



SIRS-101 High School Accountability Data Verification Report Level 2 Reporting (L2RPT) Report Guide

About the Reports

The SIRS-101 High School Accountability Data Verification Report (HS AVR) allows districts and schools to view data they reported in the Student Information Repository System (SIRS) that will be used to make No Child Left Behind (NCLB) and Elementary and Secondary Education Act (ESEA) accountability determinations at the secondary level. This report includes students whose SIRS records are used to determine accountability in at least one of the three secondary-level measures: **English language arts (ELA)**, **mathematics**, and **graduation rate**. In ELA and mathematics, districts and schools are evaluated based on participation and performance. In graduation rate, districts and schools are evaluated based on the percentage of students who earned a local or Regents diploma.

The HS AVR includes **summary reports** for ELA, mathematics, and graduation rate. Summary reports include data aggregated by school and district and by student subgroup. To view the mathematics and graduation rate pages, select “Page Down” at the bottom of the first page of the summary report screen. The HS AVR also includes **detail reports**, showing student demographic, assessment, and outcome information for students in the aggregate summary reports.

More Information About Accountability

For more information about how accountability is determined in New York State and a list of identified schools and districts, see <http://www.p12.nysed.gov/irs/accountability/>. For information about NCLB, ESEA, and initiatives for improvement for identified schools and districts, see <http://www.p12.nysed.gov/accountability/>.

SUMMARY REPORTS

ELA and MATHEMATICS

Assessment Participation Fields

- ❖ **Participation Rate Enroll** = Students whose last enrollment record in the SIRS as of June 30 of the reporting year indicates that the student is in grade 12. This is the denominator used to determine the percentage of students tested for accountability.
- ❖ **Tested** = Students in the Participation Rate Enroll count with a valid score on an approved assessment: Regents examinations in Comprehensive English and mathematics and approved alternatives; Regents Competency Tests in Reading, Writing, and Mathematics and approved alternatives (for students with disabilities and students with a 504 plan that allows an RCT accommodation); and the New York

State Alternate Assessment in English and mathematics (for students with severe cognitive disabilities). This is the numerator used to determine the percentage of students tested for accountability.

- ❖ **Not Tested** = Students in the Participation Rate Enroll count with no valid score on an approved assessment. See “Tested” above for a list of these assessments.
- ❖ **Estimated Participation Rate** = $((\text{Tested}) \div (\text{Participation Rate Enroll})) \times 100$
The estimated participation rates on the report are displayed to assist with verification. The actual participation rate used to make accountability determinations may differ if two years of data must be combined because the participation rate was less than the state standard of 95%.

Assessment Performance Fields

- ❖ **Accountability Cohort Enroll** = Students in the accountability cohort; that is, students who first entered grade 9 four years prior to June 30 of the current reporting year. For a more detailed definition of the cohort used for English and mathematics accountability at the secondary level, see Cohort Definitions in the *Student Information Repository (SIRS) Manual* at <http://www.p12.nysed.gov/irs/sirs/>.

Level 1, 2, 3, 4 = Beginning in 2011–12, these field show students in the accountability cohort who scored at Accountability Level 1, 2, 3, or 4 on an approved assessment: Regents examinations in Comprehensive English and mathematics and approved alternatives; Regents Competency Tests in Reading, Writing, and Mathematics and approved alternatives (for students with disabilities and students with a 504 plan that allows an RCT accommodation); and the New York State Alternate Assessment in English and mathematics (for students with severe cognitive disabilities). Alternate Standard Achieved Codes 41, 42, 43, and 44 are used for determining performance levels for Regents examinations and Alternatives to Regents examinations in this field for accountability purposes. Standard Achieved Codes 01, 02, 03, and 04 are used for annual reporting purposes for these assessments and are used in this field for Regents Competency Tests (RCTs) and NYSAAAs.

If a student took more than one assessment in a subject, regardless of when the assessments were taken, beginning in 2011–12 the assessment used to fulfill the graduation requirement were chosen according to the precedence list below, with the top assessment on the list taking precedence over the next one. For the precedence lists used in previous years, see archived *SIRS Manuals* at <http://www.p12.nysed.gov/irs/sirs/archive/archive.html>.

- Regents examination where accountability performance is Level 3 or 4
- Passing score on an alternative to a Regents examination
- Regents examination where accountability performance is Level 2
- New York State Alternate Assessment (NYSAA) – Any Level*
- Accountability performance Level 1 for any assessment (Regents examination, alternative to a Regents examination, pass or fail on a Regents Competency Test (RCT) or an alternative to the RCT, or NYSAA)

*NYSAA counts toward secondary-level accountability ONLY if it was the only secondary-level assessment taken.

