New York State Student Information Repository System (SIRS) Manual

Reporting Data for the 2013–14 School Year

June 27, 2014
Version 9.16

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
9.0	September 30, 2013	Initial Release. Updates for 2013–14 highlighted in yellow: • New assessment measure codes for Regents Common Core Examinations in ELA and Algebra I. • New assessment and measure and standard achieved codes for NYSITELL (New York State Identification Test for English Language Learners). • Revised names and descriptions for Reason for Ending Enrollment Codes 085 and 629. • New credential type codes 119 (Career Development & Occupational Studies Commencement Credential) and 136 (Skills and Achievement Commencement Credential). • New course codes for English and Algebra common core and science lab courses. • Evaluation Criteria Codes STATE20 and LOCAL20 added and STATE and LOCAL deleted. • State attendance codes ISS (in-school suspension) and OSS (out-of-school suspension) added. • Day Calendar and Student Credit GPA eScholar template data elements added. Day Type and Credit GPA Codes added. • Teacher Title, Teacher Hire Date, and Principal information for Staff Snapshot template added. • Job Corp Program students guidance provided. • Standard Achieved Code descriptions for NYSTP assessment changed. • Teacher-Student Data Linkage rules updated in Chapter 3. • Course grades may be reported as alpha or numeric. • HSEP programs no longer valid in 2013-14. Reason for Beginning Enrollment code 5654 changed from "Enrollment in a AHSEP or HSEP program" to "Enrollment in a AHSEP program" and Reason for Ending Enrollment code 289 changed from "Transferred to an approved AHSEP or HSEP program" to "Transferred to an approved AHSEP program." • Number of calendar days rather than school days is now used for Indicator 11 for preschool children. • Validity rules to come. • For test accommodations information, see http://www.p12.nysed.gov/assessment/manuals/home.html#ei.
9.1	November 7, 2013	Updates are highlighted in blue: • Community Eligibility Option (CEO) guidance provided. • In-School and Out-of-School Suspensions definitions provided. • August 2013 credentials awarded and August 2013 secondary-level examination results must be reported December 6, 2013. • Clarification on reporting homeless students in reporting rules table. • Clarification on role of District Data Coordinator. • Clarification on FRPL.
9.2	November 18, 2013	• Day Calendar and Student Cred GPA templates re-categorized as "Student Data."
9.3	December 3, 2013	• Validity rules added.
9.4	December 6, 2013	• Poverty Indicator (0198) updated to reflect current guidance for CEO.
9.5	January 14, 2014	• Scanning deadlines added to timeline. • Regents mathematics can be taken in lieu of Grade 8 NYSTP.
9.6	February 7, 2014	• NYSITELL total scores by grade added. See assessment measure codes and descriptions. • Homebound student definition in terms and acronyms clarified. • Clarification on medically excused for NYSAA students. • Linkage duration adjustment values in the Staff Student Course Template will not be used for growth score calculations in 2013–14.

Version	Date	Revisions
9.7	March 4, 2014	• Poverty- from low-income family — Code 0198 duplicate text deleted (typo). • AMOs and EAMOs for elementary/middle-level science and secondary-level ELA and math added.
9.8	March 6, 2014	• Deadline for submitting SIRS data August 22; deadline for certification of SIRS data August 29, 2014. • Typo fix for dropouts in enrollment code use section.
9.9	March 27, 2014	• Updated guidance on refusals. • Clarification on reporting rules for students who resides in a State agency facility and attends an educational program operated by the State agency. • Clarification on reporting rules for students residing in a non K-12 district attending a receiving district that serves all students from the non K-12 district for whom tuition is paid by the district of residence.
9.10	March 28, 2014	• Further clarification on refusals.
9.11	April 10, 2014	• Integrated Algebra, Algebra I (Common Core), Geometry, and Algebra 2/Trigonometry included in tables of assessments that may be used to fulfill the participation and performance requirement for accountability at the elementary/middle level.
9.12	April 14, 2014	• Program service code 0330 (Title I – Part C: Education of Migratory Children) description modified. • Numeric Grade definition revised.
9.13	April 24, 2014	• Link provided for 2013-14 EAMOs to come.
9.14	May 23, 2014	• FRPL definition includes foster and migrant students and clarification on students within 10-day loss of benefit grace period.
9.15	June 26, 2014	• Standard Achieved Codes for Common Core exams added. • Use of Common Core for accountability clarified and Standard Achieved Codes linked to accountability levels. • Order of precedence rules for assessments used for secondary-level accountability revised to include Common Core exams. • Clarification on use of location code ending in “0777” provided under Homebound (Home-Tutored) Students.
9.16	June 27, 2014	• Score type for NYSITELL changed to Numeric Score.

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Chapter 1: What Is 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. Data in the Repository are available only to users with a legitimate educational interest. Local Education Agencies (LEAs) must use this system to report certain data to the New York State Education Department (NYSED). LEAs are administrative bodies governing over a school setting, and include public school districts, charter schools, nonpublic schools, BOCES, the New York State School for the Deaf and New York State School for the Blind. Certain State agencies (e.g., OCFS, DOC, OPWDD, OMH) and approved private schools that provide educational services to court placed students pursuant to Article 81 may also serve as an LEA and must report data using the SIRS. Nonpublic schools who participate in State assessments in elementary/middle-level ELA, mathematics, science, or secondary-level Regents exams must report these data using the 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 referred to the CPSE for determination of eligibility for preschool special education, to every prekindergarten through grade 12 public school student, and to every 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, programs, and assessment performance data are typically collected in a local SMS. LEAs that have a local SMS can export 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 Level 1 Data Centers that provides LEAs with the ability to enter and validate data. Data can be exported or entered directly into this system. The system may also be used to collect additional data that may not be available in an SMS, such as teacher evaluation data. Validated data is exported from Level 0 in a format that can be loaded directly into the Level 1 repository.

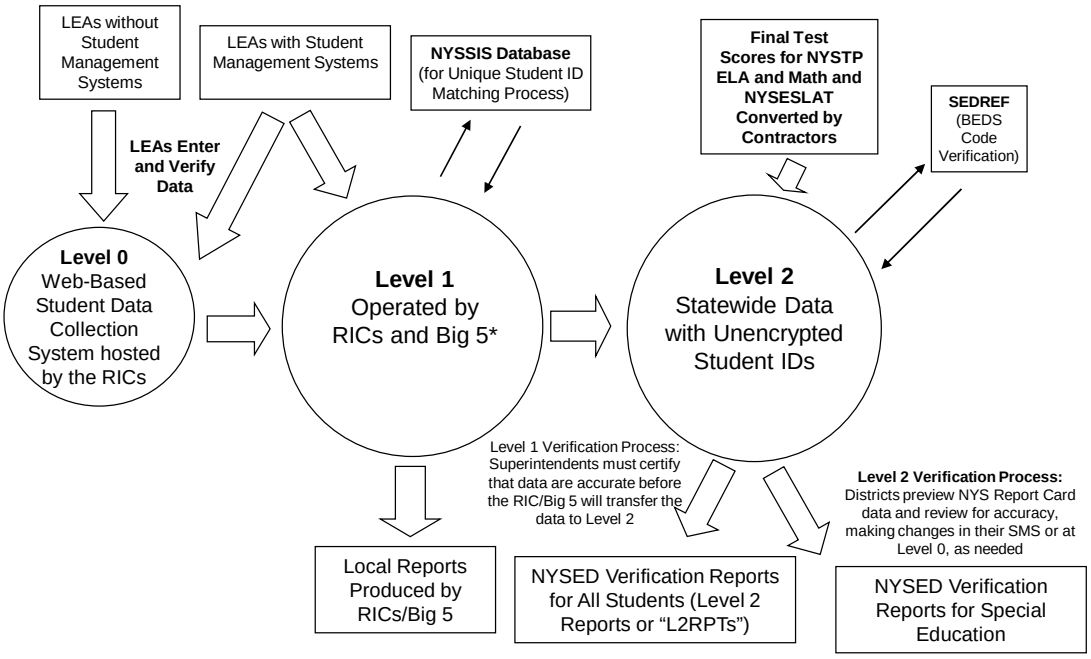
Level 1 repositories are implemented and operated by most RICs and some Big 5 City School Districts, also referred to as the “Level 1 Operators”. (See diagram below.) Each Level 1 repository includes, at a minimum, all the data elements defined in Chapter 4: Data Elements for State reporting requirements. Users of the Level 1 repositories may also include additional data elements to meet local or regional needs, including data collected for local data analysis and reporting or pre-printing scannable assessment answer sheets. The demographic data elements are also used to match to existing or create new NYSSIS IDs. Data are loaded into

Level 1 repositories using data templates and load plans provided within the eScholar application. All school districts, charter schools, State agencies that operate educational programs, nonpublic schools that administer State assessments, BOCES, 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 required student data from Level 1 are combined. This level holds records for all students and will contain records for all teachers and principals. In the Level 2 Repository, each student record is uniquely identified with a 10-digit NYSSIS number. Currently, Level 2 provides data for many purposes including, but not limited to, developing *The New York State School Report Card*, determining the accountability status of public and charter schools and districts, linking student data with those of teachers and principals, meeting federal reporting requirements, informing policy decisions, and meeting 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.

SIRS data are available to authorized users in: 1) the Level 2 reporting (L2RPT) environment, a statewide Web-based data reporting service hosted regionally at Level 1 data centers, which provides LEAs and other personnel with reports using data in the Level 2 Repository; 2) the PD (Pupils with Disabilities) System, a NYSED-hosted series of online reports on special-education assessments and performance metrics, with timelines and details of services provided; and 3) the UIAS (Unique Identifier Audit System) reports, which focus on data quality by notifying LEAs about potential errors in select reporting rules, based on the current state of NYSSIS IDs in Level 2 enrollment records.

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, Mohawk/Madison-Oneida (MORIC), Nassau RIC, Northeastern RIC, New York City, Western New York RIC (includes Buffalo, Greater Southern Tier RIC, Monroe RIC, Rochester, and Wayne Finger Lakes RIC), and Yonkers.

Chapter 2: Student Reporting Rules

Guidance on the Role of District Data Coordinator

Local Educational Agencies (LEAs) are responsible for maintaining and transmitting certain State-specified data elements in specified file formats to the State Student Information Repository System (SIRS). As such, LEAs should employ District Data Coordinators whose responsibility is maintaining and transmitting the State's required data elements.

In particular, these District Data Coordinators should be responsible for implementing accurate reporting of individual student and other data by completing the following activities:

- Assembling and leading a team of district personnel who have
  - technical expertise in the district's management system(s) and infrastructure,
  - working knowledge of current reporting requirements, including those of special populations of students (e.g. ESEA, special education, migrant students, LEP students, etc.),
  - knowledge of the district's registration materials and processes,
  - data analysis experience, and
  - an instructional background.
- Defining and documenting data collection standards that include:
  - department configurations and staff responsibilities,
  - alignment with State codes for State and federal reporting requirements, and
  - consistency across departments and functions.
- Reviewing electronic management systems for alignment to standards to ensure:
  - flexibility of the system in terms of adding fields or screens,
  - capabilities for staff to update/change validation tables, and
  - documenting all processes and procedures for current and future staff.
- Communicating data governance standards across departments.
- Developing a data verification protocol to ensure that data are accurate when they are transferred to the SIRS.

The District Data Coordinator should:

- coordinate and facilitate district data team meetings;
- obtain authorization for school and district personnel to view student records in, and obtain reports from, the SIRS;
- provide status reports regarding the district's compliance to the superintendent and respond to requests for data for analysis purposes;
- identify training needs for support staff;
- monitor compliance with regard to data standards and maintenance of records;
- ensure data extracts from source systems conform to the Data Warehouse file format and include all required fields as specified in the templates;
- act as the liaison between the district and the regional Level 1 data center;
- secure the certification of the data by the school superintendent or charter school leader in accordance with the certification schedule set forth by NYSED;
- direct or assist in the direction of the data analysis activities and instructional improvement initiatives; and

- attend informational sessions provided for District Data Coordinators by Level 1 data centers.

Who Must Report Student Data Using the SIRS?

Responsibility for the education of students falls into 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, including all applicable program service records regardless of enrollment type, using the SIRS. The following entities must report data using the SIRS:

- all public schools and districts with instructional and/or accountability responsibility, 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, and the Department of Correctional Services;
- all child-care institutions with affiliated schools that provide educational services pursuant to Article 81 of the Education Law (see http://www.p12.nysed.gov/sedcar/schoollsts/article81.htm);
- BOCES institutions (see eScholar templates for data to be reported by BOCES);
- nonpublic schools (records for parentally placed students who participate in any state assessment); and
- the New York State School for the Blind in Batavia and the New York State School for the Deaf in Rome.

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 Committee on Special Education (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.

Public school districts and charter schools are responsible for providing general instruction and appropriate special-education services for students in the categories listed below. Public school districts are also responsible for determining eligibility for special education for students in these categories. In addition, public school districts and charter schools are accountable for the performance of these students. Therefore, districts and charter schools must report all required records for resident students in these categories.

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

- Public school students with disabilities in preschool enrolled at any time during the current school year, including students who left school for any reason or were suspended from school;

- Resident students of compulsory age who were not in attendance in a public school, nonpublic school, or approved home schooling program in the current school year. These students must be reported until they exceed compulsory school age, they no longer reside in the district, or until the district has documentation that the student has entered another educational program leading to a high school diploma with a Reason for Beginning Enrollment Code 8294 – *School age children on the roster for census purposes only*. Once the student exceeds compulsory school age, end the "8294" enrollment record using Reason for Ending Enrollment Code 357 – *Left school, previously reported as a dropout*. If the 8294 student ends enrollment for any other reason, use the appropriate Reason for Ending Enrollment Code in Chapter 5: Codes and Descriptions. 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 while they are still of 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) approved under Section 100.7 of the Regulations of the Commissioner of Education. (See http://www.p12.nysed.gov/sss/ssae/AltEd/ for a list of approved high school equivalency preparation programs.) Such students must be reported with an AHSEPP enrollment record (Reason for Beginning Enrollment Code 5654 – *Enrollment in a AHSEP program*) until they earn the high school equivalency diploma, transfer to a diploma-granting program, or leave the AHSEPP;

- 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 or BOCES;
- 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;
- Students placed in a county jail or a jail operated by the city of New York within district boundaries; and
- Foreign-exchange students from outside the United States who are enrolled in a New York State school.

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, and program participation for home-schooled and walk-in students;
- 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; and
- 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.

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.

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., District of Responsibility)	Location/BEDS Code (i.e., 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 school, and 4201 State-supported school).	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	School building BEDS code, BOCES code (see BOCES Codes in Chapter 5: Codes and Descriptions), code of the approved private school for students with disabilities, or the code of a 4201 State-supported school Location Codes for students with disabilities placed by the CSE in approved private school are available at http://www.p12.nysed.gov/sedcar/locationcodes.html
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

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
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
7) A student who resides in the district, is "homebound" (temporary, long-term absence), and is 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 is not 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 of residence 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

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
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 dataquest@mail.nysed.gov
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 dataquest@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., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
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. (Page 26 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)	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. (Page 26 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)	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)	BEDS code of approved out-of-state school. If not available, use 750000660000.

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
15) A student with a disability who is placed by the court or a county department of social services in a child-care institution or in a residential treatment facility with an affiliated school and is provided educational services pursuant to Article 81 of the Education Law. (Pages 6 and 24 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)	Article 81 School	School affiliated with the child-care institution or residential treatment facility	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 or in a residential treatment facility that does not have an affiliated school. (Pages 7 and 25 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)	District in which the child-care institution is located	District in which the child-care institution or residential treatment facility 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., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
17) A general-education student who is placed by the court 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 dataquest@mail.nysed.gov
18) A student who is placed by the court in a child-care institution with an affiliated public school. (All Special Act School Districts.)	Special Act School Districts	Special Act School Districts	Special Act School Districts (Reason for Beginning Enrollment Code 0011)	BEDS code of the building in which the student is enrolled
19) A student with a disability 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 (Instructional) Not applicable (Accountability)	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., District of Responsibility)	Location/BEDS Code (i.e., 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 for People with Developmental Disabilities (OPWDD), and the Department of Correctional Services (DOCS). (Pages 2, 12, 31, and 40 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)	State agency	State agency	State agency (Reason for Beginning Enrollment Code 0011 or AHSEP 5654)	Facility location operated by the State agency code or BEDS code of the approved AHSEP program
22) A student with a disability who resides in OMH or OPWDD facility but is placed by the agency in an approved private school for students with disabilities. (Pages 4 and 14 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)	State agency	State agency	State agency (Reason for Beginning Enrollment Code 0011)	Approved private school for students with disabilities code

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
23) A student with a disability who resides in OMH or OPWDD but attends a school district or BOCES program. (Pages 3 and 13 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)	District in which OMH or OPWDD facility is located	District in which OMH or OPWDD facility is located	District in which OMH or OPWDD 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 OPWDD 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 the approved out-of-State private school.	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 student who is placed in another State under contract between a NYS school district and a public 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 approved out-of-state school. If not available, use 750000660000.

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)	Location/BEDS Code (i.e., 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. (Pages 5, 10, 22, 43, and 46 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)	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.

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
28) A student with a disability placed through the Children's Residential Project. (Page 21 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)	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
29) A student who resides in one of the following settings, which are licensed by OMH, OPWDD, 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 Homes; g) Foster Family Homes; h) Group Homes or Agency Boarding Homes; i) OCFS Secure Centers,	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. If services are provided at another location, use the first 8 digits of BEDS code of the district in which facility is located and then "0777" for the last four digits.

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
Limited Secure Centers, Non-secure Centers; j) Community Residential Homes (group homes); k) Detention Family Boarding Homes; l) Halfway Houses, Supported Living Facilities; and m) Detention Facilities, Non-Secure Institutional, Secure Holdover Detention, Non-Secure Group Care, Non-Secure Agency-Operated Detention. (Pages 7, 8, 9, 15, 16, 18, 19, 20, 27, 28, 29, 32, 33, 37, 38, and 44 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)				
30) A foreign exchange student.	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

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
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 (Accountability) District of residence (Instructional)	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 of foster family	District of residence of foster family	District of **residence of foster family** (Reason for Beginning Enrollment Code 0011)	Building of attendance
33) A student in a county jail or a jail operated by the city of New York who is in a regular instruction program leading to a high school diploma. (Page 41 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)	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 or a jail operated by the city of New York who is in approved AHSEP program. (Page 41 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)	District in which the jail is located or, for NYC, the NYCDOE	District in which the jail is located or, for NYC, the NYCDOE (if applicable)	District in which the jail is located (Reason for Beginning Enrollment Code 5654)	Institution code of the approved AHSEP program operated by the jail

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
35) Students residing in a non K-12 district attending a receiving district that serves all students from the non K-12 district for whom tuition is paid by the district of residence (Examples would include a K-8 district resident attending a Central High School District or a K-2 or K-6 district resident attending a K-12 district that is contracted by the K-2 or K-6 district to serve all their resident students including their resident students who are placed by CSE in out-of-district locations, such as a BOCES program or other placement.)	Receiving district	Receiving district	Receiving district (Reason for Beginning Enrollment Code 0011)	First 8 digits of the central or receiving high school district BEDS. Last 4 digits are those that apply in 1–34 above.
36) A student who resides in one of the following settings: a) Residential Programs for Runaway and Homeless Youth; b) Domestic Violence Shelters; c) Homeless Shelters. (Pages 7, 8, 9, 15, 16, 18, 19, 20, 27, 28, 29, 32, 33, 37, 38, and 44 of *Education Responsibilities for School-Age Children in Residential Care*, available at http://www.p12.nysed.gov/specialed/publications/EducResponsSchoolAgeResidence.pdf.)	District of attendance	District of attendance	District of attendance (Reason for Beginning Enrollment Code 0011)	Building of attendance

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., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
1) A preschool-age student referred to the CPSE or CSE 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 and school-age 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 data on these indicators at http://www.p12.nysed.gov/sedcar/sppschedule.html.	Not applicable (Accountability) District of residence (Instructional)	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., District of Responsibility)	Location/BEDS Code (i.e., 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 (Accountability) District of residence (Instructional)	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 For c and e, codes are available at http://www.p12.nysed.gov/sedcar/locationcodes.html.

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
3) A preschool-age student who resides in the district and participates in a a) district-operated Pre-K or Universal Pre-K program; b) BOCES-operated Pre-K program under a Universal Pre-K contract with a school district with the BOCES acting as an Other Eligible Agency (i.e., Community-Based Organization – CBO); c) BOCES-operated pre-K not under a Universal Pre-K contract.	District of residence (Instructional) Not applicable (Accountability)	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	a) District building BEDS code b) First 8 characters of the district code followed by "0666" signifying CBO-placed UPK c) BOCES code
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.	District of residence (Instructional) 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.	District of residence (Instructional) 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

Accelerated Students

Intermediate-Level Science Students: The Grade 8 Intermediate-Level Science Test must 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 must be reported in the year in which the student took the assessment and will count in the accountability calculations for the district and school responsible for the student when the student is in Grade 8. The Assessment Measure Standard Description "Science: Early" will be populated for these students at Level 2 when the students are in Grade 8. Students who take the Grade 8 Intermediate-Level Science Test when they are in Grade 7 may not retake the test when they advance to 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 must be reported in the year in which the student took the examination and 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 must be reported in the year in which the student took the examination and will count in the accountability calculations for the district and school responsible for the student. The score the student receives on the Grade 8 Intermediate-Level Science Test when taken in Grade 7 must also be reported in the year in which the student took the examination but will not 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 must be reported in the year in which the student took the test and will count in the accountability calculations for the district and school responsible for the student. The score the student receives on the Regents examination in science must also be reported in the year in which the student took the examination but will not 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.

Grades 7 and 8 Mathematics: Seventh and eighth grade students who take the Regents examinations in Algebra I (Common Core) or Geometry are not required to take the NYSTP grade 7 or 8 mathematics assessment to fulfill the testing requirement in mathematics. Students who take both the NYSTP mathematics assessment and a Regents mathematics assessment in grade 7 or 8 will have their NYSTP score count in the accountability calculations for the district and school responsible for the student.

Elementary-Level Science, Grades 3–8 ELA, and Grades 3–6 Mathematics: Accelerated students must be tested on the assessments appropriate to their actual grade level or, if ungraded, their age-equivalency grade level in these subjects at these grades. These students may take a Regents examination in addition to the NYSTP but not in lieu of the NYSTP assessment in these subjects at these grades.

Accelerated students may *not* take the elementary-level science 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.

Students who take a Regents examination in mathematics in grades 3 through 6 must also take the NYSTP assessments in mathematics for their appropriate grade level or age, if ungraded. Students who take a Regents examination in science in grade 8 are not required to, but may also, take the Grade 8 Intermediate-Level Science Test. For these students, report the course code (field 29 in the Course template) that best reflects the course's curriculum, and the reporting date (field 11 in the Staff-Student-Course template) for the Regents examination and a separate record with the reporting date for the elementary/middle-level assessment. All Student Management Systems must be able to report the course code for the curriculum and the reporting date for both the Regents and NYSTP assessments.

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.p12.nysed.gov/assessment/manuals/home.html#ei for copies of these manuals.

Accountability Inclusion/Exclusion for Participation/Performance at the Elementary/Middle Level

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 2, 2013)
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 1	April 8
Grades 3–8 Mathematics	April 30	May 7
NYSAA	September 30	February 7
Grade 4 Science	May 21	June 4
Grade 8 Science	May 21	June 4
NYSESLAT (if eligible)	April 9	May 16

Enrollment Exit Codes for Determining Continuous Enrollment for Grades 3–8 Students

If a grade 3–8 student is enrolled on Day 1, has one of the following Reason for Ending Enrollment codes between Day 1 and Day 3, and is tested, the student is included in the Performance Index calculation in the school and/or district, as indicated.

Reason for Ending Enrollment Code	Description	Included in Performance Index Calculation in:
153	Transferred to another school in this district or to an out-of-district placement	District
238	Transferred to homebound instruction provided by this district	District
782	Entry into a different grade in the same school building	School and District
5927	Leaving school under NCLB – a victim of a serious violent incident	District
EOY*	End of school year	School and District

*This code is populated at Level 2 when no Reason for Ending Enrollment Code is provided.

NOTE: For reporting NYC public schools, codes that refer to "this district" should be used for transfer within the same NYC district geographic region (e.g., within NYC Geographic District #14 – Brooklyn).

If a grade 3–8 student is enrolled on Day 1, has one of the following Reason for Ending Enrollment codes between Day 1 and Day 3, and is tested, the student is excluded from the Performance Index calculation in the school and district.

Reason for Ending Enrollment Code	Description
085	Earned commencement credential
136	Reached maximum legal age and has not earned a diploma or certificate
140	Preschool special education status determined
170	Transferred to another NYS public school outside this district with documentation
204	Transferred to a NYS non-public 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
289	Transferred to an AHSEP program
306	Transferred to other high school equivalency (GED) preparation program
323	Transferred outside district by court order
340	Left school: first-time dropout
357	Left school: previously counted as a 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
442	Left the U.S.
459	Deceased

Reason for Ending Enrollment Code	Description
629	Previously earned commencement credential or IEP
799	Graduated (earned a Regents or local diploma)
816	Earned a High School Equivalency Diploma (GED)
5938	Leaving a NYC community district under NCLB – a victim of a serious violent incident
8228	End "Walk-in" Enrollment

NOTE: For reporting in NYC public schools, codes that refer to "outside this district" should be used for transfer out of the NYC district geographic region (e.g., from NYC Geographic District #14 – Brooklyn to NYC Geographic District #15 – Brooklyn or from NYC Geographic District #14 – Brooklyn to Brooklyn Charter School).

Appeal to Graduate with Lower Score on Regents Exam

Beginning with students entering grade 9 in 2005, students who have taken and passed certain courses in preparation to take a Regents examination and have a 65 course average but whose highest score on the Regents examination is below but within three points of the 65 passing score may appeal to graduate with a local or Regents diploma using this lower score. Through this appeal, the student seeks a waiver of the graduation assessment requirement in this subject area. The appeal form is available at http://www.p12.nysed.gov/assessment/ac-general/archive/appeal05-06.pdf. Schools must send a copy of this form to the Office of State Assessment at 775 EBA, New York State Education Department, 89 Washington Avenue, Albany, NY 12234 and another copy to the Office of Information and Reporting Services at 865 EBA, New York State Education Department, 89 Washington Avenue, Albany, NY 12234.

Approval of this appeal will not change the student's score on the Regents examination under appeal. The district must report the actual scored earned on the Regents examination, not a 65, through SIRS. In the fall, the district will also need to report the information from this appeal on the district's BEDS form at http://www.p12.nysed.gov/irs/beds.

Backmapping for Feeder Schools

A "feeder" school is an elementary school that only serves students in grades below grade 3 (1, 2, 1–2, K–1, K–2) 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. All schools with students who are in grade 3 (or are ungraded equivalent to grade 3) in the current school year and who attended a feeder school during one of the previous school years must report these students in SIRS with a Backmapping BEDS Code (field 27 in the Student_Lite Template) that identifies the feeder school from which the student came. A list of feeder schools required to do backmapping is available at: http://www.p12.nysed.gov/irs/sirs. 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 as a grade 2 student 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 Performance Index and Adequate Yearly Progress determinations for the feeder school in these subjects.

Career and Technical Education (CTE) Students

CTE Programs: Career and technical education (CTE) is focused on career or occupational training. Located in high schools and BOCES, CTE programming provides 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 (equivalent to three full years of study) that together form a cohesive concentration and incorporate the Career Development and Occupational Studies (CDOS) Learning Standards. CTE programs also include the content of the one unit state-developed Career and Financial Management course.

CTE Students: CTE students are those enrolled in any course that can be a part of a CTE content area (i.e., agriculture, business and marketing, family and consumer sciences, health occupations, trade and technical education, and/or technology education). (See Career and Technical Education Program Service Codes in Chapter 5: Codes and Descriptions for a full list of CTE program service codes.) This includes students who are substituting a five-unit CTE sequence to fulfill the foreign language requirement for an advanced designation diploma and are 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) and a CTE program, or
- a CTE program in a nonpublic school that participates in data reporting via the SIRS.

Who Must Report CTE Students: The school district accountable for the student is responsible for reporting CTE data in SIRS for the student, even if the district's students receive CTE at another program service provider (e.g., a BOCES). The agency that delivers the CTE course is the service provider. A school district offering CTE to its own students creates and maintains the CTE program service records and is the service provider. A school district that sends students to a BOCES for CTE creates and maintains the CTE program service records, even though the BOCES is considered the program service provider. Consequently, school districts report on all CTE students (i.e., those served in their own high schools as well as those sent to BOCES or other out-of-district providers, including another school district). Teacher-course linkage data must be reported by the service provider who employs the teacher or principal.

The CTE data collected 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.

Which Students Must Be Reported with CTE Records: Students who participate in any career and technical education who are also in a high school diploma-granting program or an approved GED program (i.e., AHSEPP) must be reported with a CTE program service record, a CTE Program Type, a CTE Program Intensity, courses taken by the student, and teacher linkage information:

- whether or not the CTE are federally funded,
- whether or not the CTE courses have been approved to allow the issuance of a Technical Endorsement,
- whether the CTE are offered by an LEA or BOCES.

Program Service Records: All students taking CTE have a CTE program service record created in the school year they first start CTE. A student cannot have program service records without an active enrollment record.

Students generally take their CTE from one or two providers (i.e., their high school and/or BOCES). A single program service record is created if the student is taking CTE in a single location. If more than one content area is taken, create one record and use the program service code that describes where the student spends the most time.

