codes and conditions.); or

- a "Section 504 Plan" Program Service record (program service code 264) and a "Safety Net" Program Service record (program service codes 550, 572, 583, 594, 605, or 5775) for each subject area of safety net eligibility specified in the student's Section 504 plan.

Accountability Determinations for Small Districts and Schools

Participation

If a school/district has 30 continuously enrolled tested students in 2009–10 but fewer than 40 students enrolled at the time of test administration, the school/district is subject to the performance criterion but is not subject to the participation criterion for accountability. If a school/district has 30 2006 accountability cohort members but fewer than 40 12th graders in 2009–10, the school/district is subject to the performance criterion but is not subject to the participation criterion for accountability.

Performance

If a school/district at the elementary or middle level does not test 30 continuously enrolled students in ELA or mathematics in 2009–10, the scores of continuously enrolled students tested in 2008–09 and 2009–10 will be combined to determine the Performance Index (PI). If a school/district at the secondary level does not have 30 or more students in its 2006 accountability cohort, the 2005 and 2006 cohorts will be combined to determine the PI. If a school/district still does not have 30 or more students on which to base a decision and does not have to meet the participation criterion because of small student counts, the school is subject to special procedures for determining AYP.

If the "All Students" group includes at least 30 continuously enrolled tested students or accountability cohort members in 2009–10, results for 2008–09 and 2009–10 or the 2005 and 2006 accountability cohorts will NOT be combined for the other accountability groups. This is true even if there are fewer than 30 tested students/accountability cohort members in the other accountability groups.

If a school/district has 40 or more students enrolled at the time of test administration in 2009–10 but fewer than 30 continuously enrolled tested students even after combining two years of data, the school/district is subject to the participation criterion but is not subject to the performance criterion for accountability. If a school/district has 40 or more 12th graders in 2009–10 but fewer than 30 2006 accountability cohort members or fewer than 30 combined

2005 and 2006 accountability cohort members, the school/district is subject to the participation criterion but is not subject to the performance criterion for accountability.

Safe Harbor Targets

For accountability groups that include 30 or more students in 2009–10 but did not include 30 students in 2008–09, the scores of continuously enrolled tested students in that group in 2007–08 and 2008–09 will be combined to determine the safe harbor and progress targets. For secondary-schools with accountability groups that include 30 or more 2006 accountability cohort members but did not include 30 or more members in the 2005 accountability cohort, the 2004 and 2005 accountability cohorts will be combined to determine the safe harbor and progress targets. If, after combining two years of data, the group still does not have 30 or more students on which to determine qualification for safe harbor based on science or graduation rate, the school/district or group is given credit for having made safe harbor if it made its English Language Arts (ELA) or mathematics safe harbor target.

"Backmapping" for Schools with Grades Below Grade 3 Only

NCLB requires that all public schools be included in the State accountability system. This requirement includes schools that do not serve students in the grades in which State assessments are administered. A "feeder" school is an elementary school that only serves students in grades below grade 3 and, therefore, does not administer the NYSTP assessments. Accountability decisions for feeder schools are based on a procedure known as "backmapping". Backmapping is a method by which the grade 3 assessment score of a student is attributed to the feeder school in which the student was enrolled before entering grade 3 as well as to the school in which the student took the grade 3 assessment. Schools that do not have enrollments beyond grade 2 but do have enrollments in any of the following grade combinations are required to do backmapping: 1, 2, 1–2, K–1, K–2. Schools with prekindergarten, kindergarten, or prekindergarten to kindergarten only are not required to do backmapping. *Schools serving grade 3 students who come from feeder schools within the district are required to identify the feeder schools on the students' grade 3 SIRS records only when the students were continuously enrolled in the highest grade served by the feeder schools.* For example, a school must identify the feeder school for a grade 3 student who was enrolled in a K–2 school from BEDS day until the end of the school year in which they exited the building. The performance of this student on the grade 3 assessments in ELA and math will be part of the determination of whether the feeder school made AYP in these subjects.

If all schools that have a grade 3 in a district that has feeder schools make AYP in the current academic year, all feeder schools in the district will be considered to have made AYP, unless the required backmapping data were not submitted. *If backmapping data are not submitted, the feeder school will be judged to have not made AYP, even if every grade 3 school in the district makes AYP.* If one or more district schools that have grade 3 fail to make AYP in ELA or mathematics, the Department will aggregate the third-grade results in that subject area by feeder school and determine whether each feeder school made AYP in that subject. The same rules used to determine whether public schools with grades 3 through 8 made AYP will be applied to the performance of feeder schools. The performance of each accountability group with 30 or more students will be considered in determining whether the school made AYP. The Department will not, however, hold feeder schools responsible for having 95 percent of their former students tested in grade 3. If a feeder school fails to make

AYP in ELA or mathematics for two consecutive years, the school will be placed in school improvement status and will be subject to the same sanctions as other schools in that status. Since grade 3 students do not take a State science test, feeder schools are not held accountable for science performance. All feeder schools are considered to have met the safe harbor science qualification.

All districts with feeder schools must provide the required information, identifying the feeder school in which grade 3 students were previously enrolled. A list of schools required to do backmapping will be posted at: http://www.emsc.nysed.gov/irts/sirs .

Determining School and District Accountability Status

School Accountability

School Accountability Measures:

- Elementary/Middle-Level ELA
- Elementary/Middle-Level Mathematics
- Elementary/Middle-Level Science
- Secondary-Level ELA
- Secondary-Level Mathematics
- Graduation Rate

School Phases:

- Good Standing
- Improvement (Year 1 and Year 2)
- School in Corrective Action (Year 1 and Year 2)
- School Restructuring (Year 1 and above)

School Categories:

- Basic
- Focused
- Comprehensive

Schools that are determined to be farthest from State standards and most in need of improvement are considered Schools Under Registration Review (SURR). For more information, see www.emsc.nysed.gov/nyc/.

New York State has been approved by the United States Department of Education to participate in a differentiated accountability program. Under this program, each public school in the state is assigned an accountability status "phase" (good standing, improvement, corrective action, or restructuring) based on its history of making AYP and its AYP status in 2009–10. If the school is identified for improvement, corrective action, or restructuring under this program, the school is also assigned to an accountability "category" (basic, focused, or comprehensive) based on the student groups whose failure to make AYP caused the school to be identified or the "measures" for which it was identified. A school may be in a different accountability status phase for each measure. The school's overall status is its most advanced New York State accountability phase and its highest category within that phase.

For more information on this program, see http://www.emsc.nysed.gov/nyc/APA/Differentiated_Accountability/DA_home.html.

Consequences for Schools NOT in Good Standing

School Choice and Supplemental Educational Services Under NCLB: New York's Differentiated Accountability Plan requires that students in schools receiving Title I funds that are designated for improvement, corrective action, or restructuring be provided with options to ensure that they have the opportunity to access a quality education. The options offered include supplemental educational services and public school choice.

Each school district with a Title I school that has been designated for any phase of improvement must offer low-income students the opportunity to receive supplemental educational services from a provider approved by the State. Parents select from a list of approved providers who meet NYSED's objective criteria and whose performance is monitored. The district must pay the cost for supplemental educational services. Each student who received supplemental educational services under this provision of NCLB in the current academic year must have a SIRS record recording this program service.

Each school district with a Title I school in improvement (year 2), corrective action, or restructuring status must provide students, prior to the start of the school year, the opportunity to transfer to another public school in the district that has not been designated for improvement, corrective action, or restructuring. In providing the transfer option, the district must give priority to the lowest-achieving students from low-income families. The district must pay the cost of transportation for students participating in this option. Public school districts must provide records identifying students who have applied for and/or been offered transfers under this option, as well as identifying students who have transferred.

District Accountability

District Accountability Measures:

- ELA
- Mathematics
- Elementary/Middle-level Science
- Graduation Rate

District Federal Statuses:

- Good Standing
- District in Need of Improvement (Year 1)
- District in Need of Improvement (Year 2 and above)

District State Statuses:

- Good Standing
- District Requiring Academic Progress (Year 1)
- District Requiring Academic Progress (Year 2 and above)

Determinations regarding the AYP of districts are based on the performance of all students who were continuously enrolled in the district, including those who were placed by the district CSE, or a district official in out-of-district placements, such as a Board of Cooperative Educational Services (BOCES) program, an approved private school, or 4201 schools. Students who transfer between in-district and out-of-district placements are considered to be continuously enrolled in the district. All students who were continuously enrolled in a district school are also continuously enrolled in the district.

A district that makes AYP in ELA or mathematics at either instructional level (i.e., elementary/middle or secondary) is considered to have made AYP in that subject for purposes of determining final accountability status. For example, if the district makes AYP in elementary/middle level-ELA but does not make AYP in secondary-level ELA, the district will be counted as having made AYP overall in ELA. Districts that receive federal Title I funds for three years have a federal status as well as a state status. Districts that do not receive Title I funds have a state status but no federal status.

To be identified for improvement status in an accountability area, a district must fail to make AYP for two consecutive years in ELA or mathematics at both instructional levels (elementary/middle and secondary) or in science or in graduation rate. A district may be identified for improvement even if no school in the district is identified for improvement. In a district with only one school, the district and school can have a different accountability status, because the district accountability groups include students placed outside the district. If a previously identified district fails to make AYP at each applicable instructional level in the accountability area for which it was identified, it moves to the next highest status on the continuum (e.g., from DRAP (Year 2) to DRAP (Year 3)). To be removed from improvement status in an accountability area, the district must make AYP at one or both instructional levels in that accountability area for two consecutive years. The district may remain or be placed in improvement status on another measure for which it has not made AYP.

Further information about accountability designations (statuses) can be found at http://www.emsc.nysed.gov/nyc/APA/Differentiated_Accountability/DA_home.html.

Chapter 2: Student Information Repository System (SIRS)

The New York State Student Information Repository System (SIRS) provides a single source of standardized individual student records for analysis at the local, regional, and State levels to improve student performance and to meet State and federal reporting and accountability requirements. Local Education Agencies (LEAs) must use this system to report certain data to the New York State Education Department (NYSED). LEAs are districts, charter schools, the New York State School for the Deaf, and the New York State School for the Blind. Certain State agencies (e.g., OCFS, DOC, OMRDD, OMH) and approved private schools that provide educational services to court placed students pursuant to Article 81 must also report data using the SIRS. Nonpublic schools who participate in State assessments in elementary/middle-level ELA and mathematics must report these data using the SIRS. All nonpublic schools participating in Reading First must report data using the SIRS. Nonpublic schools may also report certain other State assessment data (e.g., elementary/middle-level science and social studies) using SIRS.

The **New York State Student Identifier System (NYSSIS)** is a key element of the SIRS. NYSED developed this system to assign a stable, unique student identifier to every preschool student who is referred to the CPSE for determination of eligibility for preschool special education, prekindergarten through grade 12 public school student, and participant in an approved GED program in New York State. Unique identifiers enhance student data reporting and improve data quality and ensure that students can be tracked longitudinally as they transfer between LEAs. In the SIRS, each student record is uniquely identified with a 10-digit number assigned when the student first enters a State public school, public agency, child-care institution that operates a school, or participating nonpublic school.

SIRS Levels

There are multiple data collection points within SIRS. The first point is the local student management system (SMS) used by the LEA. Student demographic, school enrollment, program, and performance data are typically collected in the local SMS. LEAs that have a local SMS can import their data into “Level 0” of SIRS. LEAs that do not have a local SMS can enter their data directly into “Level 0”.

Level 0 is a Web-based application hosted by the Regional Information Centers (RICs) that provides LEAs with the ability to enter and verify data. Data can be imported or entered directly into this system. The system may also be used to collect additional data that may not be available in an SMS. Verified data is exported from Level 0 in a format that can be loaded directly into the Level 1 repository.

Level 1 repositories are implemented and operated by most RICs and some Big 5 City School Districts, also referred to as the “Level 1 Operators”. (See diagram below.) Each Level 1 repository includes, at a minimum, all the data elements defined in this document. Users of the Level 1 repositories may include additional data elements to meet local or regional needs. In addition to meeting State reporting requirements, the data collected at this level are used for local data analysis and reporting and may be used for pre-printing scannable assessment answer sheets. The demographic data elements are also used in the NYSSIS to create unique student IDs, which are stored and maintained at this level. Data are loaded into Level 1

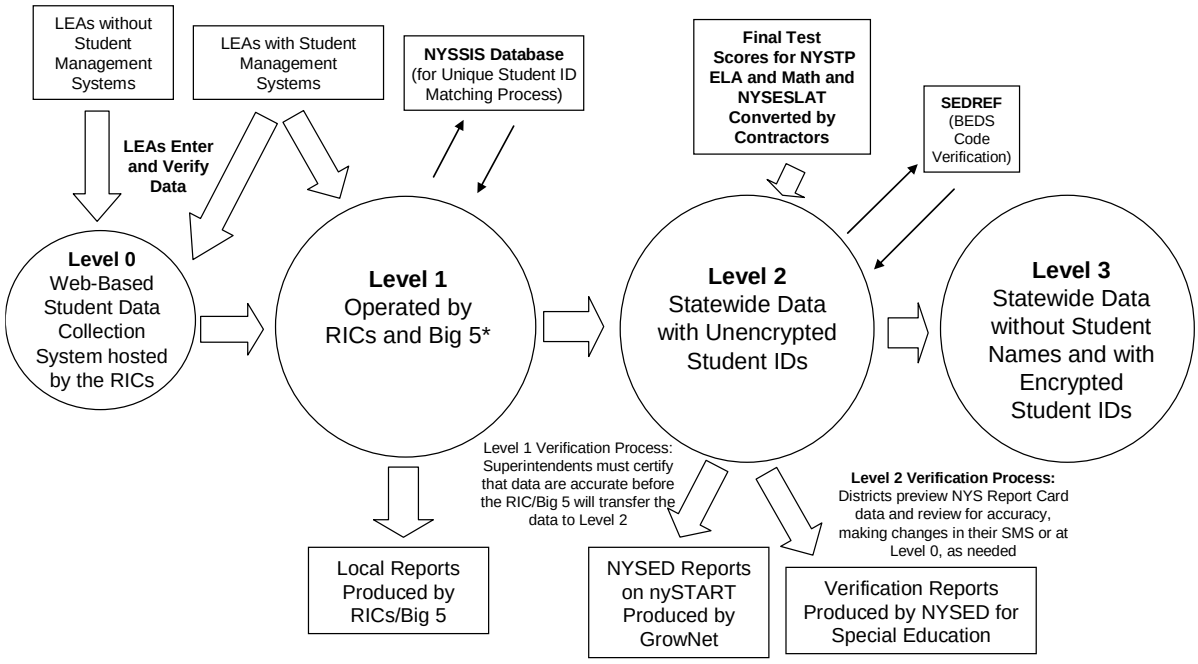
repositories using data templates and load procedures provided within the eScholar application. All school districts, charter schools, State agencies that operate educational programs, and child-care institutions that operate a school must participate in a Level 1 Repository. These repositories are used to prepare data for submission to the Level 2 Repository. Data in the Level 1 Repository are available only to users with a legitimate educational interest.

The **Level 2** Repository is a single statewide data warehouse, where all student data from Level 1 are combined. This level holds records for all students and provides educators and policymakers with a resource for data-driven decisions to improve curriculum and instruction. In the Level 2 Repository, each student record is uniquely identified with a 10-digit NYSSIS number assigned when the Level 1 operator sends a file for the student to NYSSIS when he/she first enters a State public school, charter school, public agency, child care institution that operates a school, or participating nonpublic school. Data in the Level 2 Repository are available only to users with a legitimate educational interest. Currently, Level 2 provides data for the *New York State School Report Card*, for determining the accountability status of public schools and districts, to meet federal reporting requirements, to inform policy decisions, and to meet other State needs for individual student data. Standard aggregations of data from the Level 2 Repository are placed in the Annual Reporting Database to provide the general public with access to school performance data.

The **Level 3** Repository is the NYSED data warehouse, a single warehouse that will be used by NYSED to fulfill State and federal reporting requirements. The Level 3 Repository will replicate the student records on the Level 2 repository. However, as records are transferred to Level 3, student names will be removed and unique identifiers will be encrypted to protect the privacy of students. Eventually, Level 3 will provide data for the *New York State School Report Card*, for determining the accountability status of public schools and districts, to meet federal reporting requirements, to inform policy decisions, and to meet other State needs for individual student data. Standard aggregations of data from the Level 3 Repository will be placed in the Annual Reporting Database to provide the general public with access to school performance data.

One way in which data in the SIRS are accessed is through the New York State Testing and Accountability Reporting Tool, **nySTART** (see www.nySTART.gov), a statewide Web-based data reporting service that provides LEAs and other personnel with a group of reports and analyses of student demographics and performance as well as a series of reports that are used to verify and certify the completeness and accuracy of data in the Level 2 repository. Beginning in 2007–08, aggregated data and individual student data for special education reports were provided through the "PD" data system to allow for verification and certification of data required under the Individuals with Disabilities Education Act (IDEA).

SIRS Data Flow



*The "Level 1 Operators" are South Central RIC, Central New York RIC, Eastern Suffolk RIC (includes Syracuse), Lower Hudson RIC, MidHudson RIC, Madison-Oneida RIC, Nassau RIC, Northeastern RIC, New York City, Western New York RIC (includes Buffalo, Greater Southern Tier RIC, Monroe RIC, Rochester, and Western Finger Lakes RIC), and Yonkers

Chapter 3: nySTART

The New York State Testing and Accountability Reporting Tool (nySTART) is a Web-based tool available at www.nySTART.gov that includes both publicly accessible data (such as *New York State Report Cards* and the report card database) and data accessible only to authorized users (such as student-level assessment data). Authorized individuals can use nySTART to:

- verify the accuracy of data reported in the SIRS;
- create standard reports and analyses, using reported data for the NYSTP ELA and mathematics assessments, NYSAA, NYSESLAT and, in the future, other State assessments, including elementary- and middle-level science and social studies assessments, and secondary-level examinations to enable school administrators, teachers, and parents to better meet the instructional needs of individual students; and
- view New York State Report Cards for their own school/district before they are publicly available.

Users can find the latest information on reports available in nySTART at www.emsc.nysed.gov/irts/nystart.

Access to nySTART

Authorized individuals with a legitimate educational interest are granted access to data on nySTART that are not accessible to the public. These individuals may be provided with different types of accounts, depending on their authorization level. Authorization is provided only to the appropriate "entity" to which the user is associated. In this context, "entity" refers to a RIC, BOCES, state agency, district, or school.

Account Types

Executive Administrator: An Executive Administrator has access to all data—student-level, school-level (if the entity is a district or RIC), and entity-level—for that entity. The Executive Administrator may assign all accounts (e.g., Administrator, Regular Staff, and Limited Staff, and other account types, where applicable) or may delegate this responsibility by creating other Administrator accounts to authorized individuals within that entity. The Executive Administrator is always the primary "nySTART Administrator" for that entity. If the Executive Administrator creates additional Administrator accounts, these Administrators share the same functions and data access as the Executive Administrator. Examples of Executive Administrators are RIC Directors at the RIC level, district superintendents at the BOCES level, school superintendents at the district level, and principals at the school level. An Executive Administrator's account cannot be deleted or changed by another Administrator in the Executive Administrator's entity. It can only be changed by an Administrator in the entity above the Executive Administrator's entity. For example, an Administrator at a district level cannot delete or change the account of the Executive Administrator of the district, but the district Administrator can delete or change the account of an Executive Administrator of the district's component schools.

Administrator: An Administrator has access to all data and has the same administrative capacities and responsibilities as an Executive Administrator. An Administrator cannot delete or change the account of his/her Executive Administrator but can cancel or change the account of another Administrator in the same entity. An Administrator *can* delete or change the account of an Executive Administrator in an entity below that Administrator's level. See example under Executive Administrator.

Regular (Non-Administrative) Staff: A Regular Staff account holder has access to all data but cannot access others' accounts.

Limited Staff: A Limited Staff account holder has access to Summary Reports, Individual Student Reports, and Assessment Reports, but not Verification Reports for the entity. A Limited Staff account holder cannot access others' accounts.

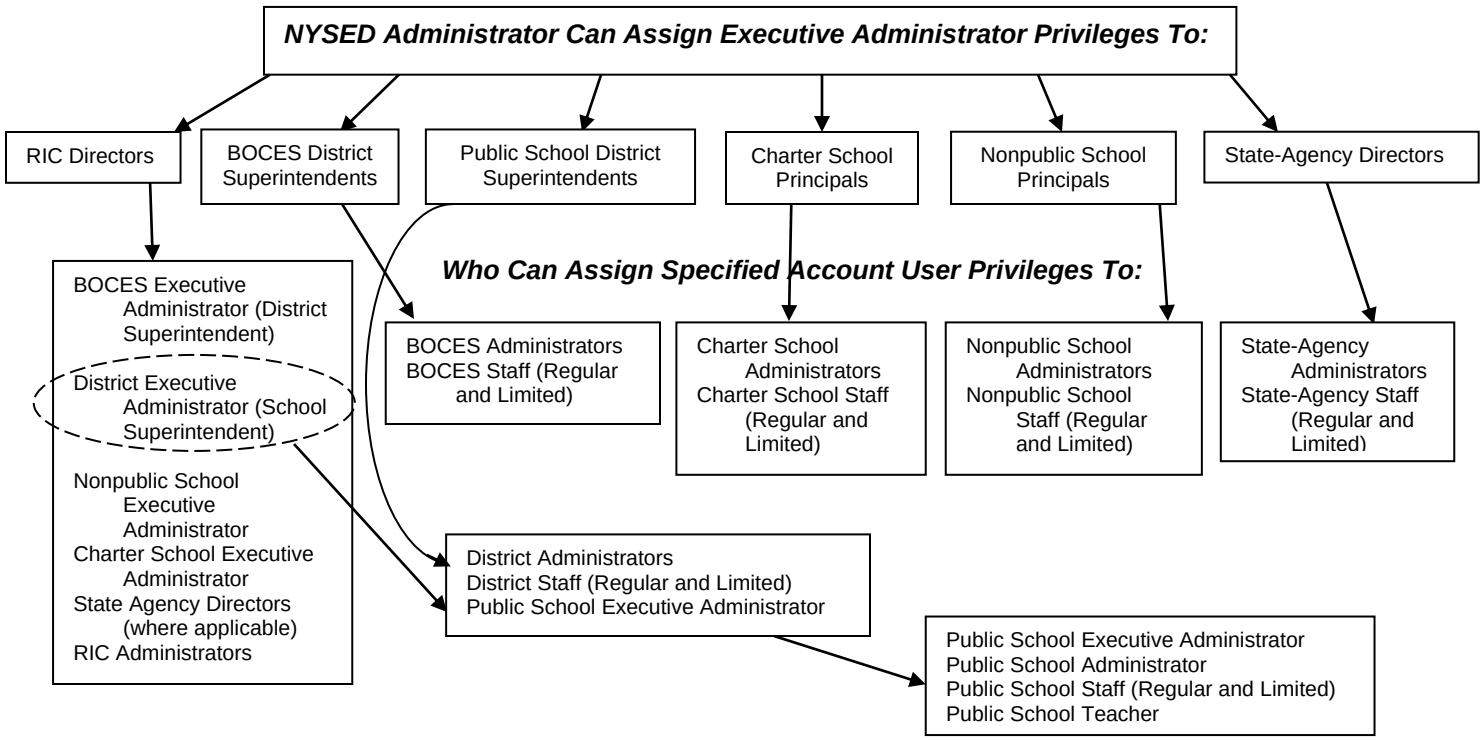
Teacher: A Teacher account is assigned at the school level only. Teacher account holders have access to individual student data for students in their grade and the grade below them. (For example, a Grade 4 teacher with Teacher account privileges will have access to student-level data for Grade 4 and Grade 3 students in the school.) A Teacher account holder has access to Individual Student Reports and Assessment Reports for the students in their grade and the grade below them for their school. A Teacher account holder cannot access others' accounts.

Note: BOCES-level users may see individual student data for those students enrolled in full-time approved BOCES school programs, but not for students who are taking classes without being in an approved BOCES program (unless the students' district of responsibility has selected the check-box option in the Executive Administrator account's nySTART Administration module, which allows the BOCES access to these students).

Individuals Who Provide nySTART Account Access

Account Access Providers	Account Access Recipients
NYSED Administrator	Executive Administrators when the Executive Administrator is a RIC director, district superintendent, school superintendent, charter school principal, nonpublic school principal, non-component or city district superintendent, NYCDOE chancellor, or NYS Agency director. Also Regular Users at NYSED.
Executive Administrators and Administrators	Other Administrator, Regular Staff, or Limited Staff (including Teacher, if a school) within the same entity or Executive Administrator in any entity below that of the Account Access Provider

Account User Assignment Flow



Invitation Letters

Access to accounts is initiated through receipt of an invitation letter created by an account access provider (i.e., issued by a nySTART Administrator account holder only). The Executive Administrator is the primary Account Access Provider, but all Administrators may issue invitation letters for accounts to users in their entities. The invitation letter provides the authorized user with an Invitation Code and an invitation URL (Web address) at which the invitee must create a Username and Password and enter personal account information. Once the user creates the account and agrees to the terms of use, access to the designated account will be granted as determined appropriate to the user's school, district, region, and level of access (Administrator, Staff, Teacher, etc.).

Creating Invitation Letters: To create an invitation letter, an Account Access Provider must log in to nySTART, select "Administration" from the top dropdown menu (in the banner at the top of any nySTART Lobby page) and click "Go." Once in the Administration module, an invitation letter may be created for any generic account type where the "Create Invitation Letters" button appears (next to that account type's label), and for any Executive Administrator account not already assigned. After clicking the Create Invitation Letters button, the assigning Administrator will fill in the user's first name and last name, then click the "Create Letter" button. A PDF copy of the letter should automatically populate in a new browser window. If this does not happen, there will be a statement "…if automatic download … failed, please Click Here to download…" at the top of the page with an embedded link, allowing an alternative means of downloading the PDF. The Administrator must now e-mail using a secure e-mail

protocol (or mail) the letter to the recipient. *Note:* When entering the 16-digit invitation code at the special Activation URL address, the hyphens must be included.

- When assigning a generic Administrator or Staff account, after clicking a "Create Invitation Letters" button, all account type choices will appear on the invitation creation page, not just the account type adjacent to the button clicked. The most restrictive (e.g., Limited Staff) will always appear at the top and the least restrictive (e.g., Administrator) at the bottom. Care should be taken to observe under which account type label header the information is being entered. However, if a Limited Staff account, for example, is inadvertently assigned to an intended Administrator, it is possible to delete the invitation before it is activated. It is also possible to delete the account once it has been activated, but it is preferable to have the assignee delete the assignment so that the chosen Username and password as well as the personal information entered when registering the account may be retained.

- Executive Administrator accounts can only be assigned. As there is only one Executive Administrator account per entity, these accounts have a placeholder pre-populated next to each entity in the nySTART Administration module interface and may be found under the appropriate entity type subgroup listing links near the top of the Administration module landing page. For example, a RIC Administration module will have headings for its own RIC (Administrator and Staff) accounts, but also headings for its nonpublic schools, charters schools, and BOCES. Next to the name of each charter or nonpublic school is a placeholder for the Principal. Next to the name of each BOCES is a placeholder for the District Superintendent. Clicking on a BOCES name will take the user to the listing of public school districts within that BOCES, next to which each school superintendent placeholder is listed. Likewise, district Administrators who wish to create an invitation letter for a principal at one of the district's component schools must first locate the school. The user assigned to any Executive Administrator account can be activated or, if already activated, suspended, deleted, or reassigned.

"Delete Account," "Delete Assignment," and "Suspend Account"

"Delete Account" should only be used when a user has left the New York State (NYS) education system (i.e., is not taking a position elsewhere in the State where nySTART access may be needed). "Delete Assignment" should be used when a user is being reassigned in a different capacity (i.e., different permissions level) within the same institution, or when the user is moving to a new institution within the NYS education system. In the case of a security issue or during temporary transfer between assignments, "Suspend Account" should be used.

"Delete Assignment" allows a user to retain the Username and password but remove an association with the previous account (i.e., access level and/or association with that entity). To Delete an Assignment, the user must log in to the existing account. The user will go to the [My Account] module (in the top dropdown menu located near the top of most nySTART Lobby pages) and click "Go." The "Delete Assignment" button is in the personal account information. Click the Delete Assignment button. The Username is no longer attached to the previous entity. Once the user is issued a new invitation letter, the user will not use the "invitation URL" in the body of the letter. Instead, the user will log on to nySTART as if logging in to the old—and now "unassigned"—account (i.e., using the old Username and password). Since the account is unassigned, it will give the user the option to enter a new invitation code. Once the

new invitation code is entered, the user can now use the old Username and password again, but it will now reflect the permissions associated with the new authorization within the new entity.

Administrators may prefer to do a “Suspend Account” before asking the former assignee to perform a Delete Assignment on the account. However, the account must be un-suspended before the user can go in and perform the Delete Assignment. In cases where the former assignee has moved to a new unknown location, the Administrator should do a Suspend Account until the former assignee has been contacted to determine whether the assignee wishes to Delete Assignment or create an entirely new account. A Delete Assignment may be performed by the former Administrator in emergency situations, but a NYSED Administrator should be contacted for these procedures.

If an invitation letter has been created but not activated, the letter may be deleted. Invitation letters expire 30 days from issuance by default. This expiration may be made shorter by the assigning Administrator using that option during the letter creation process. Once the letter has been issued, the invitation may be canceled by an Administrator at any point prior to its activation by the intended user.

The Administrator must send a copy of the invitation letter (by secure e-mail protocal or postal mail) to the intended recipient who must activate the account using the invitation code. Invitation letters cannot be automatically sent by the system. When the letter is created, there is not yet any personal information (e.g., e-mail address) known to the system other than the user's name (as entered by the assigning Administrator).

Lost Invitation Letters: Users who lose their invitation letter must contact an Administrator for their entity. The Administrator may cancel the invitation code so that it cannot be used to create an unauthorized account. An unauthorized account, if created, may be Suspended or Deleted. This is especially urgent for administrator login letters. It is strongly suggested that Administrators consider an invitation letter expiration period of less than the default 30 days, especially for Executive and other Administrator accounts. The Administrator may always create a new invitation letter for any intended user.

Usernames and Passwords

Changing Usernames and Passwords: Usernames cannot be changed. If a new Username is necessary, an Administrator may delete an account and provide a new invitation code so that a new account can be created. To change a password, select "My Account" from the dropdown menu at the top of the page and click "Go." Click the "Change Password" button and follow the directions provided. To change a name or contact information, select "My Account" from the dropdown menu at the top of the page and click "Go." Click the "Edit User Info" button and follow the directions provided. Users who have included an active e-mail account in their “My Account” information may also retrieve lost Usernames or passwords by clicking the “Forgot username?” or “Forgot password?” links next to the login boxes on the main nySTART login page at https://www.nystart.gov/nystart/u/index.do .

Username and Password Problem Troubleshooting: If a Username and/or password is not providing access to the system, make sure that they are typed correctly. Passwords are case sensitive, so lowercase and uppercase letters must be entered correctly. Usernames are

not case sensitive. If too many unsuccessful login attempts are made, the account will be blocked temporarily. Wait approximately an hour before attempting to log in again or ask a nySTART Administrator to reset your password. A user must correctly answer the chosen security question to be granted a temporary password.

If you receive an error message stating that your account has been suspended, contact an Administrator for your entity.

If you have forgotten your password, you can get a temporary password e-mailed to you by answering the security question you provided when creating your account. To do this, you also need to have previously provided your e-mail address. From the login page, click on the "Forgot your password" link and follow the directions provided. If you are not able to get a temporary password using this process, contact an Administrator for your entity.

To recover a lost password, Administrators must select "Administration" from the dropdown menu at the top of the page and click "Go." Locate the user in question, and click on his or her name to navigate to the Account Detail page. If the user has a valid e-mail address and you wish to provide the temporary password by e-mail, click the "E-mail Temporary Password" button. Otherwise, click the "Set Temporary Password" button.

If you have forgotten your Username, your Username can be e-mailed to you if you enter your e-mail address. From the login page, click on the "Forgot your username" link and follow the directions provided. If you are not able to recover your Username using this process, contact an Administrator for your entity.

To recover a lost Username, Administrators must select "Administration" from the dropdown menu at the top of the page and click "Go." Locate the user in question, and click on his or her name to navigate to the Account Detail page where the individual's Username will be displayed near the top of the page.

Invitation Code Problem Troubleshooting: If an invitation code is not providing you with access to the system, it is possible that the code may have already been redeemed or that an Administrator cancelled the code. To obtain a new code, contact an Administrator for your entity. Also, if the invitation code includes hyphens, be sure to use the hyphens, not just the numbers.

Security and Student Confidentiality

After finishing a nySTART session online, log out by clicking on "Log Out" in the upper-right corner of the screen. This ensures that individuals who may share your computer cannot see your account information or student data. For added security, exit your browser to ensure that any files that may have been cached while you were logged in will not be accessible to anyone else using the computer.

The data displayed to authorized users are not suppressed, so demographic information and results for individual students and very small groups of students, from which it may be possible to infer the scores of specific individuals, are accessible to these users. These data may not be released without ensuring compliance with all relevant state and federal laws and regulations.

Web Browsers Supported by nySTART

The nySTART Web site uses technology standards such as CSS and Javascript, which require the use of a current browser, such as Microsoft Internet Explorer version 6.0 or later, or Mozilla Firefox version 1.0 or later. Other standards-compliant browsers should also work, although you may encounter occasional anomalies. For an optimal user experience, we recommend turning Javascript on and allowing cookies.

Viewing Special Education Verification Reports

Special Education Verification Reports are available at http://pd.nysed.gov. VESID assigns User IDs and passwords to one special education contact person and one chief information officer (CIO) in each school district and other entities required to report data through the SIRS. These User IDs and passwords are used to view, verify, and certify data included in the Special Education Verification Reports. Only designated contacts or CIOs can verify/certify the data in these reports. New contacts who require a User ID and password must contact VESID at VESIDCAR@mail.nysed.gov or 518-486-4678.

Chapter 4: Testing Rules

Testing Students at the Elementary/Middle Level

All general-education students and students with disabilities in grades 3–8, or ungraded students of equivalent age, must take:

- the New York State Testing Program (NYSTP) in English language arts (ELA) and mathematics, and the elementary- and middle-level science and social studies assessments, in the appropriate years; or
- if eligible, the New York State Alternate Assessment (NYSAA) in ELA, mathematics, science, and social studies, in the appropriate years; or
- an alternate assessment of another State if the student is placed outside of New York State and the CSE has designated the student as eligible for the alternate assessment.

All students in these grades or equivalent ages who are also limited English proficient must take the New York State English as a Second Language Achievement Test (NYSESLAT) until they achieve proficiency on both the Listening and Speaking and the Reading and Writing portions of the NYSESLAT.

Testing Nonpublic School Students

Nonpublic schools are encouraged, but are not required, to administer New York State assessments to students who are placed in the school by a parent or guardian. If a nonpublic school chooses to administer an elementary- or middle-level ELA, mathematics, science, or social studies assessment to its students, it must administer the assessment to each enrolled student in the selected grade levels. Public school districts are responsible for ensuring that students with disabilities placed by the CSE in approved private schools for students with disabilities are administered New York State assessments according to their grade level or age and their IEP; these schools are responsible for testing and reporting these students. See the "Table of Reporting Responsibility for School-Age Students" and the "Table of Reporting Responsibility for Preschool-Age Students with Disabilities" in Chapter 5: Reporting Rules for more information on students placed in specific types of schools under unique circumstances.

Identifying and Testing Graded and Ungraded Students

All general-education students must be assigned to a grade. Students with disabilities may be determined by the CSE to be either graded or ungraded for State assessment purposes. All students designated as eligible for the NYSAA must be reported as ungraded. The assessment used for participation for accountability will be based on age, not grade, for ungraded students. Ungraded students must take the assessment at the same grade level as the majority of their chronological peers, as indicated in the table below. More information about testing students with disabilities may be found in the August 2006 memo, entitled "Revised Guidelines for Participation of Students with Disabilities in State Assessments for 2006-07," at: http://www.vesid.nysed.gov/specialed/publications/policy/ungraded.htm . CSEs

must ensure that parents understand what instruction, curriculum, and assessment their child is receiving and the impact on graduation.

All students with disabilities at the secondary level must take the required assessments for the credential designated in their IEP. Students designated as eligible for the NYSAA should take the secondary-level NYSAA no later than the year the student turns 18 years of age. All NYSAA-eligible students who will reach their eighteenth birthday before September 1, 2010 and have not previously taken the secondary-level NYSAA must be administered the test during the 2009–10 school year. NYSAA-eligible students who will be leaving school before they reach their eighteenth birthday must take the secondary-level NYSAA before they leave school (i.e., when they are 17-years-old). NYSAA-eligible students with a birth date prior to September 1, 1991 who have not been assessed must be assessed before they leave school.

Assessments by Birth Date/Age for Ungraded Students in 2009–10

Assessments	Birth Dates	Reaches This Age Between September 1, 2009 and August 31, 2010
Grade K: NYSESLAT, Reading First	Any date after August 31, 2003	6
Grade 1: NYSESLAT, Reading First	September 1, 2002—August 31, 2003	7
Grade 2: NYSESLAT, Reading First	September 1, 2001—August 31, 2002	8
Grade 3: NYSAA, NYSTP ELA, NYSTP mathematics, NYSESLAT, and Reading First	September 1, 2000—August 31, 2001	9
Grade 4: NYSAA, NYSTP ELA, NYSTP mathematics, NYSTP science, and NYSESLAT	September 1, 1999—August 31, 2000	10
Grade 5: NYSAA, NYSTP ELA, NYSTP mathematics, NYSTP social studies, and NYSESLAT	September 1, 1998—August 31, 1999	11
Grade 6: NYSAA, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 1997—August 31, 1998	12
Grade 7: NYSAA, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 1996—August 31, 1997	13
Grade 8: NYSAA, NYSTP ELA, NYSTP mathematics, NYSTP science, NYSTP social studies, and NYSESLAT	September 1, 1995—August 31, 1996	14
Grade 9: NYSESLAT	September 1, 1994—August 31, 1995	15
Grade 10: NYSESLAT	September 1, 1993—August 31, 1994	16
Grade 11: NYSESLAT	September 1, 1992 August 31, 1993	17
Grade 12: NYSESLAT	Born on or before August 31, 1992	18
Secondary-Level NYSAA ELA, mathematics, science, social studies	September 1, 1991—August 31, 1992	18

No Valid Test Score for NYSTP and NYSAA for Graded Students: When these students are reported in SIRS, their grade level is used to determine if they took the assessment at the appropriate grade. Graded students whose assessment record shows that they were not administered the appropriate assessment for their grade are counted as though they had not been tested for accountability purposes.

No Valid Test Score for NYSTP and NYSAA for Ungraded Students: When these students are coded as ungraded, their birth dates are used to determine if they took the assessment at the appropriate grade level for their age. Ungraded students who are age-equivalent to students in grades 3–8 whose assessment record indicates that they were not

administered the appropriate assessment based on their age are counted as though they had not been tested for accountability purposes.

NYSAA Testing and Accountability

Testing Students on the NYSAA: Districts must assess all students whom the district CSE has designated as eligible for the New York State Alternate Assessment (NYSAA) whose birth dates fall between September 1, 1995 and August 31, 2001. They must also assess all students whose birth dates fall between September 1, 1991 and August 31, 1992, who have not previously been assessed at the secondary level. (See table above.) They must also assess all eligible students who have not previously taken the secondary-level NYSAA and who may earn their IEP diploma during the 2009–10 school year or who will reach the age of 18 before September 1, 2010.

NYSAA and Accountability (1% Cap): The United States Department of Education (USED) has issued regulations that allow students with significant cognitive disabilities to be measured against alternate learning standards but limit the percentage of students who can be counted as proficient for accountability purposes using these standards to one percent of district enrollment at the tested grade levels. These regulations allow districts to apply for an exception to exceed the one-percent limit or "cap" if the district can document that the incidence of students with the most significant cognitive disabilities in the district exceeds one percent of grades 3–8 or secondary-level cohort enrollment and the district documents circumstances that explain the higher percentage. (The application for an exception to the 1.0 percent cap will be available on the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) Web site at: http://www.vesid.nysed.gov/specialed/applications/1percent-2010.htm.) USED's regulations do not limit the percentage of students who can participate in the NYSAA; they limit the percentage whose performance can be counted as Level 3 or 4 using the alternate standards for accountability purposes when calculating the PI. All students with disabilities eligible for the NYSAA under Section 101.1(t)(2)(iv) of Commissioner's Regulations should be administered that test, and their performance level on the NYSAA should be reported using the SIRS. These students will be included in the accountability PIs using their NYSAA performance level, provided that the percentage of students in grades 3–8 or the secondary-level accountability cohort who are tested with the NYSAA and earn a score of Level 3 or 4 does not exceed one percent.

The performance levels that must be reported through the SIRS, that go on the students' records, and that are reported to the students' parents are the actual NYSAA performance levels that the students earn (NYSAA Levels 1, 2, 3, or 4). For accountability purposes only, districts that have more than 1.0 percent of their continuously enrolled tested students at the elementary/middle level or of the accountability cohort at the secondary level performing at Levels 3 and 4 on the NYSAA will have sufficient numbers of these students counted as performing at Level 2 when calculating PIs to reduce the percentage of proficient students to one. When possible, such students are chosen by NYSED so that the reduction will not impact accountability for the district and component schools in the district.

Districts with small enrollments have been granted a waiver allowing them to exceed the 1.0 percent cap, provided that only one student per accountability measure is counted at Level

3 or 4 based on the NYSAA. For example, a district that has 80 continuously enrolled tested students at the elementary/middle level in mathematics and only one student scoring at Level 3 or 4 on the NYSAA has 1.25 percent of their students counted as proficient on the NYSAA. This district is allowed to have this one student's Level 3 or 4 score counted in the PI calculation, even though the 1.25 percent exceeds the 1.0 percent cap. A district with 80 continuously enrolled tested students and two students scoring at Level 3 or 4 would have one of the students' scores reduced to Level 2 when the PI is calculated.

Secondary-level NYSAA scores in ELA and mathematics are used for accountability in the year that the student is included in the English and mathematics accountability cohort. Any secondary-level NYSAA score on the student's record, regardless of the year of administration, will be considered a valid score and will be used to calculate the PIs in which the student is included.

Testing and Accountability for LEP Students (NYSESLAT)

NCLB requires that the English proficiency of all limited English proficient (LEP) students (as defined in Education Law § 3204[2-a][3]) be determined annually. New York State provides the New York State English as a Second Language Achievement Test (NYSESLAT) as the assessment of English language proficiency for LEP students. All grades kindergarten through 12 LEP students (including ungraded age-equivalent students with disabilities) must take the NYSESLAT. (There is no valid NYSESLAT assessment for a GED student.) LEP students must take this assessment to evaluate English proficiency even if they take a grades 3–8 ELA assessment, the Regents Comprehensive Examination in English or, for certain LEP students with disabilities, an RCT in reading or writing or the NYSAA in ELA in the 2009–10 academic year.

***English Language Arts*:** NCLB requires that the reading/language arts proficiency of LEP students be measured as part of the school accountability program. USED has approved the use of the NYSESLAT in lieu of the Grades 3–8 NYSTP for some LEP students. LEP-eligible students (including those from Puerto Rico) who on April 1, 2010, will have been attending school in the United States for less than one year may use the NYSESLAT in lieu of the 3–8 NYSTP in ELA to meet the NCLB participation requirement for AYP in elementary/middle-level ELA. For this purpose, the United States is defined as schools in the 50 States and the District of Columbia and does not include Puerto Rico, the outlying areas, or the freely associated States. Students may be exempt from only *one* administration of the NYSTP in ELA.

The one-year exemption window does not have to be 12 consecutive months. In addition, students enrolled anytime during a month, including July and August, are considered enrolled for that month. As such, eligible students may be exempt from taking the NYSTP in ELA for the first year in which they are enrolled during the NYSTP ELA test administration period. Such students may not be exempt in subsequent years, even if they have been enrolled in a United States school for less than 12 months.

Example 1: A LEP student enrolls for the first time in a United States school in grade 3 in March 2010 and ends enrollment by leaving the United States in June 2010 (four-month

enrollment). The student re-enrolls in a United States school in March 2011 as a grade 4 student and remains enrolled through the end of the school year. If the one-time exemption occurs in 2009–10, even though the student has been enrolled in a United States school for only five months as of the 2010–11 NYSTP ELA test administration window, the student may not be exempt again in 2010–11, as the one-time exemption already occurred in 2009–10.

Example 2: A LEP student enrolls for the first time in a United States school in grade 3 in October 2009 and ends enrollment by leaving the United States in December 2009 (three-month enrollment). The student re-enrolls in a United States school in December 2010 as a grade 4 student and ends enrollment by leaving the United States in January 2011 (two-month enrollment). The student re-enrolls in a United States school in March 2012 as a grade 5 student and remains enrolled through the end of the 2011–12 NYSTP ELA test administration window (three-month enrollment, if test is given in May). The first year in which this student is enrolled during the NYSTP ELA test administration period *and* has been enrolled in a United States school for less than 12 months is 2011–12. As such, the student may be exempt from taking the grade 5 NYSTP in ELA in 2011–12. If the one-time exemption occurs in the 2011–12 school year, the student may *not* be exempt in future years from taking the NYSTP in ELA.

Example 3: A LEP student enrolls for the first time in a United States school in grade 3 on May 1, 2009 and does not end enrollment. The student may be exempt from taking the grade 3 NYSTP in ELA in 2009-10, as the student has only been enrolled in a school in the United States for 11 months, May 1, 2009 - March 31, 2010. (Note that the month of April 2010 is not counted in determining if the student has been enrolled for 12 months in a school in the United States.)

Example 4: A LEP student enrolls for the first time in a United States school in grade 3 on April 1, 2009 and does not end enrollment. The student may not be exempt from taking the grade 3 NYSTP in ELA in 2009-10, as the student has been enrolled in a school in the United States for 12 months, April 1, 2009 - March 31, 2010.

Students who are eligible to take the NYSESLAT for Grades 3–8 accountability will be counted in the participation calculation for accountability purposes as participating in an ELA assessment if they have valid scores on NYSESLAT Reading/Writing and NYSESLAT Speaking/Listening. These students must be recorded in the SIRS with a Program Service Record code of 0242 — Eligible to Take the NYSESLAT for Grades 3-8 ELA Accountability.

Scores for students who are eligible to take the NYSESLAT for Grades 3–8 accountability will *not* be counted in the performance calculation for accountability. However, if the district/school chooses to give the NYSTP ELA assessment to a student who is eligible for the ELA exemption, NYSED will count the student's NYSTP ELA scores when computing the school's and district's accountability PI.

For more information regarding testing and accountability for recently arrived LEP students, see http://www.ed.gov/policy/elsec/guid/lepguidance.doc.

Other Subjects: All LEP students must take the required State assessments in grades 3–8 mathematics, science, and social studies. These tests may be administered in the

student's native language. Schools are advised to obtain local translations for students for whom a State alternative-language edition is not available in their first language, particularly if the student is receiving instruction in the first language. Failure to test students on the mathematics or science assessment could result in the school failing to make AYP. To ensure valid and reliable test results, districts and charter schools are permitted to offer LEP students accommodations approved by NYSED. Approved accommodations are provided in the school administrator's manuals at http://www.emsc.nysed.gov/osa/sam/ .

Testing Students Eligible for Both the NYSAA and the NYSESLAT

All LEP students, regardless of grade, must take the NYSESLAT, even if the students' CSEs identify the students as eligible to take the NYSAA. All NYSAA-eligible students who are age appropriate for testing on the NYSAA must take the NYSAA, even if they are also LEP students who must take the NYSESLAT as well. If both tests are taken, the NYSAA score will count in the accountability performance calculation.

Testing Reading First Students

All Reading First assessments must be administered to all K–3 students in schools listed in a district's Reading First grant. If a student is absent on the day of the scheduled Reading First assessment, the administration of the assessment for this student must be rescheduled in a timely manner to ensure that all K–3 students have been administered the assessment.

Testing Accelerated Intermediate-Level Science Students

The Grade 8 Intermediate-Level Science Test should be administered to students in the grade in which they will have received instruction in all of the material in the *Intermediate-Level Science Core Curriculum (5–8)*. While this is typically Grade 8 (or, if ungraded, when Grade 8 age equivalent), the test may also be administered to students in Grade 7 (or, if ungraded, when Grade 7 age equivalent) who will have completed all the material in the *Intermediate-Level Science Core Curriculum (5–8)* and are being considered for placement in an accelerated high school-level science course when they are in Grade 8. Schools have four choices for testing accelerated students in science at the intermediate level:

1. Administer the Grade 8 Intermediate-Level Science Test when the student is in Grade 7, but administer no science test when the student is in Grade 8. The score the student receives on the Grade 8 Intermediate-Level Science Test when taken in Grade 7 will count in the accountability calculations for the district and school responsible for the student when the student is in Grade 8.

2. Administer no science test when the student is in Grade 7, but administer a Regents examination in science when the student is in Grade 8. The score the student receives on the Regents examination in science when taken in Grade 8 will count in the accountability calculations for the district and school responsible for the student.

3. Administer the Grade 8 Intermediate-Level Science Test when the student is in Grade 7 *and* administer a Regents examination in science when the student is in Grade 8. The

score the student receives on the Regents examination in science when taken in Grade 8 will count in the accountability calculations for the district and school responsible for the student.

4. Administer the Grade 8 Intermediate-Level Science Test when the student is in Grade 8 *and* administer a Regents examination in science when the student is in Grade 8. The score the student receives on the Grade 8 Intermediate-Level Science Test will count in the accountability calculations for the district and school responsible for the student.

The school may *not* use the Grade 8 Intermediate-Level Science Test to retest any students in Grade 8 who participated in this assessment during the previous school year as Grade 7 students.

Testing Accelerated Intermediate-Level Social Studies Students

The Grade 8 Intermediate-Level Social Studies Test should be administered to students in the grade in which they will have received instruction in all of the material in the Intermediate-Level Social Studies Core Curriculum (6–8). While this is typically Grade 8 (or, if ungraded, when Grade 8 age equivalent), the test may also be administered to students in Grade 7 (or, if ungraded, when Grade 7 age equivalent) who will have completed all the material in the Intermediate-Level Social Studies Core Curriculum (6–8) and are being considered for placement in an accelerated high school-level social studies course when they are in Grade 8. Schools must report scores for this assessment in the year in which the student takes the assessment.

Testing Accelerated Elementary-Level Science, Elementary- Level Social Studies, and Grades 3–8 ELA and Mathematics Students

Accelerated students must be tested on the assessments appropriate to their actual grade level or, if ungraded, their age-equivalency grade level. These students may take a Regents examination in addition to the NYSTP but not in lieu of the NYSTP assessment. See the “Assessments by Birth Date/Age for Ungraded Students in 2009–10” table in this chapter for more information.

Testing Repeaters

Students in Grades 3 through 8, and ungraded students who are grade equivalent to Grades 3 through 8, who repeat a grade are required to take all State assessments appropriate to their grade, LEP eligibility, and NYSAA eligibility, even if they took State assessments at the same grade level in the previous year. Students who are repeating one or more subjects but not a grade may not “retake” tests in the subjects they are repeating. These students are required to take all State assessments appropriate to their current grade, LEP eligibility, and NYSAA eligibility.

Elementary/Middle-Level Students Who Transfer to a Different School During the Test Administration Period

Some students transfer from one school to another after completing one part (session) but before completing all parts (sessions) of an assessment and before the end of the test administration period. In these cases, when possible, the school the student transfers from should communicate with the school to which the student transfers to ensure that the student completes the assessment and to obtain the rest of the student's test documents. The school the student transfers from should submit the student's answer documents for scanning.

The school to which the student transfers should determine what parts (sessions) the student has taken and administer the remaining parts (sessions) of the test. The answer document should be sent to the school the student transferred from, if possible. If this school cannot be identified, the answer document should be sent directly to the Regional Information Center (RIC) or Big 5 for scanning.

If a school submits an incomplete test record, the RIC/Big 5 should attempt to find a complementary second record for the student. The assessment record should be sent to the SIRS using the BEDS code of the school from which the student transferred. If the RIC/Big 5 is unable to match the records, the student will not receive a valid score. Each student assessment record includes the BEDS code of the reporting school. For accountability and reporting purposes, the score will be attributed to the school identified on the assessment record.

If a student transfers from one school to another (or one district to another) in the middle of the test administration period and was administered the entire test in one or other school or district, the school or district in which the test was administered must report the assessment for that student.

If a student transfers from one school to another (or one district to another) in the middle of the test administration period and was administered the entire test in both schools or districts, the school or district in which the test was administered first must report the assessment for that student.

Students enrolled/tested during the period of continuous enrollment shown in the table below will be included in the document/calculations indicated.

Key:
Day 1 = BEDS Day (October 7, 2009)
Day 2 = First day of test administration period
Day 3 = Last day of make-up period

Students' Inclusion in Document/Calculations

Period of Continuous Enrollment (includes)	Students results will be included in:	
	Participation Rate	Performance Index
Day 1 and Day 3	Yes	Yes
Day 1 and Day 2 – with valid test score	Yes	Yes
Day 1 and Day 2 – without valid test score	No	No
Day 2 and Day 3 – but not Day 1	Yes	No
Day 1 only	No	No
Day 2 only – with valid test score	Yes	No
Day 2 only – without valid test score	No	No
Day 3 only – with valid test score	Yes	No
Day 3 only – without valid test score	No	No
Only days between Day 2 and Day 3 – with valid test score	Yes	No
Only days between Day 2 and Day 3 – without valid test score	No	No

Specific Day 2 and Day 3 Dates by Assessment

Assessment	Day 2	Day 3
Grades 3–8 ELA	April 26	May 5
Grades 3–8 Mathematics	May 5	May 14
NYSAA	October 5	February 12
Grade 4 Science	May 24	June 9
Grade 8 Science	May 24	June 9
NYSESLAT (if eligible)	April 14	May 27

Chapter 5: Reporting Rules

Educational Institutions That Must Report Data Using the SIRS

The following districts and schools must provide student records through the SIRS:

- all public schools and districts, including special act districts and charter schools;
- all schools operated by State agencies, such as the Office of Children and Family Services, Office of Mental Health, the Office of Mental Retardation and Developmental Disabilities, and the Department of Correctional Services;
- all nonpublic schools participating in Reading First (These schools should contact their sponsoring public school district for additional information.);
- all child-care institutions with affiliated schools that provide educational services pursuant to Article 81 of the Education Law (see: http://www.vesid.nysed.gov/sedcar/schoollsts/article81.htm); and
- the New York State School for the Blind in Batavia and the New York State School for the Deaf in Rome.

Policy for Including Students in Report Cards and Accountability Decisions

Students who are reported as enrolled in a district school or placed by the district in a BOCES or other out-of-district placement will be included in the school and district report cards and, when appropriate, in accountability decisions for the school and district. Students with disabilities placed by a parent or guardian in another public school district or charter school or who are home schooled or placed by the court or social service agencies in out-of-State facilities must have special education records reported by the district of residence because the district of residence maintains CSE responsibility. These students will not be included in the district of residence report card and will not be included in calculations for determining accountability status. See ”Table of Reporting Responsibility for School-Age Students” and “Table of Reporting Responsibility for Preschool-Age Students with Disabilities” in this chapter for more information.

Districts should be prepared to document for auditors that all students that must be reported have been reported. The chief school officer is responsible for verifying the accuracy of district/school data submitted to the SIRS but is strongly advised to engage a team, including but not limited to coordinators of various federal title programs, special education programs, bilingual and English as a second language programs, migrant programs, and homeless programs, to review data reports for accuracy.

Records Retention: All school districts, BOCES, and other educational institutions should follow the guidance provided by the New York State Archives Government Records Services (NYSA GRS) division, using records retention schedule ED-1. Context for ED-1 is posted at http://www.archives.nysed.gov/a/records/mr_retention.shtml, with a link to ED-1 at: http://www.archives.nysed.gov/a/records/mr_pub_ed1.shtml. NYSA GRS will provide all support and guidance to educational entities by e-mail at recmgmt@mail.nysed.gov or phone

at (518) 474-6926. Additional contacts may be found at http://www.archives.nysed.gov/a/directories/dir_staff.shtml. Additional information on records retention is available at http://www.archives.nysed.gov/a/records/mr_retention.shtml.

Reporting Nonpublic School Students

Nonpublic schools administering the Grades 3–8 ELA and Mathematics Tests, the Grades 4 and 8 Science Tests, the Grades 5 and 8 Social Studies Tests, and the New York State Alternate Assessments must contract with a Level 1 data center to report assessment results in the SIRS. Nonpublic schools must coordinate with a Level 1 data center to ensure that the school is using an acceptable answer document that enables the school to report data in the SIRS.

Public school districts are responsible for reporting assessment results for students with disabilities placed by the district CSE in approved private schools for students with disabilities. Schools with these students must contact the home school district to obtain the appropriate public school answer documents. Answer documents for these students must be returned to the home school district immediately after test administration and scoring.

Nonpublic schools administering secondary-level examinations must report results directly to NYSED on the forms sent to the school in June. See the "Table of Reporting Responsibility for School-Age Students" and the "Table of Reporting Responsibility for Preschool-Age Students with Disabilities" in this chapter for more information on students placed in specific types of schools under unique circumstances.

Responsibility for Reporting Student Records Through the SIRS

Responsibility for the education of students falls in three categories: responsibility for providing general instruction, accountability for performance, and responsibility for determining eligibility for special education and providing appropriate special education services. For the vast majority of students — those who attend a public school in the district in which their parent or guardian resides — all three responsibilities reside with the district of residence. In these cases, the school district must provide all required student records to the SIRS. When a student attends a school that is not a component of the public school district of residence, education and reporting responsibility may be divided among educational institutions. The institution responsible for reporting records for those students is determined by the following factors:

- whether the parent or guardian, the public school district, another agency, or the court placed the child, and
- in the case of students with disabilities, which institution has CSE or Committee on Preschool Special Education (CPSE) responsibility.

The district of residence must report all records for students whom district officials or the district CSE or CPSE placed in educational programs outside the district (such as, BOCES, approved private schools for students with disabilities, or other educational programs). The district of residence is not responsible for reporting academic records for students placed by parents or legal guardians or by the court or a social service agency in educational programs outside the district of residence, unless it retains CSE responsibility for those students.

Each public school district must report special education records as well as demographic, enrollment, and program service records for all students for whom they have CSE or CSPE responsibility. Each public school district has CSE responsibility for students with disabilities parentally placed in nonpublic schools located within their district and for providing special education services to those students. Districts must submit all required special education records for these students.

Every institution with CSE or CPSE responsibility for preschool or school-age children must report special education records for those children regardless of where they attend school or receive services.

Public school districts have responsibility for providing general instruction, accountability for performance, determining eligibility for special education, and providing appropriate special education services to students in the categories listed below. Therefore, districts must report all required records for resident students in these categories.

- Public school students with disabilities in preschool and all public school students in grades preK–12 — and ungraded students with disabilities of equivalent age — enrolled at any time during the 2009–10 school year, including students who left school for any reason or were suspended from school;

- (Optional in 2009–10) Students of compulsory age who were not in attendance in a public school, nonpublic school, or approved home schooling program in the 2009–10 school year. These students must be reported until they exceed compulsory school age or until the district has documentation that the student has entered another educational program leading to a high school diploma. This is done by creating a 2009–10 enrollment record using the Reason for Beginning Enrollment Code 8294 – *School age children on the roster for census purposes only* and, once the student exceeds compulsory school age or the district has documentation that the student has entered another educational program leading to a high school diploma, ending the "8294" enrollment record using Reason for Ending Enrollment Code 136 – *Reached maximum legal age and has not earned a diploma or certificate*, or any other appropriate Reason for Ending Enrollment Code. To use the 8294 code, districts must first conduct due diligence to ensure, to the best of their ability, that the students are in fact still in residence in the district. If the district determines the students are no longer in residence, the district should end enrollment with an appropriate Reason for Ending Enrollment Code. For students who drop out before they reach compulsory school age, the 8294 Reason for Beginning Enrollment Code should be entered immediately after entering the appropriate Reason for Ending Enrollment Code that indicates that the students dropped out.

- Students who reside in the district and attend or transfer to an Alternative High School Equivalency Preparation Program (AHSEPP) or High School Equivalency Preparation Program (HSEPP) approved under Section 100.7 of the Regulations of the Commissioner of Education. (See http://www.emsc.nysed.gov/ssae/AltEd/ for a list of approved high school equivalency preparation programs.) Such students must be reported with an AHSEPP or HSEPP enrollment record (Reason for Beginning Enrollment Code 5654 – *Enrollment in a AHSEP or HSEP program*) until they earn

the high school equivalency diploma, transfer to a diploma-granting program, or leave the AHSEPP or HSEPP;

- Students placed out-of-district by the CSE or a district official, including students with disabilities attending approved private schools for students with disabilities, State-supported schools (Section 4201), a special act district, or a component school of another district;

- Resident students attending a BOCES on a full-time basis;

- Resident students in equivalent-attendance programs operated by the district;

- Resident students receiving homebound instruction who were not reported as enrolled in a district school;

- Students placed by a court or a social service agency in a residence in the school district; and

- Students placed in a county jail within district boundaries.

Public school districts have partial reporting responsibility for some students enrolled in nonpublic schools and for some home-schooled students. They are required to report education records specified below for these students.

- Enrollment, student demographic, program participation, and Reading First assessment records for students in grades K–3 in nonpublic schools located in the district that are participating in Reading First;

- Enrollment, demographic, program services, and special education records for parentally placed students in nonpublic schools who either were evaluated for special education eligibility or were identified as having a disability, whether or not they received publicly funded special education services;

- Enrollment, demographic, program services, and special education records for home-schooled students who either were evaluated for special education eligibility or were identified as students with disabilities by the CSE and received special education services; and

- State assessment records for foreign exchange students, home-schooled students, and walk-in students.

Charter schools must report all required records for their students (i.e., enrollment, demographic, program services, assessments), with the following exceptions. The district of residence of students with disabilities enrolled in charter schools has CSE responsibility for these students and must report Special Education Snapshot and Special Education Events records for them. School districts of residence must also submit enrollment, demographic, and disability program service records for students in charter schools who were evaluated for special education eligibility and for students receiving special education services, using Reason for Beginning Enrollment Code 5905.

