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SASS Reporting

Agency Name	
Site Name	
NYSED Program Code (5 digit)	
Agency Contact Name	
Agency Contact Phone Number	
Agency Contact E-mail	

TABLE for Reporting SASS Data

The table below has been provided for reporting SASS data. Make additional copies of the table when reporting for multiple sites. Tables should be *submitted during the first week of October subsequent to the conclusion of the program year*. Please note that the data must be reported separately for students with a disability using the right-hand column under each group.

The table should be completed for each site in the district or BOCES that has a program regardless of the number of students.

Commissioner’s Regulations Section 100.2 (p) (17) (iv) indicates that, “The Commissioner may also place under high school equivalency review any program for which a district or Board of Cooperative Educational Services fails to provide in a timely manner the student performance data required by the Commissioner to conduct the annual assessment of the high school equivalency program.” Programs identified as under high school equivalency review status are required to submit a corrective action plan.

The data below is for the combined AHSEP program and/or the HSE program operated in the 2012-2013 school year

**Program Enrollment by Group
 July 1, 2012-June 30, 2013**

Please refer to page 23 for the revised instructions before completing the SASS Table to avoid inaccurate results.

Literacy Level	Group 1		Group 2		Group 3	
	Student without Disability	Student with Disability	Student without Disability	Student with Disability	Student without Disability	Student with Disability
0.0-1.9						
2.0-3.9						
4.0-5.9						
6.0-8.9						
9.0-10.9						
11 plus						
Passed GED® Test						
Advanced Literacy Level						
Remained in Program						
Dropout						

NYSED will calculate GED® Test Success, Student Success and Dropout Rates based on the data submitted. The following statement applies only to jail programs: Students who were actively engaged in the educational program at their discharge date should not be counted as dropouts.

Instructions for Completing SASS Table

Instructions applicable to Group 1 Students ONLY.

Group 1 - Report by literacy level, at point of entry to the program, all students who tested at 9.0 level or higher in reading and mathematics and received at least 150 hours of instruction during the year. Use the lower level of mathematics or reading literacy if students test at different levels. Report the number of students without disabilities separate from students with disabilities.

Record the number of students in **Group 1** with disabilities and without disabilities who passed the GED® test during the school year.

Instructions applicable to Group 2 Students ONLY.

Group 2 - Report by literacy level, at point of entry to the program, all students who tested at 8.9 level or lower in reading or mathematics and received at least 150 hours of instruction during the year.

Record the number of students in **Group 2** with disabilities and without disabilities who passed the GED® test or advance a literacy level during the school year.

Advanced Literacy Level - Record the number of students who advanced a literacy level or more during the year. Literacy levels are 0.0-1.9, 2.0-3.9, 4.0-5.9, 6.0-8.9, 9.0-10.9, 11 plus. If a student tested at different literacy levels in mathematics and reading, the lowest level score should be used as the base level to determine if the student advanced a literacy level. Students who pass the GED® test as well as advance a literacy level, they should only be reported as passing the GED® test.

Instructions applicable to Group 3 Students ONLY.

Group 3 - Report by literacy level, at point of entry to the program, all students who received 12 or more hours and less than 150 hours of instruction during the year.

Passed GED® Test- Record the number of students in the total enrollment who passed the GED® test during the school year. **Pertains to Group 3 students ONLY!**

Remained in Program - Record the number of students who continue to be enrolled for the next school year. **Pertains to Group 3 students ONLY!**

Dropout - Record the number of students who did not pass the GED® test and did not remain in the program. For example, students who left the program are considered dropouts. For jail programs only, students who were enrolled in the educational program but were not actively engaged their discharge date should be counted as dropouts. **Pertains to Group 3 students ONLY!**

Program Performance

GED® Test Success Rate – The Group 1 performance measure is obtained by dividing the number of students who passed the GED® test and are eligible for a NYS high school equivalency diploma by the total enrollment in the group. **This will be computed by NYSED.**

Student Success Rate – The Group 2 performance measure is obtained by dividing the number of students in the group passing the GED® test and are eligible for a NYS high school equivalency diploma or advancing a literacy level by the total enrollment in the group. Students who do both should only be reported as passing the GED® test. **This will be computed by NYSED.**

Dropout Rate – **The Group 3 performance measure is obtained by dividing the number of students recorded in the dropout column by the total enrollment in the group.** This will be computed by NYSED.