New York State Student Information Repository System (SIRS) Manual

Reporting Data for the 2018–19 School Year

February 4, 2019

Version 14.9

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
Changes from 2017–18 to 2018–19 are highlighted in yellow. Changes since last version highlighted in blue.		
14.0	August 1, 2018	Initial Release. • Deleted Program Service Codes: 5533 (Supplemental Services for Schools in Improvement Status under Title I); 5577 (Applied for Supplemental Educational Services for Schools in Improvement Status under Title I); • Program Service Code 8271 renamed "CDOS Credential Eligible Coursework". • New Program Service Codes: Homeless Student Status (8262); Title I-Part A: Homeless Student Serviced with Set-Aside Funds (0892). • Homeless Indicator revised for local or regional purposes only. • Clarification re: absences, Validity Rules, Ch. 2: Student Reporting Rules. • Added "96" refusal code to NYSTP Assessments in 4 & 8 Science, Ch. 2. • ESEA transfer option code names changed to read ESEA instead of NCLB, Ch. 2. • Clarification re: long term subs, Ch. 3: Staff Reporting Rules. • Salary reporting requirements added, Ch. 3. • Reporting Itinerant Staff section added, Ch. 3. • FAQ for Course Instructor Assignment added, Ch. 3. • Charts added in Staff Tenure and Staff Attendance sections, Ch. 3. • Course Instructor Assignment template: race/ethnicity now required. • Student Credit GPA data element and codes removed; for regional reporting only. • New data elements: Dual Credit Code, Dual Credit Indicator, Homeless Student Status Code, Primary Course Instruction Language Indicator, Primary Instruction Delivery Method Code; Ch. 4: Data Elements (with corresponding code charts in Ch. 5: Codes and Descriptions). • NYS P-Tech Cohort III added, Ch. 5. • New CTE exams: Nationally Certified CTE and CTE Pathway. • New Regents exams: New Framework Global History & Geography II and Global History & Geography Transition. • New test group "LOTE", Ch. 5. • Note added, NYSITELL-V2 test group, Ch. 5. • Former ELL status duration of four years instead of two, Ch. 5. • Replaced "GED" with "HSE" throughout, except for Grade Level Code GD (GED). • Removed IEP Diploma from Credential Type Codes and Descriptions, Ch. 5. • Removed subject-specific Safety Net program service codes, Ch. 5. • Removed Tenure Status Code D (Delete), Ch. 5. • Reason for Ending Enrollment Code 816 now reads HSE. • Assessments added to Secondary Assessments for Performance, Ch. 6.
14.1	August 17, 2018	• Note added under Career Pathways, Ch. 2. • Detail added for incarcerated students under Dropouts/Noncompleters, Ch. 2. • Clarification under Graduates, Ch. 2. • Detail added under Staff Tenure Template, Ch. 3: Staff Reporting Rules. • Clarification added re: Pathway Assessments, Ch. 5. • Removed Assessment Measure Codes for IB Theory of Knowledge (0I238) and IB Extended Essay (0I245), Ch. 5. Note added. • Added three IB Language – English assessments, Ch. 5. • Removed Primary Course Instructor Language Indicator table, Ch. 5. • Correction in Dual Credit Codes table, Ch. 5. • New Assignment Code: Health Coordinator (4507). • Correction of Grade Level Assignment Code GD (GED).