- ❖ **Estimated Performance Index** = $100 \times [(Level\ 2 + Level\ 3 + Level\ 3 + Level\ 4 + Level\ 4) \div \text{Accountability Cohort Enroll}]$

The estimated performance indices on the report are displayed to assist with verification. The actual performance indices used to make accountability determinations may differ if the cohort count for the school or district is less than 30 and two years of data must be combined. The final performance index for students with disabilities if the number of these students in the cohort is equal to or greater than 30 will be calculated by including former students with disabilities. The final performance index for limited English proficient (LEP) students if the number of these students in the cohort is equal to or greater than 30 will be calculated by including former LEP students.

- ❖ **NYSAA Students in Accountability Cohort:** “Accountability Cohort Enroll” students reported as 1) ungraded, 2) with a disability program service code, 3) with a NYSAA-eligible program service code (0220—Eligible for Alternate Assessment), and 4) with a valid score on the New York State Alternate Assessment (NYSAA) for students with severe cognitive disabilities for the appropriate grade for their age equivalency. To comply with United States Department of Education (USED) regulations, New York State limits the percentage of students who can be counted as proficient (Level 3 or 4) on the NYSAA within a district to 1.0 percent. If a district exceeds this percentage, a sufficient number of students performing at Level 3 or 4 are counted as performing at Level 2 when calculating PIs to reduce the percentage of proficient students to 1.0. Students included in this field on this report are those whose scores were reduced to fulfill this requirement. If the students attend schools within the district, the performance indices for those schools will also be impacted. If a district was granted an exception to the cap, the count will reflect the number of students whose scores were reduced based on that exception. For more information on the NYSAA 1.0 percent reduction, see “New York State Alternate Assessment (NYSAA)” in Chapter 2: Student Reporting Rules of the *SIRS Manual* at <http://www.p12.nysed.gov/irs/sirs/>.

- ❖ **NYSAA Cohort Students Scoring Level 3 or 4:** “NYSAA Students in Accountability Cohort” with a valid score of Level 3 or Level 4 on the NYSAA.

- ❖ **NYSAA Cohort Students Scoring Level 3 or 4 Counted at Level 2 (NYSAA Cap) in PI:** “NYSAA Cohort Students Scoring Level 3 or 4” whose scores will be reduced to Level 2 when the Performance Index is calculated.

GRADUATES

Graduation rate data in these reports may differ from those in the graduation-rate news release (see <http://www.p12.nysed.gov/irs/press.html>), as the data in these reports are as of the data freeze date for the 2012–13 school year and the data in the news release are as of the close of the 2011–12 school year.

Four-Year Accountability Graduation Rate Fields

- ❖ **2008 Total Cohort Enrolled as of June 30th:** Students, based on last enrollment record as of June 30, 2012, with a First Date of Entry into Grade 9 during the 2008–09 school year (July 1, 2008 – June 30, 2009), regardless of their current grade level. The cohort year for students whose last enrollment record has a grade of “14” (i.e., 7–12 ungraded) is identified using the date reported in the First Date of Entry into Grade 9 field; in circumstances when no date has been reported for an ungraded student, cohort year will be the school year the student turned 17. For a more detailed definition of the cohort used for graduation-rate accountability, see Cohort Definitions in the *Student Information Repository (SIRS) Manual* at <http://www.p12.nysed.gov/irs/sirs/>. This is the denominator used to determine the graduate rate for the four-year graduation-rate cohort.
- ❖ **Graduates as of August 31st:** “2008 Total Cohort Enrolled as of June 30th” students reported with a 799 Reason for Ending Enrollment Code and a local or Regents diploma as of August 31, 2012. See “Credential Type Codes and Descriptions” in Chapter 5: Codes and Descriptions of the *SIRS Manual* at <http://www.p12.nysed.gov/irs/sirs/>. Students reported with 738 (High School Equivalency Diploma (GED)) or 085 (Individual Education Program (IEP) Diploma) are not considered graduates. This is the numerator used to determine the graduation rate for the four-year graduation-rate cohort.
- ❖ **Non Graduates:** “2008 Total Cohort Enrolled as of June 30th” students not reported with a local or Regents diploma as of August 31, 2012.
- ❖ **Estimated Graduation Rate:** $[(\text{Graduates as of August 31}^{\text{st}}) \div (\text{2008 Total Cohort Enrolled as of June 30}^{\text{th}})] \times 100$
The estimated graduation rates on the report are displayed to assist with verification. The actual graduation rates used to make accountability determinations may differ if the cohort count for the school or district is less than 30 and two years of data must be combined. The actual graduation rates for the students with disabilities and limited English proficient (LEP) groups may also differ if the counts of students in the cohort for these groups is equal to or greater than 30, in which case former students with disabilities and former LEP students will be included in the students with disabilities and LEP student counts and calculations. This is the graduation rate of the four-year graduation-rate cohort.