Table of Reporting Responsibility for School-Age Students

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
1) A student who attends a school within the school district of residence.	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	Use the 12 digits of the BEDS code of the school the student attends
2) A school-age student who resides in the district and is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-State or out-of-State schools, and 4201 State-supported schools).	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	School building BEDS code, BOCES code, code of the approved private school for students with disabilities, or the code of a 4201 State-supported school
3) A general-education student who resides in the district and attends a charter school.	Charter school	Not applicable	Charter school (Reason for Beginning Enrollment Code 0011)	Charter school BEDS code
4) A student with a disability or a student who is referred to the CSE for determination of eligibility for special education services who resides in the district and attends a charter school.	Charter school	District of residence	Charter school (Reason for Beginning Enrollment Code 0011) District of residence (Reason for Beginning Enrollment Code 5905)	Charter school BEDS code
5) A general-education student who resides in the district, is home schooled by parent/guardian choice, and takes an assessment.	Not applicable (but district of residence must report State assessment results)	Not applicable	District of residence (Reason for Beginning Enrollment Code 0011)	First 8 digits of the district of residence BEDS code and “0888” as the last 4 digits
6) A student with a disability or a student who is referred to the CSE for determination of eligibility for special education services who resides in the district and is home schooled by parent/guardian choice.	Not applicable	District of residence	District of residence (Reason for Beginning Enrollment Code 5905)	First 8 digits of the district of residence BEDS code and “0888” as the last 4 digits

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
7) A student who resides in the district, is "homebound" (temporary, long-time absence), and therefore can be associated with a school in the district.	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	Use the 12 digits of the BEDS code of the school the student would attend
8) A student who resides in the district, is homebound, and cannot be associated with a school in the district (is not expected to attend a school in the district).	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	First 8 digits of the district BEDS code and "0777" as the last 4 digits
9) A general-education student who resides in the district and is placed by a parent/guardian in another public school district.	District of attendance	Not applicable	District of attendance (Reason for Beginning Enrollment Code 0011)	Building of attendance BEDS code
10) A student with a disability or a student who is referred to the CSE for determination of eligibility for special education services who resides in the district and is placed by a parent/guardian in another public school district.	District of attendance	District of residence	District of attendance (Reason for Beginning Enrollment Code 0011) District of residence (Reason for Beginning Enrollment Code 5905)	Building of attendance BEDS code
11) A student with a disability or a student who is referred to the CSE for determination of eligibility for special education services who is placed in a nonpublic school by a parent/guardian.	Nonpublic school (Instructional) Not applicable (Accountability)	District in which the nonpublic school is located	District in which the nonpublic school is located (Reason for Beginning Enrollment Code 5905) Nonpublic school participating in SIRS (Reason for Beginning Enrollment Code 0011)	Nonpublic school building BEDS code for schools that are registered. School district may apply for an institution code for a "noncompliant nonpublic school" by contacting SEDREF@mail.nysed.gov

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
12) A general-education student who is placed in a nonpublic school by a parent/guardian. (Only applicable if the student participated in an assessment and the school contracted with a RIC/Big 5 to report results in SIRS.)	Nonpublic school (Instructional) Not applicable (Accountability)	Not applicable	Nonpublic school participating in SIRS (Reason for Beginning Enrollment Code 0011)	Nonpublic school building BEDS code for schools that are registered. School district may apply for an institution code for a "noncompliant nonpublic school" by contacting SEDREF@mail.nysed.gov
13) A general-education student who resided in the district at the time the court or a county department of social services placed the student in an out-of-State residential facility.	Not applicable	Not applicable	Not applicable	Not applicable
14) A student with a disability or a student who is referred to the CSE for determination of eligibility for special education services who resided in the district at the time the court or a county department of social services placed the student in an out-of-State residential facility.	Not applicable	District in which the student resided at time of placement	District in which the student resided at time of placement (Reason for Beginning Enrollment Code 5905)	750000660000
15) A student with a disability who is placed by the court or a county department of social services in a child-care institution with an affiliated school and is provided educational services pursuant to Article 81 of the Education Law.	School affiliated with the child-care institution	School affiliated with the child-care institution	School affiliated with the child-care institution (Reason for Beginning Enrollment Code 0011)	Article 81 school code
16) A student with a disability who is placed by the court or a county department of social services in a child-care institution that does not have an affiliated school.	District in which the child-care institution is located	District in which the child-care institution is located	District in which the child-care institution is located (Reason for Beginning Enrollment Code 0011)	BEDS code of the building in which the student is enrolled

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
17) A general-education student who is placed by the court in a nonpublic school or in a child-care institution with an affiliated nonpublic school. (Only applicable if the student participated in an assessment and the school contracted with a RIC/Big 5 to report results in SIRS.)	Nonpublic school (Instructional) Not applicable (Accountability)	Not applicable	Nonpublic school participating in SIRS (Reason for Beginning Enrollment Code 0011)	Nonpublic school building BEDS code for schools that are registered. School district may apply for an institution code for a "noncompliant nonpublic school" by contacting SEDREF@mail.nysed.gov
18) A student who is placed by the court in a child-care institution with an affiliated public school.	District affiliated with the child-care institution	District affiliated with the child-care institution (if applicable)	District affiliated with the child-care institution (Reason for Beginning Enrollment Code 0011)	BEDS code of the building in which the student is enrolled
19) A student who attends the New York State School for the Blind (NYSSB) in Batavia or the New York State School for the Deaf (NYSSD) in Rome.	NYSSB or NYSSD	NYSSB or NYSSD	NYSSB or NYSSD (Reason for Beginning Enrollment Code 0011)	NYSSB or NYSSD code
20) A student who is parentally placed in a nonpublic school and the school district has been ordered to pay tuition for this student by a court or an impartial hearing officer.	Nonpublic school if the school participates in SIRS	District in which the student resides (if applicable)	Nonpublic school participating in SIRS (Reason for Beginning Enrollment Code 0011) District in which the student resides (Reason for Beginning Enrollment Code 5905)	Nonpublic school building BEDS code

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
21) A student who resides in a State agency facility and attends an educational program operated by the State agency. State agencies include Office of Children and Family Services (OCFS), Office of Mental Health (OMH), Office of Mental Retardation and Developmental Disabilities (OMRDD), and the Department of Correctional Services (DOCS).	State agency	State agency	State agency (Reason for Beginning Enrollment Code 0011)	Facility location operated by the State agency code
22) A student with a disability who resides in OMH or OMRDD facility but is placed by the agency in an approved private school for students with disabilities.	State agency	State agency	State agency (Reason for Beginning Enrollment Code 0011)	Approved private school for students with disabilities code
23) A student with a disability who resides in OMH or OMRDD but attends a school district or BOCES program.	District in which OMH or OMRDD facility is located	District in which OMH or OMRDD facility is located	District in which OMH or OMRDD facility is located (Reason for Beginning Enrollment Code 0011)	District school building or BOCES code
24) A student with a disability who attends an OMH or OMRDD day-treatment program.	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	BEDS code of the State agency facility
25) A New York State student with a disability who is placed in another State under contract between a NYS school district and a school district of the other State.	NYS school district of residence	NYS school district of residence	District of residence (Reason for Beginning Enrollment Code 0011)	BEDS code of the out-of-State school
26) A New York State general-education student who is placed in another State under contract between a NYS school district and a school district of the other State.	NYS school district of residence	Not applicable	District of residence (Reason for Beginning Enrollment Code 0011)	BEDS code of the out-of-State school

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
27) A student in residential care (not placed by a school district) in one of the following programs: a) Private psychiatric hospitals or private psychiatric units within general hospitals; b) Short term crisis residence; c) Residential Respite Programs; d) Drug Free Residential, In Patient Rehabilitation, Alcoholism Detoxification, Residential Chemical Dependency for Youth Programs, Inpatient Rehabilitation, Acute Care Programs, Primary Care Alcohol Crisis Centers, or Community Residences–Recovery Homes; and e) Pediatric Residential Health Care Facilities, Hospitals, Rehabilitation Centers, or Skilled Nursing Facilities.	District in which parents reside or, for students in department of social services care, the district in which student resided at the time the student was placed in these programs	District in which parents reside or, for students in department of social services care, the district in which student resided at the time the student was placed in these programs	District in which parents reside or, for students in department of social services care, the district in which student resided at the time the student was placed in these programs (Reason for Beginning Enrollment Code 0011)	If the student attends a BOCES or school in a district, use the code of the BOCES or the district school building attended by the student. If not, use the first 8 digits of BEDS code of the district in which the parent resides and then “0777” for the last four digits.
28) A student with a disability placed through the Children’s Residential Project.	District in which parents reside	District in which parents reside	District in which parents reside (Reason for Beginning Enrollment Code 0011)	BEDS code of the school building or BOCES the student is attending

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
29) A student who resides in one of the following settings, which are licensed by OMH, OMRDD, OCFS, or Office of Alcohol and Substance Abuse Services (OASAS) *and* either attends school in a district or in BOCES or district arranges services to be provided at another location: a) Residential Treatment Facility (RTF) or Child Care Institution (CCI) that does not have an affiliated school; b) Community Residence (CR); c) Family Based Treatment Program (FBTP); d) Intermediate Care Facility (ICF); e) Individualized Residential Alternative (IRA); f) Family Care Home; g) Group Home or Community Residential Home.	School district in which the facility is located	School district in which the facility is located	School district in which the facility is located (Reason for Beginning Enrollment Code 0011)	BEDS code of the building in which the student is enrolled
30) A foreign exchange student. (Report only if student takes a NYS assessment.)	District of attendance (Instructional) Not applicable (Accountability)	District of attendance if student with a disability	District of attendance (Reason for Beginning Enrollment Code 0022)	Building of attendance
31) A kindergarten-age student whose parents do not want to enroll their child in kindergarten but the child is provided with special education services at the child's home or in an early childhood setting or in another location.	Not applicable	District of residence	District of residence (Reason for Beginning Enrollment Code 5905)	First 8 digits of the district BEDS code and "0777" as the last 4 digits
32) A foster-care student.	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	Building of attendance

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
33) A student in a county jail who is in a regular instruction program leading to a high school diploma.	District in which the jail is located	District in which the jail is located (if applicable)	District in which the jail is located (Reason for Beginning Enrollment Code 0011)	BEDS code of the jail
34) A student in a county jail who is in approved AHSEP or HSEP program.	District in which the jail is located	District in which the jail is located (if applicable)	District in which the jail is located (Reason for Beginning Enrollment Code 5654)	BEDS code of the approved AHSEP or HSEP program

Table of Reporting Responsibility for Preschool-Age and Prekindergarten Students

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
1) A preschool-age student referred to the CPSE for an initial evaluation to determine eligibility for special education. Only school districts that are required to report data on the timely evaluation of preschool children for special education eligibility or on the timely transition of children from Early Intervention to preschool (SPP Indicators 11 and 12) are required to report this type of an enrollment record. See definition of "initial evaluation for special education" in the glossary. See the schedule of the school years for which school districts are assigned to report or resubmit data on these indicators at http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html .	Not applicable	District of residence	District of residence (Reason for Beginning Enrollment Code 4034)	Use the 12 digits of the district of residence BEDS code

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
2) A preschool-age student with a disability who resides in the district and receives special education services from: a) an employee of a school district in a district building, the student's home, or in another location; b) an employee of a BOCES, in a BOCES building, the student's home or in another location; c) an employee of an approved private school for students with disabilities in that school's building, the student's home, or another location; d) an employee of a Section 4201 State-supported school in that school's building, the student's home, or another location; e) an independent service provider employed by the county in the student's home or in another location; f) an employee of New York State School for the Blind (NYSSB) or New York State School for the Deaf (NYSSD) in these schools' building, the student's home, or another location.	Not applicable	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	a) If the student attends a school building, use the school building BEDS code; if the services are provided at home or another location, use the first 8 digits of the district of residence BEDS code and "0777" as the last 4 digits b) BOCES BEDS code c) Approved Private School BEDS code d) 4201 School BEDS code e) County BEDS code f) NYSSB or NYSSD BEDS code

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who will Report Data to SIRS and Using What Code (i.e., the District of Responsibility)	Location/BEDS Code (i.e., the Building of Enrollment)
3) A preschool-age student with a disability who resides in the district and receives special education services and also participates in a a) district-operated Pre-K or Universal Pre-K program; b) BOCES-operated Pre-K or Universal Pre-K program; or c) Universal Pre-K program in a community-based organization under contract with the school district.	Not applicable	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	a) District building BEDS code b) BOCES code c) Generic Universal Pre–K BEDS code (0666)
4) A preschool-age student with a disability or a preschool-age student who is referred to the CPSE for determination of eligibility for special education services who resides in the district and attends a UPK or Pre–K program operated by another school district.	Not applicable (Accountability)	District of residence	District of residence (Reason for Beginning Enrollment Code 5905) District in which student is attending Pre–K or UPK (Reason for Beginning Enrollment Code 0011)	Use the 12 digits of the BEDS code of the school the student attends or, if a UPK program contracted by the district, the first 8 digits of the district BEDS code and “0666” as the last 4 digits
5) A prekindergarten student who attends a school within the school district of residence or a UPK program contracted by the district.	Not applicable (Accountability)	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	Use the 12 digits of the BEDS code of the school the student attends or, if a UPK program contracted by the district, the first 8 digits of the district BEDS code and “0666” as the last 4 digits

Reporting Students with Disabilities

Generally, school districts have CSE or CPSE responsibility and accountability responsibility for students with disabilities who reside in their school district and either attend school in their school district or in a charter school or are placed by the CSE or CPSE in educational programs outside the school district (e.g., in Boards of Cooperative Educational Services (BOCES), approved private schools for students with disabilities, or in State supported Section 4201 schools), with some exceptions. One major exception is that parentally placed students with disabilities in nonpublic schools are the CSE responsibility of the school district in which the nonpublic school is located. Districts with CSE and CPSE responsibility are responsible for reporting data elements in the Special Education Snapshot and Special Education Events templates. In addition, these districts must report enrollment, demographic, and program service data for students for whom they have CSE or CPSE responsibility. In the year in which school districts are assigned to report data on Special Education State Performance Plan Indicator 7 (preschool outcomes) (see http://www.vesid.nysed.gov/sedcar/sppschedule.html for a schedule), districts with CPSE responsibility for preschool students must also report preschool outcomes data from the Child Outcomes Summary Form (COSF) in the Assessment Fact template.

Special Act Districts, educational institutions operated by State agencies, and child-care institutions with affiliated schools that provide educational service pursuant to Article 81 are responsible for providing instruction to enrolled students. They have CSE responsibility for enrolled students placed in the institution by a parent or guardian, the court, or a social service agency. They must report all records for enrolled students for whom they have CSE responsibility. School districts that place students in these institutions retain CSE responsibility and must report all records for students they place. Students are reported for accountability purposes in the building in which they are enrolled (spend the majority of the school day), regardless of whether the school of origin is another school building in the district. For example, if a student who would typically be attending School A instead attends School B for the majority of the school day because School B provides the necessary educational services, School B has accountability responsibility for the student.

Reporting Reading First Students

Public school districts are responsible for reporting in SIRS all student assessment data for students in all schools, including nonpublic schools, listed in their Reading First grant. Nonpublic school data must be reported with the nonpublic school's BEDS code for both the location code and the district code. The nonpublic school students should NOT be reported under the reporting district's BEDS code, as this could impact accountability for the district.

If a nonpublic Reading First school is under an affiliation group that has contracted with a RIC to submit data in the SIRS, all assessment data (including NYSTP and Reading First) for the school must be submitted to that same RIC so that the affiliation group can receive summary data for all of their component nonpublic schools. If a nonpublic Reading First school is under an affiliation group that does not contract with a RIC to submit data in the SIRS, the public school district is responsible for reporting the nonpublic school's Reading First data.

For example, if a NYC nonpublic school is under an affiliation group that contracts with Nassau RIC, NYC must provide the Nassau RIC with the school's Reading First data, and the

Nassau RIC must report both the NYSTP and Reading First data for the school in the SIRS. NYC nonpublic schools in affiliation groups that do not contract with a RIC to report their data in the SIRS must have their data reported by NYC.

Only student records for schools that participated in Reading First in 2008–09 will be used to evaluate Reading First programs. Records for students who are administered the Terra Nova but who do not attend Reading First schools will not be used in the evaluation of Reading First programs.

Reporting Accelerated Intermediate-Level Science Students

Grade 8 Intermediate-Level Science Test results for accelerated science students who take the assessment in Grade 7 (or, if ungraded, when Grade 7 age equivalent) must be reported in the year in which they take the assessment. If the students also take a Regents examination in science in Grade 8 (or, if ungraded, when Grade 8 age equivalent), results for that assessment must be reported in the year in which they take the assessment. (The Regents examination in science taken in Grade 8 will be used for accountability calculations for these students.) If the students take the Grade 8 Intermediate-Level Science Test in Grade 7 (or, if ungraded, when Grade 7 age equivalent) but do not take a Regents examination in science in Grade 8 (or, if ungraded, when Grade 8 age equivalent), the Assessment Measure Standard Description "Science: Early" will be populated for them at Level 2 when the students are in Grade 8. (The Grade 8 Intermediate-Level Science Test taken in Grade 7 will be used for accountability calculations for these students.) Students who take the Grade 8 Intermediate-Level Science Test when they are in Grade 7 (or, if ungraded, when Grade 7 age equivalent) are not required to retake the test when they advance to Grade 8.

Reporting Accelerated Intermediate-Level Social Studies Students

Grade 8 Intermediate-Level Social Studies Test results for accelerated social studies students who take the assessment in Grade 7 (or, if ungraded, when Grade 7 age equivalent) must be reported in the year in which they take the assessment. The scores of these students will be aggregated with the scores of all other students who took the assessment in that reporting year and will be reported in the *Comprehensive Information Report* section of the *New York State Report Card*. Students who take the Grade 8 Intermediate-Level Social Studies Test when they are in Grade 7 (or, if ungraded, when Grade 7 age equivalent) are not required to retake the test when they advance to Grade 8.

Reporting Accelerated Elementary-Level Science and Social Studies Students and Grades 3–8 ELA and Mathematics Students

Accelerated students may *not* take the elementary-level science or social studies or grades 3–8 ELA or mathematics tests if they are not grade or age appropriate for the test. Students whose results on these assessments are reported when they are not grade or age appropriate will be considered to have no valid test score when participation rate accountability calculations are made.

Elementary/Middle-Level Assessment Valid/Invalid Score Reporting (Validity Rules)

The following rules apply to elementary/middle-level ELA, mathematics, science, and social studies assessments:

Present for Entire Test: Students who are present for all sessions/parts of a test during an administration period, including the make-up period, and who responded to at least one test item on the assessment will receive a valid score and be counted as tested when participation rates are calculated.

Absent: Students who are absent for any session (for ELA or mathematics) or any parts (written or performance parts for science or booklet 1 or 2 for social studies) or the entire test must be reported at the local level with a final score of "999" and a Standard Achieved Code of 99, whether or not there are any response records. These students will be considered to have "no valid test score" and will be counted as not tested in verification reports and for accountability calculations. If a student leaves the test administration in the middle of a session and is not able to make up that part of the test, school officials must decide whether to consider the student as absent (no valid test score) or to calculate a final test score and performance level by assigning 0 credits to the incomplete parts.

Refusal: Students who refuse to take the entire test must be reported at the local level with a final score of "999" and a Standard Achieved Code of 96, whether or not there are any response records. Assessment records for these students do not move to Level 2. These students will be considered to have "no valid test score" and will be counted as not tested in verification reports and for accountability calculations. Students who refused to take one or more but not all sessions or parts of the test will receive no credit for the session(s) or part(s) they refused to take, and a scale score and performance level will be calculated based on the questions answered.

Administrative Error: Students for whom errors were made in the administration of the test (the student was present but the test was not administered to the student and the school/district was required to administer it, prompts were given to the student, materials that would assist students in taking the test were in view of the students during the administration, etc.) are considered to have “no valid test score”. These students must be reported as “Administrative Error”; that is, with a standard met code of 97.

Medically Excused: Students who are “Medically Excused” (see definition under Participation Criterion in Chapter 1: Accountability in New York State) are considered to have “no valid test score” and must be reported with a standard met code of 93. These students are excluded from the numerator and the denominator of the participation and performance calculations.

Reporting Students Eligible for Both the NYSAA and the NYSESLAT

Report both NYSAA and NYSESLAT results for students who are required to take both assessments. If both tests are reported, the NYSAA score will count in the accountability performance calculation.

Reporting Suspended Students

Students of compulsory school age who are suspended from school for disciplinary reasons and are being provided instruction in the home by the district should have their enrollment continued in the SIRS. Do *not* end the enrollment record for the student when the student is suspended.

Reporting New York State Students in Foreign Exchange Programs

New York State students who participate in foreign exchange programs should have their enrollment continued in the SIRS. Do *not* end the enrollment record for these students when they leave the country to attend the foreign exchange program.

Reporting Grade 9 Students Whose Grade Is Changed to Grade 8 or Lower

If a student is initially reported as in Grade 9 but the grade is subsequently changed to Grade 8 or lower, all of the enrollment records for the student that indicated that the student was in Grade 9 must be revised to indicate the new grade identification. In addition, the Date of Entry into Grade 9 must be eliminated for the student.

Reporting High-School-Age LEP Students with Low Literacy Level on First Arrival in the United States

When a school first enrolls a high-school-age student who is non-English speaking, who is newly arrived in the United States, and whose level of literacy in his or her native language is low, school administrators may have difficulty determining the student's correct grade placement. Schools are allowed at least one year to determine the appropriate grade level of LEP students meeting these criteria. Upon enrollment, the school should assign the student to a grade level based on the administrator's best judgment. This temporary grade level should be reported in the first year of enrollment if the student has not yet been enrolled a full academic year. Before the end of the second year of enrollment, the school must evaluate the student and determine the appropriate grade level based on the student's scheduled course work for the next semester.

The school should determine the year of first entering grade 9 from the grade level assigned to the student before the end of the second year of enrollment. For example, if a student's instructional grade level before the end of the second year of enrollment is determined to be grade 10, the student will be considered to have first entered grade 9 in the previous school year. If a student's instructional grade level before the end of the second year of enrollment is determined to be grade 9, the student will be judged to have first entered grade 9 in the current school year. The initial, temporary grade level should not be used to determine the year of first entering grade 9. The year of first entering grade 9 may be changed if the grade placement reported the previous year was determined to be incorrect. If, in the second year, a student is assigned to a grade below 9 and is enrolled in a school serving students below grade 9, the students will be recorded as first entering grade 9 when they are next enrolled in grade 9. Schools may change a student's reported year of first entering grade 9 only once.

Reporting Students with Test Accommodations

Test accommodations for all students who are provided with such accommodations during the administration of an assessment must be reported in SIRS. The School Administrator's Manual for secondary-level tests and the administrator's manuals for specific test titles for elementary/middle-level tests contain lists of accommodations available to students. See http://www.emsc.nysed.gov/osa/sam/ for copies of these manuals. Chapter 6 of the SIRS Manual contains codes for reporting these accommodations.

Reporting Career and Technical Education Program Data

Career and technical education (CTE) programs are those focused on career or occupational training. Located in high schools and BOCES, CTE programs provide academic and technical instruction in the content areas of agriculture, business and marketing, family and consumer sciences, health occupations, trade and technical education and/or technology education. CTE programs are comprised of at least three CTE courses or units of study that together form a cohesive concentration.

Cohesive concentrations are groups of courses or units of study that when combined make up a program. These courses or units of study may be from one of the six CTE content areas or from a combination of these content areas. As CTE programs at local high schools often cross content areas and may not be predefined or linear in nature, and CTE students at local high schools build meaningful cohesive concentrations based on individual interests, the selection of a specific program service code (see the CIP codes in Appendix 10) may prove more difficult than the selection of such a code for CTE programs at BOCES and Technical or CTE high schools. In this case, the local high school can use one of the following more broad-based program service codes: Agriculture (010599); Business and Marketing (529999); Family and Consumer Sciences (199999); Health Occupations (519999); Technology Education (151599); or Trade and Technical (489999). These reflect the six major CTE content areas. If a student is in programs from two of these content areas, the code to be reported should be the one in which the majority of the student's time is spent.

When a local agency is unable to determine the appropriate code, they should contact their RIC. The RIC can contact the NYSED CTE Team at (518) 486-1547 or emsccte@mail.nysed.gov for assistance.

All CTE programs are categorized for reporting purposes as General CTE and Title II CTE. These are defined as:

General Career and Technical Education Program: A General CTE program *(*note that the term "General CTE" has replaced the term "conventional CTE") is comprised of organized educational activities completed at the secondary level at a local high school or a BOCES or both. These activities include:

A) a minimum of three connected courses at a local high school or a BOCES or both that:

- incorporate the Career Development and Occupational Studies (CDOS) Learning Standards;

- include the content of the one unit state-developed Career and Financial Management course;

- provide students with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; and

- provide technical skill proficiency, an industry-recognized credential, or a certificate;

AND

B) competency-based applied learning that contributes to a student's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

Title II Program: A Title II program involves two years of secondary instruction followed by two years of specifically linked postsecondary instruction. The Title II programs in New York State are funded through Title II of Perkins IV on a competitive basis and are also known as 2+2 programs, Tech Prep, or "Career Pathways." These programs, which contain all of the components of General CTE programs, can be distinguished from General CTE programs by two features:

1) These programs must contain an articulation agreement that is jointly established by secondary and postsecondary institutions. The agreements are usually brokered by "Title II Centers" established under Perkins IV and provide benefits to the student, such as college credit or waiver of certain college course requirements.

2) A Title II program requires students to sign a declaration evidencing their intent to follow a graduation plan that includes two years of postsecondary instruction and that results in completion of a two-year associate degree, certificate, or apprenticeship in a field related to their program of study.

The best way to determine if a student should be reported under Title II is to verify that he or she has signed a declaration (see above) with a Title II funded program. Regional contacts can confirm if a student is in a Title II program. For more information, see the Title II webpage at: http://www.emsc.nysed.gov/cte/perkins4/title2/title2contacts.html. If the regional contact or local high school district can verify that a declaration has been signed and the other criteria are met, then the student should be coded as a Title II student. If not, then he or she should be coded General CTE.

Reporting Students Who Qualify for Free or Reduced-Price Lunch

Students who have an approved lunch application or other documentation acceptable to the federal lunch program should be reported for free or reduced-price lunch (FRPL) purposes. Students may qualify for FRPL reporting as follows:

Students may be reported as qualifying for a FREE lunch if they:

1) have a National School Lunch Program (NSLP) application approved for free lunch;

2) are named on a direct certification letter from the NYS Office of Temporary and Disability Assistance (OTDA) as being eligible either for the Supplemental Nutrition Assistance Program (SNAP, the former Food Stamps Program) or for Temporary Assistance for Needy Families (TANF) benefits. Direct certification letters from the NYS Office of Temporary and Disability Assistance concerning eligibility for SNAP or TANF benefits are generally mailed in August;

3) are named on a direct certification letter from the local Department of Social Services (DSS) indicating that they qualify for either SNAP or TANF benefits. DSS will send letters if a student is approved for SNAP or TANF benefits after direct certification letters have been sent in August by the NYS Office of Temporary and Disability Assistance;

4) are named on a direct certification letter from the New York State Education Department (NYSED) indicating that they qualify for either SNAP or TANF benefits;

5) are documented as homeless;

6) are documented as in a program for the Runaway and Homeless Youth act; or

7) are documented to be in a federal Headstart program.

Students may be reported as qualifying for a REDUCED-PRICE lunch if they have a completed National School Lunch Program (NSLP) application and have a reported family income of 131 to 185 percent, inclusive, of the federal poverty level.

Direct Certification letters are good through the end of September; new letters are required each October 1st to be acceptable for the current school year. Note that direct certification applies only to free lunch.

Reporting Students Who Attend "Online" Schools

Online schools are schools that offer courses, credits, and diplomas via the Internet. As New York State does not recognize online schools, students who leave a New York State district or school to attend an online school should be exited using a dropout enrollment code.

Chapter 6: Data Reporting in the SIRS

Local Educational Agencies (LEAs) are responsible for submitting a complete set of data elements to the SIRS in a predetermined format. The data elements fall into five general categories:

1. Student Demographic
2. Enrollment
3. Programs
4. Assessment
5. Special Education

Student demographic data must be entered first, followed by enrollment data. Programs, assessment, and special education data can then be entered. Some data elements are required for all students; others are only required for certain students or specific circumstances.

Data Elements Reported by LEAs

	Data Element	eScholar Template	Field Number	Data Set
1	Assessment Accommodation Code(s)	2000	34	E, F
2	Assessment Date of Administration	2000, 2190	5, 5	E, F
3	Assessment Item Response Description	2190	7	F
4	Assessment Item Response Value Multiple Choice	2190	8	F
5	Assessment Item Response Value Points Earned	2190	9	F
6	Assessment Language Code	2000	16	E, F
7	Assessment Measure Standard Description	2000, 2190	4, 4	E, F
8	Assessment Score	2000	9	E
9	Assessment Standard Met Code	2000	17	E, F
10	Backmapping BEDS Code	3090	27	B
11	Building of Enrollment Code	3090, 420	2, 2	A, C
12	Country of Origin	3090	40	B
13	Credential Type Description	3090	24	B
14	CTE/Tech Prep Program Intensity	560	9	D
15	CTE/Tech Prep Program Type	560	18	D
16	Date of Birth	3090	10	A, B
17	Date of Entry into United States	3090	38	B
18	District of Responsibility Code	3090, 420, 560, 2000, 2190, 590, 550	1, 1, 1, 1, 1, 1, 1	A, B, C, D, E, F, G1, G2
19	Enrollment Entry Date	420	6	C
20	Enrollment Exit Date	420	6	C
21	Event Date	550	6	G2
22	Event Outcome Code	550	12	G2
23	Event Type Code	550	5	G2
24	First Date of Entry into Grade 9	3090	26	A, B

	Data Element	eScholar Template	Field Number	Data Set
25	Gender Description	3090	11	A, B
26	Grade Level	3090, 420	8, 9	A, C
27	Hispanic/Latino Ethnicity Indicator	3090	42	A, B
28	Home Language Description	3090	13	A, B
29	Homeless Indicator	3090	47	B
30	Homeless Primary Nighttime Residence	3090	51	B
31	Immigrant Indicator	3090	49	B
32	Immunization Date for First Polio Vaccination	3090	28	A
33	Initial Event Date	550	32	G2
34	Initial Event Type Code	550	31	G2
35	Least Restrictive Environment Code	590	44	G1
36	Migrant Indicator	3090	48	B
37	Neglected or Delinquent Indicator	3090	50	B
38	Number of Days	550	33	G2
39	Phone at Primary Residence	3090	34	A
40	Postgraduate Plan Description	3090	18	B
41	Primary Ethnic Code	3090	12	A, B
42	Primary Placement Type	590	32	G1
43	Primary Service Code	590	31	G1
44	Primary Service Provider	590	46	G1
45	Program Service Code	560	5	D
46	Program Service Entry Date	560	6	D
47	Program Service Exit Date	560	7	D
48	Program Service Provider BEDS Code	560	8	D
49	Race 2 Code	3090	43	A, B
50	Race 3 Code	3090	44	A, B
51	Race 4 Code	3090	45	A, B
52	Race 5 Code	3090	46	A, B
53	Reason Code	550	20	G2
54	Reason for Beginning Enrollment Code	420	7	C
55	Reason for Ending Enrollment Code	420	7	C
56	Reason for Ending Program Service Code	560	13	D
57	School District Student ID	3090, 420, 560, 2000, 2190, 590, 550	4, 4, 4, 6, 6, 5, 4	A
58	School Year	3090, 420, 560, 590, 550	3, 3, 3, 3, 3	A, B, C, D
59	School-Age Indicator	590	47	G1
60	Scoring Model Key	2000	45	E
61	Snapshot Date	590	35	G1
62	Student’s Address City	3090	31	A
63	Student’s Address Line 1	3090	29	A
64	Student’s Address Line 2	3090	30	A

	Data Element	eScholar Template	Field Number	Data Set
65	Student's Address State Code	3090	32	A
66	Student's Address Zip Code	3090	33	A
67	Student's First Name	3090	6	A
68	Student's Guardian One Name	3090	35	A
69	Student's Guardian Two Name	3090	36	A
70	Student's Last Name	3090	5	A
71	Student's Middle Initial	3090	7	A
72	Student's Place of Birth	3090	37	A
73	Survey Completion Indicator	2000	46	E
74	Test Group	2000, 2190	2, 2	E
75	Version	2000, 2190	3, 3	E
76	Years Enrolled in a Bilingual or ESL Program	3090	17	B
77	Years in United States Schools	3090	39	B

Data Sets

Data elements with the same "code" when combined serve a particular purpose. For instance, all data elements with an "A" code are used to create a unique student identifier. The table below explains the use or purpose of each data set.

Code	Data Set
A	***Student Identification (NYSSIS):*** This set of data elements contains biographic and demographic information that is used to establish the unique student identifier under NYSSIS. One set of these data elements is needed for each student to obtain a unique student identifier from NYSSIS.
B	***Student Demographic Data:*** This set contains data elements that pertain to every student and information that, once established, is not expected to change over time (e.g., name, date of birth, race, gender, date of first entry into 9th grade). A Student Demographic Data Set must be submitted annually prior to submitting the student's enrollment, assessment, program service, or special education data. If different education institutions are responsible for reporting academic records and special education records, each institution must provide Student Demographic Data for the student. One set of these data elements is needed for each student reported for that academic year.
C	***Student Enrollment Data:*** This set identifies the responsible LEA and the school responsible for providing education services for each student; that is, the school the student attends for the majority of the day. These records identify the beginning and ending dates of enrollment and the student's grade level. The LEA may be a public school district, a charter school, a child-care institution with an affiliated school that provides educational services pursuant to Article 81, a State agency that operates an educational program, the New York State School for the Blind, the New York State School for the Deaf, or a nonpublic school. In the case of charter schools and nonpublic schools, the responsible LEA and school are the same. If the student changes grades in the same building during the same school year, provide a second enrollment record. Provide a new enrollment record each time a student changes buildings. Each student should have as many enrollment records as necessary. This data set is also used to indicate the LEA that has CSE responsibility for a student. If a district has CSE or CPSE responsibility for a student for whom it does not provide all educational services, it must submit this data set with appropriate enrollment codes for this student before it submits the student's special education records. At least one enrollment record for each student for each year is needed.
D	***Program Service Data:*** This set contains information about the student that is durational in nature and has a discrete beginning and ending date. For each student, include as many program service records as necessary to provide all required information for the student. Information such as poverty status must be updated annually. Program Service records identify the program services that apply to a student. If a program service does not apply to a student, no program service record should be reported. For example, there are no program service records to identify students as English proficient or not economically disadvantaged. Students are assumed to be in these categories, unless a program service record identifies them as LEP or economically disadvantaged. If an education institution is only responsible for reporting special education records for a student, it must provide program service records, if appropriate, indicating that the student is LEP and/or economically disadvantaged. **Program service data for LEP Eligibility and LEP Programs, Type of Disability, and Poverty must be submitted with the special education snapshot information.** (See G1 below.) All other program service data must be submitted by June 30 of each school year.

Code	Data Set
E	***Student Assessment Data:*** This set contains data elements that pertain to assessments and the scores on those assessments. Each student must have one record for every State assessment taken, including assessments that were repeated. For assessments with State-required scannable answer documents (NYSTP ELA, math, science, and social studies; NYSAA; and public school NYSESLAT), the scan center will provide the required item data to the SIRS. The scale score and performance level will be calculated and added to the Level 2 Repository. Districts must provide assessment scores for the Regents examinations, the RCTs, and approved alternative assessments taken to fulfill graduation requirements. One record for each assessment for each student must be provided.
F	***Student Assessment Item Data:*** This set contains data elements that pertain to item data for selected assessments and the scores on those assessments. Each student must have one record for every assessment item taken, including items to which the student did not respond. The scanning center will provide the required item data for the NYSTP assessments in ELA and math, NYSAA, and public school NYSESLAT. Item data are not required for the remaining assessments. One record for each student for every assessment item must be provided.
G	***Special Education Data Set:*** Data in this set are divided into two groups: G1) October 7, 2009 snapshot data that must be certified on January 13, 2010 and G2) data elements that must be provided at the end of the 2009–10 school year, some that must be certified on August 4, 2010 and the rest that must be certified on November 3, 2010. See the schedule of the school year(s) for which school districts must submit or re-submit data on State Performance Plan Indicators 7, 11, and 12, which are available at http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html .
G1	***Special Education Data Set – Snapshot:*** Data as of October 7, 2009. This data set provides information on students with disabilities who are receiving special education services according to State standards and the least restrictive environment setting in which they are enrolled on October 7, 2009. (The only students who may have Special Education Snapshot data elements in the SIRS but who do not receive special education services as of October 7 are the parentally placed students with disabilities in nonpublic schools.) This data set also identifies students with disabilities as either day or residential placements and as court/State agency or school district placements. These data are reported by all districts (including Special Act school districts), child-care institutions with affiliated schools, the NYS School for the Blind, or the NYS School for the Deaf, and State agencies that operate educational programs for all students for whom they have CPSE or CSE responsibility.
G2	***Special Education Data Set – Full School Year:*** Data for the full school year. *To be certified on August 4, 2010:* Data sets B, C and D. These sets will be used to collect exiting data on students with disabilities, which includes reasons for ending enrollment, type of credential, and post-graduate plans of students with disabilities who are enrolled during the 2009–10 school year and ended their enrollment sometime during the same school year. Declassification data will be taken from the reason for ending disability program service records. These data must be submitted by the school districts (including Special Act school districts), child-care institutions with affiliated schools, the NYS School for the Blind, the NYS School for the Deaf, State agencies that operate educational programs for all students for whom they have CPSE or CSE responsibility, and charter schools. These sets are also used to collect data on students receiving Coordinated Early Intervening

Code	Data Set
	Services (CEIS). See memorandum regarding CEIS at http://www.vesid.nysed.gov/specialed/publications/policy/ceis908.htm. School districts must report each student with a Program Service Code 5753 if the student receives CEIS services funded with Part B of the Individuals with Disabilities Education Act (IDEA) or is the intended beneficiary of expenditures of IDEA funds for CEIS. CEIS are provided to students without disabilities; therefore, the beginning and ending dates of CEIS services must not overlap with the beginning and ending dates of disability program service records. *To be certified on November 3, 2010:* • End of the Year Special Education Snapshot: This data set includes records for all students who received preschool special education services anytime during the 2009–10 school year. The required data elements are the Primary Service Code, Primary Service Provider, and the Snapshot Date (July 1, 2009). These data elements must be submitted by all districts that have CPSE responsibility by using the Special Education Snapshot template. • Special Education Services to Parentally Placed Students in Nonpublic Schools Located in the School District: This data set requires records for all parentally placed students in nonpublic elementary, middle, and secondary schools who are referred to the CSE for an initial evaluation for determination of eligibility for special education services between July 1, 2009 and June 30, 2010. These data must be submitted by all districts that have CSE responsibility by using the Special Education Events template. The required data elements include date of referral to the CSE, date written parent consent to evaluate the student was received, the date of the CSE meeting to discuss evaluation results, the outcome of the CSE meeting, and the date the IEP or IESP or SP was implemented. • Preschool outcomes: School districts that are responsible for reporting data on State Performance Plan (SPP) Indicator 7 for the 2009–10 school year must report the rating the child receives on the Child Outcomes Summary Form (COSF) upon entry into preschool special education and at exit from preschool special education. School districts must report data on all preschool students with disabilities who were evaluated on or after March 1, 2006 and who left preschool special education between July 1, 2009 and June 30, 2010 after receiving special education services for at least 6 months. (Preschool children “leave” preschool special education by being declassified, being voluntarily withdrawn from preschool, or aging out of preschool.) The Assessment Fact template is used to submit these data. The COSF is defined as a Test Group. An Assessment Score (rating) is reported for each child in three early childhood outcome areas upon entry and at exit from preschool special education. Also, a “yes” or “no” response is submitted to the question “Did the child learn at least one new skill since entering preschool special education?” • Timely Evaluation of Preschool and School-Age Students for Special Education Eligibility: This data set is submitted by only those school districts that are assigned to submit or re-submit data on SPP Indicator 11 for the 2009–10 school year. The Special Education Events template is used to report these data. Report information on all preschool and school-age students for whom parent consent to evaluate was received between July 1, 2009 and June 30, 2010. This includes all preschool students who were referred to the CPSE for an initial evaluation, including children referred from the Early Intervention Program and all school-age students referred to the CSE for an initial evaluation, including parentally placed students in nonpublic schools. (See definition of “initial evaluation for special education services” in the glossary.) Report the status of the information requested as of August 31, 2010. Specific dates are required, such as the date of receipt of written referral to the CPSE or CSE, date of receipt of written parental consent to evaluate, date of CPSE or CSE meeting at which evaluation results are discussed, and the number of school days (for preschool students) and the number of calendar days (for school-age students) from the date of receipt of written parental consent to evaluate (day 1) and the date of the

Code	Data Set
	CPSE or CSE meeting at which evaluation results are discussed. This data set also includes whether the student is found eligible for special education and requires a reason for not completing the evaluations within the State established timelines. • Timely Transition of Children from Early Intervention (EI) to Preschool Special Education: This data set is submitted by only those school districts that are assigned to submit or re-submit data on SPP Indicator 12 for the 2009–10 school year. The Special Education Events template is used to report these data. Report information on students who were participating in EI programs and who were referred to the CPSE between July 1, 2009 and June 30, 2010. Report the status of the information requested as of August 31, 2010. Specific dates are required, such as the date of receipt of written referral, date of receipt of written parental consent to evaluate, date of meeting at which eligibility determination is made, date of full implementation of IEP, and the number of calendar days past the child's 3rd birthday when the IEP was fully implemented. This data set also includes an indication of whether the child is found eligible for preschool special education and requires a reason for not determining eligibility of children by their third birthday or, for children found eligible for preschool special education, a reason for not implementing the child's IEP by the third birthday. • Evaluation of parentally-placed students in nonpublic elementary and secondary schools located in the school district and implementation of IEP, IESP, and SP of students found eligible for special education services. All school districts are required to report these data using the Special Education Events template. Report on all parentally placed students enrolled in elementary and secondary nonpublic schools located in the school district who were referred to the CSE for an initial evaluation for determination of eligibility for special education services between July 1, 2009 and June 30, 2010. Report the status of the information requested as of August 31, 2010. Specific dates, such as date of receipt of written referral, date of receipt of written parental consent to evaluate, date of meeting at which eligibility determination is made, and date of full implementation of IEP, IESP, or SP, are required.

eScholar Fact Table Templates

The format in which the data elements must be reported by the LEAs is provided in templates for what are referred to as "Fact Tables." The templates define the specific order, structure, and technical requirements necessary to format data from source systems and load the data into the SIRS. These templates are designed by eScholar and use eScholar software. The templates were not designed specifically for use by New York State. As such, some data fields in the templates may not be used in the SIRS.

The Student Lite table must be populated first, followed by the School Enrollment table. The Assessment Fact table must be populated before the Assessment Response table.

eScholar Fact Table Templates
Template 3090 — Student Lite
Template 420 — School Enrollment
Template 560 — Programs Fact
Template 2000 — Assessment Fact
Template 2190 — Assessment Response
Template 590 — Special Education Snapshot
Template 550 — Special Education Events

eScholar Fact Table Template Design

For each data element that must be included in the fact tables, the eScholar templates provide a start position, end position, maximum length of characters in the field, the eScholar (and NYSED, if applicable) name of the data element, the use or purpose of the element, instructions or rules related to the element, the format of the element (e.g., alphanumeric, date, etc.), and the codes (if applicable) that should be used or sources of the codes, if the code list is extensive. For more information, further instructions, and more detailed rules on the data elements, see Chapter 7: Data Element Definitions. Data elements in Chapter 7 are listed alphabetically by the name as used by the NYSED, as indicated in the Field Name field in the templates below. Code lists that are too extensive to include in the templates are provided in appendices to this document. The appropriate appendix is indicated in the Recommended Codes or Reference to Data Source field in the templates below.

Field Number	Start Position	End Position	Max Length	**FIELD NAME** from eScholar template ***(DATA ELEMENT NAME)*** as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
Sequential number of the field	Starting character position in the field	Ending character position in the field	Maximum length of characters that can be used in the field	All capitalized **FIELD NAME** is the name of the data element as it appears in the eScholar template. The all capitalized italicized name in parenthesis—***(DATA ELEMENT NAME)***—is the name of the data element as used by NYSED if different from the eScholar template name and as listed in the required data elements table in this chapter. Data elements with an asterisk (*) are required for all students. Data elements with a (+) are only required for students as indicated in the Instructions or Rules column.	This field indicates who or for what purpose the data will be used. For example, some data may be used to establish a unique student ID (NYSSIS); others may be used for local, not State, reporting purposes only. Data fields whose purpose is local use only do not need to be populated.	This field provides guidelines for populating the field.	This field indicates whether the data element must be in alphanumeric, numeric, date, etc. format.	This field provides specific codes to use or directions on how to locate codes or other information necessary to enter the correct data element.

Template 3090 — Student_Lite (Student Demographics)

Demographic data elements describe the individual student and are used in the NYSSIS system. The majority of demographic data are collected in the Student_Lite template, but additional demographic data are also collected in the Enrollment_Fact and Programs_Fact templates.

For any given student within a given school district there will be one row stored in SIRS per school year. That row can be updated throughout the school year to reflect any changes in the attributes of the student. For example, the Student_Lite record for a student who graduates will be updated to show the type of diploma received.

Field Number	Start Position	End Position	Max Length	**FIELD NAME** from eScholar template ***(DATA ELEMENT NAME)*** as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) **Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools**: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	14	6	*LOCATION CODE ***(BUILDING OF ENROLLMENT CODE)***	NYSSIS	Building code used by the Data Warehouse, uniquely identifying the building in which a student is enrolled, typically assigned by the local student management system.	alphanumeric	See location code information at http://www.emsc.nysed.gov/irts/sirs/documentation/location-codes.html .
3	15	24	10	*SCHOOL YEAR DATE (***SCHOOL YEAR***)	NYSSIS and NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	
4	25	36	12	*STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYSSIS and NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
5	37	61	25	*LAST NAME SHORT ***(STUDENT'S LAST NAME)***	NYSSIS and NYS Reporting	Student's last name, including any hyphenated portion.	alphanumeric	
6	62	76	15	*FIRST NAME SHORT ***(STUDENT'S FIRST NAME)***	NYSSIS and NYS Reporting	Student's first name.	alphanumeric	
7	77	77	1	MIDDLE INITIAL ***(STUDENT'S MIDDLE INITIAL)***	NYSSIS and NYS Reporting	Student's middle initial.	alphanumeric	
8	78	79	2	*CURRENT GRADE LEVEL ***(GRADE LEVEL)***	NYSSIS	Grade level of the student for the reported school year. Populate with Grade Level Code.	alphanumeric	See Appendix 2: Grade Level Codes and Descriptions for suggested Grade Level Codes.
9	80	85	6	HOME ROOM	Local use only	Homeroom as determined by each building. Used locally for data disaggregation purposes.	alphanumeric	
10	86	95	10	*BIRTH DATE ***(DATE OF BIRTH)***	NYSSIS and NYS Reporting	Date of birth on the student's birth certificate or, if a certificate does not exist, an official source as directed by district policy. The birth date cannot be greater than the current date.	date yyyy-mm-dd	
11	96	101	6	*GENDER CODE ***(GENDER DESCRIPTION)***	NYSSIS and NYS Reporting	Gender identified by the parent/guardian. Populate with description, not code. Codes are suggestions only.	alphanumeric	M = Male F = Female
12	102	103	2	*ETHNIC CODE SHORT ***(PRIMARY ETHNIC CODE)***	NYSSIS and NYS Reporting	Ethnicity of the student as identified by the parent/guardian. Populate with descriptions, not codes. Codes are suggestions only. If a student is identified by the parent/guardian as being a member of more than one racial/ethnic group, populate field 12 with the primary racial/ethnic group the parent/guardian indicates the student belongs to. If the parent/guardian cannot identify a single primary racial/ethnic group for the student, populate field 12 with "Multiracial" and fields 43 through 46 with the descriptions of the individual racial/ethnic groups to which the student belongs, if available.	alphanumeric	I = American Indian or Alaska Native A = Asian B = Black or African American H = Hispanic or Latino M = Multiracial P = Native Hawaiian/Other Pacific Islander W = White

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
13	104	119	16	HOME LANGUAGE CODE ***(HOME LANGUAGE DESCRIPTION)***	NYSSIS and NYS Reporting	Language routinely spoken in the student's home. Populate with descriptions, not codes. Codes are suggestions only. If left blank, language will default to English.	alphanumeric	See Appendix 3: Language Codes and Descriptions.
14	120	149	30	CHALLENGE TYPE		*Leave blank.*		
15	150	164	15	LEVEL OF INTEGRATION		*Leave blank.*		
16	165	167	3	LEP PARTICIPATION		*Leave blank.*		
17	168	169	2	+DURATION OF LEP (***YEARS ENROLLED IN A BILINGUAL OR ESL PROGRAM***)	NYS Reporting	Required for LEP student's history. The cumulative number of years a student has received LEP services. Must be between 0 and 25 years. Vendor must allow a 2-character length. If the student has a program service code of 0231, this field **must** be populated. Report 1 for students with up to one year of bilingual or ESL instruction; 2 for students with up to 2 years; etc. Zero should only be used if the student has never received services. For more information, see Chapter 7: Data Element Definitions.	numeric nn	
18	170	199	30	+POST GRADUATE ACTIVITY ***(POSTGRADUATE PLAN DESCRIPTION)***	NYS Reporting	**Required for graduated students, high school completers, and students with disabilities who reach maximum age for educational services only.** Student's planned postgraduate activity. Populate with descriptions, not codes.	alphanumeric	See Appendix 4: Postgraduate Plan Codes and Descriptions.
19	200	200	1	STUDENT STATUS	Local use only	Student is either active or inactive.	alphanumeric	A = Active I = Inactive
20	201	210	10	+LAST STATUS DATE	Local use only	For Active students, the date of data extraction or the last day of the school year. For Inactive students, it is the date they were inactivated.	date yyyy-mm-dd	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
21	211	211	1	POVERTY CODE		*Leave blank*		
22	212	212	1	POPULATION CODE		*Leave blank*		
23	213	213	1	MOBILITY CODE		*Leave blank*		
24	214	216	3	+DIPLOMA TYPE CODE ***(CREDENTIAL TYPE DESCRIPTION)***	NYS Reporting	**Required for graduated students and high school completers only.** Credential earned by the student. For details, see the Office of State Assessment Web site at www.emsc.nysed.gov/osa . Populate with descriptions, not codes. Codes are suggestions only.	alphanumeric	See Appendix 5: Credential Type Codes and Descriptions.
25	217	217	1	PROGRAM SERVICES CODE		*Leave blank*		
26	218	227	10	+GRADE 09 ENTRY DATE ***(FIRST DATE OF ENTRY INTO GRADE 9)***	NYSSIS and NYS Reporting	Date student first entered grade 9, anywhere. Do not enter this data before the student actually enrolls in grade 9. Cannot be future date and must be after student's date of birth.	date yyyy-mm-dd	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
27	228	247	20	+SERVICE PROVIDER (***BACKMAPPING BEDS CODE***)	NYS Reporting	Populate with the 12-digit BEDS code of the feeder school (contains no grade 3 or above) only if both of the following are true: **1.** the student was in grade 3 in 2009–10 and was in a different school in the same district (i.e., a feeder school) during grade 2 (2008–09) or during grade 1 (2007–08) *and* **2.** the student was continuously enrolled in the highest grade served by the feeder school. (A grade 3 student that had been enrolled in a K–1 feeder school during grade 1 — the highest grade served by this feeder school — is considered to be continuously enrolled if the student was enrolled from BEDS day until the end of that school year). See Appendix 22: Glossary of Terms for definitions of feeder school and backmapping.	alphanumeric nnnnnnnnnnnn	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
28	248	257	10	INOCULATION DATE (***IMMUNIZATION DATE FOR FIRST POLIO VACCINATION***)	NYSSIS	Date of first poliomyelitis immunization, regardless of whether it was provided via OPV or IPV. If day is unknown, use 1st day of month. If month is unknown, use January 1 of the year of immunization. Cannot populate with future date. Date must be after the student's date of birth.	date yyyy-mm-dd	
29	258	287	30	ADDRESS 1 (***STUDENT'S ADDRESS LINE 1***)	NYSSIS	First line of the address of the student's principal residence. Provide the number, street, and apartment number. Do not include P.O. Box.	alphanumeric	
30	288	317	30	ADDRESS 2 (***STUDENT'S ADDRESS LINE 2***)	NYSSIS	Second line of the address of the student's principal residence, if applicable, after using the first line. Do not include P.O. Box.	alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
31	318	342	25	CITY (***STUDENT'S ADDRESS CITY***)	NYSSIS	City of the student's principal residence.	alphanumeric	
32	343	344	2	STATE (***STUDENT'S ADDRESS STATE CODE***)	NYSSIS	2-character U.S.P.S. state code for the student's principal residence.	alphanumeric	U.S. Postal Service state codes: http://www.usps.com/ncsc/lookups/usps_abbreviations.html
33	345	354	10	ZIP CODE (***STUDENT'S ADDRESS ZIP CODE***)	NYSSIS	5-character U.S.P.S. zip code or 9-character U.S.P.S. zip code with a dash after the first 5.	alphanumeric nnnnn or nnnnn-nnnn	U.S. Postal Service zip codes: http://zip4.usps.com/zip4/welcome.jsp
34	355	368	14	HOME PHONE (***PHONE AT PRIMARY RESIDENCE***)	NYSSIS	Area code and phone number at the student's principal residence. If there is no phone at the principal residence, record the number most frequently used to contact the student's primary guardian. For unlisted numbers, use the area code and zeros.	alphanumeric nnn-nnn-nnnn	
35	369	408	40	PRIMARY GUARDIAN NAME (***STUDENT'S GUARDIAN ONE NAME***)	NYSSIS	Name of the parent or legal guardian who enrolled the student. Format: Firstname Lastname	alphanumeric	
36	409	448	40	ALTERNATE GUARDIAN NAME (***STUDENT'S GUARDIAN TWO NAME***)	NYSSIS	Name of the second parent or legal guardian who enrolled the student. Format: Firstname Lastname	alphanumeric	
37	449	498	50	PLACE OF BIRTH (***STUDENT'S PLACE OF BIRTH***)	NYSSIS	Format: City State/Province/Region Country	alphanumeric	
38	499	508	10	+INITIAL US ENTRY DATE (***DATE OF ENTRY INTO UNITED STATES***)	NYS Reporting	**Required** for immigrants only. Date when the student entered the United States for the first time. Cannot be a future date, must be after the student's date of birth, and cannot be less than the reported school year minus 25 years. If field 49 = Y, fields 38 through 40 are required.	date yyyy-mm-dd	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
39	509	512	4	+YEARS IN US SCHOOLS (***YEARS IN UNITED STATES SCHOOLS***)	NYS Reporting	**Required** for immigrants only. Number of consecutive years the student has been in school anywhere in the United States. Must be between 0 and 25 years. The number must indicate whether the student is in the 1st, 2nd, 3rd, etc., year of enrollment in United States schools. For example, if the student is in the first year of enrollment in United States schools (has been enrolled in United States schools for one year or less), enter 1. If the student is in the third year of enrollment in United States schools (has been enrolled in United States schools for more than two years but not more than three), enter 3. If field 49 = Y, fields 38 through 40 are required. For more information, see "Years in United States Schools" in Chapter 7: Data Element Definitions.	alphanumeric nn	
40	513	516	4	+COUNTRY OF ORIGIN CODE (***COUNTRY OF ORIGIN***)	NYS Reporting	**Required** for immigrants; **optional** for non-immigrants. Country from which the student emigrated. Populate with the description, not the code. If field 49 = Y, fields 38 through 40 are required.	alphanumeric	See Appendix 6: Country of Origin Codes and Descriptions.
41	517	524	8	DISTRICT CODE OF RESIDENCE	Local use only		alphanumeric	
42	525	527	3	HISPANIC ETHNICITY INDICATOR (***HISPANIC/LATINO ETHNICITY INDICATOR***)	NYSSIS and NYS Reporting	**Optional** for 2009–10. Indicates whether the student is Hispanic/Latino. Populate with Yes or No.	alphanumeric	Y = Yes = the student is Hispanic/Latino N = No = the student is not Hispanic/Latino

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
43	528	531	4	RACE 2 CODE	NYSSIS and NYS Reporting	**Optional** for 2009–10. If a student is identified by the parent/guardian as being a member of more than one racial/ethnic group and field 12 was populated with "Multiracial," populate fields 43 through 46 with the descriptions of the individual racial/ethnic groups to which the student belongs, if available. Field 43 cannot be populated unless field 12 is populated. Populate with the code, not the description.	alphanumeric	I = American Indian or Alaska Native A = Asian B = Black or African American P = Native Hawaiian/Other Pacific Islander W = White
44	532	535	4	RACE 3 CODE	NYSSIS and NYS Reporting	**Optional** for 2009–10. If a student is identified by the parent/guardian as being a member of more than one racial/ethnic group and field 12 was populated with "Multiracial," populate fields 43 through 46 with the descriptions of the individual racial/ethnic groups to which the student belongs, if available. Field 44 cannot be populated unless fields 12 and 43 are populated. Populate with the code, not the description.	alphanumeric	I = American Indian or Alaska Native A = Asian B = Black or African American P = Native Hawaiian/Other Pacific Islander W = White
45	536	539	4	RACE 4 CODE	NYSSIS and NYS Reporting	**Optional** for 2009–10. If a student is identified by the parent/guardian as being a member of more than one racial/ethnic group and field 12 was populated with "Multiracial," populate fields 43 through 46 with the descriptions of the individual racial/ethnic groups to which the student belongs, if available. Field 45 cannot be populated unless fields 12, 43, and 44 are populated. Populate with the code, not the description.	alphanumeric	I = American Indian or Alaska Native A = Asian B = Black or African American P = Native Hawaiian/Other Pacific Islander W = White

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
46	540	543	4	RACE 5 CODE	NYSSIS and NYS Reporting	**Optional** for 2009–10. If a student is identified by the parent/guardian as being a member of more than one racial/ethnic group and field 12 was populated with "Multiracial," populate fields 43 through 46 with the descriptions of the individual racial/ethnic groups to which the student belongs, if available. Field 46 cannot be populated unless fields 12, 43, 44, and 45 are populated. Do not populate field 46 unless you populate fields 12, 43, 44, and 45 as well. Populate with the code, not the description.	alphanumeric	I = American Indian or Alaska Native A = Asian B = Black or African American P = Native Hawaiian/Other Pacific Islander W = White
47	544	546	3	*HOMELESS ***(HOMELESS INDICATOR)***	NYS Reporting	Indicates if the student is homeless. If left blank, defaults to N (Never Homeless in Current School Year). Populate with code.	alphanumeric	Y = Homeless at Some Point N = Never Homeless
48	547	554	8	*MIGRANT STATUS ***(MIGRANT INDICATOR)***	NYS Reporting	Indicates if the student is migrant. If left blank, defaults to N (Never a Migrant in Current School Year). Populate with code.	alphanumeric	Y = Yes N = No
49	555	557	3	*IMMIGRANT INDICATOR	NYS Reporting	Indicates if the student is an immigrant. If Y, fields 38 through 40 are ***REQUIRED***. If N, fields 38 through 40 can be blank. If left blank, defaults to N (Non-Immigrant). Populate with code.	alphanumeric	Y = Immigrant N = Non-Immigrant
50	558	560	3	*NEGLECTED OR DELINQUENT ***(NEGLECTED OR DELINQUENT INDICATOR)***	NYS Reporting	Indicates if the student is neglected or delinquent. If left blank, defaults to N (Never Neglected or Delinquent). Populate with code.	alphanumeric	Y = Neglected or Delinquent at Some Point N = Never Neglected or Delinquent
51	561	563	3	+HOMELESS PRIMARY NIGHTTIME RESIDENCE	NYS Reporting	**Populate only if field 47 (*Homeless)* = Y.** Indicates the nighttime residence of a student identified as homeless. Populate with code.	alphanumeric	S = Shelters T = Transitional Housing A = Awaiting Foster Care D = Doubled-up (with another family) U = Unsheltered (car, parks, campgrounds, temporary trailer, or abandoned buildings) H = Hotels/motels

Template 3090 — Student_Lite (Student Demographics) Sample Data

District Code	Location Code	School Year Date	Student ID	Last Name Short	First Name Short	Middle Initial	Current Grade Level	Home Room	Birth Date	Gender Code	Ethnic Code Short	Home Language Code	Challenge Type	Level Of Integration
NY123456	0001	2010-06-30	900000001	SMITH	JOHN	M	12	222	1991-09-03	M	A	SPA		

LEP Participation	Duration of LEP	Post Graduate Activity	Student Status	Last Status Date	Poverty Code	Population Code	Mobility Code	Diploma Type Code	Program Services Code	Grade 09 Entry Date	Service Provider	Inoculation Date
	2	1	A	2009-12-01				762		2005-09-07	990001010001	1993-07-01

Address 1	Address 2	City	State	Zip Code	Home Phone	Primary Guardian Name	Alternate Guardian Name	Place Of Birth
123 ADAM STREET		SMITHTOWN	NY	12345	518-123-4567	KAREN SMITH	ROBERT SMITH	TORONTO ONTARIO CAN

Initial US Entry Date	Years in US Schools	Country of Origin Code	District Code of Residence	Hispanic Ethnicity Indicator	Race 2	Race 3	Race 4	Race 5	Homeless	Migrant Status	Immigrant Indicator	Neglected or Delinquent	Homeless Primary Nighttime Residence
1991-12-01	12	CA	NY123456	Y					N	N	Y	N	

Template 420 — School_Enroll (Enrollment)

School enrollment data elements define reportable enrollment actions (entries and exits). For any given student there will be at least one—and probably more—school enrollment records per school year. All reportable students require a school entry enrollment record for each year. Additional records are required when a student changes grade level and/or building during the same school year. Data is used for district and school accountability and cohort membership. Calculations using these data will be able to provide dropout and graduation rates, school enrollment counts, special education snapshot data, and assessment participation rates.