CTE students enrolled in more than one location during the school year must be reported with a separate record for each program location. For example, two program service records are required for a student enrolled in business education in a high school and in computer information technology at a BOCES.

CTE programs at local high schools often cross content areas and may not be predefined or linear in nature. In the local high schools, programs are made up of a group of courses that form a cohesive concentration. These courses may be from one of the six CTE content areas or from a combination of these content areas. Since CTE students at local high schools build cohesive concentrations based on individual interests, the selection of a specific program service code (see Career and Technical Education Program Service Codes in Chapter 5: Codes and Descriptions) may prove more difficult than the selection of a code for CTE programs at a BOCES or 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 career and technical education 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 Regional Information Center (RIC). The RIC can contact the NYSED CTE Team at (518) 486-1547 or emsccte@mail.nysed.gov for assistance.

CTE Beginning and Ending Program Service Records: If the student meets the district's requirements for completing the program, use Reason for Ending Program Service code 646. If the student ends the program service without completing the program the year the student leaves or completes high school, use Reason for Ending Program Service code 663. If the student has not completed the CTE program by the end of the school year and is not scheduled for CTE the following year, use Reason for Ending Program Service code 680. In the year the student leaves school, the entire enrollment record will show which Reason for Ending Program Service Code should be used in the final record. Districts determine how many and what combination of sequenced CTE courses are needed to achieve program completion. If the student's concentration of CTE courses does not meet the district's requirements, the Reason for Ending Program Service Code is 663 (left without completing), and the Level of Program Intensity is the level reached by the day the student discontinued the program.

CTE Program Type: All students who participate in a CTE must be reported in SIRS with CTE Program Type "CTE," indicating the student is in career and technical education. See Chapter 4: Data Elements for CTE Program Type definition and location in the eScholar templates.

CTE Program Intensity: All students who participate in CTE must be reported in SIRS with a CTE Program Intensity: Enrollee, Participant, or Concentrator. See Chapter 4: Data Elements for CTE Program Intensity definition and location in the eScholar templates.

CTE Program Endorsement Indicator: A CTE Program Endorsement Indicator must also be reported in Programs Code Template, a Dimension Table populated by Level 1 operators, not by the reporting local educational agency. The endorsement indicator field tracks whether or not the specific program has been approved by NYSED 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 the approved program. For more information about the approval process, see www.p12.nysed.gov/cte/ctepolicy/. A list of programs that hold current NYSED approval to issue technical endorsements can be found at: http://www.p12.nysed.gov/cte/ctepolicy/approved.html.

For more information on CTE, see http://www.p12.nysed.gov/cte/home.html.

Charter School Students

Charter schools must report all required records for their students, 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.

Court-placed Students

Court-placed students should be reported with the appropriate Reason for Ending Enrollment Code from the tables below.

Reason for Ending Enrollment Codes for Students Placed by Court Order OUTSIDE the District

Code	Situation
323 – Transferred outside district by court order	Students placed by court order outside the district in county jails, jails operated by the city of New York, prisons, or juvenile facilities or that have a school (as defined under State law) or programs offering courses that can result in the earning of credit toward a high school diploma and participate in those programs. Students placed by court order in non-incarcerated court placements (e.g., foster care homes; group homes; placement in residential facilities with affiliated schools that provide educational services in accordance with Article 81 of the Education Law). Do not end enrollment for students placed temporarily in a facility (e.g., in secure or non-secure detention facilities) pending a decision by court order.
1089 – Transferred to an approved GED program outside this district	Students who are placed by court order outside the district in a jail and participate in an approved AHSEP program.
8338 – Incarcerated student, no participation in a program culminating in a regular diploma	Students who are reported as entering grade 9 in the 2006–07 school year or later and who are placed by court order outside the district in prisons or juvenile facilities and do not participate in approved AHSEP programs or programs that result in the earning of credit toward a high school diploma.

Reason for Ending Enrollment Codes for Students Placed by Court Order INSIDE the District

Code	Situation
153 – Transferred to another school in this district or to an out-of-district placement	Students placed by court order within the district of the student's residence in county jails, jails operated by the city of New York, prisons, or juvenile facilities that have a school (as defined under State law) or programs offering courses that can result in the earning of credit toward a high school diploma and participate in those programs.
289 – Transferred to an approved AHSEP program	Students who transfer from a district school by a court order to an approved AHSEP program within the district.
8338 – Incarcerated student, no participation in a program culminating in a regular diploma	Students who are reported as entering grade 9 in the 2006–07 school year or later and who are placed by court order inside the district in prisons or juvenile facilities and do not participate in approved AHSEP programs or programs that result in the earning of credit toward a high school diploma.

General-education students and students with disabilities in county or New York City jails who are in regular instruction programs offering courses that can result in the earning of credit toward 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 or New York City jails who are in approved AHSEP programs must be reported with a Reason for Beginning Enrollment Code 5654 — *Enrollment in a AHSEP program* and the BEDS code of the approved program, and these students will not be counted as graduates.

School districts must coordinate with court-placement agencies to ensure that students are enrolled appropriately and educational records are shared. 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.

District of Residence Codes

All students must be reported with a District of Residence code. (See Chapter 5: Codes and Descriptions.) This code is collected to ensure that State aid for textbooks and transportation is appropriately allocated to a student's home district (i.e., District of Residence). The initial District of Residence code that should be reported for a student is the one that indicates where the student resided on BEDS day 2013 (October 2, 2013). If a student moves to and enrolls in a new district subsequent to BEDS day 2013, the student should be reported by the new district with the District of Residence code for that new district. For State aid and BEDS enrollment purposes, the student will be always be counted in the district in which the student resided on BEDS day of that reporting year. For example, if a student resides in District A on October 2, 2013, moves to District B on October 3, 2013, and remains in District B through the 2013–14 and 2014–15 school year, the student will be counted for State aid and BEDS enrollment purposes in District A in 2013–14 but in District B in 2014–15.

The Department uses District of Residence data from SIRS to derive the number of students enrolled who are not residents of your district and for whom tuition is or could be charged.

Special Cases:

Article 81 students should be reported with a District of Residence code reflecting the public school district in which the child was living at the time a public agency considered the child for placement in a child care institution or at the time the child was placed with the Division for Youth.

Central High School districts may not be used as a District of Residence. The District of Residence code for a student enrolled in a Central High School district is that of one of the Central High School district's designated feeder districts or other public school district, as appropriate. For example, students enrolled in the Valley Stream Central High School District should be reported as residents of Valley Stream #13 UFSD, Valley Stream #24 UFSD, Valley Stream #30 UFSD, or other district as appropriate.

Charter school, nonpublic school, and BOCES students should be reported with a District of Residence code reflecting the public school district in which they live and that they are entitled to attend.

Students in ***county jails*** should be reported by the district in which the county jail is located with a District of Residence that reflects the district in which the student was residing immediately before coming to the county jail.

Foreign-exchange students should be reported with a District of Residence reflecting the district in which the students are enrolled.

Foster children should be reported with a District of Residence that reflects the residence of the foster family.

Students designated as ***homeless*** should be reported with a District of Residence reflecting the district of attendance (i.e., the district where the student is enrolled in school).

The District of Residence code for ***New York City students*** is that of the Community School District in which they reside (e.g., Manhattan CSD 3, Brooklyn CSD 23, etc.).

All ***non-residents of New York State***, excluding Foreign Exchange students who are considered temporary residents, should show 80034366 for District of Residence.

Special Act school districts may not be used as a District of Residence. The District of Residence code for a student enrolled in a Special Act school district is that of the sending district or, if the student is placed by the court, the district last attended by the student.

State-operated schools and facilities should report a District of Residence that reflects the district in which the student was residing immediately before coming to the State-operated school or facility. Where there is insufficient knowledge to make this determination, the reported District of Residence should reflect the district in which the state-operated school or facility is located.

Districts that have a terminal grade of less than twelve retain their District of Residence status when their resident students tuition out to a K–12 district to finish their high school education. For example, the District of Residence code for a student who completed eighth grade in a K–8 district and is now enrolled in grade 9 in a K–12 district is that of the K–8 district. A student who completed the eighth grade in the Greenwood Lake UFSD (a K-8 district), and is now attending the George F. Baker High School in the Tuxedo UFSD, should be reported as a resident of Greenwood Lake, unless the student has actually taken up residence elsewhere.

Dropouts/Noncompleters

Students Who Drop Out While Still of Compulsory School Age: 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 – 20 consecutive unexcused days,* 425 — *Left school, no documentation of transfer,* or Reason for Ending Enrollment Code 357 — *Left school: previously counted as a dropout* followed by a Reason for Beginning Enrollment Code 8294 — *School-age children on the roster for census purposes only*. 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 counted as a dropout* 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 one of the following Reason for Ending Enrollment Codes are counted as dropouts:

- 136 — *Reached maximum legal age and has not earned a diploma or certificate*
- 289 — *Transferred to an approved AHSEP program*
- 306 — *Transferred to other high school equivalency (GED) preparation program*
- 340 — *Left school: first-time dropout*
- 357 — *Left school: previously counted as a 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*

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 — *Left school, no documentation of transfer* 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*.

Incarcerated Students: Students who are reported with a Reason for Ending Enrollment Code 8338 – *Incarcerated student, no participation in a program culminating in a regular diploma* (see Court-placed Students section above) are considered dropouts for annual reporting purposes and are included in the graduation rate cohorts.

Students Who Enroll and Then Drop Out: For students who were enrolled at the end of the 2012–13 academic year but dropped out before the beginning of the 2013–14 school year, report the enrollment records with a beginning date of July 1, 2013 and ending date when it was determined the student was not returning to school (must be after July 1, 2013).

Elementary/Middle-Level Students

All general-education students and students with disabilities in grades 3–8, and 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 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.

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 all four modalities of the NYSESLAT: Listening, Speaking, Reading and Writing.

Foreign Exchange Students

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. Students from outside the United States who participate in foreign exchange programs in New York State and are reported in SIRS should be reported with *Reason for Beginning Enrollment Code 0022: Foreign exchange student enrollment in building or grade* and *Reason for Ending Enrollment Code 442: Left the U.S.*

Free or Reduced-Price Lunch Students

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 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, foster, or migrant;

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.

Carryover of previous year's eligibility is for up to 30 operating days (whether meals are served or not) into the current school year or until a new eligibility determination has been made. If a new eligibility determination for the current school year has not been made by BEDS day and a student is within the 30-day carryover period, the student should be reported as qualifying for either free or reduced-price lunch.

For students who are within the 10-day loss of benefit grace period, their program service record should be ended at the time the student is determined to be no longer eligible for a free- or reduced-price lunch (at the beginning of the grace period).

Students who have met the eligibility requirements for the federal Free Lunch Program must be reported with *Program Service Code 5817: Free Lunch Program*. Students who have met the eligibility requirements for the federal Free Breakfast Program and/or the federal Free Milk Program must also be reported with *Program Service Code 5817: Free Lunch Program*. For districts participating in the Community Eligibility Option (CEO), report only those students who would qualify to participate in the federal lunch program independent of CEO. For example, do not report students who participate solely because the LEA is CEO eligible. Include students whose participation is as a result of the 30-day carryover provision.

Students who have met the eligibility requirements for the federal Reduced-Price Lunch Program must be reported with *Program Service Code 5806: Reduced-Price Lunch Program*. Students who have met the eligibility requirements for the federal Reduced-Price Breakfast Program must also be reported with *Program Service Code 5806: Reduced-Price Lunch Program*. Include students whose participation is as a result of the 30-day carryover provision.

GED Students

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

court order in a jail and participate in an approved AHSEP program must be reported with a Reason for Ending Enrollment Code 1089 — *Transferred to an approved GED program outside this district.*

Students who end enrollment in a district school to attend a community-based program that is not an approved AHSEP 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.

Graduates

All students who graduated in the current reporting year must be reported with a Postgraduate Plan Description, Credential Type Description, and First Date of Entry into Grade 9 in the Student_Lite Table and a Reason for Ending Enrollment Code 799 — *Graduated (earned a Regents or local diploma)* in the School_Entry/Exit Table.

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 0055 — *Enrolled for instructional reporting only* to report general-education home-schooled students who are taking a course that does not lead to a State assessment. The district of residence must use Reason for Beginning Enrollment Code 5905 — *CSE or CPSE 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 — *Transferred to home-schooling by parent or guardian* to end enrollment the day after the student completes this assessment. If the student takes multiple assessments in the school year, you may leave the record open until the day after the student completes the last assessment for the year or open and close the records as the student takes the assessments. For example, if a home-schooled student takes multiple Regents examinations during Regents week in June, his or her record can remain open until the student takes the last Regents

examination for that period. If a student takes multiple assessments over time in a school year, the district of residence could repeat the process of beginning and ending enrollment for the student to report each assessment administered. For example, if a home-schooled grade 4 student takes the NYSTP Grade 4 ELA and mathematics assessments in April and then the Grade 4 Science Test in May, you may wish to end the enrollment record for the student after the ELA and math assessments have been taken and re-enroll the student when the science test is 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 students) fall into two categories: a) students who remain enrolled in a school but are provided temporary instruction in the home, and b) 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, are 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. Students who remain enrolled in a school (a) must be reported with the BEDS code of the school in which the student is officially enrolled as their location code. Students who are unable to attend school for the remainder of the school year due to illness or injury or CSE placement (b) must be reported with the first eight digits of their district code followed by 0777 as their building of location code. (Location codes with the first eight digits of their district code followed by 0777 are also used in a limited number of other scenarios. See Table of Reporting Responsibility for School-Age Students.)

Homeless Students

Homeless students must be reported with a Homeless Indicator and a Homeless Primary Nighttime Residence code in the Student_Lite table, Program Service Code 5566 — *Title X – Part C: Homeless Education/McKinney-Vento* in the Programs_Fact table (if the district received the McKinney-Vento subgrant), and Program Service Code 8272 — *Homeless Unaccompanied Youth Status* (if applicable) in the Programs_Fact table.

Immigrant Students

Immigrant students must be reported with a Home Language Description, Student's Place of Birth, Date of Entry into United States, Years in United States Schools, Immigrant Indicator, and Country of Origin in the Student_Lite table; and Program Service Codes 5731 — *Title III: Language Instruction Immigrant LEP Students* (if applicable; that is, receiving these services) and 5742 — *Title III – Part B, subpart 4: Emergency Immigration Education Program* (if applicable; that is, receiving these services) in the Programs_Fact table.

Job Corp Program Students

Students in Job Corp Programs on the list of approved AHSEP programs (see http://www.p12.nysed.gov/sss/ssae/AltEd/) should be reported with Reason for Ending Enrollment Code 289 — *Transferred to an approved AHSEPP program*. Students in Job Corp Programs not on this list should be reported with Reason for Ending Enrollment Code 306 —

Transferred to other high school equivalency (GED) preparation program or an appropriate dropout code, whichever is applicable.

Limited English Proficient (LEP) Students

All Limited English Proficient (LEP) students (also referred to as English Language Learners) must be reported with 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 2011–12 and four months in 2012–13, those months should be counted as the first year of instruction. The 2013–14 school year would be year 2 of instruction. Only LEP eligible students should have this data element completed.

All LEP students (including those from Puerto Rico) who on April 1, 2014, will have been attending school in the United States for less than one year must also be reported with a Program Service Code 0242 — *Eligible to take the NYSESLAT for grades 3-8 ELA Accountability.* See “NYSESLAT and Accountability” below for more information.

All LEP students who participate in a program supported by Title III of NCLB must also have a Program Service Code associated with NCLB Title III: 5720 — *Title III: Services to Non-Immigrant LEP Students,* 5731 — *Title III: Language Instruction Immigrant LEP Students*, or 5742 — *Title III: Part B, subpart 4: Emergency Immigration Education Program.*

All LEP students who have achieved proficiency in all four modalities of the NYSESLAT — Listening, Speaking, Reading, and Writing — must be reported with a Reason for Ending Program Service Code 849 — *Student Achieved English Proficiency*.

NYSESLAT and Accountability

NCLB requires that the English proficiency of all 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 current academic year. Once identified as LEP, a student must score at the proficient level in all four modalities of the NYSESLAT (Listening, Speaking, Reading, and Writing) to be considered English proficient.

***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 a one-time 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, 2014, 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. Months in which students are enrolled as PK–8 or ungraded elementary are counted toward this 12-month exemption window.

Example 1: A LEP student enrolls for the first time in a United States school in grade 3 in March 2013 and ends enrollment by leaving the United States in June 2013 (four-month enrollment). The student re-enrolls in a United States school in March 2014 as a grade 4 student and remains enrolled through the end of the school year. If the one-time exemption occurs in 2012–13, even though the student has been enrolled in a United States school for only six months as of the 2013–14 NYSTP ELA test administration window (test is given in April), the student may not be exempt again in 2013–14, as the one-time exemption already occurred in 2012–13.

Example 2: A LEP student enrolls for the first time in a United States school in grade 3 in October 2011 and ends enrollment by leaving the United States in December 2011 (three-month enrollment). The student re-enrolls in a United States school in December 2012 as a grade 4 student and ends enrollment by leaving the United States in January 2013 (two-month enrollment). The student re-enrolls in a United States school in March 2014 as a grade 5 student and remains enrolled through the end of the 2013–14 NYSTP ELA test administration window (one-month enrollment, test is given in April and the month of April is not counted). 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 2013–14. As such, the student may be exempt from taking the grade 5 NYSTP in ELA in 2013–14. If the one-time exemption occurs in the 2013–14 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, 2013 and does not end enrollment. The student may be exempt from taking the NYSTP in ELA in 2013–14, as the student has only been enrolled in a school in the United States for 11 months, May 1, 2013 – March 31, 2014. (Note that the month of April 2014 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, 2013 and does not end enrollment. The student may not be exempt from taking the NYSTP in ELA in 2013–14 (test is given in April), as the student has been enrolled in a school in the United States for 12 months, April 1, 2013 – March 31, 2014.

Example 5: A LEP student enrolls for the first time in a United States school in grade 1 in October 2011 and ends enrollment by leaving the United States in February 2012 (five-month enrollment). The student re-enrolls in a United States school in September 2013 as a grade 3 student and remains enrolled through the end of the 2013–14 NYSTP ELA test administration window (seven-month enrollment, test is given in April and the month of April is not counted). The student may not be exempt from taking the grade 3 NYSTP in ELA in 2013–14, as the student has been enrolled in a school in the United States for 12 months.

Students who are eligible to take the NYSESLAT for grades 3–8 accountability 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. They will be counted in the participation calculation for accountability purposes as participating in an ELA assessment if they have valid scores on all four modalities of the NYSESLAT: Listening, Speaking, Reading, and Writing.

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://www2.ed.gov/policy/elsec/guid/lepguidance.doc.

Other Subjects: All LEP students must take the required State assessments appropriate to their grade. Most of these tests are 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. 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.p12.nysed.gov/assessment/sam/secondary/home.html.

NYSESLAT and NYSAA

All LEP students in grades K–12, including ungraded age-equivalent students, 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.

New York State Identification Test for English Language Learners (NYSITELL)

The New York State Identification Test for English Language Learners (NYSITELL) will be administered for the first time in 2013–14. This test is used to assess the English language proficiency of new entrants whose home language is other than English, as indicated on their Home Language Questionnaire. It is used to determine if the student is in need of bilingual education and/or English as a Second Language (ESL) services.

The NYSITELL has eight levels. In K–3, the levels are different between the fall and spring for each grade to account for the significant developmental changes between semesters. Students entering in the middle of the school year are expected to perform different developmentally appropriate tasks with different language expectations. Therefore, the NYSITELL provides level tests to determine students' language proficiency relative to the expectations at that point in the school year. In the later grades, the tasks are more aligned between fall and spring; therefore, the language expectations do not differ as significantly as in the earlier grades. As such, students are administered the same NYSITELL level regardless of the time of year.

The table below shows the eight NYSITELL levels and identifies which level is administered to each new entrant, depending upon the grade in which the student is enrolling and the date on which the test administration begins.

Level	Grade in which student is enrolling	Dates on which test will be administered
I	Grade K	July 15 – January 31
II	Grade K Grade 1	February 1 – June 30 July 15– January 31
III	Grade 1 Grade 2	February 1 – June 30 July 15– January 31
IV	Grade 2 Grade 3	February 1 – June 30 July 15– January 31

Level	Grade in which student is enrolling	Dates on which test will be administered
V	Grade 3 Grade 4	February 1 – June 30 July 15– June 30
VI	Grades 5 – 6	July 15– June 30
VII	Grades 7– 8	July 15– June 30
VIII	Grades 9 – 12	July 15– June 30

Long-Term Absent Students

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 date of the 20th consecutive unexcused absence should be entered as the enrollment record ending date with a Reason for Ending Enrollment Code of 391 — *Long-term absence (20 consecutive unexcused days)*. 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 Reason for Beginning Enrollment Code 8294 — *School-age children on the roster for census purposes only*. 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 this school and drops out from this school in a subsequent school year, a Reason for Ending Enrollment Code of 357 — *Left school: previously counted as a dropout* 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.

Migrant Students

Migrant students must be reported with a migrant indicator in the Student Lite template and Program Fact Record Title I – Part C: Education of Migratory Children — 0330, if applicable (if receiving these services).

Neglected/Delinquent Students

Neglected/delinquent students must be reported with a neglected and delinquent indicator in the Student Lite template and Program Fact Record Title I – Part D: Prevention & Intervention Programs for Children and Youth who are Neglected (8327) or Delinquent (0187), if applicable (if receiving these services).

New York State Alternate Assessment (NYSAA)

Testing Students on the NYSAA: All students whom the district CSE has designated as eligible to take the New York State Alternate Assessment (NYSAA) to fulfill the testing requirement at the elementary/middle or secondary level must be administered this assessment when age appropriate. Students whose birth dates fall between September 1, 1999 and August 31, 2005 must be administered the appropriate grades 3 through 8 NYSAAs in 2013–14. See the table in the "Ungraded" section for further information.

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, 2013 and have not previously taken the secondary-level NYSAA must be administered the test during the 2013–14 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, 1995 who have not been assessed must be assessed before they leave school.

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, when available, is posted on the Information and Reporting Services NYSAA web site at http://www.p12.nysed.gov/irs/nysaa/.) 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.

Reporting NYSAA Students: Students eligible to take the New York State Alternate Assessment (NYSAA) must be reported as ungraded (Grade Level "K–6" for ungraded elementary or "7–12" for ungraded secondary) in School_Entry/Exit Template based on their age on the first date of the NYSAA administration period or date enrollment began if enrolled after the first date of the administration period. In addition, the following data must be reported for NYSAA students:

- Assessment Status (Collegial Review) in Assessment_Fact Template,
- Program Fact Record 0220 — Eligible for Alternate Assessment, and
- a Program Service Code that indicates the Type of Disability.

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 a state assessment to its students, enrollment, demographic, program service, and assessment records for these students must be reported in SIRS. Public school districts are responsible for ensuring that students with disabilities placed by the Committee on Special Education (CSE) in approved private schools for students with disabilities are administered New York State assessments according to their grade level or age and their Individualized Education Program (IEP); these schools are responsible for testing and reporting these students' results through the public school district with CSE responsibility.

Nonpublic schools with enrolled students taking state assessments must contract with a Level 1 data center to report assessment results in 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.

Results reported in SIRS will be used for nonpublic reports and mandated services.

"Online" Schools

Online schools are schools that offer courses, credits, and diplomas via the Internet. As New York State does not currently register 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.

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.

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. Students reported in any Pre-K program should be four years of age on or before December 1 or otherwise eligible to attend kindergarten in the next school year. For such students in a half-day program, use Grade Ordinal "PREKH" to report under the data element "Grade Level". For such students in a full-day program, use Grade Ordinal "PREKF" 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 code "PREKH" (half-day prekindergarten) or "PREKF" (full-day prekindergarten) 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).

Racial/Ethnic Groups

All students must be reported as Hispanic/Latino or not Hispanic/Latino. In addition, all students must be reported with at least one race. Students who are reported as Hispanic/Latino, regardless of their race, will be counted as Hispanic or Latino for accountability and other reporting purposes. Students who are reported as not Hispanic/Latino will be counted in the race category in which they are reported for accountability. Non-Hispanic students who are reported with more than one race category will be reported as Multiracial for accountability. See "Hispanic/Latino Ethnicity Indicator" and "Race Code 1–5" in Chapter 4: Data Elements.

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.

Safety Net Options

RCT Safety Net: The option for a student with a disability to graduate with a local diploma based on passing one or more RCTs is available only to students with disabilities who first entered grade 9 prior to the September 2011–12 school year. The RCT safety net will remain available to those eligible students until they graduate with a regular diploma (Regents or local diploma) or until the end of the school year in which they turn 21, whichever shall occur first. Conversely, the option to take the RCTs will not be available for any student entering grade 9 beginning in September 2011 and thereafter.

A student's grade level is based on the grade the student was enrolled in during the school year prior to September 2011. Students with disabilities in grade 8 during the 2010–11 school year who entered grade 9 in September 2011, but who attended summer school or received extended school year/12-month special education services in July and August of 2011 are not eligible for the RCT safety net.

Local Diploma Safety Net Option: Effective October 31, 2012, students with disabilities who score less than 55 on one or more of the required Regents examinations may graduate with a local diploma if they compensate with scores higher than 65 on other required Regents examinations. To take advantage of this option, students must score 55 or higher on the Regents English and mathematics examinations. Students may not use passing scores on RCTs to earn a local diploma when using this option. See http://www.p12.nysed.gov/specialed/publications/safetynet-comp-attc.htm for examples.

Appeal of Regents Examination Score Option: School districts must provide unlimited opportunities for all students (students with and without disabilities) to retake required Regents examinations to improve their scores so that the student may graduate with a Regents diploma. A student with or without a disability who fails, after at least two attempts, to attain a score of 65 or above on a required Regents examination for graduation must be given an opportunity to appeal such score in accordance with the provisions of section 100.5(d)(7)(i) of the Regulations of the Commissioner of Education. No student may appeal his or her score on more than two of the five required Regents examinations. A student whose appeal is accepted for one required Regents examination and who has attained a passing score of 65 or above on each of the four remaining required Regents examinations earns a Regents diploma. A student whose appeal is accepted for two required Regents examinations and who has attained a passing score of 65 or above on each of the three remaining required Regents examinations earns a local diploma.

For additional information regarding graduation requirements, including the local diploma option and the appeals process, please refer to section 100.5 of the Regulations of the Commissioner of Education, available at http://www.p12.nysed.gov/part100/pages/1005.html. For more information on safety net options for students with disabilities, see the memorandum from James DeLorenzo "Local Diploma Safety Net Options for Students with Disabilities who Enter Grade 9 in September 2011 and Thereafter" at http://www.p12.nysed.gov/specialed/publications/localdiplomaoptions-may2011.htm.

Secondary-Level Students

All public and charter school general-education students and students with disabilities in grades 9–12, or ungraded students of equivalent age, must be reported in SIRS.

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.

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 for the school year in which the grade level changed 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.

Students Over 21 Years of Age

Students who turn 21 prior to the end of a school year or a summer school term are allowed to complete the year or term but cannot sign up for a new term. Records for these students should not be reported in SIRS after they complete the final year or term.

Students with Disabilities

Each public school district must report special-education records as well as demographic, enrollment, program service, special-education snapshot 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.

Reporting responsibility for students with disabilities in specific scenarios can be found in the "Table of Reporting Responsibility for School-Age Students" and the "Table of Reporting Responsibility for Preschool-Age and Prekindergarten Students" sections above. Reporting requirements for students with disabilities are available at the "PD Data System" link at http://www.p12.nysed.gov/sedcar/.

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. See "Type of Disability" in "Program Service Codes and Descriptions" in Chapter 5: Codes and Descriptions.

Enrollment Record for Student with Disabilities (Special Guidance)

- Public school districts that have CSE or CPSE only 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. For more information, see Chapter 5: Codes and Descriptions.

Preschool and school-age students with disabilities must be reported using the following BEDS codes as Location Codes (or Building Enrollment Codes):

- 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 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).

For more information about reporting students with disabilities, contact the Special Education Team of Information and Reporting Services by phone at (518) 486-4678 or by e-mail at dataquest@mail.nysed.gov.

Summer School Students

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 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.

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 student's performance, use the BEDS code of the other district.

All courses taken by students during the regular school year must be reported through the Student Class Grade Detail Record. For courses taken during summer school, a Student Class Grade Detail Record must be reported only for those students who take a course to make up incomplete or failed course credit through CR Part 100.5(d)(8) and those who earn graduation credit or a final grade that needs to go on their transcript. For students who are making up incomplete or failed course credit at any time, a Student Class Grade Detail Record must be reported and the Credit Recovery Code field on the record must be identified as "yes". No Staff Student Course records need to be reported for summer school.

Supplemental Educational Services under NCLB

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

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.

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.

In-School Suspensions (ISS) are instances in which a child is temporarily removed from his or her regular classroom(s) for disciplinary purposes but remains under the direct supervisions of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervisions. ISS does not include behavioral

intervention, such as “time-out” or disciplinary detentions that are administered before or after the school day.

Out-of-School Suspensions (OSS) are instances in which a child is temporarily removed from his or her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less and removals in which the child continues to receive services according to his or her IEP.

Transfer Students

Transfers During Test Administration Period

Some elementary/middle-level 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.

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

Students who transfer to a school within the same school district or are placed in an out-of-district setting by the district CSE must be reported in SIRS with Reason for Ending

Enrollment Code 153 — *Transferred to another school in this district or an out-of-district placement.* 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.

Transfers under NCLB

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. See “Program Service Codes and Descriptions” in Chapter 5: Codes and Descriptions.