Five-Year Accountability Graduation Rate Fields

- ❖ **2007 Total Cohort Enrolled as of June 30th:** Students, based on last enrollment record as of June 30, 2012, with a First Date of Entry into Grade 9 during the 2007–08 school year (July 1, 2007 – June 30, 2008), regardless of their current grade level. The cohort year for students whose last enrollment record has a grade of “14” (i.e., 7–12 ungraded) is identified using the date reported in the First Date of Entry into Grade 9 field; in circumstances when no date has been reported for an ungraded student, cohort year will be the school year the student turned 17. For a more detailed definition of the cohort used for graduation-rate accountability, see Cohort

Definitions in the *Student Information Repository (SIRS) Manual* at <http://www.p12.nysed.gov/irs/sirs/>. This is the denominator used to determine the graduation rate for the five-year graduation-rate cohort.

- ❖ **Graduates as of August 31st:** “2007 Total Cohort Enrolled as of June 30th” students reported with a 799 Reason for Ending Enrollment Code and a local or Regents diploma as of August 31, 2012. See “Credential Type Codes and Descriptions” in Chapter 5: Codes and Descriptions of the *SIRS Manual* at <http://www.p12.nysed.gov/irs/sirs/>. Students reported with 738 (High School Equivalency Diploma (GED)) or 085 (Individual Education Program (IEP) Diploma) are not considered graduates. This is the numerator used to determine the graduation rate for the five-year graduation-rate cohort.
- ❖ **Non Graduates:** “2007 Total Cohort Enrolled as of June 30th” students not reported with a local or Regents diploma as of August 31, 2012.
- ❖ **Estimated Graduation Rate:** $[(\text{Graduates as of August 31}^{\text{st}}) \div (\text{2007 Total Cohort Enrolled as of June 30}^{\text{th}})] \times 100$
The estimated graduation rates on the report are displayed to assist with verification. The actual graduation rates used to make accountability determinations may differ if the cohort count for the school or district is less than 30 and two years of data must be combined. The actual graduation rates for the students with disabilities and limited English proficient (LEP) groups may also differ if the counts of students in the cohort for these groups is equal to or greater than 30, in which case former students with disabilities and former LEP students will be included in the students with disabilities and LEP student counts and calculations. This is the graduation rate of the five-year graduation-rate cohort.

NOTE: A subgroup may make Adequate Yearly Progress (AYP) if the graduation rate of either the four-year or the five-year graduation-rate cohort is equal to or greater than the state standard of 80% or the subgroup’s progress target (a 10% gap reduction over the previous year for the four-year graduation-rate cohort and a 20% gap reduction over the previous year for the five-year graduation-rate cohort). For more information about accountability and making AYP, see Chapter 6: New York State Accountability in the *SIRS Manual* at <http://www.p12.nysed.gov/irs/sirs/>.

DETAIL REPORTS

Student demographic, assessment, and outcome data as reported in the Student Information Repository System (SIRS). Unless otherwise indicated, all data are captured as of June 30 of the reporting year or the date of the student’s last enrollment record if prior to June 30.

- ❖ **Student ID:** Local unique identifier assigned to the student by the Local Education Agency (LEA) in which the student is enrolled, as reported in the School District Student ID field of most templates. See School District Student ID in “Data Element Definitions” in the *SIRS Manual*.

- ❖ **NYSSIS ID:** Unique statewide student identifier assigned by the New York State Student Identifier (NYSSIS) system.
- ❖ **Student Name:** Student name as reported in the Student Lite template.
- ❖ **Location:** School where the student was enrolled as indicated by the BEDS of location reported for the student; for students who are placed out-of-district, this may be a school or BOCES outside the district.
- ❖ **Grade:** Instructional (“grade”) level for the student, as determined by the school district and as reported in the Grade Level field of the Student Lite and School Entry/Exit templates. See “Grade Level Codes and Descriptions” in the *SIRS Manual*.
- ❖ **Gender:** Code that indicates the student’s gender (M = Male, F = Female), as reported in Gender Description field of the Student Lite template.
- ❖ **Ethnicity:** Code that indicates the student’s racial or ethnic affiliation (A = Asian, B = Black or African American, H = Hispanic or Latino, I = American Indian or Alaska Native, M = Multiracial, P = Native Hawaiian/Other Pacific Islander, W = White). Students reported with Yes in the Hispanic/Latino Ethnicity Indicator field in the Student Lite template are counted as Hispanic. Students reported with No in the Hispanic/Latino Ethnicity Indicator field are included in the ethnicity group as indicated by the Race Code reported in the Student Lite template. If multiple Race Codes are reported for a non-Hispanic/Latino student, the student is counted in the Multiracial group.
- ❖ **Economically Disadvantaged:** Students reported with program service code 0198 (Poverty – from low-income family) in the Program Service Code field of the Programs Fact template anytime during the school year or as of the date of their last enrollment record. These students are included in the economically disadvantaged accountability subgroup.
- ❖ **LEP Eligible:** Students reported with program service code 0231 (LEP Eligible) in the Program Service Code field of the Programs Fact template, indicating the student is eligible for LEP services, anytime during the school year or as of the date of their last enrollment record. These students are included in the limited English proficient accountability subgroup.
- ❖ **Former LEP:** Students reported anytime in the school year in at least one of the two previous reporting years but not at any time in the current reporting year with program service code 0231 (LEP Eligible) in the Program Service Code field of the Programs Fact template. These students are included in the limited English proficient (LEP) accountability subgroup for performance index calculations if the count of the LEP students is equal to or greater than 30.
- ❖ **LEP Duration:** Cumulative number of years a student has received LEP Services, as reported in Duration of LEP field in the Student Lite template.