There are two types of school enrollment transactions: entry and exit. Entry transactions record the date a student enters a building or grade level and the school building of enrollment. Exit transactions record the date and reason a student leaves a school building or grade level. A student cannot be enrolled in more than one building at a time for purposes of reporting data to the NYSED.

Field Number	Start Position	End Position	Max Length	**FIELD NAME** from eScholar template ***(DATA ELEMENT NAME)*** as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) **Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools**: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	14	6	*LOCATION CODE ***(BUILDING OF ENROLLMENT CODE)***	NYS Reporting and NYSSIS	Building code used by the Data Warehouse, uniquely identifying the building in which a student is enrolled, typically assigned by the local student management system.	alphanumeric	See location code information at http://www.emsc.nysed.gov/irts/sirs/documentation/location-codes.html .
3	15	24	10	*SCHOOL YEAR DATE (***SCHOOL YEAR***)	NYSSIS and NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
4	25	36	12	*STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYSSIS and NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
5	37	46	10	*ACTIVITY DATE	Local use only	Must match the enrollment date.	date yyyy-mm-dd	
6	47	56	10	*ENROLLMENT DATE ***(ENROLLMENT ENTRY DATE and ENROLLMENT EXIT DATE)***	NYS Reporting	For Enrollment Entry Date, the date a student enrolls in a building or grade level. For Enrollment Exit Date, the last date of enrollment.	date yyyy-mm-dd	
7	57	62	6	*ENROLLMENT CODE ***(REASON FOR BEGINNING ENROLLMENT CODE and REASON FOR ENDING ENROLLMENT CODE)***	NYS Reporting	Code used on each enrollment record that indicates the reason the student's enrollment began or ended. Populate with codes.	alphanumeric	See Appendix 7: Reason for Beginning Enrollment Codes and Appendix 8: Reason for Ending Enrollment Codes.
8	63	102	40	ENROLLMENT COMMENT	Local use only		alphanumeric	
9	103	104	2	*ENROLLMENT GRADE LEVEL ***(GRADE LEVEL)***	NYS Reporting	Grade level at the time of the enrollment date. Populate with Grade Level Codes.	alphanumeric	See Appendix 2: Grade Level Codes and Descriptions for suggested Grade Level Codes.
10	105	116	12	RESIDENCE STATUS CODE		*Leave blank.*	alphanumeric	
11	117	128	12	ENROLL CHANGE CODE		*Leave blank.*	alphanumeric	

Template 420 — School_Enroll (Enrollment) Sample Data

Transaction	Transaction Description	District Code	Location Code	School Year Date	Student ID	Activity Date	Enrollment Date	Enrollment Code	Enrollment Comment	Enrollment Grade Level	Residence Status Code	Enroll Change Code
#1	Entry – Enrollment in building or grade	NY123456	0001	2009-06-30	900000001	2008-09-05	2008-09-05	0011		11		
#2	Exit – Transfer to another school in this district or to an out-of-district placement	NY123456	0001	2009-06-30	900000001	2008-10-17	2008-10-17	153		11		
#3	Entry – Enrollment in building or grade	NY123456	0002	2009-06-30	900000001	2008-10-18	2008-10-18	0011		11		
#4	Entry – Enrollment in building or grade – to be used for continued enrollment in building (new school year)	NY123456	0002	2010-06-30	900000001	2009-07-01	2009-07-01	0011		12		
#5	Exit – Graduated (earned a Regents or local diploma)	NY123456	0002	2010-06-30	900000001	2010-06-24	2010-06-24	799		12		

Template 560 — Programs_Fact

Programs _Fact data elements define students' involvement in reportable program services. Programs_Fact also includes transactional data: where each program service must be reported for each student for each school year. Programs are defined as attributes of a student that can change over time and have specific starting and ending points. The extract should include all needed records; enter as many records as needed for each student. School districts that create an enrollment record for students with disabilities using one of the following Reason for Beginning Enrollment Codes are required to submit Programs Participation information:

- 0011 — Enrollment in building or grade
- 5544 — Transferred in under the NCLB Title I "School in Improvement Status" transfer option
- 5654 — Enrollment in a AHSEP or HSEP program
- 5905 — CSE responsibility only
- 7000 — Transferred in under the NCLB Title I "Persistently Dangerous School" transfer option
- 7011 — Transferred in under the NCLB Title I "Victim of Serious Violent Incident" transfer option

Because program services data are typically tracked not only in the district's Student Management System (SMS) but also in other district-based information repositories—e.g., the Special Education System (SES), the Cafeteria Information Systems (CIS)—it is recommended that separate data extracts be used.

It is recommended that a separate file be used for each program type:

- LEP Eligibility
- LEP Programs
- No Child Left Behind (NCLB)-Funded Program Services
- NCLB Transfer Options
- Type of Disability
- Safety Net
- Career and Technical Education
- Coordinated Early Intervening Services
- Other

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) **Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools**: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	14	6	*LOCATION CODE	Local use only	Required by eScholar load plan. Typically the building code (assigned by local student management system and used by L1 Data Warehouse) which uniquely identifies building in which a student is receiving the service. Programs can optionally use '0000'.	alphanumeric	
3	15	24	10	*SCHOOL YEAR DATE (***SCHOOL YEAR***)	NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	
4	25	36	12	*STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
5	37	44	8	*PROGRAMS CODE ***(PROGRAM SERVICE CODE)***	NYS Reporting	Program service code applicable to a student. Populate with codes.	alphanumeric	See Appendix 9: Program Service Codes and Appendix 10: Career and Technical Education Program Codes.
6	45	54	10	*BEGINNING DATE ***(PROGRAM SERVICE ENTRY DATE)***	NYS Reporting	The program start date must be between July 1st and June 30th of the reported school year. Ex: for 2009–10, use a date between 2009-07-01 and 2010-06-30.	date yyyy-mm-dd	
7	55	64	10	+ENDING DATE ***(PROGRAM SERVICE EXIT DATE)***	NYS Reporting	**Populate only if a program service ends. Otherwise, leave blank.** Program end date must be between July 1st and June 30th of reported school year. Ex: for 2009–10, use a date between 2009-07-01 and 2010-06-30.	date yyyy-mm-dd	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
8	65	84	20	+STATE LOCATION ID ***(PROGRAM SERVICE PROVIDER BEDS CODE)***	NYS Reporting	**Populate only for school level services. For district level services, leave blank.** NYSED BEDS Code of the institution providing the program service.	alphanumeric nnnnnnnnnnnn	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
9	85	104	20	+PROGRAM INTENSITY ***(CTE/TECH PREP PROGRAM INTENSITY)***	NYS Reporting	**Populate if field 5 contains a CTE code.** The student's progression through the program service. As the student reaches each level of intensity, the description entered must be updated. Populate with descriptions.	alphanumeric	**Description** / **Level of Intensity Reached** Enrollee — CTE or Title II Enrollee Participant — CTE or Title II Participant Concentrator — CTE or Title II Concentrator
10	105	114	10	ENTRY REASON CODE 1	Local use only		alphanumeric	
11	115	124	10	ENTRY REASON CODE 2	Local use only		alphanumeric	
12	125	134	10	ENTRY REASON CODE 3	Local use only		alphanumeric	
13	135	144	10	+EXIT REASON CODE 1 ***(REASON FOR ENDING PROGRAM SERVICE CODE)***	NYS Reporting	This field is **required**: 1. when a student exits a CTE program (use code 646 or 663) 2. for students no longer LEP eligible (use code 849) 3. when a student's disability status changes (use code 901 or 912) Populate with codes.	alphanumeric	646 = Completion of Program Service 663 = Left without Completing Program Service 849 = Student Achieved English Proficiency 901 = Student is declassified or parents revoke consent (in writing) for special education services 912 = Student disability type changes
14	145	154	10	EXIT REASON CODE 2	Local use only		alphanumeric	
15	155	164	10	EXIT REASON CODE 3	Local use only		alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
16	165	224	60	PROGRAM COMMENT	Local use only		alphanumeric	
17	225	234	10	ORIGINAL PGM START DATE	Local use only		date yyyy-mm-dd	
18	235	240	6	+PARTICIPATION INFO CODE ***(CTE/TECH PREP PROGRAM TYPE)***	NYS Reporting	This field is **required** if field 5 contains a CTE code. This field delineates between the two program types. Populate with codes.	alphanumeric	TPREP = Title II Program CTE = General CTE Program

Template 560 — Programs_Fact Sample Data

Transaction	Description of Transaction	District Code	Location Code	School Year Date	Student ID	Programs Code	Beginning Date	Ending Date	State Location ID
#1	LEP Eligible for school year 2009–10.	NY123456	0001	2010-06-30	900000001	0231	2009-09-05		
#2	LEP Eligible for school year 2009–10. This student was no longer LEP Eligible on the specified ending date.	NY123456	0001	2010-06-30	900000001	0231	2009-07-01	2010-06-30	
#3	Speech or Language Impairment has been determined by the CSE or the CPSE for school year 2009–10.	NY123456	0001	2010-06-30	900000001	0429	2009-10-01		
#4	Speech or Language Impairment continues for school year 2009–10 and ends on 2010-01-25.	NY123456	0001	2010-06-30	900000001	0429	2009-07-01	2010-01-25	
#5	Title I – Part A Improving Basic Programs for school year 2009–10. Title I is a school based program and requires a State Location ID.	NY123456	0001	2010-06-30	900000001	0286	2009-09-05		900001010001
#6	CTE/Tech Prep Program (Electrician - 460302) for school year 2009–10 ending on 2010-06-24. This is a school based program and requires a State Location ID (i.e., Program Service Provider BEDS Code). This student reached the "Concentrator" level, completed the program and this program was CTE. It requires; Program Intensity, Exit Reason Code 1, and Participation Info Code.	NY123456	0001	2010-06-30	900000001	460302	2009-09-05	2010-06-24	900001010001

Transaction (cont.)	Program Intensity	Entry Reason Code 1	Entry Reason Code 2	Entry Reason Code 3	Exit Reason Code 1	Exit Reason Code 2	Exit Reason Code 3	Program Comment	Original Pgm Start Date	Participation Info Code
#1 cont.										
#2 cont.					849					
#3 cont.										
#4 cont.					901					
#5 cont.										
#6 cont.	Concentrator				646					CTE

Template 2000 — Assessment_Fact

Assessment_Fact (scores) data elements indicate the name of the assessment taken by the student, the language in which the assessment was taken, and the score/performance level achieved.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) **Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools**: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	23	15	*TEST DESCRIPTION ***(TEST GROUP)***	NYS Reporting	Short version of the description of the type of assessment.	alphanumeric	Use Test Group Codes (e.g., ALTREG, CTE, NYS, NYSAA, Regents, etc.) from Appendix 11: Assessment Measure Standard Descriptions and Codes.
3	24	33	10	*ASSESSMENT SCHOOL YEAR DATE (***VERSION***)	NYS Reporting	June 30th of the school year of test administration. Ex: 2010-06-30	date yyyy-06-30	
4	34	83	50	*ITEM DESCRIPTION ***(ASSESSMENT MEASURE STANDARD DESCRIPTION)***	NYS Reporting	Long version description of the assessment being reported. Populate with descriptions.	alphanumeric	Use text in the "Description" column of the table in Appendix 11: Assessment Measure Standard Descriptions and Codes (e.g., Grade 4 ELA, NYSAA: Grade 3 Math, Grade 5 Social Studies, etc.).

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
5	84	93	10	*TEST DATE ***(ASSESSMENT DATE OF ADMINISTRATION)***	NYS Reporting	First date of test administration or first day of window in which test was offered. If taken on a make-up day, use the date of original administration, not the make-up day. If the assessment was offered during a range of dates, indicate the first date the assessment was permitted to be administered. For the Child Outcomes Summary Form for preschool children with disabilities, use July 1, 2009 as the date of administration for reporting purposes.	date yyyy-mm-dd	First date of administration: ELA 3–8 = 2010-04-26 Math 3–8 = 2010-05-05 NYSESLAT = 2010-04-14 NYSAA = 2009-10-05 Social Studies 5 = 2009-11-16 Social Studies 8 = 2010-06-14 Science 4 & 8 = 2010-05-24 Reading First = 2010-05-17 January RCT & Regents = 2010-01-26 June RCT, Regents & SLPs = 2010-06-15 August RCT & Regents = 2009-08-12 CompRetest = TBD CTE Technical Skills Assessment = Any Day COSF = 2009-07-01 See Appendix 1: 2009–10 Assessment and Reporting Timelines for a list of assessment administration dates.
6	94	105	12	*STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
7	106	111	6	*LOCATION CODE	Local use only	Required by eScholar load plan. Typically the building code (assigned by local student management system and used by L1 Data Warehouse) which uniquely identifies building in which a student is receiving the service. Programs can optionally use '0000'.	alphanumeric	
8	112	117	6	SCORE DISPLAY	Local use only		alphanumeric	
9	118	123	6	+ALPHA SCORE ***(ASSESSMEMNT SCORE)***	NYS Reporting	Use when score for an assessment is not numeric. Ex: P = Pass and F = Fail	alphanumeric	Use Appendix 11: Assessment Measure Standard Descriptions and Codes to determine the type of score to be reported.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
10	124	131	8	+NUMERIC SCORE ***(ASSESSMENT SCORE)***	NYS Reporting	Use when score for an assessment is numeric.	alphanumeric	Use Appendix 11: Assessment Measure Standard Descriptions and Codes to determine the type of score to be reported. For administrative error and medically excused, use "999"; otherwise, use the scale score achieved.
11	132	139	8	CREDITS	Local use only		alphanumeric	
12	140	147	8	NATIONAL PERCENTILE	Local use only		alphanumeric	
13	148	155	8	LOCAL PERCENTILE	Local use only		alphanumeric	
14	156	158	3	MASTERY	Local use only		alphanumeric	
15	159	178	20	ASSESSMENT STATUS	NYS Reporting and Local Use	For NYS reporting, populate only for NYSAA assessment for collegial review question. Populate with codes, not descriptions.	alphanumeric	Y = Yes, a collegial review was performed on this datafolio N = No, a collegial review was not performed on this datafolio
16	179	182	4	*ASSESSMENT LANGUAGE CODE ***(ASSESSMENT LANGUAGE CODE)***	NYS Reporting	Code that indicates the language in which the assessment was administered. If the assessment language is unknown, enter the code for English ("ENG"). For foreign language assessments, enter the code for English ("ENG"). Populate with codes.	alphanumeric	See Appendix 12: Assessment Language Codes. COSF defaults to ENG.
17	183	186	4	*STANDARD ACHIEVED CODE ***(ASSESSMENT STANDARD MET CODE)***	NYS Reporting and Local Use	Code used to indicate the level of performance on an assessment or the reason there is no score for the assessment. Populate with codes.	alphanumeric	See Appendix 13: Standard Achieved Codes. Use N/A for COSF.
18	187	193	7	NORM CURVE EQUIV	Local use only		alphanumeric	
19	194	201	8	RAW SCORE	Local use only		alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
20	202	207	6	SCALE SCORE	Local use only		alphanumeric	
21	208	213	6	PERCENT SCORE	Local use only		alphanumeric	
22	214	219	6	LOCAL STANINE	Local use only		alphanumeric	
23	220	225	6	NATIONAL STANINE	Local use only		alphanumeric	
24	226	231	6	NATIONAL PERCENTILE BY AGE	Local use only		alphanumeric	
25	232	237	6	NUMBER OF ITEMS CORRECT	Local use only		alphanumeric	
26	238	243	6	OBJECTIVE MASTERY SCORE	Local use only		alphanumeric	
27	244	249	6	DEGREES OF READING POWER	Local use only		alphanumeric	
28	250	255	6	INTELLIGENCE QUOTIENT	Local use only		alphanumeric	
29	256	261	6	STANDARD PERFORMANCE INDEX	Local use only		alphanumeric	
30	262	267	6	STANDARD PERFORMANCE LEVEL	Local use only		alphanumeric	
31	268	273	6	GRADE EQUIVALENT	Local use only		alphanumeric	
32	274	279	6	SPECIAL NORM GROUP	Local use only		alphanumeric	
33	280	294	15	LEVEL OF AGGREGATION	Local use only		alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
34	295	304	10	+TESTING MODIFICATION ***(ASSESSMENT ACCOMMODATION CODE(S))***	NYS Reporting	**Required for all assessments.** **Populate only if one or more accommodations were used by the student.** Concatenate into one field, entered in any order. Ex. If a student used test accommodations 1, 2, and F, data may be entered as: F21 Use all codes applicable to the student. Codes, not descriptions, must be used.	alphanumeric	Codes that apply only to students with disabilities and students with Section 504 plans: 1 = Flexibility in scheduling/timing 2 = Flexibility in setting 3 = Method of presentation (excluding Braille) 4 = Method of response 5 = Other 6 = Braille 7 = Large type Codes that apply only to LEP students: A = Time extension B = Separate location C = Third reading of listening section (ELA assessment only) D = Translated edition (not applicable to ELA assessments) E = Bilingual dictionaries and glossaries F = Oral Translation (not applicable to ELA assessments) G = Responses written in native language (not applicable to ELA assessments) Leave blank for COSF.
35	305	314	10	TEST ASSIGNMENT DATE	Local use only		date yyyy-mm-dd	
36	315	326	12	EVALUATOR ID	Local use only		alphanumeric	
37	327	366	40	EVALUATOR NAME	Local use only		alphanumeric	
38	367	376	10	SCHOOL YEAR DATE ***(SCHOOL YEAR)***		*Leave blank*	date	
39	377	382	6	SUBTEST SCALE SCORE	Local use only		alphanumeric	
40	383	384	2	NUMBER OF TIMES TESTED	Local use only		alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
41	385	392	8	CONVERTED SCORE	Local use only		alphanumeric	
42	393	395	3	ASSESSMENT ACCOUNTABLE DISTRICT	Local use only		alphanumeric	
43	396	398	3	TESTING ACCOMMODATION	Local use only		alphanumeric	
44	399	406	8	STANDARD ERROR OF MEASUREMENT	Local use only		alphanumeric	
45	407	418	12	* SCORING MODEL CODE (***SCORING MODEL KEY***)	NYS Reporting	For Grades 3–8 ELA and mathematics, the type of scoring model used to score an assessment. For NYSAA, the code used to identify the Scoring Institute.	alphanumeric	For Grades 3-8 ELA and mathematics, use codes 1 through 5. See the School Administrator's Manuals (SAM) "Planning the Scoring Operations…" section, Scoring Models subheading. For NYSAA, use the 4-digit Scoring Institute Codes, which are the first four digits of the BOCES or Big 5 in which the scoring takes place. For all other assessments, use 'N/A'.
46	419	421	3	+SURVEY COMPLETION INDICATOR	NYS Reporting	**Use with NYSAA ONLY. If assessment not NYSAA, leave blank.** Populate with code.	alphanumeric	Y = Yes N = No
47	422	424	3	ASSESSMENT ACCOUNTABLE SCHOOL	Local use only		alphanumeric	
48	425	430	6	LEXILE MINIMUM SCORE	Local use only		alphanumeric	
49	431	436	6	LEXILE MAXIMUM SCORE	Local use only		alphanumeric	
50	437	442	6	NUMBER OF ITEMS ATTEMPTED	Local use only		alphanumeric	
51	443	448	6	NUMBER OF ITEMS OMITTED	Local use only		alphanumeric	
52	449	454	6	NUMBER OF ITEMS INCORRECT	Local use only		alphanumeric	

Template 2000 — Assessment_Fact Sample Data

Transaction	Transaction Description	District Code	Test Description	Assessment School Year Date	Item Description	Test Date	Student ID	Location Code	Score Display	Alpha Score	Numeric Score	Credits	National Percentile
#1	Entering Grade 4 ELA Data	NY123456	NYS	2010-06-30	Grade 4 ELA	2010-04-26	900000001	0001					
#2	Entering Regents Math A Data	NY123456	Regents	2010-06-30	Regents Math A - Jun	2010-06-15	900000001	0001			95		

Transaction (cont.)	Local Percentile	Mastery	Assessment Status	Assessment Language Code	Standard Achieved Code	Norm Curve Equiv	Raw Score	Scale Score	Percent Score	Local Stanine	National Stanine	National Percentile By Age	Number of Items Correct	Objective Mastery Score
#1 (cont.)				ENG	N/A									
#2 (cont.)				ENG	04			95						

Transaction (cont.)	Degrees of Reading Power	Intelligence Quotient	Standard Performance Index	Standard Performance Level	Grade Equivalent	Special Norm Group	Level of Aggregation	Testing Modification	Test Assignment Date	Evaluator ID	Evaluator Name	School Year Date	Subtest Scale Score
#1 (cont.)								F21					
#2 (cont.)								5					

Transaction (cont.)	Number of Times Tested	Converted Score	Assessment Accountable District	Testing Accommodation	Standard Error of Measurement	Scoring Model Code	Survey Completion Indicator	Assessment Accountable School	Lexile Minimum Score	Lexile Maximum Score	Number of Items Attempted	Number of Items Omitted	Number of Items Incorrect
#1 (cont.)						1							
#2 (cont.)						N/A							

Template 2190 — Assessment_Resp (Response)

Assessment_Resp data elements indicate name and date of the assessment, the question number, the student's response to a multiple-choice question, and the number of points earned for the multiple-choice, constructed response, or essay question.

Field Number	Start Position	End Position	Max Length	**FIELD NAME** from eScholar template ***(DATA ELEMENT NAME)*** as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) **Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools**: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	23	15	*TEST DESCRIPTION ***(TEST GROUP)***	NYS Reporting	Short version of the description of the type of assessment.	alphanumeric	Use Test Group Codes (e.g., ALTREG, CTE, NYS, NYSAA, Regents, etc.) from Appendix 11: Assessment Measure Standard Descriptions and Codes.
3	24	33	10	*ASSESSMENT SCHOOL YEAR DATE (***VERSION***)	NYS Reporting	June 30th of the school year of test administration. Ex: 2010-06-30	date yyyy-06-30	
4	34	83	50	*ITEM DESCRIPTION ***(ASSESSMENT MEASURE STANDARD DESCRIPTION)***	NYS Reporting	Long version description of the assessment being reported. Populate with descriptions.	alphanumeric	Use text in the "Description" column of the table in Appendix 11: Assessment Measure Standard Descriptions and Codes (e.g., Grade 4 ELA, NYSAA: Grade 3 Math, Grade 5 Social Studies, etc.).

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
5	84	93	10	*TEST DATE ***(ASSESSMENT DATE OF ADMINISTRATION)***	NYS Reporting	First date of test administration or first day of window in which test was offered. If taken on a make-up day, use the date of original administration, not the make-up day. If the assessment was offered during a range of dates, indicate the first date the assessment was permitted to be administered. For the Child Outcomes Summary Form for preschool children with disabilities, use June 30, 2010 as the date of administration for reporting purposes.	date yyyy-mm-dd	First date of administration: ELA 3–8 = 2010-04-26 Math 3–8 = 2010-05-05 NYSESLAT = 2010-04-14 NYSAA = 2009-10-05 Social Studies 5 = 2009-11-16 Social Studies 8 = 2010-06-14 Science 4 & 8 = 2010-05-24 Reading First = 2010-05-17 January RCT & Regents = 2010-01-26 June RCT, Regents & SLPs = 2010-06-15 August RCT & Regents = 2009-08-12 CompRetest = TBD CTE Technical Skills Assessment = Any Day COSF = 2009-07-01 See Appendix 1: 2009–10 Assessment and Reporting Timelines for a list of assessment administration dates.
6	94	105	12	*STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
7	106	130	25	*ITEM RESPONSE DESCRIPTION ***(ASSESSMENT ITEM RESPONSE DESCRIPTION)***	NYS Reporting	This element is only applicable to the Grades 3–8 assessments in ELA and mathematics, the NYSESLAT, and the NYSAA. See the NYSED item maps (provided separately) for each assessment. Provided by the RIC or Big 5 district that is hosting the Data Warehouse.	alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
8	131	134	4	+ALPHA VALUE ***(ASSESSMENT ITEM RESPONSE VALUE MULTIPLE CHOICE)***	NYS Reporting	**Grades 3–8 ELA and Math: Populate for multiple-choice questions only.** ~Populate with the letter of the choice made by the student (e.g., A, B, C, D). ~If there is no response to the multiple-choice question, populate with a '-' (dash). ~If there are multiple responses to the multiple-choice question, populate with an '*' (asterisk). **NYSAA:** Populate with 'NS' for accuracy and independence scores that are not numbers. Populate with Y, N, YYY, NNN, YNY, NYN, YYN, or NYY for connections questions.	alphanumeric	For more information on reporting NYSAA scores, see http://www.emsc.nysed.gov/irts/nysaa/home.shtml .
9	135	140	6	+NUMERIC VALUE ***(ASSESSMENT ITEM RESPONSE VALUE POINTS EARNED)***	NYS Reporting	**Grades 3–8 ELA and Math:** Number of points earned for multiple-choice, constructed-response, or essay questions. If no response to a constructed-response or essay question, populate with a capital letter "A". **NYSAA:** Populate with a number for accuracy and independence scores that are not 'NS'.	alphanumeric	For more information on reporting NYSAA scores, see http://www.emsc.nysed.gov/irts/nysaa/home.shtml .
10	141	155	15	LEVEL OF AGGREGATION	Local use only		alphanumeric	
11	156	165	10	SCHOOL YEAR DATE		*Leave blank.*	date	
12	166	171	6	*LOCATION CODE	Local use only	Required by eScholar load plan. Typically the building code (assigned by local student management system and used by L1 Data Warehouse) which uniquely identifies building in which a student is receiving the service. Programs can optionally use '0000'.	alphanumeric	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
13	172	175	4	ACHIEVEMENT LEVEL	Local use only		alphanumeric	
14	176	187	12	STAFF ID	Local use only			

Template 2190 — Assessment_Resp (Response) Sample Data

Trans-action	District Code	Test Description	Assessment School Year Date	Item Description	Test Date	Student ID	Item Response Descrip.	Alpha Value	Numeric Value	Level of Aggreg.	School Year Date	Loc. Code	Achiev. Level	Staff ID
#1	NY123456	NYS	2010-06-30	Grade 4 ELA	2010-04-26	900000001	01	-						
#2	NY123456	NYS	2010-06-30	Grade 4 ELA	2010-04-26	900000001	02	*						
#3	NY123456	NYS	2010-06-30	Grade 4 ELA	2010-04-26	900000001	03	1	1					
#4	NY123456	NYS	2010-06-30	Grade 4 ELA	2010-04-26	900000001	30		2					
#5	NY123456	NYS	2010-06-30	Grade 4 ELA	2010-04-26	900000001	31		4					
#6	NY123456	NYS	2010-06-30	Grade 8 ELA	2010-04-26	900000001	01	1	0					
#7	NY123456	NYS	2010-06-30	Grade 8 ELA	2010-04-26	900000001	02	B	1					

Transaction #1: Example of no response to a multiple-choice question. The Alpha value field contains a dash (-), because no response to the question (01) was found.

Transaction #2: Example of multiple responses to a multiple-choice question. The Alpha value field contains an asterisk (*), because a single student response to the question (02) could not be determined.

Transaction #3: Example of a student's correct response to a numeric-valued multiple-choice question. The Alpha value field contains the student's response to the question (03) and the Numeric Value contains the number of points earned (1).

Transaction #4: Example of a constructed-response question. The Numeric Value field contains the number of points earned (2).

Transaction #5: Example of an essay question. The Numeric Value field contains the number of points earned (4).

Transaction #6: Example of a student's incorrect response to an alpha-valued multiple-choice question. The Alpha Value field contains the numeric equivalent (1) to the student's incorrect response (A) and the Numeric Value field contains the number of points earned (0).

Transaction #7: Example of a student's correct response to an alpha-valued multiple-choice question. The Alpha Value field contains the student's correct response (B) and the Numeric Value field contains the number of points earned (1).

Template 590 — Special_Ed_Snap (Special Education Snapshot)

The Special_Ed_Snap template was first used in the 2007–08 school year. In previous years, school districts reported data collected in this table in the PD-1/4 and PD-7 reports. The Spec_Ed_Snap template for October 7, 2009 will reflect data as of October 7, 2009; the Spec_Ed_Snap template for the end-of-year snapshot (July 1, 2009 snapshot) will reflect data for any time during the 2009–10 school year. The data collected with this template include the following:

- Type of special education service provided to preschool students with disabilities, the service provider code, or the coordinating service provider code if the student received services from two or more providers. This information will be collected two times: as of October 7 and at the end of the school year. These data are reported by all school districts each year.

- Placement status of students with disabilities in approved private schools (residential or day), school district placement, or court placement as of October 7. These data are reported each year by all school districts (including Special Act school districts), State-operated schools, childcare institutions with affiliated schools, and State agencies.

- The least restrictive environment setting in which preschool students with disabilities are enrolled as of October 7. These data are reported by all school districts each year.

- The least restrictive environment setting in which school-age students with disabilities are provided special education services as of October 7. These data are reported each year by all school districts (including Special Act school districts), State-operated schools, childcare institutions with affiliated schools, and State agencies.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code) **Charter and nonpublic schools, State agencies, State-operated schools, AND child care institutions with schools**: 8nnnnnnn (8 followed by the last 7 digits of their Institution code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	14	6	*LOCATION CODE	Local use only	Required by eScholar load plan. Typically the building code (assigned by local student management system and used by L1 Data Warehouse) which uniquely identifies building in which a student is receiving the service. Programs can optionally use '0000'.	alphanumeric	
3	15	24	10	*SCHOOL YEAR DATE ***(SCHOOL YEAR)***	NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	
4	25	36	12	SOCIAL SECURITY NUMBER	Local use only			
5	37	48	12	* STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
6	49	73	25	LAST NAME SHORT	Local use only			
7	74	88	15	FIRST NAME SHORT	Local use only			
8	89	89	1	MIDDLE INITIAL	Local use only			
9	90	91	2	CURRENT GRADE LEVEL	Local use only			
10	92	121	30	SPECIAL EDUCATION TEACHER NAME	Local use only			
11	122	151	30	PRIMARY DISABILITY	Local use only			

Field Number	Start Position	End Position	Max Length	**FIELD NAME** from eScholar template ***(DATA ELEMENT NAME)*** as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
12	152	181	30	SECONDARY DISABILITY	Local use only			
13	182	191	10	LAST IEP DATE	Local use only			
14	192	201	10	LAST EVALUATION DATE	Local use only			
15	202	231	30	SERVICE LEVEL	Local use only			
16	232	261	30	RELATED SERVICES	Local use only			
17	262	291	30	SERVICES PROVIDED (R/RR/S)	Local use only			
18	292	303	12	SPECIAL EDUCATION TEACHER ID	Local use only			
19	304	313	10	ANNUAL REVIEW DATE	Local use only			
20	314	323	10	TRIENNIAL REVIEW DATE	Local use only			
21	324	353	30	EXPECTED DIPLOMA TYPE	Local use only			
22	354	356	3	2ND LANGUAGE EXEMPT	Local use only			
23	357	359	3	ALTERNATE ASSESSMENT	Local use only			
24	360	375	16	INSTRUCTION LANGUAGE	Local use only			
25	376	395	20	COMMUNICATION MODE	Local use only			
26	396	398	3	BRAILLE INSTRUCTION	Local use only			
27	399	414	16	SPECIAL TRANSPORTATION	Local use only			
28	415	417	3	EXTENDED SCHOOL YEAR	Local use only			
29	418	420	3	HOME SCHOOLED	Local use only			
30	421	428	8	PROGRAMS CODE	Local use only			

Field Number	Start Position	End Position	Max Length	**FIELD NAME** from eScholar template ***(DATA ELEMENT NAME)*** as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
31	429	436	8	+PRIMARY SERVICE CODE	NYS Reporting	Only one code is to be selected for each preschool student with a disability who was provided preschool special education services. **Required for preschool students with disabilities ONLY**. **October 7 Snapshot (Data as of October 7)**: ~ If the student received multiple services, use the code for the service received for the majority of the school day. ~ If the student received multiple services for equal amounts of the school day, use the code for the service with the numerically lowest code value. **End of Year Snapshot (Data reflecting any time during the 2009–10 school year)**: ~ All preschool students with disabilities who received a special education service any time during the school year (July 1 to June 30) must have a primary service code entered in this snapshot. ~ If the student received different services during the school year, use the code for the last service as reflected on the IEP. ~ If the student received multiple services for equal amounts of the school day, use the code for the service with the numerically lowest code value. Populate with codes.		See Appendix 14: Preschool Students with Disabilities Primary Service Codes.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
32	437	452	16	+PRIMARY PLACEMENT TYPE	NYS Reporting	**Required only for October 7 snapshot (data as of October 7).** ~ **PLC01:** Used by 1) State agencies and child-care institutions with affiliated school to designate students with disabilities for whom they have CSE responsibility; and 2) school districts for students with disabilities who are placed in out-of-State facilities by the courts or social services agencies. ~ **PLC02** and **PLC03:** Used by public school districts or State agencies to designate students with disabilities placed in approved private schools on a residential basis (PLC02) or on a day basis (PLC03). Populate with codes.	alphanumeric	PLC01 = Court or State agency placement (Article 81) PLC02 = Residential placement by school district (Article 89) PLC03 = Non-residential placement by school (Article 89) For more information, see "Primary Placement Type" in Chapter 7: Data Element Definitions.
33	453	462	10	SPECIAL ED ENTRY DATE	Local use only			
34	463	472	10	SPECIAL ED EXIT DATE	Local use only			
35	473	482	10	*SNAPSHOT DATE	NYS Reporting	Data in this table are collected twice a year. The first collection reflects data as of October 7 (2009-10-07); the second collection reflects data any time during the 2009–10 school year (2009-07-01). Populate with the appropriate snapshot date.	Date 2009-10-07 or yyyy-07-01	
36	483	485	3	IEP COMPLIANCE	Local use only			
37	486	515	30	FUNDING PRIMARY DISABILITY CODE	Local use only			
38	516	523	8	DISABILITY PRIMARY CAUSE CODE	Local use only			
39	524	531	8	LIVING SETTING CODE	Local use only			
40	532	539	8	HEARING IMPAIRMENT LEVEL CODE	Local use only			

Field Number	Start Position	End Position	Max Length	**FIELD NAME** from eScholar template ***(DATA ELEMENT NAME)*** as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
41	540	547	8	VISION IMPAIRMENT LEVEL CODE	Local use only			
42	548	577	30	TERTIARY DISABILITY CODE	Local use only			
43	578	607	30	QUATERNARY DISABILITY CODE	Local use only			
44	608	615	8	*PRIMARY SETTING CODE (***LEAST RESTRICTIVE ENVIRONMENT CODE***)	NYS Reporting	**Required only for October 7 snapshot.** Preschool and school-age students with disabilities' educational environment (least restrictive environment) as of 10/**7**. See "Least Restrictive Environment Code" in Chapter 7: Data Element Definitions for more information and rules for reporting.	alphanumeric	See Appendix 15: Preschool and School-Age Students with Disabilities Least Restrictive Environment Codes.
45	616	623	8	TRANSITION IEP STATUS CODE	Local use only			
46	624	643	20	+PRIMARY SERVICE PROVIDER	NYS Reporting	**Required for October 7 snapshot and end-of-year snapshot**. **Report only for preschool students with disabilities**. If preschoolers receive services from more than one provider, use the BEDS code of the coordinating service provider (CSP). CSP is designated by CPSE. Otherwise, use the BEDS code of the sole service provider. See Primary Service Provider in Chapter 7: Data Element Definitions for rules for selecting Primary Service Provider code.	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
47	644	644	1	*SCHOOL AGED INDICATOR ***(SCHOOL-AGE INDICATOR)***	NYS Reporting	**Required only for October 7 snapshot**. Populate with codes.	alphanumeric	Y = Yes, student is school age. N = No, student is preschool age.

Template 590 — Special_Ed_Snap (Special Education Snapshot) Sample Data

Sample Student	District Code	Location Code	School Year Date	Social Security Number	Student ID	Last Name Short	rams ode	Primary Service Code	Primary Placement Type	Sp Ed D	Ed t e	Snapshot Date
#1	NY12345	001	2010-06-30		900000001							2009-10-07
#2	NY12345	002	2010-06-30		900000002			SVC01				2009-10-07
#3	NY12345	003	2010-06-30		900000003				PLC03			2009-10-07
#4	NY12345	004	2010-06-30		900000004				PLC02			2009-10-07
#5	NY12345	0005	2010-06-30		900000005			SVC08				2009-07-01

Sample Student	IE Co m pl	rnary bility de	Primary Setting Code	Transition IEP Status Code	Primary Service Provider	School Aged Indicator
#1			SA01			Y
#2			PS03		90002000	N
#3			SA04			Y
#4			SA04			Y
#5						

Note: **Breaks (jagged lines) in sample data above are for display purposes only**. The jagged lines indicate a space where a series of fields not relevant to the illustration of the use of the template have been deleted in the sample data for easier display. This does not mean that these fields should be removed or ignored in ETLs or other programming.

Sample Student #1 is a school-age student with a disability who was enrolled in a school within the district and was in regular classes at least 80% of the day.
Sample Student #2 is a preschool student with a disability who received related services from more than one provider in a regular, early childhood program for less than 40% of the day.
Sample Student #3 is a school-age student with a disability in a secondary-level ungraded program who attends an approved private school for students with disabilities as a “day placement.”
Sample Student #4 is school-age student with a disability in an elementary-level ungraded program who was placed in a residential school for students with disabilities.
Sample Student # 5 is a preschool student with a disability who received full-day (3–4 hours) of a special class program in an integrated setting for several months during 2009–10 school year.

Template 550 — SE_Events (Special Education Events)

Special Education reporting requires the collection of dates for a number of events in a sequence. The SE_Events template is used to report each link in the chain of events. The data collected with this template that make up this series of events include the following:

Not all districts are required to report on SPP Indicators 11 and 12. For the school year in which your district is scheduled to report or resubmit the following data, see http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html .

- Dates for written referral, written parent consent to evaluate, CPSE meeting to discuss evaluation results for preschool children who receive an initial evaluation to determine special education eligibility, outcome of the eligibility decision, number of school days evaluation took, and, if necessary, reason for exceeding State-established timelines. These data are reported by school districts for the year in which they are required to report or resubmit data on SPP Indicator 11.

- Dates for written referral, written parent consent to evaluate, CSE meeting to discuss evaluation results for school-age students who receive an initial evaluation to determine special education eligibility and outcome of the eligibility decision, number of calendar days evaluation took, and, if necessary, reason for exceeding State established timelines. These data are reported by school districts for the year in which they are required to report or resubmit data on SPP Indicator 11.

- Dates for written referral, written parent consent to evaluate; CPSE meeting to determine eligibility; IEP implementation for preschool children who receive an initial evaluation for transitioning from IDEA, Part C (Early Intervention) to IDEA, Part B (preschool); and, if necessary, reason for not determining child's eligibility or exceeding State-established timelines or for not implementing the child's IEP by the child's third birthday. These data are reported by school districts for the year in which they are required to report or resubmit data on SPP Indicator 12.

  All districts are required to report the following data:

- Dates of written referral, written parent consent to evaluate, CSE meeting to discuss evaluation results, IEP or IESP or SP implemented for school-age students who are parentally placed in nonpublic elementary, middle, and secondary schools. These data are reported by every school district, every year.

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
1	1	8	8	*DISTRICT CODE ***(DISTRICT OF RESPONSIBILITY CODE)***	NYS Reporting	Public school districts: NYnnnnnn (NY followed by the first 6 digits of the BEDS code)	alphanumeric	For NYSED BEDS codes: www.nysed.gov/admin/bedsdata.html For NYSED BEDS and Institution codes: http://portal.nysed.gov Click on "SEDREF Query" For schools/agencies other than public districts and charters that are required to report these data: http://www.emsc.nysed.gov/irts/SIRS/home.shtml
2	9	14	6	*LOCATION CODE	Local use only	Required by eScholar load plan. Typically the building code (assigned by local student management system and used by L1 Data Warehouse) which uniquely identifies building in which a student is receiving the service. Programs can optionally use '0000'.	alphanumeric nnnnnnnnn	
3	15	24	10	*SCHOOL YEAR DATE ***(SCHOOL YEAR)***	NYS Reporting	Use June 30 of the reported school year. Ex: For 2009–10, use 2010-06-30	date yyyy-06-30	
4	25	36	12	* STUDENT ID (***SCHOOL DISTRICT STUDENT ID***)	NYS Reporting	Unique identifier assigned by the Local Education Agency (LEA) in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Ex. For 51972, use 000051972	alphanumeric nnnnnnnnn	
5	37	52	16	*EVENT TYPE CODE	NYS Reporting	Code that refers to a single event in a series of events for referral, consent, CPSE or CSE meeting, and IEP implemented for students with disabilities. Reported at the end of the school year. Populate with codes, not descriptions.	alphanumeric nnnnnnnnn	See Appendix 16: Event Type Codes for Series of Events in Special Education.
6	53	62	10	*EVENT DATE	NYS Reporting	For each Event Type Code entered, provide the appropriate date. Dates may not be anticipated future dates. Also, dates may not be after August 31, 2010.	date yyyy-mm-dd	
7	63	78	16	EVENT REASON CODE 1	Local use only			
8	79	94	16	EVENT REASON CODE 2	Local use only			

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
9	95	110	16	EVENT REASON CODE 3	Local use only			
10	111	126	16	EVENT SOURCE CODE	Local use only			
11	127	142	16	EVENT STATUS CODE	Local use only			
12	143	158	16	+EVENT OUTCOME CODE	NYS Reporting	Identify whether the student was determined eligible for special education for the following Event Type Codes: ~ CPSE meeting at which eligibility determination is made for student transitioning from EI to preschool (EI03) ~ CPSE meeting at which evaluation results are discussed for students referred to CPSE for evaluation (CPSE03) ~ CSE meeting at which evaluation results are discussed for students referred to CSE for evaluation (CSE03) ~ CSE meeting at which evaluation results are discussed for students parentally placed in nonpublic schools and referred to CSE for evaluation (CSENP03) Populate with codes, not descriptions.	alphanumeric nnnnnnnnn	Y = Yes, student determined eligible for special education services N = No, student ineligible for special education services U = Eligibility decision is undetermined or meeting is not held
13	159	168	10	MEETING DATE	Local use only			
14	169	184	16	MEETING TYPE CODE	Local use only			
15	185	194	10	EFFECTIVE DATE	Local use only			
16	195	202	8	ORGANIZATION CODE	Local use only			
17	203	232	30	ORGANIZATION NAME	Local use only			
18	233	262	30	ORGANIZATION CLUSTER	Local use only			
19	263	272	10	COMPLIANCE DATE	Local use only			

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
20	273	288	16	+NON COMPLIANCE REASON (***REASON CODE***)	NYS Reporting	**Required for the following situations:** ~Number of Days for the chain that begins with Event Code CPSE01 is more than 30. ~Number of Days for the chain that begins with Event Code CSE01 is more than 60. ~Number of days for the chain that begins with Event Code EI01 is 1 or more days. This code is reported on the record for the first event in the sequence of events (i.e., the initial referral record). Provide the predominant reason for the delay if there was more than one reason that actually caused the delay. Populate with codes.		See Appendix 17: Special Education Event Reason Codes (for SPP Indicators 11 and 12).
21	289	318	30	CHALLENGE TYPE	Local use only			
22	319	348	30	CHALLENGE TYPE DISORDER 1	Local use only			
23	349	378	30	CHALLENGE TYPE DISORDER 2	Local use only			
24	379	408	30	CHALLENGE TYPE DISORDER 3	Local use only			
25	409	438	30	PREVIOUS CHALLENGE TYPE	Local use only			
26	439	441	3	INTEGRATED PERCENTAGE	Local use only			
27	442	444	3	SPECIAL ED PERCENTAGE	Local use only			
28	445	447	3	STUDENT PRESENT	Local use only			
29	448	450	3	PARENT PRESENT	Local use only			
30	451	460	10	EVENT END DATE	Local use only			

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
31	461	476	16	*INITIAL EVENT TYPE CODE (***INITIAL EVENT TYPE CODE***)	NYS Reporting	Code of **first event in the series of events** reported for the student. Initial Event Type Codes for initial referral to CPSE or CSE (EI01 or CPSE01; CSE01 or CSENP01). **NOT** required when only one event type code is submitted for student. Submit with every record of each series after the initial referral *event type code* record.	alphanumeric nnnnnnnnn	Appendix 16: Event Type Codes for Series of Events in Special Education.
32	477	486	10	*INITIAL EVENT DATE (***INITIAL EVENT DATE***)	NYS Reporting	Date associated with Initial Event Type Code.	date yyyy-mm-dd	

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
33	487	490	4	*NUMBER OF DAYS ***(NUMBER OF DAYS)***	NYS Reporting	Report the number of days with the initial referral Event Type record as follows: ~ For children transitioning from EI to preschool, determined to be NOT eligible for preschool special education, number of calendar days past the child's third birthday when the CPSE meeting (EI03 Event Code date) was held ~ For children transitioning from EI to preschool whose eligibility is undetermined, the number of calendar days August 31, 2010 is past the child's third birthday ~ For children transitioning from EI to preschool who are determined to be eligible for preschool special education, number of calendar days past the child's third birthday, when IEP was implemented OR if IEP is not implemented, the number of calendar days that August 31, 2010 is past the child's third birthday. However, the number of days is "1" for the following scenarios when the child's third birthday is ON August 31, 2010: —If the Event Outcome Code is "Y" (student is determined eligible for special education services) and the IEP is not implemented by August 31, 2010; —If the Event Outcome Code is "U" (eligibility decision is undetermined or meeting is not held); ~ The number of school days from receipt of parent consent to evaluate preschool student (CPSE02 Event Code date) to date CPSE met to discuss evaluation results and provided an IEP recommendation to the Board of Education (CPSE03 Event Code date) or if CPSE meeting was not held, the number of school days from parent consent to evaluate to August 31, 2010. When counting days, the date of written parent consent to evaluate is counted as "day 1."	alphanumeric nnnnnnnnn	The schedule of the years in which school districts must initially report or resubmit data on SPP Indicators 11 and 12 is available at http://www.vesid.nysed.gov/sedcar/sppschedule.html .

Field Number	Start Position	End Position	Max Length	FIELD NAME from eScholar template *(DATA ELEMENT NAME)* as used by NYSED, if different from eScholar template name * = Required for all students + = Required only for specified students	NYS or Local Purpose	Instructions or Rules	Format	Recommended Codes or Reference to Data Source
33 (cont.)	487 (cont.)	490 (cont.)	4 (cont.)	*NUMBER OF DAYS ***(NUMBER OF DAYS)*** (cont.)	NYS Reporting (cont.)	(cont.) Report the number of days with the initial referral Event Type record as follows: ~ The number of calendar days from receipt of parent consent to evaluate school age student (CSE02 Event Code date) to date of CSE meeting to discuss evaluation results (CSE03 Event Code date) or if CSE meeting was not held, the number of calendar days from parent consent to evaluate to August 31, 2010. When counting days, the date of written parent consent to evaluate is counted as "day 1." When computing the number of school days, count the number of school days the district was in session according to the published school calendar. School days during the months of July and August are "business days".	alphanumeric nnnnnnnnn (cont.)	The schedule of the years in which school districts must initially report or resubmit data on SPP Indicators 11 and 12 is available at http://www.vesid.nysed.gov/sedcar/sppschedule.html . (cont.)

Template 550 — SE_Events (Special Education Events) Sample Data

Sample of school district submitting data for Special Education SPP Indicator 11 (includes evaluation of children transitioning from EI to preschool and evaluation of students who are parentally placed in nonpublic schools):

Row	District Code	Location Code	School Year Date	Student ID	Event Type Code	Event Date	Eve Rea Cod	ent tus de	Event Outcome Code	Mee Da	ance te	Non Comp. Reason	Cha Ty	ent d te	Initial Event Type Code	Initial Event Date	Number of Days
1	NY12345	0001	2010-06-30	900000001	CPSE01	2009-09-08			Y			CPSER04					51
2	NY12345	0001	2010-06-30	900000001	CPSE02	2009-10-06									CPSE01	2009-09-08	
3	NY12345	0001	2010-06-30	900000001	CPSE03	2009-12-19									CPSE01	2009-09-08	
4	NY12345	0000	2010-06-30	900000008	CPSE01	2009-11-17			Y			CPSER05					38
5	NY12345	0000	2010-06-30	900000008	CPSE02	2009-11-26									CPSE01	2009-11-17	
6	NY12345	0000	2010-06-30	900000008	CPSE03	2010-01-28									CPSE01	2009-11-17	
7	NY12345	0002	2010-06-30	900000002	CSE01	2009-10-01			N								41
8	NY12345	0002	2010-06-30	900000002	CSE02	2009-10-10									CSE01	2009-10-01	
9	NY12345	0002	2010-06-30	900000002	CSE03	2009-11-19									CSE01	2009-10-01	
10	NY12345	0003	2010-06-30	900000003	CSE01	2009-07-15			Y								18
11	NY12345	0003	2010-06-30	900000003	CSE02	2009-07-15									CSE01	2009-07-15	
12	NY12345	0003	2010-06-30	900000003	CSE03	2009-08-01									CSE01	2009-07-15	
13	NY12345	0003	2010-06-30	900000003	CSENP01	2009-07-15			Y								
14	NY12345	0003	2010-06-30	900000003	CSENP02	2009-07-15									CSENP01	2009-07-15	
15	NY12345	0003	2010-06-30	900000003	CSENP03	2009-08-01									CSENP01	2009-07-15	
16	NY12345	0003	2010-06-30	900000003	CSENP04	2009-09-05									CSENP01	2009-07-15	

Note: **Breaks (jagged lines) in sample data above are for display purposes only**. The jagged lines indicate a space where a series of fields not relevant to the illustration of the use of the template have been deleted in the sample data for easier display. This does not mean that these fields should be removed or ignored in ETLs or other programming.

Student in Rows 1–3 is preschool student referred to CPSE on September 8, 2009. Parents provided consent to evaluate student on October 6, 2009 and CPSE met to discuss evaluation results on December 19, 2009; CPSE determined student has a disability. Since district exceeded 30 school days from parental consent to evaluate to CPSE meeting at which evaluation results were discussed, they provided reason for delay.

Student in Rows 4–6 is a preschool student who is transitioning from Early Intervention to preschool. The Early Intervention program referred the child on November 17, 2009 and parents provided consent to evaluate student on November 26, 2009. The CPSE met to discuss evaluation results on January 28, 2010 and child was found eligible for special education. Since district exceeded 30 school days between from parental consent to evaluate to CPSE meeting at which evaluation results were discussed, it provided a reason for the delay.

Student in Rows 7–9 is school age student referred to CSE on October 1, 2009. Parents provided consent to evaluate student on October 10, 2009 and CSE met to discuss evaluation results on November 19, 2009. Student was determined **not eligible** for special education. Since district did not exceed 60 calendar days from parental consent to evaluate to CSE meeting to discuss evaluation results, district did not have to provide a reason code.

Student in Rows 10–12 and in rows 13–16 is the same student. This is a parentally placed student in a nonpublic school in the district. Parents referred student for special education eligibility determination on July 15, 2009 and provided consent to evaluate on same date. School district arranged for evaluation and CSE met to discuss evaluation results on August 1, 2009. Student was determined eligible for special education services. Student started receiving special education services on September 5, 2009 in accordance with an Individualized Education Services Program. Since district is scheduled to submit data on Indicator 11, student is reported in the CSE chain (rows 10–12) as well as in the CSENP chain (rows 13–16). It took district 18 calendar days to complete the evaluation and convene a CSE meeting to determine eligibility for special education. Since this is within 60 calendar days, a reason code is not needed for the CSE chain. The number of days is not needed for the CSENP chain because data in this chain are not used to measure compliance.

Sample of district submitting data for SPP Indicator 12, Transition of students from IDEA Part C (Early Intervention) to IDEA Part B (preschool).

Row	District Code	Location Code	School Year Date	Student ID	Event Type Code	Event Date	Eve Rea Cod ent tus de	Event Outcome Code	Mee Da iance te	Non Comp. Reason	Chall Ty ent nd te	Initial Event Type Code	Initial Event Date	Number of Days
1	NY12345	0001	2010-06-30	900000009	EI01	2009-07-07		Y		EIR13				5
2	NY12345	0001	2010-06-30	900000009	EI02	2009-07-10						EI01	2009-07-07	
3	NY12345	0001	2010-06-30	900000009	EI03	2009-08-28						EI01	2009-07-07	
4	NY12345	0001	2010-06-30	900000009	EI04	2009-09-10						EI01	2009-07-07	

Student in Rows 1–4 is preschool child whose birthday is September 5, 2006. Parent provided consent to evaluate student on July 10, 2009, student was determined eligible for preschool special education. Student's IEP is implemented on September 10, 2009, which is 5 days past the child's third birthday, so district provides a reason for the delay in implementing the IEP. (Parents chose to continue child in EI and transition to preschool special education after child became three.

Chapter 7: Data Element Definitions

Data elements in this chapter are listed alphabetically by the name as used by the New York State Education Department (NYSED), indicated in the Field Name column in the eScholar templates in chapter 6.

Assessment Accommodation Code(s): The code that identifies the test accommodation(s) used by the student on the reported State assessment. Field 34 in Template 2000 — Assessment Fact.

Assessment Date of Administration: The first day of the testing period for a particular assessment is given. Field 5 in Template 2000 — Assessment Fact and Template 2190 — Assessment Response. See Appendix 1: 2009–10 Assessment and Reporting Timelines.

Assessment Item Response Description: The number or code that uniquely identifies each item (question) in the assessment. The numbers/codes are provided in separate Item Maps for each assessment, which are provided separately by NYSED. Field 7 in Template 2190 — Assessment Response.

Assessment Item Response Value Multiple Choice: The student's response (e.g., A, B, C, D, etc.) to a multiple-choice question on the assessment. Field 8 in Template 2190 — Assessment Response.

Assessment Item Response Value Credits Earned: The credit(s) earned by the student on a multiple-choice, constructed-response, or essay question on the assessment. Field 9 in Template 2190 — Assessment Response.

Assessment Language Code: The three-character code that identifies the language in which the student took the assessment. Field 16 in Template 2000 — Assessment Fact. See Appendix 3: Language Codes and Descriptions.

Assessment Measure Standard Description: The description of the assessment being reported. Field 4 in Template 2000 — Assessment Fact and Template 2190 — Assessment Response. See Appendix 11: Assessment Measure Standard Descriptions and Codes.

Assessment Score: The score the student achieved on the assessment. The type of score to be reported is indicated in Appendix 11: Assessment Measure Standard Descriptions and Codes. Field 9 in Template 2000 — Assessment Fact.

Assessment Standard Met Code: This element is the standard achieved by the student on specific assessments. This element is required for all assessments that are reported to SIRS and scored by the school district. This element is also required for assessments not scored by the school district on which an administrative error has occurred or the student was medically excused from the assessment under NCLB guidelines. Administrative error (Standard Met Code 97) indicates an administrative error occurred that either invalidates the score achieved or prevents a score from being determined. Medically excused from testing (Standard Met Code 93) indicates that the student was medically excused from testing because the student was incapacitated by illness or injury during the entire test administration and make-up periods

and has on file documentation from a medical practitioner that he or she was too incapacitated to be tested at the school, at home, or in a medical setting. See Appendix 13: Standard Achieved Codes. Field 17 in Template 2000 — Assessment Fact.

Backmapping BEDS Code: A Backmapping BEDS Code is the BEDS code of a school containing no grade 3 or above that the student was enrolled in during a previous school year. Field 27 in Template 3090 — Student Lite.

Building of Enrollment Code: The building of enrollment code uniquely identifies the building in which a student is enrolled, typically assigned by the local student management system. For preschool children with disabilities who are not enrolled in PreK or UPK programs, this code identifies the primary special education service provider, which is typically maintained in the special education student management system. Field 2 in Template 3090 — Student Lite and Template 420 — School Enrollment.

Country of Origin: The description of the country from which the student emigrated. Students from American Samoa, Guam, Northern Marianna Islands, Puerto Rico, US Minor Outlying Islands, and US Virgin Islands are not considered immigrants. Field 40 in Template 3090 — Student Lite. See Appendix 6: Country of Origin Codes and Descriptions.

Credential Type Description: The description of the credential earned by the student. See the Office of State Assessment at http://www.emsc.nysed.gov/osa for details on these credentials. Also see Commissioner Regulations at http://www.emsc.nysed.gov/part100/opener.html . Field 24 in Template 3090 — Student Lite. See Appendix 5: Credential Type Codes and Descriptions.

CTE/Tech Prep Program Intensity: This indicates the level of intensity the student has reached in the career and technical education program in which the student participates. Program intensity is a measure of the student's progression through his or her CTE program. While CTE programming in BOCES and Technical or CTE high schools (found in the larger districts in the state) is usually predefined or linear in nature, CTE programming in local high schools often crosses content areas and may not be predefined or linear. CTE students at local high schools build meaningful cohesive concentrations based on individual interests. Field 9 in Template 560 – Programs Fact. See Chapter 5: Reporting Rules for more information.

The following tables offer guidance on how to make this determination for CTE programs at local high schools and those at BOCES and Technical or CTE high schools:

Local High Schools

	General CTE *A student who has . . .*	***Title II*** *A student who has . . .*
Enrollee	. . . begun instruction in the any CTE course or unit of study.	. . . signed a Title II declaration form stating his/her intent to follow a Title II program, and who has begun instruction in at least one course or unit of study in the secondary education component (academic or CTE) of a Title II program.
Participant	. . . successfully completed, as determined by the program service provider, at least one course or unit of study in a CTE program as part of a cohesive concentration and who has enrolled or plans to enroll in a second course/unit of study.	. . . successfully completed at least one course or unit of study in the CTE component of the Title II program.
Concentrator	. . . successfully completed, as determined by the program service provider, two courses/units of study out of a three course/unit of study that together form a cohesive concentration; OR who has successfully completed, as determined by the program service provider, three courses/units of study out of a four or more course/unit of study CTE program.	. . . successfully completed two courses or units of study in the secondary CTE component of a Title II program.

BOCES/Technical or CTE High Schools

	General CTE *A student who has . . .*	***Title II*** *A student who has . . .*
Enrollee	. . . begun any CTE course or unit of study.	. . . signed a Title II declaration form stating his/her intent to follow a Title II program, and who has begun instruction in at least one course or unit of study in the secondary education component (academic or CTE) of a Title II program.
Participant	. . . completed one-third of his or her program. (In the case of a BOCES two-year program, 27 weeks = 1/3)	. . . successfully completed, as determined by the BOCES or technical or CTE high school, at least 1/3 of the CTE component of a Title II program.
Concentrator	. . . completed two-thirds of his or her program. (In the case of a BOCES two-year program, 54 weeks = 2/3)	. . . successfully completed, as determined by the BOCES or technical or CTE high school at least 2/3 of the CTE component of a Title II program.

As the student reaches each level, the student's record should be updated. As this may prove problematic, program intensity should be reported, at least, as of the day the student leaves the program, either because the student drops the program or completes the program, or as of the end of the school year, whichever comes first.

If the student drops the CTE program, the Reason for Ending Enrollment Code is 663, and the Level of Program Intensity is the level reached by the day the student left the program.

If the student completed the program, the Reason for Ending Enrollment Code is 646, and the Level of Program Intensity is "Concentrator," as all completers have, by definition, passed through all the intensity levels.

If the student is expected to continue in a multi-year program during the following school year, the Reason for Ending Enrollment Code must be left blank and the Level of Program Intensity is the level reached by the last day of the school year.

CTE/Tech Prep Program Type: Indication of whether the career and technical education program in which the student participates follows a general Career Technical Education (CTE) program approach or a Title II program approach. Field 18 in Template 560 — Programs Fact.

Date of Birth: The date of the student's birth derived from a certificate of birth issued by an appropriate government authority or, if a birth certificate does not exist, an official source as directed by district policy. The source document must be the same as that used to document when the child is of school age. Field 10 in Template 3090 — Student Lite.

Date of Entry into United States: The date the student immigrated to the United States. Field 38 in Template 3090 — Student Lite.

District of Responsibility Code: Eight-digit code used to identify a public school district, charter school, or nonpublic school. Public school districts use NYnnnnnn (NY followed by the first 6 digits of the BEDS code); and charter schools, State-operated schools, nonpublic schools, State agencies, and child care institutions with schools use 8nnnnnnn (8 followed by the last 7 digits of their Institution code). Field 1 in Template 3090 — Student Lite, Template 420 —School Enrollment, Template 560 — Programs Fact, Template 2000 — Assessment Fact, Template 2190 — Assessment Response, Template 590 — Special Education Snapshot, and Template 550 — Special Education Events.

Enrollment Entry Date: The date that a student enrolls in a building or a grade level. There must be at least one enrollment entry record for each student for each year, including students who re-enroll (or are continuously enrolled). Each Enrollment Entry Date must also have a Reason for Beginning Enrollment Code. If a student changes grade level within a school year in the same building or changes buildings, schools, or grade levels within a school year, enter an enrollment exit record and create a new enrollment entry record for the new grade level, building, or school. For the first year of enrollment in an LEA, use the actual enrollment date, not a default date such as September 1 or July 1. For a student who is continuously enrolled in the LEA for a second or subsequent year, the enrollment entry date for the second or subsequent year should be July 1. Field 6 on Template 420 — School Enrollment.

Enrollment Exit Date: The last date of enrollment for a student who changes grade level during the school year (i.e., July 1 – June 30) or leaves a school building, or when the enrollment record for a student who was enrolled solely as a walk-in for assessment purposes is being ended. Each Enrollment Exit Date must also have a Reason for Ending Enrollment Code. Field 6 on Template 420 — School Enrollment.

Event Date: The date that a student was referred, parent consent to evaluate was received, CPSE or CSE meeting to discuss evaluation results to determine special education eligibility was held, or IEP was implemented as indicated in the Event Type Code field. One date must be entered for each Event Type Code. Event dates are actual dates when events occurred, not when they are anticipated to occur. Event dates may not be "future dates" and may not exceed August 31, 2010, since the status of students is to be reported as of August 31, 2010. See Appendix 16: Event Type Codes for Series of Events in Special Education for event type codes that require a date. Field 6 on Template 550 — Special Education Events.

Event Outcome Code: The code used to indicate whether the student with an Event Type Code was determined to be eligible for special education. This code is reported on the first

record in the series of Event Type Codes. Field 12 on Template 550 — Special Education Events.