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: 5544 — *Transferred in under the NCLB Title I “School in Improvement Status” transfer option*, 7000 — *Transferred in under the NCLB “Persistently Dangerous School” transfer option*, and 7011 — *Transferred in under the NCLB “Victim of Serious Violent Incident” transfer option*. See “Enrollment (Beginning and Ending) Codes and Descriptions” in Chapter 5: Codes and Descriptions.

Districts must use Reason for Ending Enrollment Code 153 — *Transferred to another school in this district or to an out-of-district placement* 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 — *Leaving a school under NCLB – a victim of a serious violent incident* 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 — *Leaving a NYC community district under NCLB – victim of a serious violent incident* for students who transfer to a school in another New York City Community School District. See “Enrollment (Beginning and Ending) Codes and Descriptions” in Chapter 5: Codes and Descriptions.

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. Graded students must be reported with their grade; ungraded students must be reported as ungraded. All students designated as eligible for the NYSAA must be reported as ungraded. The assessment used for participation for elementary/middle-level 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 on the following page.

Students reported as graded are counted as tested for accountability purposes if they have a valid score for an assessment appropriate to their grade level. Students reported as ungraded are counted as tested for accountability purposes if they have a valid score for an assessment appropriate to the grade level associated with their age.

Guidelines for reporting grade and First Date of Entry into Grade 9 for students with disabilities are available at http://www.p12.nysed.gov/specialed/publications/grade9-ungraded.htm.

Assessments by Birth Date/Age for Ungraded Students in 2013–14

Assessments	Birth Dates	Reaches This Age Between September 1, 2013 and August 31, 2014
Grade K: NYSESLAT	Any date after August 31, 2007	6
Grade 1: NYSESLAT	September 1, 2006—August 31, 2007	7
Grade 2: NYSESLAT	September 1, 2005—August 31, 2006	8
Grade 3: NYSAA ELA, NYSAA mathematics, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2004—August 31, 2005	9
Grade 4: NYSAA ELA, NYSAA mathematics, NYSAA science, NYSTP ELA, NYSTP mathematics, NYSTP science, and NYSESLAT	September 1, 2003—August 31, 2004	10
Grade 5: NYSAA ELA, NYSAA mathematics, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2002—August 31, 2003	11
Grade 6: NYSAA ELA, NYSAA mathematics, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2001—August 31, 2002	12
Grade 7: NYSAA ELA, NYSAA mathematics, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2000—August 31, 2001	13
Grade 8: NYSAA ELA, NYSAA mathematics, NYSAA science, NYSTP ELA, NYSTP mathematics, NYSTP science, and NYSESLAT	September 1, 1999—August 31, 2000	14
Grade 9: NYSESLAT	September 1, 1998—August 31, 1999	15
Grade 10: NYSESLAT	September 1, 1997—August 31, 1998	16
Grade 11: NYSESLAT	September 1, 1996—August 31, 1997	17
Grade 12: NYSESLAT	Born on or before August 31, 1996	18
Secondary-Level NYSAA ELA, mathematics, science, social studies	September 1, 1995—August 31, 1996	18

“Validity Rules”: Reporting Students with Valid or Invalid Scores

New York State Testing Program (NYSTP) Assessments in ELA, Mathematics, and Science

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. These students will be counted as tested in verification reports and for accountability calculations. Note that the assessment reported for a graded student must be at the same grade level as the grade reported for the student for the score to be considered valid. The assessment reported for an ungraded student must be appropriate based on the student’s date of birth, as indicated in the “Assessments by Birth Date/Age for Ungraded Students in 2012–13” table in the “Ungraded Students” section of this chapter. For example, a student reported as a third grader must be reported with a Grade 3 ELA assessment to have a valid score. A third grader who is reported with a Grade 5 ELA assessment will receive a final score of “999” and a standard achieved code of “97”, indicating administrative error. An ungraded student whose date of birth indicates she/he should take the Grade 3 ELA assessment but who is reported with a Grade 5 ELA assessment will receive a final score of “999” and a standard achieved code of “97”, indicating administrative error.

Absent: Students who are absent for any session (for ELA or mathematics) or any parts (written or performance for science) or the entire test must be reported at the local level with a final score of "999" and a standard achieved code of “99”, indicating no valid score, whether or not there are any response records. These students 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 absent (no valid test score) or to calculate a final test score and performance level by assigning 0 credits for 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, indicating refusal. These records do not move to Level 2 of the Student Information Repository System. These students will be considered to have "no valid test score" and will be counted as not tested. Students who indicate refusal to take the test but answer at least one question on the test will receive a scale score and performance level based on the questions answered.

Administrative Error: Students for whom errors were made in the administration of the test (e.g., 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 with a final score of “999” and a standard met code of 97, indicating administrative error, and will be counted as not tested in verification reports and for accountability calculations.

Medically Excused: 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," are considered to have "no valid test score," and must be reported with a final score of "999" and a standard met code of 93. These students are excluded from the numerator and the denominator of the participation and performance accountability calculations.

New York State English as a Second Language Achievement Test

Present for All Subtests (Modalities): Students who are present for both Listening and Speaking subtests during an administration period, including the make-up period, and who responded to at least one test item on each subtest will receive a valid score on the Listening/Speaking modality. Students who are present for both Reading and Writing subtests during an administration period, including the make-up period, and who responded to at least one test item on each subtest will receive a valid score on the Reading/Writing modality. Students who are not present for all 4 subtests (Listening, Speaking, Reading, and Writing) will not receive an overall proficiency performance level. Note that the assessment reported for a graded student must be at the same grade level as the grade reported for the student for the score to be considered valid. The assessment reported for an ungraded student must be appropriate based on the student's date of birth, as indicated in the "Assessments by Birth Date/Age for Ungraded Students in 2012–13" table in the "Ungraded Students" section of this chapter. For example, a student reported as a first grader must be reported with an assessment within the 1–2 grade ban to have a valid score. A first grader who is reported with an assessment in the 3–4 grade ban will receive a final score of "999" and a standard achieved code of "97", indicating administrative error.

Absent: If a student leaves the test administration in the middle of a subtest and is not able to make up that part of the test, school officials must decide whether to mark the student as absent. If the student is not marked as absent, the student will receive a score on the parts completed. If a score for either subtest of the Listening and Speaking or Reading and Writing modalities is missing, a combined score for that modality will not be calculated and the student will not receive an overall proficiency performance level.

Administrative Error: Students for whom errors were made in the administration of the test (e.g., 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 with a final score of "999" and a standard met code of 97, indicating administrative error, and will be counted as not tested in verification reports and for accountability calculations.

Medically Excused: 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," are considered to have "no valid test score," and must be reported with a final score of "999" and a standard met code of 93. These students are excluded from the numerator and the denominator of the participation and performance accountability calculations.

Regents Exams

Present for Entire Test: There is no make up period for Regents examinations. With the single exception of Physical Setting/Earth Science, all Regents exams are a single session in duration. For a Regents exam score to be considered valid, the student must be present for the single exam session and do **all** of the following:

- sign the declaration on the answer sheet or answer booklet;
- be present prior to the Uniform Statewide Admission Deadline (USAD); and
- not leave the exam room before the USAD.

Students are not required to answer any questions on the exam for the score to be considered valid. Students may receive a valid score on the Physical Setting/Earth Science Regents exam even if they did not take the performance portion of the test. However, students who complete the performance test but who do not take the written test are considered to have withdrawn from the exam and do not receive a final exam result.

Score of Zero: Students receive an official score of zero if they do **all** of the following:

1) Arrive at the test room before the USAD;
2) Remain in the testing room until after the USAD;
3) Have before them the exam booklet and an answer sheet for at least part of the time between 1 and 2 above;
4) Put their name on the answer sheet or had before them an answer sheet on which their name is pre-slugged;
5) Sign the declaration;
6) Do not answer any questions at all;
7) Do not in any way indicate in writing on the answer sheet or answer document that they are withdrawing from the exam or refusing to take it.

Absent/Refusal/Illness: Students who are absent for a Regents exam will not receive a final exam score and may not be assigned a zero as their final exam result. Students who are present at the exam session should be considered as having refused the test only if they refuse to sign the declaration or write something to the affect of “I withdraw” or “I refuse” on the answer sheet or answer paper. Students who refuse to take the exam may not be assigned a zero as their final exam result. Students who meet both the USAD and declaration requirements but find it necessary to end their test session short of the 3-hour exam period and without completing the exam (such as due to illness) are usually given the choice whether or not the exam should be counted. The school may inform the students what their final exam result would be so they can make an informed choice about having the exam count or not.

Cheating, Communications Device Use, Administrative Error, and Medically Excused: Principals are responsible for reviewing the facts, allowing for due process, and making the determination if a student has committed fraud on or used a communications device during a Regents exam. If the principal makes a determination that a student committed fraud or used a communications device during a Regents exam, the exam is nullified and the student is not allowed to receive a score. For all other “administrative errors,” the principal must notify the New York State Education Department’s Office of Assessment Policy, Development and Administration in writing about the details of what occurred. See the School

Administrator's Manual at http://www.p12.nysed.gov/assessment/sam/secondary/home.html for further details regarding reporting administrative errors to the Department. NYSED will then advise the school if the exam results must be nullified. Medically excused is not allowable on Regents exams. Students should be considered not tested.

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. 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. Reason for Beginning Enrollment Code 5555 may not be used for students taking grades 3–8 NYSTP assessments.

Chapter 3: Educator Reporting Rules

Data on teachers and principals of public schools and BOCES, and teachers and leaders of charter schools, including all courses taught by teachers and the students enrolled in these courses, must be reported in the SIRS. In accordance with teacher/leader evaluation requirements outlined in Education Law §3012-c, these data will be used for Annual Professional Performance Review (APPR) (see http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf), Teacher-Leader Effectiveness, and other reporting and evaluation. These data are also necessary to meet federal and State requirements, including State Longitudinal Data System (SLDS) requirements outlined in Section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871) and the American Recovery and Reinvestment Act of 2009 (ARRA); other information necessary to support the policy development and reform agenda of the Board of Regents. In addition, teachers and principals are required by section 30-2.3 of the Rules of the Board of Regents to be involved in the review and verification of linkage information for evaluation purposes.

Reporting Requirements

All public school districts, BOCES, and charter schools are required to submit 2013–14 school year data that include information about the following:

- All building principals[1] employed by your education agency;
- All classroom teachers[2] who are employed by your education agency; and
- All students who are taught by those teachers, even those students for whom your agency does not have Elementary and Secondary Education Act (ESEA) institutional accountability (e.g, students receiving educational services at a BOCES).

Student Management System and Human Resource Management System vendors support schools and districts in reporting these data to the SIRS. If your management system vendor has not yet provided you with the functionality to report all required data, please contact them directly using the information found at http://www.p12.nysed.gov/irs/vendors/vendorContact.html or contact your RIC or Big 5 City School District data center using the information found at http://www.p12.nysed.gov/irs/sirs/home.html.

The table below summarizes the required data elements, organized by data “templates” that are exported from your local data systems. These templates can be found at http://www.p12.nysed.gov/irs/vendors/templates.html.

[1] See Question B4 at http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf for the definition of “building principal” when reporting these data for evaluation purposes.
[2] See Question B3 at http://www.engageny.org/sites/default/files/resource/attachments/appr-field-guidance.pdf for the definition of “classroom teacher” when reporting these data for evaluation purposes.

Reported from Local Data Systems	Description
Staff Student Course Template*	• Required for all classroom teachers. • Includes information to **link teachers to the students** they teach, including linkage start and end dates and linkage durations. • Allows for linkage duration adjustments to accommodate teacher-student linkage durations that are different than those captured by the course schedule. (Linkage duration adjustment values will not be used for growth score calculations in 2013–14.)
Staff Assignment Template	• Includes information to **link principals to students** enrolled in programs they supervise, including linkage start and end dates. • Allows for principals to be reported for an entire instructional program (indicate "ALL") or for specific grade levels (report one record per principal for each grade level).
Staff Snapshot Template	• Includes first hire date of teacher and/or principal, first date tenured as a principal and/or teacher, and end-of-employment date (if applicable) for all reported staff.
Staff Evaluation Rating Template	• Includes **overall evaluation rating category** (highly effective, effective, developing, or ineffective), the total composite effectiveness score, and **subcomponent scores** (state growth or other comparable measures subcomponent, locally selected measures subcomponent, other measures subcomponent) for each teacher and principal. *(Charter schools are not required to report subcomponent scores. Charter schools that are not required to implement the §3012-c evaluation rating categories (i.e., highly effective, effective, developing, ineffective) must map their local evaluation rating categories to the State rating categories for State reporting purposes.)*

Reported from Local Data Systems	Description
Student Class Grade Detail Template	• A Student Class Grade Detail record must be submitted for anyone who has a Staff Student Course template submitted, unless **ALL** of the following are true: 1. No grade or other outcome is awarded for the scheduled time; 2. No credit is earned for the scheduled time; and 3. The linkage is not reflected on the student's report card or transcript. • Data must be reported for all K-12 courses, unless the course has no grade/other outcome and no credit earned and the course is not reported on the student's transcript and report card. • All reported courses must include a course outcome: "P" for "passing," "F" for "fail," or "N" for "not complete" (for any reason). Final grades (alpha or numeric) and credits attempted/earned are required to be reported for all secondary-level courses (Grades 7–12 and ungraded secondary). • Students who earned credit through a make-up credit program (i.e., by re-taking the course, attending summer school, taking the course online, etc.) must be reported as such in the Credit Recovery Code field. • The record must indicate whether or not a Regents exam score was included in the final course grade calculation.
Marking Period Code Template	• Defines the beginning and ending dates of the marking period when students' marks are sent home. Links marking period to a term.
Location Marking Period Template	• Links marking period to a student's building of enrollment code location.
Course Template	• Links course information to a location.

*The *Exclude from Evaluation Indicator* field in the Staff Student Course template should be left blank until the Department provides business rules on how it should be used.

The procedures for reporting these data are similar to those already in place for reporting student demographic, enrollment, program service, assessment, and special education data to the SIRS. For technical support, please contact your Level 1 data center personnel listed at http://www.p12.nysed.gov/irs/sirs/home.html.

Procedures for teachers to verify roster data reported by their districts are available at http://www.p12.nysed.gov/irs/teacher/.

Local course codes will need to be matched to the statewide standardized course codes. Course terms (e.g., full year, semester, etc.) will need to be identified. Final course grades may be reported as alpha or numeric grades. Reported secondary-level course information must indicate whether or not the Regents examination score was a factor in the final course grade. This indicator is necessary for validity studies that determine the statistical relationship between Regents examination scores and final course grades.

Additional information on Teacher-Student Data Linkage (TSDL) reporting can be found in the February 2013 memorandum from Deputy Commissioner Ken Wagner entitled "Updated Guidance on Reporting and Verifying Teacher-Student and Principal Linkage Information" available at http://www.p12.nysed.gov/irs/teacher/Reporting-and-VerifyingLinkageInformation-Final2-26-13.pdf.

Chapter 4: Data Elements

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 six general categories:

1. Student Demographic and Enrollment
2. Programs
3. Assessment
4. Special Education
5. Course
6. Staff

The following templates, which are available at http://www.p12.nysed.gov/irs/vendors/templates.html, must be used to report these data elements:

Student Data
Student Lite Template
School Entry Exit Template
Contact Template
Student Contact Fact Template
Student Daily Attendance Template
Attendance Codes Template
Day Calendar Template
Student Credit GPA Template

Student Program Participation Data
Programs Fact Template

Assessment Data
Assessment Fact Template
Assessment Response Template
Assessment Acc Mod Fact Template

Special Education Data
Special Education Snapshot Template
Special Education Events Template

Course Data
Course Template
Staff Snapshot Template
Location Marking Period Template
Marking Period Code Template
Staff Student Course Template
Student Class Grade Detail Template

Staff Evaluation Data
Staff Evaluation Rating Template
Staff Assignment Template

Student demographic data (Student Lite template) must be entered first, followed by enrollment data (School Entry Exit template). Programs, assessment, special-education, course, and staff data can then be entered. Some data elements are required for all students; others are only required for certain students or specific circumstances, as indicated by the asterisks and plus signs in the templates.

Data Element Definitions

Data elements 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 available at http://www.p12.nysed.gov/irs/vendors/templates.html.

Acc Mod Type Code: Code that indicates the group of accommodations to which a particular accommodation modification belongs. Assessment Acc Mod Fact Template, Field 9.

Accommodation Modification Code: Code that indicates the test accommodation(s) used by the student on the reported State assessment. Assessment Acc Mod Fact, Field 8.

Active Indicator: Indication that the contact is connected to the student for authorization purposes. Student Contact Fact Template, Field 9.

Actual Student Instructional Time: Total number of minutes of potential student instructional time less the number of minutes the student is absent from the class between the relationship start and end dates. Staff Student Course Template, Field 15.

Alternate Staff ID: State unique staff ID from the NYSED TEACH system (http://www.highered.nysed.gov/tcert/teach/). Staff Snapshot Template, Field 57.

Alternate Standard Achieved Code: Standard achieved by the student on a specific assessment for use in accountability calculations. This element is required for all assessments that are reported to SIRS and scored by the school district. See Standard Achieved Codes in Chapter 5: Codes and Descriptions. Assessment Fact Template, Field 66.

Assessment Date of Administration: First day of the testing period for a particular given assessment. See "Appendix I: Assessment and Reporting Timelines." Assessment Fact Template, Field 5; Assessment Response Template, Field 5; Assessment Acc Mod Fact Template, Field 5.

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

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

Assessment Item Response Value Points Earned: Number of points earned by a student on a multiple-choice, constructed-response, or essay question on an assessment. Assessment Response Template, Field 9.

Assessment Language Code: Three-character code that identifies the language in which the student took the assessment. See Language Codes and Descriptions in Chapter 5: Codes and Descriptions. Assessment Fact Template, Field 16.

Assessment Measure Standard Description: Description of the assessment being reported. See Assessment Measure Standard Descriptions and Codes in Chapter 5: Codes and Descriptions. Assessment Fact Template, Field 4; Assessment Response Template, Field 4; Assessment Acc Mod Fact Template, Field 4.

Assessment School Year Date: June 30 of the reporting year. Assessment Acc Mod Fact Template, Field 3.

Assessment Score: Score the student achieved on the assessment. The type of score to be reported is indicated in Assessment Measure Codes and Descriptions in Chapter 5: Codes and Descriptions. Assessment Fact Template, Field 9.

Assessment Standard Met Code: Standard achieved by the student on a specific assessment for use in annual data reporting aggregations. This element is required for all assessments that are reported to SIRS. 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 Standard Achieved Codes in Chapter 5: Codes and Descriptions. Assessment Fact Template, Field 17.

Assessment Status: Indication of whether a collegial review was performed on a NYSAA datafolio. Blank for all assessments other than NYSAA. Assessment Fact Template, Field 15.

Assignment Code: Code that indicates staff assignment. Staff Assignment Template, Field 3.

Assignment Date: First day of school year or first date of the school year that the staff member was assigned to the "location" as the principal, whichever comes last. Staff Assignment Template, Field 6.

Assignment Grade Level: Principals for the entire building should use "All" for the Assignment Grade Level. Otherwise send one record for each grade level. See Assignment Grade Level Codes and Descriptions in Chapter 5: Codes and Descriptions. Staff Assignment Template, Field 20.

Assignment Location Code: For school districts and charter schools, building code used by the Data Warehouse, uniquely identifying the building to which a principal is assigned. For BOCES, use a virtual location code assigned to the principal responsible for instruction. This code is typically assigned by the local student management system. See location code information at http://www.p12.nysed.gov/irs/sirs/documentation/location-codes.html. Staff Assignment Template, Field 4.

Attendance Code Long: Code that indicates the type of student absence. E indicates excused absence, U indicates unexcused absence, T indicates tardy, ISS indicates in-school

suspension, and OSS indicates out-of-school suspension. Student Daily Attendance Template, Field 8; Attendance Codes, Field 5.

Attendance Code Type: Indication that the attendance is being kept for students. Attendance Codes Template, Field 12.

Attendance Date: Date of student absence or tardy attendance. Student Daily Attendance Template, Field 4.

Attendance Description: Use local attendance code description. If left blank, defaults to Attendance Long value. Attendance Codes Template, Field 3.

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

Building of Enrollment Code: Code that 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. Student Lite Template, Field 2; School Entry/Exit Template, Field 2; Student Class Grade Detail Template, Field 2; Course Template, Field 2; Student Daily Attendance Template, Field 2; Day Calendar Template, Field 2.

Class Detail Outcome Code: Code used to indicate the status at the end of a course for a student who was enrolled in the course. Statuses are “P” (pass), “F” (fail), and “N” (student is in the course when it starts but does not complete the course for any reason). Student Class Grade Detail Template, Field 14.

Completion Date: Last date of assignment in the building or grade level for a staff member. Staff Assignment Template, Field 7.

Contact Authorization Code: Code that indicates adult contact is permitted to access student’s educational data. Student Contact Fact Template, Field 7.

Contact First Name: First name of contact. Contact Template, Field 9.

Contact Gender Code: Code that indicates gender of contact (M = Male, F = Female). Contact Template, Field 13.

Contact Home Address 1: First line of the address of the contact’s principal physical residence. Provide number, street, and apartment number but not P.O. Box. Contact Template, Field 16.

Contact Home Address 2: Second line of the address of the contact’s principal physical residence. Provide number, street, and apartment number but not P.O. Box. Contact Template, Field 17.

Contact Home Address 3: Third line of the address of the contact's principal physical residence. Provide number, street, and apartment number but not P.O. Box. Contact Template, Field 18.

Contact Home City: City of the contact's principal physical residence. Contact Template, Field 19.

Contact Home Country Code: Country of the contact's principal physical residence. See Country Origin Codes and Descriptions in Chapter 5: Codes and Descriptions. Contact Template, Field 23.

Contact Home Phone Number: Home phone number of the contact, including area code. Contact Template, Field 32.

Contact Home Postal Code: ZIP code of the contact's principal physical residence. Contact Template, Field 21.

Contact Home State Code: State of the contact's principal physical residence. See Contact Mailing State Codes and Descriptions in Chapter 5: Codes and Descriptions. Contact Template, Field 20.

Contact Home State County Name: County of the contact's principal physical residence. Contact Template, Field 22.

Contact ID: Unique identifier assigned to the contact by the Local Education Agency (LEA) reporting the data. Student Contact Fact Template, Field 4.

Contact Last Name: Last name of contact. Contact Template, Field 11.

Contact Mailing Address 1: First line of the address of the contact's principal mailing address. Provide number, street, and apartment number. Contact Template, Field 24.

Contact Mailing Address 2: Second line of the address of the contact's principal mailing address. Provide number, street, and apartment number. Contact Template, Field 25.

Contact Mailing Address 3: Third line of the address of the contact's principal mailing address. Provide number, street, and apartment number. Contact Template, Field 26.

Contact Mailing City: City of the contact's principal mailing address. Contact Template, Field 27.

Contact Mailing Country Code: Country of the contact's principal mailing address. See Country Origin Codes and Descriptions in Chapter 5: Codes and Descriptions. Contact Template, Field 31.

Contact Mailing Postal Code: ZIP code of the contact's principal mailing address. Contact Template, Field 29.

Contact Mailing State Code: State of the contact's principal mailing address. See Contact Mailing State Codes and Descriptions in Chapter 5: Codes and Descriptions. Contact Template, Field 28.

Contact Mailing State County Name: County of the contact's principal mailing address. Contact Template, Field 30.

Contact Middle Name: Middle name of contact. Contact Template, Field 10.

Contact Mobile Phone Number: Mobile phone number of the contact, including area code. Contact Template, Field 34.

Contact Name Prefix: An appellation, if any, used to denote rank, placement, or status (e.g., Mr., Dr., etc.) of contact. See Contact Name Prefix Codes and Descriptions in Chapter 5: Codes and Descriptions. Contact Template, Field 8.

Contact Name Suffix: An appendage, if any, used to denote an individual's generation in the family (e.g., Jr., Sr., III.) of contact. See Contact Name Suffix Codes and Descriptions in Chapter 5: Codes and Descriptions. Contact Template, Field 12.

Contact Oral Language Code: Code that indicates the language or dialect that the contact uses to communicate orally. See Language Codes and Descriptions in Chapter 5: Codes and Descriptions. Contact Template, Field 14.

Contact Personal Email Address: Personal e-mail address of the contact. Contact Template, Field 36.

Contact Relationship Code: Code that identifies the relationship of the contact to the student. See Contact Relationship Codes and Descriptions in Chapter 5: Codes and Descriptions. Student Contact Fact Template, Field 6.

Contact Work Email Address: Work e-mail address of the contact. Contact Template, Field 35.

Contact Work Phone Number: Work phone number of the contact, including area code. Contact Template, Field 33.

Contact Written Language Code: Code that indicates the language or dialect that the contact uses to communicate in writing. See Language Codes and Descriptions in Chapter 5: Codes and Descriptions. Contact Template, Field 15.

Country of Origin: 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. See Country of Origin Codes and Descriptions in Chapter 5: Codes and Descriptions. Student Lite Template, Field 40.

Course Code: Local course code that uniquely identifies the course. The local course code must be mapped to a State course code. If the course culminates in a State assessment,

please use the subset of State Course Codes for courses leading to a State exam. If the course is aligned to the common core for Algebra I or English/Language Arts III, use the common core course codes. For science courses that culminate in a Regents examination and where the lab is scheduled separately from the course or the teachers for the course and the lab are different, use the science lab course codes. If the lab is scheduled separately, do not report a separate course grade for the lab. See State Codes and Descriptions at http://www.p12.nysed.gov/irs/courseCatalog/home.html. Staff Student Course Template, Field 8.

Course District Code: See Staff District Code. Staff Student Course Template, Field 6.

Course Location Code: Code that uniquely identifies the location where the course is taught. This location must be associated with the principal or BOCES administrator responsible for the course instruction. Staff Student Course Template, Field 7.

Credit Recovery Code: Code to identify if the course was taken for credit recovery. Student Class Grade Detail Template, Field 37.

Credential Type Code: The code identifying the credential earned by the student. See the Office of State Assessment at http://www.p12.nysed.gov/assessment/ for details on these credentials. Also see Commissioner Regulations at http://www.p12.nysed.gov/part100/home.html. See Credential Type Codes and Descriptions in Chapter 5: Codes and Descriptions. Student Lite Template, Field 24.

Credit GPA Code: Code that indicates subject for which Grade Point Average (GPA) being reported. See Credit GPA Codes in Chapter 5: Codes and Descriptions. Report "TOTAL" for students who have earned any graduation credits. Reporting credits and GPA by subject area is optional. Student Credit GPA Template, Field 4.

Credits Attempted: Indicates the number of credits that may be earned upon completion of a course. This is generally associated with courses that are required for graduation. However, if schools award credits for other courses, those credits should also be reported. Student Class Grade Detail Template, Field 22.

Credits Earned: Indicates the actual number of credits earned upon completion of a course. Student Class Grade Detail Template, Field 23.

CTE Program Intensity: 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 (e.g., a program might consist of business courses and technology education courses). Programs Fact Template, Field 9.

The following table offers guidance on how to determine program intensity for CTE programs at local high schools and those at BOCES or technical high schools:

	Local High School CTE Student	***BOCES or Technical High School CTE Student***
Enrollee	…has begun instruction in any CTE course.	…has begun instruction in any CTE course.
Participant	…has completed at least one CTE course (equivalent to one full school-year course).	…has successfully completed one-third of his or her program. (In the case of a BOCES two-year program, 27 weeks = 1/3)
Concentrator	…has completed at least two sequenced CTE courses (equivalent to two full school-year courses) out of a three course cohesive concentration.	…has successfully completed two-thirds of his or her program. (In the case of a BOCES two-year program, 54 weeks = 2/3)

The program intensity should be updated at the end of each school year.

If the student is not scheduled to take CTE the following school year, the Reason for Ending Program Service Code 680 is used and the Level of Program Intensity is the level reached at the end school year being reported. The program intensity should be updated at the end of each school year.

In the year the student leaves school, the entire enrollment record will show which Reason for Ending Program Service Code should be used in the final record. Districts determine how many and what combination of sequenced CTE courses are needed to achieve program completion. If the student's concentration of CTE courses does not meet the district's requirements, the Reason for Ending Program Service Code is 663 (left without completing), and the Level of Program Intensity is the level reached by the day the student discontinued the program.

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

CTE Program Type: Indicates that the student is in a career and technical education program. Programs Fact Template, Field 18.

Cumulative Credits Attempted: Total graduation credits attempted to date. Report cumulative credits attempted for any student who has attempted to earn graduation credit. Student Credit GPA Template, Field 19.

Cumulative Credits Earned: Total graduation credits earned by the student to date. Report cumulative credits earned for any student who has earned graduation credit. Student Credit GPA Template, Field 9.

Cumulative GPA: Total cumulative Grade Point Average (GPA) earned by the student to date. Report cumulative GPA only on records with a Credit GPA Code of "TOTAL." Report cumulative GPA for any student who has earned graduation credit. Student Credit GPA Template, Field 10.

Date of Birth: 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. Student Lite Template, Field 10.

Date of Entry into United States: Date the student immigrated to the United States for the first time. Student Lite Template, Field 38.

Day Type: Type of day in the day calendar, designating whether or not the date is an instructional day or non-instructional day. See Day Type Codes and Descriptions in Chapter 5: Codes and Descriptions. Day Calendar Template, Field 7.