		• Added CTE Technical Assessment – Other (assessment measure code 00C41), changed name of "CTE Skills Assessments" (assessment measure code 00199) to "Approved CTE Program Technical Assessment," and eliminated all other assessment measure codes in Test Group "CTE" for Career and Technical Education. Clarified guidance on reporting of CTE assessments. • Deleted January and June RCT exam assessment measure codes. • Deleted all ALTRCT exam assessment measure codes.
14.2	September 7, 2018	• Clarifications added under Staff Snapshot Template Data, Ch. 3. • Added info to Dual Credit Indicator (Chs. 3 & 4). • Added info to Primary Course Instructor Lang Indicator, Ch. 4. • Removed Program Service Code 5742 (Title III: Part B, subpart 4: Emergency Immigration Education Program). • Note added to Program Service Code 0242 (Eligible to take the NYSESLAT for grades 308 ELA Accountability), Ch. 5. • Added info to Ending Enrollment Codes 442 (Left the U.S.) and 221 (Transferred to a school outside NYS with documentation), Ch. 5.
14.3	September 28, 2018	• Info added under FRPL Eligibility Type Codes, Chs. 2 & 5. • Note added under Homeless Students, Ch. 2. • Updates under Staff Snapshot Template and Staff Evaluation Rating Template, Ch. 3. • "DECLINED" race code added to Race Codes & Descriptions table, Ch. 3. • World History and Geography New Framework course code and information added, State Course Codes and Assessment Measure Standard Codes tables, Ch. 5.
14.4	October 19, 2018	• Staff Assignment inclusion of teaching assistants and teaching aides, Ch. 3. • Added info under Course Instructor Assignment Template, Ch. 3. • Added info under Primary Course Instruction Language Indicator, Ch. 4.
14.5	November 2, 2018	• Corrections to: Reason for Beginning Enrollment Code 7011, Chs. 2 & 5; Reason for Ending Enrollment Code 5927, Chs. 2 & 5; and Exit Enrollment Code 085, Appendix V. • Clarification to Homeless Primary Nighttime Residence data element description, Ch. 4. • Change in ELL Accommodation Code 12 for Regents exams from "Multiple day testing" to "Next day completion", Ch. 5. • New ELL accommodation code added: 28 (Next day completion), Ch. 5. • Change in course code to be used for Grade 9 World History from 04052NF to 04051, Ch. 5. • Detail added to Program Service Code 0892 Title I – Part A: Homeless Students Served with Set-Aside Funds description, Ch. 5. • Corrections to: Reason for Beginning Enrollment Code 7011, Chs. 2 & 5; Reason for Ending Enrollment Code 5927, Chs. 2 & 5; and Exit Enrollment Code 085, Appendix V.
14.6	December 7, 2018	• Info added re: out of state schools, scenario 11, Ch. 2. • Info added re: charter schools, Dropouts/Noncompleters, Ch. 2. • Revisions under P-Tech Programs, Ch. 2. • Note added re: students pulled out for ENL instruction, Course Instructor Assignment, Ch. 3. • Added credential type Local Diploma with Superintendent Determination, Career Path Codes, Ch. 5.

		• New: Interstate Compact on Military Exemptions, Assessment Measure Codes and Descriptions, Ch. 5. • Military compact exemption assessments and standard achieved code added, Ch. 5. • Info added to code 5555, Reason for Beginning Enrollment code descriptions, Ch. 5. • Reason for Ending Enrollment code 8338 moved from Dropout category to Other Circumstances category, Ch. 5. • Info added to code 8294, school age children on roster for census purposes only, Ch. 5. • Year added to suspension indicator, Ch. 6.
14.7	January 11, 2019	• Correction re: Interstate Compact on Military Exemptions, Assessment Measure Codes and Descriptions, Ch. 5. • Note removed re: Credential Type codes 068 and 069, Ch. 5. • Added immigrant student count data extract to reporting timeline, Appendix I.
14.8	February 1, 2019	• Change to text under Daily Attendance in Ch. 2. • Clarification made in ELL/MLL Students section, Ch. 2. • Corrections to Transitional Regents Exams in Global History & Geography in Assessment table, Ch. 5. • Added “Subtest Identifier” to Description column header in Assessment table. • Inclusion of CPSE to the title of code 8305, Ch. 5. • Fixed link regarding multiple pathway assessments, Ch. 5.
14.9	February 4, 2019	• Change text under Description in Assessment table for Transitional Regents Examinations in Global History and Geography – January, June and August.