- ❖ **NYSESLAT Eligible:** Not applicable at the secondary level.
- ❖ **Disability:** Student disability as reported using the appropriate disability program service code in the Program Service Code field of the Programs Fact template. Student disability is shown if the student was reported with this disability at any time during the school year or as of the date of their last enrollment record. If multiple disability codes are reported, the last disability reported is what will be shown. These students are included in the students with disabilities accountability subgroup.
- ❖ **Former Student with a Disability:** Student reported with a disability program service code in the Program Service Code field of the Programs Fact template anytime in the school year in at least one of the two previous reporting years but not at any time in the current reporting year. These students are included in the students with disabilities accountability subgroup for performance index calculations if the count of students with disabilities is equal to or greater than 30.
- ❖ **NYSAA Eligible:** Student reported with program service code 0220 (Eligible for Alternate Assessment) in the Program Service Code field of the Programs Fact template, indicating that the student is eligible to take the New York State Alternate Assessment to fulfill the participation and performance requirements for ELA and mathematics accountability.
- ❖ **NYSAA Cap:** Student who scored a Level 3 or 4 on the New York State Alternate Assessment (NYSAA) but whose score will be reduced to a Level 2 when performance indices are calculated to comply with federal NYSAA cap regulations. See above.
- ❖ **Subject Area:** Subject (ELA, Mathematics, or Diploma for graduation rate) for which the student detail information is provided.
- ❖ **Assessment Description:** For ELA and mathematics, name of assessment (and date of test administration) used for accountability, as reported in the Assessment Measure Standard Description in many templates. See Assessment Measure Standard Description in “Data Element Definitions” in the *SIRS Manual*. For graduation rate, the diploma type reported (blank if no diploma reported in the Credential Type Description field of the Student Lite template).
- ❖ **Standard Achieved (Accountability):**
 - ELA and Mathematics Participation:** Tested indicates student was reported with a valid score on an approved secondary-level assessment, as reported in the Assessment Standard Met field of the Assessment Fact template.. (See Level 1, 2, 3, 4 under Assessment Performance Fields in the Summary section above for a list of approved assessments.) Not Tested indicates student was not reported with a valid score on an approved secondary-level assessment.
 - ELA and Mathematics Performance:** Accountability performance level received (as reported using the Alternate Standard Achieved Code or Accountability for Regents examinations and Alternatives to Regents examinations and Standard Achieved Code for RCTs and NYSAAAs) on reported assessment used for performance index

calculation, as reported in the Assessment Standard Met field of the Assessment Fact template.

ELA

Level 1 = 0-64 on Regents, passed or failed RCT or approved alternative (if eligible), Level 1 on NYSAA, or not tested.

Level 2 = 65-74 on Regents or Level 2 on NYSAA.

Level 3 = 75-89 on Regents or credit for approved alternative to Regents, or Level 3 on NYSAA.

Level 4 = 90-100 on Regents or Level 4 on NYSAA.

Mathematics

Level 1 = 0-64 on Regents, passed or failed RCT or approved alternative (if eligible), Level 1 on NYSAA, or not tested.

Level 2 = 65-79 on Regents or Level 2 on NYSAA.

Level 3 = 80-89 on Regents or credit for approved alternative to Regents, or Level 3 on NYSAA.

Level 4 = 90-100 on Regents or Level 4 on NYSAA.

Graduation Rate: Diploma (reported with Regents or local diploma) or No Diploma (reported with IEP or GED or reported with no diploma code).

- ❖ **Score:** For ELA and mathematics, the score for the assessment used for accountability, as reported in the Assessment Score field of the Assessment Fact template. For graduation rate, this field is populated with “999,” as it is not applicable.