District Code of Residence: District where the student resides on BEDS day of the reporting school year or, for students who enroll after BEDS day, the district where the student resides at the time of enrollment. Students who reside outside of New York State should be reported with 80034366 as their District of Residence code. See District of Residence Codes in Chapter 5: Codes and Descriptions. Student Lite Template, Field 41.

District of Responsibility Code: Eight-digit code used to identify a public school district, charter school, or nonpublic school. Public school districts (including Special Act 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). Student Lite Template, Field 1; School Entry/Exit Template, Field 1; Programs Fact Template, Field 1; Assessment Fact Template, Field 1; Assessment Response Template, Field 1; Spec Ed Snapshot Template, Field 1; Spec Ed Events Template, Field 1; Student Class Grade Detail Template, Field 1; Course Template, Field 1; Staff Snapshot Template, Field 1; Location Marking Period Template, Field 1; Assessment Acc Mod Fact Template, Field 1; Contact Template, Field 1; Staff Assignment Template, Field 1; Student Contact Fact Template, Field 1; Student Daily Attendance Template, Field 1; Attendance Codes Template, Field 1; Day Calendar Template, Field 1; Student Credit GPA Template, Field 1.

Enrollment Entry Date: 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. School Entry/Exit Template, Field 5.

Enrollment Exit Date: 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. School Entry/Exit Template, Field 11.

Evaluation Criteria Code: Code associated with the description of a particular evaluation criterion. This code must be defined in the dimension table for the evaluation criteria rating template. Staff Evaluation Rating Template, Field 3.

Evaluation Criteria Rating Code: Code from the dimension table defined in evaluation criteria rating template. This field must be populated with the value "NA". Staff Evaluation Rating Template, Field 7.

Evaluation Criteria Rating Points: Score received by an evaluated teacher for a particular component of the evaluation or the overall evaluation score. The score for each component is reported on a separate record. An additional record containing the composite score for the overall evaluation is reported. Staff Evaluation Rating Template, Field 8.

Event Date: 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, 2014, since the status of students is to be reported as of August 31, 2014. See Event Type Codes for Series of Events in Special Education at http://www.p12.nysed.gov/sedcar/sirs/sirs_toc.html for event type codes that require a date. Spec Ed Events Template, Field 6.

Event Outcome Code: 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. Spec Ed Events Template, Field 12.

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. See Event Type Codes for Series of Events in Special Education at http://www.p12.nysed.gov/sedcar/sirs/sirs_toc.html. Spec Ed Events Template, Field 5.

Exclude From Evaluation Indicator. Flag used to indicate that the student should be excluded from the evaluation of this teacher for a particular course section. Staff Student Course Template, Field 17.

Exit Date: Date staff member is no longer employed by reporting entity. Staff Snapshot Template, Field 36.

First Date of 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. Students with a disability who are coded as ungraded for enrollment purposes, must be assigned a grade 9 entry date no later than, whichever comes first, (1) the first school year during which the student enters a school where the earliest grade is grade 9; or (2) when the school of attendance has grades earlier than grade 9, the first school year during which the student participates in a grade 9 program, using criteria similar to those applied to non-disabled students when making such determinations; or (3) the school year in which the student turns 17. Student Lite Template, Field 26.

A memo from the Office of Special Education, available at http://www.p12.nysed.gov/specialed/publications/ungradedswd-dec10.pdf, provides additional guidance on the interpretation and implementation of these rules for ungraded students with a disability.

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

Grade Detail Code: Code used to identify the type of grade that is being reported. This code must exist in the GRADE_DETAIL_CODE table for the reporting year. For State reporting, use the final course grade. The code used for State reporting is "FG". Student Class Grade Detail Template, Field 8.

Grade Level: 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 of the Statewide Data Warehouse.

In the School Entry/Exit 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 “PREKH” (for half-day kindergarten) and “PREKF” (for full-day kindergarten).
- For students in an Alternative High School Equivalency Preparation Program (AHSEPP), 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". Student Lite Template, Field 8; School Entry/Exit Template, Field 8.

Hispanic/Latino Ethnicity Indicator: Indication of whether the student is Hispanic/Latino. Student Lite Template, Field 42. See Race 1–5 in Chapter 4: Data Elements and Racial/Ethnic Groups in Chapter 2: Student Reporting Rules.

Home Language Description: Language or dialect routinely spoken in the student's home. This language or dialect may or may not be the student's native language. See Language Codes and Descriptions in Chapter 5: Codes and Descriptions. Student Lite Template, Field 13.

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, as applicable. Student Lite Template, Field 47.

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. Student Lite Template, Field 51.

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

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

Initial Event Date: 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. Special Ed Events Template, Field 32.

Initial Event Type Code: 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. See http://www.p12.nysed.gov/sedcar/sirs/sirs_toc.html. Special Ed Events Template, Field 31.

Instructional Responsibility Weight: Percent allocation of responsibility a teacher has for a particular student's learning in a subject or course with aligned performance measures. Staff Student Course Template, Field 16.

Least Restrictive Environment Code: 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 2. 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, middle, 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. See http://www.p12.nysed.gov/sedcar/sirs/sirs_toc.html. Spec Ed Snapshot Template, Field 44.

Local Course Code: Local course code used in the local course scheduling system. This code must map to a State course code. See State Codes and Descriptions at http://www.p12.nysed.gov/irs/courseCatalog/home.html. Student Class Grade Detail Template, Field 3; Course Template, Field 27.

Location Code: 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 a service. If the staff person works in more than one building within the LEA, use "0000". If not "0000", local building code must map to a valid State building code. See location code information at http://www.p12.nysed.gov/irs/sirs/documentation/location-codes.html. Required by eScholar load plan. Assessment Response Template, Field 12; Staff Snapshot Template, Field 14; Location Code Template, Field 2.

Location Grade Level: Grade level of students to which the "Day Type" for a particular date in the day calendar pertains. Day Calendar Template, Field 5.

Marking Period Code: Code from the Marking Period Number Table in Chapter 5: Codes and Descriptions that represents the marking period within the school year, semester, or summer school session for which a grade is being reported. For example, when reporting the final grade for a full year course for a school where the school year has four marking periods, use the marking period number "4". This is the number that corresponds to the last marking period for a full year course in a school where there are four marking periods per year. Location Marking Period Template, Field 3; Marking Period Code Template, Field 1; Student Credit GPA Template, Field 6.

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. Student Lite Template, Field 48.

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. Student Lite Template, Field 50.

Number of Days:
Indicator 11 for preschool children: Number of Days is the number of calendar days from the date of receipt (in writing) of parent consent to evaluate to the date that the CPSE meeting occurs to discuss evaluation results. The date of receipt of parent consent to evaluate is counted as "day 1."
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, 2014, the Number of Days is the number of calendar days that August 31, 2014 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, 2014, the Number of Days is the number of calendar days that August 31, 2014 is past the child’s third birthday. If the child’s third birthday is ON August 31, 2014, 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, 2014; or
- If the Event Outcome Code is “U” (eligibility decision is undetermined or meeting is not held by August 31, 2014).

Spec Ed Events Template, Field 33.

Numeric Grade: Numeric grade on a scale of 0 to 100. For secondary courses, if the grade detail code is "FG" either a numeric or alpha grade must be reported. Both a numeric and alpha grade may be reported. The conversion from alpha to numeric used is at the discretion of the LEA. Leave blank if grade is not yet known. All other grade types, local use. Student Class Grade Detail Template, Field 13.

Numeric Score: Numeric score for assessment administered to student. Assessment Fact Template, Field 10.

Phone at Primary Residence: Telephone number at the student’s principal residence, the residence where the student typically resides. Student Lite Template, Field 34.

Postgraduate Plan Description: Postgraduate activity planned by the student. See Post Graduate Plan Codes and Descriptions in Chapter 5: Codes and Descriptions. Student Lite Template, Field 18.

Potential Student Instructional Time: Total instructional time in minutes that the course is scheduled to meet between the relationship start and end dates. Staff Student Course Template, Field 14.

Primary Contact ID: Unique identifier assigned to the contact by the Local Education Agency (LEA) reporting the data. Contact Template, Field 2.

Primary Placement Type: Code used to indicate the primary placement type (residential placement (PLC02), or day placement by a district (PLC03), the court, social services, or a State agency placement (PLC01)) of students with disabilities. Spec Ed Snapshot Template, Field 32.

Primary Service Code: 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 the October 2, 2013 snapshot date and also at any time during the school year in the end of year special-education snapshot. See Preschool Students with Disabilities

Primary Service Codes at http://www.p12.nysed.gov/sedcar/sirs/sirs_toc.html. Spec Ed Snapshot Template, Field 31.

Primary Service Provider: 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 the October 2 snapshot date and the end-of-year snapshot. Spec Ed Snapshot Template, Field 46.

Principal Hire Date: The effective date of the first board appointment the staff person received as a principal in this LEA. Staff Snapshot Template, Field 106.

Principal Tenure Date: The effective date of the first tenure the staff person received as a principal in this LEA. If the principal has never been tenured, leave blank. Staff Snapshot Template, Field 107.

Principal Title: If the staff person is or has ever been appointed by the school board as a principal in this LEA, populate with "PRINCIPAL." Otherwise, leave blank. Staff Snapshot Template, Field 105.

Program Service Code: Code that indicates the program service in which a student participates. See Program Service Codes and Descriptions in Chapter 5: Codes and Descriptions. Programs Fact Template, Field 5.

Program Service Entry Date: 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. A student cannot have program service records without an active enrollment record. Programs Fact Template, Field 6.

Program Service Exit Date: 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. A student cannot have program service records without an active enrollment record. Programs Fact Template, Field 7.

Program Service Provider BEDS Code: 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 or the student leaves the district. Programs Fact Template, Field 8.

Race Code (1–5): Code that indicates the race or races with which the student primarily identifies as indicated by the student or the parent/guardian. Race designations do not denote scientific definitions of anthropological origins. For reporting purposes, a student should be reported using the race or races 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 or races, a school administrator should select the race or races. LEAs may institute their own local practices and procedures for identifying the race or races. See Hispanic/Latino Indicator in Chapter 4: Data Elements and Racial/Ethnic Groups in Chapter 2: Student Reporting Rules.

- *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.
- *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.

Student Lite Template, Fields 12, 43, 44, 45, and 46.

Reason Code: 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 60 calendar 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 Special Education Event Reason Codes (for SPP Indicators 11 and 12) at http://www.p12.nysed.gov/sedcar/sirs/sirs_toc.html. 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. See the schedule of the years for which school districts must report data on these two indicators at http://www.p12.nysed.gov/sedcar/sppschedule.html. Spec Ed Events Template, Field 20.

Reason for Beginning Enrollment Code: 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. See Reason for Beginning Enrollment Codes in Chapter 5: Codes and Descriptions. School Entry/Exit Template, Field 6.

Reason for Ending Enrollment Code: 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. See Reason for Ending Enrollment Codes in Chapter 5: Codes and Descriptions. School Entry/Exit Template, Field 12.

Reason for Ending Program Service Code: 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. Programs Fact Template, Field 13.

Relationship End Date: Last day that the teacher is assigned to or student enrolled in the course section. For evaluation records, this value can be no later than the reporting date. Staff Student Course Template, Field 13.

Relationship Start Date: First day that both the student was enrolled in and the teacher was assigned to the course section. Staff Student Course Template, Field 12.

Reporting Date: In Student Class Grade Detail, Staff Evaluation Rating, Student Contact Fact, and Student Credit GPA templates, June 30 of the reporting year (i.e., YYYY-06-30). In Staff Student Course template, the first day of the assessment period for the State assessment associated with the course or, if the record is for roster purposes, June 30 of the reporting year. Student Class Grade Detail Template, Field 9; Staff Student Course Template, Field 11; Staff Evaluation Rating Template, Field 5; Student Contact Fact Template, Field 5; Student Credit GPA Template, Field 5.

School Date: Calendar date during school year. Day Calendar Template, Field 4.

School District Student ID: Local unique identifier assigned to the student by the LEA in which the student is enrolled. The ID must be unique within an LEA. Student Lite Template, Field 4; School Entry/Exit, Field 4; Programs Fact Template, Field 4; Assessment Fact Template, Field 6; Assessment Response Template, Field 6; Spec Ed Snapshot Template, Field 5; Spec Ed Events Template, Field 4; Student Class Grade Detail Template, Field 7; Assessment Acc Mod Fact Template, Field 6; Staff Student Course Template, Field 4; Student

Contact Fact Template, Field 3; Student Daily Attendance Template, Field 3, Student Credit GPA, Field 3.

School Year Date: School year that encompasses the data being collected/reported. The school year is reported as June 30 of the academic school year (e.g., 2014-06-30 for academic school year 2013–14). Student Lite Template, Field 3; School Entry/Exit Template, Field 3; Programs Fact Template, Field 3; Spec Ed Snapshot Template, Field 3; Spec Ed Events Template, Field 3; Course Template, Field 3; Location Marking Period Template, Field 4; Marking Period Code Template, Field 2; Staff Student Course Template, Field 5; Student Class Grade Detail Template, Field 4; Staff Evaluation Rating Template, Field 4; Assessment Acc Mod Fact Template, Field 7; Contact Template, Field 3; Staff Assignment Template, Field 5; Student Contact Fact Template, Field 2; Student Daily Attendance Template, Field 9; Attendance Codes Template, Field 11; Day Calendar Template, Field 3; Student Credit GPA Template, Field 2.

School-Age Indicator: Indication of whether a student with a disability is of school age. If on the October 2, 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). Spec Ed Snapshot Template, Field 47.

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

Section Code: Local section code that uniquely identifies the section of the course. Staff Student Course Template, Field 10; Student Class Grade Detail Template, Field 6.

Snapshot Date: For Field 35 in Special Education Snapshot, the date on which a “snapshot” of certain special-education data elements are captured. This date is either October 2 of the reporting period (2013-10-02) or July 1 (End of Year) of the reporting year (2013-07-01). For Field 50 in Staff Snapshot Template, the last day of the school year for which the record is being reported (2014-06-30). Spec Ed Snapshot Template, Field 35; Staff Snapshot Template, Field 50.

Staff District Code: District code for the entity that employs the staff member. Staff Student Course Template, Field 1; Staff Evaluation Rating Template, Field 1.

Staff ID: Local education agency staff member identifier. This must be a unique number within the district (or, for New York City staff, unique within New York City) and must also map to a State staff identifier. Staff Snapshot Template, Field 2; Staff Student Course Template, Field 2; Staff Evaluation Rating Template, Field 2; Staff Assignment Template, Field 2.

State Assessment Included Indicator: Indicates whether or not the calculation to determine the final course grade includes a Regents assessment score. Student Class Grade Detail Template, Field 21.

State Attendance Code: State attendance code used to indicate student is excused (E), unexcused (U), tardy (T), in-school suspension (ISS), or out-of-school suspension (OSS). Attendance Codes Template, Field 9.

State Attendance Description: Description of the code that indicates state attendance (excused, unexcused, tardy, in-school suspension, and out-of-school suspension). Attendance Codes Template, Field 10.

State Contact ID: Contact ID generated by the NYSED web application and provided by the contact at the time of proof of identify. Contact Template, Field 4.

State Course Code: Code from the list of State course codes table that identifies the course in which a student is enrolled available at http://www.p12.nysed.gov/irs/coursecatalog/home.html. Course Template, Field 29.

Student Credit GPA Comment: Information the LEA would like to provide related to how the Grade Point Average (GPA) was calculated or what was included in the calculation. Student Credit GPA Template, Field 15.

Student District Code: See Staff District Code. Staff Student Course Template, Field 3.

Student GPA Range Maximum: Maximum possible Grade Point Average (GPA) value. Student Credit GPA Template, Field 17.

Student GPA Range Minimum: Minimum possible Grade Point Average (GPA) value. Student Credit GPA Template, Field 16.

Student's Address City: City of the student's principal residence. Student Lite Template, Field 31.

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

Student's Address Line 2: Second line of the address of the student's principal residence. Student Lite Template, Field 30.

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

Student's Address Zip Code: Official United 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. Student Lite Template, Field 33.

Student's First Name: 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. For students who have only one name,

use either “NoFirstName” in this field or “NoLastName” in the last name field. Student Lite Template, Field 6.

Student’s Guardian One Name: 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. Student Lite Template, Field 35.

Student’s Guardian Two Name: Full name of a second parent, primary guardian, or legal guardian who enrolled the student. Student Lite Template, Field 36.

Student’s Last Name: 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. For students who have only one name, use either “NoFirstName” in the first name field or “NoLastName” in this field. Student Lite Template, Field 5.

Student’s Middle Initial: 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. Student Lite Template, Field 7.

Student’s Place of Birth: 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. Student Lite Template, Field 37.

Supplementary Course Differentiator: The code used for state reporting is “NA.” Course Template, Field 26; Student Class Grade Detail Template, Field 5; Staff Student Course Template, Field 9.

Teacher Hire Date: The effective date of the first board appointment the staff person received as a teacher in this LEA. This field must be populated if the staff person has ever been appointed as a teacher in this LEA, otherwise, leave blank. If Teacher Title is populated, Teacher Hire Date must also be populated. Staff Snapshot Template, Field 33.

Teacher Title: Indicates that a staff person is or has ever been appointed by the school board as a teacher in the reporting LEA. If staff person has never been a teacher in this LEA, leave blank. In Staff Snapshot template, either Teacher Title or Principal Title must be populated. Both fields can be populated. If Teacher Hire Date is populated, Teacher Title must also be populated. The code used for state reporting is “TEACHER.” Staff Snapshot Template, Field 8.

Teacher Tenure Date: First date tenure was granted for teacher by the LEA. Staff Snapshot Template, Field 34.

Term Code: Code used to identify the school calendar term for which a course grade is being reported. See Term Codes and Descriptions in Chapter 5: Codes and Descriptions. In the

Student Credit GPA template, use "NA." Location Marking Period Template, Field 8; Marking Period Code Template, Field 7; Student Class Grade Detail Template, Field 20; Staff Student Course Template, Field 19; Student Credit GPA, Field 11.

Test Booklet ID: Identification of the form (A, B, C, or D) used by a student for the Grades 3–8 English Language Arts (ELA) and Mathematics New York State Testing Program (NYSTP) operational tests. Assessment Fact Template, Field 57.

Test Group: Short description of the test type being reported for the student (e.g., ALTREG, CTE, NYS, NYSAA, Regents, etc.). (See Assessment Measure Codes and Descriptions in Chapter 5: Codes and Descriptions.) Assessment Fact Template, Field 2; Assessment Response Template, Field 2; Assessment Acc Mod Fact Template, Field 2.

Total Planned Class Time: Total number of instructional minutes in the course from the beginning of the course to the Reporting Date. Staff Student Course Template, Field 18.

Version: June 30 of the school year of test administration (e.g., 2014-06-30). Assessment Fact Template, Field 3; Assessment Response Template, Field 3.

Years Enrolled in a Bilingual or English as a Second Language (ESL) Program: 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. ***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 Code 0242 — *Eligible to take the NYSESLAT for grades 3–8 ELA Accountability.* Student Lite Template, Field 17.

Years in United States Schools: 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. Student Lite Template, Field 39.

Beginning Date of Latest Period of Continuous Enrollment in a United States School, K–12 (Not including Puerto Rico)	Years of Enrollment
July 1, 2013 – June 30, 2014	1
July 1, 2012 – June 30, 2013	2
July 1, 2011 – June 30, 2012	3
July 1, 2010 – June 30, 2011	4
July 1, 2009 – June 30, 2010	5
July 1, 2008 – June 30, 2009	6
July 1, 2007 – June 30, 2008	7
July 1, 2006 – June 30, 2007	8
July 1, 2005 – June 30, 2006	9
July 1, 2004 – June 30, 2005	10
July 1, 2003 – June 30, 2004	11
July 1, 2002 – June 30, 2003	12
July 1, 2001 – June 30, 2002	13

Chapter 5: Codes and Descriptions

Accommodation Codes and Descriptions

Individualized Education Program (IEP) and 504 Accommodation Codes and Descriptions

Code	Description
01	Flexibility in scheduling/timing
02	Flexibility in setting
03	Method of presentation (excluding Braille, Large type, and Tests read
04	Method of response
05	Other
06	Braille
07	Large type
08	Test read
09	Use of Calculator
10	Use of spell-check/grammar check
11	Deletion of spelling

English Language Learner (ELL) Accommodation Codes and Descriptions

Code	Description
21	Time extension
22	Separate location
23	Third reading of listening selection
24	Bilingual dictionary/glossary
25	Translated edition
26	Oral translation
27	Responses written in native language (Leave blank for COSF)

Assessment Language Codes and Descriptions

Code	Description
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 ENG = English, CHI = Chinese, HAT = Haitian Creole, KOR = Korean, RUS = Russian, and SPA = Spanish. If a translation in a language other than these six was provided for the student, use ENG = English.

Assessment Measure Codes and Descriptions

Business rules unique to the identified assessment:

Grades 3–8 Assessments: Only the science assessments scores 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 an 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.p12.nysed.gov/assessment/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" (Assessment Measure 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.

Principals can exempt students first entering a New York State school from outside the State or country in eleventh grade from the requirement that they must pass a Regents examination in global history and geography to earn a local diploma. To report this exemption for a student correctly, include an assessment record with the assessment measure description "Global Hist Exempt" (Assessment Measure Code 00401), 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.

Career and Technical Education (CTE): 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. A student must pass each of the three components of the technical skills assessment (i.e., written, student demonstration, and student project) to receive a “P”.

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.p12.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.p12.nysed.gov/specialed/spp/indicators/7.htm.

Tests in Other Languages: Results for the New York State Model Achievement Test in American Sign Language and the Sample Comprehensive Examinations in Chinese, Japanese, Polish, Russian, Ukrainian, and Greek should not be reported.

Regents Alternatives: Report Standard Achieved Code for approved alternatives to the Regents examinations.

College and Career Readiness: Report assessment and score but a Standard Achieved Code of N/A for College and Career Readiness assessments.

Common Core Regents Exams: For information on the Common Core Regents exams, please see the memorandum from Deputy Commissioner Ken Wagner entitled “Update on Common Core Regents Exams” at http://www.p12.nysed.gov/assessment/commoncore/updateccregentsexams-514.pdf.

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 *

Name	Description	Subject Area	Code	Type
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 *
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 *

Name	Description	Subject Area	Code	Type
Grade 8 Science (Final Test Score)	Grade 8 Sci: Scale	Science	00034	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 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
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: K Total Score	NYSESLAT: K Total Score	ELA	00569	Raw
NYSESLAT: K Listening	NYSESLAT: K Listening	ELA	L0569	Raw
NYSESLAT: K Speaking	NYSESLAT: K Speaking	ELA	S0569	Raw
NYSESLAT: K Reading	NYSESLAT: K Reading	ELA	R0569	Raw
NYSESLAT: K Writing	NYSESLAT: K Writing	ELA	W0569	Raw

Name	Description	Subject Area	Code	Type
NYSESLAT: 1 Total Score	NYSESLAT: 1 Total Score	ELA	00578	Raw
NYSESLAT: 2 Total Score	NYSESLAT: 2 Total Score	ELA	00579	Raw
NYSESLAT: 1-2 Listening	NYSESLAT: 1-2 Listening	ELA	L0578	Raw
NYSESLAT: 1-2 Speaking	NYSESLAT: 1-2 Speaking	ELA	S0578	Raw
NYSESLAT: 1-2 Reading	NYSESLAT: 1-2 Reading	ELA	R0578	Raw
NYSESLAT: 1-2 Writing	NYSESLAT: 1-2 Writing	ELA	W0578	Raw
NYSESLAT: 3 Total Score	NYSESLAT: 3 Total Score	ELA	00588	Raw
NYSESLAT: 4 Total Score	NYSESLAT: 4 Total Score	ELA	00589	Raw
NYSESLAT: 3-4 Listening	NYSESLAT: 3-4 Listening	ELA	L0588	Raw
NYSESLAT: 3-4 Speaking	NYSESLAT: 3-4 Speaking	ELA	S0588	Raw
NYSESLAT: 3-4 Reading	NYSESLAT: 3-4 Reading	ELA	R0588	Raw
NYSESLAT: 3-4 Writing	NYSESLAT: 3-4 Writing	ELA	W0588	Raw
NYSESLAT: 5 Total Score	NYSESLAT: 5 Total Score	ELA	00528	Raw
NYSESLAT: 6 Total Score	NYSESLAT: 6 Total Score	ELA	00529	Raw
NYSESLAT: 5-6 Listening	NYSESLAT: 5-6 Listening	ELA	L0528	Raw
NYSESLAT: 5-6 Speaking	NYSESLAT: 5-6 Speaking	ELA	S0528	Raw
NYSESLAT: 5-6 Reading	NYSESLAT: 5-6 Reading	ELA	R0528	Raw
NYSESLAT: 5-6 Writing	NYSESLAT: 5-6 Writing	ELA	W0528	Raw
NYSESLAT: 7 Total Score	NYSESLAT: 7 Total Score	ELA	00538	Raw
NYSESLAT: 8 Total Score	NYSESLAT: 8 Total Score	ELA	00539	Raw
NYSESLAT: 7-8 Listening	NYSESLAT: 7-8 Listening	ELA	L0538	Raw
NYSESLAT: 7-8 Speaking	NYSESLAT: 7-8 Speaking	ELA	S0538	Raw
NYSESLAT: 7-8 Reading	NYSESLAT: 7-8 Reading	ELA	R0538	Raw
NYSESLAT: 7-8 Writing	NYSESLAT: 7-8 Writing	ELA	W0538	Raw
NYSESLAT: 9 Total Score	NYSESLAT: 9 Total Score	ELA	00548	Raw

Name	Description	Subject Area	Code	Type
NYSESLAT: 10 Total Score	NYSESLAT: 10 Total Score	ELA	00549	Raw
NYSESLAT: 11 Total Score	NYSESLAT: 11 Total Score	ELA	00550	Raw
NYSESLAT: 12 Total Score	NYSESLAT: 12 Total Score	ELA	00551	Raw
NYSESLAT: 9-12 Listening	NYSESLAT: 9-12 Listening	ELA	L0548	Raw
NYSESLAT: 9-12 Speaking	NYSESLAT: 9-12 Speaking	ELA	S0548	Raw
NYSESLAT: 9-12 Reading	NYSESLAT: 9-12 Reading	ELA	R0548	Raw
NYSESLAT: 9-12 Writing	NYSESLAT: 9-12 Writing	ELA	W0548	Raw
Language Assessment Battery – Revised	LAB Revised	ELA	00090	Numeric Scale
Test Group: "NYSITELL" for New York State Identification Test for English Language Learners				
NYSITELL: Level I K Total Score	NYSITELL: Level I K Total Score	ELA	T1501	Numeric Raw
NYSITELL: Level I K Listening	NYSITELL: Level I K Listening	ELA	L1501	Numeric Raw
NYSITELL: Level I K Speaking	NYSITELL: Level I K Speaking	ELA	S1501	Numeric Raw
NYSITELL: Level II K Total Score	NYSITELL: Level II K Total Score	ELA	T1502	Numeric Raw
NYSITELL: Level II K Listening	NYSITELL: Level II K Listening	ELA	L1502	Numeric Raw
NYSITELL: Level II K Speaking	NYSITELL: Level II K Speaking	ELA	S1502	Numeric Raw
NYSITELL: Level II K Reading	NYSITELL: Level II K Reading	ELA	R1502	Numeric Raw
NYSITELL: Level II K Writing	NYSITELL: Level II K Writing	ELA	W1502	Numeric Raw
NYSITELL: Level II 1 Total Score	NYSITELL: Level II 1 Total Score	ELA	T1503	Numeric Raw
NYSITELL: Level II 1 Listening	NYSITELL: Level II 1 Listening	ELA	L1503	Numeric Raw
NYSITELL: Level II 1 Speaking	NYSITELL: Level II 1 Speaking	ELA	S1503	Numeric Raw
NYSITELL: Level II 1 Reading	NYSITELL: Level II 1 Reading	ELA	R1503	Numeric Raw
NYSITELL: Level II 1 Writing	NYSITELL: Level II 1 Writing	ELA	W1503	Numeric Raw
NYSITELL: Level III 1 Total Score	NYSITELL: Level III 1 Total Score	ELA	T1504	Numeric Raw
NYSITELL: Level III 1 Listening	NYSITELL: Level III 1 Listening	ELA	L1504	Numeric Raw