Table of Contents

Table of Contents 5

Chapter 1: What Is SIRS? 9

SIRS Data Reporting Levels 9

SIRS Data Flow 11

Chapter 2: Student Reporting Rules 12

Guidance on the Role of District Data Coordinator 12

Who Must Report Student Data Using the SIRS? 14

Table of Reporting Responsibility for School-Age Students 17

Table of Reporting Responsibility for Preschool-Age and Prekindergarten Students 28

Accelerated Students 31

Accommodations 32

Accountability Inclusion/Exclusion for Participation/Performance at the Elementary/Middle Level 32

Appeal to Graduate with Lower Score on Regents Exam 34

Backmapping for Feeder Schools 36

Career Development and Occupational Studies (CDOS) 36

Career and Technical Education (CTE) Students 36

Career Pathways 39

Charter School Students 41

Court-placed Students 41

Daily Attendance 42

District of Residence Codes 42

Dropouts/Noncompleters 44

Elementary/Middle-Level Students 46

English Language Learner/Multilingual Learner (ELL/MLL) Students 46

Foreign Exchange Students 52

Free and Reduced-Price Lunch Students 53

Graduates 54

High School Equivalency (HSE) Students 54

Home-Schooled Students 55

Homeless Students 56

Immigrant Students 57

Job Corps Program Students 57

Long-Term Absent Students 57

Migrant Students 58

Neglected/Delinquent Students 58
New York State Alternate Assessment (NYSAA) 58
Nonpublic School Students 59
Online Schools 60
Postsecondary Students 60
Preschool/Prekindergarten/Universal Pre-K 60
P-Tech Programs 63
Racial/Ethnic Groups 64
Repeaters 64
Safety Net Options 64
Seal of Biliteracy 65
Secondary-Level Students 65
Students Over 21 Years of Age 66
Students with Disabilities 66
Summer School Students 68
Suspended Students 69
Transfer Students 69
Transgender Students 71
Ungraded Students 71
"Validity Rules": Reporting Students with Valid or Invalid Scores 73
Walk-in "Enrollments" 84
Chapter 3: Staff Reporting Rules *85*
Reporting Requirements 85
Staff Snapshot Template Data (SIRS 320) 85
Staff Assignment Template (SIRS 318) 92
Staff Tenure Template (SIRS 322) 93
Staff Attendance Template 94
Course Instructor Assignment Template 96
Student Class Entry Exit Template 101
Staff Student Course (SSC) or Teacher Student Data Linkage (TSDL) Template (SIRS 315) 102
Staff Evaluation Rating Template (SIRS 326) 104
Race Codes and Descriptions 104
Student Class Grade Detail Template 105
Chapter 4: Data Elements *106*
Chapter 5: Codes and Descriptions *133*

Accommodation Codes and Descriptions 133

***Applicable to Regents exams only, beginning January 2019.Assessment Language Codes and Descriptions** 133

Assessment Measure Standard Codes and Descriptions 135

Assignment Codes and Descriptions 161

Primary Course Instruction Language Indicator (Primary Instruction Language Code) 166