Event Type Code: Code that refers to a single event in a series of events for referring, evaluating, and implementing IEPs for students who may require special education services. Each series of events begins with a referral for eligibility determination. New York State collects codes for four series of events:

1. Referral from Early Intervention (EI) to CPSE; receipt of parent consent to evaluate student; CPSE meeting to determine eligibility; and full implementation of IEP.
2. Referral of preschool student to CPSE; receipt of parent consent to evaluate; and CPSE meeting to discuss evaluation results.
3. Referral of school-age student to the CSE; receipt of parent consent to evaluate; and CSE meeting to discuss evaluation results.
4. Referral to CSE of school-age student parentally placed in an elementary or secondary nonpublic school; receipt of parent consent to evaluate; CSE meeting to discuss evaluation results; and implementation of IEP/IESP/SP. Also, events must be submitted in sequence (i.e., a later event cannot be submitted without earlier events).

Codes from one series of events must not be combined with codes from another series. Field 5 on Template 550 — Special Education Events.

First Date of Entry into Grade 9: The date of the student's first entry into grade 9. Month, day, and year on which the student first entered grade 9 anywhere. Do not enter this information until the student first enrolls in grade 9. Field 26 in Template 3090 — Student Lite.

Gender Description: The gender of the student being reported, as identified by the parent/guardian. Field 11 in Template 3090 — Student Lite.

Grade Level: The instructional level for the student, as determined by the school district. Grade level reporting has specific rules for NYSSIS and student status. These are:
In the Student_Lite Template for NYSSIS:

- Use the current grade level for the student at the time that the student identification data set is compiled.

This data reporting element is NOT used at Levels 2 and 3 of the Statewide Data Warehouse.
In the School Enrollment Template for NYS Reporting:

- For students without disabilities, use the grade level assigned on the beginning date of the enrollment record.
- For students with disabilities, use the grade level assigned by the CSE or the CPSE on the beginning date of the enrollment record. Students with disabilities who are identified by the CSE as New York State Alternate Assessment (NYSAA) eligible must be reported as ungraded.
- For preschool children referred to the CPSE for special education eligibility determination (i.e., those who have a beginning enrollment code of 4034 assigned for referral purposes), use "PRES".
- For students receiving preschool special education services, use "PRES".
- For preschool students enrolled in a prekindergarten or universal prekindergarten program, use "PREK".
- For students in an Alternative High School Equivalency Preparation Program (AHSEPP) or a High School Equivalency Preparation Program (HSEPP), use a grade level of "GED." No other students should be reported with a grade level of "GED."

The “Grade Level” used in State reporting is obtained from the enrollment record. The grade level on the Student Lite record is used only to obtain a NYSSIS ID.
Note: Each time a student is assigned a new grade level in the same building during the school year, an ending enrollment record with an Ending Enrollment Code 782 must be entered, and a new enrollment entry record with the new grade level must be entered. See data elements "Enrollment Entry Date" and "Reason for Beginning Enrollment Code". Field 8 in Template 3090 — Student Lite and Field 9 in Template 420 — School Enrollment.

Hispanic/Latino Ethnicity Indicator: Indication of whether the student is Hispanic/Latino. Field 42 in Template 3090 — Student Lite.

Home Language Description: The language or dialect routinely spoken in the student's home. This language or dialect may or may not be the student's native language. Field 13 in Template 3090 — Student Lite. See Appendix 3: Language Codes and Descriptions.

Homeless Indicator: Code that indicates whether the student met the definition of homeless at some point during the academic year or was never homeless during the academic year, as determined by the LEA's homeless liaison. If at any time during the academic year the student is homeless, this "Homeless Indicator" must be "Y", the data element Homeless Primary Nighttime Residence must be populated, and the program service "*Homeless Unaccompanied Youth Status*" must be reviewed and populated is applicable. Field 47 in Template 3090 — Student Lite.

Homeless Primary Nighttime Residence: Code that indicates where students identified as homeless in the Homeless Indicator field have their primary nighttime residence (PNR). The LEA's homeless liaison determines the PNR at the time the student is identified as homeless. The USED realizes that a homeless family or youth may be mobile during their homelessness. If the PNR is not known at the time of enrollment but a PNR is subsequently identified, the LEA must indicate the PNR as soon as it becomes known. Field 51 in Template 3090 — Student Lite.

Immigrant Indicator: Indication of whether the student is or is not an immigrant, as identified by the parent/guardian. Field 49 in Template 3090 — Student Lite.

Immunization Date for First Polio Vaccination: The date that the student was first immunized against poliomyelitis, regardless of whether the immunization was provided orally (OPV) or intravenously (IPV). See 10 NYCRR 66. Field 28 in Template 3090 — Student Lite.

Initial Event Date: The date of the first event in the required sequence of events. The Initial Event Codes are CPSE01, CSE01, EI01, and CSENP01. See “Event Type Code” above. The Initial Event Date is the date that corresponds to the Initial Event Type Code (see below). Include the same Initial Event Date on each record in the sequence of events. Field 32 in Template 550 — Special Education Events.

Initial Event Type Code: The code used to report the first event in the required sequence of events for the following:

- For completing the timely evaluation of preschool and school-age students for special education eligibility determination. The first event for this sequence is CPSE01 or CSE01 (SPP Indictor 11).

- For implementing a child's IEP by their third birthday for preschool children transitioning from Early Intervention to preschool special education. The first event for this sequence is EI01 (SPP Indicator 12).
- For completing the evaluation of parentally placed students in elementary, middle, or secondary nonpublic schools and the provision of special education services to parentally placed students. The first event for this sequence is CSENP01. (This information is reported annually by all school districts.)

Include the Initial Event Type Code on each record after the first event in the sequence of events. Field 31 in Template 550 — Special Education Events.

Least Restrictive Environment Code: The code that indicates the least restrictive environment in which students with disabilities are enrolled. Use only one code for each student with a disability who is provided special education services on October 7. This code must be provided for every student with a disability for whom the school district has CPSE or CSE responsibility and who is receiving special education services, regardless of where the student is enrolled (in a public school district, parentally placed in a nonpublic school located in the district, in a charter school, in a BOCES, in a State-supported section 4201 school, in an in-State or out-of-State approved private school for students with disabilities, in an out-of-State facility as an emergency interim placement, home-schooled at parent's choice, in home or hospital placement, or incarcerated in a county or city jail). This code must also be provided for parentally-placed students with disabilities in nonpublic elementary or secondary schools who are not receiving special education services. Child-care institutions with affiliated schools must provide this code for students with disabilities who are placed by the courts or State agencies in their program. This includes Special Act School Districts. State agencies that operate educational programs must provide this code for every student with a disability who is provided educational services in the State agency operated program. The New York State School for the Blind in Batavia and the New York State School for the Deaf in Rome must provide this code for every student with a disability provided special education services in these schools. Field 44 in Template 590 — Special Education Snapshot.

Location Code: Required by eScholar load plan, typically the building code (assigned by local student management system and used by L1 Data Warehouse) that uniquely identifies the building in which a student is receiving the service. Programs can optionally use '0000'. Field 2 in Template 560 — Programs_Fact, Template 590 — Special_Ed_Snap, Template 550 — SE_Events; Field 7 in Template 2000 — Assessment_Fact; and Field 12 in Template 2190 — Assessment_Resp.

Migrant Indicator: Indication of whether the student met the definition of migrant at some point during the academic year or was never a migrant during the academic year. Field 48 in Template 3090 — Student Lite.

Neglected or Delinquent Indicator: Indication of whether the student met the definition of neglected or delinquent at some point during the academic year or was never considered neglected or delinquent during the academic year. Field 50 in Template 3090 — Student Lite.

Number of Days:
Indicator 11 for preschool children: The Number of Days is the number of school days from the date of receipt (in writing) of parent consent to evaluate to the date that the CPSE meets to discuss evaluation results and make an IEP recommendation to the Board of Education. The

date of receipt of parent consent to evaluate is counted as “day 1.” School days are counted in accordance with section 200.1(n)(1): “School day means any day, including a partial day, that students are in attendance at school for instructional purposes. The term school day has the same meaning for all students in school including students with disabilities and students without disabilities, except that, during the months of July and August, school day means every day except Saturday, Sunday and legal holidays.” According to this definition, between September 1 and June 30, only days in which students are in attendance for instructional purposes, including partial days, are counted. During the months of July and August, every day but Saturday, Sunday, and legal holidays is counted.

Indicator 11 for school-age students: The Number of Days is the number of calendar days from the date of receipt (in writing) of parent consent to evaluate and the date that the CSE meeting occurs to discuss evaluation results. The date of receipt of parent consent to evaluate is counted as “day 1.”

Indicator 12 for preschool children referred from Early Intervention: For a child found eligible for preschool special education, the Number of Days is the number of calendar days past the child’s third birthday when the IEP is implemented. The first day past the child’s third birthday is “day 1.” If the IEP is not implemented by August 31, 2010, the Number of Days is the number of calendar days that August 31, 2010 is past the child’s third birthday. For a child who is determined to be not eligible for preschool special education, the Number of Days is the number of calendar days past the child’s third birthday when the CPSE meeting to determine eligibility was held. For a child whose eligibility is undetermined as of August 31, 2010, the Number of Days is the number of calendar days that August 31, 2010 is past the child’s third birthday. If the child’s third birthday is ON August 31, 2010, the Number of Days is “1” for the following scenarios:

- If the Event Outcome Code is “Y” (student is determined eligible for special education services) and the IEP is not implemented by August 31, 2010; or
- If the Event Outcome Code is “U” (eligibility decision is undetermined or meeting is not held).

Field 33 in Template 550 — Special Education Events.

Phone at Primary Residence: The telephone number at the student’s principal residence, the residence where the student typically resides. Field 34 in Template 3090 — Student Lite.

Postgraduate Plan Description: The postgraduate activity planned by the student. Field 18 in Template 3090 — Student Lite.

Primary Ethnic Code: The code that indicates the race/ethnicity with which the student primarily identifies as indicated by the student or the parent/guardian. Race/ethnicity designations do not denote scientific definitions of anthropological origins. For reporting purposes, a student should be reported using the race/ethnicity designation for the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. If the student or the parent/guardian will not designate race/ethnicity, a school administrator should select the dominant race/ethnicity. LEAs may institute their own local practices and procedures for identifying the dominant race/ethnicity. LEAs that are already identifying students as "multiracial" may use that identification in 2009–10. If using multiracial, also see Race 2 Code, Race 3 Code, Race 4 Code, and Race 5 Code.

- *American Indian or Alaska Native* — A person having origins in any of the original peoples of North and South America (including Central America) and who maintains cultural identification through tribal affiliation or community recognition.

- *Asian* — A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- *Black or African American* — A person having origins in any of the black racial groups of Africa.
- *Hispanic or Latino* — A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
- *Multiracial* — A person having more than one set of original peoples.
- *Native Hawaiian/Other Pacific Islander* — A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- *White* — A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Field 12 in Template 3090 — Student Lite.

Primary Placement Type: The code used to indicate the primary placement type (residential placement, or day placement by a district, the court, social services, or a State agency placement) of students with disabilities. Field 32 in Template 590 — Special Education Snapshot.

Primary Service Code: The code that represents the primary service provided to preschool students with disabilities. This information will be reported by school districts and will include information on all preschool students with disabilities who received special education programs and/or services on October 7, 2009 snapshot date and also at any time during the school year in the end of year Special Education snapshot. See Appendix 14: Preschool Students with Disabilities Primary Service Codes. Field 31 in Template 590 — Special Education Snapshot.

Primary Service Provider: The BEDS code or Institution ID that represents the coordinating special education service provider, as designated by the CPSE, for preschool students with disabilities who receive special education services. Select the service provider by following this order of selection:

- Select BEDS code or Institution ID of the approved preschool special education provider that provides the preschool special education service directly or through a contract;
- If the preschool special education service is not provided by an approved preschool special education provider, select the BEDS code of the county in which the student resides.

This element provides data as of October 7 snapshot date and the end-of-year snapshot. Field 46 in Template 590 — Special Education Snapshot.

Program Service Code: The code that indicates the program service in which a student participates. Field 5 in Template 560 — Programs Fact.

Program Service Entry Date: The date a student begins a specific program service. There must be one Program Service Entry Date record for each program service a student begins. Each academic year, every Program Service Code applicable to a student must be recorded and must also have a Program Service Entry Date. Program Services that were not exited in the previous academic year must be recorded with a July 1 entry date. Field 6 in Template 560 — Programs Fact.

Program Service Exit Date: The date a student left a specific program service. A Program Service Exit Date is required only when a student either completes a program service or leaves the service without completing the program. Some program services that require an exit date also require a Reason for Ending Program Service Code. Program Services continuing into the following academic year should not have an ending date in the current year. Field 7 in Template 560 — Programs Fact.

Program Service Provider BEDS Code: The BEDS Code of the organization or institution that provides the program service. School-level program services require an eligibility determination each time the student enrolls in a new building within the school district or in an out-of-district placement. If the service continues in the new building, a new program service record must be reported. For school-level services, the BEDS code to be provided is defined below:

- when the service provider is the district accountable for the student's performance, the BEDS code of the specific building in the district where the student receives the service;
- when the service provider is a BOCES, the BEDS code of the BOCES (without regard to the specific location at which the service is provided);
- when the service provider is an approved private placement, the BEDS code of the out-of-district placement (i.e., where the student receives the service);
- when the service provider is a district other than the district accountable for the student's performance, the BEDS code for a specific building where the student receives the service in the other district.

District-level program services require a new record only when a student's program status or participation in a service changes. A new program fact record is not required when a student receiving a district-level service changes buildings. Field 8 in Template 560 — Programs Fact.

Race 2 Code: A code that indicates a racial/ethnic group with which a multiracial student identifies, as indicated by the student or the parent/guardian. See Primary Ethnic Code above for definitions of racial/ethnic groups. Field 43 in Template 3090 — Student Lite.

Race 3 Code: A code that indicates a racial/ethnic group with which a multiracial student identifies, as indicated by the student or the parent/guardian. See Primary Ethnic Code above for definitions of racial/ethnic groups. Field 44 in Template 3090 — Student Lite.

Race 4 Code: A code that indicates a racial/ethnic group with which a multiracial student identifies, as indicated by the student or the parent/guardian. See Primary Ethnic Code above for definitions of racial/ethnic groups. Field 45 in Template 3090 — Student Lite.

Race 5 Code: A code that indicates a racial/ethnic group with which a multiracial student identifies, as indicated by the student or the parent/guardian. See Primary Ethnic Code above for definitions of racial/ethnic groups. Field 46 in Template 3090 — Student Lite.

Reason Code: The code used to indicate the reason for delay in completing the evaluation, determining eligibility, or implementing the IEP by the child's third birthday for Indicators 11 and 12. A reason code is needed if the Number of Days to complete the evaluation is more than 30 school days for preschool children or more than 60 calendar days for school-age students or if the Number of Days that an IEP is implemented past the child's third birthday is one or more for children transitioning from the Early Intervention Program to preschool. See Appendix 17: Special Education Event Reason Codes (for SPP Indicators 11 and 12). The "C"

next to the reason indicates the reason is “in compliance” with State requirements, and an “NC” next to the reason indicates the reason is “not in compliance” with State requirements. Field 20 in Template 550 — Special Education Events. See the schedule of the years for which school districts must report or re-submit data on these two indicators at http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html.

Reason for Beginning Enrollment Code: The code that indicates the reason the student’s enrollment began or the type of enrollment begun. Each Reason for Beginning Enrollment Code must also have an Enrollment Entry Date. Each student must have at least one enrollment record. Enrollment information is used to determine district and school accountability cohort membership and the school/district to which annual assessment results, dropouts, and credentials are attributed. Field 7 in Template 420 — School Enrollment. See Appendix 7: Reason for Beginning Enrollment Codes.

Reason for Ending Enrollment Code: The code that indicates the reason the student’s enrollment ended. Each Reason for Ending Enrollment Code must also have an Enrollment Exit Date. Each student must have at least one enrollment record. If a student leaves during the school year or finishes the school year but is not expected to return for the next school year, the student’s enrollment record must have an Enrollment Exit Date and an appropriate Reason for Ending Enrollment Code. Field 7 in Template 420 — School Enrollment. See Appendix 8: Reason for Ending Enrollment Codes.

Reason for Ending Program Service Code: The code that indicates the reason a student no longer participates or is enrolled in a specific program service. Not all program services require a Reason for Ending Program Service Code. Field 13 in Template 560 — Programs Fact.

School District Student ID: The local unique identifier assigned to the student by the LEA in which the student is enrolled. The ID must be unique within an LEA. Field 4 in Template 3090 — Student Lite, Template 420 —School Enrollment, Template 560 — Programs Fact, and Template 550 — Special Education Events; Field 6 in Template 2000 — Assessment Fact and Template 2190 — Assessment Response; and Field 5 in Template 590 — Special Education Snapshot.

School Year: The school year that encompasses the data being collected/reported. The school year is reported as June 30 of the academic school year (e.g., 2010-06-30 for academic school year 2009–10). Field 3 in Template 3090 — Student Lite, Template 420 —School Enrollment, Template 560 — Programs Fact, Template 590 — Special Education Snapshot, and Template 550 — Special Education Events; and Field 38 in Template 2000 — Assessment_Fact.

School-Age Indicator: Indication of whether a student with a disability is of school age. If on October 7, the student is receiving preschool special education services pursuant to Section 4410 or 4201, the school-age code must be “N” (if child is not school age). If the student is receiving special education services as a school-age student with a disability, the school-age code must be “Y” (Yes, student is school age). Field 47 in Template 590 — Special Education Snapshot.

Scoring Model Key: Type of scoring model used to score an assessment. For NYSAA, this field is used for the Scoring Institute Code. Field 45 in Template 2000 — Assessment Fact.

Snapshot Date: The date on which a "snapshot" of certain special education data elements are captured. This date is either October 7 of the reporting period (2009-10-07) or July 1 (End of Year) of the reporting year (2009-07-01). Field 35 in Template 590 — Special Education Snapshot.

Student's Address City: The city of the student's principal residence. Field 31 in Template 3090 — Student Lite.

Student's Address Line 1: The first line (number, street, and apartment number) of the address of the student's principal residence. Field 29 in Template 3090 — Student Lite.

Student's Address Line 2: The second line of the address of the student's principal residence. Field 30 in Template 3090 — Student Lite.

Student's Address State Code: The two-character United States Postal Service (USPS) code for the state of the student's principal residence. Field 32 in Template 3090 — Student Lite.

Student's Address Zip Code: The official Unites States Postal Service (USPS) zip code of the student's principal residence. The zip code can be either five digits with no dash or nine digits with a dash after the first five digits. Canadian zip codes do not require a dash. Field 33 in Template 3090 — Student Lite.

Student's First Name: The first name given to an individual at birth, baptism, or during another naming ceremony or through legal change. Local districts may determine their own policies and procedures for obtaining the student's first name. Field 6 in Template 3090 — Student Lite.

Student's Guardian One Name: The full name of the parent, primary guardian, or legal guardian who enrolled the student. If the student has two primary guardians, enter the first guardian in Guardian One Name and enter the second guardian in Guardian Two Name. Field 35 in Template 3090 — Student Lite.

Student's Guardian Two Name: The full name of a second parent, primary guardian, or legal guardian who enrolled the student. Field 36 in Template 3090 — Student Lite.

Student's Last Name: The legal last name borne in common by members of a family and used by the student (i.e., the last name given to an individual at birth or through legal change). Local districts may determine their own policies and procedures for obtaining the student's last name. Field 5 in Template 3090 — Student Lite.

Student's Middle Initial: The first letter of a middle name given to an individual at birth, baptism, or during another naming ceremony or through legal change. Local districts may determine their own policies and procedures for obtaining the student's middle initial. Field 7 in Template 3090 — Student Lite.

Student's Place of Birth: The City, State/Province/Region, and Country in which the student was born. If the student was born in the United States, country is optional. However, if included, use USA. If the student was born outside of the United States, record the city, province, state, or region, and the country of birth. If all of these data elements are not available, record as many elements as possible. Field 37 in Template 3090 — Student Lite.

Survey Completion Indicator: Indication of whether the NYSAA survey was completed for the student. This data element is collected only on assessment fact records for NYSAA assessments. Field 46 in Template 2000 — Assessment Fact.

Test Group: Short description of the test type being reported for the student (e.g., ALTREG, CTE, NYS, NYSAA, Regents, etc.) Field 2 in Template 2000 — Assessment Fact and Template 2190 — Assessment Response. See Appendix 11: Assessment Measure Standard Descriptions and Codes.

Version: June 30 of the school year of test administration (e.g. 2010-06-30). Field 3 in Template 2000 — Assessment Fact and Template 2190 — Assessment Response.

Years Enrolled in a Bilingual or English as a Second Language (ESL) Program: The cumulative number of years in which a LEP-eligible student (Program Service Code = 0231: LEP Eligible) has been enrolled in a bilingual or ESL program in New York State, including the current academic year. For more information, see the section on LEP students in Chapter 9: Reporting Program Service Records.
Note: These data are used for research on the relationship between length of service and NYSESLAT performance and for federal reporting. This data element is *not* used to identify LEP students who are not required to take grades 3–8 English language arts (ELA) assessments. Students eligible to take the NYSESLAT in lieu of the ELA assessment to meet the participation requirement for accountability must be identified using the program service: Eligible to take the NYSESLAT for grades 3–8 ELA Accountability — Code 0242.
Field 17 in Template 3090 — Student Lite.

Years in United States Schools: The number of full consecutive academic years an immigrant student has been enrolled in schools anywhere in the United States. This data element is based on the beginning date of the student's latest period of continuous enrollment in United States schools. A student may attend school in the United States, leave the country, and not attend school in the United States for a full academic year and, subsequently, re-enroll in a United States school. In such cases, the enrollment date for determining the number of consecutive academic years in United States schools is based on the re-enrollment date. A full academic year is the standard school year, usually September through June. The following table shows how to determine the number of years to be reported. Report whether the student is in the first, second, third, etc. year of enrollment in United States schools. This is based on the beginning date of the student's latest period of continuous enrollment in United States schools. For immigrant students in preschool or prekindergarten, report zero (0) years. Do not use zero for immigrant students in any other grade level. Field 39 in Template 3090 — Student Lite.

Beginning Date of Latest Period of Continuous Enrollment in a United States School, K–12 (Not including Puerto Rico)	Years of Enrollment
July 1, 2009 – June 30, 2010	1
July 1, 2008 – June 30, 2009	2
July 1, 2007 – June 30, 2008	3
July 1, 2006 – June 30, 2007	4
July 1, 2005 – June 30, 2006	5
July 1, 2004 – June 30, 2005	6
July 1, 2003 – June 30, 2004	7
July 1, 2002 – June 30, 2003	8
July 1, 2001 – June 30, 2002	9
July 1, 2000 – June 30, 2001	10
July 1, 1999 – June 30, 2000	11
July 1, 1998 – June 30, 1999	12
July 1, 1997 – June 30, 1998	13

Chapter 8: Reporting Enrollment Records

Before a student's records are submitted to the Student Information Repository System (SIRS), the student must have an "enrollment record" for the reporting institution. An enrollment record identifies the reason and date each reported student enrolled in the school and/or district and, if applicable, the reason and date the student changed grades within the school or ended enrollment within the school and/or district. Enrollment records are required even in cases where the student is not on the attendance register of the reporting institution. For example, enrollment records are required when a district is required to report special education records for a student with a disability who is enrolled by a parent or guardian in a charter school or a nonpublic school, is home-schooled, or is placed out-of-State by the court or social service agencies. As another example, preschool children who are not enrolled in a UPK or Pre-K program must have Reason for Beginning Enrollment Code 4034 — *Enrolled solely for the purpose of determining eligibility for preschool special education services* when they are referred to the CPSE for determination of eligibility for special education.

Whenever the CSE responsibility for students with disabilities or students referred to the CSE for determination of eligibility for special education services is maintained by a school district that is not accountable under NCLB for a student's State assessment results, two separate enrollment records must be submitted for the same student. The school district with CSE responsibility will submit a Reason for Beginning Enrollment Code 5905, and the school district with accountability responsibility under NCLB will submit a reason for beginning enrollment code 0011 or a school choice enrollment entry type. The district that submits a Reason for Beginning Enrollment Code 5905 is required to submit the special education information (Special Education Snapshot, Special Education Events and Child Outcomes Summary Form Data) and the school district that submits a Reason for Beginning Enrollment Code 0011 is required to submit State assessment information. The district that submits a Reason for Beginning Enrollment Code 5905 may, but is not required to, report graduation, diploma, type of credential, and post graduate plans for these students. Both districts must report program services and demographic data for the student.

Determining Dates of Enrollment

All students (including students with disabilities) are enrolled year-round, unless there is a break in enrollment. Enrollment entry records for students continuing in a district or school must begin on July 1st. Enrollment exit records are reported only if the student's enrollment or grade level changes during the academic year.

Enrollment in Building or Grade

Reason for Beginning Enrollment Code 0011 is used by public, nonpublic, and charter schools; school districts; State agencies that operate educational programs; child-care institutions with affiliated schools that provide educational services pursuant to Article 81; the New York State School for the Blind; and the New York State School for the Deaf when a student enrolls in a building or changes grade (for any grade level except GED). Public school districts must use this code to report the enrollment of any student for whom the districts have full educational responsibility (therefore, this excludes home-schooled students), except students who transferred between schools under an NCLB Title I transfer option. Nonpublic schools participating in the repository system and/or in Reading First must use this code to

report students enrolled by parental choice. Reason for Beginning Enrollment Code 5654 is used to report GED students who end their 0011 enrollment and transfer to an approved AHSEP or HSEP program. All resident students enrolled in an approved AHSEP or HSEP program must be reported by the district of residence.

Transfers under NCLB

One of three Reason for Beginning Enrollment Codes should be used to record that students transferred into another school within the district under an NCLB transfer option. The codes are transferred in under the NCLB "School in Improvement Status" transfer option (5544), transferred in under the NCLB "Persistently Dangerous School" transfer option (7000), and transferred in under the NCLB "Victim of Serious Violent Incident" transfer option (7011). (See Appendix 7 for Reason for Beginning Enrollment Codes.)

Districts must use Reason for Ending Enrollment Code 153 for students who transfer out of a school that is in need of improvement under Title I under the NCLB choice provision. Public school districts other than New York City must use Reason for Ending Enrollment Code 5927 for students who are leaving a school because they have been a victim of a serious violent incident. New York City Public Schools must use Reason for Ending Enrollment Code 5927 for such students who transfer to a school within the same Community School District and code 5938 for students who transfer to a school in another New York City Community School District. (See Appendix 8 for Reason for Ending Enrollment Codes.)

Summer School Enrollment

Since the school year begins on July 1 and ends on June 30, summer school records are reported with the records for the school year beginning in September following summer school. If the student will be continuing enrollment in the fall in the same district that provided the summer school program, the student's enrollment record for the school year should begin on July 1. If the summer program is provided by the district in which the student was enrolled the previous year, but the student will enroll in a different district or charter school in the fall, the first district should provide an enrollment record with beginning date July 1 and a second enrollment record with the appropriate Reason for Ending Enrollment Code and the date that summer school ended. The school providing summer school services can differ from the school a student attends during the regular school year. Do not end a student's enrollment record in the school the student attends during the regular school year if the student is attending only summer school in a different school. See Appendix 9: Program Service Codes for more information about summer school participants.

Students with Disabilities

The enrollment record of each student with a disability who is placed out of district by the CSE or CPSE or by decision of district/school administrators must have an active BEDS code for the district of residence (i.e., under the data element District of Responsibility BEDS Code) and for the school where the child is receiving full-time educational services (i.e., under the data element Building of Enrollment BEDS Code). Guidance on acceptable BEDS codes is available at http://www.emsc.nysed.gov/irts/sirs under Location Code Information and at http://www.vesid.nysed.gov/sedcar/ . If you cannot find a BEDS code for the location where the student has been placed, contact SEDCAR by phone at (518) 486-4678 or by e-mail at vesidcar@mail.nysed.gov for assistance.

If the CSE determines after the beginning of the 2009–10 academic year that a student with disabilities who was previously reported as graded should now be reported as ungraded (or vice versa), that student's enrollment record in the SIRS should be ended using the Reason for Ending Enrollment Code 782 — *Entry into a different grade in the same building.*

Students with disabilities determined by the CSE to be ungraded for State assessment purposes must be reported as ungraded on the student's enrollment record in the SIRS. All students taking the NYSAA must be coded as ungraded. Ungraded students must be coded as ungraded elementary or ungraded secondary. The determination between ungraded elementary or ungraded secondary should be based primarily on either the grade levels offered in the school the student attends or the student's age.

Students who are placed by the school district in a public school outside their district of residence and students who are placed by the school district in a BOCES program in or outside of their district of residence must be reported using the district of residence BEDS code as the District of Responsibility BEDS Code. These students must be reported using the BEDS code of the school where the student is enrolled in the location field (i.e., under the data element Building of Enrollment BEDS Code). Students who are placed in a BOCES program in or outside of their district of residence, regardless of where the BOCES program is located, must be reported using the generic BOCES BEDS code (not specific BOCES building code) in the location field (i.e., under the data element Building of Enrollment BEDS Code).

Public school districts that have CSE or CPSE responsibility must use Reason for Beginning Enrollment Codes 5905 and 4034 and Reason for Ending Enrollment Codes 140 and 8305 exclusively for students with disabilities or students who are referred to the CSE or CPSE for determination of eligibility for special education services in the following situations:

- Reason for Beginning Enrollment Code 5905 — This code is used for 1) students who are enrolled by parental choice in a nonpublic elementary or secondary school, a charter school, or a public school district other than the district of residence; 2) home-schooled students; 3) students who are enrolled by court order in out-of-State private schools; and 4) kindergarten-age students who are not enrolled in a district school but are receiving special education services as school-age students either at home or in an early childhood setting. The public school district in which the student resided at the time of the court order (for out-of-State placements) maintains its status as the district with CSE responsibility. This enrollment code is reserved for use by public school districts to report students for whom they have CSE responsibility but for whom they do not provide general instruction and for whom they do not have accountability under the State accountability system.

- Reason for Beginning Enrollment Code 4034 — This code is used to enroll a child who is referred to the CPSE for an initial evaluation to determine eligibility for preschool special education services This code is used only if the child has no other enrollment record. This code is required only from school districts that must report on the timely evaluation of preschool children and the timely transition of children from Early Intervention to preschool special education (SPP Indicators 11 and 12). See the schedule of the years for which school districts are required to report or resubmit data for these indicators at http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html.

- Reason for Ending Enrollment Code 140 — This code is used to end the enrollment of preschool children when a determination of eligibility for preschool special education services is completed or if the eligibility determination process is stopped for any reason, such as if the child leaves the school district before a determination is made. This code always ends the "4034" enrollment record. If preschool children are found to be eligible for preschool special education, an enrollment record with code 0011 must be submitted when the child enrolls in school to begin receiving special education services.

- Reason for Ending Enrollment Code 8305 — This code is used to end the enrollment of students with a Reason for Beginning Enrollment Code 5905 — *CSE responsibility only*.

Preschool and school-age students with disabilities must be reported using the following BEDS codes. For more information, see Chapter 5: Reporting Rules.

- Report preschool children with disabilities who are enrolled in Pre-K or UPK programs with the BEDS code of the building in which the program is operated. Report preschool children enrolled in a Pre-K or UPK program operated under a contract with the school district with the first eight digits of the district BEDS followed by "0666" as the last four digits.
- Report preschool children with disabilities who are not enrolled in Pre-K or UPK programs with the BEDS code of the coordinating special education provider (if more than one provider is involved) or the sole special education service provider (if only one provider is involved). Only BEDS codes of approved special education service providers may be used. If the student is not receiving special education services from employees of an approved special education service provider, use the code of the county that is providing the service by contracting with an independent service provider.
- Report school-age students with disabilities with the BEDS code of the building in which the students are enrolled for the majority of the school day.
- Report students with disabilities enrolled in BOCES-operated education programs with the BEDS code of the BOCES, not the BEDS code of the building in which the BOCES program is located.
- Report students with disabilities who are placed by the district in a public school outside their district of residence and students who are placed by the district in a BOCES program in or outside of their district of residence with the BEDS code of the district of residence for the District of Responsibility BEDS Code. Students who are placed in a public school outside their district of residence must be reported using the BEDS code of the school where the student is enrolled in the location field (i.e., under the data element Building of Enrollment BEDS Code).

Enrollment Records of Preschool Students with Disabilities

School districts that are required to submit data to the State on the timely evaluation of preschool-age students for special education eligibility determination (SPP Indicator 11) or the timely transition of children from Early Intervention to preschool special education (SPP indicators 12) are required to submit enrollment records for preschool children as follows:

- For Indicator 11, the beginning date of the enrollment record must be in the school year in which the parent provides consent to evaluate the child;

- For Indicator 12, the beginning date of the enrollment record must be in the school year in which the referral to evaluate the child is received.

See the schedule of the school years for which school districts are required to report data or resubmit data on these indicators at http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html. An enrollment record with Reason for Beginning Enrollment Code 4034 is submitted to indicate that the parents have provided consent to evaluate (Indicator 11) or the child has been referred to the CPSE for determination of special education eligibility (Indicator 12). A Reason for Ending Enrollment Code 140 is submitted when the determination of eligibility decision has been made or is stopped for any reason. A subsequent second 4034 enrollment record may be submitted for preschool children if they are referred to the CPSE again for an initial evaluation to determine eligibility for special education. A new enrollment record with Reason for Beginning Enrollment Code 0011 must be submitted for preschool children who are found to be eligible for special education services when they enroll in school to receive special education services. The beginning day of this enrollment must be after the ending date of the Reason for Ending Enrollment Code 140 record.

If a preschool student with a disability is declassified by the CPSE, or if a preschool student with a disability is determined not to be eligible for special education as a school-age student with a disability, or if the parents of a preschool student with a disability revoke consent for special education services, the program fact record (i.e., Type of Disability) must be ended with an ending date and Reason for Ending Program Service Code 901.

If preschool students with disabilities move out of the school district, submit an ending enrollment record with the Reason for Ending Enrollment Code 170, 221, or 425.

Use Reason for Ending Enrollment Code 153 for a preschool child with a disability who, upon reaching school age, is placed by the CSE in a different building for a school-age special education program. Use Reason for Ending Enrollment Code 782 for a preschool child with a disability who, upon reaching school age, is placed by the CSE in the same building for a school-age special education program. In both cases, also submit a program fact record (i.e., Type of Disability) with an ending date and Reason for Ending Program Service Code 912 to end the “preschool student with a disability” record, and submit a new programs fact record with the school-age disability code.

Walk-in "Enrollments”

Walk-ins are students who are not on the school attendance register but take a State assessment in the school. Reason for Beginning Enrollment Code 5555 — *Student enrolled for the purpose of recording a test score – walk-in* is used to provide an enrollment record for the student so that the test score may be reported. An example of a walk-in student is one who drops out of school, does not re-enroll, but wants to take a state assessment to complete a diploma requirement. This code may not be used for grades 3–8 New York State Testing Program assessments. The school that administered the assessment must be reported as the building of location on the enrollment record. The scores of these students are not used to determine accountability status. All walk-in enrollments must end with a Reason for Ending Enrollment Code 8228 – *End walk-in enrollment.* The Ending Enrollment Date must be at least one day after the Beginning Enrollment Date. Do *not* use Reason for Beginning Enrollment

Code 5555 to report students in county jails or home-schooled students. See below for directions for reporting these students.

Students in County Jails

General-education students and students with disabilities in county jails who are in regular instruction programs leading to a high school diploma must be reported by the school district in which the jail is located, using Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade*, and the BEDS code of the jail as the building of enrollment. General-education students and students with disabilities in county jails who are in approved AHSEP or HSEP programs must be reported with a Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program*, and the BEDS code of the approved program. School districts must coordinate with court-placement agencies to ensure that students are enrolled appropriately and educational records are shared.

Court-placed Students

Students placed outside the district by court order must be reported with a Reason for Ending Enrollment Code 323 — *Transferred outside district by court order*. Educational and reporting responsibility for these students is determined by Commissioner's Regulations. For further information, contact the Office of Student Support Services at (518) 486-6090. Do not end enrollment for students placed temporarily in a facility pending a decision by court order. School districts must coordinate with court-placement agencies to ensure that students are enrolled appropriately and educational records are shared.

Home-schooled Students

Students enrolled in a district who leave the school/district because they will be instructed at home by a parent/guardian or tutor employed by the parent/guardian must be reported by the school/district with a Reason for Ending Enrollment Code 255 — *Transferred to home-schooling by parent or guardian.* Resident students not enrolled in a school who are instructed at home by a parent/guardian or tutor employed by the parent/guardian must be reported if they take a State assessment or if they are referred to the CSE for determination of eligibility for special education or if they are identified as students with disabilities by the district CSE and the district is providing special education services. At their discretion, districts may report other home-schooled students, but the districts will not have accountability responsibility for these other students. The district of residence must use Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade* to report general-education home-schooled students who are taking a State assessment*.* The district of residence must use Reason for Beginning Enrollment Code 5905 — *Committee on Special Education (CSE) responsibility only* to report special education records and assessment records for home-schooled students with disabilities or home-schooled students who are referred to the CSE for determination of eligibility for special education services. To report assessment records for home-schooled students, the district of residence must open enrollment for the student in SIRS on the day the student takes the assessment, report the assessment record for the assessment taken, and then use the Reason for Ending Enrollment Code 255 to end enrollment the day after the student completes this assessment or, if the student takes multiple assessments in the school year, the day after the student completes the last assessment for the year. If the student takes multiple assessments in a school year, the district of residence must repeat this process to report each assessment administered. The BEDS code used on these records is the first eight

digits of the district code followed by 0888. The assessment scores of these students will not be included in the accountability calculations for the district of residence.

Homebound (Home-Tutored) Students

Homebound students (also known as home-tutored) are students who are unable to attend school for the remainder of the school year because of a physical, mental, or emotional illness or injury — substantiated by a licensed physician or, for students with disabilities, placed in homebound instruction by the CSE — and are instructed at home or in a hospital by a tutor provided by the district of responsibility. The district of residence is responsible for testing and reporting these students. The building of location code for these students is the first eight digits of the district code followed by 0777. The building of location code for students who remain enrolled in a school but are provided temporary instruction in the home is the BEDS code of the school in which the student is officially enrolled.

Preschool/Prekindergarten/Universal Pre-K

The term “preschool” means children referred to the CPSE for special education eligibility determination (i.e., those with a Reason for Beginning Enrollment Code 4034) and students receiving preschool special education services (Reason for Beginning Enrollment Code 0011). Both groups use the Grade Ordinal “PRES” to report under the data element “Grade Level”.

The term “prekindergarten” means students who are enrolled in a prekindergarten or universal pre-K program. Both groups use the Grade Ordinal “PREK” to report under the data element “Grade Level”. Note that a student should only be reported as Pre-K if he/she is in a Pre-K program operated by the school district or in a Universal Pre-K program under contract with the district.

Universal Pre-K programs are Pre-K programs funded pursuant to Section 3602-e of Education Law. These programs are operated by the school district or by other eligible agencies under a contractual agreement with the school district. Students in Universal Pre-K programs operated by entities other than the school district or a BOCES must be reported using the first eight digits of the district’s BEDS code followed by 0666 as the building of location code.

If preschool students with disabilities are enrolled in Pre–K or Universal Pre–K programs, use grade level “PREK” and the building of location code of the Pre–K or Universal Pre–K program. In the Primary Service Provider column of the Special Education Snapshot template, provide the BEDS code of the special education service provider or the coordinating service provider. In the disability Programs Fact record, provide the disability code 5786 (preschool student with a disability).

Postsecondary Students

Students who leave a district to attend a postsecondary institution prior to earning a high school diploma and are awarded, by that postsecondary institution, the final high school credits needed for graduation, must be reported by the high school issuing the diploma, even if these students never returned to the high school. The high school should report these students in the SIRS using the Reason for Beginning Enrollment Code 0011 and date, the

appropriate Reason for Ending Enrollment Code and date, and the credential earned. If students are enrolled both in a high school and in a postsecondary institution, they should be reported as enrolled in the high school.

Suspended Students

Students suspended from school are to be reported as continuously enrolled during the suspension period by the school from which they were suspended. Even when a district supplies a tutor to a suspended student, the student remains enrolled in the building where the student was prior to the suspension. These students are not considered homebound.

Dropouts/Noncompleters

Resident students who drop out while they are still of compulsory school age must be kept on the school's attendance register until they exceed compulsory school age or move out of the district. For example, if a student drops out at age 14, he or she must be kept on the attendance register in each subsequent school year until the end of the school year in which the student exceeds compulsory school age or returns to an education program. These students may be reported with a Reason for Ending Enrollment Code 391 — *Long-term absence* or 425 — *Left school: no documentation of transfer* followed by a Reason for Beginning Enrollment Code 8294 — *School-age children on the roster for census purposes* (optional for 2009–10). If the student re-enrolls, the student should be reported with a Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade*. Do ***not*** use Reason for Ending Enrollment Code 357 — *Left school: previously reported* for students who dropped out when they were in Grades K through 6, re-enrolled, and dropped out again. If a student drops out of one school in a district and enrolls in another school in the same district within the same school year, the first school must change the dropout Reason for Ending Enrollment Code to 153 — Transferred to another school in this district or to an out-of-district placement. If the school does not change the Reason for Ending Enrollment Code to 153, the student will be counted as a dropout for that school, even though the student returned to the district.

Students discharged during the current school year who are not of compulsory school age must be reported with an Enrollment Exit Date and Reason for Ending Enrollment Code. Students whose last enrollment record for the school year had an ending date of June 30 or earlier and a Reason for Ending Enrollment Code 340 — *Left school: first-time dropout*, 391 — *Long-term absence*, 408 — *Permanent expulsion*, 425 — *Left school: no documentation of transfer*, 289 — *Transferred to AHSEPP or HSEPP*, 306 — *Transferred to other high school equivalency (GED) preparation program*, 136 — *Reached maximum legal age*, or 357 — *Left school: previously counted as a dropout* are counted as dropouts. [Note: Students with a Reason for Ending Enrollment Code 357 — *Left school: previously counted as a dropout* are counted as dropouts in cohort dropout reports but are not counted as dropouts in annual dropout reports.] Students whose grade level at the end of the school year is no higher than grade 6 and ungraded students no older than 13 on June 30 who are reported with Reason for Ending Enrollment Code 425 will not be counted as dropouts. Enrollment records with beginning dates after June 30 are ignored when identifying the last enrollment record.

Students who withdraw from school without documentation of transferring to a diploma-granting program prior to entering the ninth grade (i.e., during Preschool through 8th grade) must be reported using Reason for Ending Enrollment Code 425 — *Left School, no documentation of transfer*.

For students who were enrolled at the end of the 2008–09 academic year but dropped out before the beginning of the 2009–10 school year, report the enrollment records with a beginning date of July 1, 2009 and ending date when it was determined the student was not returning to school (must be after July 1, 2009).

Students who are expected to enroll in a school at the beginning of a school year must have an enrollment beginning record for that school with a beginning date of July 1 unless the school has been notified that the student has transferred to another school. The enrollment record is required even if the student does not attend on any day. If after the beginning of the school year these students are documented to have enrolled in another school, report an ending enrollment record with an ending date before the first day of school and the appropriate Reason for Ending Enrollment Code. If the student does not attend and no documentation of transfer is received, an ending enrollment record must be submitted, reporting the student as having 20 unexcused absences (Code 391) or as having left school with no documentation of transfer (Code 425).

These students should be reported using the actual start date of enrollment (taken from the student management system). The enrollment ending date may be the last date of attendance; the date the school was notified that the student had dropped out or transferred to a GED program; in the case of a long-term absence, the date of the 20th consecutive unexcused absence; or, for students who do not return to school in the fall, the date it was determined the student was not returning to school.

Example 1: Student A finished grade 8 at District Middle School and was expected to enroll at District High School in the fall. Student A did not enroll at the high school in the fall and the district/school received no documentation that he transferred to another district, died, or left the country. Student A will be counted as a dropout from District High School.

Example 2: Student B finished grade 10 at District High School in June 2009 but did not return to school in the fall. District High School must submit a 2009–10 enrollment record with the appropriate Ending Date and Reason for Ending Enrollment Code. The Reason for Ending Enrollment must reflect the district's documentation as to her reason for leaving. Unless Student B can be documented to have transferred to another school or to an approved high school equivalency preparation program, died, or left the country, Student B will be counted as having dropped out. If the district reports Student B as having left without documentation, it may change the reason for leaving if, within the school year after the student left without documentation, it obtains documentation that Student B is enrolled in another school or an approved high school equivalency preparation program, died, or left the country.

Students in GED Programs

Districts must report all resident students enrolled in an approved AHSEP or HSEP program. Students who transfer from a district school to an approved AHSEP or HSEP program within the district, outside the district, or in a jail must be reported by the school and district with a Reason for Ending Enrollment Code 289: *Transferred to an approved AHSEP or HSEP program* and a Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program* with the BEDS code of the approved AHSEP or HSEP program for the BEDS code of location.

Students who end enrollment in a district school to attend a community-based program that is not an approved AHSEP or HSEP program must be reported with a Reason for Ending Enrollment Code 306 — *Transferred to other high school equivalency (GED) preparation program*.

Recipients of IEPs or High School Equivalency diplomas who return to pursue a local diploma should be reported at the grade level the district determines to be appropriate. Such returning students should be given a new enrollment record and all other required data.

Transferred to Another School in This District or an Out-Of-District Placement

Reason for Ending Enrollment Code 153 — *Transferred to another school in this district or an out-of-district placement* is used when a student transfers to a school within the same school district, or is placed in an out-of-district setting by the district CSE. The out-of-district setting could be a BOCES, an approved-private placement, a State-supported school (e.g., The Cleary School for the Deaf, Lavelle School for the Blind, etc.), or another public school district. This code may be used when students transfer or are placed at the end of the school year or at any point during the school year. When the student transfers or is placed during the school year, the student must also have a beginning enrollment record reported with the location code for the school/institution to which the student entered and a beginning date set as the day following the exit date from the previous institution. When the student transfers or is placed at the end of the school year, the student must have a beginning enrollment record on July 1 of the following year. This code is also used when a student is promoted out of the highest grade that this school offers and is expected to be registered in and attend another school in this district.

Chapter 9: Reporting Program Service Records

Eligibility Determination

All Program Services designated as "school level" (e.g., *Title I Targeted Assistance Programs*) require an eligibility determination each time the student changes buildings either within the school district or to an out-of-district placement. Therefore, a new Program Fact record is required each time a student receiving this type of program service changes buildings, assuming the program service continues. All Program Services designated as "district level" (e.g., *Poverty-from low-income family*) require a new eligibility determination and a new record only when a student's status or participation in the program service changes or when the student transfers to a new district. Program service codes are listed in Appendix 9: Program Service Codes.

Limited English Proficient (LEP) Students

All LEP students must have the Program Service Code 0231 — *LEP Eligible*, a LEP Program Service code that identifies the type of services received, and the data element Years Enrolled in a Bilingual or ESL Program populated. ***All students with a LEP-eligible record at any time during the school year will be included in the LEP group for accountability purposes. All LEP-eligible students must be provided LEP services.***

The LEP Program Service Codes for identifying the type of services received are 5709 (*English as a Second Language),* 5676 (*Bilingual Program)*, 5687 (*Two-way Bilingual Education Program)*, 5698 (*LEP Other Program),* or 8239 (*LEP Eligible but not in a LEP Program.*) Students can be in only one LEP program (i.e., Program Service Codes 5709, 5676, 5687, 5698, or 8239) at a time but may participate in more than one during the school year. One record must be provided for each LEP program in which a student participated. The record must indicate the dates of participation.

The data element Years Enrolled in a Bilingual or ESL Program must be populated for all LEP students. This data element indicates the number of cumulative years the student has received services in a bilingual or English as a Second Language (ESL) program in New York State (NYS) schools. (The years in which a student is reported with a Program Service code 8239 are not counted.) Districts should report, to the best of their knowledge, whether the student is in the first, second, third, or later year of bilingual or ESL instruction in NYS schools. Some students may leave NYS schools for various periods of time after their first enrollment. If the student's enrollment has not been continuous, the district should provide its best estimate of the student's cumulative years of enrollment in bilingual or ESL programs in NYS. Report one year for students with up to one year of bilingual or ESL instruction; two years for students with up to two years; etc. Zero should only be used if the student has never received services. If a student received instruction for the majority of a school year (seven months or more), count that year as a full year of instruction. To determine years of cumulative enrollment for students with discontinuous enrollment, count the months of instruction received in past years. Each ten months of instruction should be considered equivalent to one year. For example, if the student received six months of bilingual or ESL instruction in 2007–08 and four months in 2008–09, those months should be counted as the first year of instruction. The 2009–10 school year would be year 2 of instruction. Only LEP eligible students should have this data element completed.

NYSESLAT-eligible: All LEP-eligible students (including those from Puerto Rico) who on April 1, 2010, will have been attending school in the United States for less than one year must also have a Program Service code of 0242 *(Eligible to take the NYSESLAT for grades 3-8 ELA Accountability).* This code identifies the student as eligible to take the NYSESLAT in lieu of the NYSTP in grades 3–8 ELA for participation purposes only when determining accountability status. For more information on eligibility to take the NYSESLAT in lieu of the ELA assessment see the section in this manual on "Testing Limited English Proficient Students."

Each LEP student who participates in a program supported by Title III of NCLB must also have a Program Service Code associated with NCLB Title III. These are 5720 (*Title III: Services to Non-Immigrant LEP Students),* or 5731 (*Title III: Language Instruction Immigrant LEP Students)*, or 5742 (*Title III: Part B, subpart 4: Emergency Immigration Education Program).*

Students with Disabilities

All students classified as disabled in the current school year must have a disability type record, identifying the student's particular disability. All students identified as disabled at any time during the school year will be included in the students with disability group for accountability purposes.

For a preschool child with a disability who will enter Kindergarten as a school-age student with a disability, submit a program fact record (i.e., Type of Disability) with an ending date and Reason for Ending Program Service Code 912 to end the "preschool student with a disability" record, and submit a new programs fact record with the school-age disability code. For a preschool child with a disability who will enter Kindergarten as a school-age student without a disability, submit a Reason for Ending Program Service Code 901 (declassification). This code is also used to end the disability classification for school-age students. Also, if parents revoke consent (in writing) for special education services, submit a Reason for Ending Program Service Code 901 (declassification).

NCLB Transfer Options

Students who applied to transfer to and, if applicable, were provided the option to transfer to another district school, using an NCLB-mandated public school choice option must be reported with the appropriate NCLB Transfer Option Program Service code.

Supplemental Educational Services under NCLB

Each student who received supplemental education services under this provision of NCLB in the current school year must have a Program Service Code 5533 — *Supplemental Services for Schools in Improvement Status Under Title I* for the current school year in his or her repository record.

Free-and-Reduced-Price-Lunch Eligibility

Free Lunch Program – Code 5817: Indicates that the student is an approved applicant for the federal Free Lunch Program. This means the student has applied for and has met the eligibility requirements for this program service. This Program Service Code should also be

used for students who have met the eligibility requirements for the federal Free Breakfast Program and/or the federal Free Milk Program.

Reduced-Price Lunch Program – Code 5806: Indicates that the student is an approved applicant for the federal Reduced-Price Lunch Program. This means the student has applied for and has met the eligibility requirements for this Program Service. This Program Service Code also applies to students who have met the eligibility requirements for the federal Reduced-Price Breakfast Program.

Summer School Participation (Required, if applicable to the student)

All students participating in summer school programs must be reported with a Program Service Code for summer school participation. This code is applicable to all programs — including elementary, middle, and secondary — without regard to how the program is funded. Use the following to determine the BEDS code to use when reporting these students:

1.) When the service provider is the district accountable for the student's performance and the building the service is provided in is known, use the BEDS code of the building where the student receives the service;

2.) When the service provider is the district accountable for the student's performance and the building the service is provided in not known, use the BEDS code of the district where the student receives the service;

3.) When the service provider is an out-of-district placement (other than a public school district) and is not the district accountable for the student's performance and the building the service is provided in is known, use the BEDS code of the building where the student receives the service;

4.) When the service provider is an out-of-district placement (other than a public school district) and is not the district accountable for the student's performance and the building the service is provided in is not known, use the BEDS code of the out-of-district placement where the student receives the service;

5.) When the service provider is a BOCES, use the BEDS code of the BOCES (without regard to the specific location at which the service is provided); and

6.) When the service provider is a public school district other than the district accountable for the students' performance, use the BEDS code of the other district.

Career and Technical Education Programs (Required, if applicable to the student)

All students who participated in career and technical education must have a CTE program service record. All students in any CTE program beginning with the first course or unit of study who are also in a high school diploma-granting program or an approved GED program (i.e., AHSEPP or HSEPP) must have a CTE program service record:

- whether or not the courses comprising the CTE program are federally funded,
- whether or not the courses comprising the CTE program have been approved to allow the issuance of a Technical Endorsement,

- whether the courses comprising the CTE program are for a General or Title II program.

CTE students are those enrolled in any course that can be a part of a CTE cluster (i.e., agriculture, business and marketing, family and consumer sciences, health occupations, trade and technical education and/or technology education). This includes students who are substituting a five-unit CTE sequence to fulfill the foreign language requirement for an advanced designation diploma and students enrolled in:

- a local high school,
- a BOCES or technical/CTE high school,
- an alternative education and a CTE program,
- an approved GED program (AHSEPP or HSEPP) and a CTE program, or
- a CTE program in a nonpublic school that participates in data reporting via the SIRS.

The school district accountable for the student is responsible for this reporting even if the district's students receive their CTE at another program service provider (e.g., BOCES).

The agency that operates the CTE program is the service provider. A school district offering CTE for its own students would be both the district responsible for reporting these program service records and the program service provider. A school district that sends its students to a BOCES for CTE would be the district responsible for reporting these program service records but the BOCES would be identified as the program service provider. Thus, the responsibilities for all school districts include reporting CTE students served in their own high schools as well as those sent to BOCES or other out-of-district providers.

The CTE data fields in SIRS are governed by federal mandates, as some CTE programming receives federal funding from the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins). CTE reporting requirements are the same for all schools whether or not they use Perkins funding.

Students who transfer from one CTE program to another during the school year or enroll in more than one CTE program during the school year must be reported with a separate record for each program. For example, two service records would be required for a student enrolled in business education in his or her high school and in computer information technology at a BOCES.

All students taking CTE have a CTE program service record created in the school year they first start CTE. As with all program service records, this is tied to the student's enrollment record each year. If the student is taking CTE over multiple years and has not completed or left the CTE program by the end of the first year, the student's first year CTE program service record is left without a Reason for Ending Enrollment code. As in every year, and at the start of the following school year, each student has a new enrollment record created and that record has all the student's program service records for that year attached to it. If a student continues a CTE program that did not have a Reason for Ending Enrollment code at the end of the preceding year, a new CTE program service record is created for year 2 to reflect the student's continuation in that CTE program. If a student that began and did not

complete or leave a CTE program in year 1 opts not to take CTE in year 2, no new CTE program service record is created in year 2. If such a student then re-starts a CTE program in year 3—in effect “skipping” year 2—a new program service record must be created at the start of year 3. This “skipping” will impact the Level of Intensity that needs to be recorded in year 3. The entirety of the student’s CTE program should be considered when creating the new CTE program service record in year 3, using both year 1 and year 3 to determine intensity.

The CTE program service record is created when the student first starts a CTE program. The CTE program service record should be ended at the point in time at which the school district becomes aware of this change in the student’s status. If that awareness occurs before the school year ends, the program service record should be ended then. If that awareness occurs after the school year ends and that school year's records are locked, a new program service record should be created at the start of the following year and then closed on the succeeding day to record the ending of that student's CTE program service. If the student then restarts the CTE program service—either later in the second year or in a later year—a new program service record would be needed. When the student restarts his/her CTE program, the "Program Intensity" level would be determined by examining the student’s entire CTE program. For example, if a student starts a CTE program in 2008–09 and is expected to continue it in 2009–10:

- At the completion of the 2008–09 school year, the school district believed the student is planning to continue this program in the next school year, so the school district does not enter an exit date or exit reason in the 2008–09 program record.
- July 31st has passed and all program data for the 2008–09 school year is locked.
- In September 2009 the school district becomes aware that this student will need to "skip" the 2009–10 school year or the 1st semester of 2009–10 in his multi-year CTE program.
- The school district should then, in the 2009–10 year, enter a program record for this student with an entry date at the start of the year and an exit date one day later, with a Reason for Ending Enrollment code of 663. No historical record change is needed.
- When the student resumes the CTE program—either later in 2009–10 or in 2010–11—a new program service record needs to be created. The "Program Intensity" level associated with this restarted CTE program should be based on this student’s overall participation from both years.

When creating a CTE program service record, use Appendix 10 to determine the appropriate code.

Reading First

Because Reading First is a schoolwide program for students in grades K, 1, 2 and 3, it is not necessary to identify individual participants in the program using a program service record. Each K–grade 3 student enrolled in a school that participates in a Reading First program must have all appropriate Reading First assessment data. A list of participating schools may be found at: http://www.emsc.nysed.gov/irts/sirs . Appropriate assessment data

are grade specific. For each required assessment, only the end-of-year administration (Outcome Benchmark III) should be reported.

Chapter 10: Reporting Students in Special Groups

All students require a minimum of the data listed under the "All Students" group. If a student belongs to one of the other groups (e.g., LEP, Migrant, Homeless, etc.), the additional data listed under the group heading must also be reported for the student.

All Students

All students require a minimum of the following data:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- District of Responsibility Code
- Building of Enrollment Code
- School Year
- School District Student ID
- Student's Last Name
- Student's First Name
- Grade Level
- Date of Birth
- Gender Description
- Primary Ethnic Code
- Home Language Description
- Student Status (Recommended, but not required)
- Homeless Indicator
- Migrant Indicator
- Immigrant Indicator
- Neglected or Delinquent Indicator
- Required Enrollment Record Elements

Data Elements from Template 420 — School_Enroll (Enrollment)

- District of Responsibility Code
- Building of Enrollment Code
- School Year
- School District Student ID
- Activity Date
- Enrollment Entry Date and Enrollment Exit Date
- Reason for Beginning Enrollment Code and Reason for Ending Enrollment Code
- Grade Level

Backmapping Students (Third Graders from Feeder Schools)

In addition to the data required for reporting all students, the following data must be reported for students who are in grade 3 (or are ungraded equivalent to grade 3) in 2009–10 and who attended a feeder school during 2007–08 or 2008–09:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Backmapping BEDS Code

Career and Technical Education Students

In addition to the data required for reporting all students, the following data must be reported for students who participate in career and technical education:

Data Elements from Template 560 — Programs_Fact

- District of Responsibility Code
- School Year
- School District Student ID
- Program Service Code (See Appendix 10: Career and Technical Education Program Codes)
- Program Service Entry Date
- Program Service Exit Date (if applicable)
- Program Service Provider BEDS Code
- CTE/Tech Prep Program Intensity
- CTE/Tech Prep Program Type
- Reason for Ending Program Service Code (if applicable)

Programs Fact Records required only if applicable

- Single Parent/Pregnant Status — 8261

Data Elements from Template 2000 —Assessment_Fact required only if applicable

- Assessment Measure Standard Description (CTE/Tech Prep Technical Skills Assessment — Code 00199)
- Assessment Score

Note: A CTE/Tech Prep Program Endorsement Indicator is also required on Template 380 — Programs Code, which is a Dimension Table, populated by Level 1 operators. This term refers to whether or not the specific program has been approved to allow the issuance of a technical endorsement on the student's high school diploma. Completion of the "New York State Regents CTE Approval Process" by individual CTE programs allows a school district to issue a Technical Endorsement on a student's high school diploma when that student successfully completes all the requirements of such a program (For more information about the approval process, see www.emsc.nysed.gov/cte/ctepolicy/ .) A list of programs that hold current NYSED approval to issue technical endorsements can be found at: http://www.emsc.nysed.gov/cte/ctepolicy/approved.html . As noted above, these data are entered in SIRS by the Level 1 operators and not by the reporting local educational agency.