Name	Description	Subject Area	Code	Type
NYSITELL: Level III 1 Speaking	NYSITELL: Level III 1 Speaking	ELA	S1504	Numeric Raw
NYSITELL: Level III 1 Reading	NYSITELL: Level III 1 Reading	ELA	R1504	Numeric Raw
NYSITELL: Level III 1 Writing	NYSITELL: Level III 1 Writing	ELA	W1504	Numeric Raw
NYSITELL: Level III 2 Total Score	NYSITELL: Level III 2 Total Score	ELA	T1505	Numeric Raw
NYSITELL: Level III 2 Listening	NYSITELL: Level III 2 Listening	ELA	L1505	Numeric Raw
NYSITELL: Level III 2 Speaking	NYSITELL: Level III 2 Speaking	ELA	S1505	Numeric Raw
NYSITELL: Level III 2 Reading	NYSITELL: Level III 2 Reading	ELA	R1505	Numeric Raw
NYSITELL: Level III 2 Writing	NYSITELL: Level III 2 Writing	ELA	W1505	Numeric Raw
NYSITELL: Level IV 2 Total Score	NYSITELL: Level IV 2 Total Score	ELA	T1506	Numeric Raw
NYSITELL: Level IV 2 Listening	NYSITELL: Level IV 2 Listening	ELA	L1506	Numeric Raw
NYSITELL: Level IV 2 Speaking	NYSITELL: Level IV 2 Speaking	ELA	S1506	Numeric Raw
NYSITELL: Level IV 2 Reading	NYSITELL: Level IV 2 Reading	ELA	R1506	Numeric Raw
NYSITELL: Level IV 2 Writing	NYSITELL: Level IV 2 Writing	ELA	W1506	Numeric Raw
NYSITELL: Level IV 3 Total Score	NYSITELL: Level IV 3 Total Score	ELA	T1507	Numeric Raw
NYSITELL: Level IV 3 Listening	NYSITELL: Level IV 3 Listening	ELA	L1507	Numeric Raw
NYSITELL: Level IV 3 Speaking	NYSITELL: Level IV 3 Speaking	ELA	S1507	Numeric Raw
NYSITELL: Level IV 3 Reading	NYSITELL: Level IV 3 Reading	ELA	R1507	Numeric Raw
NYSITELL: Level IV 3 Writing	NYSITELL: Level IV 3 Writing	ELA	W1507	Numeric Raw
NYSITELL: Level V 3 Total Score	NYSITELL: Level V 3 Total Score	ELA	T1508	Numeric Raw
NYSITELL: Level V 3 Listening	NYSITELL: Level V 3 Listening	ELA	L1508	Numeric Raw
NYSITELL: Level V 3 Speaking	NYSITELL: Level V 3 Speaking	ELA	S1508	Numeric Raw
NYSITELL: Level V 3 Reading	NYSITELL: Level V 3 Reading	ELA	R1508	Numeric Raw
NYSITELL: Level V 3 Writing	NYSITELL: Level V 3 Writing	ELA	W1508	Numeric Raw
NYSITELL: Level V 4 Total Score	NYSITELL: Level V 4 Total Score	ELA	T1509	Numeric Raw
NYSITELL: Level V 4 Listening	NYSITELL: Level V 4 Listening	ELA	L1509	Numeric Raw

Name	Description	Subject Area	Code	Type
NYSITELL: Level V 4 Speaking	NYSITELL: Level V 4 Speaking	ELA	S1509	Numeric Raw
NYSITELL: Level V 4 Reading	NYSITELL: Level V 4 Reading	ELA	R1509	Numeric Raw
NYSITELL: Level V 4 Writing	NYSITELL: Level V 4 Writing	ELA	W1509	Numeric Raw
NYSITELL: Level VI 5 Total Score	NYSITELL: Level VI 5 Total Score	ELA	T1510	Numeric Raw
NYSITELL: Level VI 6 Total Score	NYSITELL: Level VI 6 Total Score	ELA	T1513	Numeric Raw
NYSITELL: Level VI 5-6 Listening	NYSITELL: Level VI 5-6 Listening	ELA	L1510	Numeric Raw
NYSITELL: Level VI 5-6 Speaking	NYSITELL: Level VI 5-6 Speaking	ELA	S1510	Numeric Raw
NYSITELL: Level VI 5-6 Reading	NYSITELL: Level VI 5-6 Reading	ELA	R1510	Numeric Raw
NYSITELL: Level VI 5-6 Writing	NYSITELL: Level VI 5-6 Writing	ELA	W1510	Numeric Raw
NYSITELL: Level VII 7 Total Score	NYSITELL: Level VII 7 Total Score	ELA	T1511	Numeric Raw
NYSITELL: Level VII 8 Total Score	NYSITELL: Level VII 8 Total Score	ELA	T1514	Numeric Raw
NYSITELL: Level VII 7-8 Listening	NYSITELL: Level VII 7-8 Listening	ELA	L1511	Numeric Raw
NYSITELL: Level VII 7-8 Speaking	NYSITELL: Level VII 7-8 Speaking	ELA	S1511	Numeric Raw
NYSITELL: Level VII 7-8 Reading	NYSITELL: Level VII 7-8 Reading	ELA	R1511	Numeric Raw
NYSITELL: Level VII 7-8 Writing	NYSITELL: Level VII 7-8 Writing	ELA	W1511	Numeric Raw
NYSITELL: Level VIII 9 Total Score	NYSITELL: Level VIII 9 Total Score	ELA	T1512	Numeric Raw
NYSITELL: Level VIII 10 Total Score	NYSITELL: Level VIII 10 Total Score	ELA	T1515	Numeric Raw
NYSITELL: Level VIII 11 Total Score	NYSITELL: Level VIII 11 Total Score	ELA	T1516	Numeric Raw
NYSITELL: Level VIII 12 Total Score	NYSITELL: Level VIII 12 Total Score	ELA	T1517	Numeric Raw
NYSITELL: Level VIII 9-12 Listening	NYSITELL: Level VIII 9-12 Listening	ELA	L1512	Numeric Raw
NYSITELL: Level VIII 9-12 Speaking	NYSITELL: Level VIII 9-12 Speaking	ELA	S1512	Numeric Raw
NYSITELL: Level VIII 9-12 Reading	NYSITELL: Level VIII 9-12 Reading	ELA	R1512	Numeric Raw
NYSITELL: Level VIII 9-12 Writing	NYSITELL: Level VIII 9-12 Writing	ELA	W1512	Numeric Raw
Test Group: "Regents" for Regents Examinations (see footnote below)				
Regents Comprehensive English – January	Regents ELA – Jan	ELA	01040	Numeric Scale

Name	Description	Subject Area	Code	Type
Regents Comprehensive English – June	Regents ELA – Jun	ELA	06040	Numeric Scale
Regents Comprehensive English – August	Regents ELA – Aug	ELA	08040	Numeric Scale
Regents Common Core Examination in English Language Arts – June	Regents Common Core ELA – Jun	ELA	06340	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 - January	Regents Algebra2/Trigonometry - Jan	Math	01206	Numeric Scale
Regents Examination in Algebra 2/Trigonometry - June	Regents Algebra2/Trigonometry - Jun	Math	06206	Numeric Scale
Regents Examination in Algebra 2/Trigonometry - August	Regents Algebra2/Trigonometry - Aug	Math	08206	Numeric Scale
Regents Common Core Examination in Algebra I – June	Regents Common Core Algebra I – Jun	Math	06304	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
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

Name	Description	Subject Area	Code	Type
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 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
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

Name	Description	Subject Area	Code	Type
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
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: "CTE" for Career and Technical Education (see note above)				
CTE/Tech Prep Technical Skills Assessment	Technical Skills Assessment	Career Education	00199	Alpha
Test Group: "ALTREG" for 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 High Lvl	Math	00126	Numeric Scale
IB Mathematics SL	IB Math SL	Math	00125	Numeric Scale
IB Mathematics Studies Standard Level	IB Math Studies Std Lvl	Math	00124	Numeric Scale

Name	Description	Subject Area	Code	Type
IGCSE (International General Certification of Secondary Education) Mathematics	IGCSE	Math	00130	Alpha
SAT Subject Test Mathematics Level 1	SAT Subject Test Math Level 1	Math	00131	Numeric Scale
SAT Subject Test Mathematics Level 2	SAT Subject Test Math Level 2	Math	00132	Numeric Scale
AP Biology	AP Biology	Science	00135	Numeric Standard
SAT Subject Test Biology	SAT Subject Test Biology	Science	00179	Numeric Scale
SAT Subject Test Chemistry	SAT Subject Test Chemistry	Science	00180	Numeric Scale
SAT Subject Test Physics	SAT Subject Test Physics	Science	00181	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 Subject Test U.S. History	SAT Subject Test US History	Social Studies	00134	Numeric Scale
Test Group: “ALTRCT” for 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
Test Group: “CCR” for College and Career Readiness				
IB Art Design – High Lvl	IB Art Design – High Lvl	Fine and Performing Arts	00I00	Numeric Scale
IB Art Design – Std Lvl	IB Art Design – Std Lvl	Fine and Performing Arts	00I01	Numeric Scale
IB Biology – High Lvl	IB Biology – High Lvl	Science	00I02	Numeric Scale
IB Biology – Std Lvl	IB Biology – Std Lvl	Science	00I03	Numeric Scale
IB Business and Management – High Lvl	IB Business and Management – High Lvl	Business and Marketing	00I04	Numeric Scale

Name	Description	Subject Area	Code	Type
IB Business and Management – Std Lvl	IB Business and Management – Std Lvl	Business and Marketing	00I05	Numeric Scale
IB Chemistry – Std Lvl	IB Chemistry – Std Lvl	Science	00I06	Numeric Scale
IB Chemstry, General – Std Lvl	IB Chemstry, General – Std Lvl	Science	00I07	Numeric Scale
IB Computer Science – High Lvl	IB Computer Science – High Lvl	Computer Sciences	00I08	Numeric Scale
IB Computer Science – Std Lvl	IB Computer Science – Std Lvl	Computer Sciences	00I09	Numeric Scale
IB Economics – High Lvl	IB Economics – High Lvl	Social Studies	00I10	Numeric Scale
IB Economics – Std Lvl	IB Economics – Std Lvl	Social Studies	00I11	Numeric Scale
IB Environmental Systems – Std Lvl	IB Environmental Systems – Std Lvl	Science	00I12	Numeric Scale
IB French B – High Lvl	IB French B – High Lvl	Second Languages	00I13	Numeric Scale
IB Geography – High Lvl	IB Geography – High Lvl	Social Studies	00I14	Numeric Scale
IB German B – High Lvl	IB German B – High Lvl	Second Languages	00I15	Numeric Scale
IB History – Std Lvl	IB History – Std Lvl	Social Studies	00I16	Numeric Scale
IB History of the Americas – High Lvl	IB History of the Americas – High Lvl	Social Studies	00I17	Numeric Scale
IB Information technology in a Global Society – HL	IB Information Technology in a Global Society – HL	Computer Sciences	00I18	Numeric Scale
IB Information technology in a Global Society – SL	IB Information Technology in a Global Society – SL	Computer Sciences	00I19	Numeric Scale
IB Math Advanced – Std Lvl	IB Math Advanced – Std Lvl	Mathematics	00I20	Numeric Scale
IB Music – High Lvl	IB Music – High Lvl	Fine and Performing Arts	00I21	Numeric Scale
IB Music – Std Lvl	IB Music – Std Lvl	Fine and Performing Arts	00I22	Numeric Scale
IB Physics – High Lvl	IB Physics – High Lvl	Science	00I23	Numeric Scale
IB Physics – Std Lvl	IB Physics – Std Lvl	Science	00I24	Numeric Scale
IB Psychology – High Lvl	IB Psychology – High Lvl	Health Care Sciences	00I25	Numeric Scale
IB Psychology – Std Lvl	IB Psychology – Std Lvl	Health Care Sciences	00I26	Numeric Scale
IB Social Anthropology – High Lvl	IB Social Anthropology – High Lvl	Social Studies	00I27	Numeric Scale

Name	Description	Subject Area	Code	Type
IB Social Anthropology – Std Lvl	IB Social Anthropology – Std Lvl	Social Studies	00I28	Numeric Scale
IB Spanish A – High Lvl	IB Spanish A – High Lvl	Second Languages	00I29	Numeric Scale
IB Spanish B – High Lvl	IB Spanish B – High Lvl	Second Languages	00I30	Numeric Scale
IB Theatre Arts – Std Lvl	IB Theatre Arts – Std Lvl	Fine and Performing Arts	00I31	Numeric Scale

Assignment Grade Level Codes and Descriptions

For use in the Staff Assignment Template.

Code	Description
PS	PRES
PKF	PREKF
PKH	PREKH
KF	KDGF
KH	KDGH
01	1st
02	2nd
03	3rd
04	4th
05	5th
06	6th
07	7th
08	8th
09	9th
10	10th
11	11th
12	12th
13	K-6
14	7-12
GD	GED
ALL	All Grades

BOCES District of Responsibility Codes

BOCES Code	BOCES Name
019000000000	CAPITAL REGION BOCES
039000000000	BROOME-DELAWARE-TIOGA BOCES
049000000000	CATTAR-ALLEGANY-ERIE-WYOMING BOCES
059000000000	CAYUGA-ONONDAGA BOCES
099000000000	CLINTON-ESSEX-WARREN-WASHING BOCES
129000000000	DELAW-CHENANGO-MADISON-OTSEGO BOCES
139000000000	DUTCHESS BOCES
149100000000	ERIE 1 BOCES
149200000000	ERIE 2-CHAUTAUQUA-CATTARAUGUS BOCES
169000000000	FRANKLIN-ESSEX-HAMILTON BOCES
199000000000	OTSEGO-DELAW-SCHOHARIE-GREENE BOCES
209000000000	HAMILTON-FULTON-MONTGOMERY BOCES
219000000000	HERK-FULTON-HAMILTON-OTSEGO BOCES
229000000000	JEFFER-LEWIS-HAMIL-HERK-ONEIDA BOCES
249000000000	GENESEE VALLEY BOCES
259000000000	MADISON-ONEIDA BOCES
269100000000	MONROE 1 BOCES
269200000000	MONROE 2-ORLEANS BOCES
289000000000	NASSAU BOCES
419000000000	ONEIDA-HERKIMER-MADISON BOCES
429000000000	ONONDAGA-CORTLAND-MADISON BOCES
439000000000	WAYNE-FINGER LAKES BOCES
449000000000	ORANGE-ULSTER BOCES
459000000000	ORLEANS-NIAGARA BOCES
469000000000	OSWEGO BOCES
489000000000	PUTNAM-NORTHERN WESTCHESTER BOCES
499000000000	QUESTAR III (R-C-G) BOCES
509000000000	ROCKLAND BOCES
519000000000	ST LAWRENCE-LEWIS BOCES
559000000000	GREATER SOUTHERN TIER BOCES
589100000000	EASTERN SUFFOLK BOCES
589300000000	WESTERN SUFFOLK BOCES
599000000000	SULLIVAN BOCES
619000000000	TOMPKINS-SENECA-TIOGA BOCES
629000000000	ULSTER BOCES
649000000000	WASHING-SARA-WAR-HAMLTN-ESSEX BOCES
669000000000	WESTCHESTER BOCES

Credit GPA Codes

Code
TOTAL
MATH
ELA
SCIENCE
SOCIAL STUDIES
LOTE*
PHYSICAL EDUCATION
HEALTH
ARTS
OTHER

*Language Other Than English

Career and Technical Education Program Service 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.

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

Code	Program Name
Agriculture, Food and Natural Resources Cluster	
010000	Agriculture, General
010101	Agricultural Business and Management, General
010102	Agricultural Business/Agribusiness Operations
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
010301	Agricultural Production Operations, General
010302	Animal/Livestock Husbandry and Production
010303	Aquaculture
010304	Crop Production
010306	Dairy Husbandry and Production
010307	Horse Husbandry/Equine Science & Management
010401	Agricultural and Food Products Processing
010504	Dog/Pet/Animal Grooming
010505	Animal Trainer
010507	Equestrian/Equine Studies
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

Code	Program Name
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
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
460302	Electrician
460303	Lineworker
460401	Building/Property Maintenance and Manager
460403	Building/Home/Construction Inspection/Inspector
460412	Building/Construction Site Management/Manager
460499	Building/Construction Finishing, Management and Inspection, Other
460503	Plumbing Technology/Plumber
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

Code	Program Name
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
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
470409	Parts and Warehousing Operations and Maintenance Technology/Technician
470499	Precision Systems Maintenance and Repair Technologies, Other
480501	Machine Tool Technology/Machinist
480503	Machine Shop Technology/Assistant
480507	Tool and Die Technology/Technician
480508	Welding Technology/Welder
480599	Precision Metal Working, Other
480701	Woodworking, General
480702	Furniture Designer and Manufacturing
480703	Cabinetmaking and Millwork/Millwright
480799	Woodworking, Other
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

Code	Program Name
470608	Aircraft Powerplant Technology/Technician
470609	Avionics Maintenance 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
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
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
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
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
120407	Hair Styling/Stylist and Hair Design
120409	Aesthetician/Esthetician and Skin Care Specialist
120410	Nail Technician/Specialist and Manicurist
120413	Cosmetology, Barber/Styling and Nail Instructor
120499	Cosmetology and Related Personal Grooming Arts, Other
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
521899	General Sales, Merchandising and Related Marketing Operations, Other
521902	Fashion Merchandising
521904	Apparel and Accessories Marketing Operations
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

Code	Program Name
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
120503	Culinary Arts/Chef Training
120504	Restaurant, Culinary and Catering Management/Manager
120505	Food Preparation/Professional Cooking/Kitchen Assistant
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
310301	Parks, Recreation and Leisure Facilities Management
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
510716	Medical Administrative/Executive Assistant and Medical Secretary
520101	Business/Commerce, General
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

Code	Program Name
520402	Executive Assistant/Executive Secretary
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
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
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
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

Code	Program Name
510902	Electrocardiograph Technology/Technician
510903	Electroneurodiagnostic/Electroencephalographic Technology/Technician
510904	Emergency Medical Technology/Technician (EMT Paramedic)
510905	Nuclear Medical Technology/Technician
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
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
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
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

Code	Program Name
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
090903	Advertising
090999	Public Relations, Advertising and Applied Communication, Other
091001	Publishing
099999	Communications, Journalism and Related Programs, Other
100105	Communications Technology/Technician
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
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
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

Code	Program Name
500704	Arts Management
500706	Intermedia/Multimedia
500710	Printmaking
500712	Fiber, Textile and Weaving Arts
500713	Metal and Jewelry Arts
500903	Music Performance, General
500909	Music Management and Merchandising
509999	Visual and Performing Arts, Other
520501	Business/Corporate Communications
Law and Public Safety Cluster	
220302	Legal Assistant/Paralegal
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
430112	Securities Services Administration/Management
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

Code	Program Name
159999	Engineering Technologies/Technicians, Other
410101	Biology Technician/Biotechnology Laboratory 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
131599	Teacher Assistants/Aides, Other
250301	Library Assistant/Technician
Government and Public Administration Cluster	
440701	Social Work
440702	Youth Services/Administration
449999	Public Administration and Social Service Professions, Other
520206	Non-Profit/Public/Organizational Management
520808	Public Finance

Contact Mailing State Codes and Descriptions

Code	Description	Code	Description
AK	Alaska	MS	Mississippi
AL	Alabama	MT	Montana
AR	Arkansas	NC	North Carolina
AS	American Samoa	ND	North Dakota
AZ	Arizona	NE	Nebraska
CA	California	NH	New Hampshire
CO	Colorado	NJ	New Jersey
CT	Connecticut	NM	New Mexico
DC	District Of Columbia	NV	Nevada
DE	Delaware	NY	New York
FL	Florida	OH	Ohio
FM	Federated States Of Micronesia	OK	Oklahoma
GA	Georgia	OR	Oregon
GU	Guam	PA	Pennsylvania
HI	Hawaii	PR	Puerto Rico
IA	Iowa	PW	Palau
ID	Idaho	RI	Rhode Island
IL	Illinois	SC	South Carolina
IN	Indiana	SD	South Dakota
KS	Kansas	TN	Tennessee
KY	Kentucky	TX	Texas
LA	Louisiana	UT	Utah
MA	Massachusetts	VA	Virginia
MD	Maryland	VI	Virgin Islands
ME	Maine	VT	Vermont
MH	Marshall Islands	WA	Washington
MI	Michigan	WI	Wisconsin
MN	Minnesota	WV	West Virginia
MO	Missouri	WY	Wyoming
MP	Northern Mariana Islands		

Contact Name Prefix Codes and Descriptions

Code	Description
Colonel	Colonel
Dr	Dr
Mr	Mr
Mrs	Mrs
Ms	Ms
Reverend	Reverend
Sister	Sister
Sr	Sr

Contact Name Suffix Codes and Descriptions

Code	Description
II	II
III	III
IV	IV
V	V
VI	VI
VII	VII
VIII	VIII
Jr	Jr
Sr	Sr

Contact Relationship Codes and Descriptions

Code	Contact Relationship Description
01552	Employer
01720	Aunt
01721	Brother, half
01722	Brother, natural/adoptive
01723	Brother, step
01724	Cousin
01725	Daughter
01726	Father, foster
01727	Father, natural/adoptive
01728	Father, step
01729	Friend
01730	Grandfather
01731	Grandmother
01732	Husband
01734	Mother, foster
01735	Mother, natural/adoptive
01736	Mother, step
01737	Nephew
01738	Niece
01739	Significant other
01740	Sister, half
01741	Sister, natural/adoptive
01742	Sister, step
01743	Son
01744	Uncle
01745	Ward
01746	Wife
01747	Adopted son
01749	Adoptive parents
01750	Advisor
01751	Agency representative
01752	Brother-in-law
01753	Court appointed guardian
01754	Daughter-in-law
01755	Dependent
01757	Former husband
01758	Former wife
01759	Family member
01760	Father's significant other
01761	Father-in-law
01762	Fiance
01763	Fiancee
01764	Foster daughter
01765	Foster parent
01766	Foster son

Code	Contact Relationship Description
01767	Granddaughter
01769	Grandson
01770	Great aunt
01771	Great uncle
01772	Life partner
01773	Life partner of parent
01774	Minister or priest
01775	Mother's significant other
01776	Mother-in-law
01777	Partner
01778	Partner of parent
01779	Probation officer
01780	Sister-in-law
01781	Son-in-law
01782	Stepson
04987	Stepdaughter
05006	Adopted Daughter
09998	None
09999	Other

Country of Origin Codes and Descriptions

Code	Country of Origin 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
BQ	Bonaire, Sint Eustatius and Saba
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

Code	Country of Origin Description
CX	Christmas Island
CC	Cocos (Keeling) Islands
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
CW	Curaçao
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
GG	Guernsey
GN	Guinea
GW	Guinea-Bissau
GY	Guyana

Code	Country of Origin Description
HT	Haiti
HM	Heard Island and McDonald Islands
VA	Holy See (Vatican City State)
HN	Honduras
HK	Hong Kong
HU	Hungary
IS	Iceland
IN	India
ID	Indonesia
IR	Iran, Islamic Republic of
IQ	Iraq
IE	Ireland
IM	Isle of Man
IL	Israel
IT	Italy
JM	Jamaica
JP	Japan
JE	Jersey
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

Code	Country of Origin Description
YT	Mayotte
MX	Mexico
FM	Micronesia, Federated States of
MD	Moldova, Republic of
MC	Monaco
MN	Mongolia
ME	Montenegro
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

Code	Country of Origin Description
RW	Rwanda
BL	Saint Barthélemy
SH	Saint Helena
KN	Saint Kitts and Nevis
LC	Saint Lucia
MF	Saint Martin (French Part)
PM	Saint Pierre and Miquelon
VC	Saint Vincent and the Grenadines
WS	Samoa
SM	San Marino
ST	Sao Tome and Principe
SA	Saudi Arabia
SN	Senegal
RS	Serbia
CS	Serbia and Montenegro
SC	Seychelles
SL	Sierra Leone
SG	Singapore
SX	Sint Maarten (Dutch Part)
SK	Slovakia
SI	Slovenia
SB	Solomon Islands
SO	Somalia
ZA	South Africa
GS	South Georgia and South Sandwich Islands
SS	South Sudan
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

Code	Country of Origin Description
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
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.

Course Codes and Descriptions

Use the following course codes to report courses that end in a standardized State assessment. For all other courses, see the NYS Comprehensive Course Catalog Workbook at http://www.p12.nysed.gov/irs/courseCatalog/.

Code	Description
51031	Grade 3 English Language Arts
52033	Grade 3 Mathematics
51032	Grade 4 English Language Arts
52034	Grade 4 Mathematics
51033	Grade 5 English Language Arts
52035	Grade 5 Mathematics
51034	Grade 6 English Language Arts
52036	Grade 6 Mathematics
51035	Grade 7 English Language Arts
52037	Grade 7 Mathematics
51036	Grade 8 English Language Arts
52038	Grade 8 Mathematics
53234	Grade 4 Science
53238	Grade 8 Science
01003	English/Language Arts III
01003CC	English/Language Arts III (Common Core)
02052	Algebra I
02052CC	Algebra I (Common Core)
02072	Geometry
02106	Trigonometry/Algebra
03051	Biology
03051L	Regents Biology Lab
03101	Chemistry
03101L	Regents Chemistry Lab
03001	Earth Science
03001L	Regents Earth Science Lab
03151	Physics
03151L	Regents Physics Lab
04101	U.S. History—Comprehensive
04052	World History and Geography

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*
Regents Diploma with Advanced Designation with Math Endorsement	Regents Diploma with Adv Designation Math	204
Regents Diploma with Advanced Designation with Science Endorsement	Regents Diploma with Adv Designation Science	221
Regents Diploma with Advanced Designation with Math and Science Endorsement	Regents Diploma with Adv Designation Math and Science	238
Regents Diploma with Advanced Designation with Career & Technical Education Endorsement with Math Endorsement	Regents Diploma with Adv Des & Career Ed Math	255

Credential Type	Description	Code
Regents Diploma with Advanced Designation with Career & Technical Education Endorsement with Science Endorsement	Regents Diploma with Adv Des & Career Ed Science	272
Regents Diploma with Advanced Designation with Career & Technical Education Endorsement with Math and Science Endorsement	Regents Diploma with Adv Des & Career Ed Math and Science	289
Regents Diploma with Advanced Designation with Honors with Math Endorsement	Regents Diploma with Adv Des & Honors Math	306
Regents Diploma with Advanced Designation with Honors with Science Endorsement	Regents Diploma with Adv Des & Honors Science	323
Regents Diploma with Advanced Designation with Honors with Math and Science Endorsement	Regents Diploma with Adv Des & Honors Math and Science	340
Regents Diploma with Advanced Designation with Honors with Career & Technical Education Endorsement with Math Endorsement	Regents Diploma with AD&Honors&Career Ed Math	357
Regents Diploma with Advanced Designation with Honors with Career & Technical Education Endorsement with Science Endorsement	Regents Diploma with AD&Honors&Career Ed Science	374
Regents Diploma with Advanced Designation with Honors with Career & Technical Education Endorsement with Math and Science Endorsement	Regents Diploma with AD&Honors&Career Ed Math and Science	391
Career Development & Occupational Studies Commencement Credential	Career Development & Occupational Studies Commencement Credential	119
Skills and Achievement Commencement Credential	Skills and Achievement Commencement Credential	136

*085 can only be used for students who earned an IEP diploma prior to July 1, 2013.

For information about credential types, see Commissioner's Regulations at: http://www.p12.nysed.gov/part100/pages/1005.html#diplomatypes.