Primary Instruction Delivery Method Codes 166

Assignment Grade Level Codes and Descriptions 167

BOCES District of Responsibility Codes 168

Career and Technical Education Program Service Codes 169

Career Path Codes and Descriptions 180

Credential Type Codes and Descriptions 183

Day Type Codes 185

District of Residence Codes 187

Employment Separation Reason Codes and Descriptions 202

Enrollment (Beginning and Ending) Codes and Descriptions 203

Staff Evaluation Criteria Codes and Descriptions (3012-d) 217

Evaluation Group Code 217

Free and Reduced-Price Lunch Eligibility Types 218

Grade Level Codes and Descriptions 219

Grade Type Codes and Descriptions 219

Language Codes and Descriptions 220

ELL/MLL Status Exit Program Service Codes 231

ELL Eligible Student Service Levels 232

Marking Period Numbers and Descriptions 232

Postgraduate Plan Codes and Descriptions 233

Program Service Codes and Descriptions 234

Race Codes and Descriptions 255

Reason for Ending Program Service Codes and Descriptions 255

Staff Attendance Codes and Descriptions 256

Staff Education Level Codes and Descriptions 256

Tenure Area Codes and Descriptions 257

Tenure Status Codes and Descriptions 258

Term Codes and Descriptions 258

Student Attendance Codes and Descriptions 258

Standard Achieved Codes and Descriptions 259

Chapter 6: New York State Accountability ***263***

Appendix I: Assessment and Reporting Timelines ***269***

Appendix II: Sources for Data Reported in the Report Cards ***278***

Appendix III: Contact Information ***279***

Appendix IV: Select Federal and State Reporting Requirements ***282***

Appendix V: Cohort Definitions ***286***

Appendix VI: Terms and Acronyms ***292***

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 a school setting and include public school districts, charter schools, nonpublic schools, BOCES, the New York State School for the Deaf, and the New York State School for the Blind, as well as certain State agencies (e.g., Office of Children and Family Services, Department of Corrections and Community Supervision, Office of People with Developmental Disabilities, Office of Mental Health). 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 with students who participate in State assessments in elementary/middle-level English language arts (ELA), mathematics, science, or secondary-level Regents exams and/or issue Regents or local diplomas must report these data using the SIRS.

Personally identifiable information (PII) in SIRS are available only to users with a legitimate educational interest.

The **New York State Student Identification System (NYSSIS)** is a key element of SIRS. NYSED developed this program to assign a stable, unique student identifier to every student reported in the SIRS. These students include all preschool students referred to the Committee on Preschool Special Education (CPSE) for determination of eligibility for preschool special education, prekindergarten through grade 12 public school students, participants in an approved High School Equivalency (HSE) program in New York State, and nonpublic school students whose assessment data are reported through the SIRS. Unique identifiers enhance student data reporting, improve data quality, and ensure that students can be identified longitudinally as they transfer between LEAs. In the SIRS, each student record is uniquely identified with a 10-digit NYSSIS 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 Data Reporting Levels

There are multiple data collection points within the SIRS. Most LEAs have local School Management Systems (SMSs) in which they collect student demographic, school enrollment, programs, assessment performance, and other data. Most LEAs also have finance or Human Resource (HR) systems that contain staff data. LEAs with local systems generate extracts in standardized template formats to load data into the SIRS. These data extracts may be loaded into “Level 0” or directly into “Level 1” of the SIRS. LEAs without local SMSs can manually enter data directly into Level 0.

Level 0 is a Web-based application hosted by the Regional Information Centers (RICs): South Central (SCRIC), Central New York (CNYRIC), Eastern Suffolk (includes Syracuse), Lower Hudson (LHRIC), MidHudson (MHRIC), Mohawk/Madison-Oneida (MORIC), Nassau,

Northeastern (NERIC), Greater Southern Tier (GST), Wayne Finger Lakes (Edutech), Monroe, Western New York (WNYRIC) (Buffalo and Rochester). Level 0 provides LEAs with the ability to enter (or load) and validate data against New York State (NYS) data collection formatting and business rules. Level 0 may also be used to collect additional data that may not be available in electronic form, such as teacher evaluation data. Validated data are exported from Level 0 in a format that can be loaded directly into the Level 1 repository.