Graduates

In addition to the data required for reporting all students, the following data must be reported for students who graduated in the 2009–10 reporting year:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Postgraduate Plan Description
- Credential Type Description
- First Date of Entry into Grade 9

Required Enrollment Exit Records

- Graduated (earned a Regents or local diploma) — 799

Homeless Students

In addition to the data required for reporting all students, the following data must be reported for homeless students:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Homeless Primary Nighttime Residence

Required Programs Fact Records (receiving these services)

- Title X – Part C: Homeless Education/McKinney-Vento — 5566

Programs Fact Records required only if applicable

- Homeless Unaccompanied Youth Status — 8272

Immigrant Students

In addition to the data required for reporting all students, the following data must be reported for immigrant students:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Home Language Description
- Student's Place of Birth
- Date of Entry into United States
- Years in United States Schools
- Country of Origin

Programs Fact Records required only if applicable (receiving these services)

- Title III: Language Instruction Immigrant LEP Students — 5731
- Title III – Part B, subpart 4: Emergency Immigration Education Program — 5742

Limited English Proficient (LEP) Students

In addition to the data required for reporting all students, the following data must be reported for LEP students:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Years Enrolled in a Bilingual or ESL Program

Required Types of Programs Fact Records

- Limited English Proficient Eligibility record — 0231
- a Limited English Proficient Programs record (see Appendix 9: Program Service Codes)

Programs Fact Records required only if applicable

- Eligible to take the NYSESLAT for grades 3–8 ELA Accountability — 0242
- Title III: Language Instruction Immigrant LEP Students — 5731

Programs Fact Record elements required only if applicable

- Reason for Ending Program Service Code 849 — Student Achieved English Proficiency

Migrant Students

In addition to the data required for reporting all students, the following data must be reported for migrant students:

Programs Fact Records required only if applicable (receiving these services)

- Title I – Part C: Education of Migratory Children — 0330

Neglected/Delinquent Students

In addition to the data required for reporting all students, the following data must be reported for neglected/delinquent students:

Programs Fact Records required only if applicable (receiving these services)

- Title I – Part D: Prevention & Intervention Programs for Children and Youth who are Neglected or Delinquent — 0187

NYSAA-Eligible Students

In addition to the data required for reporting all students, the following data must be reported for students eligible to take the New York State Alternate Assessment (NYSAA):

Data Elements from Template 420 — School_Enroll (Enrollment)

- Grade Level — "K–6" (for ungraded elementary) or "7–12" (for ungraded secondary)

Data Elements from Template 2000 — Assessment_Fact

- Survey Completion Indicator
- Assessment Status (Collegial Review)

Required Programs Fact Records

- Eligible for Alternate Assessment — 0220
- a Type of Disability record (see Appendix 9: Program Service Codes)

Section 504 Plan Students

In addition to the data required for reporting all students, the following data must be reported for students with a Section 504 Plan:

Required Programs Fact Records

- Section 504 Plan — 0264
- a Safety Net record (see Appendix 9: Program Service Codes)

Students with Disabilities

In addition to the data required for reporting all students, the following data must be reported for students with disabilities:

Data Elements from Template 590 — Special_Ed_Snap (Special Education Snapshot)

- District of Responsibility Code
- Location Code
- School Year
- School District Student ID
- Snapshot Date
- Least Restrictive Environment Code
- School-Age Indicator

Data Elements from Template 590 — Special_Ed_Snap (Special Education Snapshot) required only if applicable

- Primary Service Code
- Primary Placement Type
- Primary Service Provider

Data Elements from Template 550 — SE_Events (Special Education Events)

- District of Responsibility Code
- Location Code
- School Year
- School District Student ID
- Event Type Code
- Event Date
- Initial Event Type Code
- Initial Event Date
- Number of Days
- Event Outcome Code

Data Elements from Template 550 — SE_Events (Special Education Events) required only if applicable

- Reason Code

Required Programs Fact Records

- a Type of Disability record (see Appendix 9: Program Service Codes)

Aged-Out Students with Disabilities

In addition to the data required for reporting all students, the following data must be reported for students with disabilities who reach maximum age for educational services and have *not* achieved a high school credential in the 2009–10 reporting year:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Postgraduate Plan Description
- First Date of Entry into Grade 9

Students with Disabilities Who Receive an IEP Diploma

In addition to the data required for reporting all students, the following data must be reported for students with disabilities who received an IEP diploma in the 2009–10 reporting year:

Data Elements from Template 3090 — Student_Lite (Student Demographics)

- Postgraduate Plan Description
- Credential Type Description
- First Date of Entry into Grade 9

Required Enrollment Exit Records

- Earned an IEP diploma — 085

Chapter 11: Verifying Data in the SIRS

Data Verification

Once data have been uploaded to Level 2 of the SIRS, *The Grow Network*, an NYSED contractor, produces reports that enable districts, charter schools, and Article 81 schools to verify that the data they submitted are accurate. These Verification Reports are available on the New York State Testing and Accountability Reporting Tool (nySTART) Web page: www.nySTART.gov. Districts, charter schools, and Article 81 schools with authorized user access must log in, using a User ID and password, to view these reports.

Verification Reports

Verification Reports are provided so that school/district staff can review and verify that the data in Level 2 are accurate before accountability decisions are made and data are released to the public. Staff is responsible for checking the data in these reports against the data in their local student management systems (SMS) to ensure that all students who are the reporting responsibility of the school/district are reported accurately by the reporting deadlines. Superintendents of public school districts and principals of charter schools are responsible for certifying the accuracy of the data in the Verification Reports.

Incorrect data in Level 2 cannot be corrected after the reporting and certification deadline. Incorrect data can negatively impact accountability status determinations for schools/districts; incorrectly identify or fail to identify students regarding the need for academic intervention services; and, when released to the public (including the press and the Board of Education), cause significant concern to districts and schools. As such, it is imperative that Verification Reports are reviewed carefully and data in the repository as of the reporting deadline are accurate.

Verification Reports consist of three parts: 1) a District Summary Report (Report A), which provides aggregated data for the district, out-of-district placement students, homebound students, and each school in the district; 2) a School Summary Report (Report B), which provides the same information for the school as in Report A but aggregated by subgroup (disability status, ethnicity, gender, English proficiency, economic status, migrant status, etc.); and 3) a Student Detail Report (Report C), which provides data for each student in the district, school, or subgroup selected, such as name, State and local ID, birth date, grade, demographic information, and other information specific to the verification report type.

The following Verification Reports will be available in 2009–10:

1. *Enrollment and Demographic Verification Reports*
2. *New York State Testing Program (NYSTP) Verification Reports*
   - ELA Grades 3–8
   - Math Grades 3–8
   - Science Grades 4 and 8
   - Social Studies Grade 5 and 8
3. *New York State Alternate Assessment (NYSAA) Verification Reports*
   - NYSAA ELA
   - NYSAA Math

- NYSAA Science
- NYSAA Social Studies

4. *Reading First Verification Reports*
5. *High School Annual Assessment Verification Reports*
   - Regents Examinations
   - Regents Competency Tests
   - Second Language Proficiency Tests
   - Regents Component Retests
6. *Other Annual High School Verification Reports*
   - Credentials Earned
   - Noncompleters
   - Post-Secondary Plans of Graduates
7. *Total Cohort Verification Reports*
   - 2006 Total Cohort
   - 2005 Total Cohort
   - 2004 Total Cohort
8. *Elementary/Middle-Level Accountability Verification Reports (3–8 AVRs)*
   - ELA Grades 3–8
   - Math Grades 3–8
   - Science Grades 4 and 8
9. *High School Accountability Verification Reports (HS AVRs)*

NYSED recommends that districts, charter schools, and Article 81 schools download the reports and print or save them in the event that the reports need to be referenced in the future, as these reports can only be accessed for a limited time using nySTART.

For each Verification Report, a Report Guide is provided. This guide explains what is contained in the report and how to make corrections to the data if they are found to be erroneous. If data errors are found in the Verification Reports, districts, charter schools, and Article 81 schools must correct the data in their source systems and transfer the corrected data to the Level 1 Repository. Generally, data from Level 1 are uploaded to the Level 2 Repository once a week. Each time the data are uploaded to Level 2, a revised Verification Report is made available on nySTART.

BEDS Day Enrollment as of October 7, 2009 Verification Report

The *BEDS Day Enrollment as of October 7, 2009 Verification Report* lists students whose SIRS records show that they were enrolled in a public school in the district or placed by a district official in an out-of-district placement. Districts are expected to have repository records for all grades, pre-kindergarten to grade 12 and ungraded. Students are included in the report if their repository records showed that the district was their district of reporting responsibility on October 7, 2009.

To verify the data, compare the counts of students by school, grade, race/ethnicity, and gender in the *BEDS Day Enrollment as of October 7, 2009 Verification Report* to the enrollment counts reported in fall 2009 through BEDS Online (see http://www.emsc.nysed.gov/irts/beds/). Use the BEDS Online report submission as a point of reference, but investigate any discrepancies between those counts and repository counts by looking at the list of students in the applicable student-level report. Repository records should reflect accurate BEDS Day enrollment. If the *BEDS Day Enrollment as of October 7, 2009*

Verification Report reveals errors in the BEDS Online submission, BEDS Online enrollment data must be addressed and corrected at the school level. These data are automatically rolled up to the proper district totals. There is no way to change the BEDS Online district enrollment without addressing the underlying school level data.

Factors That May Cause *BEDS Day Enrollment as of October 7, 2009 Verification Report* Counts to Be Inaccurate:

If a student is incorrectly listed as enrolled in the district or is listed in the wrong school in the district, check the student's record to make sure that the dates of enrollment and/or discharge are correct and that the student's grade level is recorded correctly. If a student enrolled in the district is not listed in the verification report, check that the enrollment and discharge dates on the repository records are correct. Students are not listed in a report unless their repository records show them as enrolled on October 7, 2009.

2009–10 New York State Testing Program (NYSTP) Grades 3–8 English Language Arts and Mathematics Tested/Not Tested Verification Reports

The *2009–10 New York State Testing Program (NYSTP) Grades 3–8 English Language Arts and Mathematics Tested/Not Tested Verification Report* shows students reported in the Student Information Repository System (SIRS) who met one of the following criteria:

For ELA:

- graded student in grade 3, 4, or 5 (or ungraded student with a birth date between September 1, 1998 and August 31, 2001, inclusive) AND enrolled in your district between April 26 and May 5, 2010.
- graded student in grade 6, 7, or 8 (or ungraded student with a birth date between September 1, 1995 and August 31, 1998, inclusive) AND enrolled in your district between April 26 and May 5, 2010.

For mathematics:

- graded student in grade 3, 4, or 5 (or ungraded student with a birth date between September 1, 1998 and August 31, 2001, inclusive) AND enrolled in your district between May 5 and 14, 2010.
- graded student in grade 6, 7, or 8 (or ungraded student with a birth date between September 1, 1995 and August 31, 1998, inclusive) AND enrolled in your district between May 5 and 14, 2010.

This report also indicates whether or not these students were tested on the appropriate assessment for their grade/age and, if they were not tested, the reason why. This allows districts to verify that all students who met the above criteria were correctly reported in SIRS and that the students who were tested on the appropriate assessments have the correct relevant assessment record in SIRS. After districts, charter schools, and Article 81 schools have an opportunity to verify these data, assessment records will be transferred to CTB/McGraw-Hill so that scores and performance levels can be determined. (CTB may determine that some of these students have not completed sufficient parts of the assessment to receive a valid score.) Scores and levels will then be shown in the verification reports.

Students are counted as tested in these reports if they have a NYSTP ELA or mathematics assessment record in the repository and the record does not show administrative error or medically excused in the standard met field. If the student does not have a test record, the reason for not testing will be recorded as "not tested." All demographic data for these assessments are based on the status of students during the test administration period, as recorded on repository records.

Students who are allowed to take a New York State Alternate Assessment (NYSAA) or the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the NYSTP assessments will be listed as Not Tested on these reports. As such, these reports cannot be used to determine participation rates and performance indices for accountability. The *Elementary/Middle-Level Accountability Verification Reports* can be used to determine participation rates and performance indices.

Factors That May Cause *2009–10 New York State Testing Program (NYSTP) Grades 3–8 ELA and Mathematics Tested/Not Tested Verification Reports* Counts to Be Inaccurate:

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.

- If a student is incorrectly listed as enrolled in your district and required to participate in testing, check the student's record to make sure that the dates of enrollment and/or discharge are correct and that the student's grade level—or, if ungraded, birth date—are recorded correctly.

- If a student whom your district tested is not listed in this report, check that the enrollment and discharge dates on their repository records are correct. Students are not listed in a district report unless their repository records show them as enrolled at some time during the official test administration and make-up period.

- If a student is incorrectly listed as taking the assessment at an inappropriate grade level, check that the student's grade level—or, if ungraded, birth date—is reported accurately.

- If a student whom your district tested does not have a test record, check with your scan center to see if they received the student's scannable answer documents.

- Do not be concerned if a student who is taking the NYSAA to meet the English language arts testing requirement is listed as not tested. Data for these students can be verified in the NYSAA and accountability verification reports.

- Do not be concerned if a student who is taking the NYSESLAT to meet the English language arts testing requirement is listed as not tested. To be eligible to take the NYSESLAT, the student must be recorded in the repository system as a LEP-eligible student who was enrolled in grades 3–8 (or ungraded age equivalent) who on April 1, 2010 will have been attending school in the United States for the first time for less than one year and have a program service code of 0242. Data for these students can be verified in the accountability verification reports.

2009–10 New York State Testing Program (NYSTP) Grades 4 and 8 Science and Grades 5 and 8 Social Studies Tests Verification Reports

The *2009–10 New York State Testing Program (NYSTP) Grades 4 and 8 Science and Grades 5 and 8 Social Studies Tests Verification Reports* shows students reported in the Student Information Repository System (SIRS) who met one of the following criteria:

For science:

- graded student in grade 4 (or ungraded student with a birth date between September 1, 1999 and August 31, 2000, inclusive) AND enrolled in your district between May 24 and June 9, 2010.
- graded student in grade 8 (or ungraded student with a birth date between September 1, 1995 and August 31, 1996, inclusive) AND enrolled in your district between May 24 and June 9, 2010.

For social studies:

- graded student in grade 5 (or ungraded student with a birth date between September 1, 1998 and August 31, 1999, inclusive) AND enrolled in your district between November 16 and 19, 2009.
- graded student in grade 8 (or ungraded student with a birth date between September 1, 1995 and August 31, 1996, inclusive) AND enrolled in your district between June 14 and 17, 2010.

Factors That May Cause *2009–10 New York State Testing Program (NYSTP) Grades 4 and 8 Science and Grades 5 and 8 Social Studies Tests Verification Reports* Counts to Be Inaccurate:

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.
- If a student is incorrectly listed as enrolled in your district and required to participate in testing, check the student's record to make sure that the dates of enrollment and/or discharge are correct and that the student's grade level—or, if ungraded, birth date—are recorded correctly.
- If a student that your district tested is not listed in this report, check that the enrollment and discharge dates on their repository records are correct. Students are not listed in a district report unless their repository records show them as enrolled at some time during the official test administration and make-up period.
- If a student is incorrectly listed as taking the assessment at an inappropriate grade level, check that the student's grade level—or, if ungraded, birth date—is reported accurately.
- If a student that your district tested does not have a test record, check with your scan center to see if they received the student's scannable answer documents.

- Do not be concerned if a student who is taking the NYSAA to meet the science or social studies testing requirement is listed as not tested. Data for these students can be verified in the NYSAA and accountability verification reports.

- Do not be concerned if a student who is taking a Regents science test to meet the science testing requirement is listed as not tested. Data for these students can be verified in the accountability verification reports.

- Do not be concerned if a student who took the NYSTP Grade 8 Science Test as a 7th grader in the previous year to fulfill the science testing requirement and did not take a Regents science examination in the current year is listed as not tested. Data for these students can be verified in the accountability verification reports.

2009–10 New York State Alternate Assessment Verification Report

The *2009–10 New York State Alternate Assessment Verification Report* shows students reported in the Student Information Repository System (SIRS) who met the following criteria:

- Program Service Code 0220 (Eligible for Alternate Assessment), with or without a valid New York State Alternate Assessment (NYSAA) record; or

- a valid assessment record for the October 2009 to February 2010 NYSAA at grades 3, 4, 5, 6, 7, 8 or the secondary level.

Students who took a NYSAA in 2009–10 appear in this report according to their date of birth, as indicated in the table below. Students who took the NYSAA at the wrong grade level based on their date of birth will show as not tested.

NYSAA Assessments by Birth Date/Age in 2009–10

NYSAA Assessment by Grade	Birth Dates	Reaches This Age Between September 1, 2009 and August 31, 2010
Grade 3: English Language Arts (ELA) and mathematics	September 1, 2000—August 31, 2001	9
Grade 4: ELA, mathematics, and science	September 1, 1999—August 31, 2000	10
Grade 5: ELA, mathematics, and social studies	September 1, 1998—August 31, 1999	11
Grade 6: ELA and mathematics	September 1, 1997—August 31, 1998	12
Grade 7: ELA and mathematics	September 1, 1996—August 31, 1997	13
Grade 8: ELA, mathematics, science, and social studies	September 1, 1995—August 31, 1996	14
Secondary-Level: ELA, mathematics, science, and social studies	September 1, 1991—August 31, 1992	18*

*Students with a date of birth between September 1, 1992 and August 31, 1993 (reaches age 17) and no valid NYSAA assessment will be listed as "Not Tested" in this report. For assessment and accountability purposes, these students do not need to take the NYSAA until they are 18 years old. If the student is to be assessed at the traditional age of 18, no further action is necessary.

Factors That May Cause *2009–10 New York State Alternate Assessment Verification Report* Counts to Be Inaccurate:

- If a student is incorrectly listed as "Not Tested," check the student's record to make sure that the dates of enrollment and/or discharge are correct and that the student's birth date is recorded correctly. If a student was discharged during the test administration or make-up period, the student will be counted in the school and district report card only if the student receives a valid score on the test based on an assessment record reported by the district.

- If a student whom your district tested does not have a test record, check with your scan center to see if they received the student's scannable answer documents or test score.

- If students whom your district tested are not listed in these reports, check that the enrollment and discharge dates on their repository records are correct. Students are not listed in a district report unless their repository records show them as enrolled at some time during the official test administration and make-up period.

- Students who were reported with a Program Service Code 0220 — *Eligible for Alternate Assessment* and who were enrolled in the district/school at any time during the test administration and make-up period but were not administered the NYSAA will be listed as "Not Tested" in this report.

- NYSAA-eligible students must be reported as ungraded. As such, even if the student was reported as graded, the student's date of birth determines which grade-level NYSAA the student should have taken in 2008–09. If the student took the NYSAA at the wrong grade level according to the date of birth, the student will be listed as "Not Tested" in this report. If the student was reported as graded, correct the record by making the student ungraded.

- If the student's record includes a NYSAA Assessment Measure Code for one but not all content areas (English language arts, mathematics, social studies, or science), the student will appear in this report as "Tested" for the content areas for which there is a NYSAA Assessment Measure Code and "Not Tested" for the content areas for which there is no NYSAA Assessment Measure Code. If the student listed as "Not Tested" on this report took another assessment to fulfill the testing requirement in that content area, the student will appear in the verification report for the assessment taken.

- NYSAA-eligible students must be reported using the Program Service Code 0220 (Eligible for Alternate Assessment). If a student was reported without this code and no NYSAA Assessment Measure Code was reported, the student will not appear in this report. If a student was reported without this code but a NYSAA Assessment Measure Code was reported, the student will appear as "Tested" for the content areas for which there is a NYSAA Assessment Measure Code and "Not Tested" for the content areas for which there is no NYSAA Assessment Measure Code. If the student should have been reported using the Program Service Code 0220 (Eligible for Alternate Assessment), correct the record by giving the student this code.

- NYSAA-eligible students must be reported as students with disabilities. If a student was reported as a general-education student, correct the record by coding the student as a student with disabilities.

- If a student whom your district tested does not have a test record, check with your scan center to see if they received the student's scannable answer documents or test score.

2009–10 Reading First Verification Report

The *2009–10 Reading First Verification Report* allows you to verify the accuracy of student test records for the 2009–10 Outcome Benchmark III assessments in grades K through 3. These repository records will be moved to the Level 3 Repository and will be used to generate Department reports for the 2009–10 school year. Only student records for schools that participated in Reading First in 2009–10 will be used to evaluate Reading First programs. Some non-participating schools that reported Terra Nova scores to the Level 2 Repository may have verification reports showing those data. Student records for non-participating schools will not be used in the evaluation of Reading First programs.

This report shows the count of students tested and not tested and, for tested students, the count of students performing below the proficient level or at or above the proficient level on each assessment. The student-level report also indicates, for not tested students, the reason the students have no test score.

Factors That May Cause *2009–10 Reading First Verification Reports* Counts to Be Inaccurate:

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.

- If a student is incorrectly listed as "Not tested" or "No valid score," check the student's record to make sure that the dates of enrollment and/or discharge are correct and that the student's grade level or, if ungraded, birth date is recorded correctly.

- If a student whom your district tested does not have a test record, check with your scan center to see if they received the student's scannable answer documents or test score.

- If students whom your district tested are not listed in these reports, check that the enrollment and discharge dates on their repository records are correct. Students are not listed in a district report unless their repository records show them as enrolled at some time during the official test administration period.

2009–10 High School Annual Assessment Verification Reports

The *2009–10 High School Annual Assessment Reports* allow staff to verify the accuracy of student test records as they appear in the Repository for Regents exams, Regents Competency Tests (RCT), Second Language Proficiency (SLP) tests, and Component Retests taken in August 2009, January 2010, May 2010, or June 2010. The data in these reports include the number of students at each performance level for Regents exams and SLP tests, and the number of students that passed or failed RCTs and Component Retests. The student

detail report for each of these assessments provides the students' numeric score, alpha score (in the case of RCTs), and performance level.

Factors That May Cause *2009–10 High School Annual Assessment Verification Reports* Counts to Be Inaccurate:

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.

- If students whom the district tested are not listed in these reports, check that the enrollment and discharge dates on their repository records are correct. Students are not listed in a district report unless their repository records show them as enrolled at some time during the official test administration periods.

2009–10 Other Annual High School Verification Reports

The *2009–10 Other Annual High School Verification Reports* show district and school counts of students graduating and earning other credentials, the post-secondary plans of graduates (high school completers and students with disabilities who reached maximum age for educational services without earning a diploma) and the counts of students who dropped out of or left school for the reasons listed below during the 2009–10 school year as reported in the SIRS. The reports allow staff to verify that all students who are the reporting responsibility of the district have been reported in SIRS with the correct enrollment outcomes for the 2009–10 school year.

Three annual verification reports are available:

- Credential Earned
- Noncompleters
- Post-Secondary Plans of Graduates

Student-level reports show date of first entry in grade 9, enrollment status and enrollment status dates, credential earned, and post-secondary plan.

The *Credentials Earned Verification Report* includes records for students who were reported as earning a Regents, local, or IEP diploma between July 1, 2009 and June 30, 2010. The *NonCompleters Verification Report* includes records for students who dropped out of school, transferred to an approved or non-approved GED program, or died between July 1, 2009 and June 30, 2010. The *Post-Secondary Plans of Graduates Verification Report* includes the post-graduation plan for students reported as earning a Regents or local diploma between July 1, 2009 and June 30, 2010.

Credentials Earned Verification Report

The *Credentials Earned Verification Report* includes students with a beginning enrollment code = 0011 (enrollment in building or grade), or 5544 (transferred in under the NCLB Title I "School in Improvement Status" transfer option), or 7000 (transferred in under the NCLB "Persistently Dangerous School" transfer option), or 7011 (transferred in under the NCLB "Victim of Serious Violent Incident" transfer option) and who had an ending enrollment record dated between July 1, 2009 and June 30, 2010 with a 799 reason for ending enrollment

code (except for IEP diploma) or 085 reason for ending enrollment code for IEP diplomas, and a corresponding credential code listed below.

Credential Code	Credential Type
068	Local Diploma
085	IEP Diploma
612	Local Diploma with Career and Technical Education Endorsement
680	Regents Diploma with Advanced Designation
697	Regents Diploma with Advanced Designation and Technical Education Endorsement
714	Regents Diploma with Advanced Designation with Honors
731	Regents Diploma with Advanced Designation with Honors and Technical Education Endorsement
762	Regents Diploma with Honors (for students in the 2001 and later cohorts)
779	Regents Diploma (for students in the 2001 and later cohorts)
796	Regents Diploma with Technical Education Endorsement (for students in the 2001 and later cohorts)
813	Regents Diploma with Honors and Technical Education Endorsement (for students in the 2001 and later cohorts)

The total number of completers for the 2009–10 school year may be computed by summing all columns displayed on this report. The total number of graduates for the 2009–10 school year may be computed by summing all columns except IEP diploma.

The student-level reports show the following data for each student who earned a credential between July 1, 2009 and June 30, 2010: program group selected, name, state and local student ID, grade, birth date, gender, date of first entry in grade 9, race/ethnicity, disability status, LEP status, NYSAA and safety net eligibility, enrollment status and enrollment status dates, credential earned, and post-secondary plan.

Post-Secondary Plans of Graduates Verification Reports

The *Post-Secondary Plans of Graduates Verification Report* shows the post-graduation plan for students who are reported as graduates on the *Credentials Earned Verification Report*. Post-graduation plan descriptions and codes are provided below.

Post-Secondary Plan Code	Description
1	4-year college in NYS
2	2-year college in NYS
3	Other postsecondary school in NYS
4	4-year college outside NYS
5	2-year college outside NYS
6	Other postsecondary school outside NYS
7	Seek employment
8	Enlist in the military
9	Other plan
10	Adult Services (disabled students only)
11	Unknown

Student-level reports show the following data for each student who graduated between July 1, 2009 and June 30, 2010: program group selected, name, state and local student ID,

grade, birth date, gender, date of first entry in grade 9, race/ethnicity, disability status, LEP status, NYSAA and safety net eligibility, enrollment status and enrollment status dates, credential earned, and post-secondary plan.

Noncompleters Verification Report

The *Noncompleters Verification Report* shows the counts of grade 8–12 and ungraded secondary students with a Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade*, or 5544 — *Transferred in under the NCLB Title I "School in Improvement Status" transfer option*, or 7000 — *Transferred in under the NCLB "Persistently Dangerous School" transfer option*, or 7011 — *Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option* and whose last reason for ending enrollment dated between July 1, 2009 and June 30, 2010 with one of the Reason for Ending Enrollment Codes below.

Reason for Ending Enrollment Code	Description
306	Transferred to other high school equivalency (GED) preparation program
289	Transferred to an AHSEP or HSEP program
136	Reached maximum legal age and has not earned a diploma or certificate
340	Left school: first-time dropout
391	Long-term absence (20 consecutive unexcused days)
408	Permanent expulsion (student must be over compulsory attendance age)
425	Left school, no documentation of transfer
357	Left school: previously counted as a dropout
442	Left the U.S.
459	Deceased

The annual count of dropouts for the 2009–10 school year may be computed by summing the counts of students reported in the following columns: Transferred to other high school equivalency (GED) preparation program + Reached maximum legal age and has not earned a diploma or certificate + Left school: first-time dropout + Long-term absence (20 consecutive unexcused days) + Permanent expulsion (student must be over compulsory attendance age) + Left school, no documentation of transfer.

The annual count of noncompleters for the 2009–10 school year may be computed by summing the counts of students reported in the following columns: Transferred to other high school equivalency (GED) preparation program + Transferred to an AHSEP or HSEP program + Reached maximum legal age and has not earned a diploma or certificate + Left school: first-time dropout + Long-term absence (20 consecutive unexcused days) + Permanent expulsion (student must be over compulsory attendance age) + Left school, no documentation of transfer.

Student-level reports show the following data for each student included in the *Noncompleter Verification Report:* program group selected, name, state and local student ID, grade, birth date, gender, date of first entry in grade 9, race/ethnicity, disability status, LEP status, NYSAA and safety net eligibility, enrollment status and enrollment status dates, credential earned, and post-secondary plan.

Factors That May Cause *Other Annual High School Verification Reports* Counts to Be Inaccurate:

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.

- Students with a Credential Type Code must also have a Reason for Ending Enrollment Code and a Date of Ending Enrollment. If a Credential Type Code but no Reason for Ending Enrollment Code is entered for a student (or a Reason for Ending Enrollment Code but no Credential Type Code is entered), the student will be counted as still enrolled on the verification reports. Enter the missing code and/or date for the student in the local student management system and resubmit the file to your RIC or Big 5.

- If a student you believe graduated does not appear on the Graduate Report, then complete information was not reported for the student.

2009–10 Total Cohort Verification Reports

The *2009–10 Total Cohort Verification Reports* show district and school Regents examination performance and outcomes for members of the 2004 total cohort after 4, 5, and 6 years; the 2005 total cohort after 4 and 5 years; and the 2006 total cohort after 4 years as they appear in the SIRS. The reports allow districts to verify that all students who are the reporting responsibility of the district have been reported in SIRS with the correct assessment results and outcomes and are being included in the appropriate total cohort.

For each cohort, two types of verification reports are available:

1. Regents Exam Results, and

2. Graduation and Other Outcomes

In the *Regents Exam Results* reports, the following counts are provided for each cohort: the counts of cohort members, the counts not tested, and the counts scoring at each performance level on Regents assessments in English, mathematics, science, global history, and U.S. history. Results for Regents examinations only are included in this report. Certain students may be eligible to meet graduation requirements using other assessments not included in this report, such as the Regents Competency Tests or approved alternatives for Regents credit. Student-level reports show the date of first entry in grade 9, the cohort year, and the assessment dates and scores.

In the *Graduation and Other Outcomes* reports, the following counts are provided for the 2004 total cohort after 6 years, the 2005 total cohort after 5 years, and the 2006 total cohort after 4 years: total cohort members, total cohort members with local diplomas, total cohort members with Regents diplomas, total cohort members with Regents diplomas with advanced designation, total cohort members who dropped out, total cohort members who transferred to GED, total cohort members who earned an IEP diploma, and total cohort members who were still enrolled.

The following counts are provided for the 2004 total cohort after 5 years, and the 2004 and 2005 total cohorts after 4 years: total cohort members, total cohort members who are considered graduates (with local diplomas or Regents diplomas), total cohort members who earned an IEP diploma, and total cohort members not enrolled.

For the 2004 total cohort after 5 years, and the 2004 and 2005 total cohorts after 4 years, the difference between the count of total cohort members and the sum of the count of Graduates and Other Outcomes after 4 years may not equal the count of total cohort members still enrolled, as the total cohort count also includes dropouts and transfers to GED programs which are not shown. The count of students not enrolled is the count of students who transferred from one school district to another between years 4 and 6. Each student is reported in only one school district's total cohort. If a student transfers from one school district to another, the student is reported in the total cohort of the last district in which the student was enrolled.

Student-level reports show the date of first entry in grade 9, the cohort year, credential earned, and record of enrollment in a GED program.

Reason for Beginning Enrollment Records

Only students with one of the following Reason for Beginning Enrollment Codes are included in the school and district total cohorts:

- 0011 — *Enrollment in building or grade*; or
- 5544 — *Transferred in under the NCLB Title I "School in Improvement Status" transfer option*; or
- 7000 — *Transferred in under the NCLB "Persistently Dangerous School" transfer option*; or
- 7011 — *Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option*.

Reason for Ending Enrollment Records

Students with one of the following Reason for Ending Enrollment Codes are removed from the school and district total cohorts:

- 170 — *Transferred to another NYS public school outside this district with documentation*; or
- 204 — *Transferred to a NYS nonpublic school with documentation*; or
- 221 — *Transferred to a school outside NYS with documentation*; or
- 255 — *Transferred to home-schooling by parent or guardian*; or
- 272 — *Transferred to a postsecondary school prior to earning a diploma*; or
- 323 — *Transferred outside district by court order*; or
- 442 — *Left the U.S.*; or
- 459 — *Deceased*.

Graduates

Students with a Reason for Ending Enrollment Code 799 AND one of the following valid Credential Type Codes are counted as graduates on the verification reports:

- 762 — *Regents Diploma with Honors, for students entering grade 9 on or after July 1, 2001*; or
- 813 — *Regents Diploma with Honors and with Career & Technical Education Endorsement, for students entering grade 9 on or after July 1, 2001*; or

- 779 — *Regents Diploma without Honors, for students entering grade 9 on or after 7/1/01*; or
- 796 — *Regents Diploma without Honors but with Career & Technical Education Endorsement, for students entering grade 9 on or after July 1, 2001*; or
- 068 — *Local Diploma without Regents Endorsement*; or
- 612 — *Local Diploma without Regents Endorsement but with Career & Technical Education Endorsement*; or
- 680 — *Regents Diploma with Advanced Designation*; or
- 697 — *Regents Diploma with Advanced Designation with Career & Technical Education Endorsement*; or
- 714 — *Regents Diploma with Advanced Designation with Honors*; or
- 731 — *Regents Diploma with Advanced Designation with Honors and with Career & Technical Education Endorsement*.

The verification reports will not count the following Credential Type Codes, which may be awarded only to students in the 2000 and earlier cohorts, as graduates:

- 017 — *Regents Diploma with Honors, for students entering grade 9 prior to July 1, 2001*; or
- 595 — *Regents Diploma with Honors and with Career & Technical Education Endorsement, for students entering grade 9 prior to July 1, 2001*; or
- 034 — *Regents Diploma without Honors, for students entering grade 9 prior to July 1, 2001*; or
- 051 — *Regents Diploma without Honors but with Career & Technical Education Endorsement, for students entering grade 9 prior to July 1, 2001*.

IEP Diplomas

Students with a Reason for Ending Enrollment Code 085 AND one of the following valid Credential Types are counted as IEP diploma recipients on the verification reports:

- 085 — *Individualized Education Program (IEP) Diploma*; or
- 629 — *Previously Earned Individualized Education Program (IEP) Diploma*.

Transfers to GED

Students with a Reason for Ending Enrollment Code 289 — *Transfer to AHSEP or HSEP* and a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program* are counted as a transfer to GED on the verification reports.

If a student with a Reason for Ending Enrollment Code 289 — *Transfer to AHSEP or HSEP* has a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program* and then a subsequent Reason for Ending Enrollment Code 816 — *Earned a high school equivalency diploma*, the student is counted as a transfer to GED on the verification reports.

Dropouts

Students with one of the following Reason for Ending Enrollment Codes are counted as dropouts on the verification reports:

- 136 — *Reached maximum legal age and has not earned a diploma or certificate*; or
- 340 — *Left school: first-time dropout*; or
- 391 — *Long-term absence (20 consecutive unexcused days)*; or
- 408 — *Permanent expulsion*; or
- 425 — *Left school, no documentation of transfer*; or
- 306 — *Transferred to other high school equivalency (GED) preparation program*; or
- 357 — *Left school: previously counted as a dropout*.

If a student with a Reason for Ending Enrollment Code 289 — *Transfer to AHSEP or HSEP* has no subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program*, the student is counted as a dropout on the verification reports.

If a student with a Reason for Ending Enrollment Code 289 — *Transfer to AHSEP or HSEP* has a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program* that ended before June 30 with any of the Reason for Ending Enrollment Codes listed above for dropout, the student is counted as a dropout on the verification reports.

Still Enrolled

Students with no Reason for Ending Enrollment Code as of June 30 are counted as still enrolled on the verification reports.

Factors That May Cause *2009–10 Total Cohort Verification Reports* Counts to Be Inaccurate:

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.

- Students with a Credential Type Code must also have a Reason for Ending Enrollment Code and a Date of Ending Enrollment. If a Credential Type Code but no Reason for Ending Enrollment Code is entered for a student (or a Reason for Ending Enrollment Code but no Credential Type Code is entered), the student will be counted as still enrolled on the verification reports. Enter the missing code and/or date for the student in the local student management system and resubmit the file to your RIC or Big 5.

- If the sum of graduates, IEP diplomas, transfers to GED, dropouts and students still enrolled does not equal the Total Cohort Members count, then complete information was not reported for a student earning a credential.

2009–10 Elementary/Middle-Level Accountability Verification Reports

The *2009–10 Elementary/Middle-Level Accountability Verification Report* allows staff to verify the number of students included in each grade and accountability group for calculating participation rate and the accountability performance index at the elementary/middle level for determining each district's and school's accountability status for the 2010–2011 school year. A separate report is provided for each elementary/middle level accountability subjects: English language arts, mathematics, and science. Counts are given for all grades combined and for each grade, 3 through 8, separately.

Participation-rate enrollment and the count of students who were continuously enrolled and have a valid test score (Continuous Enroll) for All Grades and for each grade are shown. "Participation Rate Enroll" for All Grades is the denominator for calculating the "All Students" Participation Rate for the selected district or school and subject. "Continuous Enroll" for All Grades is the denominator for calculating the "All Students" Performance Index for the selected district or school and subject.

The student-level report provides the following information for each student: State and local student ID, grade level, birth date, the dates of enrollment in the school, subgroup membership, whether the student was continuously enrolled, whether the student was eligible to use the NYSESLAT to meet the test participation requirement, relevant test scores and the score used in calculating the participation rates or performance indices for subgroups of which the student is a member. **Note that scores on NYSTP ELA and mathematics assessments may not be changed.** Incorrect scores on the elementary- and middle-level science assessments and the New York State Alternate Assessment may be changed.

2009–10 High School Accountability Verification Reports

The *2009–10 High School Accountability Verification Report* allows you to verify the accuracy of student records as they appear in the SIRS for determining school and district high school accountability based on 2009–10 data. The report lists students in your district whose repository records show that they belong to one of the three student groups used for high school accountability status for 2010–11. Students were selected for inclusion in these groups if their repository records showed that they met one of the following criteria:

Participation	enrolled in grade 12 on June 30, 2010 *or* enrolled during the 2009–10 school year and graduated between July 1, 2009 and June 30, 2010.
English and math	belonged to the 2006 accountability cohort as defined Appendix 19.
Graduation rate	belonged to the 2005 graduation-rate total cohort as defined Appendix 19.

The report allows you to verify that the appropriate students, with assessment results and outcomes, are being used to determine whether districts and schools have made adequate yearly progress in high school English and mathematics, and graduation rate. Data are provided for each district and school and for each accountability group within the district and school. In addition, for each student included in the grade 12 participation group, the 2006 accountability cohort, and/or the 2005 graduation-rate total cohort, the following information is provided: name, state and local student ID, grade, birth date, gender, date of first entry in grade 9, race/ethnicity, disability status, LEP status, NYSAA and safety net eligibility, enrollment status and enrollment status dates, assessment dates and scores, credentials earned, and record of enrollment in a GED program. While this report provides the necessary information to calculate participation rates and performance indices for English and mathematics, that information does not appear on the report.

The *District Accountability Summary Report* for each high school accountability area provides the counts of students used to determine the district's English and mathematics participation rates, performance indices, and graduation rate. The report includes the counts for all 3 groups used for high school accountability; seniors in the 2009–10 school year, the 2006 accountability cohort and the 2005 graduation-rate total cohort. As well as reporting district-level data, this report provides similar counts for each school within the district. The

user may click on the district or school name to retrieve accountability subgroup counts for the district or school selected. A sample of this report is shown below.

1. The data shown under the heading ***"****2010 Grade 12 Participation"* include the participation rate enrollment and the count of students tested and not tested for English and for mathematics**.** "Total Students Counted for Grade 12 Participation*"* is the denominator for calculating the "All Students" Participation Rate for the selected district or school. The count of students reported in the ELA and Math "Tested" columns are the numerators for calculating the "All Students" Participation Rates for the selected district or school.
2. The data shown under the heading *"2006 Accountability Cohort"* includes the 2006 accountability cohort count and the count of students scoring at each performance level for English and for mathematics. "Total Students Counted for Accountability Cohort" is the denominator for calculating the "All Students" performance indices for the selected district or school.
3. The data shown under the heading ***"****2005 Graduation Cohort (through August 2009)"* includes the 2005 graduation rate total cohort count for accountability, the count of those students who earned a local or Regents diploma as of August 31, 2009, and the count of students who had not earned a local or Regents diploma as of August 31, 2009. "Total Students Counted for Graduation Cohort" is the denominator for calculating the "All Students" graduation rate for the selected district or school.

The *District and High School Accountability Subgroup Reports* for each high school accountability area provides the counts of students for each subgroup used to determine the English and mathematics participation rates, performance indices, and graduation rate within the school or district. The report includes the counts by subgroup for all 3 high school accountability areas; seniors in the 2009–10 school year, the 2006 accountability cohort and the 2005 graduation-rate total cohort. You may click on a subgroup count to see the list of students included for that subject, grade, subgroup, and count.

1. The data shown under the heading *"2010 Grade 12 Participation"* for each subgroup include the participation rate enrollment and the count of students tested and not tested for English and for mathematics. "Total Students Counted for Grade 12 Participation" is the denominator for calculating the Participation Rate for that subgroup for the selected district or school. The count of students reported in the ELA and Math "Tested" columns are the numerators for calculating the Participation Rates for that subgroup for the selected district or school.
2. The data shown under the heading *"2006 Accountability Cohort"* includes the 2006 accountability cohort count for each subgroup and the count of students in that subgroup scoring at each performance level for English and for mathematics. "Total Students Counted for Accountability Cohort" is the denominator for calculating the performance indices for that subgroup for the selected district or school.
3. The data shown under the heading *"2005 Graduation Cohort (through August 2009)"* includes for each subgroup, the 2005 graduation rate total cohort count for accountability, the count of those students who earned a local or Regents diploma as of August 30, 2009, and the count of students who had not earned a local or Regents diploma as of August 30, 2009. "Total Students Counted for Graduation Cohort" is the denominator for calculating the graduation rate for that subgroup for the selected district or school.

The *District and High School Student Detail Reports* provide the following data for each student member of an accountability group: name, State and local ID, birth date, grade, gender, disability type, English proficiency status, LEP duration, high school assessments and scores, the score used in calculating the participation rates and/or performance indices, credentials earned, enrollment information in the district and/or school that is accountable for the students, etc.

Factors that Cause Records to Be Inaccurate

- If a student is included in the wrong subgroup in Report B, check the demographic and program service codes that have been reported for the student to ensure that they are accurate.

- If a student is incorrectly included in or excluded from the participation group, accountability cohort, or graduation rate cohort, check the student's record to make sure that the dates of enrollment and/or discharge are correct and that the student's grade level, date of birth, and date of entry in grade 9 are recorded correctly.

- If the count of students in the graduation cohort earning diplomas is not accurate, check student records to be sure that each student who earned a Regents or local diploma has a Reason for Ending Enrollment code 799 and the appropriate credential type record that indicates the actual diploma awarded. Note that only valid credentials awarded to students with a Reason for Beginning Enrollment Code 0011, 5544, 7000, or 7011 will be included.

- If the counts of students in the English and mathematics accountability cohort counted as scoring at levels 1–4 is not correct, check to be sure that the results for all English and math assessments appears in the warehouse for each student. In particular, be sure that the scores for assessments taken while attending other schools or districts are reported.

- If the counts of students reported with no score for English and math participation rate appears to be incorrect, check to be sure that the results for all English and math assessments appears in the warehouse for each student. In particular, be sure that the scores for assessments taken while attending other schools or districts are reported.

Districts, Charter schools, and Article 81 Schools Other than the New York City Department of Education (NYCDOE)

When the chief school officer receives the e-mail notification indicating that the reports are ready to be reviewed, the following steps must be taken:

1. The chief school officer must forward the e-mail notification to district data administrator and school principals so that they know that the verification reports are ready to be viewed.

2. The chief school officer must instruct the data administrator to review the individual student data and summary counts on the reports with designated staff. All identified errors must be corrected in the district or school source data. The source may be the student management system or it may be the Level 0 system offered by the

district's RIC/Big 5. The data administrator must notify the RIC/Big 5 when the changes are complete and follow its directions for submitting these corrected data.

3. The chief school officer must submit the data corrections to the RIC/Big 5 to be loaded into the Level 1 repository. The RIC/Big 5 will move the data from Level 1 to Level 2. With the next data refresh, the corrected data will be reflected in a revised report on nySTART. Districts, charter schools, and Article 81 schools should contact the RIC/Big 5 to determine when the corrected data will be loaded. Reports should be carefully reviewed to ensure that all necessary changes have been made.

4. The data administrator should notify the chief school officer when he or she has verified that the data in the reports are correct.

5. The chief school officer must authorize the transfer of data to the Level 3 Repository by signing the Statement of Certification and faxing it to the RIC/Big 5.

NYCDOE

When the NYCDOE receives the e-mail notification indicating that the reports are ready to be reviewed, the following steps are taken:

1. The State and Federal Evaluation Team notify SSO leadership, Network Leaders, SAFs, Data Management staff, and school principals via the Principals' Weekly newsletter, conference calls, and/ or e-mail that the verification reports are ready to be viewed. Verification reports are also available via ATS (REMS and/ or RHSV functions).

2. A school's designee (e.g., Data Specialist, Pupil Secretary, Assistant Principal) reviews the verification report. If the school's data are accurate, the designee certifies the accuracy of data by completing an online form. If the designee identifies inaccuracies in data within source systems (i.e., ATS and CAP) or the verification reports, the school follows the procedures for requesting changes to the data. The procedures are provided in the Principals' Weekly and are available on the Principals' Portal and the Accountability DOE intranet page. Then, the designee completes the online form to certify that changes to data have been requested.

3. Requests to change inaccurate data in the source systems are approved or rejected by Subject Matter Experts (SMEs) who evaluate supporting evidence for these requests.

4. Staff from the Office of Accountability, Integrated Service Centers (ISCs), ATS, and CAP implement approved change requests in central data systems. Corrections for enrollment, demographics, and LEP indicators are made in the ATS system; corrections for Special Education status are made in CAP. Corrected data are then reflected in ATS/CAP.

5. A list of data corrections in source systems is provided to NYCDOE's eScholar Team who loads these data to Level 1 and the Level 1 container.

6. The State and Federal Evaluation Team notify SSO leadership, Network Leaders, SAFs, and school principals via the Principals' Weekly newsletter, conference calls, and/or e-mail of the schedule when revised Level 2 Repository data are scheduled to be available for review through nySTART. At that time, the school's designee should carefully review the updated reports to ensure that all necessary changes have been made. If approved changes are not reflected in nySTART reports, the designee should contact its local Accountability Data and Support Specialist to report exceptions.

Data Certification

Once the districts, charter schools, and Article 81 schools have confirmed that the data as reflected in the Verification Reports to which they have access are accurate, superintendents, charter school principals, and Article 81 school chief school officers are responsible for signing and faxing to their RICs/Big 5 a Statement of Certification that indicates that they have reviewed the data in these reports and that the data are accurate. The deadline for submitting the Statement of Certification will be published at http://www.emsc.nysed.gov/irts/accountability/timeline.html . Corrections to data in the Level 2 Repository after this deadline will not be reflected in NYSED reports.

The importance of the superintendent's certification cannot be overemphasized. Any questions that the superintendent has about the accuracy of the data reported should be addressed before he or she signs the certification. Consistent with Commissioner's regulations in section 100.2(b), if the data are not reported to the Department, the district will be assumed to have not made AYP for the current year.

After all Statements of Certification are received, RICs/Big 5 must send hard copies to the Information and Reporting Services Office, New York State Education Department, Room 863, 89 Washington Avenue, Albany, NY 12234 or fax copies to 518-474-4351.

Special Education Data Verification and Certification

The special education data verification and certification process for the 2009–10 school year is the same for New York City and all other school districts, agencies, and schools that are required to provide data through SIRS:

- School districts, agencies, and other schools required to submit data through SIRS have a password assigned to the Pupils with Disabilities data system (PD) contact person. If you are a new contact person, please contact SEDCAR by calling (518) 486-4678 or by sending an e-mail to vesidcar@mail.nysed.gov to request a new password.
- Log on to the PD Web site at http://pd.nysed.gov .
- Click on 2009–10 school year on the menu bar.
- Select "October Verification Reports" or "End of the Year Verification Reports".

- Review each report and read the heading above each report that describes the criteria for students to be included in the report.

- Review the list of included students and the list of excluded students for the corresponding verification report to determine if all eligible students are included and the information submitted for included and excluded students is complete and accurate.

- If changes are needed, revise your student management systems and work with a representative of your RIC or large city school district to make corrections in Level 1 data warehouse within the verification time period. RICs and large city school districts may establish their own deadlines so that they can transmit the data to Level 2 by the verification deadline.

- The Department will display the certification options below for school districts and other educational programs after the last migration of data from the RIC or Big 5 to Level 2 of the repository. The data in Level 2 as of the date of the last migration will be final, will be the Department's official record of your special education data, and will be used for all departmental reporting and decision-making purposes. In addition, after the electronic certification is completed for VR1-9 reports, a printed copy of the Certification and Assurance Form with the superintendent's or chief administrative officer's signature must be sent to the SEDCAR unit at the address printed on the certification form. This form is available at http://pd.nysed.gov. Use your User ID and password to enter and select 2009-10 and then October 7 Verification Reports.

    - I certify that my school district's data are complete and accurate.

    - I cannot certify that my school district's data are complete and accurate; however, I understand that the deadline for making corrections has passed and that these data will be used for all State and district reports and decisions.

School districts, agencies, and schools can begin reviewing the following reports on October 14, 2009. The final date for certifying the following reports is January 13, 2010:

VR1 – Preschool Child Count Report by Race/Ethnicity
VR2 – School Age Child Count by Age and Disability
VR3 – School Age Students by Disability and Race/Ethnicity
VR4 – Preschool LRE Setting Report
VR5 – School Age LRE Setting Report
VR6 – District Report of Preschool Students by Primary Service Provider
VR7 – Provider Report of Preschool Students
VR8 – District Report of School Age Students by Building Where Enrolled
VR9 – Provider Report of School Age Students

School districts, agencies, and schools can begin reviewing the following reports electronically and individually on June 2, 2010. The final date for certifying these reports is August 4, 2010:

VR10 – District Report of School Age Students with Disabilities Exiting Special Education

VR16 – Report of Students Receiving Coordinated Early Intervening Services

School districts, agencies, and schools can begin reviewing the following reports electronically and individually on June 2, 2010. The final date for certifying these reports is November 3, 2010:

VR11 – Notification to School District of Compliance Rate on SPP#11 (This is prepared only for school districts that are assigned to submit or resubmit data for SPP Indicator #11*)
VR12 – Notification to School District of Compliance Rate on SPP#12 (This is prepared only for school districts that are assigned to submit or resubmit data for SPP Indicator #12*)
VR13 – Report of Preschool Special Education Programs and Services
VR14 – District Report of Parentally Placed Students in Nonpublic Schools Located in the School District
VR15 – Preschool Outcomes Report (This reports is prepared only for school districts that are assigned to submit data for SPP Indicator #7*)

*A schedule of the year(s) for which school districts are required to report or resubmit data on SPP Indicators 7, 11, and 12 is available at http://www.vesid.nysed.gov/sedcar/sppschedule and http://www.vesid.nysed.gov/sedcar/resubschedule.html .

Reasonability Checks: VESID will include reasonability checks for some VR reports by comparing the 2008–09 data submissions with 2009–10 data submissions. Some discrepancies may require an explanation by the school district or educational program after the data have been certified. School districts and other educational programs will be notified if explanations are required.

Appendices

Appendix 1: 2009–10 Assessment and Reporting Timelines

Assessment Timeline

New York State Alternate Assessment for Students with Severe Disabilities — All Grades	
Administration	October 5, 2009 – February 12, 2010
Scoring	March 15 – May 6, 2010
Final Date To Submit Answer Sheets to Scanning Centers	May 6, 2010 (close of business)

New York State English as a Second Language Achievement Test – Grades K-12	
Speaking administration	April 14 – May 27, 2010
Listening, Reading, and Writing administration	May 17 – May 27, 2010
Listening, Reading, and Writing make-up administration	May 18 – May 27, 2010
Scoring of Listening, Reading, and Writing	May 26 – June 3, 2010
Final Date To Submit Answer Sheets to Scanning Centers	June 3, 2010 (close of business)
Scanning Centers Must Submit File to Level 1	June 3 – 10, 2010
Scanning Centers Must Submit File to Level 2	June 4 – 11, 2010
Scanning Centers Must Submit Straggler File to Level 1	June 24, 2010
Scanning Centers Must Submit Straggler File to Level 2	June 25, 2010

New York State Testing Program Test in English Language Arts — Grades 3–8	
Administration	April 26 – 28, 2010
Make-up administration	April 27 – May 5, 2010
Scoring of Constructed Responses	April 30 – May 13, 2010
Final Date To Submit Answer Sheets to Scanning Centers	May 13, 2010 (close of business)
Scanning Centers Must Submit File to Level 1	May 13 – 20, 2010
Scanning Centers Must Submit File to Level 2	May 14 – 21, 2010
Scanning Centers Must Submit Straggler File to Level 1	June 3, 2010
Scanning Centers Must Submit Straggler File to Level 2	June 4, 2010

New York State Testing Program Test in Mathematics — Grades 3–8	
Administration	May 5 – 7, 2010
Make-up administration	May 6 – 14, 2010
Scoring of Constructed Responses	May 11 – 20, 2010
Final Date To Submit Answer Sheets to Scanning Centers	May 20, 2010 (close of business)
Scanning Centers Must Submit File to Level 1	May 20 – 27, 2010
Scanning Centers Must Submit File to Level 2	May 21 – 28, 2010
Scanning Centers Must Submit Straggler File to Level 1	June 3, 2010
Scanning Centers Must Submit Straggler File to Level 2	June 4, 2010

New York State Grade 4 Elementary-Level and Grade 8 Intermediate-Level Science Tests	
Performance Test Administration	May 24 – June 3, 2010
Performance Test Make-up Administration	May 25 – June 3, 2010
Written Test Administration	June 7, 2010
Written Test Make-up Administration	June 8 – 9, 2010
Scoring of Constructed Responses and Performance Test	Following administration, but no later than June 17, 2010
Final Date To Submit Answer Sheets to Scanning Centers	June 17, 2010 (close of business)

New York State Grade 5 Elementary-Level Social Studies Test	
Administration	November 16–17, 2009
Make-up Administration	November 17 – 19, 2009
Scoring of Constructed Responses	Following administration
Final Date To Submit Answer Sheets to Scanning Centers	December 3, 2009 (close of business)

New York State Grade 8 Intermediate-Level Social Studies Test	
Administration	June 14 – 15, 2010
Make-up Administration	June 15 – 17, 2010
Scoring of Constructed Responses	Following administration, but no later than June 24, 2010
Final Date To Submit Answer Sheets to Scanning Centers	June 24, 2010 (close of business)

Regents Examinations and Regents Competency Tests	
Administration	August 12 – August 14, 2009 January 26 – January 29, 2010 June 15 – June 24, 2010
Scan sheets or test scores to scan centers	Determined by scan centers

Timeline for Submitting Data to the Level 2 Repository

(Level 1 Repositories may establish earlier deadlines for submitting data to them.)

Certification, Deadline, or Target Date	Category
Deadline for inclusion in press release on graduation rate: November 6, 2009	August 2009 credentials awarded (Data Set B).
Target for inclusion of majority of data: October 30, 2009	Student demographic, enrollment, and program service data (Data Sets B, C, and D) for students in preschool, preK–12, and ungraded students enrolled on or before BEDS day of the current year. Each student must have a unique identifier (NYSSIS ID).
Target for inclusion of majority of data: December 18, 2009	Grade 5 social studies test scores (Data Set E).
Certification of VR1-6, 8 special education reports by January 13, 2010	Special Education snapshot data (Data Sets G and G1) for all school-age and preschool children classified as disabled by the CSE or CPSE and receiving special education services on October 7, 2009. These data also include students with disabilities who are parentally placed in nonpublic schools, even if they are not receiving special education services on October 7, 2009. Program service data for LEP Eligibility and LEP Programs, Type of Disability, Poverty, and Free and Reduced-Price Lunch eligibility must be submitted with the special education snapshot information.
Target for inclusion of majority of data: April 2, 2010	• Program service data are needed for disability, LEP eligibility and services, poverty, and free- or reduced-price lunch eligibility for all preschool, preK–12, ungraded students (with and without disabilities), and Coordinated Early Intervening Services. • August 2009 and January 2010 secondary-level examination results (Data Set E) and January 2010 credentials awarded (Data Set B).
Deadline: May 21, 2010	Scanned student records for grades 3–8 ELA initial file (Data Set F).
Deadline: May 28, 2010	Scanned student records for grades 3–8 mathematics initial file (Data Set F).
Deadline: June 4, 2010	Straggler file of scanned student records for grades 3–8 ELA (Data Set F).
Deadline: June 4, 2010	Straggler file of scanned student records for grades 3–8 mathematics (Data Set F).
Target for inclusion of majority of data: June 4, 2010	Scanned student records for the NYSAA (Data Set F).
Deadline: June 11, 2010	NYSESLAT student response records initial file (Data Set F).
Deadline: June 25, 2010	NYSESLAT student response records straggler file (Data Set F).

Certification, Deadline, or Target Date	Category
Target for inclusion of majority of data: July 2, 2010	Grades 4 and 8 science test scores (Data Set E).
Target for inclusion of majority of data: July 9, 2010	Grade 8 social studies test scores (Data Set E).
Deadline: July 30, 2010 Certification of VR10 and VR16 special education report by August 4, 2010 All enrollment, demographic, and disability program service records required for the VR11-VR15 special education reports must be submitted by July 30, 2010	The following types of data must be provided for ALL students, including preschool, pre-K, and school-age students with disabilities for whom a school district or another educational program has CPSE or CSE responsibility. • Remaining student demographic, enrollment, and program service data, including Poverty Status, Migrant Status, and Program Service records for all federally funded programs under which the student was served (Data Sets B, C, and D). • Remaining grade 5 social studies, grades 4 and 8 science, and NYSAA (Data Sets E and F). • Remaining secondary-examination results (Data Set E). • Remaining grade 8 social studies test scores (Data Set E). • Enrollment data (Data Set B) with Reason for Ending Enrollment and end enrollment date for students discharged during the school year. • Approved alternative assessment scores used to meet graduation requirements (Data Set E) for the 2009–10 school year. • June 2010 credentials awarded and postgraduate plans (Data Set B). • All test scores not previously reported for students in the 2004 or later cohorts must be reported (Data Set E). • Reading First assessment scores for participating schools (Data Set E). A list of schools participating in Reading First can be found at: http://www.emsc.nysed.gov/irts/sirs . • Reasons for ending disability Programs Fact records during the school year must be submitted for all preschool and school-age students. All students receiving Coordinated Early Intervening Services must be reported. These students will be displayed in the VR16 report (Program Service Code 5753).

Certification, Deadline, or Target Date	Category
Deadline: October 29, 2010 Certification of VR11-VR15 special education reports by: November 3, 2010	The following special education data for students with disabilities (Data Sets G and G2) : • Preschool special education services, primary service provider, and snapshot date for preschool students with disabilities who received special education services anytime during the 2009–10 school year (Special Education Snapshot data template); • Special education services to parentally placed students in nonpublic schools (Special Education Events data template); • Preschool outcomes data for State Performance Plan Indicator 7 (Child Outcomes Summary Form data using Assessment Fact data template); • Evaluation of preschool and school-age students for special education eligibility (Special Education Events data template); and • Transition of children from Early Intervention to preschool special education (Special Education Events data template). **NOTE:** All preschool and school-age students with disabilities for whom these data must be provided must have their enrollment, demographic, and program services records in the L2 repository by July 30, 2010, as described in the row above.