Day Type Codes

Code
Instructional day
Teacher only day
Holiday
Make-up day
Weather day
Late Arrv/Early Dism
Emergency day
Strike
Other*

*Non-instructional day

District of Residence Codes

Code	District of Residence Name
NY570101	Addison
NY410401	Adirondack
NY080101	Afton
NY142101	Akron
NY010100	Albany
NY450101	Albion
NY140101	Alden
NY180202	Alexander
NY220202	Alexandria CSD
NY020101	Alfred Almond
NY040302	Allegany-Limestone
NY460102	Altmar Parish
NY580303	Amagansett
NY140201	Amherst
NY580106	Amityville
NY270100	Amsterdam
NY120102	Andes
NY020601	Andover
NY660405	Ardsley
NY640101	Argyle
NY571901	Arkport
NY131601	Arlington
NY670201	Attica
NY050100	Auburn
NY090201	Ausable Valley
NY491302	Averill Park
NY570201	Avoca
NY240101	Avon
NY580101	Babylon
NY080201	Bainbridge Guilfrd
NY280210	Baldwin
NY420901	Baldwinsville
NY521301	Ballston Spa
NY401301	Barker
NY180300	Batavia
NY570302	Bath
NY580501	Bay Shore
NY580505	Bayport Blue Point
NY130200	Beacon
NY231301	Beaver River
NY660102	Bedford
NY090301	Beekmantown
NY020801	Belfast
NY220909	Belleville Henders
NY280207	Bellmore
NY061001	Bemus Point
NY490101	Berlin

Code	District of Residence Name
NY010201	Berne Knox
NY010306	Bethlehem
NY280521	Bethpage
NY030200	Binghamton
NY661905	Blind Brook-Rye
NY022902	Bolivar-Richburg
NY630101	Bolton
NY570401	Bradford
NY510101	Brasher Falls
NY580512	Brentwood
NY480601	Brewster
NY661402	Briarcliff Manor
NY580909	Bridgehampton
NY260101	Brighton
NY171102	Broadalbin-Perth
NY261801	Brockport
NY062301	Brocton
NY660303	Bronxville
NY250109	Brookfield
NY580203	Brookhaven-Comsewogue UFSD
NY490202	Brunswick Central
NY161601	Brushton Moira
NY140600	Buffalo
NY520101	Burnt Hills
NY661201	Byram Hills
NY180701	Byron Bergen
NY190301	Cairo-Durham
NY240201	Caledonia Mumford
NY641610	Cambridge
NY410601	Camden
NY570603	Campbell-Savona
NY270301	Canajoharie
NY430300	Canandaigua
NY021102	Canaseraga
NY250901	Canastota
NY600301	Candor
NY571502	Canisteo-Greenwood CSD
NY510201	Canton
NY280411	Carle Place
NY480102	Carmel
NY222201	Carthage
NY060401	Cassadaga Valley
NY050401	Cato Meridian
NY190401	Catskill
NY042302	Cattaraugus
NY250201	Cazenovia
NY580233	Center Moriches
NY580513	Central Islip

Code	District of Residence Name
NY460801	Central Square
NY212101	Central Valley
NY661004	Chappaqua
NY120401	Charlotte Valley
NY160801	Chateaugay
NY101001	Chatham
NY060503	Chautauqua Lake
NY090601	Chazy
NY140701	Cheektowaga
NY030101	Chenango Forks
NY030701	Chenango Valley
NY472202	Cherry Vly-Sprgfld
NY440201	Chester
NY251601	Chittenango
NY261501	Churchville Chili
NY110101	Cincinnatus
NY140801	Clarence
NY500101	Clarkstown
NY140703	Cleveland Hill
NY510401	Clifton Fine
NY411101	Clinton
NY650301	Clyde-Savannah
NY060701	Clymer
NY541102	Coblskl-Rchmdvl
NY010500	Cohoes
NY580402	Cold Spring Harbor
NY510501	Colton Pierrepont
NY580410	Commack
NY580507	Connetquot
NY471701	Cooperstown
NY230201	Copenhagen
NY580105	Copiague
NY520401	Corinth
NY571000	Corning
NY440301	Cornwall
NY110200	Cortland
NY190501	Coxsackie Athens
NY660202	Croton Harmon
NY150203	Crown Point
NY022302	Cuba-Rushford
NY241101	Dalton-Nunda
NY241001	Dansville
NY580107	Deer Park
NY120501	Delhi
NY140707	Depew
NY031301	Deposit
NY250301	Deruyter
NY660403	Dobbs Ferry

Code	District of Residence Name
NY211003	Dolgeville
NY130502	Dover
NY120301	Downsville
NY610301	Dryden
NY530101	Duanesburg
NY680801	Dundee
NY060800	Dunkirk
NY420401	E Syracuse-Minoa
NY140301	East Aurora
NY430501	East Bloomfield
NY490301	East Greenbush
NY580301	East Hampton
NY260801	East Irondequoit
NY580503	East Islip
NY280203	East Meadow
NY580234	East Moriches
NY580917	East Quogue
NY500402	East Ramapo
NY261313	East Rochester
NY280219	East Rockaway
NY280402	East Williston
NY660301	Eastchester
NY141201	Eden
NY660406	Edgemont
NY520601	Edinburg Common SD
NY470501	Edmeston
NY513102	Edwards-Knox
NY180901	Elba
NY590801	Eldred
NY150301	Elizabethtown
NY622002	Ellenville
NY040901	Ellicottville
NY070600	Elmira
NY070902	Elmira Heights
NY280216	Elmont
NY660409	Elmsford
NY580401	Elwood
NY580912	Estprt-S Manor CSD
NY141401	Evans-Brant
NY420601	Fabius-Pompey
NY261301	Fairport
NY061101	Falconer
NY590501	Fallsburgh
NY280522	Farmingdale
NY421001	Fayettvlle-Manlius
NY022001	Fillmore
NY580514	Fire Island
NY581004	Fishers Island

Code	District of Residence Name
NY280222	Floral Park
NY442115	Florida
NY270601	Fonda Fultonville
NY061503	Forestville
NY640502	Fort Ann
NY640601	Fort Edward
NY270701	Fort Plain
NY210402	Frankfort-Schuyler
NY120701	Franklin
NY280217	Franklin Square
NY041101	Franklinville
NY062201	Fredonia
NY280209	Freeport
NY060301	Frewsburg
NY021601	Friendship
NY141604	Frontier
NY460500	Fulton
NY520701	Galway
NY650902	Gananda
NY280218	Garden City
NY480404	Garrison
NY260401	Gates Chili
NY220401	General Brown
NY020702	Genesee Valley CSD
NY240401	Geneseo
NY430700	Geneva
NY100902	Germantown
NY540801	Gilboa Conesville
NY470202	Glbtsvlle-Mt Upton
NY280100	Glen Cove
NY630300	Glens Falls
NY630918	Glens Falls Com
NY170500	Gloversville
NY430901	Gorham-Middlesex
NY440601	Goshen
NY511101	Gouverneur
NY042801	Gowanda
NY141501	Grand Island
NY640701	Granville
NY280407	Great Neck
NY260501	Greece
NY010701	Green Island
NY660407	Greenburgh
NY080601	Greene
NY581010	Greenport
NY190701	Greenville
NY640801	Greenwich
NY442111	Greenwood Lake

Code	District of Residence Name
NY081401	Grgetwn-So Otselic
NY610501	Groton
NY010802	Guilderland
NY630801	Hadley Luzerne
NY480401	Haldane
NY580405	Half Hollow Hills
NY141601	Hamburg
NY250701	Hamilton
NY511201	Hammond
NY572901	Hammondsport
NY580905	Hampton Bays
NY120906	Hancock
NY460701	Hannibal
NY580406	Harborfields
NY030501	Harpursville
NY660501	Harrison
NY230301	Harrisville
NY641001	Hartford
NY660404	Hastings On Hudson
NY580506	Hauppauge
NY500201	Haverstraw-Stony Point
NY280201	Hempstead
NY660203	Hendrick Hudson
NY210601	Herkimer
NY511301	Hermon-Dekalb
NY280409	Herricks
NY512404	Heuvelton
NY280214	Hewlett Woodmere
NY280517	Hicksville
NY620803	Highland
NY440901	Highland Falls
NY261101	Hilton
NY041401	Hinsdale
NY141701	Holland
NY412201	Holland Patent
NY450704	Holley
NY110701	Homer
NY431401	Honeoye
NY260901	Honeoye Falls-Lima
NY491401	Hoosic Valley
NY490501	Hoosick Falls
NY571800	Hornell
NY070901	Horseheads
NY101300	Hudson
NY641301	Hudson Falls
NY190901	Hunter Tannersvl
NY580403	Huntington
NY130801	Hyde Park

Code	District of Residence Name
NY200401	Indian Lake
NY220301	Indian River
NY200501	Inlet
NY141301	Iroquois
NY660402	Irvington
NY280231	Island Park
NY280226	Island Trees
NY580502	Islip
NY610600	Ithaca
NY061700	Jamestown
NY420411	Jamesville-Dewitt
NY572702	Jasper-Trpsbrg
NY591502	Jeff Youngsville
NY540901	Jefferson
NY280515	Jericho
NY630601	Johnsburg
NY031502	Johnson City
NY170600	Johnstown
NY420501	Jordan Elbridge
NY660101	Katonah Lewisboro
NY150601	Keene
NY450607	Kendall
NY142601	Kenmore
NY101401	Kinderhook
NY580805	Kings Park
NY620600	Kingston
NY441202	Kiryas Joel
NY221401	La Fargeville
NY141800	Lackawanna
NY420807	Lafayette
NY630701	Lake George
NY151102	Lake Placid
NY200601	Lake Pleasant
NY662401	Lakeland
NY141901	Lancaster
NY610801	Lansing
NY490601	Lansingburgh
NY470801	Laurens
NY280215	Lawrence
NY181001	Le Roy
NY670401	Letchworth
NY280205	Levittown
NY400301	Lewiston Porter
NY590901	Liberty
NY580104	Lindenhurst
NY511602	Lisbon
NY210800	Little Falls
NY421501	Liverpool

Code	District of Residence Name
NY591302	Livingston Manor
NY240801	Livonia
NY400400	Lockport
NY280503	Locust Valley
NY280300	Long Beach
NY200701	Long Lake
NY580212	Longwood
NY230901	Lowville
NY221301	Lyme
NY280220	Lynbrook
NY421504	Lyncourt
NY451001	Lyndonville
NY650501	Lyons
NY251101	Madison
NY511901	Madrid Waddington
NY480101	Mahopac
NY031101	Maine Endwell
NY161501	Malone
NY280212	Malverne
NY660701	Mamaroneck
NY431101	Manchstr-Shrtsvlle
NY280406	Manhasset
NY110901	Marathon
NY421101	Marcellus
NY121401	Margaretville
NY650701	Marion
NY621001	Marlboro
NY140702	Maryvale
NY280523	Massapequa
NY512001	Massena
NY581012	Mattituck
NY170801	Mayfield
NY110304	Mcgraw
NY521200	Mechanicville
NY450801	Medina
NY010615	Menands
NY280225	Merrick
NY460901	Mexico
NY580211	Middle Country
NY541001	Middleburgh
NY441000	Middletown
NY471101	Milford
NY132201	Millbrook
NY580208	Miller Place
NY280410	Mineola
NY150801	Minerva
NY441101	Minisink Valley
NY530515	Mohonasen

Code	District of Residence Name
NY441201	Monroe Woodbury
NY580306	Montauk
NY591401	Monticello
NY051301	Moravia
NY150901	Moriah
NY471201	Morris
NY512101	Morristown
NY250401	Morrisville Eaton
NY212001	Mount Markham
NY240901	Mount Morris
NY580207	Mount Sinai
NY660900	Mount Vernon
NY660801	Mt Pleasant Cent
NY500108	Nanuet
NY431201	Naples
NY411501	New Hartford
NY280405	New Hyde Park
NY101601	New Lebanon
NY621101	New Paltz
NY661100	New Rochelle
NY581015	New Suffolk
NY411504	New York Mills
NY650101	Newark
NY600402	Newark Valley
NY441600	Newburgh
NY151001	Newcomb
NY400601	Newfane
NY610901	Newfield
NY400800	Niagara Falls
NY400701	Niagara Wheatfield
NY530301	Niskayuna
NY490801	No Greenbush Com
NY580103	North Babylon
NY280204	North Bellmore
NY142201	North Collins
NY010623	North Colonie CSD
NY280229	North Merrick
NY651501	North Rose Wolcott
NY661301	North Salem
NY280501	North Shore
NY420303	North Syracuse
NY400900	North Tonawanda
NY630202	North Warren
NY131101	Northeast
NY090501	Northeastrn Clnton
NY580404	Northport
NY090901	Northrn Adirondack
NY170901	Northville

Code	District of Residence Name
NY081200	Norwich
NY512201	Norwood Norfolk
NY500304	Nyack
NY310100	NYC Geog Dist # 1 - Manhattan
NY310200	NYC Geog Dist # 2 - Manhattan
NY310300	NYC Geog Dist # 3 - Manhattan
NY310400	NYC Geog Dist # 4 - Manhattan
NY310500	NYC Geog Dist # 5 - Manhattan
NY310600	NYC Geog Dist # 6 - Manhattan
NY320700	NYC Geog Dist # 7 - Bronx
NY320800	NYC Geog Dist # 8 - Bronx
NY320900	NYC Geog Dist # 9 - Bronx
NY321000	NYC Geog Dist #10 - Bronx
NY321100	NYC Geog Dist #11 - Bronx
NY321200	NYC Geog Dist #12 - Bronx
NY331300	NYC Geog Dist #13 - Brooklyn
NY331400	NYC Geog Dist #14 - Brooklyn
NY331500	NYC Geog Dist #15 - Brooklyn
NY331600	NYC Geog Dist #16 - Brooklyn
NY331700	NYC Geog Dist #17 - Brooklyn
NY331800	NYC Geog Dist #18 - Brooklyn
NY331900	NYC Geog Dist #19 - Brooklyn
NY332000	NYC Geog Dist #20 - Brooklyn
NY332100	NYC Geog Dist #21 - Brooklyn
NY332200	NYC Geog Dist #22 - Brooklyn
NY332300	NYC Geog Dist #23 - Brooklyn
NY342400	NYC Geog Dist #24 - Queens
NY342500	NYC Geog Dist #25 - Queens
NY342600	NYC Geog Dist #26 - Queens
NY342700	NYC Geog Dist #27 - Queen
NY342800	NYC Geog Dist #28 - Queen
NY342900	NYC Geog Dist #29 - Queen
NY343000	NYC Geog Dist #30 - Queens
NY353100	NYC Geog Dist #31 - Si
NY333200	NYC Geog Dist #32 - Brooklyn
NY181101	Oakfield Alabama
NY280211	Oceanside
NY550101	Odessa Montour
NY512300	Ogdensburg
NY042400	Olean
NY251400	Oneida
NY471400	Oneonta
NY421201	Onondaga
NY621201	Onteora
NY271201	Oppenheim-Ephratah-St Johnsville
NY142301	Orchard Park
NY412901	Oriskany

Code	District of Residence Name
NY661401	Ossining
NY461300	Oswego
NY471601	Otego-Unadilla
80034366	Out of State
NY600601	Owego-Apalachin
NY081501	Oxford
NY280506	Oyster Bay
NY581002	Oysterponds
NY650901	Palmyra-Macedon
NY061601	Panama
NY512501	Parishvl Hopkinton
NY580224	Patchogue-Medford
NY181201	Pavilion
NY131201	Pawling
NY500308	Pearl River
NY661500	Peekskill
NY661601	Pelham
NY181302	Pembroke
NY261201	Penfield
NY680601	Penn Yan
NY671201	Perry
NY091101	Peru
NY431301	Phelps-Clifton Spr
NY462001	Phoenix
NY440401	Pine Bush
NY131301	Pine Plains
NY060601	Pine Valley
NY200101	Piseco
NY261401	Pittsford
NY280518	Plainedge
NY280504	Plainview
NY091200	Plattsburgh
NY660809	Pleasantville
NY660802	Pocantico Hills
NY211103	Poland
NY051101	Port Byron
NY661904	Port Chester-Rye
NY580206	Port Jefferson
NY441800	Port Jervis
NY280404	Port Washington
NY042901	Portville
NY512902	Potsdam
NY131500	Poughkeepsie
NY572301	Prattsburgh
NY461801	Pulaski
NY641401	Putnam
NY480503	Putnam Valley
NY630902	Queensbury

Code	District of Residence Name
NY580903	Quogue
NY500401	Ramapo
NY043001	Randolph
NY043011	Randolph Acad Ufsd
NY200702	Raquette Lake
NY010402	Ravena Coeymans
NY651503	Red Creek
NY131701	Red Hook
NY411701	Remsen
NY580901	Remsenburg
NY491200	Rensselaer
NY131801	Rhinebeck
NY472001	Richfield Springs
NY062401	Ripley
NY580602	Riverhead
NY261600	Rochester
NY280221	Rockville Centre
NY580209	Rocky Point
NY411800	Rome
NY560603	Romulus
NY620901	Rondout Valley
NY280208	Roosevelt
NY591301	Roscoe
NY280403	Roslyn
NY121502	Roxbury
NY401201	Royalton Hartland
NY261701	Rush Henrietta
NY661800	Rye
NY661901	Rye Neck
NY580205	Sachem
NY221001	Sackets Harbor
NY580305	Sag Harbor
NY580910	Sagaponack
NY043200	Salamanca
NY641501	Salem
NY161201	Salmon River
NY461901	Sandy Creek
NY091402	Saranac
NY161401	Saranac Lake
NY521800	Saratoga Springs
NY621601	Saugerties
NY411603	Sauquoit Valley
NY580504	Sayville
NY662001	Scarsdale
NY530501	Schalmont
NY530600	Schenectady
NY470901	Schenevus
NY491501	Schodack

Code	District of Residence Name
NY541201	Schoharie
NY151401	Schroon Lake
NY521701	Schuylerville
NY022401	Scio
NY530202	Scotia Glenville
NY280206	Seaford
NY560701	Seneca Falls
NY541401	Sharon Springs
NY580701	Shelter Island
NY520302	Shenendehowa
NY082001	Sherburne Earlvl
NY062601	Sherman
NY412000	Sherrill
NY580601	Shoreham-Wading R
NY121601	Sidney
NY061501	Silver Creek
NY421601	Skaneateles
NY140709	Sloan
NY580801	Smithtown
NY651201	Sodus
NY420702	Solvay
NY662101	Somers
NY010601	South Colonie
NY580235	South Country
NY521401	South Glens Falls
NY580413	South Huntington
NY220101	South Jefferson
NY121702	South Kortright
NY231101	South Lewis
NY030201	South Mountain-Hickory
NY500301	South Orangetown
NY560501	South Seneca
NY580906	Southampton
NY050701	Southern Cayuga
NY581005	Southold
NY060201	Southwestern
NY131602	Spackenkill
NY600801	Spencer Van Etten
NY261001	Spencerport
NY580304	Springs
NY141101	Springville-Griff
NY161801	St Regis Falls
NY121701	Stamford
NY401001	Starpoint
NY522001	Stillwater
NY251501	Stockbridge Valley
NY030601	Susquehanna Valley
NY140207	Sweet Home

Code	District of Residence Name
NY280502	Syosset
NY421800	Syracuse
NY100501	Taconic Hills
NY660401	Tarrytown
NY220701	Thousand Islands
NY580201	Three Village
NY151501	Ticonderoga
NY600903	Tioga
NY142500	Tonawanda
NY211901	Town of Webb
NY591201	Tri Valley
NY491700	Troy
NY611001	Trumansburg
NY660302	Tuckahoe
NY580913	Tuckahoe Common
NY421902	Tully
NY160101	Tupper Lake
NY441903	Tuxedo
NY081003	Unadilla Valley
NY051901	Union Springs
NY280202	Uniondale
NY031501	Union-Endicott
NY412300	Utica
NY660805	Valhalla
NY280213	Valley Str Hemp 13
NY280224	Valley Str Hemp 24
NY280230	Valley Str Hemp 30
NY441301	Valley-Montgmry
NY211701	Van Hornsville
NY031601	Vestal
NY431701	Victor
NY011003	Voorheesville
NY580302	Wainscott
NY621801	Wallkill
NY121901	Walton
NY280223	Wantagh
NY132101	Wappingers
NY631201	Warrensburg
NY671501	Warsaw
NY442101	Warwick Valley
NY440102	Washingtonville
NY522101	Waterford
NY561006	Waterloo
NY222000	Watertown
NY411902	Waterville
NY011200	Watervliet
NY550301	Watkins Glen
NY600101	Waverly

Code	District of Residence Name
NY573002	Wayland-Cohocton
NY650801	Wayne
NY261901	Webster
NY050301	Weedsport
NY200901	Wells
NY022601	Wellsville
NY580102	West Babylon
NY210302	West Canada Valley
NY420101	West Genesee
NY280227	West Hempstead
NY260803	West Irondequoit
NY580509	West Islip
NY142801	West Seneca
NY040204	West Valley
NY280401	Westbury
NY062901	Westfield
NY580902	Westhampton Beach
NY420701	Westhill
NY412801	Westmoreland
NY151601	Westport
NY262001	Wheatland Chili
NY170301	Wheelerville
NY662200	White Plains
NY641701	Whitehall
NY412902	Whitesboro
NY022101	Whitesville
NY031401	Whitney Point
NY580232	William Floyd
NY651402	Williamson
NY140203	Williamsville
NY151701	Willsboro
NY401501	Wilson
NY191401	Windham Ashland
NY031701	Windsor
NY472506	Worcester
NY580109	Wyandanch
NY490804	Wynantskill
NY671002	Wyoming
NY662300	Yonkers
NY241701	York
NY043501	Yorkshire-Pioneer
NY662402	Yorktown

Enrollment (Beginning and Ending) Codes and Descriptions

Before a student's records are submitted to the 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.

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.

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.

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 elementary, middle and secondary school, is home-schooled, or is placed out-of-State by the court or social service agencies. As another example, children who are preschool age who are not enrolled in a UPK or Pre-K program must have Reason for Beginning Enrollment Code 4034 — *Preschool-age students enrolled solely for determining eligibility for special education services* when they are referred to the CSE or 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/schools 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.

Determining Building or Grade Enrollment: Reason for Beginning Enrollment Code 0011 is used by LEAs; 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 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 program. All resident students enrolled in an approved AHSEP program must be reported by the district of residence.

For these data elements, the codes must be used. The codes are used at Level 2 of SIRS.

Reason for Beginning Enrollment

Code	Reason
0011	Enrollment in building or grade
0022	Foreign exchange student enrollment in building or grade
0033	Part-time students pursuing a HS diploma
0055	Enrolled for instructional reporting only
4034	Preschool-age students enrolled solely for determining eligibility for 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 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

*See http://www.p12.nysed.gov/sss/ssae/AltEd/ for a list of approved AHSEP 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.

- ***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 0033 — Part-time students pursuing a HS diploma:*** This code is used when a part-time student is enrolled in a school for the purpose of instruction in accordance with

Education Laws 3204 and 3206 for not less than 4 hours per week and not more than 8 hours per week. Use this code only if the student is not on the day register of any school. Students who were enrolled with a 0011 and will be ending their enrollment to pursue a high school diploma on a part-time basis and will be reported with a 0033 must have their 0011 enrollment record ended with an appropriate dropout codes such as 340 — Left school: first-time dropout.

- ***Code 0055 — Enrolled for instructional reporting only:*** This code is used for reporting data for staff student course linkages when the reporting entity does not have school/district accountability or CSE responsibility for the student (i.e., BOCES).

- ***Code 4034 — Preschool-age students enrolled solely for determining eligibility for special education services:*** This code is used for preschool-age students who are referred to the CPSE or CSE for an initial evaluation to determine eligibility for special-education services. Students with this Reason for Beginning Enrollment Code can only have a Reason for Ending Enrollment Code 140 — *Special education eligibility 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 data for these indicators at http://www.p12.nysed.gov/sedcar/sppschedule.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 a subsequent 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. If the student remains in this school because he or she continues to choose this option, use this enrollment code for the student. If the student's residence changes such that this school becomes the student's school of location, discontinue using Code 5544 and use the most appropriate enrollment code for the student (i.e., 0011, etc.).

- ***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 program:*** This code is used when a student enrolls in an approved Alternative High School Equivalency Preparation (AHSEP) 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 elementary, middle or secondary 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. It is also used for 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 or other setting. 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. If the student remains in this school because he or she continues to choose this option, use this enrollment code for the student. If the student's residence changes such that this school becomes the student's school of location, discontinue using Code 7000 and use the most appropriate enrollment code for the student (i.e., 0011, etc.).

- ***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. If the student remains in this school because he or she continues to choose this option, use this enrollment code for the student. If the student's residence changes such that this school becomes the student's school of location, discontinue using Code 7011 and use the most appropriate enrollment code for the student (i.e., 0011, etc.).

- ***Code 8294 — School-age children on the roster for census purposes only:*** This code is used for children of compulsory attendance age who reside in the district, are not enrolled in any public or nonpublic school, are not registered for home schooling, and are carried on the public school district's roster for census purposes only.

Reason for Ending Enrollment

Code	Reason
High School Graduates	
799	Graduated (earned a Regents or local diploma)
High School Completers	
085	Earned commencement credential
629	Previously commencement credential or IEP
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

Code	Reason
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
8338	Incarcerated student, no participation in a program culminating in a regular diploma.
Other Circumstance for Ending Enrollment	
140	Special education eligibility status determined or determination process stopped for any reason
289	Transferred to an approved AHSEP 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.)*
0066	Ended enrollment for instructional purposes only
1089	Transferred to an approved GED program outside this district
8228	End "Walk-In" Enrollment
8305	End CSE Responsibility Only Enrollment
8316	Re-enroll in same school

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 — *Special education eligibility 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., 2013–14) must be included and must have an enrollment record.

- ***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 Code data element to record the student's type of diploma.

- ***Code 085 — Earned commencement credential:*** This code cannot be reported 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 either a Career Development & Occupational Studies Commencement Credential or a Skills and Achievement Commencement Credential. Students awarded either credential may continue to be enrolled in a public school until they earn a high school diploma or reach the age of 21. If a student is awarded a commencement credential in August or January and continues enrollment in the school district, the diploma should be recorded as awarded in June. If the student discontinued enrollment upon receiving the commencement credential in August or January, the diploma should be recorded as awarded on that date. If a student received a commencement credential in August or January and a high school diploma in June, only the diploma (with or without endorsements) should be recorded.

- ***Code 629 — Previously earned commencement credential or IEP:*** This code is used for students who earned an IEP diploma or commencement credential in a previous school year, subsequently continued their enrollment, and then left school without earning a high school 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) from an approved AHSEP program. (Ends a 5654 record.)

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. This code is also used to end enrollment of a preschool-age student with a disability when the student becomes school age and will receive special education services.

- ***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 on or after July 1 but report an Enrollment Exit Date after the beginning enrollment date.

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;***
- ***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); or***
- ***Code 8338 — Incarcerated student, no participation in a program culminating in a regular diploma.***

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, 357, or 8338.

- ***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.

- ***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) 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), 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, transferred to other high school equivalency preparation program, incarcerated student, 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). This code is used for a student who left a school and was previously counted as a dropout in that school.

- **Code 8338 – *Incarcerated student, no participation in a program culminating in a regular diploma*:** Students who are reported as entering grade 9 in the 2006–07 school year or later and who are placed by court order in prisons or juvenile facilities and do not participate in an educational program that culminates in the award of a regular high school diploma or approved AHSEPP must be reported by the district of reporting responsibility (e.g., the district that is responsible for the student at the time the court order takes place) with a Reason for Ending Enrollment Code 8338 – *Incarcerated student, no participation in a program culminating in a regular diploma.*

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 — Special education eligibility status determined or determination process stopped for any reason:*** This code is used when a preschool-age child had been referred for a CPSE or CSE for determination of eligibility for special education and a decision has been made or the determination process has ended for any reason, including if the child leaves the school district or enrolls in a PreK or UPK program before a determination is made. This code should also be used in situations when the referral or consent to evaluate the student has been withdrawn prior to final determination. If the series of Special Education Events for a child referred to a CPSE or CSE for determination of eligibility for special education has not been completed by June 30 of the reporting year, a Reason for Ending Enrollment Code 140 may 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. This code always ends the “4034” enrollment record. If children are

found to be eligible for special education, an enrollment record with code 0011 must be submitted when the child enrolls in school to begin receiving special-education services.

- ***Code 289 — Transferred to an AHSEP program:*** This code is used when a student transfers to an approved AHSEP 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 program are included in the appropriate graduation cohort. (See http://www.p12.nysed.gov/sss/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. Examples include students placed outside the district (1) in county jails, jails operated by the city of New York, prisons, or juvenile facilities that have a school (as defined under State law) or provide an educational program that culminates in the award of a regular high school diploma or (2) in non-incarcerated court placements (e.g., foster care homes; group homes; placement in residential facilities with affiliated schools that provide educational services in accordance with Article 81 of the Education Law). 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. A school or district must have written confirmation that the student has emigrated to another country. Documentation must include a statement from a parent or guardian indicating a destination or written documentation from a school administrator of a conversation had with the student's parent indicating that the family is leaving the country, which the administrator includes in the student's file.

- ***Code 459 — Deceased:*** This code is used when a student dies while enrolled. A letter from a parent or an obituary is sufficient documentation. Official written documentation, such as a death certificate, is not necessary.

- ***Code 782 — Entry into a different grade in the same school building:*** This code is used when a student changes grades (including students who change from graded to ungraded or vice versa) 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 0066 — Ended enrollment for instructional purposes only:*** This code is used to end enrollment records for students with a Reason for Beginning Enrollment Code 0055: Enrolled for instructional reporting only.

- ***Code 1089 — Transferred to an approved GED program outside this district:*** This code is used to end enrollment for students who are placed by the court in a facility that

offers an approved GED program outside the district and who enroll in that GED program.

- ***Code 8228 — End "Walk-in" Enrollment:*** This code is used to end a "Walk-in" enrollment for students with a Reason for Beginning Enrollment Code 5555: Student enrolled for the purpose of recording a test score.

- ***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*. 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. (Districts are encouraged to use a more appropriate Reason for Ending Enrollment Code, if applicable.)

- ***Code 8316 — Re-enroll in Same School:*** This code is used to end enrollment for students with Reason for Beginning Enrollment Code 8294 — *School age children on the roster for census purposes only* and 0033 — *Part-time student pursuing a high school diploma* who re-enroll in the same school.

Evaluation Criteria Codes and Descriptions

Code	Description
STATE20	State sub-component score (comparable measure)
LOCAL20	Local achievement sub-component (comparable measure)
OTHER01	Other - Ineffective
OTHER02	Other - Developing
OTHER03	Other - Effective
OTHER04	Other – Highly Effective
OC01	Overall composite - Ineffective
OC02	Overall composite - Developing
OC03	Overall composite - Effective
OC04	Overall composite - Highly Effective

Grade Level Codes and Descriptions

(For use in School Entry Exit Template.)

Grade Level Code	Grade Group	Grade Ordinal	Grade Description
KH	KH	KDGH	Half Day Kindergarten
KF	KF	KDGF	Full Day 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
PKF	PKF	PREKF	Pre-kindergarten full day
PKH	PKH	PREKH	Pre-kindergarten half day
GD	GD	GED	GED

NOTE: If a school or district offers only half-day pre-kindergarten and/or kindergarten programs, but some students attend multiple sessions (e.g., an additional morning or afternoon session) to participate in supplemental special education services, these students should be considered half-day students and reported with a Grade Level Code of PKH or KH.