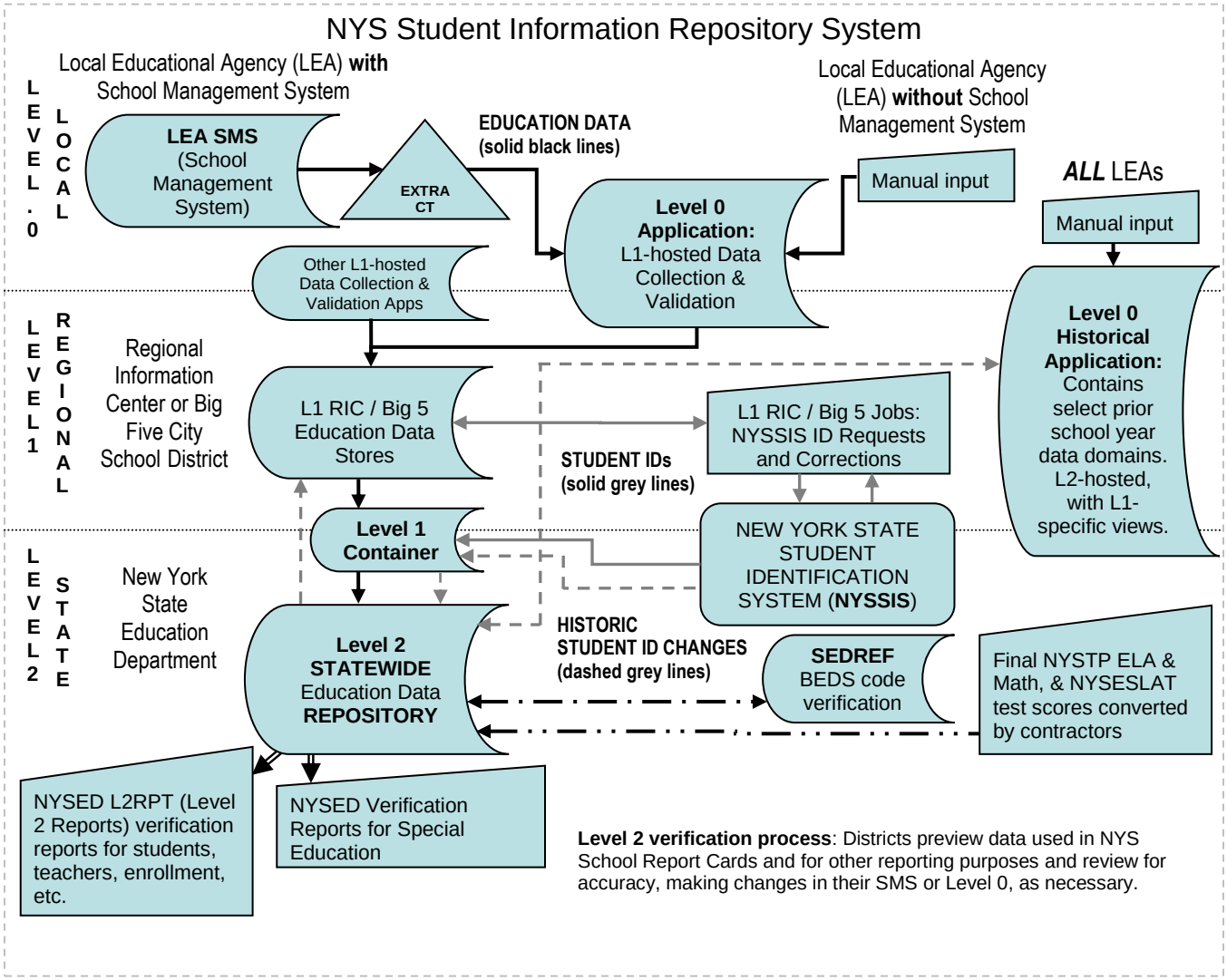
Level 0 Historical is an application that provides the sole process for updating individual student and Staff Evaluation historical data that currently resides in the data warehouse. Historical records are defined as any data warehouse record submitted prior to the current school year. The data areas currently available for view and/or update are Student (Demographic, Enrollment, Programs Fact, and Assessment Fact) and Staff Evaluation. Once authenticated as a valid user, authorized users can access SIRS school district information using district name, school year, and either local student ID or state TEACH ID as identifiers. Historical information will be displayed for the identified student and may be updated according to the Level 0 business rules that exist for each school year. Help screens are available within the application or users can contact their local Level 1 data center for additional assistance.

Level 1 is a series of regional repositories hosted by many of the local data centers: 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. Level 1 repositories include, 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 by eScholar®, which define not only student demographic, enrollment, program, and assessment data that are stored in the SIRS, but also course, attendance, staff, and teacher evaluation data as SIRS continues to expand. All entities that report data to the SIRS must participate in a Level 1 repository. Any LEA that is not a Level 1 data center must contract with a Level 1 data center to report data to SIRS. 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 data centers are combined. Level 2 also uses the eScholar® data warehouse system. Level 2 holds records for all students, teachers, and non-teaching professionals. 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; reporting Institutional Master File (IMF) and Personnel Master File (PMF) data; determining teacher and principal accountability; 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.

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 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



Chapter 2: Student Reporting Rules

Guidance on the Role of District Data Coordinator

Superintendents and charter school leaders are responsible for maintaining and transmitting State-required data elements in specified file formats to SIRS and other NYSED collection applications.