Appendix 2: Grade Level Codes and Descriptions

Grade Level Code	Grade Group	Grade Ordinal	Grade Description
K	K	KDG	Kindergarten
01	1	1st	1st grade
02	2	2nd	2nd grade
03	3	3rd	3rd grade
04	4	4th	4th grade
05	5	5th	5th grade
06	6	6th	6th grade
07	7	7th	7th grade
08	8	8th	8th grade
09	9	9th	9th grade
10	10	10th	10th grade
11	11	11th	11th grade
12	12	12th	12th grade
13	13	K-6	K–6 ungraded (students w/disabilities)
14	14	7-12	7–12 ungraded (students w/disabilities)
PS	PS	PRES	Preschool
PK	PK	PREK	Pre Kindergarten
GD	GD	GED	GED

Appendix 3: Language Codes and Descriptions

Code	Description
ABK	Abkhazian
ACE	Achinese
ACH	Acoli
ADA	Adangme
AAR	Afar
AFH	Afrihili
AFR	Afrikaans
AFA	Afro-Asiatic
AKA	Akan
AKK	Akkadian
ALB	Albanian
ALE	Aleut
ALG	Algonquian
TUT	Altaic
AMH	Amharic
APA	Apache
ARA	Arabic
ARC	Aramaic
ARP	Arapaho
ARN	Araucanian
ARW	Arawak
ARM	Armenian
ART	Artificial
ASM	Assamese
AST	Asturian
ATH	Athapascan
AUS	Australian
MAP	Austronesian
AVA	Avaric
AVE	Avestan
AWA	Awadhi
AYM	Aymara
AZE	Azerbaijani
BAN	Balinese
BAT	Baltic
BAL	Baluchi
BAM	Bambara
BAI	Bamileke
BAD	Banda
BNT	Bantu
BAS	Basa
BAK	Bashkir
BAQ	Basque
BTK	Batak
BEJ	Beja
BEL	Belarussian
BEM	Bemba

Code	Description
BEN	Bengali
BER	Berber
BHO	Bhojpuri
BIH	Bihari
BIK	Bikol
BYN	Bilin
BIN	Bini
BIS	Bislama
BOS	Bosnian
BRA	Braj
BRE	Breton
BUG	Buginese
BUL	Bulgarian
BUA	Buriat
BUR	Burmese
CAD	Caddo
CAR	Carib
CAT	Catalan
CAU	Caucasian
CEB	Cebuano
CEL	Celtic
CAI	Central American Indian
CHG	Chagatai
CMC	Chamic
CHA	Chamorro
CHE	Chechen
CHR	Cherokee
CHY	Cheyenne
CHB	Chibcha
CHI	Chinese
CHN	Chinook jargon
CHP	Chipewyan
CHO	Choctaw
CHU	Church Slavic
CHK	Chuukese
CHV	Chuvash
NWC	Classical Newari
COP	Coptic
COR	Cornish
COS	Corsican
CRE	Cree
MUS	Creek
CRP	Creoles and Pidgins
CPE	Creoles and Pidgins, English-based
CPF	Creoles and Pidgins, French-based
CPP	Creoles and Pidgins, Portuguese-based
CRH	Crimean
CUS	Cushitic
CZE	Czech

Code	Description
DAK	Dakota
DAN	Danish
DAR	Dargwa
DAY	Dayak
DEL	Delaware
DIN	Dinka
DIV	Divehi
DOI	Dogri
DGR	Dogrib
DRA	Dravidian
DUA	Duala
DUT	Dutch
DYU	Dyula
DZO	Dzongkha
EFI	Efik
EKA	Ekajuk
ELX	Elamite
ENG	English
EPO	Esperanto
EST	Estonian
EWE	Ewe
EWO	Ewondo
FAN	Fang
FAT	Fanti
FAO	Faroese
FAS	Farsi
FIJ	Fijian
FIL	Filipino
FIN	Finnish
FIU	Finno-Ugrian
FON	Fon
FRE	French
FRY	Frisian
FUR	Friulian
FUL	Fulah
GAA	Ga
GAE	Gaelic
GLG	Gallegan
LUG	Ganda
GAY	Gayo
GBA	Gbaya
GEZ	Geez
GWO	Georgian
GER	German
GEM	Germanic
GIL	Gilbertese
GON	Gondi
GOR	Gorontalo
GOT	Gothic

Code	Description
GRB	Grebo
GRE	Greek
GRN	Guarani
GUJ	Gujarati
HAI	Haida
HAT	Haitian Creole
HAU	Hausa
HAW	Hawaiian
HEB	Hebrew
HER	Herero
HIL	Hiligaynon
HIM	Himachali
HIN	Hindi
HMO	Hiri Motu
HIT	Hittite
HMN	Hmong
HUN	Hungarian
HUP	Hupa
IBA	Iban
ICE	Icelandic
IDO	Ido
IBO	Igbo
IJO	Ijo
ILO	Iloko
SMN	Inari Sami
INC	Indic
INE	Indo-European
IND	Indonesian
INH	Ingush
INA	Interlingua
ILE	Interlingue
IKU	Inuktitut
IPK	Inupiaq
IRA	Iranian
GLE	Irish
IRO	Iroquoian
ITA	Italian
JPN	Japanese
JAV	Javanese
JRB	Judeo-Arabic
JPR	Judeo-Persian
KBD	Kabardian
KAB	Kabyle
KAC	Kachin
KAL	Kalaallisut
XAL	Kalmyk
KAM	Kamba
KAN	Kannada
KAU	Kanuri

Code	Description
KRC	Karachay-Balkar
KAA	Kara-Kalpak
KAR	Karen
KAS	Kashmiri
CSB	Kashubian
KAW	Kawi
KAZ	Kazakh
KHA	Khasi
KHM	Khmer
KHI	Khoisan
KHO	Khotanese
KIK	Kikuyu
KMB	Kimbundu
KIN	Kinyarwanda
KIR	Kirghiz
TJH	Klingon
KOM	Komi
KON	Kongo
KOK	Konkani
KOR	Korean
KOS	Kosraean
KPE	Kpelle
KRO	Kru
KUA	Kuanyama
KUM	Kumyk
KUR	Kurdish
KRU	Kurukh
KUT	Kutenai
LAD	Ladino
LAH	Lahnda
LAM	Lamba
LAO	Lao
LAT	Latin
LAV	Latvian
LTZ	Letzeburgesch
LEZ	Lezghian
LIM	Limgurgan
LIN	Lingala
LIT	Lithuanian
JBO	Lojban
LOZ	Lozi
LUB	Luba-Katanga
LUA	Luba-Lulua
LUI	Luiseno
SMJ	Lule Sami
LUN	Lunda
LUO	Luo

Code	Description
LUS	Lushai
MAC	Macedonian
MAD	Madurese
MAG	Magahi
MAI	Maithili
MAK	Makasar
MLG	Malagasy
MAY	Malay
MAL	Malayalam
MLT	Maltese
MNC	Manchu
MAN	Mandingo
MNI	Manipuri
MNO	Manobo
MAX	Manx
MAO	Maori
MAR	Marathi
CHM	Mari
MAH	Marshallese
MWR	Marwari
MAS	Masai
MYN	Mayan
MEN	Mende
MIC	Micmac
MIN	Minangkabau
MWL	Mirandese
MIS	Miscellaneous
MOH	Mohawk
MDF	Moksha
MOL	Moldavian
LOL	Mongo
MON	Mongolian
MKH	Mon-Khmer
MOS	Mossi
MUL	Multiple
MUN	Munda
NAH	Nahuatl
NAU	Nauru
NAV	Navajo
NDO	Ndonga
NAP	Neapolitian
NEP	Nepali
NEW	Newari

Code	Description
NIA	Nias
NIC	Niger-Kordofanian
SSA	Nilo-Saharan
NIU	Niuean
NOG	Nogai
NON	Norse, Old
NAI	North American Indian
NDE	North Ndebele
SME	Northern Sami
NOR	Norwegian
NOB	Norwegian Bokmal
NNO	Norwegian Nynorsk
NUB	Nubian
NYM	Nyamwezi
NYA	Nyanja
NYN	Nyankole
NYO	Nyoro
NZI	Nzima
OJI	Ojibwa
ORI	Oriya
ORM	Oromo
OSA	Osage
OSS	Ossetian
OTH	Other Language
OTO	Otomian
PAL	Pahlavi
PAU	Palauan
PLI	Pali
PAM	Pampanga
PAG	Pangasinan
PAP	Papiamento
PAA	Papuan
PHI	Philippine
PHN	Phoenician
PON	Pohnpeian
POL	Polish
POR	Portuguese
PRA	Prakrit
PAN	Panjabi
PUS	Pushto
QUE	Quechua
ROH	Raeto-Romance
RAJ	Rajasthani

Code	Description
RAP	Rapanui
RAR	Rarotongan
ROA	Romance
RUM	Romanian
ROM	Romany
RUN	Rundi
RUS	Russian
SAL	Salishan
SAM	Samaritan Aramaic
SMI	Sami
SMO	Samoan
SAD	Sandawe
SAG	Sango
SAN	Sanskrit
SRD	Sardinian
SAS	Sasak
SCO	Scots
SEL	Selkup
SEM	Semitic
SCC	Serbian
SCR	Serbo Croatian
SRR	Serer
SHN	Shan
SNA	Shona
III	Sichuan Yi
SCN	Sicilian
SID	Sidamo
SGN	Sign Language
BLA	Siksika
SND	Sindhi
SIN	Sinhalese
SIT	Sino-Tibetan
SIO	Siouan
SMS	Skolt Sami
SLA	Slavic
SLO	Slovak
SLV	Slovenian
SOG	Sogdian
SOM	Somali
SON	Songhai
SNK	Soninke
WEN	Sorbian
NSO	Sotho, Northern

Code	Description
SOT	Sotho, Southern
SAI	South American Indian
NBL	South Ndebele
ALT	Southern Altai
SMA	Southern Sami
SPA	Spanish
SUK	Sukuma
SUX	Sumerian
SUN	Sundanese
SUS	Susu
SWA	Swahili
SSW	Swati
SWE	Swedish
SYR	Syriac
TGL	Tagalog
TAH	Tahitian
TAI	Tai
TGK	Tajik
TMH	Tamashek
TAM	Tamil
TAT	Tatar
TEL	Telugu
TER	Tereno
TET	Tetum
THA	Thai
TIB	Tibetan
TIG	Tigre
TIR	Tigrinya
TEM	Time
TIV	Tiv
TLI	Tlingit
TPI	Tok Pisin
TKL	Tokelau
TOG	Tonga (Nyasa)
TON	Tonga (Tonga Islands)
TSI	Tsimshian
TSO	Tsonga
TSN	Tswana
TUM	Tumbuka
TUP	Tupi
TUR	Turkish
TUK	Turkmen
TVL	Tuvalu

Code	Description
TYV	Tuvinian
TWI	Twi
UDM	Udmurt
UGA	Ugaritic
UIG	Uighur
UKR	Ukrainian
UMB	Umbundu
UND	Undetermined
HSB	Upper Sorbian
URD	Urdu
UZB	Uzbek
VAI	Vai
VEN	Venda
VIE	Vietnamese
VOL	Volapk
VOT	Votic
WAK	Wakashan
WAL	Walamo
WLN	Walloon
WAR	Waray
WAS	Washo
WEL	Welsh
WOL	Wolof
XHO	Xhosa
SAH	Yakut
YAO	Yao
YAP	Yapese
YID	Yiddish
YOR	Yoruba
YPK	Yupik
ZND	Zande
ZAP	Zapotec
ZEN	Zenaga
ZHA	Zhuang
ZUL	Zulu
ZUN	Zuni

Appendix 4: Postgraduate Plan Codes and Descriptions

Description	Code
4-year college in NYS	1
2-year college in NYS	2
Other postsecondary school in NYS	3
4-year college outside NYS	4
2-year college outside NYS	5
Other postsecondary school outside NYS	6
Seek employment	7
Enlist in the military	8
Other plan	9
Adult Services (students with disabilities only)	10
Unknown	11

Appendix 5: Credential Type Codes and Descriptions

Credential Type	Description	Code
Regents Diploma with Honors, for students entering grade 9 on or after July 1, 2001	Regents with Honors post July 1 2001	762
Regents Diploma with Honors and with Career & Technical Education Endorsement, for students entering grade 9 on or after July 1, 2001	Regents with Honors&CTE post July 1 2001	813
Regents Diploma without Honors, for students entering grade 9 on or after 7/1/01	Regents post July 1 2001	779
Regents Diploma without Honors but with Career & Technical Education Endorsement, for students entering grade 9 on or after July 1, 2001	Regents with CTE post July 1 2001	796
Local Diploma without Regents Endorsement	Local Diploma	068
Local Diploma without Regents Endorsement but with Career & Technical Education Endorsement	Local Diploma with Career Ed	612
Regents Diploma with Advanced Designation	Regents Diploma with Adv Designation	680
Regents Diploma with Advanced Designation with Career & Technical Education Endorsement	Regents Diploma with Adv Des & Career Ed	697
Regents Diploma with Advanced Designation with Honors	Regents Diploma with Adv Des & Honors	714
Regents Diploma with Advanced Designation with Honors and with Career & Technical Education Endorsement	Regents Diploma with AD&Honors&Career Ed	731
High School Equivalency Diploma (GED)	GED	738
Individual Education Program (IEP) Diploma	IEP Diploma	085

Appendix 6: Country of Origin Codes and Descriptions

Code	Description
AF	Afghanistan
AX	Aland Islands
AL	Albania
DZ	Algeria
AS	American Samoa*
AD	Andorra
AO	Angola
AI	Anguilla
AQ	Antarctica
AG	Antigua and Barbuda
AR	Argentina
AM	Armenia
AW	Aruba
AU	Australia
AT	Austria
AZ	Azerbaijan
BS	Bahamas
BH	Bahrain
BD	Bangladesh
BB	Barbados
BY	Belarus
BE	Belgium
BZ	Belize
BJ	Benin
BM	Bermuda
BT	Bhutan
BO	Bolivia
BA	Bosnia and Herzegovina
BW	Botswana
BV	Bouvet Island
BR	Brazil
IO	British Indian Ocean Territory
BN	Brunei Darussalam
BG	Bulgaria
BF	Burkina Faso
BI	Burundi
KH	Cambodia
CM	Cameroon
CA	Canada
CV	Cape Verde
KY	Cayman Islands
CF	Central African Republic
TD	Chad
CL	Chile
CN	China
CX	Christmas Island
CC	Cocos (Keeling) Islands

Code	Description
CO	Colombia
KM	Comoros
CG	Congo
CD	Congo, The Democratic Republic
CK	Cook Islands
CR	Costa Rica
CI	Cote D Ivoire
HR	Croatia
CU	Cuba
CY	Cyprus
CZ	Czech Republic
DK	Denmark
DJ	Djibouti
DM	Dominica
DO	Dominican Republic
EC	Ecuador
EG	Egypt
SV	El Salvador
GQ	Equatorial Guinea
ER	Eritrea
EE	Estonia
ET	Ethiopia
FK	Falkland Islands (Malvinas)
FO	Faroe Islands
FJ	Fiji
FI	Finland
FR	France
GF	French Guiana
PF	French Polynesia
TF	French Southern Territories
GA	Gabon
GM	Gambia
GE	Georgia
DE	Germany
GH	Ghana
GI	Gibraltar
GR	Greece
GL	Greenland
GD	Grenada
GP	Guadeloupe
GU	Guam*
GT	Guatemala
GN	Guinea
GW	Guinea-Bissau
GY	Guyana
HT	Haiti
HM	Heard Island and McDonald Islands
VA	Holy See (Vatican City State)
HN	Honduras

Code	Description
HK	Hong Kong
HU	Hungary
IS	Iceland
IN	India
ID	Indonesia
IR	Iran, Islamic Republic of
IQ	Iraq
IE	Ireland
IL	Israel
IT	Italy
JM	Jamaica
JP	Japan
JO	Jordan
KZ	Kazakhastan
KE	Kenya
KI	Kiribati
KP	Korea, Democratic People's Republic of
KR	Korea, Republic of
KW	Kuwait
KG	Kyrgyzstan
LA	Lao People's Democratic Republic
LV	Latvia
LB	Lebanon
LS	Lesotho
LR	Liberia
LY	Libyan Arab Jamahiriya
LI	Liechtenstein
LT	Lithuania
LU	Luxembourg
MO	Macao
MK	Macedonia
MG	Madagascar
MW	Malawi
MY	Malaysia
MV	Maldives
ML	Mali
MT	Malta
MH	Marshall Islands
MQ	Martinique
MR	Mauritania
MU	Mauritius
YT	Mayotte
MX	Mexico
FM	Micronesia, Federated States of
MD	Moldova, Republic of
MC	Monaco
MN	Mongolia

Code	Description
MS	Montserrat
MA	Morocco
MZ	Mozambique
MM	Myanmar
NA	Namibia
NR	Nauru
NP	Nepal
NL	Netherlands
AN	Netherlands Antilles
NC	New Caledonia
NZ	New Zealand
NI	Nicaragua
NE	Niger
NG	Nigeria
NU	Niue
NF	Norfolk Island
MP	Northern Mariana Islands*
NO	Norway
OM	Oman
PK	Pakistan
PW	Palau
PS	Palestinian Territory, Occupied
PA	Panama
PG	Papua New Guinea
PY	Paraguay
PE	Peru
PH	Philippines
PN	Pitcairn
PL	Poland
PT	Portugal
PR	Puerto Rico*
QA	Qatar
RE	Reunion
RO	Romania
RU	Russian Federation
RW	Rwanda
SH	Saint Helena
KN	Saint Kitts and Nevis
LC	Saint Lucia
PM	Saint Pierre and Miquelon
VC	Saint Vincent and the Grenadines
WS	Samoa
SM	San Marino

Code	Description
ST	Sao Tome and Principe
SA	Saudi Arabia
SN	Senegal
CS	Serbia and Montenegro
SC	Seychelles
SL	Sierra Leone
SG	Singapore
SK	Slovakia
SI	Slovenia
SB	Solomon Islands
SO	Somalia
ZA	South Africa
GS	South Georgia and South Sandwich Islands
ES	Spain
LK	Sri Lanka
SD	Sudan
SR	Suriname
SJ	Svalbard and Jan Mayen
SZ	Swaziland
SE	Sweden
CH	Switzerland
SY	Syrian Arab Republic
TW	Taiwan, Province of China
TJ	Tajikistan
TZ	Tanzania, United Republic of
TH	Thailand
TL	Timor-Leste
TG	Togo
TK	Tokelau
TO	Tonga
TT	Trinidad and Tobago
TN	Tunisia
TR	Turkey
TM	Turkmenistan
TC	Turks and Caicos Islands
TV	Tuvalu
UG	Uganda
UA	Ukraine
AE	United Arab Emirates
GB	United Kingdom
US	United States*
UY	Uruguay

Code	Description
UM	US Minor Outlying Islands*
UZ	Uzbekistan
VU	Vanuatu
VE	Venezuela
VN	Vietnam
VG	Virgin Islands, British
VI	Virgin Islands, U.S.*
WF	Wallis and Futuna
EH	Western Sahara
YE	Yemen
ZM	Zambia
ZW	Zimbabwe

* Students from these places are not immigrants to the United States. If you enter Country of Origin for students from these places, do not include the asterisk as part of the description.

Appendix 7: Reason for Beginning Enrollment Codes

Each Enrollment Entry Date must also have a Reason for Beginning Enrollment Code. Each student must have at least one enrollment record. Enrollment information is used to determine district and school accountability cohort membership and the school/district to which annual assessment results, dropouts, and credentials are attributed.

For these data elements, the Codes must be used. The codes are used at Levels 2 and 3 of SIRS.

Code	Reason
0011	Enrollment in building or grade
0022	Foreign exchange student enrollment in building or grade
4034	Enrolled solely for the purpose of determining eligibility for preschool special education services
5544	Transferred in under the NCLB Title I "School in Improvement Status" transfer option
5555	Student enrolled for the purpose of recording a test score (walk-in)
5654	Enrollment in a AHSEP or HSEP program*
5905	CSE or CPSE responsibility only
7000	Transferred in under the NCLB "Persistently Dangerous School" transfer option
7011	Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option
8294	School-age children on the roster for census purposes only (optional in 2009–10)

*See http://www.emsc.nysed.gov/ssae/AltEd/ for a list of approved AHSEP and HSEP programs.

- ***Code 0011 — Enrollment in building or grade:*** This code is used by public schools, nonpublic schools, charter schools, child-care institutions with affiliated schools, State agencies with educational programs, the New York State School for the Blind, and the New York State School for the Deaf when a student enrolls in a building or grade (for any grade level except GED). Use this code to report enrollment of any student for whom the school/district has accountability responsibility under the State accountability system when the student did not transfer in under an NCLB Title I transfer option. Also use this code to report home-schooled students taking state assessments and students enrolled by parental choice in a nonpublic school that is participating in SIRS and/or is a Reading First school. See http://www.emsc.nysed.gov/irts/sirs for a list of Reading First schools.

- ***Code 0022 — Foreign exchange student enrollment in building or grade:*** This code is only used when a foreign exchange student enrolls in a building or grade.

- ***Code 4034 — Enrolled solely for the purpose of determining eligibility for preschool special education services:*** This code is used for preschool students enrolled solely for this purpose. Students with this Reason for Beginning Enrollment Code can only have a Reason for Ending Enrollment Code 140 — *Preschool special education status determined or determination process stopped for any reason*. This code is only required to be submitted by school districts that are scheduled to submit data to the State on the timely evaluation of preschool children for special education eligibility determination or the timely transition of children from Early Intervention to preschool special education (SPP indicators 11 and 12). See the schedule of the years for which school districts are required to report or resubmit data for these indicators at

http://www.vesid.nysed.gov/sedcar/sppschedule.html and http://www.vesid.nysed.gov/sedcar/resubschedule.html. If the district is required to report Special Education Events for a new referral on the same student, this code may be submitted again in the same or the following year.

- ***Code 5544 — Transferred in under the NCLB Title I "School in Improvement Status" transfer option:*** This code is used when a student transfers in to a school under the public school choice option for students in Title I schools in improvement status.

- ***Code 5555 — Student enrolled for the purpose of recording a test score (walk-in):*** This code is only used when a student enrolls for the sole purpose of taking an assessment and recording a test score. This Reason for Beginning Enrollment Code requires an Enrollment Exit Date and a Reason for Ending Enrollment Code. This code must not be used for home-schooled students.

- ***Code 5654 — Enrollment in a AHSEP or HSEP program:*** This code is used when a student enrolls in an approved Alternative High School Equivalency Preparation (AHSEP) program or a High School Equivalency Preparation (HSEP) program as defined in Commissioner's Regulations, Part 100.7(h), whether or not that program is provided in the school the student was attending before he or she transferred. Documentation must include a written statement, indicating the date of enrollment and the name and location of the program service provider.

- ***Code 5905 —CSE or CPSE responsibility only:*** This code is used only by school districts to report students who have been classified as students with disabilities or have been referred to the Committee on Special Education (CSE) for determination of eligibility for special education services. This includes students placed by parental choice in a nonpublic school, a charter school, or a public school district other than the district of residence, or enrolled by court order in an out-of-state facility. This code is also used for home-schooled students to report special education records. This code is used by the LEA with CSE responsibility *only when* the LEA does not provide general instruction and does not have accountability responsibility under the State accountability system. The only time this code is used for preschool children with disabilities is when parents place their child in a Pre-K or UPK program which is not operated by their district of residence.

- ***Code 7000 — Transferred in under the NCLB "Persistently Dangerous School" transfer option:*** This code is used when a student transfers in to a school under the public school choice option from a school designated as persistently dangerous.

- ***Code 7011 — Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option:*** This code is used when a student transfers in to a school under the public school choice option from a school in which the student was a victim of a serious violent incident.

- ***Code 8294 — School-age children on the roster for census purposes only (optional in 2009–10):*** This code is used for children of compulsory attendance age who reside in the district and are on the public school district's roster for census purposes only.

Appendix 8: Reason for Ending Enrollment Codes

Each Enrollment Exit Date must also have a Reason for Ending Enrollment Code. Each student must have at least one enrollment record. If a student leaves during the school year or finishes the school year but is not expected to return for the next school year, the student's enrollment record must have an ending date and an appropriate reason code that indicates the reason for leaving.

For these data elements, the Codes must be used. These codes are used at Levels 2 and 3 of SIRS.

Code	Reason
High School Graduates	
799	Graduated (earned a Regents or local diploma)
High School Completers	
085	Earned an IEP diploma
629	Previously earned an IEP diploma
GED	
816	Earned a High School Equivalency Diploma (GED)
Transfers to Other Schools	
153	Transferred to another school in this district or to an out-of-district placement
170	Transferred to another NYS public school outside this district with documentation. *Note: documentation of transfer is not required for preschool students with disabilities.*
204	Transferred to a NYS nonpublic school with documentation
221	Transferred to a school outside NYS with documentation. *Note: documentation of transfer is not required for preschool students with disabilities.*
238	Transferred to homebound instruction provided by this district
255	Transferred to home-schooling by parent or guardian
272	Transferred to a postsecondary school prior to earning a diploma
5927	Leaving a school under NCLB – a victim of a serious violent incident
5938	Leaving a NYC community district under NCLB – a victim of a serious violent incident
Dropouts	
136	Reached maximum legal age and has not earned a diploma or certificate
340	Left school: first-time dropout
391	Long-term absence (20 consecutive unexcused days)
408	Permanent expulsion (student must be over compulsory attendance age)
425	Left school, no documentation of transfer *(Note: Includes students who are not yet of compulsory school age and who have been withdrawn from school by a parent/guardian and preschool children who are declassified by the CPSE.)*
306	Transferred to other high school equivalency (GED) preparation program
357	Left school: previously counted as a dropout
Other Circumstance for Ending Enrollment	
140	Preschool special education status determined or determination process stopped for any reason

Code	Reason
289	Transferred to an approved AHSEP or HSEP program
323	Transferred outside district by court order
442	Left the U.S.
459	Deceased
782	Entry into a different grade in the same school building *(Note: This code may be used for preschool students with disabilities who remain in the same building but transition from preschool to school-age status.)*
8228	End "Walk-In" Enrollment
8305	End CSE Responsibility Only Enrollment

Preschool Children with Disabilities

The following Reason for Ending Enrollment Codes may be used to end the enrollment record of preschool children with disabilities, if appropriate:

- 153 — *Transferred to another school in this district or to an out-of-district placement*
- 170 — *Transferred to another NYS public school outside this district with documentation. Note: documentation of transfer is not required for preschool students with disabilities.*
- 204 — *Transferred to a NYS nonpublic school with documentation*
- 221 — *Transferred to a school outside NYS with documentation. Note: documentation of transfer is not required for preschool students with disabilities.*
- 238 — *Transferred to homebound instruction provided by this district*
- 255 — *Transferred to home-schooling by parent or guardian*
- 425 — *Left school, no documentation of transfer (Note: Includes students who are not yet of compulsory school age and who have been withdrawn from school by a parent/guardian and students who are declassified by the CPSE.)*
- 140 — *Preschool special education status determined or determination process stopped for any reason*
- 323 — *Transferred outside district by court order*
- 442 — *Left the U.S.*
- 459 — *Deceased*
- 782 — *Entry into a different grade in the same school building (Note: This code may be used for preschool students with disabilities who remain in the same building but transition from preschool to school-age status.)*

High School Graduates and Completers

Report the Enrollment Exit Date and Reason for Ending Enrollment Code for each student awarded a credential in June or earlier. All students awarded credentials in August, January, or June of this academic year (i.e., 2009–10) must be included and must have an enrollment record. Schools may award diplomas to students who were not enrolled at the time of graduation. These diplomas are granted based on the principal's review of the student's transcript. Students enrolled full time in BOCES programs or in a postsecondary program to complete their diploma requirements may fall in this group.

- ***Code 799 — Graduated (earned a Regents or local diploma):*** This code is used to indicate the student has earned a Regents or local diploma. This code must also be accompanied by the Credential Type Description data element to record the student's

type of diploma. Students who graduate with a local diploma and return to take a Regents examination to receive a Regents diploma must be reported with a Reason for Ending Enrollment Code 799 when they receive their local diploma, and the Regents diploma must not be reported.

- ***Code 085 — Earned an IEP diploma:*** The code for an Individualized Education Program (IEP) diploma cannot be selected unless the student has a program service record indicating that he or she is disabled. A disability record with a Program Service Exit Date no earlier than the last date of enrollment must be reported for each student who is awarded an IEP diploma. Students awarded an IEP diploma may continue to be enrolled in a public school until they earn a local diploma or reach the age of 21. If a student is awarded an IEP diploma in August or January and continues enrollment in the school district, the diploma should be recorded as being received in June. If the student discontinued enrollment upon receiving the IEP diploma in August or January, the diploma should be recorded as awarded in January. If a student received an IEP diploma in August or January and a local diploma in June, only the local diploma (with or without endorsements) should be recorded.

- ***Code 629 — Previously earned an IEP diploma or local certificate:*** This code is used for students who earned an IEP diploma or local certificate in a previous school year, subsequently continued their enrollment, and then left school without earning a local or Regents diploma.

High School Equivalency Diploma (GED)

Report the Enrollment Exit Date and Reason for Ending Enrollment Code for each student awarded a high school equivalency diploma (GED).

- ***Code 816 — Earned a High School Equivalency Diploma (GED):*** This code is used to indicate students who have earned a high school equivalency diploma (GED).

Transfers to Other Schools

Report an Enrollment Exit Date and Reason for Ending Enrollment Code for each student who transferred out of your school/district during the school year or who was in attendance at your school on the last day of the year but is not expected to attend your school in the following school year.

- ***Code 153 — Transferred to another school in this district or to an out-of-district placement:*** This code is used when a student transfers to a school within the same school district or is placed in an out-of-district setting by the CSE or school or district administrators or agents for any reason. The out-of-district setting could be a BOCES, an approved-private placement, a State-supported school, or another public school district. The student so placed could be either a general-education student or student with disabilities. This code may be used for transfers that take place at the end of the school year or at any point during the school year. When it is used for a student who transfers during the school year, the student must have an enrollment record for the educational setting to which he/she is transferring with a beginning date set at the day following the exit date. This code is used when a student is promoted out of the highest grade that this school offers and is expected to be registered in and attend another

school in this district. This code is also used when a preschool child with a disability who was enrolled outside the school district becomes school age and is placed in a school district building or a different program outside the school district.

- ***Code 170 — Transferred to another NYS public school outside this district with documentation:*** This code is used when a student, parent(s), or guardian(s) initiates a transfer to another public school outside the district. Documentation must include a request for a transcript from a receiving school, a record of sending a transcript to the receiving school, or a written acknowledgement from the receiving school that the student has registered. Documentation is not required for preschool students with disabilities who relocate to another school district.

- ***Code 204 — Transferred to a NYS nonpublic school with documentation:*** This code is used when a student, parent(s), or guardian(s) initiates a transfer to a nonpublic school. Documentation must include a request for a transcript from a receiving school, a record of sending a transcript to the receiving school, or a written acknowledgement from the receiving school that the student has registered.

- ***Code 221 — Transferred to a school outside NYS with documentation:*** This code is used when a student, parent(s), or guardian(s) initiates a transfer to a school outside New York State. Documentation should include a request for a transcript from a receiving school, a record of sending a transcript to the receiving school, or a written acknowledgement from the receiving school that the student has registered. Documentation is not required for preschool students with disabilities who relocate to another school district.

- ***Code 238 — Transferred to homebound instruction provided by the district:*** This code is used when a district transfers a student to long-term homebound instruction (the student is unable to attend school for the remainder of the school year) and the student is no longer included on the register of a district school. Such students continue to be the responsibility of the district for accountability purposes.

- ***Code 255 — Transferred to home-schooling by parent or guardian:*** This code is used when the student is transferred to instruction being provided by parents or guardians or by instructors employed by parents or guardians. Documentation of transfer to home schooling should include a formal notice of intent to instruct at home.

- ***Code 272 — Transferred to a postsecondary school prior to earning a diploma:*** This code is used when a student is completing his or her high school graduation requirement while attending a postsecondary institution. Documentation should include a copy of an admission notification as well as a schedule of courses taken. If this student is later granted a diploma from a high school in the district of residence, the student must be recorded as being re-enrolled in the high school for at least one day (beginning and ending dates must be at least one day apart). All required demographic, assessment, and program service data for that student must be reported. The Program Service Provider BEDS Code on program service records should be the BEDS code of the school awarding the diploma. The Enrollment Exit Date should be the date the diploma was awarded. The Reason for Beginning Enrollment code should be 0011 (Enrollment in building or grade), not 5555 (Student enrolled for the purpose of recording a test score—walk-in).

- ***Code 5927 — Leaving a school under NCLB – a victim of a serious violent incident:*** This code indicates a student has transferred out of a school because the student was a victim of a serious violent incident under NCLB and into another public school in the same district under the school choice provision of NCLB. In NYC, this code applies to students transferring under this NCLB option to a school within the same community district.

- ***Code 5938 — Leaving a NYC community district under NCLB – a victim of a serious violent incident:*** This code can only be used by the NYCDOE. This code indicates a student has transferred out of a school because the student was a victim of a serious violent incident under NCLB and into another public school outside the student's original community district under the school choice provision of NCLB.

Dropouts

A dropout is any student, regardless of age, who left school prior to graduation for any reason except death or leaving the country and has not been documented as having entered another school or program leading to a high school diploma or a program leading to a high school equivalency diploma.

Report an Enrollment Exit Date and Reason for Ending Enrollment Code for each student who dropped out during the school year. For students who were enrolled at the end of the prior school year but dropped out before the beginning of the new school year, report the student as enrolled after July 1 but report an Enrollment Exit Date after July 1.

Example 1: Student 1 finished grade 8 at District Middle School and was expected to enroll at District High School in the fall. Student 1 did not enroll at the high school in the fall and the district/school received no documentation that he transferred to another district, died, or left the country. Student 1 must be counted as a dropout from District High School in the fall.

Example 2: Student 2 finished grade 10 at District High School in June but did not return to school in the fall. Unless Student 2 can be documented to have transferred to another school, died, or left the country, District High School must submit an enrollment record with the appropriate reason for leaving.

These students should be reported using the actual start date of enrollment (taken from the student management system). The enrollment exit date may be the last date of attendance, the date the school was notified that the student had dropped out or, in the case of a long-term absence, the date of the 20th consecutive unexcused absence.

Students are counted as dropouts if their last enrollment record during the school year had an ending date of June 30 or earlier and they had a Reason for Ending Enrollment Code of:

- ***Code 136 — Reached maximum legal age and has not earned a diploma or certificate;***
- ***Code 340 — Left school: first-time dropout;***
- ***Code 391 — Long-term absence - 20 consecutive unexcused days;***
- ***Code 408 — Permanent expulsion (student must be over compulsory age);***

- ***Code 425 — Left school, no documentation of transfer;***
- ***Code 306 — Transferred to other high school equivalency preparation (GED) program; or***
- ***Code 357 — Left school: previously counted as a dropout (only counted as a dropout in the cohort dropout aggregations, not in the annual dropout aggregations).***

Enrollment records with beginning dates after June 30 of the academic year being reported are ignored when identifying the last enrollment record. Note that the dropout rate reported by the NYSED is an annual rate. A student who leaves during the school year without documentation of a transfer to another educational program must be counted as a dropout unless the student resumes school attendance before the end of the school year. The student's registration for the next school year does not exempt him or her from dropout status in the current school year.

2002 and later Cohort members whose enrollment record ends after BEDS day of year 4 in high school and before August 31st of year 5 in high school will be counted as dropouts in the graduation cohort statistics if the reason on the last enrollment record in the school of record has a Reason for Ending Enrollment Code 136, 340, 391, 408, 425, 306 or 357.

- ***Code 136 — Reached maximum legal age and has not earned a diploma or certificate:*** This code is used when a student is ending enrollment in your school solely because the student has reached 21 years of age during the school year and the student did *not* previously earn a diploma or certificate. This code is also used when a student with a Reason for Beginning Enrollment Code 8294: *School age children on the roster for census purposes only* ends enrollment and is no longer of compulsory school age.
- ***Code 340 — Left school: first-time dropout:*** This code is used when a student meets the criteria in the dropout definition and has not been counted as dropping out by this school in a previous year. If a student drops out during the school year but subsequently returns to school in the same year, open a new enrollment record for the student. This code also includes students who previously transferred to an Alternative High School Equivalency Preparation (AHSEP) or High School Equivalency Preparation (HSEP) program and meet the criteria in the dropout definition and have not been counted as dropping out by this school in a previous year. A school should code a student as "Left school: first-time dropout" in only one year during the student's school career. In subsequent years, the student should be reported with a Reason for Ending Enrollment Code 357 — *Left school: previously counted as a dropout*, if appropriate.
- ***Code 391 — Long-term absence-20 consecutive unexcused days:*** This code is used when a student has been absent without excuse for twenty (20) or more consecutive school days as of the last expected day of attendance for the school year. If the student is of compulsory attendance age, then he or she should remain on the official school register, even though the Long-term Absence code has been placed on the student record. A school should code a student as "Long-term Absence" in only one year during the student's school career. In subsequent years, the student should be reported with a Reason for Ending Enrollment Code 357 — *Left school: previously counted as a dropout*, if appropriate.
- ***Code 408 — Permanent expulsion (student must be over compulsory age):*** This code is used when a student is over the compulsory attendance age and has been permanently expelled. Administrative records must document the expulsion process.

- ***Code 425 — Left school, no documentation of transfer:*** This code is used when a student is thought to have transferred to another school but the required transfer documentation has not been received. These students are counted as dropouts on the School/District Report Card. A school should code a student as "Left school, no documentation of transfer" in only one year during the student's school career. In subsequent years, the student should be reported with a Reason for Ending Enrollment Code 357 — *Left school: previously counted as a dropout*, if appropriate. This code may also be used to end enrollment of preschool children who are declassified by the CPSE or are withdrawn from school by a parent/guardian. Students below grade 7 (or age-equivalent ungraded students with disabilities) are not counted in dropout reports.
- ***Code 306 — Transferred to other high school equivalency preparation (GED) program:*** This code is used when a student transfers to a GED program other than Alternative High School Equivalency Preparation (AHSEP) and High School Equivalency Preparation (HSEP), whether or not that program is provided in the school the student was attending before he or she transferred. Documentation must include a written statement, indicating the date of enrollment and the name and location of the program provider. Students transferring under this code are included in the appropriate accountability and graduation cohorts.
- ***Code 357 — Left school: previously counted as a dropout:*** This code is used when a student has been reported with a reason for ending enrollment codes that indicates the student is a first-time dropout, a long-term absence, or left school (no documentation of transfer) in a previous school year unless the student was reported with one of these codes when in preschool through Grade 6 (or age equivalent).

➢ **Other Circumstance for Ending Enrollment**

Report an Enrollment Exit Date and Reason for Ending Enrollment Code for each student who left your school during the school year for reasons other than those listed above.

- ***Code 140 — Preschool special education status determined:*** This code is used when a preschool child had been referred for a CPSE determination of eligibility for preschool special education and a CPSE decision has been made or the eligibility process has ended for any reason. This code should also be used in these situations when the request for a determination has been withdrawn prior to final determination. If the series of Special Education Events for a preschool child referred for a CPSE determination of eligibility for preschool special education has not been completed by June 30 of the reporting year, a Reason for Ending Enrollment Code 140 can be used to end the enrollment record and no subsequent Reason for Beginning Enrollment Code should be reported unless the child enrolls in an institution to receive services or a new referral is initiated.
- ***Code 289 — Transferred to an AHSEP or HSEP program:*** This code is used when a student transfers to an approved AHSEP or a HSEP program as defined in Commissioner's Regulations, Part 100.7(h), whether or not that program is provided in the school the student was attending before he or she transferred. Documentation must include a written statement, indicating the date of enrollment and the name and location of the program service provider. Students who are excluded from a district/school accountability cohort solely because they transferred to an AHSEP or HSEP program are included in the appropriate graduation cohort. (See http://www.emsc.nysed.gov/ssae/AltEd/ for a list of approved high school equivalency preparation programs.)

- ***Code 323 — Transferred outside the district by court order:*** This code is used when a student is placed outside the district by an authority not employed by the district and not in parental relation to the student. Documentation should include a copy of the order placing the student outside the district.
- ***Code 442 — Left the U.S.:*** This code is used when a student moved out of the United States and its possessions. Documentation must include a statement from a parent or guardian indicating a destination.
- ***Code 459 — Deceased:*** This code is used when a student dies while enrolled. Documentation should include a newspaper obituary or other notification.
- ***Code 782 — Entry into a different grade in the same school building:*** This code is used when a student changes grades in the same school year. This code may be used for preschool students with disabilities who transition from a preschool to a school-age program but remain in the same school building.
- ***Code 8228 — End "Walk-in" Enrollment:*** This code is used to end a “Walk-in” enrollment.
- ***Code 8305 — End CSE Responsibility Only Enrollment:*** This code is used to end an enrollment record opened using Reason for Beginning Enrollment Code 5905 — *CSE responsibility only*. (Districts are encouraged to use a more appropriate Reason for Ending Enrollment Code, if applicable.) For example, for students whose enrollment record was opened with a Reason for Beginning Enrollment Code 5905, use Reason for Ending Enrollment Code 8305 for students who were declassified during the school year or were referred for special education evaluation but were found to be ineligible for services.

Appendix 9: Program Service Codes

Each academic year, every Program Service Code applicable to a student must be recorded and must also have a Program Service Entry Date. Program Services that were not exited in the previous academic year should be recorded with a July 1 entry date. Program Services that end during the academic year also require a Program Service Exit Date. Detailed definitions of the various program services are found below. For these elements, the Codes must be used. These codes are used at Levels 2 and 3 of SIRS.

Code	Description
Type: Limited English Proficient Eligibility	
0231	LEP Eligible
Type: Limited English Proficient Programs	
5709	English as a Second Language
5676	Bilingual Program
5687	Two-way Bilingual Education Program
5698	LEP - Other Programs
8239	LEP Eligible but not in a LEP Program
Type: No Child Left Behind Funded Program Services	
5533	Supplemental Educational Services for Schools in Improvement Status under Title I
0286	Title I - Part A: Improving Basic Programs (other than 5533)
0330	Title I - Part C: Education of Migratory Children
0187	Title I - Part D: Prevention & Intervention Programs for Children and Youth who are Neglected or Delinquent.
5720	Title III: Services to Non-Immigrant LEP Students
5731	Title III: Language Instruction Immigrant LEP Students
5742	Title III - Part B, subpart 4: Emergency Immigration Education Program
5566	Title X - Part C: Homeless Education/McKinney-Vento
Type: No Child Left Behind Transfer Options	
5872	Applied for Transfer Option - School Identified as in Need of Improvement
5883	Applied for Transfer Option - Persistently Dangerous School
7022	Transfer Option Offered - School Identified as in Need of Improvement
7033	Transfer Option Offered - Persistently Dangerous School
Type: Type of Disability	
5786	Preschool Student with a Disability
0352	Autism
0363	Emotional Disturbance
0385	Learning Disability
0396	Mental Retardation
0407	Deafness
0418	Hearing Impairment
0429	Speech or Language Impairment
0440	Visual Impairment (includes Blindness)
0451	Orthopedic Impairment
0462	Other Health Impairment

Code	Description
0473	Multiple Disabilities
0484	Deaf-Blindness
0495	Traumatic Brain Injury
Type: Safety Net	
0550	Eligible for safety net in English under Section 504
0572	Eligible for safety net in Mathematics under Section 504
0583	Eligible for safety net in Global History & Geography under Section 504
0594	Eligible for safety net in U.S. History & Government under Section 504
0605	Eligible for safety net in Science under Section 504
5775	Eligible for safety net in All Subjects under Section 504
Type: Career and Technical Education	
—	Specific Career and Technical Education Program Code (see Appendix 10)
8261	Single Parent/Pregnant Status
Type: Other	
0198	Poverty - from low-income family
0220	Eligible for Alternate Assessment
0242	Eligible to take the NYSESLAT for grades 3-8 ELA Accountability
0264	Section 504 Plan
—	Summer School Participation (see below for codes)
5753	Early Intervening Services supported with IDEA funds
5817	Free Lunch Program
5806	Reduced-Price Lunch Program
8272	Homeless Unaccompanied Youth Status

The Detailed Definitions of Program Services are presented in the following manner:

Program Service Name

Name and code are shown.

Level Designation: This specifies when a BEDS code is to be associated with the program service. In Program Service records BEDS codes are reported under the data element "Program Service Provider BEDS Code." All program services are designated either as "school-level" or "district-level". Program services designated as school-level require a BEDS code. Those designated as district-level do not.

School-level program services require an eligibility determination each time the student changes buildings either within the school district or to an out-of-district placement. School-level services require a new program service record each time a student receiving the service changes buildings if the service continues. For school-level program services, use the following to determine the BEDS code to use when reporting these students:

- when service provider is the district accountable for the student's performance, use the BEDS code of the specific building in the district where the student receives the service;
- when the service provider is a BOCES, use the BEDS code of the BOCES (without regard to the specific location at which the service is provided);
- when the service provider is an approved private placement, use the BEDS code of the entity where the out-of-district placement was made (i.e., where the student receives the service);

- when the service provider is a district other than the district accountable for the student's performance, use the BEDS code for a specific building where the student receives the service in the other district.

District-level program services require a new record only when a student's status or participation in a service changes. A new program services record is not required if a student receiving such service changes buildings.
Description: Brief description of the Program Service is given.
Purpose: Provides reason this information is being collected.
Entry Date: Date this Program Service becomes applicable to this student. It can be the date of initial eligibility or the date the Program Service actually begins.
Exit Date: Date this Program Service is no longer applicable to this student. It can be the date eligibility ends or the date the Program Service actually ends. Only Program Services that end require an exit date. Program Services continuing into the following academic year should not have an ending date this year.
Reason for Ending Code: Provides circumstances under which the student ended this Program Service. Not all Program Services require this code.

Limited English Proficient Eligibility

LEP Eligible — Code 0231
Level Designation: District-level service.
Description: Identifies the student as limited English proficient (LEP) and, therefore, eligible for LEP services. Note that each student identified as LEP Eligible must also have the data element *Years Enrolled in a Bilingual or ESL Program* entered in his or her student record. Students identified as LEP Eligible should have a specific LEP program service identified, as described below under Limited English Proficient Programs.
Purpose: Identifies LEP students for accountability, reporting, and research purposes. An "Exit Date" and "Reason for Ending Code" is used to identify LEP students who have achieved English proficiency. Part 154 of Commissioner's Regulations defines students with limited English proficiency as students 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) for initial identification or for subsequent years, score below a State-designated level of proficiency on the NYSESLAT. Districts should contact the nearest Bilingual Education Technical Assistance Center (BETAC) to obtain assistance with LEP identification procedures.
Entry Date: Date of eligibility decision.
Exit Date: Required only if the student achieved proficiency on the Reading/Writing *and* Listening/Speaking modules of the NYSESLAT during the current academic year. The date recorded should be June 30 of the academic year in which the student reaches proficiency on the NYSESLAT. Students who test out of LEP by reaching proficiency on the NYSESLAT are still entitled to accommodations and some types of services for two years; however, once the students have tested out of LEP, they must NOT be recorded as LEP with an 0231 code. An "Exit Date" should not be used to end a LEP Eligible — Code 0231 program service record when the student leaves the district or graduates. It must be used only when the student achieves English proficiency.
Reason for Ending Code: Use 849 when the student achieves English proficiency.

Limited English Proficient Programs

English as a Second Language — Code 5709, Bilingual Program — Code 5676, Two-way Bilingual Education Program — Code 5687, LEP Other Programs — Code 5698, and LEP Eligible but not in a LEP Program — Code 8239.

Level Designation: School-level service.

Description: Indicates which LEP program service the student is in (i.e., English as a Second Language, Bilingual Program, Two-way Bilingual Education, or LEP Other Program Service) or that the LEP Eligible student is not being served. Students identified as LEP eligible under program service code 0231 (see above) should have a specific LEP program service identified here. These program services are mutually exclusive but can be offered at different points throughout the academic year. Multiple LEP programs should be reported with appropriate Entry and Exit dates. If any of the first four are used, the *LEP Eligible but not in a LEP Program* code should not be used. All LEP-eligible students must receive LEP services.

Purpose: These codes are used to identify which LEP program service the student participates in.

Entry Date: Date LEP program service begins.

Exit Date: Date that student tests above a State-designated level of proficiency or changes LEP programs.

Reason for Ending Code: Not used.

No Child Left Behind Funded Program Services

Supplemental Educational Services for Schools in Improvement Status under Title I — Code 5533

Level Designation: School-level service.

Description: Indicates that the student attended a school designated as "in need of improvement" under Title I of NCLB and this student received supplemental educational services supported with Title I funds during the school year.

Purpose: To identify such students for reporting these data to the United States Education Department (USED).

Entry Date: Date services begin.

Exit Date: Date services end.

Reason for Ending Code: Not used.

Title I - Part A: Improving Basic Programs -Targeted Assistance Program (other than 5533) — Code 0286

Level Designation: School-level service.

Description: Indicates that the student is served in a "Targeted Assistance Program" supported with Title I program funds. For students in a school that operates a targeted Title I program, a programs fact record (code 0286) must be reported for each student who is served. Students enrolled in a school building that operates a school-wide Title I program should not be reported under this code. In previous years, a Title I record was required for each student in a school that operated a school-wide Title I program. Beginning with the 2006–07 school year, NYSED identifies students in a school-wide program at the school level and no longer needs a record for each individual student.

Purpose: To identify such students for reporting these data to the USED.

Entry Date: Date service began.

Exit Date: Date service ended.

Reason for Ending Code: Not used.

Title I - Part C: Education of Migratory Children — Code 0330
Level Designation: District-level service.
Description: Indicates that the student is served by programs supported with Title I - Part C funds. A student is a migrant child if the student is, or the student's parents, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another, or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in temporary or seasonal employment in agriculture or fishing. All students eligible to be served by programs supported with Title I - Part C funds should have a Certificate of Eligibility signed by a parent or guardian and filed with the superintendent of schools.
Purpose: Migrant data must be collected for each student, if applicable (i.e., the student is a migrant and is served in a program funded by Title I - Part C), to fulfill the State reporting requirements under NCLB and because school and district data for certain migrant students is included in the school and district report cards.
Entry Date: Date of eligibility decision.
Exit Date: Date that eligibility ends.
Reason for Ending Code: Not used.

Title I - Part D: Prevention and Intervention Programs for Children and Youth who are Neglected or Delinquent — Code 0187
Level Designation: District-level service.
Description: Indicates that the student is served by programs supported by funding under NCLB Title I - Part D during the reporting year. For a student to be counted for this funding purpose, the student must be between the ages of 5 and 17, and reside in an institution for the neglected or for the delinquent. Neglected children will have been committed to an institution or voluntarily placed in the institution under applicable State law because of the abandonment by or neglect by or death of parents. Delinquent children will have been adjudicated delinquent or persons in need of supervision. The term "delinquent children" also refers to students who are placed in an adult correctional institution in which children reside.
Purpose: This data element must be collected for each student served by funding under NCLB Title I - Part D to fulfill the State reporting requirements under the NCLB legislation.
Entry Date: First day designation applies.
Exit Date: Date the designation is eliminated.
Reason for Ending Code: Not used.

Title III: Services to Non-Immigrant LEP Students — Code 5720
Level Designation: School-level service.
Description: Identifies that the student is served in a program supported by Title III: Services to Non-Immigrant LEP Students program funds.
Purpose: This data element must be collected for each student, if applicable, to fulfill the State reporting requirements under NCLB.
Entry Date: Date service began.
Exit Date: Not used.
Reason for Ending Code: Not used.
For more information about Title III, see http://www.emsc.nysed.gov/biling/NEWTIII.html .

Title III: Language Instruction for Students that are both LEP and Immigrants — Code 5731
Level Designation: School-level service.
Description: Indicates that the student is served in a program supported by Title III: Language Instruction for LEP and Immigrant Students program funds.
Purpose: This data element must be collected for each student, if applicable, to fulfill the State reporting requirements under NCLB.
Entry Date: Date service began.
Exit Date: Not used.
Reason for Ending Code: Not used.
For more information about Title III, see http://www.emsc.nysed.gov/biling/NEWTIII.html .

Title III - Part B, subpart 4: Emergency Immigration Education Program — Code 5742
Level Designation: School-level service.
Description: Indicates that the student is served in a program supported by Title III - Part B, subpart 4 funds.
Purpose: This data element must be collected for each student, if applicable, to fulfill the State reporting requirements under NCLB
Entry Date: Date service began.
Exit Date: Not used.
Reason for Ending Code: Not used.
For more information about Title III, see http://www.emsc.nysed.gov/biling/NEWTIII.html .

Title X - Part C: Homeless Education/McKinney-Vento — Code 5566
Level Designation: District-level service.
Description: Indicates that the student is served in a program supported by Title X - Part C program funds (e.g., McKinney-Vento subgrant award). A homeless student is one who lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; awaiting foster care placement; or a migratory child, as defined in subsection 2 of section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placement or receiving educational services.
Purpose: This data element must be collected for each student, if applicable, to fulfill the State reporting requirements under NCLB.
Entry Date: Date of first classification as homeless. This is determined by the LEA's homeless liaison and is the date the liaison determines that child or unaccompanied youth lacks a fixed regular and adequate nighttime residence.
Exit Date: Date student is declassified as homeless. This is the date the homeless liaison determines that child or unaccompanied youth now has a fixed regular and adequate nighttime residence.
Reason for Ending Code: Not used.

No Child Left Behind Transfer Options

Applied for Transfer Option - School Identified as in Need of Improvement — Code 5872
Level Designation: School-level service.
Description: Indicates that the student is enrolled in a school that is in improvement status under Title I and has applied to transfer to another school in the public school district.
Purpose: To identify such students for reporting these data to the USED.
Entry Date: Date the student's application for transfer is received by the public school district. This date may be the actual date the application is submitted or the due date for all such applications.
Exit Date: Not used.
Reason for Ending Code: Not used.

Applied for Transfer Option - Persistently Dangerous School — Code 5883
Level Designation: School-level service.
Description: Indicates that the student is enrolled in a school that has been designated as persistently dangerous under NCLB and has applied to transfer to another school in the public school district.
Purpose: To identify such students for reporting these data to the USED.
Entry Date: Date the student's application for transfer is received by the public school district. This date may be the actual date the application is submitted or the due date for all such applications.
Exit Date: Not used.
Reason for Ending Code: Not used.

Transfer Option Offered - School Identified as in Need of Improvement — Code 7022
Level Designation: School-level service.
Description: Indicates that the student is enrolled in a school that is in improvement status under Title I and has been offered a transfer to another school in the public school district.
Purpose: To identify such students for reporting these data to the USED.
Entry Date: Date the student is given an offer to transfer by the public school district.
Exit Date: Not used.
Reason for Ending Code: Not used.

Transfer Option Offered- Persistently Dangerous School — Code 7033
Level Designation: School-level service.
Description: Indicates that the student is enrolled in a school that has been designated as persistently dangerous under NCLB and has been offered a transfer to another school in the public school district.
Purpose: To identify such students for reporting these data to the USED.
Entry Date: Date the student is given an offer to transfer by the public school district.
Exit Date: Not used.
Reason for Ending Code: Not used.

Type of Disability

All Type of Disability Categories — Codes 5786, 0352, 0363, 0385, 0396, 0407, 0418, 0429, 0440, 0451, 0462, 0473, 0484 and 0495
Level Designation: District-level service.

Description: Indicates the disability category of students who have been classified as disabled by the district CSE or the district CPSE (i.e., students who have an IEP). *Students with Section 504 plans should not be reported as disabled.*
Purpose: The type of disability record determines which members are included in the students with disabilities group for district and school accountability and for other reports. It also determines which students are eligible for the safety net, allowing students to use competency credit to meet graduation requirements. Do not enter a 504 Safety Net program service code for students with a disability service program code. Only one disability record should be entered for each student. See definition of Safety Net in Appendix 22. A student is counted as disabled if the program service entry date is before the reporting date and the program service exit date is on or after the reporting date. A program service without a value in the Program Service Exit Date field is considered to end after the reporting date.
Entry Date: Date of CSE or CPSE decision to classify with that disability, except that the entry date for children who transition from Early Intervention (EI) to preschool special education must be later if parents decide to continue EI services and transition to preschool special education later than the CPSE's decision to classify.
Exit Date: Date the CSE or CPSE rescinds the classification or the student's disability changes. In cases when the classification is rescinded or changed at the end of the school year to be effective at the start of the following school year, the exit date must be later than the date of CSE or CPSE's action. For example, if a preschool child is declassified in June 2009 (end of the school year), but the effective date of the declassification is September 2009 (start of the following school year), the student's disability exit date must be the August 31, 2009, allowing the student to have an active disability record in July and August 2009 for summer preschool special education services.
Reason for Ending Code: Used to indicate whether the student was declassified, the student had his/her disability status changed by the CPSE/CSE, or the parents revoked consent for special education services (in writing). Use code 901 when the student is declassified or when parents revoke consent for special education services. Use code 912 when the student's disability has changed. A change in type of disability will require a new program service record identifying the new type of disability. Note: A preschool student with a disability who continues as a student with a disability to a school level grade (including kindergarten) must have his or her preschool *Type of Disability* (code 5786) ended with a Reason for Ending Code 912 and a new *Type of Disability* assigned.

Safety Net

Under Section 504 - Each/All Subjects — Codes 0550, 0572, 0583, 0594, 0605 and 5775
Level Designation: District-level service.
Description: Indicates Section 504 students whose 504 plan specifically allows eligibility for the graduation assessment safety net. A 504 Safety Net record should be included for each subject area in which the student is eligible for the safety net. The student must also have a program service record indicating that the student has a Section 504 plan (i.e., program service code of 0264). Do not enter a Section 504 program service code for students with a disability program service code. In calculating the district and school high school accountability indices, Regents Competency Test (RCT) scores for Section 504 students will be counted only if they have both a Section 504 program service record and a 504 Safety Net record documenting eligibility in that subject.
Purpose: To identify students eligible for the safety net and, therefore, eligible to use Regents competency tests to meet graduation requirements.
Entry Date: Date 504 plan adopted.

Exit Date: Date 504 plan revoked.
Reason for Ending Code: Not used.

Career and Technical Education

Specific Career and Technical Education Program Code — see Appendix 10
Level Designation: School-level service.
Description: Indicates in which specific career and technical education program the student participates. A list of acceptable career and technical education programs can be found in Appendix 10. This list uses the National Center for Educational Statistics (NCES) Classification of Instructional Programs (CIP) structure.
Purpose: To identify which specific career and technical education program students are enrolled in, have completed, or have left without completing.
Entry Date: Date the student enrolls in the program.
Exit Date: Date the student completes the program or date the student terminates the program without completing it.
Reason for Ending Code: Indication of whether the student completed the program or left the program before completion. Use code 646 for completion of the program and code 663 for left without completing program.

Single Parent/Pregnant Status — Code 8261.
Level Designation: District-level service.
Description: Only applicable to students who have a career and technical education program service and have reached the "Concentrator" level of intensity. This program service indicates the student is a single parent or is pregnant.
Purpose: Used to identify these students for federal reporting purposes. This status (i.e., single parent or pregnant) is as of any time during the school year. This is to allow a student to be counted no matter when in a school year the student may become a career and technical education concentrator. Districts should determine this status at the same point in time that the district counts the student as a career and technical education concentrator.
Entry Date: Date the student is identified as a single parent or as pregnant.
Exit Date: Date that the student no longer meets these parameters.
Reason for Ending Code: Not used.

Other

Poverty- from low-income family — Code 0198
Level Designation: District-level service.
Description: Indication of student economic status.
Purpose: Poverty is used to determine which cohort members should be included in the economically disadvantaged group for district and school accountability. An economically disadvantaged student is a student who participates in, or whose family participates in, economic assistance programs such as:

- the Free- or Reduced-price Lunch Programs (Note that the United States Department of Agriculture has authorized the use of enrollment in free- and reduced-price lunch programs to identify students from low-income families for Title I reporting purposes.) Please consult the NYSED's Office of Child Nutrition Program Administration for guidelines;
- Social Security Insurance (SSI);
- Food Stamps;
- Foster Care;

- Refugee Assistance (cash or medical assistance);
- Earned Income Tax Credit (EITC);
- Home Energy Assistance Program (HEAP);
- Safety Net Assistance (SNA);
- Bureau of Indian Affairs (BIA); or
- Family Assistance: Temporary Assistance for Needy Families (TANF).

If one student in a family is identified as low income, all students from that household (economic unit) may be identified as low income.
Entry Date: Date of eligibility decision (determined annually).
Exit Date: Date that eligibility ends.
Reason for Ending Code: Not used.

Eligible for Alternate Assessment — Code 0220
Level Designation: District-level service.
Description: Indicates that the student is eligible for the NYSAA, as identified by the CSE.
Purpose: Only students with an Alternate Assessment Program service record will be reported on the *Verification of New York State Alternate Assessment Results* report. A student must have a disability record to report an Alternate Assessment Program service record. A student must have an Alternate Assessment Program record to report an alternate assessment score.
Entry Date: Date of CSE eligibility decision.
Exit Date: Date that CSE rescinds eligibility.
Reason for Ending Code: Not used.

Eligible to take the NYSESLAT for grades 3-8 ELA Accountability — Code 0242
Level Designation: District-level service.
Description: Identifies LEP students who are not required to take a grades 3–8 NYSTP ELA assessment.
Purpose: Identifies these students for accountability, reporting, and research purposes. Valid scores on the Reading/Writing *and* Listening/Speaking modules of the NYSESLAT will satisfy the Title I accountability requirement that the student be assessed in ELA. LEP-eligible students (including those from Puerto Rico) who on April 1, 2010, will have been attending school in the United States for less than one year may use the NYSESLAT only once in lieu of the 3-8 NYSTP in ELA to meet the NCLB participation requirement for AYP in elementary/middle-level ELA. NYSESLAT-eligible students will be counted in the participation calculation for accountability purposes as participating in an ELA assessment if they have valid scores on NYSESLAT Reading/Writing and NYSESLAT Speaking/Listening. For more information, see “Testing and Accountability for LEP Students (NYSESLAT)” in Chapter 4: Testing Rules and http://www.ed.gov/policy/elsec/guid/lepguidance.doc.
Entry Date: July 1 of current year or date of enrollment (if later than July 1).
Exit Date: Not used.
Reason for Ending Code: Not used.

Section 504 Plan — Code 0264
Level Designation: District-level service.
Description: Indicates that the student has a Section 504 plan.
Purpose: The Section 504 record determines which cohort members are included in the general-education (Safety Net eligible) group for district and school accountability and for other reports. Safety Net eligible general-education students are allowed to use Regents

competency test credit to meet graduation requirements. Do not enter a Section 504 program service code for students with a disability program service code.
Entry Date: Date of plan approval.
Exit Date: Date of plan termination.
Reason for Ending Code: Not used.

Summer School Participation — Codes 2751, 2752, 2753, 2754, 2755, 2756, 2757, 2758, 2759, 2760, 2761 AND 2861, 2862, 2863, 2864, 2865, 2866, 2867, 2868, 2869, 2870, 2871.
Level Designation: School-level service. As such, this program service requires a BEDS code. School-level services usually require a building level BEDS code. However, for this program service, use the following to determine the BEDS code to use when reporting these students:
When the service provider is the district accountable for the student's performance and the building the service is provided in is

- known, use the BEDS code of the building where the student receives the service, or
- not known, use the BEDS code of the district where the student receives the service;

When the service provider is an out-of-district placement (other than a public school district) and is not the district accountable for the student's performance and the building the service is provided in is

- known, use the BEDS code of the building where the student receives the service, or
- not known, use the BEDS code of the out-of-district placement where the student receives the service;

When the service provider is a BOCES, use the BEDS code of the BOCES (without regard to the specific location at which the service is provided);
When the service provider is a public school district other than the district accountable for the students' performance, use the BEDS code of the other district.
Description: Indicates that the student participated in a specific summer school program for 20 hours or more.
Purpose: To identify such students.
Entry Date: First day of program.
Exit Date: Last day of program.
Reason for Ending Code: Not used.

The program service codes are based on the reason the student is taking this program:
Reason A — This is the first time the student has taken this program or the student is taking this program for advanced enrichment.
Reason B — The student is taking this program as academic intervention, to improve his/her grades, or because the student is at risk of failing State tests.

Program	Reason		
	A		B
English Language Arts	2751		2861
Mathematics	2752		2862
Science	2753		2863
Social Studies	2754		2864
Technology	2755		2865
The Arts	2756		2866
Languages Other Than English	2757		2867
Health	2758		2868
Physical education	2759		2869
Driver Education	2760		2870

Other	2761		2871

Early Intervening Services supported with IDEA funds — Code 5753
Level Designation: District-level service.
Description: Indicates that the student is receiving Coordinated Early Intervening Services (CEIS) pursuant to Section 613(f) of the federal IDEA program. School districts may use up to 15 percent of their annual IDEA allocations to provide Early Intervening services. School districts whose data indicate significant disproportion based on race/ethnicity in special education, identification by a specific disability, placement in a particular setting, or in suspension rates are required to use 15 percent of IDEA funds to provide these services. Services purchased with these funds can be direct or indirect services for students. When a district uses these funds to purchase indirect services, report only those students who were the intended beneficiaries of the purchased indirect services. These funds are only for students who are not identified as needing special education or related services (i.e., not students with disabilities) but who need additional academic and behavioral support to succeed in a general education environment. See guidance memorandum at: http://www.vesid.nysed.gov/specialed/publications/policy/ceis908.htm .
Purpose: This data element must be collected for each student, if applicable, to fulfill the State and federal reporting requirements under IDEA.
Entry Date: Date service began.
Exit Date: Date service ended.
Reason for Ending Code: Not used.

Free Lunch Program — Code 5817
Level Designation: District-level service.
Description: Indicates that the student is an approved applicant for the federal Free Lunch Program. This means the student has applied for and has met the eligibility requirements for this program service. This program service also applies to students who have met the eligibility requirements for the federal Free Breakfast Program and/or the federal Free Milk Program. Do not include students in the reduced-price programs.
Purpose: To identify such students for reporting and State Aid purposes.
Entry Date: Date of eligibility decision.
Exit Date: Date that eligibility ends.
Reason for Ending Code: Not used.

Reduced-Price Lunch Program — Code 5806
Level Designation: District-level service.
Description: Indicates that the student is an approved applicant for the federal Reduced-Price Lunch Program. This means the student has applied for and has met the eligibility requirements for this program service. This program service also applies to students who have met the eligibility requirements for the federal Reduced-Price Breakfast Program.
Purpose: To identify such students for reporting and State Aid purposes.
Entry Date: Date of eligibility decision.
Exit Date: Date that eligibility ends.
Reason for Ending Code: Not used.

Homeless Unaccompanied Youth Status — Code 8272.
Level Designation: District-level service.

Description: This program service is only applicable to students who have the Data Element "Homeless Indicator" populated with a "Y" (i.e., Homeless at Some Point.). This program service indicates the student is unaccompanied by parents, legal guardians, or other adults. Do not use this program service if the homeless student is accompanied.
Purpose: Used to identify these students for federal reporting purposes.
Entry Date: Date the student is identified as unaccompanied.
Exit Date: Date the student no longer meets these parameters.
Reason for Ending Code: Not used.

Appendix 10: Career and Technical Education Program Codes

These codes are taken from the National Center for Educational Statistics Classification of Instructional Programs (CIP) manual. NYSED has selected a subset of these CIP codes that are appropriate for secondary-level career and technical education programs. Use the CIP code that most closely reflects the curricula of the student's CTE program.