Grade Type Codes and Descriptions

Code	Description
MP	MARKING PERIOD
MT	MIDTERM
FG	FINAL GRADE
QZ	QUIZ
EX	EXAM
FE	FINAL EXAM
HW	HOMEWORK
OA	OTHER ASSIGNMENT

Language Codes and Descriptions

Code	Language Description
ABK	Abkhazian
ACE	Achinese
ACH	Acoli
ADA	Adangme
ADY	Adyghe; Adygei
AAR	Afar
AFH	Afrihili
AFR	Afrikaans
AFA	Afro-Asiatic
AIN	Ainu
AKA	Akan
AKK	Akkadian
ALB	Albanian
ALE	Aleut
ALG	Algonquian
TUT	Altaic
AMH	Amharic
ANP	Angika
APA	Apache
ARA	Arabic
ARG	Aragonese
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

Code	Language Description
BAQ	Basque
BTK	Batak
BEJ	Beja
BEL	Belarussian
BEM	Bemba
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
SYC	Classical Syriac
COP	Coptic
COR	Cornish
COS	Corsican
CRE	Cree
MUS	Creek
CRP	Creoles and Pidgins

Code	Language Description
CPE	Creoles and Pidgins, English-based
CPF	Creoles and Pidgins, French-based
CPP	Creoles and Pidgins, Portuguese-based
CRH	Crimean
HRV	Croatian
CUS	Cushitic
CZE	Czech
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
MYV	Erzya
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

Code	Language Description
GEZ	Geez
GWO	Georgian
GER	German
GEM	Germanic
GIL	Gilbertese
GON	Gondi
GOR	Gorontalo
GOT	Gothic
GRB	Grebo
GRE	Greek
GRN	Guarani
GUJ	Gujarati
GWI	Gwich'in
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

Code	Language Description
JPR	Judeo-Persian
KBD	Kabardian
KAB	Kabyle
KAC	Kachin
KAL	Kalaallisut
XAL	Kalmyk
KAM	Kamba
KAN	Kannada
KAU	Kanuri
KRC	Karachay-Balkar
KAA	Kara-Kalpak
KRL	Karelian
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
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

Code	Language Description
LIT	Lithuanian
JBO	Lojban
LOZ	Lozi
LUB	Luba-Katanga
LUA	Luba-Lulua
LUI	Luiseno
SMJ	Lule Sami
LUN	Lunda
LUO	Luo
LUS	Lushai
MAC	Macedonian
MAD	Madurese
MAG	Magahi
MAI	Maithili
MAK	Makasar
MLG	Malagasy
MAY	Malay
MAL	Malayalam
MLT	Maltese
MNC	Manchu
MDR	Mandar
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

Code	Language Description
MKH	Mon-Khmer
MOS	Mossi
MUL	Multiple
MUN	Munda
NAH	Nahuatl
NAU	Nauru
NAV	Navajo
NDO	Ndonga
NAP	Neapolitian
NEP	Nepali
NEW	Newari
NIA	Nias
NIC	Niger-Kordofanian
SSA	Nilo-Saharan
NIU	Niuean
NQO	N'Ko
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

Code	Language Description
PAP	Papiamento
PAA	Papuan
PER	Persian
PHI	Philippine
PHN	Phoenician
PON	Pohnpeian
POL	Polish
POR	Portuguese
PRA	Prakrit
PAN	Panjabi
PUS	Pushto
QUE	Quechua
ROH	Raeto-Romance
RAJ	Rajasthani
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
SAT	Santali
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

Code	Language Description
SGN	Sign Language
BLA	Siksika
SND	Sindhi
SIN	Sinhalese
SIT	Sino-Tibetan
SIO	Siouan
SMS	Skolt Sami
DEN	Slave (Athapascan)
SLA	Slavic
SLO	Slovak
SLV	Slovenian
SOG	Sogdian
SOM	Somali
SON	Songhai
SNK	Soninke
WEN	Sorbian
NSO	Sotho, Northern
SOT	Sotho, Southern
SAI	South American Indian
NBL	South Ndebele
ALT	Southern Altai
SMA	Southern Sami
SPA	Spanish
SRN	Sranan Tongo
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

Code	Language Description
THA	Thai
TIB	Tibetan
TIG	Tigre
TIR	Tigrinya
TEM	Timne
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
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

Code	Language Description
XHO	Xhosa
SAH	Yakut
YAO	Yao
YAP	Yapese
YID	Yiddish
YOR	Yoruba
YPK	Yupik
ZND	Zande
ZAP	Zapotec
ZZA	Zazaki
ZEN	Zenaga
ZHA	Zhuang
ZUL	Zulu
ZUN	Zuni

Marking Period Numbers and Descriptions

Number	Description
1	Marking Period 1
2	Marking Period 2
3	Marking Period 3
4	Marking Period 4
5	Marking Period 5
6	Marking Period 6
7	Marking Period 7
8	Marking Period 8

Postgraduate Plan Codes and Descriptions

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 (students with disabilities only)
11	Unknown

Program Service Codes and Descriptions

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. A student cannot have program service records without an active enrollment record.

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.

For these elements, the codes must be used. These codes are used at Level 2 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
5577	Applied for Supplemental Educational Services for Schools in Improvement Status under Title I
0286	Title I - Part A: Improving Basic Programs (other than 5533)
0411	Title I – Part A: Improving Basic Educational Services for School-wide Program (other than 5533)
0330	Title I - Part C: Education of Migratory Children
0187	Title I - Part D: Prevention and Intervention Programs for Children and Youth who are Delinquent
8327	Title I – Part D: Prevention and Intervention Programs for Children and Youth who are Neglected
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	

Code	Description
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	Intellectual Disability
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
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
8261	Single Parent/Pregnant Status
Type: PreK Program	
902	Universal PreK program
990	“Other” PreK program
Type: Universal PreK Setting	
1309	District-operated
1320	Day care center
1331	Head Start
1342	Family or Group Day Care
1353	Nursery School
1364	BOCES
1375	Special Ed 4410 Preschool
1386	Nonpublic School
1397	Museum
1408	Library

Code	Description
1419	Other
Type: Title I Services in Targeted Assistance Programs	
0803	Reading/Language Arts
0814	Mathematics
0825	Science
0836	Social Sciences
0847	Vocational/Career
0858	Other Instructional Services
0869	Health, Dental and Eye Care
0880	Supporting Guidance/Advocacy
0891	Other Support Services
Type: Higher Education	
4004	Liberty Partnerships Program (LPP)
4015	Science and Technology Education Program (STEP)
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
1232	Students with Interrupted Formal Education (SIFE)
—	Summer School Participation (see below for codes)
2618	Voluntary inter-district urban-suburban transfer program
5753	Early Intervening Services supported with IDEA funds
5817	Free Lunch Program
5806	Reduced-Price Lunch Program
8272	Homeless Unaccompanied Youth Status

Detailed definitions of Program Services are provided using the following design:

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 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 Regional Bilingual Education – Resource Networks (RBE-RNs) to obtain assistance with LEP identification procedures.
Entry Date: Date of eligibility decision.
Exit Date: Required only if the student achieved proficiency on all modalities of the NYSESLAT (Reading, Writing, Listening, and Speaking) 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.

Applied for Supplemental Educational Services for Schools in Improvement Status under Title I — Code 5577
Level Designation: School-level service.
Description: Indicates that the student applied for (but did not yet receive) supplemental services.
Purpose: To identify such students for reporting these data to the United States Education Department (USED).
Entry Date: Date when student/parent applied for services.
Exit Date: Leave blank until services are withdrawn. Then, 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 reported with an 0286 Program Service Code must also be reported with at least one Title I Services in Targeted Assistance Programs code (see below).
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.

Type: Title I Services in Targeted Assistance Programs	
0803	Reading/Language Arts
0814	Mathematics
0825	Science
0836	Social Sciences
0847	Vocational/Career
0858	Other Instructional Services
0869	Health, Dental and Eye Care
0880	Supporting Guidance/Advocacy
0891	Other Support Services

Title I – Part A: Improving Basic Educational Services for School-wide Program (other than 5533) — Code 0411
Level Designation: School-level service.
Description: Identifies students served by a school-wide (as opposed to a targeted assistance) supported with Title I program funds.
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 and services supported with Title I Part C funds. The statute gives States the authority under specific circumstances to continue to provide services to migratory children who have reached the end of their eligibility for Migrant Education Program (MEP).

- A student is a migrant child if the student is, or whose parent, guardian, or spouse 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, guardian, or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work has moved from one school district to another.
- Students in grades K-8 are eligible to be served by programs and services supported with Title I Part C funds for 36 consecutive months from their qualifying date or move,

when they have a Certificate of Eligibility (COE) that is signed by a parent or guardian and filed with the superintendent of schools. This Certificate of Eligibility (COE) remains in effect for 36 consecutive months while a student is eligible in grades K-8. A student in grades K-8 whose eligibility, based on the signed and approved Certificate of Eligibility (COE), has expired may continue to receive services for one (1) additional school year (i.e., 4th Year Continuation) under the Continuation of Services provision and pending funding, but only if comparable services are not available through other programs, under the initial signed and filed Certificate of Eligibility (COE). These students in grades K-8 who are served under the Continuation of Services provision for one (1) additional school year should not be coded as Migrant students in SIRS, particularly for purposes of the assessment, but they should be coded as receiving migrant services under Title I Part C in Code 0330.

- Students in grades 9-12 are eligible to be served by programs and services supported with Title I Part C funds for 36 consecutive months from their qualifying date or move, when they have a Certificate of Eligibility (COE) that is signed by a parent or guardian and filed with the superintendent of schools. This Certificate of Eligibility (COE) remains in effect for 36 consecutive months while a student is eligible in grades 9-12 until high school graduation. A student in grades 9-12 whose eligibility, based on the signed and approved Certificate of Eligibility (COE), has expired may continue to receive credit accrual programs and services through Continuation of Services and pending funding, under the initial signed and filed Certificate of Eligibility (COE). These students in grades 9-12 who are served under the Continuation of Services provision for additional school years should not be coded as Migrant students in SIRS, particularly for purposes of the assessment, but they should be coded as receiving migrant services under Title I Part C in Code 0330.

Purpose: Migrant data must be collected for each student, if applicable (i.e., the student is a migrant who is eligible for Migrant education programs and services and served in a program funded by Title I Part C funds), to fulfill the State reporting requirements under NCLB. In addition, such school and district data for migrant students may be 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.

If school district personnel have questions about a specific migratory child, they should contact the appropriate regional Migrant Education Tutorial and Support Services (METS) program at http://p1232.nysed.gov/accountability/T1/migrant/meops.html.

Title I - Part D: Prevention and Intervention Programs for Children and Youth who are 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 delinquent. 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 I – Part D: Prevention and Intervention Programs for Children and Youth who are Neglected — Program Service Code 8327
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. 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.
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.p12.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.p12.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.p12.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 a child in a foster care placement or receiving educational services pursuant to subdivision four, five, six, six-a, or seven of Education Law section 3202 or pursuant to article 81, 85, 87, or 88 of Education Law.
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

Use the NCLB transfer option code each time an application is made or the transfer option is offered. If the student enrolls in a school using a school-choice option enrollment code and stays in the school the following year, do not use the NCLB transfer option program service code in that following year, as no new application is made or transfer option offered in that year. If a student applies for a transfer option, is turned down or refused to accept the offer, and re-applies the following year, the NCLB transfer option program service code should be reported in both years.

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 applicable.

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 applicable.

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 applicable.

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 applicable.

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. 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 2013 (end of the school year), but the effective date of the declassification is September 2013 (start of the following school year), the student's disability exit date must be the August 31, 2013, allowing the student to have an active disability record in July and August 2013 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
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 Chapter 5: Codes and Descriptions. 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, code 663 for left without completing program, and 680 for students who continue to be enrolled but are not scheduled to take CTE in the following year.

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.

PreKProgram

Universal PreK program —902
Level Designation: District-level service.
Description: Indicates participation in a Universal Prekindergarten Program. Students reported with a 902 Program Service Code must also be reported with a Universal PreK Provider code (see below). Students reported with program code 902 must also be reported as enrolled in a prekindergarten grade level.
Entry Date: Date 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: Not used.

Type: Universal PreK Provider	
1309	District-operated
1320	Day care center
1331	Head Start

Type: Universal PreK Provider	
1342	Family or Group Day Care
1353	Nursery School
1364	BOCES
1375	Special Ed 4410 Preschool
1386	Nonpublic School
1397	Museum
1408	Library
1419	Other

"Other" PreK program — 990
Level Designation: District-level service.
Description: Indicates participation in a prekindergarten program other than UPK. Students reported with program code 990 must also be reported as enrolled in a prekindergarten grade level.
Entry Date: Date 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: Not used.

Higher Education

Liberty Partnerships Program (LPP) — Code 4004
Level Designation: District-level service.
Description: Indicates participation in the Liberty Partnerships Program, which provides collaborative pre-collegiate/school dropout prevention programs that support at-risk youth in completing secondary school and prepare those students for successful transition into postsecondary education or onto a career path.
Purpose: To identify students to determine program effectiveness.
Entry Date: First day of program.
Exit Date: Last day of program.
Reason for Ending Code: Not used.

Science and Technology Education Program (STEP) — Code 4015
Level Designation: District-level service.
Description: Indicates participation in the Science and Technology Entry Program, which prepares minority, historically underrepresented, or economically disadvantaged secondary school students for entry into postsecondary degree programs in scientific, technical, health-related fields, and the licensed professions.
Purpose: To identify students to determine program effectiveness.
Entry Date: First day of program.
Exit Date: Last day of program.
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.) For districts participating in the Community Eligibility Option (CEO), identify only those students who would qualify to participate in the federal Free Lunch Program independent of CEO. For example, do not identify students who participate in the federal Free Lunch Program solely because the LEA is CEO eligible. 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. The CSE eligibility decision should be made prior to the first date of the NYSAA administration period.
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 all modalities of the NYSESLAT (Reading, Writing, Listening, and Speaking) 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, 2014, 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 all modalities of the NYSESLAT (Listening, Speaking, Reading, and Writing). For more information, see "NYSESLAT and Accountability" in Chapter 2: Student Reporting Rules and LEP guidance at http://www2.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.

Students with Interrupted Formal Education (SIFE) — Code 1232.
Level Designation: District-level service.
Description: Immigrant students who come from a home in which a language other than English is spoken and:

- enter a United States school after the second grade;
- have had at least two years less schooling than their peers;
- function at least two years below expected grade level in reading and
- mathematics; and
- may be pre-literate in their home language.

Purpose: To identify SIFE students in order to inform instruction.
Entry Date: Date student first identified in current reporting year or July 1 of current reporting year if first identified in a previous year.
Exit Date: Date the student no longer meets the definition.
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

Voluntary inter-district urban-suburban transfer program — Code 2618
Level Designation: District-level service.
Description: Indicates that a non-resident student is participating in the voluntary inter-district urban-suburban transfer program to be reported by suburban districts in the Rochester area.
Purpose: This data element must be collected to identify students participating in the Urban-Suburban Interdistrict Transfer Program, a program that exists and operates under the authority of New York State Education Department Regulation Section 175.24 and under the auspices of Monroe 1 BOCES. Identification of participating students is necessary to determine State aid necessary to support the program.
Entry Date: Date service began.
Exit Date: Date service ended.
Reason for Ending Code: Not used.

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 to be used to serve students who are not identified as needing special-education or related services (i.e., not students with disabilities) but who need additional academic and/or behavioral support to succeed in a general education environment. See guidance memorandum at: http://www.p12.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 has met eligibility requirements for the federal Free Lunch Program. This means the student has an approved application or other documentation acceptable to the federal Free Lunch Program. 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. For districts participating in the Community Eligibility Option (CEO), report only those students who would qualify to participate in the federal Free Lunch Program independent of CEO. For example, do not report students who participate solely because the LEA is CEO eligible. Include students whose participation is as a result of the 30-day carryover provision.
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 has met eligibility requirements for the federal Reduced-Price Lunch Program. This means the student has an approved application and has met the family income 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. Include students whose participation is as a result of the 30-day carryover provision.
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 not in the physical custody of a parent or legal guardian.
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.

Standard Achieved Codes and Descriptions

New York State Testing Program Assessments in English Language Art and Mathematics — Grades 3–8

Code	Description
21	NYS Level 1 (provided by test vendor)
22	NYS Level 2 (provided by test vendor)
23	NYS Level 3 (provided by test vendor)
24	NYS 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, 3–4, 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 Identification Test for English Language Learners (NYSITELL)

Code	Description
21	Beginning
22	Intermediate
23	Advanced
24	Proficient

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

Report students with valid scores on Regents examinations, Regents Competency Tests (RCTs), and approved alternatives to the RCTs in English and mathematics with Standard Achieved Codes 01–04 AND Alternate Standard Achieved Codes 41–44, as indicated in the tables below. Standard Achieved Codes will be used for annual reporting purposes; alternate standard achieved codes will be used for accountability purposes (Performance Index calculations). Report students with valid scores on Regents examinations, Regents Competency Tests, and approved alternatives to the RCTs in all other subjects with Standard Achieved Codes 01–04 only.

Standard Achieved Codes for Annual Reporting

Regents Examinations*

Code	Description
01	Scored Below 55
02	Scored 55–64
03	Scored 65–84
04	Scored 85–100

*NOTE: These codes are also used when non-Common Core Regents examinations are used to fulfil the performance criterion for accountability at the secondary level in mathematics and science.

Common Core Regents Examinations*

Code	Description
31	Does not demonstrate knowledge and skills for Level 2
32	(Safety Net) - Partially meets Common Core expectations
33	Partially meets Common Core expectations
34	Meets Common Core expectations
35	Exceeds Common Core expectations

*NOTE: These codes are also used when Common Core Regents examinations are used to fulfil the performance criterion for accountability at the secondary level in ELA and mathematics.

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

Alternate Standard Achieved Codes for Secondary-Level Accountability for Regents (NOT Common Core) and RCT

Code	Level	Assessments and Scores
41	Level 1	Regents English and Mathematics (0–64) RCT Reading, Writing, and Mathematics (Pass or Fail) RCT Alternatives (Pass or Fail)
42	Level 2	Regents English (65–74) Regents Mathematics (65–79)
43	Level 3	Regents English (75–89) Regents Mathematics (80–89)
44	Level 4	Regents English and Mathematics (90–100)

NOTE: Report Common Core assessments with Standard Achieved Codes 31–35. These codes will be converted to Alternate Standard Achieved Codes 41–44 for accountability purposes at Level 2. See accountability section for Standard Achieved Code to Alternate Standard Achieved Code equivalents for Common Core exams.

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.

Term Codes and Descriptions

Code	Description
0	Term 0
1	Term 1
2	Term 2
3	Term 3
4	Term 4
5	Term 5
6	Term 6
7	Term 7
S	Summer School

Chapter 6: New York State Accountability

NCLB and ESEA

In 2005–06 New York State established an accountability system in accordance with the federal No Child Left Behind (NCLB) Act. This system requires the State to collect assessment and graduation-rate data and to determine progress of districts and schools in these areas towards predefined goals. In May 2012 the United States Department of Education (USDE) approved New York's Elementary and Secondary Education Act (ESEA) waiver. This waiver provides New York with increased flexibility within the accountability system to help close the achievement gap and assist students in becoming college and career ready.

This chapter contains guidance on how Adequate Yearly Progress (AYP) and Performance Indices (PIs) are determined using data reported in the SIRS. PIs and Unweighted Combined PIs are used to determine if a district or school is Priority or Focus under the new ESEA rules. AYP for accountability groups (all students, racial/ethnic groups, students with disabilities, limited English proficient students, and economically disadvantaged students) and PIs for accountability groups and non-AYP groups (non-racial/ethnic groups, general-education students, English proficient students, not economically disadvantaged students, male and female students, and migrant and non-migrant students) are used to determine if a district or school is Reward or a school requires a Local Assistance Plan.

For more information about the accountability system in New York State, see the Office of Accountability web site at http://www.p12.nysed.gov/accountability/. For more information about NCLB in New York State, see http://www.p12.nysed.gov/nclb/. For more information about the ESEA Waiver, see http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf .

Adequate Yearly Progress (AYP)

As part of NCLB and ESEA, New York State is required to hold districts and schools accountable for their students, in part, 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

Districts and schools report data 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 collect and report data on the following accountability groups. AYP and PI are determined for these 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 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."

Non-AYP Groups

New York State must also collect and report data on the following non-AYP groups:

- Not American Indian or Alaska Native Students
- Not Black or African American Students
- Not Hispanic or Latino Students
- Not Asian or Native Hawaiian/Other Pacific Islander Students
- Not White Students
- Not Multiracial Students
- General-Education Students
- English Proficient Students
- Not Economically Disadvantaged Students
- Male Students
- Female Students
- Migrant Students
- Not Migrant Students

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 based on 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.) Student included in the secondary-level participation rate calculation are those who were in 12th grade on June 30 of the reporting year (no exit reason) and students who were 12th graders during the reporting year but who earned a local or Regents diplomas prior to June 30.

Participation Criterion for Science: For schools and districts to meet the participation criterion for making AYP in science, they must have valid scores for at least 80 percent of students in *all* accountability groups with 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 Basic Educational Data System (BEDS) day (the first Wednesday in October of the reporting year) 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, 2013 and June 30, 2014 for the 2013–14 academic reporting year), <u>or</u> 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 Integrated Algebra, Algebra I (Common Core), Geometry, Algebra 2/Trigonometry, 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 Assessment 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 Test 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 (including Common Core), 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 Assessment 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, 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 (or, for NYSAA only, for more than 30 school days during the NYSAA administration period) 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. Additional information regarding medically excused for NYSAA students is available in the memorandum "Process to Medically Excuse a Student with a Severe Cognitive Disability from Participation in the New York State Alternate Assessment" at http://www.p12.nysed.gov/irs/nysaa/. 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, Mathematics, and Science: In ELA, mathematics, and science, the Performance Index (PI) of an 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 (ELA/Math) or its Progress Target (Science) for the group to make AYP.

Graduation Rate: In graduation rate, the graduation rate of either the four- or five-year graduation-rate total cohort for an accountability group, 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 the group to make AYP.

Continuously Enrolled: A continuously enrolled student is one who is enrolled in the school or district on BEDS day (the first Wednesday in October of the reporting 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 2010 school accountability cohort consists of all students who first entered grade 9 anywhere in the 2010–11 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2010–11 school year, who were enrolled on October 2, 2013 (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, 2014, are not included in the 2010 school accountability cohort. (See http://www.p12.nysed.gov/sss/ssae/AltEd/ for a list of approved high school equivalency preparation programs.) The 2010 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.p12.nysed.gov/part100/home.html.

Graduation-Rate Cohort: At the secondary level, two cohorts are used to determine if a school or district met the criterion in graduation rate. These are the four-year and five-year graduation rate total cohorts. The 2009 four-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere in the 2009–10 school year and who were enrolled in the school/district. The 2008 five-year graduation-rate total cohort consists of all students who first entered grade 9 anywhere in the 2010–11 school year and who were enrolled in the school/district. Data for these cohorts is captured as of August 31, 2013.

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 performance levels.

In elementary/middle-level ELA and math, the performance levels are:

Level 1 On Track = Basic and On Track to Proficient
Level 1 Not On Track = Basic and NOT On Track to Proficient
Level 2 On Track = Basic Proficient and On Track to Proficient
Level 2 Not On Track = Basic Proficient and NOT On Track to Proficient

Level 3 = Proficient
Level 4 = Advanced

The PI is calculated using the following equation:

PI = [(number of continuously enrolled tested students scoring at Level 1 On Track + Level 1 On Track + Level 2 On Track + Level 2 On Track + Level 2 NOT On Track + Level 3 + Level 3 + Level 4 + Level 4) ÷ number of continuously enrolled tested students] × 100

In elementary/middle-level science, the performance levels are:

Level 1 = Basic
Level 2 = Basic Proficient
Level 3 = Proficient
Level 4 = Advanced

The PI is calculated using the following equation:

PI = [(number of continuously enrolled tested students scoring at Level 2 + Level 3 + Level 4 + Level 3 + Level 4) ÷ number of continuously enrolled tested students] × 100

In secondary-level ELA and math, the performance levels are:

Level 1 = Basic
Level 2 = Basic Proficient
Level 3 = Proficient
Level 4 = Advanced

The PI is calculated using the following equation:

PI = [(number of accountability cohort members scoring at Level 2 + Level 3 + Level 4 + Level 3 + Level 4) ÷ number of accountability cohort members] × 100

Standard Achieved Codes to Accountability Performance Levels for PI: The table below shows how Standard Achieved Codes equate to accountability performance levels when Performance Indices are calculated.

Elementary/Middle-Level English Language Arts

Accountability Performance Levels	Standard Achieved Codes	
	NYSTP	NYSAA
Level 4	24	24
Level 3	23	23
Level 2 On Track	22*	
Level 2 Off Track	22*	22
Level 1 On Track	21*	
Level 1 Off Track	21*	21

*On track/off track performance levels are determined using scale scores and growth to proficiency calculations.

Elementary/Middle-Level Mathematics

Accountability Performance Levels	Standard Achieved Codes			
	NYSTP	NYSAA	Regents Exam in Integrated Algebra, Geometry, and Algebra 2/Trigonometry	Common Core Regents Algebra I
Level 4	24	24	04	
Level 3	23	23	03	33, 34, 35
Level 2 On Track	22*			
Level 2 Off Track	22*	22	02	
Level 1 On Track	21*			
Level 1 Off Track	21*	21	01	31, 32

*On track/off track performance levels are determined using scale scores and growth to proficiency calculations.

Elementary/Middle-Level Science

Accountability Performance Levels	Standard Achieved Codes		
	NYSTP	NYSAA	Regents Exam in Living Environment or Physical Setting Earth Science, Chemistry, or Physics
Level 4	24	24	04
Level 3	23	23	03
Level 2	22	22	02
Level 1	21	21	01

Secondary-Level English Language Arts

Accountability Performance Levels	Standard Achieved Codes			
	Regents Exam in Comprehensive English	Common Core Regents ELA	RCT Reading and Writing & Alternatives	NYSAA
Level 4	44	35		24
Level 3	43	34		23
Level 2	42	33		22
Level 1	41	31, 32	41	21

Secondary-Level Mathematics

Accountability Performance Level	Standard Achieved Codes			
	Regents Exam in Integrated Algebra, Geometry, and Algebra 2/Trigonometry	Common Core Regents Algebra I	RCT Mathematics & Alternatives	NYSAA
Level 4	44	35		24
Level 3	43	34		23
Level 2	42	33		22
Level 1	41	31, 32	41	21

Effective Annual Measurable Objective (EAMO) for ELA, Math, and Science: An Annual Measurable Objective (AMO) is the PI value that signifies that an accountability group is making satisfactory progress toward a predefined goal. 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 AMOs for 2013–14 are available at http://www.p12.nysed.gov/irs/accountability/amos/.

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 Graduation Rate: A State Standard is the criterion value that represents minimally satisfactory performance for graduation rate. The State Standard is for graduation rate is 80 percent.

Progress Target for Science: For accountability groups whose PI is less than their EAMO, the Progress Target is an alternate method for meeting the performance criterion 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 for Graduation Rate: For accountability groups below the State Standard in graduation rate, the Progress Target is an alternate method for meeting the performance criterion based on improvement over the previous year's performance. The Progress Target for the four-year graduation-rate total cohort is a **10%** gap reduction over the previous year's graduation rate: [(80 – the graduation rate of the 2008 four-year graduation-rate total cohort) × 0.1] + the graduation rate of the 2008 four-year graduation-rate total cohort. The Progress Target for the five-year graduation-rate total cohorts is a **20%** gap reduction over the previous year's graduation rate: [(80 – the graduation rate of the 2007 five-year graduation-rate total cohort) × 0.2] + the graduation rate of the 2007 five-year graduation-rate total cohort.

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 make accountability decisions for the school or district. Schools/districts that must use special procedures to evaluate their participation and performance are notified by the Office of Accountability to submit additional information for review. For more information, see "Section 1: Self Assessment System for Schools" at http://www.p12.nysed.gov/accountability/APA/Forms/Forms_home.html#self.

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 On Track Level 2 Not On Track Level 1 On Track Level 1 Not On Track
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 Algebra I (Common Core)	All students (general education & students with disabilities)	Level 5 Level 4 Level 3 Level 2 Level 1
Regents Integrated Algebra, Geometry, Algebra 2/Trigonometry, 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 Assessment 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, Regents Common Core Integrated Algebra, 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, 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.

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

Assessments	Eligible Students	Score/ Performance Level
Regents Examination in Comprehensive English	All students (general education & students with disabilities)	90–100 = Acc Level 4 75–89 = Acc Level 3 65–74 = Acc Level 2 0–64 = Acc Level 1
Regents English Language Arts (Common Core)	All students (general education & students with disabilities)	Level 5 Level 4 Level 3 Level 2 Level 1
Approved Alternatives to Regents Examination in Comprehensive English	All students (general education & students with disabilities)	Pass = Acc Level 3 Fail = Acc Level 1
Regents Competency Tests in Reading and Writing (and Approved Alternatives)	Students with disabilities	Pass = Acc Level 1 Fail = Acc Level 1
New York State Alternate Assessment in ELA (Secondary Level)	Students with severe cognitive disabilities	Level 4 = Acc Level 4 Level 3 = Acc Level 3 Level 2 = Acc Level 2 Level 1 = Acc Level 1

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

Assessments	Eligible Students	Score/ Performance Level
Regents Examinations in Mathematics	All students (general education & students with disabilities)	90–100 = Acc Level 4 80–89 = Acc Level 3 65–79 = Acc Level 2 0–64 = Acc Level 1
Regents Algebra I (Common Core)	All students (general education & students with disabilities)	Level 5 Level 4 Level 3 Level 2 Level 1
Approved Alternatives to Regents Examinations in Mathematics	All students (general education & students with disabilities)	Pass = Acc Level 3 Fail = Acc Level 1
Regents Competency Tests in Mathematics (and Approved Alternatives)	Students with disabilities	Pass = Acc Level 1 Fail = Acc Level 1
New York State Alternate Assessments in Mathematics (Secondary Level)	Students with severe cognitive disabilities	Level 4 = Acc Level 4 Level 3 = Acc Level 3 Level 2 = Acc Level 2 Level 1 = Acc 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 for determining the participation rate and Performance Index for secondary-level English language arts and mathematics at the secondary will be chosen according to the precedence list below, with the top assessment on the list taking precedence over the next one.

- Level 3 or 4 on a Regents examination or Level 4 or 5 on a Common Core Regents examination. If the student takes both a Regents exam and a Common Core Regents exam in the same subject, the exam for which the student receives the highest performance level is used. If the student receives the same performance level on both exams, the exam for which the student receives the highest numeric score is used.
- Passing score on an alternative to a Regents examination.
- Level 2 on a Regents or Level 3 on the Common Core Regents examination. If the student takes both a Regents exam and a Common Core Regents exam in the same

subject and receives a Level 2 on a Regents or a Level 3 on the Common Core Regents exam, the exam for which the student receives the highest numeric score is used.