The SIRS began collecting data utilizing 4 data templates over a decade ago. Today, school districts, BOCES and charter schools are required to submit data using 25 different templates with varied reporting timelines and business rules.

It is extremely important to ensure accurate and complete data are reported, as it may impact State and federal funding streams (e.g. Title I, State Aid). Additionally, State and federal laws require various datasets to be included and made publicly available in State School Report Cards. This information is available on the NYSED public data site.

Given data reporting responsibilities, all school districts and charter schools should employ a District Data Coordinator to oversee the coordination and transmission of data to the State while ensuring data integrity and accuracy.

To implement accurate reporting practices for individual student, staff and other data, District Data Coordinators should:

- Assemble and lead a team of district personnel who have:
  - expertise in the district's management information system(s) and infrastructure;
  - working knowledge of current NYSED reporting requirements, including those of special populations of students (e.g. special education, migrant students, ELL/MLL students);
  - knowledge of the LEA's registration materials and processes; and
  - data analysis experience.

- Define internal best practices to ensure data integrity and accuracy and document data collection standards that include:
  - department configurations and staff responsibilities;
  - alignment of the data with State codes for State and federal reporting requirements; and
  - consistency across departments and functions.

- Review the LEA's software systems for alignment to standards to ensure:
  - flexibility of the system in terms of modifying fields or screens;
  - capabilities for staff to update/change validation tables; and
  - documenting of processes and procedures for current and future staff.

- Foster clear communication of data governance standards and NYSED data collection and verification deadlines;

- Develop a data verification protocol for review of Level 0 error reports, L2RPTs, PD reports and other reports made available by NYSED to ensure that data are accurate when they are transferred to NYSED;
- Coordinate and facilitate internal data team meetings;
- Obtain authorization for appropriate school and district personnel to view student and staff records contained in the various reporting systems;
- Work with administration to develop plans and establish priorities for meeting NYSED deadlines for required data;
- Provide status reports regarding compliance with data collection and verification deadlines to the LEA's CEO and respond to requests for data for analysis purposes;
- Identify data-related training needs for support staff;
- Work with student and staff data vendors as needed;
- Monitor compliance regarding data standards and maintenance of records;
- Act as the liaison between the LEA and the regional Level 1 data center;
- Secure certification(s) of the data by the LEA's CEO 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
- Maintain knowledge of data collections and verification requirements by attending informational sessions provided for District Data Coordinators by Level 1 data centers.

Due to the complexity of the various data collections and the stakes associated with some data, a District Data Coordinator should possess *these preferred qualifications*:

- In-depth understanding of the data flow among source systems and various levels of the SIRS and other NYSED reporting systems;
- Understanding of which data systems will serve as the source system for required data elements;
- Technical understanding of relational data (e.g. how templates may relate to one another);
- Knowledge of the assessment administration and reporting timelines;

- Ability to understand, follow and communicate data security regulations and best practices to other staff;

- Flexibility to work with staff in multiple departments in resolving potential errors in all levels of the SIRS (source system reports, L0, L1, L1C, NYSSIS Near Match Queue); and

- Understanding of accountability designations (e.g. APPR, BEDS, PMF).

Who Must Report Student Data Using the SIRS?

Responsibility for the education of students falls into three categories: 1) responsibility for providing general instruction; 2) accountability for performance; and 3) 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 and the results of all New York State assessments, using the SIRS. The following entities must report student 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 Corrections and Community Supervision;

- all child-care institutions with affiliated schools that provide educational services pursuant to Article 81 of the Education Law (see Approved Article 81 Private Schools);

- 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 records for students who receive a Regents diploma, local diploma that conforms to Commissioner's Regulations, or a New York State commencement credential); 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 (e.g., 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 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 the district has documentation that the student has entered another educational program leading to a high school diploma.

- Students who reside in the district and attend or transfer to an Alternative High School Equivalency Preparation program (AHSEP) approved under Section 100.7 of the Regulations of the Commissioner of Education. (See the Alternative and Incarcerated Education page for a list of approved high school equivalency preparation programs.)

- 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 the education records specified below for these students. Please note that, for home-schooled students, only those who are referred for special education eligibility determination or taking a State assessment need to be reported.