As CTE programs at local high schools often cross content areas and may not be predefined or linear in nature and CTE students at local high schools build meaningful cohesive concentrations based on individual interests, the selection of a specific CIP code from Appendix 10 may prove more difficult than the selection of such a code for CTE programs at BOCES and Technical or CTE high schools. In this case, the local high school can use one of the more broad based CIP codes listed below. These reflect the six major CTE content areas. If a student is in programs from two of these content areas, the code to be reported should be the one in which the majority of the student's time is spent. The table below shows the six content areas and their related CIP codes.

CIP Code	Content Area
010599	Agriculture
529999	Business and Marketing
199999	Family and Consumer Sciences
519999	Health Occupations
151599	Technology Education
489999	Trade and Technical

When a local agency is unable to determine the appropriate code, they should contact their RIC. If need be, the RIC can contact the NYSED CTE Team at 518-486-1547 or emsccte@mail.nysed.gov for assistance.

Code	Program Name
Agriculture, Food and Natural Resources Cluster	
010000	Agriculture, General
010101	Agricultural Business and Management, General
010102	Agricultural Business/Agribusiness Operations
010104	Farm and Ranch Management
010105	Agricultural/Farm Supplies Retailing and Wholesaling
010106	Agriculture Business Technology
010199	Agricultural Business and Management, Other
010201	Agricultural Mechanization, General
010204	Agricultural Power Machinery Operator
010205	Agriculture Mechanics & Equipment/Machine Technology
010299	Agricultural Mechanization, Other
010301	Agricultural Production Operations, General
010302	Animal/Livestock Husbandry and Production
010303	Aquaculture
010304	Crop Production

Code	Program Name
010306	Dairy Husbandry and Production
010307	Horse Husbandry/Equine Science & Management
010399	Agricultural Production Operations, Other
010401	Agricultural and Food Products Processing
010504	Dog/Pet/Animal Grooming
010505	Animal Trainer
010507	Equestrian/Equine Studies
010508	Taxidermy/Taxidermist
010599	Agricultural & Domestic Animals Services, Other
010601	Applied Horticulture/Horticultural Operations, General
010603	Ornamental Horticulture
010604	Greenhouse Operations and Management
010605	Landscaping & Groundskeeping
010606	Plant Nursery Operations and Management
010607	Turf & Turfgrass Management
010608	Floriculture/Floristry Operations and Management
010699	Applied Horticulture/Horticultural Business Services, Other
019999	Agriculture, Agriculture Operations and Related Sciences, Other
030205	Water, Wetlands and Marine Resources Management
030206	Land Use Planning and Management/Development
030299	Natural Resources Management and Policy, Other
030301	Fishing and Fisheries Sciences and Management
030501	Forestry, General
030508	Urban Forestry
030509	Wood Science and Wood Products/Pulp and Paper Technology
030511	Forestry Technology/Technician
030599	Forestry, Other
030601	Wildlife and Wildlands Science and Management
039999	Natural Resources and Conservation, Other
150507	Environmental Engineering Technology/Environmental Technology
150599	Environmental Control Technologies/Technicians, Other
150901	Mining Technology/Technician
150903	Petroleum Technology/Technician
150999	Mining and Petroleum Technology/Technicians, Other
Architecture and Construction Cluster	
150101	Architectural Engineering Technology/Technician
150201	Civil Engineering Technology/Technician
151001	Construction Engineering Technology/Technician
151102	Survey Technology/Surveying
460101	Mason/Masonry
460201	Carpentry/Carpenter
460301	Electrical and Power Transmission Installation/Installer, General
460302	Electrician
460303	Lineworker

Code	Program Name
460399	Electrical and Power Transmission Installers, Other
460401	Building/Property Maintenance and Manager
460402	Concrete Finishing/Concrete Finisher
460403	Building/Home/Construction Inspection/Inspector
460404	Drywall Installation/Drywaller
460406	Glazier
460408	Painting/Painter and Wall Coverer
460410	Roofer
460411	Metal Building Assembly/Assembler
460412	Building/Construction Site Management/Manager
460499	Building/Construction Finishing, Management and Inspection, Other
460502	Pipefitting/Pipefitter and Sprinkler Fitter
460503	Plumbing Technology/Plumber
460504	Well Drilling/Driller
460505	Blasting/Blaster
460599	Plumbing and Related Water Supply Services, Other
469999	Construction Trades, Other
470201	Heating, Air Conditioning, Ventilation and Refrigeration Maintenance Technology/Technician
Manufacturing Production Cluster	
100302	Printing Management
100303	Prepress/Desktop Publishing and Digital Imaging Design
100304	Animation, Interactive Technology, Video Graphics and Special Effects
100305	Graphic and Printing Equipment Operator, General Production
100306	Platemaker/Imager
100307	Printing Press Operator
100308	Computer Typography and Composition Equipment Operator
100399	Graphic Communications, Other
150403	Electromechanical Technology/Electromechanical Engineering Technology
150405	Robotics Technology/Technician
150508	Hazardous Materials Management and Waste Technology/Technician
150607	Plastics Engineering Technology/Technician
150611	Metallurgical Technology/Technician
150612	Industrial Technology/Technician
150613	Manufacturing Technology/Technician
150699	Industrial Production Technologies/Technicians, Other
150701	Occupations Safety and Health Technology/Technician
150702	Quality Control Technology/Technician
150703	Industrial Safety Technology/Technician
150704	Hazardous Materials Information Systems Technology/Technician
150799	Quality Control and Safety Technologies/Technicians, Other
151301	Drafting and Design Technology/Technician, General
151302	CAD/CADD Drafting and/or Design Technology/Technician
151303	Architectural Drafting and Architectural CAD/CADD
151304	Civil Drafting and Civil Engineering CAD/CADD

Code	Program Name
151305	Electrical/Electronics Drafting and Electrical/Electronics CAD/CADD
151306	Mechanical Drafting and Mechanical Drafting CAD/CADD
151399	Drafting/Design Engineering Technologies/Technicians, Other
470105	Industrial Electronics Technology/Technician
470303	Industrial Mechanics and Maintenance Technology
470399	Heavy/Industrial Equipment Maintenance Technologies, Other
470402	Gunsmithing/Gunsmith
470403	Locksmithing and Safe Repair
470404	Musical Instrument Fabrication and Repair
470408	Watchmaking and Jewelrymaking
470409	Parts and Warehousing Operations and Maintenance Technology/Technician
470499	Precision Systems Maintenance and Repair Technologies, Other
480303	Upholstery/Upholsterer
480304	Shoe, Boot and Leather Repairer
480399	Leatherworkers and Upholsterers, Other
480501	Machine Tool Technology/Machinist
480503	Machine Shop Technology/Assistant
480506	Sheet Metal Technology/Sheetworking
480507	Tool and Die Technology/Technician
480508	Welding Technology/Welder
480509	Ironworking/Ironworker
480599	Precision Metal Working, Other
480701	Woodworking, General
480702	Furniture Designer and Manufacturing
480703	Cabinetmaking and Millwork/Millwright
480799	Woodworking, Other
480801	Boilermaking/Boilermaker
489999	Precision Production, Other
Transportation, Distribution and Logistics Cluster	
150801	Aeronautical/Aerospace Engineering Technology/Technician
150803	Automotive Engineering Technology/Technician
151103	Hydraulics and Fluid Power Technology/Technician
470302	Heavy Equipment Maintenance Technology/Technician
470603	Autobody/Collision and Repair Technology/Technician
470604	Automobile/Automotive Mechanics Technology/Technician
470605	Diesel Mechanics Technology/Technician
470606	Small Engine Mechanics and Repair Technology/Technician
470607	Airframe Mechanics and Aircraft Maintenance Technology/Technician
470608	Aircraft Powerplant Technology/Technician
470609	Avionics Maintenance Technology/Technician
470610	Bicycle Mechanics and Repair Technology/Technician
470611	Motorcycle Maintenance and Repair Technology/Technician
470612	Vehicle Emissions Inspection and Maintenance Technology/Technician
470613	Medium/Heavy Vehicle and Truck Technology/Technician

Code	Program Name
470614	Alternative Fuel Vehicle Technology/Technician
470615	Engine Machinist
470616	Marine Maintenance/Fitter and Ship Repair Technology/Technician
470699	Vehicle Maintenance and Repair Technologies, Other
479999	Mechanic and Repair Technologies/Technicians, Other
490101	Aeronautics/Aviation/Aerospace Science and Technology, General
490102	Airline/Commercial/Professional Pilot and Flight Crew
490104	Aviation/Airway Management and Operations
490106	Airline Flight Attendant
490108	Flight Instructor
490199	Air Transportation, Other
490202	Construction/Heavy Equipment/Earthmoving Equipment Operation
490205	Truck and Bus Driver/Commercial Vehicle Operation
490206	Mobil Crane Operation/Operator
490299	Ground Transportation, Other
490303	Commercial Fishing
490304	Diver, Professional and Instructor
490309	Marine Science/Merchant Marine Officer
490399	Marine Transportation, Other
499999	Transportation and Materials Moving, Other
520203	Logistics and Materials Management
520209	Transportation/Transportation Management
520410	Traffic, Customs and Transportation Clerk/Technician
Information Technology Cluster	
110101	Computer and Information Sciences, General
110103	Information Technology
110199	Computer Science, Other
110201	Computer Programming/Programmer, General
110202	Computer Programming, Specific Applications
110203	Computer Programming, Vendor/Product Certification
110299	Computer Programming, Other
110301	Data Processing Technology/Technician
110601	Data Entry/Microcomputer Applications, General
110602	Word Processing
110699	Data Entry/Microcomputer Applications, Other
110801	Web Page, Digital/Multimedia and Information Resources Design
110802	Data Modeling/Warehousing and Database Administration
110803	Computer Graphics
110899	Computer Software and Media Applications, Other
110901	Computer Systems Networking and Telecommunications
111001	System Administration/Administrator
111002	System, Networking and LAN/WAN Management/Manager
111003	Computer and Information Systems Security
111004	Web/Multimedia Management and Webmaster

Code	Program Name
111099	Computer/Information Technology Services Administration and Management, Other
119999	Computer and Information Sciences and Support Services, Other
151201	Computer Engineering Technology/Technician
151202	Computer Technology/Computer Systems Technology
151203	Computer Hardware Technology/Technician
151204	Computer Software Technology/Technician
151299	Computer Engineering Technologies/Technician, Other
470101	Electrical/Electronics Equipment Installation and Repair, General
470102	Business Machine Repairer
470104	Computer Installation and Repair Technology/Technician
470199	Electrical/Electronics Maintenance and Repair Technology, Other
521201	Management Information System, General
521299	Management Information Systems and Services, Other
Marketing Sales and Services Cluster	
120301	Funeral Service and Mortuary Science, General
120401	Cosmetology/Cosmetologist, General
120402	Barbering/Barber
120404	Electrolysis/Electrology and Electrolysis Technician
120406	Make-up Artist/Specialist
120407	Hair Styling/Stylist and Hair Design
120408	Facial Treatment Specialist/Facialist
120409	Aesthetician/Esthetician and Skin Care Specialist
120410	Nail Technician/Specialist and Manicurist
120411	Permanent Cosmetics/Makeup and Tattooing
120412	Salon/Beauty Salon Management/Manager
120413	Cosmetology, Barber/Styling and Nail Instructor
120499	Cosmetology and Related Personal Grooming Arts, Other
190605	Home Furnishings and Equipment Installers
190699	Housing and Human Environments, Other
190902	Apparel and Textile Manufacture
190905	Apparel and Textile Marketing Management
190906	Fashion and Fabric Consultant
190999	Apparel and Textiles, Other
470106	Appliance Installation and Repair Technology/Technician
521401	Marketing/Marketing Management, General
521801	Sales, Distribution and Marketing Operations, General
521802	Merchandising and Buying Operations
521803	Retailing and Retail Operations
521804	Selling Skills and Sales Operations
521899	General Sales, Merchandising and Related Marketing Operations, Other
521901	Auctioneering
521902	Fashion Merchandising
521903	Fashion Modeling
521904	Apparel and Accessories Marketing Operations

Code	Program Name
521907	Vehicle and Vehicle Parts and Accessories Marketing Operations
521908	Business and Personal/Financial Services Marketing Operations
521909	Special Products Marketing Operations
Finance Cluster	
520801	Finance, General
520803	Banking and Financial Support Services
520804	Financial Planning and Services
520807	Investments and Securities
520809	Credit Management
520899	Finance and Financial Management Services, Other
521701	Insurance
Hospitality and Tourism Cluster	
120500	Cooking and Related Culinary Arts, General
120501	Baking and Pastry Arts/Baker/Pastry Chef
120502	Bartending/Bartender
120503	Culinary Arts/Chef Training
120504	Restaurant, Culinary and Catering Management/Manager
120505	Food Preparation/Professional Cooking/Kitchen Assistant
120506	Meat Cutting/Meat Cutter
120507	Food Service, Waiter/Waitress and Dining Room Management/Manager
120508	Institutional Food Workers
120599	Culinary Arts and Related Services, Other
129999	Personal and Culinary Services, Other
190505	Foodservice Systems Administration/Management
190599	Foods, Nutrition and Related Services, Other
310101	Parks, Recreation and Leisure Studies
310301	Parks, Recreation and Leisure Facilities Management
310599	Health and Physical Education/Fitness, Other
319999	Parks, Recreation, Leisure and Fitness Studies, Other
510913	Athletic Training/Trainer
520901	Hospitality Administration/Management, General
520903	Tourism and Travel Services Management
520904	Hotel/Motel Administration/Management
520905	Restaurant/Food Services Management
520906	Resort Management
520999	Hospitality Administration/Management, Other
521905	Tourism and Travel Services Marketing Operations
521906	Tourism Promotion Operations
521910	Hospitality and Recreation Marketing Operations
Business Management and Administration Cluster	
220301	Legal Administrative Assistant/Secretary
220303	Court Reporting/Court Reporter
510716	Medical Administrative/Executive Assistant and Medical Secretary
520101	Business/Commerce, General

Code	Program Name
520201	Business Administration and Management, General
520202	Purchasing, Procurement/Acquisitions and Contracts Management
520204	Office Management and Supervision
520205	Operations Management and Supervision
520207	Customer Service Management
520208	E-Commerce/Electronic Commerce
520299	Business/Managerial Operations, Other
520301	Accounting
520302	Accounting Technology/Technician and Bookeeping
520303	Auditing
520304	Accounting and Finance
520305	Accounting and Business Management
520399	Accounting and Related Services, Other
520401	Administrative Assistant and Secretarial Science, General
520402	Executive Assistant/Executive Secretary
520406	Receptionist
520407	Business/Office Automation/Technology/Data Entry
520408	General Office Occupations and Clerical Services
520409	Parts, Warehousing and Inventory Management Operations
520411	Customer Service Support/Call Center/Teleservice Operation
520499	Business Operations Support and Secretarial Services, Other
520701	Entrepreneurship/Entrepreneurial Studies
520702	Franchising and Franchise Operations
520703	Small Business Administration/Management
520799	Entrepreneurial and Small Business Operations, Other
521501	Real Estate
521601	Taxation
529999	Business, Management, Marketing and Related Support Services, Other
Health Science Cluster	
510601	Dental Assisting/Assistant
510602	Dental Hygiene/Hygienist
510603	Dental Laboratory Technology/Technician
510699	Dental Services and Allied Professions, Other
510703	Health Unit Coordinator/Ward Clerk
510704	Health Unit Manager/Ward Supervisor
510705	Medical Office Management/Administration
510706	Health Information/Medical Records Administration/Administrator
510707	Health Information/Medical Records Technology/Technician
510708	Medical Transcription/Transcriptionist
510709	Medical Office Computer Specialist/Assistant
510710	Medical Office Assistant/Specialist
510711	Medical/Health Management and Clinical Assistant/Specialist
510712	Medical Reception/Receptionist
510713	Medical Insurance Coding Specialist/Coder

Code	Program Name
510714	Medical Insurance Specialist/Medical Biller
510715	Health/Medical Claims Examiner
510717	Medical Staff Services Technology/Technician
510799	Health and Medical Administrative Services, Other
510801	Medical/Clinical Assistant
510802	Clinical/Medical Laboratory Assistant
510803	Occupational Therapy Assistant
510805	Pharmacy Technician/Assistant
510806	Physical Therapist Assistant
510808	Veterinary/Animal Health Technology/Technician and Veterinarian Assistant
510809	Anesthesiologist Assistant
510810	Emergency Care Attendant (EMT Ambulance)
510811	Pathology/Pathologist Assistant
510812	Respiratory Therapy Technician/Assistant
510813	Chiropractic Assistant/Technician
510899	Health/Medical Assisting Services, Other
510901	Cardiovascular Technology/Technician
510902	Electrocardiograph Technology/Technician
510903	Electroneurodiagnostic/Electroencephalographic Technology/Technician
510904	Emergency Medical Technology/Technician (EMT Paramedic)
510905	Nuclear Medical Technology/Technician
510906	Perfusion Technology/Perfusionist
510907	Medical Radiologic Technology/Science - Radiation Therapist
510908	Respiratory Care Therapy/Therapist
510909	Surgical Technology/Technologist
510910	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician
510911	Radiologic Technology/Science - Radiographer
510912	Physician Assistant
510914	Gene/Genetic Therapy
510915	Cardiopulmonary Technology/Technologist
510916	Radiation Protection/Health Physics Technician
510999	Allied Health Diagnostic, Intervention and Treatment Professions, Other
511001	Blood Bank Technology Specialist
511002	Cytotechnology/Cytotechnologist
511003	Hematology Technology/Technician
511004	Clinical/Medical Laboratory Technician
511006	Ophthalmic Laboratory Technology/Technician
511007	Histologic Technology/Histotechnologist
511008	Histologic Technician
511009	Phlebotomy/Phlebotomist
511010	Cytogenetics/Genetics/Clinical Genetics Technology/Technologist
511011	Renal/Dialysis Technologist/Technician
511099	Clinical/Medical Laboratory Science and Allied Professions, Other
511502	Psychiatric/Mental Health Services Technician

Code	Program Name
511613	Licensed Practical/Vocational Nurse Training
511614	Nurse/Nursing Assistant/Aide and Patient Care Assistant
511699	Nursing, Other
511801	Opticianry/Ophthalmic Dispensing Optician
511802	Optomeric Technician/Assistant
511803	Ophthalmic Technician/Technologist
511804	Orthoptics/Orthoptist
511899	Ophthalmic and Optometric Support Services and Allied Professions, Other
512601	Health Aide
512602	Home Health Aide/Home Attendant
512603	Medication Aide
512699	Health Aides/Attendants/Orderlies, Other
513301	Acupuncture
513302	Traditional Chinese/Asian Medicine and Chinese Herbology
513501	Massage Therapy/Therapeutic Massage
513603	Hypnotherapy/Hypnotherapist
519999	Health Professions and Related Clinical Services, Other
Human Services Cluster	
190702	Adult Development and Aging
190708	Child Care and Support Services Management
190709	Child Care Provider/Assistant
190799	Human Development, Family Studies and Related Services, Other
199999	Family and Consumer Sciences/Human Sciences, Other
440201	Community Organization and Advocacy
Arts, Audio/Video Technology and Communications Cluster	
090101	Communications Studies/Speech Communication and Rhetoric
090102	Mass Communications/Media Studies
090199	Communications and Media Studies, Other
090401	Journalism
090402	Broadcast Journalism
090404	Photojournalism
090499	Journalism, Other
090701	Radio and Television
090702	Digital Communication and Media/Multimedia
090799	Radio, Television and Digital Communication, Other
090901	Organizational Communication, General
090902	Public Relations/Image Management
090903	Advertising
090904	Political Communication
090905	Health Communication
090999	Public Relations, Advertising and Applied Communication, Other
091001	Publishing
099999	Communications, Journalism and Related Programs, Other
100105	Communications Technology/Technician

Code	Program Name
100201	Photographic and Film/Video Technology/Technician and Assistant
100202	Radio and Television Broadcasting Technology/Technician
100203	Recording Arts Technology/Technician
100299	Audiovisual Communications Technologies/Technician, Other
109999	Communications Technologies and Support Services, Other
161603	Sign Language Interpretation and Translation
470103	Communication Systems Installer and Repair Technology
500101	Visual and Performing Arts, General
500201	Crafts/Craft Design, Folk Art and Artisanry
500301	Dance, General
500401	Design and Visual Communications, General
500402	Commercial and Advertising Art
500404	Industrial Design
500406	Commercial Photography
500407	Fashion/Apparel Design
500408	Interior Design
500409	Graphic Design
500410	Illustration
500499	Design and Applied Arts, Other
500501	Drama and Dramatics/Theatre Arts, General
500502	Technical Theater/Theater Design and Technology
500504	Playwriting and Screenwriting
500505	Theatre Literature, History and Criticism
500506	Acting
500507	Directing and Theatrical Production
500508	Theatre/Theatre Arts Management
500599	Dramatic/Theater Arts and Stagecraft, Other
500602	Cinematography and Film/Video Production
500605	Photography
500699	Film/Video and Photographic Arts, Other
500702	Fine/Studio Arts, General
500704	Arts Management
500705	Drawing
500706	Intermedia/Multimedia
500708	Painting
500709	Sculpture
500710	Printmaking
500711	Ceramics Arts and Ceramics
500712	Fiber, Textile and Weaving Arts
500713	Metal and Jewelry Arts
500799	Fine Arts and Art Studies, Other
500903	Music Performance, General
500904	Music Theory and Composition
500906	Conducting

Code	Program Name
500907	Piano and Organ
500908	Voice and Opera
500909	Music Management and Merchandising
500911	Violin, Viola, Guitar and Other Stringed Instruments
500999	Music, Other
509999	Visual and Performing Arts, Other
520501	Business/Corporate Communications
Law and Public Safety Cluster	
220302	Legal Assistant/Paralegal
430102	Corrections
430103	Criminal Justice/Law Enforcement Administration
430104	Criminal Justice, Safety Studies
430106	Forensic Science and Technology
430107	Criminal Justice/Police Science
430109	Security and Loss Prevention Services
430110	Juvenile Corrections
430112	Securities Services Administration/Management
430113	Corrections Administration
430199	Corrections and Criminal Justice, Other
430201	Fire Protection and Safety Technology/Technician
430202	Fire Services Administration
430203	Fire Science/Firefighting
430299	Fire Protection, Other
439999	Security and Protective Services, Other
470110	Security System Installation, Repair and Inspection Technology/Technician
Scientific Research and Engineering Cluster	
150000	Engineering Technology, General
150303	Electrical, Electronic and Communications Engineering Technology/Technician
150304	Laser and Optical Technology/Technician
150399	Electrical and Electronic Engineering Technologies/Technicians, Other
150401	Biomedical Technology/Technician
150404	Instrumentation Technology/Technician
150499	Electromechanical and Instrumentation and Maintenance Tech/Technicians, Other
150501	Heating, Air Conditioning and Refrigeration Technology/Technician
150503	Energy Management and System Technology/Technician
150505	Solar Energy Technology/Technician
150506	Water Quality and Wastewater Treatment Management and Recycling Technology/Technician
150805	Mechanical Engineering/Mechanical Technology/Technician
150899	Mechanical Engineering Related Technology/Technician, Other
151199	Engineering Technology, Other
151401	Nuclear Engineering Technology/Technician
151599	Engineering-Related Fields, Other
159999	Engineering Technologies/Technicians, Other
410101	Biology Technician/Biotechnology Laboratory Technician

Code	Program Name
410205	Nuclear/Nuclear Power Technology/Technician
410301	Chemical Technology/Technician
410399	Physical Science Technology/Technician, Other
419999	Science Technologies/Technicians, Other
Education and Training Cluster	
130501	Educational/Instructional Media Design
131202	Elementary Education and Teaching
131210	Early Childhood Education
131501	Teacher Assistant/Aide
131502	Adult Literacy Tutor/Instructor
131599	Teacher Assistants/Aides, Other
250301	Library Assistant/Technician
Government and Public Administration Cluster	
440401	Public Administration
440701	Social Work
440702	Youth Services/Administration
449999	Public Administration and Social Service Professions, Other
520206	Non-Profit/Public/Organizational Management
520808	Public Finance

Appendix 11: Assessment Measure Standard Descriptions and Codes

Business rules unique to the identified assessment:

Grades 3–8 Assessments: Only the science and social studies assessments are to be reported under this element. English language arts (ELA) and mathematics assessments will have their numeric scale score computed from item data.

New York State Alternate Assessments: If a student's datafolio for the NYSAA was unscorable because no evidence was submitted or the scorer was unable to determine a score based on the submitted evidence, a score of "0" must be reported. If the datafolio was scorable, NYSAA levels 1 through 4 (i.e., the numeric standard) must be reported. Only students identified as eligible for the alternate assessment and reported as ungraded can have a NYSAA score reported.

Alternate Assessments in Other States: All results from the alternate assessments of other states administered to New York State students who have been placed in schools out-of-state by a New York State CSE are to be reported as numeric standard 5.

Regents Examinations: Failing scores must be reported, even if the student also took a component retest or RCT in that subject. Students who do not take an examination must not receive a score. Do not report "zero" for these students. Transfer students from outside New York State may be exempted from certain testing requirements for a local diploma. For more information, see Commissioner's Regulations 100.5 (d) (5) or the *School Administrator's Manual* on the Web at: http://www.emsc.nysed.gov/osa/sam/secondary/home.html . Principals can exempt students first entering a New York State school from outside the State or country in twelfth grade from the requirement that they must pass a Regents examination in science to earn a local diploma. To report this exemption for a student correctly, include an assessment record with the assessment measure description "Science Exempt" (see Appendix 11 code 00402), the date of the decision, and a score of "65." This score of "65" is only for cohort reporting and must not be recorded on the student's transcript or permanent record.

Secondary Career and Technical Education: Report on all students taking a CTE technical skill assessment (e.g., NOCTI or industry-recognized exam). This assessment is to be reported as either P for pass or F for fail.

Child Outcomes Summary Form (COSF) for Preschool Students with Disabilities: Each year a representative sample of school districts are required to report preschool outcome data to the State for SPP indicator 7. For a description of all special education State Performance Indicators (SPP), see http://www.vesid.nysed.gov/specialed/spp/. These school districts will report on every preschool child that leaves preschool special education during the year. Children leave preschool special education if they are declassified, withdrawn by their parents, or became age eligible for school-age special education services. School districts must report on the COSF under each of the three early childhood outcome areas (i.e., Social Emotional, Knowledge and Skills, and Behaviors):

- the score the child received at entry into preschool special education,
- the score the child received upon exit from preschool special education,

- whether the preschool child learned at least one new skill since entry into preschool special education.

Scores are only reported if preschool students with disabilities received at least 6 months of services before leaving or exiting from preschool services. School districts must submit just the students "COSF Entry" or "COSF Exit" score if there are extenuating circumstances for why the missing scores are not available. See additional information on COSF at http://www.vesid.nysed.gov/specialed/spp/indicators/7.htm .

Name	Description	Subject Area	Code	Type
Test Group: "COSF" for Child Outcomes Summary Form for Preschool Students with Disabilities				
Entry Level Positive Social Emotional Skills	COSF: Entry Level Social Emotional	Social Emotional	00931	Numeric Scale *
Entry Level Acquisition of Knowledge and Skills	COSF: Entry Level Knowledge and Skills	Knowledge and Skills	00932	Numeric Scale *
Entry Level Use of Appropriate Behaviors to Meet Their Needs	COSF: Entry Level Behaviors	Behaviors	00933	Numeric Scale *
Exit Level Positive Social Emotional Skills	COSF: Exit Level Social Emotional	Social Emotional	00941	Numeric Scale*
Exit Level Acquisition of Knowledge and Skills	COSF: Exit Level Knowledge and Skills	Knowledge and Skills	00942	Numeric Scale*
Exit Level Use of Appropriate Behaviors to Meet Their Needs	COSF: Exit Level Behaviors	Behaviors	00943	Numeric Scale*
Progress in Positive Social Emotional Skills	COSF: Progress Social Emotional	Social Emotional	00951	Alpha**
Progress in Acquisition of Knowledge and Skills	COSF: Progress Knowledge and Skills	Knowledge and Skills	00952	Alpha**
Progress in Use of Appropriate Behaviors to Meet Their Needs	COSF: Progress Behaviors	Behaviors	00953	Alpha**
** For these assessments, the scale is 1-7 as determined by the CPSE or CSE based on evaluation results.*				
*** For these assessments, whether the student learned one new skill between entry and exit from the preschool program (i.e., Y or N as determined by the CPSE or CSE based on evaluation results) is to be entered.*				
Test Group: "NYS" for Grade 3–8 Assessments				
Grade 3 English Language Arts	Grade 3 ELA	ELA	00800	Numeric Scale *
Grade 3 Mathematics	Grade 3 Math	Math	00801	Numeric Scale *
Grade 4 English Language Arts	Grade 4 ELA	ELA	00006	Numeric Scale *
Grade 4 Mathematics	Grade 4 Math	Math	00008	Numeric Scale *
Grade 4 Science (Final Test Score)	Grade 4 Sci: Scale	Science	00029	Numeric Scale *
Grade 5 English Language Arts	Grade 5 ELA	ELA	00802	Numeric Scale *
Grade 5 Mathematics	Grade 5 Math	Math	00803	Numeric Scale *

Name	Description	Subject Area	Code	Type
Grade 5 Social Studies (Final Test Score)	Grade 5 Social Studies	Social Studies	00036	Numeric Scale *
Grade 6 English Language Arts	Grade 6 ELA	ELA	00804	Numeric Scale *
Grade 6 Mathematics	Grade 6 Math	Math	00805	Numeric Scale *
Grade 7 English Language Arts	Grade 7 ELA	ELA	00806	Numeric Scale *
Grade 7 Mathematics	Grade 7 Math	Math	00807	Numeric Scale *
Grade 8 English Language Arts	Grade 8 ELA	ELA	00009	Numeric Scale *
Grade 8 Mathematics	Grade 8 Math	Math	00010	Numeric Scale *
Grade 8 Science (Final Test Score)	Grade 8 Sci: Scale	Science	00034	Numeric Scale
Grade 8 Social Studies (Final Test Score)	Grade 8 Social Studies	Social Studies	00037	Numeric Scale
**For these assessments the scale will be computed from item data.*				
Test Group: "NYSAA" for New York State Alternate Assessments				
NYSAA: Grade 3 English Language Arts	NYSAA: Grade 3 ELA	ELA	00613	Numeric Standard
NYSAA: Grade 3 Mathematics	NYSAA: Grade 3 Math	Math	00614	Numeric Standard
NYSAA: Grade 4 English Language Arts	NYSAA: Grade 4 ELA	ELA	00600	Numeric Standard
NYSAA: Grade 4 Mathematics	NYSAA: Grade 4 Math	Math	00601	Numeric Standard
NYSAA: Grade 4 Science	NYSAA: Grade 4 Science	Science	00603	Numeric Standard
NYSAA: Grade 5 English Language Arts	NYSAA: Grade 5 ELA	ELA	00615	Numeric Standard
NYSAA: Grade 5 Mathematics	NYSAA: Grade 5 Math	Math	00616	Numeric Standard
NYSAA: Grade 5 Social Studies	NYSAA: Grade 5 Social Studies	Social Studies	00617	Numeric Standard
NYSAA: Grade 6 English Language Arts	NYSAA: Grade 6 ELA	ELA	00620	Numeric Standard
NYSAA: Grade 6 Mathematics	NYSAA: Grade 6 Math	Math	00621	Numeric Standard
NYSAA: Grade 7 English Language Arts	NYSAA: Grade 7 ELA	ELA	00625	Numeric Standard
NYSAA: Grade 7 Mathematics	NYSAA: Grade 7 Math	Math	00626	Numeric Standard
NYSAA: Grade 8 English Language Arts	NYSAA: Grade 8 ELA	ELA	00604	Numeric Standard
NYSAA: Grade 8 Mathematics	NYSAA: Grade 8 Math	Math	00605	Numeric Standard
NYSAA: Grade 8 Science	NYSAA: Grade 8 Science	Science	00607	Numeric Standard

Name	Description	Subject Area	Code	Type
NYSAA: Grade 8 Social Studies	NYSAA: Grade 8 Social Studies	Social Studies	00606	Numeric Standard
NYSAA: English Language Arts - Secondary Level	NYSAA: Secondary ELA	ELA	00608	Numeric Standard
NYSAA: Mathematics - Secondary Level	NYSAA: Secondary Math	Math	00609	Numeric Standard
NYSAA: Science - Secondary Level	NYSAA: Secondary Science	Science	00611	Numeric Standard
NYSAA: Social Studies - Secondary Level	NYSAA: Secondary Social Studies	Social Studies	00610	Numeric Standard
Test Group: "NYSESLAT" for New York State English as a Second Language Achievement Tests				
NYSESLAT: Grades K–1 Speaking	NYSESLAT: K-1 Speaking	ELA	00500	Numeric Scale
NYSESLAT: Grades K–1 Writing	NYSESLAT: K-1 Writing	ELA	00501	Numeric Scale
NYSESLAT: Grades K–1 Reading	NYSESLAT: K-1 Reading	ELA	00502	Numeric Scale
NYSESLAT: Grades K–1 Listening	NYSESLAT: K-1 Listening	ELA	00503	Numeric Scale
NYSESLAT: Grades K–1 Listening & Speaking	NYSESLAT: K-1 Listening and Speaking	ELA	00505	Numeric Scale
NYSESLAT: Grades K–1 Reading & Writing	NYSESLAT: K-1 Reading and Writing	ELA	00506	Numeric Scale
NYSESLAT: Grades 2–4 Speaking	NYSESLAT: 2-4 Speaking	ELA	00510	Numeric Scale
NYSESLAT: Grades 2–4 Writing	NYSESLAT: 2-4 Writing	ELA	00511	Numeric Scale
NYSESLAT: Grades 2–4 Reading	NYSESLAT: 2-4 Reading	ELA	00512	Numeric Scale
NYSESLAT: Grades 2–4 Listening	NYSESLAT: 2-4 Listening	ELA	00513	Numeric Scale
NYSESLAT: Grades 2-4 Listening & Speaking	NYSESLAT: 2-4 Listening and Speaking	ELA	00515	Numeric Scale
NYSESLAT: Grades 2-4 Reading & Writing	NYSESLAT: 2-4 Reading and Writing	ELA	00516	Numeric Scale
NYSESLAT: Grades 5–6 Speaking Test	NYSESLAT: 5-6 Speaking	ELA	00520	Numeric Scale
NYSESLAT: Grades 5–6 Writing Test	NYSESLAT: 5-6 Writing	ELA	00521	Numeric Scale
NYSESLAT: Grades 5–6 Reading Test	NYSESLAT: 5-6 Reading	ELA	00522	Numeric Scale
NYSESLAT: Grades 5–6 Listening Test	NYSESLAT: 5-6 Listening	ELA	00523	Numeric Scale
NYSESLAT: Grades 5-6 Listening & Speaking	NYSESLAT: 5-6 Listening and Speaking	ELA	00525	Numeric Scale
NYSESLAT: Grades 5-6 Reading & Writing	NYSESLAT: 5-6 Reading and Writing	ELA	00526	Numeric Scale
NYSESLAT: Grades 7–8 Speaking Test	NYSESLAT: 7-8 Speaking	ELA	00530	Numeric Scale

Name	Description	Subject Area	Code	Type
NYSESLAT: Grades 7–8 Writing Test	NYSESLAT: 7-8 Writing	ELA	00531	Numeric Scale
NYSESLAT: Grades 7–8 Reading Test	NYSESLAT: 7-8 Reading	ELA	00532	Numeric Scale
NYSESLAT: Grades 7–8 Listening Test	NYSESLAT: 7-8 Listening	ELA	00533	Numeric Scale
NYSESLAT: Grades 7-8 Listening & Speaking	NYSESLAT: 7-8 Listening and Speaking	ELA	00535	Numeric Scale
NYSESLAT: Grades 7-8 Reading & Writing	NYSESLAT: 7-8 Reading and Writing	ELA	00536	Numeric Scale
NYSESLAT: Grades 9-12 Speaking Test	NYSESLAT: 9-12 Speaking	ELA	00540	Numeric Scale
NYSESLAT: Grades 9-12 Writing Test	NYSESLAT: 9-12 Writing	ELA	00541	Numeric Scale
NYSESLAT: Grades 9-12 Reading Test	NYSESLAT: 9-12 Reading	ELA	00542	Numeric Scale
NYSESLAT: Grades 9-12 Listening Test	NYSESLAT: 9-12 Listening	ELA	00543	Numeric Scale
NYSESLAT: Grades 9-12 Listening & Speaking	NYSESLAT: 9-12 Listening and Speaking	ELA	00545	Numeric Scale
NYSESLAT: Grades 9-12 Reading & Writing	NYSESLAT: 9-12 Reading and Writing	ELA	00546	Numeric Scale
Language Assessment Battery – Revised	LAB Revised	ELA	00090	Numeric Scale
Test Group: “RFIRST” for Reading First				
DIBELS Phoneme Segmentation Fluency – Grade K	DIBELS: Grade K PSF	ELA	00701	Numeric Raw
DIBELS Letter Naming Fluency – Grade K	DIBELS: Grade K LNF	ELA	00702	Numeric Raw
DIBELS Nonsense Word Fluency – Grade K	DIBELS: Grade K NWF	ELA	00703	Numeric Raw
Peabody Picture Vocabulary Test 3rd Edition – Grade K	Peabody: Grade K	ELA	00704	Numeric Standard
DIBELS Phoneme Segmentation Fluency – Grade 1	DIBELS: Grade 1 PSF	ELA	00711	Numeric Raw
DIBELS Nonsense Word Fluency – Grade 1	DIBELS: Grade 1 NWF	ELA	00712	Numeric Raw
DIBELS Oral Reading Fluency – Grade 1	DIBELS: Grade 1 ORF	ELA	00713	Numeric Raw
TerraNova 2nd Edition, Comprehension – Grade 1	TerraNova: Grade 1 Comp	ELA	00714	Numeric Scale
TerraNova 2nd Edition, Word Analysis Plus Test – Grade 1	TerraNova: Grade 1 Word	ELA	00715	Numeric Scale
TerraNova 2nd Edition, Vocabulary Plus Test – Grade 1	TerraNova: Grade 1 Vocabulary	ELA	00716	Numeric Scale
DIBELS Oral Reading Fluency – Grade 2	DIBELS: Grade 2 ORF	ELA	00721	Numeric Raw

Name	Description	Subject Area	Code	Type
TerraNova 2nd Edition, Comprehension – Grade 2	TerraNova: Grade 2 Comp	ELA	00722	Numeric Scale
TerraNova 2nd Edition, Word Analysis Plus Test – Grade 2	TerraNova: Grade 2 Word	ELA	00723	Numeric Scale
TerraNova 2nd Edition, Vocabulary Plus Test – Grade 2	TerraNova: Grade 2 Vocabulary	ELA	00724	Numeric Scale
DIBELS Oral Reading Fluency – Grade 3	DIBELS: Grade 3 ORF	ELA	00731	Numeric Raw
TerraNova 2nd Edition, Comprehension – Grade 3	TerraNova: Grade 3 Comp	ELA	00732	Numeric Scale
TerraNova 2nd Edition, Vocabulary Plus Test – Grade 3	TerraNova: Grade 3 Vocabulary	ELA	00733	Numeric Scale
Test Group: "Regents" for Regents Examinations (see footnote below)				
Regents Comprehensive English – January	Regents ELA – Jan	ELA	01040	Numeric Scale
Regents Comprehensive English – June	Regents ELA – Jun	ELA	06040	Numeric Scale
Regents Comprehensive English – August	Regents ELA – Aug	ELA	08040	Numeric Scale
Regents Comprehensive English – January/June	Regents ELA – JanJun	ELA	16040	Numeric Scale
Regents Mathematics B – January	Regents Math B – Jan	Math	01045	Numeric Scale
Regents Mathematics B – June	Regents Math B – Jun	Math	06045	Numeric Scale
Regents Mathematics B – August	Regents Math B – Aug	Math	08045	Numeric Scale
Regents Examination in Integrated Algebra – January	Regents Integrated Algebra – Jan	Math	01204	Numeric Scale
Regents Examination in Integrated Algebra – June	Regents Integrated Algebra – Jun	Math	06204	Numeric Scale
Regents Examination in Integrated Algebra – August	Regents Integrated Algebra – Aug	Math	08204	Numeric Scale
Regents Examination in Geometry – January	Regents Geometry – Jan	Math	01205	Numeric Scale
Regents Examination in Geometry – June	Regents Geometry – Jun	Math	06205	Numeric Scale
Regents Examination in Geometry – August	Regents Geometry – Aug	Math	08205	Numeric Scale
Regents Examination in Algebra 2/Trigonometry - June	Regents Algebra2/Trigonometry - Jun	Math	06206	Numeric Scale
Regents Living Environment – January	Regents Living Environment – Jan	Science	01059	Numeric Scale
Regents Living Environment – June	Regents Living Environment – Jun	Science	06059	Numeric Scale
Regents Living Environment – August	Regents Living Environment – Aug	Science	08059	Numeric Scale
Regents Physical Setting/Chemistry – January	Regents Phy Set/Chemistry – Jan	Science	01201	Numeric Scale

Name	Description	Subject Area	Code	Type
Regents Physical Setting/Chemistry – June	Regents Phy Set/Chemistry - Jun	Science	06201	Numeric Scale
Regents Physical Setting/Chemistry – August	Regents Phy Set/Chemistry – Aug	Science	08201	Numeric Scale
Regents Physical Setting/ Earth Science – January	Regents Phy Set/Earth Sci – Jan	Science	01200	Numeric Scale
Regents Physical Setting/ Earth Science – June	Regents Phy Set/Earth Sci – Jun	Science	06200	Numeric Scale
Regents Physical Setting/ Earth Science – August	Regents Phy Set/Earth Sci – Aug	Science	08200	Numeric Scale
Regents Physical Setting/Physics – January	Regents Phy Set/Physics – Jan	Science	01202	Numeric Scale
Regents Physical Setting/Physics – June	Regents Phy Set/Physics – Jun	Science	06202	Numeric Scale
Student entered NYS school for first time in grade 12 and was exempted from Regents Science	Science Exempt	Science	00402	Numeric
Regents Comprehensive French – January	Regents French – Jan	Second Languages	01053	Numeric Scale
Regents Comprehensive French – June	Regents French – Jun	Second Languages	06053	Numeric Scale
Regents Comprehensive German –June	Regents German – Jun	Second Languages	06054	Numeric Scale
Regents Comprehensive Hebrew – June	Regents Hebrew – Jun	Second Languages	06055	Numeric Scale
Regents Comprehensive Italian – June	Regents Italian – Jun	Second Languages	06056	Numeric Scale
Regents Comprehensive Latin – June	Regents Latin – Jun	Second Languages	06057	Numeric Scale
Regents Comprehensive Spanish – January	Regents Spanish – Jan	Second Languages	01058	Numeric Scale
Regents Comprehensive Spanish – June	Regents Spanish – Jun	Second Languages	06058	Numeric Scale
Regents U.S. History and Government – January	Regents US History&Gov't – Jan	Social Studies	01052	Numeric Scale
Regents U.S. History and Government – June	Regents US History&Gov't – Jun	Social Studies	06052	Numeric Scale
Regents U.S. History and Government – August	Regents US History&Gov't – Aug	Social Studies	08052	Numeric Scale
Regents Global History and Geography – January	Regents Global History – Jan	Social Studies	01203	Numeric Scale
Regents Global History and Geography – June	Regents Global History – Jun	Social Studies	06203	Numeric Scale
Regents Global History and Geography – August	Regents Global History – Aug	Social Studies	08203	Numeric Scale
Student entered NYS school for first time in grade 11 and was exempted from Regents Global History	Global Hist Exempt	Social Studies	00401	Numeric

Name	Description	Subject Area	Code	Type
Component Retest in Comprehensive English, Component A	Component Retest ELA – A	ELA	00300	Numeric Scale
Component Retest in Comprehensive English, Component B	Component Retest ELA – B	ELA	00301	Numeric Scale
Component Retest in Math, Component A	Component Retest Math – A	Math	00307	Numeric Scale
Component Retest in Math, Component G	Component Retest Math – G	Math	00308	Numeric Scale
Component Retest in Math, Component S	Component Retest Math – S	Math	00309	Numeric Scale
Test Group: "RCT" for Regents Competency Tests				
RCT Reading - January	RCT Reading - Jan	ELA	01020	Numeric Raw
RCT Reading - June	RCT Reading - Jun	ELA	06020	Numeric Raw
RCT Reading - August	RCT Reading - Aug	ELA	08020	Numeric Raw
RCT Writing - January	RCT Writing - Jan	ELA	01021	Numeric Scale
RCT Writing - June	RCT Writing - Jun	ELA	06021	Numeric Scale
RCT Writing - August	RCT Writing - Aug	ELA	08021	Numeric Scale
RCT Mathematics - January	RCT Math - Jan	Math	01022	Numeric Raw
RCT Mathematics - June	RCT Math - Jun	Math	06022	Numeric Raw
RCT Mathematics - August	RCT Math - Aug	Math	08022	Numeric Raw
RCT Science - January	RCT Science - Jan	Science	01023	Numeric Raw
RCT Science - June	RCT Science - Jun	Science	06023	Numeric Raw
RCT Science - August	RCT Science - Aug	Science	08023	Numeric Raw
RCT Global Studies - January	RCT Global Studies - Jan	Social Studies	01024	Numeric Raw
RCT Global Studies - June	RCT Global Studies - Jun	Social Studies	06024	Numeric Raw
RCT Global Studies - August	RCT Global Studies - Aug	Social Studies	08024	Numeric Raw
RCT U.S. History and Government - January	RCT US Hist & Gov't - Jan	Social Studies	01025	Numeric Raw
RCT U.S. History and Government - June	RCT US Hist & Gov't - Jun	Social Studies	06025	Numeric Raw
RCT U.S. History and Government - August	RCT US Hist & Gov't - Aug	Social Studies	08025	Numeric Raw

Name	Description	Subject Area	Code	Type
The Type listed is preferred. RCT's in all subjects except *RCT Writing* may be reported as raw scores or pass/fail. Local data management systems that record percentages should convert those percentages to pass or fail or to raw scores using the following ranges: RCT Mathematics, 0-60, where a 39 (i.e., 39/60 = 65%) is the passing score; RCT's in the Social Studies and Science subject areas, 0-70, where 46 (i.e., 46/70 = 65%) is the passing score.				
Test Group: SLP				
Second Language Proficiency in French	SLP French	Second Languages	00060	Numeric Scale
Second Language Proficiency in German	SLP German	Second Languages	00061	Numeric Scale
Second Language Proficiency in Italian	SLP Italian	Second Languages	00062	Numeric Scale
Second Language Proficiency in Latin	SLP Latin	Second Languages	00063	Numeric Scale
Second Language Proficiency in Spanish	SLP Spanish	Second Languages	00064	Numeric Scale
Test Group: "CTE" for Career and Technical Education (see footnote below)				
CTE/Tech Prep Technical Skills Assessment	Technical Skills Assessment	Career Education	00199	Alpha
Test Group: Regents Alternatives				
AICE English Examination	AICE English	ELA	00119	Alpha
AP Language and Composition	AP Language and Comp	ELA	00120	Numeric Standard
AP Literature and Composition	AP Literature and Comp	ELA	00121	Numeric Standard
IB English A1 Standard Level	IB English A1 Std Lvl	ELA	00122	Numeric Scale
IB English A1 Higher Level	IB English A1 High Lvl	ELA	00123	Numeric Scale
AICE Mathematics Examination	AICE Math	Math	00127	Alpha
AP Calculus AB Examination	AP Calculus AB	Math	00128	Numeric Standard
AP Calculus BC Examination	AP Calculus BC	Math	00129	Numeric Standard
IB Mathematics Higher Level	IB Math Studies High Lvl	Math	00126	Numeric Scale
IB Mathematics Methods Standard Level	IB Math Methods Std Lvl	Math	00125	Numeric Scale
IB Mathematics Studies Standard Level	IB Math Studies Std Lvl	Math	00124	Numeric Scale
IGCSE (International General Certification of Secondary Education)	IGCSE	Math	00130	Alpha
SAT II Mathematics Level IC	SAT II Math Level IC	Math	00131	Numeric Scale
SAT II Mathematics Level IIC	SAT II Math Level IIC	Math	00132	Numeric Scale
AP Biology	AP Biology	Science	00135	Numeric Standard

SAT II Biology	SAT II Biology	Science	00179	Numeric Scale
SAT II Chemistry	SAT II Chemistry	Science	00180	Numeric Scale
SAT II Physics	SAT II Physics	Science	00181	Numeric Scale
SAT II French Listening and Reading	SAT II French Listen/Rd	Second Languages	00184	Numeric Scale
SAT II German Listening and Reading	SAT II German Listen/Rd	Second Languages	00185	Numeric Scale
SAT II Italian	SAT II Italian	Second Languages	00187	Numeric Scale
SAT II Latin	SAT II Latin	Second Languages	00188	Numeric Scale
SAT II Modern Hebrew	SAT II Modern Hebrew	Second Languages	00186	Numeric Scale
SAT II Spanish Listening and Reading	SAT II Spanish Listen/Rd	Second Languages	00189	Numeric Scale
AP U.S. History	AP US History	Social Studies	00136	Numeric Standard
AP World History	AP World History	Social Studies	00137	Numeric Standard
SAT II U.S. History	SAT II US History	Social Studies	00134	Numeric Scale
Test Group: RCT Alternatives				
ACT Reading Test	ACT Reading	ELA	00101	Numeric Scale
ACT English Test	ACT English	ELA	00102	Numeric Scale
ACT Mathematics Test	ACT Math	Math	00103	Numeric Scale
SAT I Mathematics	SAT I Math	Math	00111	Numeric Scale
ACT Science Reasoning	ACT Science Reasoning	Science	00104	Numeric Scale
SAT I Critical Reading	SAT I Critical Reading	ELA	00105	Numeric Scale

Note:

Regents Examinations: Sample Regents language examination results should not be reported. These include sample examinations given in American Sign Language, Chinese, Japanese, Polish, Russian, Ukrainian, and Greek.

Component Retests for Regents Examinations: Component retest scores are assigned in ranges (i.e., 0-54, 55-64 and 65-100). SIRS does not accept ranges, therefore the following scores should be used to represent the ranges: 50 for 0-54; 60 for 55-64; and 70 for 65-100.

SED policy states that only students in grade 12 who have failed the English Regents examination twice (but scored within a specified range) may take a component retest. Therefore, if a component retest score is entered for an English component retest for a student who does not have a grade 12 record (see Grade Level data element) during the school year

that the assessment was administered, the assessment results will not be reported on the Final Verification Reports or on the school report card.

SED policy also states that only students in grade 11 or grade12 who have failed a required Mathematics Regents examination twice (but scored within a specified range) may take a component retest. Therefore, if a component retest score is entered for a math component retest for a student who does not have a grade 11 or grade 12 record (see Grade Level data element) during the school year that the assessment was administered, the assessment results will not be reported on the Final Verification Reports or on the school report card.

Career and Technical Education: Some career and technical education programs include a technical skill assessment. *All* career and technical education programs that have been approved under the 2001 Regents Policy on CTE (i.e., those that issue a Technical Endorsement on the high school diploma) offer a technical skills assessment. To qualify for the Technical Endorsement, a student must successfully complete his or her career and technical education program *and* pass the Technical Skill assessment that was approved under the 2001 Regents approval process.

Report all technical skill assessment outcomes, whether the CTE program is offered in the local high school or in a BOCES or technical/CTE high school and whether it has been approved under the Regents CTE policy or not.

The 00199 assessment measure code is to be used for all such career and technical education assessments. A "P" for passed and an "F" for failed are to be used.

Assessment Measure Standard Descriptions Available in Future Years

The following will be available in 2010–11. They cannot be used for assessments administered before 2010–11.

Name	Description	Subject Area	Code	Type
Regents Examination in Algebra 2/Trigonometry - August	Regents Algebra2/Trigonometry - Aug	Math	08206	Numeric Scale
Regents Examination in Algebra 2/Trigonometry - January	Regents Algebra2/Trigonometry - Jan	Math	01206	Numeric Scale

Assessments Not Available After 2009–10

The last administration of Regents Mathematics B is June 2010.

Appendix 12: Assessment Language Codes

Code	Language
ALB	Albanian
AMH	Amharic
ARA	Arabic
BUR	Burmese
CHI	Chinese
ENG	English
FAS	Farsi
FRE	French
GER	German
GRE	Greek
HAT	Haitian Creole
HEB	Hebrew
HIN	Hindi
ITA	Italian
JPN	Japanese
KHM	Khmer
KOR	Korean
LAO	Lao
MAY	Malay
POL	Polish
POR	Portuguese
RUM	Romanian
RUS	Russian
SCR	Serbo-Croatian
SPA	Spanish
TGL	Tagalog
THA	Thai
TUR	Turkish
URD	Urdu
VIE	Vietnamese
OTH	Other

The acceptable language codes for grades 3–8 NYSTP mathematics assessments are 00 = English, 05 = Chinese, 10 = Haitian Creole, 15 = Korean, 22 = Russian, and 24 = Spanish. If a translation in a language other than these six was provided for the student, use 00 = English. If a student used a translated edition or received an oral translation of the test (regardless of the language), also report the correct Assessment Accommodation Code in the Assessment Fact Template.

Appendix 13: Standard Achieved Codes

New York State Testing Program Assessments in English Language Art and Mathematics — Grades 3–8

Code	Description
21	Level 1 (provided by test vendor)
22	Level 2 (provided by test vendor)
23	Level 3 (provided by test vendor)
24	Level 4 (provided by test vendor)
93	Medically excused from testing
97	Administrative error

New York State Alternate Assessment (NYSAA) for Students with Severe Disabilities

Code	Description
21	Level 1
22	Level 2
23	Level 3
24	Level 4
93	Medically excused from testing
97	Administrative error

Alternate Assessments of Other States

Code	Description
N/A	Not applicable (applies only to participation, not performance in accountability
93	Medically excused from testing
97	Administrative error

New York State English as a Second Language Achievement Test (NYSESLAT) — Grades K–1, 2–4, 5–6, 7–8, or 9–12

Code	Description
21	Beginning
22	Intermediate
23	Advanced
24	Proficient
93	Medically excused from testing
97	Administrative error

New York State Science Test — Grades 4 and 8

Code	Description
21	Level 1
22	Level 2
23	Level 3
24	Level 4
93	Medically excused from testing
97	Administrative error

New York State Social Studies Test — Grades 5 and 8

Code	Description
21	Level 1
22	Level 2
23	Level 3
24	Level 4
97	Administrative error

Regents Examinations

Code	Description
01	Scored Below 55
02	Scored 55–64
03	Scored 65–84
04	Scored 85–100

Reading First

Code	Description
31	Below Proficiency Level
32	At or Above Proficiency Level
97	Administrative error

Component Retests in English and Mathematics

Code	Description
01	Scored Below 55
02	Scored 55–64
03	Scored Over 64

Regents Competency Tests

Code	Description
01	Fail
02	Pass

Approved Alternatives to Regents Examinations

Code	Description
01	Fail
03	Pass

Approved Alternatives to RCTs

Code	Description
01	Fail
02	Pass

Note:

Codes 96 "Refused to take the test" and 99 "Absent" are not accepted into the Level 1 Container for migration to Level 2.

The exemptions from Regents examinations for Global History and for Science (i.e., assessment measure codes 00401-Global Hist Exempt and 00402-Science Exempt, respectively) use a Standard Achieved Code of 03 and a score of 65.

General Career and Technical Education/Title II assessments reported under Assessment Measure code 00199 do not use a Standard Achieved Code.

Appendix 14: Preschool Students with Disabilities Primary Service Codes

PRIMARY SERVICE CODE (Field #31 in Special Education Snapshot Template):

Code	Description
SVC01	Related services only
SVC02	Special Education Itinerant Teacher (SEIT) only
SVC03	Related services and SEIT services
SVC04	Half-day (2.5 hours or less) Special Class program in integrated setting
SVC05	Half-day (2.5 hours or less) Special Class program in segregated setting
SVC06	Full-day (more than 2.5 up to 3 hours) Special Class program in integrated setting
SVC07	Full-day (more than 2.5 up to 3 hours) Special Class program in segregated setting
SVC08	Full-day (more than 3 up to 4 hours) Special Class program in integrated setting
SVC09	Full-day (more than 3 up to 4 hours) Special Class program in segregated setting
SVC10	Full-day (more than 4 hours) Special Class program in integrated setting
SVC11	Full-day (mote than 4 hours) Special Class program in segregated setting
SVC12	Residential program

Appendix 15: Preschool and School-Age Students with Disabilities Least Restrictive Environment Codes

PRIMARY SETTING CODES (Field #44 in Special Education Snapshot Template)
(See definition of these settings under the data element Least Restrictive Environment Code.)

Preschool Settings

Code	Description
PS01	In regular Early Childhood program at least 80% of the time
PS02	In regular Early Childhood program 40% to 79% of the time
PS03	In regular Early Childhood program less than 40% of the time
PS04	Separate Classroom
PS05	Separate School
PS06	Residential Facility
PS07	Home
PS08	Service Provider Location

School-Age Settings

Code	Description
SA01	Inside the regular classroom 80% or more of the day.
SA02	Inside the regular classroom 40% to 79% of the day.
SA03	Inside the regular classroom less than 40% of the day.
SA04	Separate School
SA05	Hospital In Patient
SA06	Home Instruction – Placed on Home Instruction by the CSE
SA07	Incarcerated
SA08	Parentally placed in a nonpublic school and receiving special education services
SA09	Parentally placed in a nonpublic school and NOT receiving publicly funded special education services
SA10	Home Schooled at parent's choice

Directions for Reporting PRESCHOOL Students with Disabilities in the Least Restrictive Environment Setting

An early childhood program is one that includes at least 50% non-disabled preschool children. Early childhood programs include, but are not limited to:

- private preschools;
- Head Start;
- child care facilities (group child care, day care centers);
- preschool classrooms open to an eligible prekindergarten population by the public school system (universal pre-k programs); and
- special class in an integrated setting, if class contains at least 50% non-disabled children.

A student who is participating for any portion of the day in an early childhood program, regardless of how the participation is funded (with public or private funds), is to have the least restrictive environment code selected based on the time spent in the early childhood program.

These times are grouped into three categories:

- In an Early Childhood Program for at least 80% of Time;
- In an Early Childhood Program for 40 to 79% of Time; or
- In an Early Childhood Program for less than 40% of Time.

Use the following rules to determine the percentage for the above categories when determining how to report the preschool student:

- The numerator is the amount of time per week the student spends in a regular early childhood program.
- The denominator is the total number of hours the student spends in a regular early childhood program PLUS any time the student spent receiving special education and related services outside of a regular early childhood program.
- The result is multiplied by 100.

Examples:

1) If the student attends a regular early childhood program 6 hours a week and receives 1 hour of special education and related services at home and an additional half hour of special education and related services at a service provider location, report the student under the “In an Early Childhood Program for at least 80% of Time” category ($6 \div 7.5 = 0.8 \times 100 = 80\%$).

2) If the student attends a regular early childhood program 6 hours a week and receives special education and related services in a special education program for an additional 4 hours a week, report the student under the “In an Early Childhood Program for 40 to 79% of Time” category ($6 \div 10 = 0.6 \times 100 = 60\%$). Include in the denominator any time spent receiving special education in the special education program. This is true even if the student receives little or no special education in the early childhood program.

3) If a student is pulled out of the regular early childhood program to receive special education, this is considered time outside the regular early childhood program. Include this time in the denominator but not in the numerator of the calculation. Therefore, if a student attends a regular early childhood program for 6 hours a week and is pulled out of that environment for two hours each week to receive speech instruction, report the student under the “ In an Early Childhood Program for 40% of 79% of Time” category ($4 \div 6 = 0.67 \times 100 = 67\%$).

If the student does not attend a regular early childhood program, determine if the student attends any of the special education programs listed below. If so, report the student in one of those programs. Report the student in one of these environments even if the student also receives special education at home or in a service provider location.

- Separate Classroom — a special education classroom in:
    - Regular school buildings;
    - Trailers or portables outside regular buildings;
    - Child-care facilities;
    - Hospital facilities on an outpatient basis; or
    - Other community-based settings.

- Separate School — Schools designed specifically for students with disabilities.
- Residential Facility — Public or privately operated residential schools or residential medical facilities on an inpatient basis.
- Home — If the student does not attend a regular early childhood program or a special education program, determine if the student receives some or all of his/her special education services in the home. If the student receives any of his/her special education services in the home, report the student in the Home setting.
- Service Provider Location — If the student does not attend a regular early childhood program or a special education program or receive some or all his or her special education services in the home, determine if the student receives special education services in a Service Provider Location. If so, report the student in this environment. Service Provider locations include:
    - private clinicians' offices;
    - clinicians' offices located in school buildings;
    - hospital facilities on an outpatient basis; and
    - libraries and other public locations.

Directions for Reporting SCHOOL-AGE Students with Disabilities in the Least Restrictive Environment Setting

For students who are in regular school buildings for 50 percent or more of the school day (buildings which are attended by students with and without disabilities), select their least restrictive environment code based on the percent of time each student is in a regular class using the following categories:

- Inside the regular classroom 80 percent or more of the day. These are students who receive special education and related services outside the regular classrooms for less than 21 percent of the school day;
- Inside the regular classroom between 40 and 79 percent of the day. These are students who receive special education and related services outside regular classrooms between 21 and 60 percent of the day; or
- Inside the regular classroom less than 40 percent of the day. These are children who received special education and related services outside the regular classroom for more than 60 percent of the day.

To calculate the percentage of time inside the regular classroom, subtract the amount of time a student is provided special education services in classrooms for student with disabilities only from the entire length of the school day, divide the result by the length of the school day, and multiply this result by 100. Time spent outside the regular classroom receiving services unrelated to the youth's disability (e.g., time receiving LEP services) should be considered time inside the regular classroom. Education time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

For students who are not reported under the above categories (i.e., students who do not attend a regular school building for 50 percent or more of the school day), report the students in one of the following categories where the student attends for more than 50 percent of the school day:

- Separate school — Student receives special education and related services in a public or private day school for students with disabilities;

- Residential facility — Student receives special education and related services in a public or private residential facility for students with disabilities (Note: You must use the "Primary Placement Type" field, Code PLC02, to designate a student who is in a residential placement);
- Hospital program — Student is placed in a hospital program as an in-patient and receives special education and related services in the hospital;
- Home Instruction — Student is placed at home by the CSE and receives special education and related services at home;
- Correctional facility — Student is in a short-term detention facility or in a county/city correctional facility (jail), or in a State correctional facility and is receiving special education and related services in these settings;
- Parentally placed in a nonpublic school — Student is parentally placed in a nonpublic school and is receiving publicly funded special education and related services;
- Parentally placed in a nonpublic school — Student is an identified student with a disability but is not receiving any publicly funded special education services; or
- Home Schooled — Student is home schooled at parents' choice and receives special education and related services from the district.