- New York State Alternate Assessment Level 2, 3, or 4. (NYSAA is used only if it is the only assessment taken.)
- Level 2 on the Common Core Regents Exam.
- Level 1 on any exam used for accountability. If the student takes both a Regents exam and a Common Core Regents exam in the same subject and receives a Level 1 on both exams, the exam for which the student receives the highest numeric score is used. If the student takes any combination of Regents, Common Core, Alternative to Regents, RCT, Alternative to RCT, and NYSAA and receives a Level 1 on all of these assessments, the assessment used is the first in the list (Regents or Common Core--depending on higher score, Alternative to Regents, RCT, Alternative to RCT, NYSAA).

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

Passing scores for approved alternatives to Regents examinations are available in *School Administrator's Manual 2008: Regents Examinations, Regents Competency Tests, and Second Language Proficiency Examinations* on the Web at http://www.p12.nysed.gov/assessment/manuals/home.html.

Accountability Determinations for Small Districts and Schools

Participation

If a school/district has 30 continuously enrolled tested students in the current year 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 accountability cohort members in the current year but fewer than 40 12th graders in the current year, 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 the current, the scores of continuously enrolled students tested in current year and the previous year are combined to determine the Performance Index (PI). If a school/district at the secondary level does not have 30 or more students in its accountability cohort in the current year the current and previous years' accountability 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. For more information, see "Section 1: Self Assessment System for Schools" at http://www.p12.nysed.gov/accountability/APA/Forms/Forms_home.html#self.

If the "All Students" group includes at least 30 continuously enrolled tested students or accountability cohort members in 2013–14, results for 2012–13 and 2013–14 or the 2009 and

2010 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 2013–14 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 2013–14 but fewer than 30 2010 accountability cohort members or fewer than 30 combined 2009 and 2010 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 2013–14 but did not include 30 students in 2012–13, the scores of continuously enrolled tested students in that group in 2011–12 and 2012–13 will be combined to determine the safe harbor and progress targets. For secondary-schools with accountability groups that include 30 or more 2010 accountability cohort members but did not include 30 or more members in the 2009 accountability cohort, the 2008 and 2009 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 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.p12.nysed.gov/irs/sirs.

Appendix I: Assessment and Reporting Timelines

Assessment Timeline

New York State Alternate Assessment for Students with Severe Disabilities — All Grades	
First Date of Administration Period	September 30, 2013
Administration Period	September 30, 2013 – February 7, 2014
Scoring	March 10 – May 1, 2014
Final Date To Submit Answer Sheets to Scanning Centers	May 1, 2014 (close of business)

New York State English as a Second Language Achievement Test – Grades K-12	
First Date of Administration Period	April 9, 2014
Speaking administration	April 9 – May 16, 2014
Listening, Reading, and Writing administration	May 5 – May 16, 2014
Scoring of Listening, Reading, and Writing	May 19 – May 29, 2014
Final Date To Submit Answer Sheets to Scanning Centers	May 29, 2014 (close of business)
Final Date To Submit File to Level 2	June 13, 2014
Final Date To Submit Straggler File to Level 2	July 11, 2014

New York State Testing Program Test in English Language Arts — Grades 3–8	
First Date of Administration Period	April 1, 2014
Administration	April 1 – April 3, 2014
Make-up administration	April 4 – April 8, 2014
Scoring of Constructed Responses	April 4 – April 30, 2014*
Final Date To Submit Answer Sheets to Scanning Centers	April 30, 2014* (close of business)
Final Date To Submit File to Level 2	May 23, 2014
Final Date To Submit Straggler File to Level 2	June 27, 2014

*Last day of the scoring window is subject to change.

New York State Testing Program Test in Mathematics — Grades 3–8	
First Date of Administration Period	April 30, 2014
Administration	April 30 – May 2, 2014
Make-up administration	May 5 – May 7, 2014
Scoring of Constructed Responses	May 5 – May 14, 2014*
Final Date To Submit Answer Sheets to Scanning Centers	May 14, 2014* (close of business)
Final Date To Submit File to Level 2	June 6, 2014
Final Date To Submit Straggler File to Level 2	July 3, 2014

*Last day of the scoring window is subject to change.

New York State Grade 4 Elementary-Level and Grade 8 Intermediate-Level Science Tests	
First Date of Administration Period	May 21, 2014
Performance Test Administration	May 21 – May 30, 2014
Written Test Administration	June 2, 2014

New York State Grade 4 Elementary-Level and Grade 8 Intermediate-Level Science Tests	
Written Test Make-up Administration	June 3 – June 4, 2014
Scoring of Constructed Responses and Performance Test	Following administration, but no later than June 12, 2014
Final Date To Submit Answer Sheets to Scanning Centers	June 12, 2014 (close of business)
Final Date To Submit File to Level 2	August 22, 2014

Regents Examinations and Regents Competency Tests	
First Date of Administration Period	August 13, 2013 January 27, 2014 June 3, 2014
Administration	August 13 – August 14, 2013 January 27 – January 30, 2014 June 3 & June 17 – June 25, 2013
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
Target for inclusion of majority of data: To be determined	Student demographic, enrollment, and program service data (including disability and limited English proficient (LEP) eligibility and services data) for students in preschool, preK–12, and ungraded students enrolled on or before BEDS day of the current year must be reported. Each student must have a unique identifier (NYSSIS ID).
Deadline for inclusion in press release on graduation rate: December 6, 2013	August 2013 credentials awarded and August 2013 secondary-level examination results must be reported.
Deadline: October 18, 2013	Staff Evaluation Rating data for applicable districts/charter schools for the 2012–13 school year must be reported.
Deadline: To be determined	Counts of UPK students for the purpose of calculating eligibility for mid-year expansion funds must be reported.
Deadline: To be determined	October BEDS enrollment by grade, district of residence, district Pre-K, and supplemental counts for use in preliminary State aid calculations must be reported.
Deadline: To be determined	All LEP students must be reported with a program service code 0231 for the testing contractor to produce New York State English as a Second Language Achievement Test (NYSESLAT) field test materials for the students.
Deadline: To be determined	Poverty and free- or reduced-price lunch eligibility for all preschool, preK–12, ungraded students (with and without disabilities), and Coordinated Early Intervening Services must be reported.
Deadline: To be determined	October BEDS enrollment by grade, district of residence, district Pre-K, and supplemental counts for use in final State aid calculations must be reported.
Target for inclusion of majority of data: To be determined	January 2014 secondary-level examination results and January 2014 credentials awarded must be reported.

Certification, Deadline, or Target Date	Category
Deadline: August 22, 2014	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. • Enrollment data with Reason for Ending Enrollment and end enrollment date for students discharged during the school year. • All test scores not previously reported including, but not limited to, those for grades 4 and 8 science, NYSAA, secondary-level examinations, and approved alternative assessments. • June 2014 credentials awarded and postgraduate plans. • Reasons for ending disability Programs Fact records during the school year 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). • Child Outcomes Summary Form (COSF) for preschool students with disabilities.
Deadline: August 29, 2014	• Certification of 2013–14 SIRS data.

Special Education Certification and Due Dates for the 2013–14 School Year

These forms are entered directly into the PD Data System[1]	**Due By**
PD 6: Personnel Form	February 3, 2014
PD 8: Suspension Data	August 8, 2014
These forms are sent directly to your Local Education Agency[1]	**Due By**
SEDCAR 1: Request for IDEA Sub Allocation	November 25, 2013
SEDCAR 2: Request for IDEA Sub Allocation for Students Receiving Services Pursuant to Article 81 Only (This form is also sent to SEDCAR in NYSED)	November 25, 2013
These data are populated from SIRS and are certified in the PD Data System[1]	**Date Data Must Be Certified By**
VR 1: Preschool Child Count Report by Race/Ethnicity	January 13, 2014
VR 2: School Age Child Count by Age and Disability	January 13, 2014
VR 3: School Age Students by Disability and Race/Ethnicity	January 13, 2014
VR 4: Preschool LRE Setting Report	January 13, 2014
VR 5: School Age LRE Setting Report	January 13, 2014
VR 6: District Report of Preschool Students by Primary Service Provider	January 13, 2014
VR 7: Provider Report of Preschool Students[2]	**
VR 8: District Report of School Age Students by Building Where Enrolled	January 13, 2014
VR 9: Provider Report of School Age Students[2]	**
VR 10 has been discontinued	
VR 11: Notification to School District of Compliance Rate on SPP #11[3]	**October 6, 2014**[5]
VR 12: Notification to School District of Compliance Rate on SPP #12[3]	**October 6, 2014**[5]
VR 13: Preschool Children Provided Programs and Services during 2012-13 School Year	**August 25, 2014**[5]
VR 14: District Report of Parentally Placed Students in Nonpublic School Who Were Evaluated	**October 6, 2014**[5]
VR 15: Preschool Outcomes Report[3]	**August 25, 2014**[5]
VR 16: Students Receiving Coordinated Early Intervening Services	**August 25, 2014**[5]
These data are entered directly into the PD Data System under Self Review Checklists[4]	**Date Checklist Must Be Completed By**
SR 4: Suspension Rate for Students with Disabilities (significant discrepancy)	May 30, 2014
SRS: Suspension Rate for Students with Disabilities (significant disproportionality)	May 30, 2014
SR9: Disproportionate Identification of Racial and Ethnic Groups for Special Education and Related Services	October 15, 2014
SR 10A: Disproportionate Representation of Students with Disabilities by Classification	October 15, 2014
SR 10B: Disproportionate Representation of Students with Disabilities by Placement	October 15, 2014
SR 13: Secondary Transition IEP Review for Students with Disabilities	August 29, 2014

[1] *For further information on any of the forms or data in the above table, please visit IRS Special Education's data collection requirements page located at: http://www.p12.nysed.gov/sedcar/data.htm.*
[2] *Verification reports 7 and 9 are provider reports that do not require certification.*
[3] *See the schedule of submission to find the school year in which your district is required to submit data for these indicators: http://www.p12.nysed.gov/sedcar/sppschedule2011-2017.html*

[4] *For further information on SPP Indicators, please visit: http://www.p12.nysed.gov/specialed/spp/*

[5] ***Please note for all due dates in red**: Enrollment, demographic, assessment (including COSF), Special Education Snapshot (EOY) and disability program service records for those students who are potential submission records for the **VR 10-16** reports must be migrated to the Level 2 Student Data Repository no later than **August 22, 2014**. Data will be reviewable in the PD data system as the List of Potential Student Records to ascertain that all students eligible to be included in these reports are on the list with accurate information. The L2 data repository **will be frozen** with regard to new or changes in the enrollment, demographic, assessment, special education snapshot and disability program service records after this date in order to do accountability calculations after the August 22, 2014 deadline.*

Appendix II: Sources for Data Reported in the Report Cards

Superintendent and principal names are those reported in the New York 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 (see http://www.p12.nysed.gov/irs/beds/home.html):

- Annual Attendance Rate
- Student Suspensions
- Staff Count

Data for the following are currently collected using the Basic Educational Data System (BEDS) Personnel Master File (IMF) (see http://www.p12.nysed.gov/irs/beds/home.html):

- Average Class Size
- Teacher Qualifications
- Teacher Turnover Rate

Data for the National Assessment of Educational Progress (NAEP) are provided by the National Center for Education Statistics (see http://nces.ed.gov/nationsreportcard/naepdata/).

Data for the following are collected by the Fiscal Analysis and Research Unit (see http://www.oms.nysed.gov/faru/):

- Expenditures per pupil for general-education students and students with disabilities

The remaining data in the report cards (including enrollment, enrollment by racial/ethnic group, free and reduced-price lunch, limited English proficient enrollment, annual assessment data, high school completer and noncompleter data, post-graduate plans, and data used to determine Adequate Yearly Progress for accountability) are collected using the Student Information Repository System (SIRS).

Appendix III: Contact Information

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
Questions specific to teacher evaluation	educatoreval@mail.nysed.gov
Questions related to assessments	emscassessinfo@mail.nysed.gov
Questions about accountability.	accountinfo@mail.nysed.gov

New York State Education Department Contacts

Information and Reporting Services (IRS)	Kristen DeSalvatore Ellen Martin	(518) 474-7965
Test Administration	Steve Katz	(518) 474-5902
Students with Disabilities	Pat Geary	(518) 473-2878
NYS Alternate Assessment	Cynthia Wilson	(518) 474-5906
System of Accountability for Student Success	Lisa Long	(718) 722-4553
Local Assistance Plans	Ira Schwartz	(718) 722-2796
Migrant Education Program	Ivelisse Rivera	(518) 473-0295
Compensatory Education	Roberto Reyes	(518) 473-0295
Child Nutrition Program	Paula Tyner-Doyle	(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.p12.nysed.gov/irs/sirs/home.html.

Other Contacts

Homeless liaison contact information is searchable by school district, BOCES, and county and can be found on the NYS-TEACHS web site at http://nysteachs.org/liaisons/.

Web Sites

New York State Education Department	www.nysed.gov
Information and Reporting Services	http://www.p12.nysed.gov/irs/
New York State Student Identification System (NYSSIS)	www.p12.nysed.gov/irs/sirs/
Office of State Assessment	http://www.p12.nysed.gov/assessment/
System of Accountability for Student Success	http://www.p12.nysed.gov/accountability/
New York State Alternate Assessment	http://www.p12.nysed.gov/assessment/nysaa/
Vocational and Educational Services for Individuals with Disabilities (VESID)	www.acces.nysed.gov/vr/
Special Education Data Collection, Analysis and Reporting (SEDCAR)	http://www.p12.nysed.gov/sedcar/
Academic Intervention Services	www.p12.nysed.gov/part100/pages/topics.html
NYSED information on education requirements, exams, tests and assessments	http://www.p12.nysed.gov/assessment/
Backmapping Schools	www.p12.nysed.gov/irs/sirs
Career and Technical Education	http://www.p12.nysed.gov/cte/Data/home.html

Appendix IV: 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:

- The Forum Guide to Data Ethics
  http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2010801

- 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

Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records

This Technical Brief discusses basic concepts and definitions that establish a common set of terms related to the protection of personally identifiable information, especially in education records in the Statewide Longitudinal Data Systems (SLDS). This Brief also outlines a privacy framework that is tied to Fair Information Practice Principles that have been promulgated in both the United States and international privacy work.

http://nces.ed.gov/pubs2011/2011601.pdf

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 I 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, all Regents 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.

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 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.

More Information on State and Federal Regulations

Part 100 of New York State Commissioner's Regulations can be found at http://www.p12.nysed.gov/part100/home.html.

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

Appendix V: Cohort Definitions

Accountability decisions for secondary-level English language arts (ELA) and mathematics performance and for graduation rate are determined for a cohort of students; that is, students who first enter grade 9 in the same school year. Cohort data are used to make accountability decisions, for graduation rate and other public reporting, and to inform policy initiatives, like career and college readiness calculations. Cohort data may also be linked to other data collected from districts and charter schools or other sources to respond to data requests not specified here.

Cohort year is determined using the First Date of Entry into Grade 9 as reported in the Student Lite Template. Data for cohorts are captured as of a "reporting date." The table below shows the cohorts and reporting dates that will be used for data submitted at the end of the 2013–14 school year.

Cohort	Consists of	Reporting Date	Used for
2010 ELA and Math Accountability Cohort	Students who first entered grade 9 in the 2010–11 school year	June 30, 2014	ELA and math performance accountability
2009 Graduation-Rate Total Cohort (4-Year) for Accountability	Students who first entered grade 9 in the 2009–10 school year	June 30, 2013 count of students, includes diplomas awarded through August 31, 2013	Graduation rate accountability
2008 Graduation-Rate Total Cohort (5-Year) for Accountability	Students who first entered grade 9 in the 2008–09 school year	June 30, 2013 count of students, includes diplomas awarded through August 31, 2013	Graduation rate accountability
2010 Total Cohort (4-Year June)	Students who first entered grade 9 in the 2010–11 school year	June 30, 2014	Graduation-rate and Aspirational Performance Measure (APM) reporting and to inform policy decisions
2010 Total Cohort (4-Year August)	Students who first entered grade 9 in the 2010–11 school year	June 30, 2014 count of students, includes diplomas awarded through August 31, 2014	Graduation-rate reporting and to inform policy decisions
2009 Total Cohort (5-Year June)	Students who first entered grade 9 in the 2009–10 school year	June 30, 2014	Graduation-rate reporting and to inform policy decisions
2009 Total Cohort (5-Year August)	Students who first entered grade 9 in the 2009–10 school year	June 30, 2014 count of students, includes diplomas awarded through August 31, 2014	Graduation-rate reporting and to inform policy decisions

Cohort	Consists of	Reporting Date	Used for
2008 Total Cohort (6-Year June)	Students who first entered grade 9 in the 2008–09 school year	June 30, 2014	Graduation-rate reporting and to inform policy decisions

General Definitions

2010 ELA and Math Accountability Cohort

For ELA and mathematics performance, the 2010 accountability cohort consists of all students, regardless of their current grade level, who were:

1) enrolled in your school or district on October 2, 2013 (BEDS day), and
2) first entered grade 9 (anywhere) during the 2010–11 school year (July 1, 2010 through June 30, 2011) or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2010–11 school year. **For Performance Accountability, the cohort year of students whose last enrollment record as of the reporting date has a grade of "14" (i.e., 7–12 ungraded) is 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 2010 school accountability cohort if their birth date is between July 1, 1993 and June 30, 1994.

2009 Graduation-Rate Total Cohort (4-Year) for Accountability

The 2009 total cohort for graduation-rate accountability (4 year as of August) consists of all students, based on last enrollment record as of June 30, 2013, with a First Date of Entry into Grade 9 during the 2009–10 school year (July 1, 2009 – June 30, 2010), regardless of their current grade level. The enrollment count is based on enrollment records as of June 30, 2013. The graduate count includes diplomas awarded through August 31, 2013.

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.

2008 Graduation-Rate Total Cohort (5-Year) for Accountability

The 2008 total cohort for graduation-rate accountability (5 year as of August) consists of all students, based on last enrollment record as of June 30, 2013, 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 enrollment count is based on enrollment records as of June 30, 2013. The graduate count includes diplomas awarded through August 31, 2013.

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.

2010 Total Cohort as of June and August of the 4th Year of School

The 2010 total cohort consists of all students, based on last enrollment record as of June 30, 2014, with a First Date of Entry into Grade 9 during the 2010–11 school year (July 1, 2010 – June 30, 2011), 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.

2009 Total Cohort as of June and August of the 5th Year of School

The 2009 total cohort consists of all students, based on last enrollment record as of June 30, 2014, with a First Date of Entry into Grade 9 during the 2009–10 school year (July 1, 2009 – June 30, 2010), 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.

2008 Total Cohort as of June of the 6th Year of School

The 2008 total cohort consists of all students, based on last enrollment record as of June 30, 2014, 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.

Additional Information

Regardless of cohort, students are reported in the school and district where they were last enrolled as of the reporting date (4, 5, or 6 years after date of first entry in grade 9). The last enrollment record is defined as the regular enrollment record with the most recent beginning date as of the reporting date. Cohort year is determined using the date reported in the First Date of Entry into Grade 9 field in the school year when the last enrollment record occurred.

Cohort enrollment counts are always as of June; graduate counts and other enrollment outcomes may be as of June or as of August based on the June count of students.

For cohort calculations, a regular enrollment record is defined as one of the enrollment entry types listed below:

0011 - Enrollment in building or grade
5544 - Transferred in under the NCLB Title I "School in Improvement Status" transfer option
7000 - Transferred in under the NCLB "Persistently Dangerous School" transfer option

7011 - Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option

Note: Regardless of the enrollment entry reason reported on the record, enrollment records for students who are home schooled (reported with service provider BEDS code beginning with first 8 digits of a district BEDS code and ending in “0888”) are excluded from the cohort. In addition, student records with the enrollment entry reasons listed below are not included in cohort calculations.

0022 - Foreign exchange student enrollment in building or grade
5555 - Student enrolled for the purpose of recording a test score (walk-in)
0055 - Enrolled for instructional reporting only
5905 - CSE or CPSE responsibility only
8294 - School-age children on the roster for census purposes only
0033 - Part-time students pursuing a HS diploma

The table below shows the effect on cohort membership for each reason for ending enrollment code. The last enrollment record is defined as the regular enrollment record in SIRS with the most recent beginning date as of the reporting date.

Exit Enrollment Code	**Reason**	**2010 Accountability Cohort for ELA and Math Performance**	• **2009 Graduation-Rate Total Cohort (4-Year) for Accountability** • **2008 Graduation-Rate Total Cohort (5-Year) for Accountability** • **2010 Total Cohort after 4 Years** • **2009 Total Cohort after 5 Years** • **2008 Total Cohort after 6 Years**
85	Earned an IEP diploma	included	included
136	Reached maximum legal age and has not earned a diploma or certificate	included	included
153	Transferred to another school in this district or to an out-of-district placement	included	included
170	Transferred to another NYS public school outside this district with documentation	excluded	excluded
204	Transferred to a NYS nonpublic school with documentation	excluded	excluded

Exit Enrollment Code	Reason	2010 Accountability Cohort for ELA and Math Performance	• 2009 Graduation-Rate Total Cohort (4-Year) for Accountability • 2008 Graduation-Rate Total Cohort (5-Year) for Accountability • 2010 Total Cohort after 4 Years • 2009 Total Cohort after 5 Years • 2008 Total Cohort after 6 Years
221	Transferred to a school outside NYS with documentation	excluded	excluded
238	Transferred to homebound instruction provided by this district	included	included
255	Transferred to home-schooling by parent or guardian	excluded	excluded
272	Transferred to a postsecondary school prior to earning a diploma	excluded	excluded
289	Transferred to an approved AHSEP program	excluded if earned High School Equivalency Diploma by June 30 of the reporting year or is enrolled in AHSEPP as of June 30 of the reporting year, otherwise included	included
306	Transferred to other high school equivalency (GED) preparation program	included	included
323	Transferred outside district by court order	excluded	excluded
340	Left school: first-time dropout	included	included
357	Left school: previously counted as a dropout	included	included
391	Long-term absence (20 consecutive unexcused days)	included	included
408	Permanent expulsion (student must be over compulsory attendance age)	included	included
425	Left school, no documentation of transfer	included	included

Exit Enrollment Code	Reason	2010 Accountability Cohort for ELA and Math Performance	• 2009 Graduation-Rate Total Cohort (4-Year) for Accountability • 2008 Graduation-Rate Total Cohort (5-Year) for Accountability • 2010 Total Cohort after 4 Years • 2009 Total Cohort after 5 Years • 2008 Total Cohort after 6 Years
442	Left the U.S.	excluded	excluded
459	Deceased	excluded	excluded
629	Previously earned commencement credential or IEP	included	included
799	Graduated (earned a Regents or local diploma)	included	included
1089	Transferred to an approved GED program outside this district	excluded if earned High School Equivalency Diploma by June 30 of the reporting year or is enrolled in AHSEPP as of June 30 of the reporting year, otherwise included	included
5927	Leaving a school under NCLB – a victim of a serious violent incident	included	included
5938	Leaving a NYC community district under NCLB – a victim of a serious violent incident	included	included
8338	Incarcerated student, no participation in a program culminating in a regular diploma.	included	included
EOY	End of Year	included	included

Appendix VI: Terms and Acronyms

- ***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 for People with Developmental Disabilities (OPWDD) or Office of Mental Health (OMH) provided services such as Day Treatment, Day Habilitation, OPWDD Blended Day Habilitation, OPWDD Prevocational, OMH Intensive Psychiatric Rehabilitation Treatment (IPRT) and psychosocial rehabilitation clubhouse programs, for example.
- ***AHSEP:*** Alternative High School Equivalency Preparation.
- ***Annual Measurable Objective:*** The Annual Measurable Objective (AMO) is the Performance Index (PI) value that signifies that an accountability group is making satisfactory progress to being proficient in the State's learning. (See Effective AMO for further information.)
- ***APR:*** Annual Performance Report for Special Education.
- ***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.
- ***AYP:*** Adequate Yearly Progress.
- ***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.p12.nysed.gov/irs/sirs for a list of backmapping schools.
- ***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/portal/pls/pref/SED.sed_inst_qry_vw$.startup.
- ***Big 5:*** Buffalo, New York City, Rochester, Syracuse, and Yonkers.
- ***CBVH:*** Commission for the Blind and Visually Handicapped.
- ***Child-Care Institutions:*** Any facility serving thirteen or more children licensed by the Department of Social Services (DSS) 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 Office of People with Developmental Disabilities.
- ***Community Residence:*** An Office of Mental Health (OMH) program that provides a therapeutic environment for six to eight children and adolescents with serious emotional disturbances (14NYCRR 594.4(a)(3)).
- ***Community Residence:*** An Office for People with Developmental Disabilities (OPWDD) facility providing housing, supplies, and services for people who are developmentally disabled, 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)).
- ***Compulsory Age:*** For information about attendance rules, see Section 3205 — Title IV, Article 65, Part I at http://www.p12.nysed.gov/sss/lawsregs/3205.html.
- ***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 and during the testing period for the New York State Testing Program assessments.
- ***CPSE:*** Committee on Preschool Special Education.
- ***Crisis Residence:*** An Office of Mental Health (OMH) program that provides a short-term (1 to 21 days) crisis residential option for children and adolescents (14NYCRR 594.4(a)(4)).
- ***Crisis Respite:*** Brief and temporary care and a Department of Social Services (DSS) program that provides 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)).
- ***CSE:*** Committee on Special Education.
- ***CTE:*** Career and Technical Education.
- ***Developmental Center:*** A State-operated intermediate care facility operated by the Office for People with Developmental Disabilities that provides care for individuals with developmental disabilities (14NYCRR).
- ***DOC:*** Department of Corrections.
- ***Domestic Violence Shelter:*** A congregate residential facility operated by the Department of Social Services 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.
- ***EI***: Early Intervention.
- ***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. Data that have been publicly released to the media or can be found on SED's website are not embargoed. For example, 3-8 ELA/math assessment scores are generally publicly released prior to the public release of The New York State Report Cards, which also contain data on these assessments. Therefore, data on these assessments are not embargoed after the initial public release. Annual Regents examination data, however, are not part of a separate public release prior to the release of The New York State Report Cards. As such, these data are embargoed until the public release of report cards. Even if data are embargoed, they may be used for internal district operations, including program and instructional planning for students and communication with individual parents about their child's academic needs.
- ***Emergency Foster Family Boarding Home:*** Care provided in a home certified by the Department of Social Services (DSS) 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).
- ***ESEA:*** Elementary and Secondary Education Act. For more information see: http://www.p12.nysed.gov/accountability/ESEAFlexibilityWaiver.html or http://www2.ed.gov/nclb/landing.jhtml
- ***Family-Based Treatment:*** An Office of Mental Health (OMH) 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.
- ***GED:*** General Education Diploma.
- ***Graduate:*** Student awarded a local or Regents diploma.
- ***Group Home:*** A family-type home operated by the Department of Social Services (DSS) 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 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.
  - ***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.p12.nysed.gov/sss/ssae/AltEd/home.html for a list of approved high school equivalency preparation programs.)
- ***Homebound Student:*** Homebound students (also known as home-tutored students) fall into two categories: a) students who remain enrolled in a school but are provided temporary instruction in the home, and b) 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, are 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.
- ***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.

- ***IEP:*** Individualized Education Program.
- ***IESP:*** Individualized Education Services Program.
- ***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:*** A facility operated or certified by the Office for People with Developmental Disabilities (OPWDD) that provides 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:*** Office for People with Developmental Disabilities (OPWDD)-approved housing that provides 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).
- ***LEA:*** Local Education Agency.
- ***LEP:*** Limited English Proficient.

- ***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."
- ***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.
- ***NCLB:*** No Child Left Behind. For more information, see http://www2.ed.gov/nclb/landing.jhtml.
- ***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.
- ***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.
- ***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.

- ***OCFS:*** Office of Children and Family Services.
- ***OMH:*** Office of Mental Health.
- ***OPWDD:*** Office for People with Developmental Disabilities.
- ***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 on improvement over the previous year's performance.
- ***RCT:*** Regents Competency Test.
- ***Residential Respite:*** The provision of short-term overnight stays in an OPWDD-operated, certified, or approved site that is not a private residence (14NYCRR 686.99(ag)).
- ***Residential Treatment Facility:*** A community-based psychiatric inpatient facility licensed by the NYS Office of Mental Health (OMH) that provides the level of supervision, medical oversight, and psychiatric treatment required by children and adolescents with severe emotional disabilities (13NYCRR Part 589).
- ***RIC:*** Regional Information Center.
- ***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 on a ten percent improvement over the previous year's performance.
- ***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.
- ***SEA:*** State Education Agency.
- ***SMS:*** Student Management System.
- ***SP:*** Services Plan.
- ***SPP:*** State Performance Plan (for Special Education).
- ***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.
- ***Teacher of Record:*** An individual (or individuals, such as in co-teaching assignments) who has been assigned responsibility for a student’s learning in a subject/course with aligned performance measures.
- ***Temporary Use Beds:*** Beds designated on a facility operating certificate for temporary use for time-limited stays of developmentally disabled persons (OPWDD) (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.
- ***UPK:*** Universal Pre-Kindergarten Program.
- ***Valid Score:*** A valid score is a score received on an assessment. Administrative errors, medically excused, refusals, and absences are not considered valid scores.
- ***VESID:*** Vocational and Educational Services for Individuals with Disabilities.