- For home-schooled and walk-in students: enrollment, student demographic, and program services;
- For parentally-placed students in nonpublic schools who either were evaluated for special education eligibility or were identified as having a disability, whether or not they received publicly-funded special education services: enrollment, demographic, program services, and special education records; and
- 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: enrollment, demographic, program services, and special-education records.

Districts should be prepared to document for auditors that all students required to 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 New 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) District of attendance (Reason for Beginning Enrollment Code 0055) ***Includes New York State School for the Blind and New York State School for the Deaf. See Row 19 for special exception.**	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. See Location Codes for Approved Special Education Services.
3) A general-education student who resides in the district and attends a charter school.	Charter school	Not applicable	Charter school (Reason for Beginning Enrollment Code 0011)	Charter school BEDS code
4) A student with a disability or a student who is referred to the CSE for determination of eligibility for special-education services who resides in the district and attends a charter school.	Charter school	District of residence	Charter school (Reason for Beginning Enrollment Code 0011) District of residence (Reason for Beginning Enrollment Code 5905)	Charter school BEDS code
5) A general-education student who resides in the district, is home-schooled by parent/guardian choice, and takes an assessment.	Not applicable (but district of residence must report State	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

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)
	assessment results)			
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
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	Nonpublic school	District in which the	Nonpublic school participating in SIRS	Nonpublic school building BEDS code for

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)
CSE for determination of eligibility for special-education services who is placed in a nonpublic school by a parent/guardian.	(Instructional if in-state; no NYS reporting if out-of-state) Not applicable (Accountability)	nonpublic school is located (if in-state; no NYS reporting if out-of-state – any reporting would be by the out of state district of location to the state of location)	(Reason for Beginning Enrollment Code 0011) District in which the nonpublic school is located (Reason for Beginning Enrollment Code 5905) No NYS reporting if out-of-state	schools that are registered. School district may apply for an institution code for a "noncompliant nonpublic school" by contacting Datasupport. No NYS reporting if out-of-state
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.)	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 Datasupport.
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*.)	Not applicable	Not applicable	Not applicable	Not applicable

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)
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*.	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.
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*.	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*	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)
Responsibilities for School-Age Children in Residential Care.				
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.)	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 Datasupport.
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
21) A student who resides in a State agency facility and attends	State agency	State agency	State agency (Reason for Beginning	Facility location operated by the State

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)
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 Corrections and Community Supervision (DOCCS). (Pages 2, 12, 31, and 40 of *Education Responsibilities for School-Age Children in Residential Care*.			Enrollment Code_0011 or AHSEP 5654)	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*.	State agency	State agency	State agency (Reason for Beginning Enrollment Code 0011)	Approved private school for students with disabilities code
23) A student with a disability who resides in OMH or OPWDD but attends a school district or BOCES program. (Pages 3 and 13 of *Education Responsibilities for School-Age Children in Residential Care.*	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

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)
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 New York State 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.
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	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)
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*.				
28) A student with a disability placed through the Children's Residential Project in a residential program. (Page 21 of *Education Responsibilities for School-Age Children in Residential Care*.	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);	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)
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, 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*.				
30) A foreign exchange student.	District of attendance (Instructional)	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)
	Not applicable (Accountability)			
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*.	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*.	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)	BEDS code of the approved AHSEP program operated by the district or BOCES
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	Receiving district	Receiving district	Receiving district (Reason for Beginning Enrollment Code 0011)	Building of attendance

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)*	Location/BEDS Code (i.e., Building of Enrollment)
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.)				
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; OR Homeless students not in residential programs for homeless youth or 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*.	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.	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
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	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

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)
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.				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, see Location Codes for Approved Special Education Services.
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

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 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 or charter school.	District of residence or charter school (Instructional) Not applicable (Accountability)	District of residence	District of residence (Reason for Beginning Enrollment Code 5905) District or charter school 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. Their Regents science score is “banked” for use in accountability calculations when the student enters a secondary-level cohort.