Appendix 16: Event Type Codes for Series of Events in Special Education

See information on SPP Indicators #11 and 12 available at:
http://www.vesid.nysed.gov/specialed/spp/home.html

See the schedule of the years in which school districts must report data on these two indicators at:
http://www.vesid.nysed.gov/sedcar/sppschedule.html

EVENT TYPE CODES (Field #5 in the Special Education Events Template):

Timely evaluation of preschool students for special education (SPP Indicator 11)		
Code	***Name***	***Description for Use in Level 2***
CPSE01	Initial referral to CPSE	Initial referral to CPSE
CPSE02*	Parental consent to evaluate	Parental consent to evaluate
CPSE03	CPSE meeting at which evaluation results are discussed (all evaluations are completed)	CPSE meeting

Timely evaluation of school age students for special education (SPP Indicator 11)		
Code	***Name***	***Description for Use in Level 2***
CSE01	Initial referral to CSE	Initial referral to CSE
CSE02*	Parental consent to evaluate	Parental consent to evaluate
CSE03	CSE meeting at which evaluation results are discussed (all evaluations are completed)	CSE meeting

Transition from IDEA Part C (Early Intervention) to IDEA Part B (preschool) (SPP Indicator 12)		
Code	***Name***	***Description for Use in Level 2***
EI01*	Initial referral to CPSE	Initial referral to CPSE
EI02	Parental consent to evaluate	Parental consent to evaluate
EI03	CPSE meeting to discuss determine eligibility (all evaluations are completed)	CPSE meeting
EI04	Full IEP implementation	Full IEP implementation

Evaluation of parentally placed students in nonpublic schools for determination of eligibility for special education and provision of special education services		
Code	***Name***	***Description for Use in Level 2***
CSENP01*	Initial referral to CSE	Initial referral to CSE
CSENP02	Parental consent to evaluate	Parental consent to evaluate
CSENP03	CSE meeting to discuss evaluation results (all evaluations are completed)	CSE meeting
CSENP04	Full implementation of IEP or IESP or SP	Full implementation of IEP

*In the Special Education Events template (550), the Event Date for all Event Type Codes is the actual date the event occurred. The School Year is the year in which the asterisked event (CPSE02, CSE02, EI01, and CSENP01) occurred, even if the asterisked event occurred in a different school year than a prior or subsequent event in the sequence. For example, if the date of parent consent CPSE02 is July 2, 2010 and the date of referral CPSE01 is June 28, 2010, report 2011-06-30 as the School Year for all events in this sequence and 2010-06-28 as the Event Date for the parental referral.

Appendix 17: Special Education Event Reason Codes (for SPP Indicators 11 and 12)

REASON CODES (Field # 20 in Special Education Event Template)

Reasons for delay in evaluating <u>preschool</u> students (past 30 school days from the date of receipt of parental consent to evaluate to date of CPSE meeting at which evaluation results are discussed) for special education eligibility. (SPP Indicator 11)		
Code	***Name***	***Description for Use in Level 2***
CPSER01	Parents withdrew referral or consent to evaluate (C)	Parents withdrew referral or consent to evaluate (C)
CPSER02	Student moved out of the district (C)	Student moved out of the district (C)
CPSER03	Student died (C)	Student died (C)
CPSER04	An approved evaluator was not available to provide a timely evaluation (NC)	An approved evaluator was not available to provide a timely evaluation (NC)
CPSER05	Delays in making contact with parents to schedule the evaluation. (There is documentation of repeated attempts to make contact) (C)	Documented delays in making contact with parents to schedule the evaluation (C)
CPSER06	Parents cancelled the scheduled evaluation and/or selected another approved evaluator (C)	Parents cancelled the scheduled evaluation and/or selected another approved evaluator (C)
CPSER07	Parents refused or repeatedly did not make the child available for evaluation (C)	Parents refused or repeatedly did not make the child available for evaluation (C)
CPSER08	Evaluator delays in completing the evaluation (NC)	Evaluator delays in completing the evaluation (NC)
CPSER09	Extended time line met for student who transferred to this school district after the evaluation period. Parent and school district agreed in writing to the extended time period. (C)	Extended time line met for student who transferred to this district after eval period began (C)
CPSER10	Delays in scheduling CPSE meetings (NC)	Delays in scheduling CPSE meetings (NC)

Reasons for delay in evaluation of school-age students (past 60 calendar days from the date of receipt of parental consent to evaluate to date of CSE meeting at which evaluation results are discussed) for special education eligibility. (SPP Indicator 11)		
Code	***Name***	***Description for Use in Level 2***
CSER01	Parents withdrew referral or consent to evaluate (C)	Parents withdrew referral or consent to evaluate (C)
CSER02	Student moved out of the district (C)	Student moved out of the district (C)
CSER03	Student died (C)	Student died (C)
CSER04	Evaluator was not available to provide a timely evaluation (NC)	Evaluator was not available to provide a timely evaluation (NC)
CSER05	Delays in making contact with parents to schedule the evaluation. (There is documentation of repeated attempts to make contact) (C)	Documented delays in making contact with parents to schedule the evaluation (C)
CSER06	Parents refused or repeatedly did not make the child available for evaluation (C)	Parents refused or repeatedly did not make the child available for evaluation (C)
CSER07	Evaluator delays in completing the evaluation (NC)	Evaluator delays in completing the evaluation (NC)
CSER08	Extended time line met for student who transferred to this school district after the evaluation period. Parent and school district agreed in writing to the extended time period. (C)	Extended time line met for student who transferred to this district after eval period began (C)
CSER09	Delays in scheduling CSE meetings (NC)	Delays in scheduling CSE meetings (NC)
CSER10	The evaluation was completed and the CSE meeting to discuss evaluation results was scheduled to occur within 60 calendar days from the date of written parent consent to evaluate the student, but postponed due to documented request by the parents or documented emergency school closing (C)	Eval completed on time, postponed due to parents documented request or emergency school closing (C)

Reasons for delays in determining eligibility for <u>preschool</u> special education for children transitioning from IDEA Part C (Early Intervention) to IDEA Part B (Preschool) or Reasons for Implementing IEPs of children found eligible for preschool special education past the child's third birthday. (SPP Indicator #12)		
Code	***Name***	***Description for Use in Level 2***
EIR01	Parents withdrew referral or consent to evaluate (C)	Parents withdrew referral or consent to evaluate (C)
EIR02	Student moved out of the district (C)	Student moved out of the district (C)
EIR03	Student died (C)	Student died (C)
EIR04	Parents provided consent to evaluate less than 30 school days prior to child's third birthday (C)	Parents provided consent to evaluate less than 30 school days prior to child's third birthday (C)
EIR05	Evaluator was not available to provide a timely evaluation (NC)	Evaluator was not available to provide a timely evaluation (NC)
EIR06	Delays in making contact with parents to schedule the evaluation. (There is documentation of repeated attempts to make contact) (C)	Documented delays in making contact with parents to schedule the evaluation (C)
EIR07	Parents cancelled the scheduled evaluation and/or selected another approved evaluator (C)	Parents cancelled the scheduled evaluation and/or selected another approved evaluator (C)
EIR08	Parents refused or repeatedly did not make the child available for evaluation (C)	Parents refused or repeatedly did not make the child available for evaluation (C)
EIR09	Additional evaluations were requested (NC)	Additional evaluations were requested (NC)
EIR10	Evaluator delays in completing the evaluation (NC)	Evaluator delays in completing the evaluation (NC)
EIR11	Extended time line met for student who transferred to this district after the evaluation period. Parent and school district agreed in writing to the extended time period. (C)	Extended time line met for student who transferred to this district after the eval period began.
EIR12	Delays in scheduling CPSE meetings (NC)	Delays in scheduling CPSE meetings (NC)
EIR13	Parents chose to continue their student in Early Intervention Program (EIP) and transition to preschool special education after the child became three years of age (C)	Parents chose to continue their child in EI and transition to preschool after the age of 3 (C)
EIR14	Parents did not provide consent for services (C)	Parents did not provide consent for services (C)
EIR15	The recommended Part B program/services were not available when the child turned three years of age (NC)	The recommended Part B program/services were not available when the child turned three years of age (NC)

Reasons for delays in determining eligibility for <u>preschool</u> special education for children transitioning from IDEA Part C (Early Intervention) to IDEA Part B (Preschool) or Reasons for Implementing IEPs of children found eligible for preschool special education past the child's third birthday. (SPP Indicator #12)		
Code	***Name***	***Description for Use in Level 2***
EIR16	The Board of Education of school district arranged for the full implementation of the child's IEP, within 30 school days of the CPSE recommendation, however the program's starting date and/or days of operation were after the child's 3rd birthday (C)	The program's starting date and/or days of operation were after the child's 3rd birthday (C)
EIR17	The date of referral to Early Intervention was fewer than 90 days before the child's third birthday (C)	Referral to EI less than 90 days before 3rd birthday (C)

Note:
The "C" next to the reason indicates the reason is in compliance with State requirements; the "NC" next to the reason indicates the reason is not in compliance with State requirements.

Appendix 18: Use of SIRS Data for NYSED Reporting

New York State Report Card Data Sources

Superintendent and principal names are those reported in the State Education Department Reference File (SEDREF) as of June 30 of the reporting year.

Data for the following are currently collected using the Basic Educational Data System (BEDS) Institutional Master File (IMF) Online System:

- Enrollment (by grade) (in Profile section of the Accountability and Overview Report)
- Eligible for Free Lunch
- Eligible for Reduced-Price Lunch
- Student Stability
- Enrollment (by racial/ethnic origin)
- Annual Attendance Rate
- Student Suspensions
- Staff Counts
- Estimated Percentage of Students from Families Receiving Public Assistance

Data for the following are collected using the Basic Educational Data System (BEDS) Personnel Master File (IMF):

- Average Class Size
- Teacher Qualifications
- Teacher Turnover Rate

Data for the following are collected using the Career and Technical Education Data forms:

- Post high school placement data for Career and Technical Education Programs

Data for the following are collected using the Annual Financial Report (Form ST–3):

- Expenditures per Pupil

Data for the following are collected using the Title I Status Report (NCLB) on the NYSED Business Portal:

- Receipt of Title I Funds

Data for the following are collected by the Fiscal and Research Unit:

- Expenditures per pupil for general-education students and student with disabilities

The remaining data in the report cards (including limited English proficient enrollment, data used to determine accountability status, high school completer and noncompleter data, post-graduate plans, annual assessment data, CTE enrollment, CTE programs completion, and placement of students with disabilities) are collected using the Student Information Repository System.

Data Elements Usage

✓ = data element is used for the indicated report, etc.
— = data element is not used for the indicated report, etc.

Data Element	NYSSIS ID	NCLB Account-ability	IDEA Account-ability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
Assessment Accommodation Code(s)	—	—	—	✓	—	—	✓	—	✓	—
Assessment Date of Administration	—	✓	—	✓	✓	✓	✓	—	—	—
Assessment Item Response Description	—	✓	—	✓	✓	✓	✓	—	—	—
Assessment Item Response Value Multiple Choice	—	✓	—	✓	✓	✓	✓	—	✓	—
Assessment Item Response Value Points Earned	—	✓	—	✓	✓	✓	✓	—	✓	—
Assessment Language Code	—	—	—	—	—	—	✓	—	—	—
Assessment Measure Standard Description	—	✓	—	✓	✓	✓	✓	—	—	—
Assessment Score	—	—	—	✓	✓	✓	✓	—	—	—
Assessment Standard Met Code	—	✓	✓	✓	✓	✓	✓	—	—	—
Backmapping BEDS Code	—	✓	✓	—	—	—	—	—	—	—
Building of Enrollment Code	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Country of Origin	—	—	—	✓	—	—	—	—	—	—
Credential Type Description	—	✓	✓	—	✓	—	—	—	—	—
CTE/Tech Prep Program Intensity	—	—	—	✓	—	—	—	—	—	—
CTE/Tech Prep Program Type	—	—	—	✓	—	—	—	—	—	—
Date of Birth	✓	✓	✓	✓	✓	✓	✓	—	—	—
Date of Entry into United States	—	✓	—	✓	✓	—	—	—	—	—
District of Responsibility Code	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Enrollment Entry Date	—	✓	✓	✓	✓	✓	✓	✓	✓	✓
Enrollment Exit Date	—	✓	✓	✓	✓	✓	✓	✓	✓	✓
Event Date	—	—	✓	✓	—	—	—	—	—	—

Data Element	NYSSIS ID	NCLB Account-ability	IDEA Account-ability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
Event Outcome Code	—	—	✓	✓	—	—	—	—	—	—
Event Type Code	—	—	✓	✓	—	—	—	—	—	—
First Date of Entry into Grade 9	✓	✓	✓	✓	✓	—	—	—	✓	—
Gender Description	✓	✓	—	✓	✓	—	—	—	✓	—
Grade Level	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Hispanic/Latino Ethnicity Indicator	—	✓	—	✓	✓	—	—	—	✓	—
Home Language Description	✓	—	—	✓	—	—	—	—	✓	—
Homeless Indicator	—	—	—	✓	—	—	—	—	—	—
Homeless Primary Nighttime Residence	—	—	—	✓	—	—	—	—	—	—
Immigrant Indicator	—	—	—	✓	—	—	—	—	—	—
Immunization Date for First Polio Vaccination	✓	—	—	—	—	—	—	—	—	—
Initial Event Date	—	—	✓	✓	—	—	—	—	—	—
Initial Event Type Code	—	—	✓	✓	—	—	—	—	—	—
Least Restrictive Environment Code	—	—	✓	✓	—	—	—	—	—	—
Migrant Indicator	—	—	—	✓	—	—	—	—	—	—
Neglected or Delinquent Indicator	—	—	—	✓	—	—	—	—	—	—
Number of Days	—	—	✓	✓	—	—	—	—	—	—
Phone at Primary Residence	✓	—	—	—	—	—	—	—	—	—
Postgraduate Plan Description	—	—	—	✓	✓	—	—	—	✓	—
Primary Ethnic Code	✓	✓	✓	✓	✓	✓	—	—	✓	—
Primary Placement Type	—	—	—	✓	—	—	—	—	—	—
Primary Service Code	—	—	—	✓	—	—	—	—	—	—
Primary Service Provider	—	—	—	✓	—	—	—	—	—	—
Program Service Code	—	✓	—	✓	✓	✓	✓	✓	✓	✓
Program Service Entry Date	—	✓	—	✓	✓	✓	✓	✓	✓	✓
Program Service Exit Date	—	✓	—	✓	✓	✓	✓	✓	✓	✓

Data Element	NYSSIS ID	NCLB Account-ability	IDEA Account-ability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
Program Service Provider BEDS Code	—	✓	—	✓	✓	✓	✓	✓	✓	✓
Race 2 Code	—	✓	✓	✓	✓	✓	—	—	✓	—
Race 3 Code	—	✓	✓	✓	✓	✓	—	—	✓	—
Race 4 Code	—	✓	✓	✓	✓	✓	—	—	✓	—
Race 5 Code	—	✓	✓	✓	✓	✓	—	—	✓	—
Reason Code	—	—	✓	✓	—	—	—	—	✓	—
Reason for Beginning Enrollment Code	—	✓	✓	✓	✓	✓	✓	✓	✓	—
Reason for Ending Enrollment Code	—	✓	✓	✓	✓	✓	✓	✓	✓	—
Reason for Ending Program Service Code	—	✓	✓	✓	✓	—	—	—	✓	—
School District Student ID	✓	—	—	—	—	—	—	—	—	—
School Year	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
School—Age Indicator	—	—	—	✓	—	—	—	—	—	—
Scoring Model Key	—	—	—	—	—	—	✓	—	—	—
Snapshot Date	—	—	✓	✓	—	—	—	—	—	—
Student's Address City	✓	—	—	—	—	—	—	—	—	—
Student's Address Line 1	✓	—	—	—	—	—	—	—	—	—
Student's Address Line 2	✓	—	—	—	—	—	—	—	—	—
Student's Address State Code	✓	—	—	—	—	—	—	—	—	—
Student's Address Zip Code	✓	—	—	—	—	—	—	—	—	—
Student's First Name	✓	—	—	—	—	✓	—	—	—	—
Student's Guardian One Name	✓	—	—	—	—	—	—	—	—	—
Student's Guardian Two Name	✓	—	—	—	—	—	—	—	—	—
Student's Last Name	✓	—	—	—	—	✓	—	—	—	—
Student's Middle Initial	✓	—	—	—	—	✓	—	—	—	—
Student's Place of Birth	✓	—	—	✓	—	—	—	—	✓	—
Survey Completion Indicator	—	—	—	✓	—	—	—	—	—	—
Test Group	—	✓	✓	✓	✓	✓	✓	—	✓	—
Version	—	✓	—	✓	✓	✓	✓	—	✓	—

Data Element	NYSSIS ID	NCLB Account-ability	IDEA Account-ability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
Years Enrolled in a Bilingual or ESL Program	—	—	—	✓	—	—	—	—	✓	—
Years in United States Schools	—	—	—	✓	—	—	—	—	✓	—

Program Services Usage

✓ = program service is used for the indicated report, etc.
— = program service is not used for the indicated report, etc.

Program Code	Program Description	NCLB Accountability	IDEA Accountability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
Limited English Proficient Eligibility										
0231	LEP Eligible	✓	—	✓	✓	—	✓	—	✓	✓
Limited English Proficient Programs										
5709	English as a Second Language	—	—	✓	—	—	—	—	✓	—
5676	Bilingual Progm	—	—	✓	—	—	—	—	✓	—
5687	Two—way Bilingual Education Program	—	—	✓	—	—	—	—	✓	—
5698	Other LEP Programs	—	—	✓	—	—	—	—	✓	—
8239	LEP Eligible but not in a LEP Program	—	—	✓	—	—	—	—	✓	—
No Child Left Behind Funded Program Services										
5533	Supplemental Educational Services for Schools in Improvement Status under Title I	—	—	✓	—	—	—	—	✓	✓
0286	Title 1 Part A: Improving Basic Programs (other than 5533)	✓	—	✓	—	—	—	—	✓	✓
0330	Title 1 Part C: Education of Migratory Children	✓	—	✓	—	—	—	—	✓	✓
0187	Title 1 Part D: Prevention & Intervention Programs for Neglected or Delinquent Children and Youth	—	—	✓	—	—	—	—	✓	✓

Program Code	Program Description	NCLB Accountability	IDEA Accountability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
5720	Title 3: Services to Non Immigrant LEP Students	—	—	✓	—	—	—	—	✓	✓
5731	Title 3: Language Instruction Immigrant LEP Students	—	—	✓	—	—	—	—	✓	✓
5742	Title II Part B, subpart 4: Emergency Immigration Education Program	—	—	✓	—	—	—	—	✓	✓
5566	Title X Part C: Homeless Education/McKinney Vento	—	—	✓	—	—	—	—	✓	✓
No Child Left Behind Transfer Options										
5872	Applied for Transfer Option School Identified as in Need of Improvement	—	—	✓	—	—	—	—	✓	—
5883	Applied for Transfer Option Persistently Dangerous School	—	—	✓	—	—	—	—	✓	—
7022	Transfer Option Offered School Identified as in Need of Improvement	—	—	✓	—	—	—	—	✓	—
7033	Transfer Option Offered Persistently Dangerous School	—	—	✓	—	—	—	—	✓	—
Type of Disability										
5786	Preschool Student with a Disability	✓	✓	✓	—	—	✓	—	✓	✓
0352	Autism	✓	✓	✓	—	—	✓	—	✓	✓
0363	Emotional Disturbance	✓	✓	✓	—	—	✓	—	✓	✓

Program Code	Program Description	NCLB Accountability	IDEA Accountability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
0385	Learning Disability	✓	✓	✓	—	—	✓	—	✓	✓
0396	Mental Retardation	✓	✓	✓	—	—	✓	—	✓	✓
0407	Deafness	✓	✓	✓	—	—	✓	—	✓	✓
0418	Hearing Impairment	✓	✓	✓	—	—	✓	—	✓	✓
0429	Speech or Language Impairment	✓	✓	✓	—	—	✓	—	✓	✓
0440	Visual Impairment (includes Blindness)	✓	✓	✓	—	—	✓	—	✓	✓
0451	Orthopedic Impairment	✓	✓	✓	—	—	✓	—	✓	✓
0462	Other Health Impairment	✓	✓	✓	—	—	✓	—	✓	✓
0473	Multiple Disabilities	✓	✓	✓	—	—	✓	—	✓	✓
0484	Deaf Blindness	✓	✓	✓	—	—	✓	—	✓	✓
0495	Traumatic Brain Injury	✓	✓	✓	—	—	✓	—	✓	✓
Safety Net										
5504	Eligible for safety net in English under Section 504	✓	—	—	—	—	—	—	✓	—
0572	Eligible for safety net in Mathematics under Section 504	✓	—	—	—	—	—	—	✓	—
0583	Eligible for safety net in Global History & Geography under Section 504	✓	—	—	—	—	—	—	✓	—
0594	Eligible for safety net in U.S. History & Government under Section 504	✓	—	—	—	—	—	—	✓	—
0605	Eligible for safety net in Science under Section 504	✓	—	—	—	—	—	—	✓	—

Program Code	Program Description	NCLB Accountability	IDEA Accountability	Federal Reporting	New York State Report Card	Individual Student Reports/ Summary Reports	Test Vendor Scoring	State Aid	Ad Hoc Reports	Federal Funding
5775	Eligible for safety net in All Subjects under Section 504	✓	—	—	—	—	—	—	✓	—
Career and Technical Education										
— Specific Career and Technical Education Program Code		—	—	✓	✓	—	—	—	✓	—
8261	Single Parent/Pregnant Status	—	—	✓	—	—	—	—	✓	—
Other										
0198	Poverty from low income family	✓	—	✓	—	—	✓	—	✓	—
0220	Eligible for Alternate Assessment	✓	—	✓	—	—	—	—	✓	—
0242	Eligible to take the NYSESLAT for grades 3—8 ELA Accountability	✓	—	✓	—	—	—	—	✓	—
0264	Section 504 Plan	✓	—	—	—	—	—	—	✓	—
5753	Early Intervening Services supported with IDEA funds	—	—	✓	—	—	—	—	✓	—
5817	Free Lunch Program	—	—	✓	✓	—	—	—	✓	—
5806	Reduced Price Lunch Program	—	—	✓	✓	—	—	—	✓	—
8272	Homeless Unaccompanied Youth Status	—	—	✓	—	—	—	—	✓	—
— Summer School Participation		—	—	✓	—	—	—	—	✓	—

Appendix 19: High School Cohort Definitions

Performance at the secondary level is determined for a cohort of students, consisting of students who first entered grade 9 in the same school year. Accountability for English Language Arts (ELA) and mathematics in 2009–10 will be based on the 2006 Accountability Cohort. Graduation-rate accountability for the 2009–10 school year will be based on the 2005 Total Cohort. Foreign exchange students are not included in the cohorts.

2006 School Accountability Cohort

General Definition

The 2006 school accountability cohort consists of all students, regardless of their current grade level, who were enrolled in the school on October 7, 2009 (BEDS day) and meet one of the following conditions:

- first entered grade 9 (anywhere) during the 2006–07 school year (July 1, 2006 through June 30, 2007); or
- in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2006–07 school year. The cohort year of students whose last enrollment record has a grade of "14" (i.e., 7–12 ungraded) will be identified using their birth date, even if they have a conflicting entry in the "First Date of Entry into Grade 9" field. Ungraded students are included in the 2006 school accountability cohort if their birth date is between July 1, 1989 and June 30, 1990 (inclusive).

Students Included in the 2006 School Accountability Cohort

The students below are included in the 2006 school accountability cohort if they also fit the general definition above:

- Students with no Reason for Ending Enrollment Code or Reason for Ending Enrollment Date between BEDS day 2009 (October 7, 2009) and June 30, 2010.
- Students who were enrolled in the school between BEDS day 2009 (October 7, 2009) and June 30, 2010 and changed grades after BEDS day 2009 (October 7, 2009); that is, students with a Reason for Ending Enrollment Code 782 — *Entry into a different grade in the same school building*.
- Students who were enrolled in the school on BEDS day 2009 (October 7, 2009) and who dropped out after BEDS day 2009 (October 7, 2009) and on or before June 30, 2010; that is, students with one of the following Reason for Ending Enrollment Codes on their last enrollment record in the school after BEDS day 2009 and on or before June 30, 2010:
  - 136 — *Reached maximum legal age and has not earned a diploma or certificate*
  - 340 — *Left school: first-time dropout*
  - 391 — *Long-term absence (20 consecutive unexcused days)*
  - 408 — *Permanent expulsion (student must be over compulsory attendance age)*
  - 425 — *Left school, no documentation of transfer*
  - 357 — *Left school: previously counted as a dropout*
  - 306 — *Transferred to other high school equivalency (GED) preparation program*

- Students who were enrolled in the school on BEDS day 2009 (October 7, 2009) and earned a credential between BEDS day 2009 and June 30, 2010; that is, students who were enrolled on BEDS day 2009 and had one of the following Reason for Ending Enrollment Codes between BEDS day 2009 and June 30, 2010:
  799 — *Graduated (earned a Regents or local diploma)*
  085 — *Earned an IEP diploma*
  629 — *Previously earned an IEP diploma*

- Students who were enrolled in the school on BEDS day 2009 (October 7, 2009), transferred to an approved AHSEP or HSEP program (Reason for Ending Enrollment Code 289 — *Transferred to an AHSEP or HSEP program*), and had no subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program* and no subsequent Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade* between BEDS day 2009 and June 30, 2010.

- Students who were enrolled in the school on BEDS day 2009 (October 7, 2009), transferred to an approved AHSEP or HSEP program (Reason for Ending Enrollment Code 289 — *Transferred to an AHSEP or HSEP program*), had a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program*, and then dropped out (see drop out Reason for Ending Enrollment Codes above) between BEDS day 2009 and June 30, 2010.

Note: Students who transfer to an approved AHSEP or HSEP program and then transfer back to the high school from which they transferred to the program without first entering another high school will remain in the cohort of the school from which they transferred.

Students Excluded from the 2006 School Accountability Cohort
The students below are excluded from the 2006 school accountability cohort:

- Students who enrolled in the school after BEDS day 2009 (October 7, 2009).
- Students who were enrolled in the school on BEDS day 2009 (October 7, 2009) and left the school prior to June 30, 2010 for one of the following reasons:
- — the students transferred to another high school, criminal justice facility, or to an approved program leading to a high school equivalency diploma on or after BEDS day 2009 (October 7, 2009) and before June 30, 2010 with one of the following Reason for Ending Enrollment Codes:

  153 — *Transferred to another school in this district or to an out-of-district placement*
  170 — *Transferred to another NYS public school outside this district with documentation*
  204 — *Transferred to a NYS nonpublic school with documentation*
  221 — *Transferred to a school outside NYS with documentation*
  238 — *Transferred to homebound instruction provided by this district*
  255 — *Transferred to home-schooling by parent or guardian*
  272 — *Transferred to a postsecondary school prior to earning a diploma*
  323 — *Transferred outside district by court order*
  5927 — *Leaving a school under NCLB — a victim of a serious violent incide*nt
  5938 — *Leaving a NYC community school district under NCLB — a victim of a serious violent incident*

- — the students transferred to an approved AHSEP or HSEP program (Reason for Ending Enrollment Code 289 — *Transferred to an AHSEP or HSEP program*), had a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program*, and then either earned a GED (Reason for Ending Enrollment Code 816 — *Earned a High School Equivalency Diploma (GED)*) or remained enrolled as of June 30, 2010.
- Students left the United States (U.S.) and its territories on or after BEDS day 2009 (October 7, 2009) and before June 30, 2010 (Reason for Ending Enrollment Code 442 — *Left the U.S.*).
- Students who died on or after BEDS day 2009 (October 7, 2009) and before June 30, 2010 (Reason for Ending Enrollment Code 459 — *Deceased*).

2006 District Accountability Cohort

General Definition

The 2006 district accountability cohort consists of all students, regardless of their current grade level, who were enrolled in the school on October 7, 2009 (BEDS day) and meet one of the following conditions:

- first entered grade 9 (anywhere) during the 2006–07 school year (July 1, 2006 through June 30, 2007); or
- in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2006–07 school year. The cohort year of students whose last enrollment record has a grade of "14" (i.e., 7–12 ungraded) will be identified using their birth date, even if they have a conflicting entry in the "First Date of Entry into Grade 9" field. Ungraded students are included in the 2006 district accountability cohort if their birth date is between July 1, 1989 and June 30, 1990 (inclusive).

Students Included in the 2006 District Accountability Cohort

The students below are included in the 2006 district accountability cohort if they also fit the general definition above:

- In-district or out-of-district placement students with no Reason for Ending Enrollment Code or Reason for Ending Enrollment Date between BEDS day 2009 (October 7, 2009) and June 30, 2010.
- In-district or out-of-district placement students who were enrolled between BEDS day 2009 (October 7, 2009) and June 30, 2010 and changed grades after BEDS day 2009 (October 7, 2009); that is, in-district or out-of-district placement students with a Reason for Ending Enrollment Code 782 — *Entry into a different grade in the same school building*.
- In-district or out-of-district placement students who were enrolled on BEDS day 2009 (October 7, 2009) and had one of the following Reason for Ending Enrollment Codes on their last enrollment record in the district on or before June 30, 2010:
  153 — *Transferred to another school in this district or to an out-of-district placement*
  238 — *Transferred to homebound instruction provided by this district*

- In-district or out-of-district placement students who were enrolled on BEDS day 2009 (October 7, 2009) and who dropped out after BEDS day 2009 (October 7, 2009) and on or before June 30, 2010; that is, students with one of the following Reason for Ending Enrollment Codes on their last enrollment record in the district after BEDS day 2008 and on or before June 30, 2010:
  - 136 — *Reached maximum legal age and has not earned a diploma or certificate*
  - 340 — *Left school: first-time dropout*
  - 391 — *Long-term absence (20 consecutive unexcused days)*
  - 408 — *Permanent expulsion (student must be over compulsory attendance age)*
  - 425 — *Left school, no documentation of transfer*
  - 357 — *Left school: previously counted as a dropout*
  - 306 — *Transferred to other high school equivalency (GED) preparation program*

- In-district or out-of-district placement students who were enrolled on BEDS day 2009 (October 7, 2009) and earned a credential between BEDS day 2009 and June 30, 2010; that is, in-district or out-of-district placement students who were enrolled on BEDS day 2009 and had one of the following Reason for Ending Enrollment Codes between BEDS day 2009 and June 30, 2010:
  - 799 — *Graduated (earned a Regents or local diploma)*
  - 085 — *Earned an IEP diploma*
  - 629 — *Previously earned an IEP diploma*

- In-district or out-of-district placement students who were enrolled on BEDS day 2009 (October 7, 2009), transferred to an approved AHSEP or HSEP program (Reason for Ending Enrollment Code 289 — *Transferred to an AHSEP or HSEP program*), and had no subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program* and no subsequent Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade* between BEDS day 2009 and June 30, 2010.

- In-district or out-of-district placement students who were enrolled on BEDS day 2009 (October 7, 2009), transferred to an approved AHSEP or HSEP program (Reason for Ending Enrollment Code 289 — *Transferred to an AHSEP or HSEP program*), had a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program*, and then dropped out (see drop out Reason for Ending Enrollment Codes above) between BEDS day 2009 and June 30, 2010.

Students Excluded from the 2006 District Accountability Cohort

The students below are excluded from the 2006 district accountability cohort:

- Students who transferred into the district after BEDS day 2009 (October 7, 2009).
- In-district or out-of-district placement students who were enrolled on BEDS day 2009 (October 7, 2009) and left the district prior to June 30, 2010 for one of the following reasons:
- — the students transferred to another high school in another district or another state, a nonpublic school, a criminal justice facility, or an approved program leading to a high school equivalency diploma on or after BEDS day 2009 (October 7, 2009) and before June 30, 2010 with one of the following Reason for Ending Enrollment Codes:

  - 170 — *Transferred to another NYS public school outside this district with documentation*
  - 204 — *Transferred to a NYS nonpublic school with documentation*

221 — *Transferred to a school outside NYS with documentation*
255 — *Transferred to home-schooling by parent or guardian*
272 — *Transferred to a postsecondary school prior to earning a diploma*
323 — *Transferred outside district by court order*
5938 — *Leaving a NYC community school district under NCLB — a victim of a serious violent incident*

- — the students transferred to an approved AHSEP or HSEP program (Reason for Ending Enrollment Code 289 — *Transferred to an AHSEP or HSEP program*), had a subsequent Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP or HSEP program*, and then either earned a GED (Reason for Ending Enrollment Code 816 — *Earned a High School Equivalency Diploma (GED)*) or remained enrolled as of June 30, 2010.
- In-district or out-of-district placement students who left the United States (U.S.) and its territories on or after BEDS day 2009 (October 7, 2009) and before June 30, 2010 (Reason for Ending Enrollment Code 442 — *Left the U.S.*).
- In-district or out-of-district placement students who died on or after BEDS day 2009 (October 7, 2009) and before June 30, 2010 (Reason for Ending Enrollment Code 459 — *Deceased*).

2005 School Total Cohort

General Definition

The 2005 school total cohort consists of all students, regardless of their current grade level, who met one of the following conditions:

- first entered grade 9 (anywhere) during the 2005–06 school year (July 1, 2005 through June 30, 2006); or
- in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2005–06 school year. The cohort year of students whose last enrollment record has a grade of "14" (i.e., 7-12 ungraded) should be identified using their birth date even if they have a conflicting entry in the "First Date of Entry into Grade 9." Ungraded students are included in the 2005 school total cohort if their birth date is between July 1, 1988 and June 30, 1989 (inclusive).

(Note: Five months is defined as 152 days: 365 days ÷ 12 months = 30.41 days per month; 30.41 × 5 = 152.05 or 152 days. Regular enrollment is defined as having a Reason for Beginning Enrollment Code 0011, 5544, 7000, or 7011.)

Students Included in the 2005 School Total Cohort

The students below are included in the 2005 school total cohort if they also fit the general definition above:

- Students whose last regular enrollment record was in a district school and the time between the Reason for Beginning Enrollment Date and the Reason for Ending Enrollment Date (or June 30, 2009) was 5 months or longer.
- Students whose last regular enrollment record was in a district school and the time between the Reason for Beginning Enrollment Date and the Reason for Ending Enrollment

Date (or June 30, 2009) was less than 5 months, but the student was previously enrolled in the same school between the date the student first entered grade 9 and the last Reason for Ending Enrollment Date (or June 30, 2009, if there is no Reason for Ending Enrollment Date) for 5 months or longer. This includes students who dropped out or transferred to an approved AHSEP or HSEP program; that is, students with one of the following Reason for Ending Enrollment Codes:

136 — *Reached maximum age and not earned a diploma*
289 — *Transferred to an AHSEP or HSEP program*
340 — *First-time dropout*
391 — *Long-term Absence*
408 — *Permanent Expulsion*
425 — *Left school, no documentation*
357 — *Left school, previously counted as a dropout*
306 — *Transferred to other GED Program*

Students Excluded from the 2005 School Total Cohort

The students below are excluded from the 2005 school total cohort:

- Students with the following Reasons for Ending Enrollment Codes on their last regular enrollment record in the school:

153 — *Transferred to another school in this district or to an out-of-district placement*
170 — *Transferred to another NYS public school outside this district with documentation*
204 — *Transferred to a NYS nonpublic school with documentation*
221 — *Transferred to a school outside NYS with documentation*
238 — *Transferred to homebound instruction provided by this district*
255 — *Transferred to home-schooling by parent or guardian*
272 — *Transferred to a postsecondary school prior to earning a diploma*
323 — *Transferred outside district by court order*
442 — *Left the U.S.*
459 — *Deceased*
5927 — *Leaving a school under NCLB — a victim of a serious violent incident (treat same as 153)*
5938 — *Leaving a NYC community district under NCLB — a victim of serious violent incident (treat same as 170)*

2005 District Total Cohort

General Definition

The 2005 district total cohort consists of all students, regardless of their current grade level, who met one of the following conditions:

- first entered grade 9 (anywhere) during the 2005–06 school year (July 1, 2005 through June 30, 2006); or
- in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2005–06 school year. The cohort year of students whose last enrollment record has a grade of "14" (i.e., 7-12 ungraded) should be identified using their birth date even if they have a conflicting entry in the "First Date of Entry into Grade 9." Ungraded students are included in the 2005 district total cohort if their birth date is between July 1, 1988 and June 30, 1989 (inclusive).

Students Included in the 2005 District Total Cohort

The students below are included in the 2005 district total cohort if they also fit the general definition above:

- In-district and out-of-district placement students whose last regular enrollment record was in the district and the time between the Reason for Beginning Enrollment Date and the Reason for Ending Enrollment Date (or June 30, 2009) was 5 months or longer.
- In-district and out-of-district placement students whose last regular enrollment record was in the district and the time between the Reason for Beginning Enrollment Date and the Reason for Ending Enrollment Date (or June 30, 2009) was less than 5 months, but the student was previously enrolled in the same district between the date the student first entered grade 9 and the last Reason for Ending Enrollment Date (or June 30, 2009, if there is no Reason for Ending Enrollment Date) for 5 months or longer. This includes students who dropped out or transferred to an approved AHSEP or HSEP program; that is, students with one of the following Reason for Ending Enrollment Codes:

  136 — *Reached maximum age and not earned a diploma*
  289 — *Transferred to an AHSEP or HSEP program*
  340 — *First-time dropout*
  391 — *Long-term Absence*
  408 — *Permanent Expulsion*
  425 — *Left school, no documentation*
  357 — *Left school, previously counted as a dropout*
  306 — *Transferred to other GED Program*

Students Excluded from the 2005 District Total Cohort

The students below are excluded from the 2005 district total cohort:

- In-district and out-of-district placement students with the following Reasons for Ending Enrollment Codes on their last regular enrollment record in the district:

  170 — *Transferred to another NYS public school outside this district with documentation*
  204 — *Transferred to a NYS nonpublic school with documentation*
  221 — *Transferred to a school outside NYS with documentation*
  255 — *Transferred to home-schooling by parent or guardian*
  272 — *Transferred to a postsecondary school prior to earning a diploma*
  323 — *Transferred outside district by court order*
  442 — *Left the U.S.*
  459 — *Deceased*
  5938 — *Leaving a NYC community district under NCLB — a victim of serious violent incident (treat same as 170)*

Appendix 20: Anticipated Changes for 2010–11

Course Codes: The following course codes will be collected in 2010–11:

Code	Course
01300	Grade 3 English Language Arts
02300	Grade 3 Mathematics
01400	Grade 4 English Language Arts
02400	Grade 4 Mathematics
03400	Grade 4 Science
01500	Grade 5 English Language Arts
02500	Grade 5 Mathematics
04500	Grade 5 Social Studies
01600	Grade 6 English Language Arts
02600	Grade 6 Mathematics
01700	Grade 7 English Language Arts
02700	Grade 7 Mathematics
01800	Grade 8 English Language Arts
02800	Grade 8 Mathematics
03800	Grade 8 Science
04800	Grade 8 Social Studies
01003	English/Language Arts III
02052	Algebra I
02072	Geometry
02106	Trigonometry/Algebra
03051	Biology
03101	Chemistry
03001	Earth Science
03151	Physics
06123	French III
06203	German III
06703	Hebrew III
06143	Italian III
06303	Latin III
06103	Spanish III
04101	U.S. History—Comprehensive
04052	World History and Geography

Course Grades: Course grades for secondary-level course codes only will be collected in 2010–11.

CTE: The New York State Education Department is planning to refine the process by which Career and Technical Education data will be collected in 2010–11.

Half-Day Kindergarten: In 2010–11, “K” will not be an acceptable reporting grade level in SIRS. Each kindergarten student will need to be reported as either a half-day or full-day kindergarten student. The table below shows the grade level codes.

Grade Level Code	Grade Group	Grade Ordinal	Grade Description
KH	KH	KDGH	Half Day Kindergarten
KF	KF	KDGF	Full Day Kindergarten

IEP or 504 Accommodations Codes: Four new IEP or 504 Accommodations codes will be added in 2010–11: Tests read (8), Use of calculator (9), Use of spell-check/grammar check (P), and Deletion of spelling (Q).

Primary Setting Codes (Least Restrictive Environment): The United States Department of Education is expected to announce revisions to the least restrictive environment settings for preschool children with disabilities for the 2010–11 school year. Final definitions of the new settings and format for reporting have not yet been announced. The New York State Education Department will provide school districts and other education programs with complete information regarding the changes as soon as they are available.

Program Service Code 0411: Program Service Code 0411: *Title I – Part A: Improving Basic Educational Services for School-wide Program (other than 5533)* is a new code to be used to identify students served by a school-wide (as opposed to a targeted) program.

Program Service Code 5577: Program Service Code 5577: *Applied for Supplemental Educational Services for Schools in Improvement Status under Title I* is a new code to be used to identify students who applied for (as opposed to those who received) supplemental services.

Program Service Code 8327: Program Service Code 8327: *Title I – Part D: Prevention and Intervention Programs for Children and Youth who are Neglected* is a new code to be used to identify neglected (as opposed to delinquent) students under Title I – Part D.

Program Service Code 0187: Title of Program Service Code 0187 changed to *Title I – Part D: Prevention and Intervention Programs for Children and Youth who are Delinquent*, as Title I – Part D applies to delinquent, not neglected, students.

Race/Ethnicity: In 2010–11, race/ethnicity data collection in SIRS will comply with 2000 Census race/ethnicity data collection rules. Districts will need to reexamine students currently coded as 1) multiracial (to identify each race with which the students identify) and 2) Hispanic, as students currently coded with an ethnicity of Hispanic must also be coded with at least one race code in 2010–11. All race fields in the Student_Lite template (12, 43, 44, 45, and 46) will be of equal value. No one race field will be considered primary. Field 12 must be populated. Fields 43–46 will be populated only if there is more than one race reported. Race codes for these fields will be:

I = American Indian or Alaska Native
A = Asian
B = Black or African American
P = Native Hawaiian/Other Pacific Islander
W = White

M = Multiracial will *not* be an option. The category “two or more races” will be derived from the data in the race fields 12 and 43 through 46, taking into consideration the Hispanic indicator in field 42.

Reason for Beginning Enrollment Code 8294: Reason for Beginning Enrollment Code 8294 — School age children on the roster for census purposes only, optional in 2009–10, will be required in 2010–11.

Reason for Ending Enrollment Code 8316: Reason for Ending Enrollment Code 8316 is a new code that will be used for students with Reason for Beginning Enrollment Code 8294 who end residency in the district, exceed compulsory school age, or drop out and then re-enroll in the same school.

RCT Safety Net: The RCT safety net (see "Order of Precedence for Choosing Which Secondary-Level Examination Will Be Used for Accountability Purposes" in Chapter 1: Accountability in New York State), which was to sunset in 2009–10, will be extended to the 2010–11 school year.

Teacher ID and Assignment: Teacher and principal IDs and assignments will be collected in 2010–11.

Appendix 21: Glossary of Acronyms

AHSEP	Alternative High School Equivalency Preparation
BEDS	Basic Education Data System
CBVH	Commission for the Blind and Visually Handicapped
CPSE	Committee on Preschool Special Education
CSE	Committee on Special Education
CTE	Career Technical Education
DOC	Department of Corrections
EI	Early Intervention
GED	General Education Diploma
HSEP	High School Equivalency Preparation
IEP	Individualized Education Program
IESP	Individualized Education Services Program
SP	Services Plan
LEA	Local Education Agency
LEP	Limited English Proficiency
NCLB	No Child Left Behind
NYSAA	New York State Alternate Assessment
NYSED	New York State Education Department
NYSESLAT	New York State English as a Second Language Achievement Test
NYSSIS	New York State Student Identifier System
nySTART	New York State Testing and Accountability Reporting Tool
OCFS	Office of Children and Family Services
OMH	Office of Mental Health
OMRDD	Office of Mental Retardation and Developmental Disabilities
RCT	Regents Competency Test
RIC	Regional Information Center
SLP	Second Language Proficiency
SMS	Student Management System

SPP	State Performance Plan (for Special Education)
APR	Annual Performance Report for Special Education
VESID	Vocational and Educational Services for Individuals with Disabilities

Appendix 22: Glossary of Terms

- ***Adequate Yearly Progress.*** Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or school toward the goal of proficiency for all students.
- ***Adult Services Program.*** Publicly funded service programs that will engage the student regularly in activities in the community outside the home or other residential care. Plans for these services should have a specific start date, not just be a referral. (Referrals for which results are not known would be listed under "Other" plans.) Adult Services might include programs that prepare individuals for employment such as vocational training, vocational rehabilitation or job placement services through the local Workforce Investment Board, Vocational Education Services for Individuals with Disabilities or the Commission for the Blind and Visually Handicapped. Adult Services may include Office of Mental Retardation and Developmental Disabilities (OMRDD) or Office of Mental Health (OMH) provided services such as Day Treatment, Day Habilitation, OMRDD Blended Day Habilitation, OMRDD Prevocational, OMH Intensive Psychiatric Rehabilitation Treatment (IPRT) and psychosocial rehabilitation clubhouse programs, for example.
- ***Annual Measurable Objective.*** The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–04. The AMOs for each grade level will be increased as specified in Commissioner's Regulations 100.2(p)(14) and will reach 200 in 2013–04. (See Effective AMO for further information.)
- ***Article 81 Schools.*** Residential schools that accept students from the courts or other State agencies and provide educational services to students pursuant to Article 81 of the educational law. These schools have CSE responsibility for students with disabilities who are placed by the court or a State agency.
- ***Backmapping.*** Backmapping is a process used to assign accountability status to feeder schools within a district. Backmapping attributes the grade 3 assessment score of a student to the feeder school in which the student was enrolled in earlier grades as well as to the school in which the student took the assessment. The data of continuously enrolled students from each feeder school are aggregated to determine the accountability of those schools. See http://www.emsc.nysed.gov/irts/sirs for a list of backmapping schools in 2008–09.
- ***BEDS Code.*** A BEDS code is a 12-digit Basic Educational Data System (BEDS) code assigned by the New York State Education Department that uniquely identifies schools, districts, and other institutions. BEDS codes can be found at: http://portal.nysed.gov/pls/pref/SED.sed_inst_qry_vw$.startup .
- ***Child-Care Institutions (DSS).*** Any facility serving thirteen or more children licensed by the Department of Social Services and operated by an authorized agency pursuant to Social Services Law (18NYCRR §441.2(f)).
- ***Children's Residential Project.*** Programs specifically designed to meet the educational and residential needs of children with developmental disabilities currently placed, or at risk of out-of-state placement, by the education system. These programs provide education services as approved private schools under Education Law and residential services as

Intermediate Care Facilities for the Developmentally Disabled certified by the Office Mental Retardation and Developmental Disabilities.

- ***Cohorts.*** See Appendix 19: High School Cohort Definitions.
- ***Community Residence (OMH).*** A program that provides a therapeutic environment for six to eight children and adolescents with serious emotional disturbances (14NYCRR 594.4(a)(3)).
- ***Community Residence (OMRDD).*** A facility providing housing, supplies, and services for persons who are developmentally disables, including supervised community residences (facilities with staff on site or proximately available at all times when the persons are present) and supportive community residences (facilities providing practice in independent living under variable amounts of oversight delivered in accordance with the person's needs for such supervision) (14NYCRR 686.99(l)).
- ***Continuously Enrolled Students.*** At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.
- ***Crisis Residence (OMH).*** A program that provides a short-term (1 to 21 days) crisis residential option for children and adolescents (14NYCRR 594.4(a)(4)).
- ***Crisis Respite (DSS).*** The provision of brief and temporary care and supervision of children for the purpose of relieving parents or foster parents of the care of children or foster children at a time of need for support (Social Services Law §435.3(d)).
- ***Developmental Center (OMRDD).*** A large, State-operated intermediate care facility for the developmentally disables (14NYCRR).
- ***Domestic Violence Shelter (DSS).*** A congregate residential facility with a capacity of 10 or more persons, including adults and children, organized for the exclusive purpose of providing temporary shelter, emergency services, and care to victims of domestic violence and their minor children (18NYCRR §453.2(b)).
- ***Dropout.*** A dropout is any student, regardless of age, who left school prior to graduation for any reason except death or leaving the country and has not been documented to have entered another program leading to a high school diploma or an approved program leading to a high school equivalency diploma. The NYSED reports an annual and cohort dropout rate. A student who leaves during the school year without documentation of a transfer to another program leading to a high school diploma or to an approved high school equivalency program or to a high school equivalency preparation program is counted as a dropout unless the student resumes school attendance before the end of the school year. The student's registration for the next school year does not exempt him or her from dropout status in the current school year. Students who resume and continue enrollment until graduation are not counted as dropouts in the cohort dropout calculation. In computing annual dropout rates, students who are reported as having been counted by the same school as a dropout in a previous school year are not counted as a dropout in the current school year.
- ***Effective Annual Measurable Objective.*** The Effective Annual Measurable Objective (Effective AMO) is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make Adequate Yearly Progress (AYP). The

Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP.

- ***Embargoed Data.*** Embargoed data are data that cannot be discussed at public meetings or released to the public or the media until the NYSED public release date. This public release is often made by the Commissioner.
- ***Emergency Poster Family Boarding Home (DSS).*** Care provided in a home certified and designated by an authorized agency exclusively for emergency use by children to provide temporary care and services to children who enter foster care in a crisis situation that is expected to be resolved within 60 days so that the children can be reunited with their family (18NYCRR §446.2).
- ***Family-Based Treatment (OMH).*** A family-care program that provides care and treatment to children and adolescents with serious emotional disturbances (14NYCRR 594.4(a)(7)).
- ***Family Homes at Board.*** For purposes of education, this term as used in §3202.4 of the Education Law includes community residences, agency-operated boarding homes, group homes, foster homes, family-based treatment programs, family care homes, therapeutic foster homes, and family homes.
- ***Feeder School.*** A feeder school is an early-grade elementary school that does not serve students in grade 3 or above (i.e., its enrollment is restricted to PK–1, K–1, PK–2, K–2, or 1–2) and, therefore, does not administer State assessments. Schools serving grade 3 students received from a feeder school within the district are required to identify the feeder school.
- ***Foster Family Free Home (DSS).*** Care provided to a child by an authorized agency by a family other than that of the child's relatives for the purpose of adoption or for the purpose of providing care (18NYCRR 441.2(j)).
- ***Graduate.*** Student awarded a local or Regents diploma.
- ***Group Home (DSS).*** A family-type home operated by an authorized agency for the care and maintenance of no fewer than seven and no more than 12 children who are at least five year of age (18NYCRR 441.2(h)).
- ***High School Equivalency Preparation Programs.*** High school equivalency preparation programs, commonly known as GED programs, fall into the following three categories:
    - *Alternative High School Equivalency Preparation Program* (AHSEPP) - a program of preparation for the High School Equivalency Examination for students 16 to 19 years old as described in Section 100.7(h) of the Regulations of the Commissioner of Education.
    - *High School Equivalency Preparation Program* (HSEPP) or Employment Preparation Program (EPP) - a program of preparation for the High School Equivalency Examination for students 18 to 20 years old as described in Sections 100.7(i) and 168 of the Regulations of the Commissioner of Education.
    - *Other Equivalency Preparation Programs* - other programs leading to high school equivalency diplomas, including programs operated by community colleges, proprietary schools, or evening programs at high schools.

(See http://www.emsc.nysed.gov/ssae/AltEd/ for a list of approved high school equivalency preparation programs.)

- ***Homebound Student.*** A homebound student is a student who is unable to attend school for the remainder of the school year because of a physical, mental, or emotional illness or injury substantiated by a licensed physician and is instructed at home or in a hospital by a tutor provided by the school district in which the student resides.
- ***Home-schooled Student.*** A home-schooled student is a student who is instructed at home by a parent, guardian, or tutor employed by the parent or guardian and by request of the parent or guardian and has a home-school plan approved and supervised by the district. Home-schooled students need to be reported in SIRS only if they take a State assessment.
- ***Homeless Student.*** A homeless student is one who; 1) lacks a fixed, regular, and adequate nighttime residence, including a student who is sharing the housing of other persons due to a loss of housing, economic hardship or similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; abandoned in hospitals; awaiting foster care placement; or a migratory child, as defined in subsection 2 of Section 1309 of the Elementary and Secondary Education Act of 1965, as amended, who qualifies as homeless under any of the above provisions; or 2) has a primary nighttime location that is a supervised publicly or privately operated shelter designed to provide temporary living accommodations including, but not limited to, shelters operated or approved by the State or local department of social services, and residential programs for runaway and homeless youth established pursuant to article 19H of the executive law or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings, including a car, park, public space, abandoned building, substandard housing, bus, train stations, or similar setting. Homeless students do not include children in foster care placement or receiving educational services.
- ***Immigrant.*** Students who are considered immigrants:
  - Students who were born outside the United States and were subsequently adopted by U.S. citizens, even though these students may never need Title III services;
  - Students who were born outside the United States to parents who now reside in the United States as resident aliens or are in the United States on work visas;
  - Students who were born outside the United States to parents who now reside in the United States as permanent resident aliens; or
  - Children adopted from overseas as United States citizens who require extensive new language and cultural skills.

  Students who were born on a United States military base, were born outside the United States to United States military personnel, were born as United States citizens outside the United States and do not require extensive new language and cultural skills, or are in the United States on a temporary basis to attend school (such as through a foreign exchange educational program) are *not* immigrants. Students from American Samoa, Guam, Northern Marianna Islands, Puerto Rico, US Minor Outlying Islands, and US Virgin Islands are not considered immigrants.
- ***Individualized Residential Alternative (OMRDD).*** A facility providing room, board, and individualized protective oversight (14NYCRR 686.99(l)(2)(iii)).

- ***Initial Evaluation for Special Education Services.*** The evaluation that must be conducted whenever a preschool-age child or a school-age child is referred to the Committee on Preschool Special Education (CPSE) or Committee on Special Education (CSE) for an individual evaluation to determine if the child is first eligible for special education services. An initial evaluation is also conducted for a previously eligible student who was declassified or for a student who was previously evaluated and determined ineligible who is later referred to the CPSE or CSE to determine special education eligibility. A child who is identified as a preschool child with a disability and upon attaining school age is referred to the CSE to determine his or her eligibility for school-age special education services receives a "re-evaluation," not an "initial evaluation."
- ***Intermediate-Care Facility (OMRDD).*** Housing providing each person receiving services with room and board, continuous 24-hour-a-day intensive support with medical and/or behavioral services, and training in daily living skills (Part 681 of Mental Hygiene Law).
- ***Long-Term Absence.*** Any student who has been absent without a valid excuse for twenty (20) or more consecutive days as of the last expected day of attendance for the school year should be coded as a "long-term absence." The last day of actual attendance should be entered as the enrollment record ending date with a Reason for Ending Enrollment Code of 391. If such a student is of compulsory school age and is a resident of the district, he or she must remain on the school register and the school may use the optional Reason for Beginning Enrollment Code 8294. Note: If the student's last enrollment record for the school year ends with Reason for Ending Enrollment Code 391, the student will be counted in the annual dropout rate in the year reported. If the student, counted as a dropout, returns to school and drops out in a subsequent school year, a Reason for Ending Enrollment Code of 357 should be entered on the student's enrollment record, if appropriate. This code indicates that the student was counted as a dropout in a previous year and should not be counted in the current year.
- ***Medically Excused.*** Students who are incapacitated by illness or injury during the entire test administration and make-up periods at the elementary/middle level and have on file documentation from a medical practitioner that they were too incapacitated to be tested at the school, at home, or in a medical setting are considered medically excused from testing. These students are not included in the accountability calculations for schools, districts, or the State. Students at the secondary level may not be medically excused from testing.
- ***Migrant.*** A student is a migrant child if the student is, or the student's parents, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: has moved from one school district to another; or resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in temporary or seasonal employment in agriculture or fishing. All students eligible to be served by programs supported with Title I - Part C funds should have a Certificate of Eligibility signed by a parent or guardian and filed with the Superintendent of schools.
- ***Neglected/Delinquent.***
  - *Neglected:* Children who have been committed to an institution or voluntarily placed in the institution under applicable State law because of the abandonment by, or neglect

by, or death of parents. (Note: this does not include foster children living on a household rather than a group home or institution.)

- *Delinquent:* Children who have been adjudicated delinquent or persons in need of supervision. The term "delinquent children" also refers to students who are placed in an adult correctional institution in which children reside.

- ***Noncompleter.*** Beginning with the 2001–02 school year, any student who dropped out or entered a high school equivalency preparation program will be counted as a high school noncompleter. Each high school's noncompletion rate (the sum of the dropout rate and the transfer-to-high-school-equivalency-preparation-program rate) will be reported on the New York State School Report Card along with the two component rates. Federal standards require that students leaving high school diploma programs to enter equivalency programs be counted as noncompleters.
- ***nySTART.*** nySTART (New York State Testing and Accountability Reporting Tool) is a Web-based tool (available at www.nySTART.gov) that provides authorized users with access to assessment and verification reports and New York State Report Cards.
- ***NYSVLS.*** The New York State Virtual Learning System (NYSVLS) is a Web-based tool (available at http://eservices.nysed.gov/vls/welcome.do) that provides a centralized location for resources and tools of instructional content for teachers to assist students in meeting the State's learning standards. Online professional development opportunities are also available through NYSVLS.
- ***Performance Index.*** Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language art, mathematics, or science.
- ***Progress Target.*** For accountability groups whose Performance Index (PI) (in science) or graduation rate (in graduation rate) is below the State Standard, the Progress Target is the PI the group must achieve as an alternate method for making Adequate Yearly Progress (AYP) or qualifying for Safe Harbor in English language arts and mathematics. The Progress Target is based a point improvement over the previous year's performance.
- ***Residential Respite (OMRDD).*** The provision of short-term overnight stays in an OMRDD-operated, certified, or approved site that is not a private residence (14NYCRR 686.99(ag)).
- ***Residential Treatment Facility (OMH).*** A community-based psychiatric inpatient facility designed to provide the level of supervision, medical oversight, and psychiatric treatment required by children and adolescents with severe emotional disabilities (13NYCRR Part 589).
- ***Safe Harbor Target.*** For accountability groups whose Performance Index (PI) in English language arts or mathematics is below the Effective Annual Measurable Objectives (AMOs), the Safe Harbor target is the PI the group must achieve as an alternate method for making Adequate Yearly Progress (AYP). The Safe Harbor Target is based a ten percent improvement over the previous year's performance.
- ***Safety Net.*** The safety net allows eligible students who fail a Regents examination required for graduation to meet the requirement for a local diploma by passing the corresponding Regents Competency Test (RCT), or an approved RCT alternative, in that subject. The student may take the RCT before or after taking the Regents examination. The safety net is available to:

1. any student who is classified as disabled by the district CSE at any time; and
2. students with disabilities who have been declassified at any time between grades 8 and 12, this only applies to subjects recommended and documented by the CSE at time of declassification; and
3. general-education students identified under Section 504, for each subject specifically identified in their 504 Accommodation Plan by the Multidisciplinary Team.

Students who first entered grade 9 on or after September 1996 are not eligible to take the Native Language Writing Test and must earn a passing score on the Regents Comprehensive Examination in English regardless of their year of first entry into a school where the predominant language is English.

- ***School Choice.*** Each school district with a Title I school in school improvement or corrective action status must authorize students in the school to transfer to another public school in the district that has *not* been identified for Title I improvement. In providing the transfer option, the district must give priority to the lowest-achieving students from low-income families. The district must pay the cost of transportation for students participating in this option.
- ***School Year.*** A school year is July 1 through June 30.
- ***Science Standard.*** The State Science Standard is the criterion value that represents a minimally satisfactory performance in science. Currently, the State Science Standard at the elementary/middle level is a Performance Index (PI) of 100. The commissioner may raise the State Science Standard at his discretion in future years.
- ***SPP Indicator 7.*** The "Preschool Outcomes" section (Indicator 7) of the *Annual Performance Report for IDEA Part B State Performance Plan (SPP)*, which identifies the percent of preschool children with Individualized Education Programs who demonstrate improved positive social-emotional skills (including social relationships); acquisition and use of knowledge and skills (including early language/communication and early literacy); and use of appropriate behaviors to meet their needs.
- ***SPP Indicator 11.*** The "Child Find" section (Indicator 11) of the *Annual Performance Report for IDEA Part B State Performance Plan (SPP)*, developed as a result of requirements in the reauthorized Individuals with Disabilities Education Act (IDEA), section 616(b). This section deals with the percent of children with parental consent to evaluate, who were evaluated within 60 days (or State established timeline).
- ***SPP Indicator 12.*** The "Early Childhood Transition" section (Indicator 12) of the *Annual Performance Report for IDEA Part B State Performance Plan (SPP)*, developed as a result of requirements in the reauthorized Individuals with Disabilities Education Act (IDEA), section 616(b). This section deals with the percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
- ***Supplemental Services.*** Each school district with a Title I school in school improvement (year 2) or higher status must arrange for low-income students to receive supplemental educational services from a provider approved by the State. The parents must select from a list of approved providers who meet NYSED's objective criteria and whose performance is monitored.

- ***Temporary Use Beds (OMRDD).*** Beds designated on a facility operating certificate for temporary use for time-limited stays of developmentally disabled persons (14NYCRR 686.15).
- ***United States.*** The term "United States" means all fifty States of the United States and the Commonwealth of Puerto Rico, the District of Columbia, Guam, American Samoa, Northern Marianna Islands, US Minor Outlying Islands and US Virgin Islands.
- ***Universal Pre-K Programs.*** Universal Pre-K programs are Pre-K programs funded pursuant to Section 3602-e of Education Law. These programs are operated by the school district or by other eligible agencies under a contractual agreement with the school district.
- ***Valid Score.*** A valid score is a score received on an assessment. Administrative errors, medically excused, refusals, and absences are not considered valid scores.

Index