5. 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 Regents examinations in mathematics are not required to take the NYSTP grade 7 or 8 mathematics assessment to fulfill the testing requirement in mathematics for accountability. 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. Their Regents mathematics scores are "banked" for use in accountability calculations when the student enters a secondary-level cohort.

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-equivalent 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 accountability determinations are made.

Reporting Course Codes for Accelerated Students: 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 School 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, Secondary Level Examinations and the administrator's manuals for specific test titles for elementary/middle-level tests contain lists of accommodations available to students.

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

Students enrolled during the periods of enrollment in the table below will be included in the accountability calculations indicated. For first day of test administration period and last day of make-up period, see *Appendix I: Assessment and Reporting Timelines*.

Key:
Day 1 = BEDS Day (October 3, 2018)
Day 2 = First day of test administration period
Day 3 = Last day of make-up period

Students' Inclusion in Calculations

Enrollment	Student results will be included in:	
	Participation Rate	Composite Performance Index
Day 1 and any day between Day 2 and Day 3	Yes	Yes
Not Day 1 but any day between Day 2 and Day 3	Yes	No
Day 1 but not any day between Day 2 and Day 3	No	No

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 considered continuously enrolled and tested in the school and/or district, as indicated.

Reason for Ending Enrollment Code	Description	Continuously Enrolled and Tested 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 ESEA – 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 not considered continuously enrolled and tested 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 (HSE) 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
629	Previously earned commencement credential or IEP
799	Graduated (earned a Regents or local diploma)
816	Earned a High School Equivalency (HSE) Diploma
5938	Leaving a NYC community district under ESEA 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

All 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 five 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. Schools must send a copy of the Appeal to Graduate with a Lower Score on a Regents Examination 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 860 EBA, New York State Education Department, 89 Washington Avenue, Albany, NY 12234.

Students seeking to appeal with required Regents examination scores between 60 and 64, and students with disabilities seeking a local diploma using the low pass safety net with required Regents examination scores between 52 and 54, must meet the following criteria to demonstrate that they meet the State Learning Standards:

1) Have taken the Regents examination under appeal at least two times;
2) Have at least one score on the Regents examination under appeal within the score band stated above;
3) Present evidence that the student has taken advantage of academic help provided by the school in the subject tested by the Regents examination under appeal;
4) Have a course average in the subject under appeal (as evidenced in the official transcript that records grades achieved by the student that meets or exceeds the required passing grade by the school); and
5) Be recommended for an exemption to the graduation requirement by the student's teacher or Department chairperson in the subject of the Regents examination under appeal.

English Language Learners/Multilingual Learners who first entered school in the United States in grade 9 or above seeking to appeal with a score between 55 and 59 on the required Regents examination in English language arts must meet the following criteria to demonstrate that they meet the State Learning Standards:

1) Have taken the required Regents examination in English language arts under appeal at least two times;
2) Have been identified as an English Language Learner/Multilingual Learner at the time the student took the Regents examination in English language arts the second time;
3) Have at least one score on the required Regents examination in English language arts between 55 and 59;
4) Present evidence that the student has taken advantage of academic help provided by the school in English language arts;
5) Have a course average in English language arts (as evidenced in the official transcript that records grades achieved by the student) that meets or exceeds the required passing grade by the school; and
6) Be recommended for an exemption to the graduation requirement by the student's teacher or department chairperson in English language arts.

There is no restriction as to when a student earns a qualifying score on the Regents examination under appeal. Any student who has met all of the graduation requirements by June 2018 (or thereafter), with the exception of the examination(s) under appeal, is eligible for an appeal if they meet each of the revised eligibility criteria. Districts should report the student as a graduate in the school year in which the appeal is granted. In situations where the exam being appealed was taken in August and the appeal granted shortly thereafter, the student can be reported as an August graduate of that school year.

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.

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 age 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 table) that identifies the feeder school from which the student came. A list of feeder schools required to do backmapping is available on the SIRS web page. 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 accountability calculations for the feeder school in these subjects.

Career Development and Occupational Studies (CDOS)

Beginning in 2015-16, both general-education students and students with disabilities may earn a Career Development and Occupational Studies (CDOS) credential. Students who fulfill the requirements for earning a CDOS credential in addition to meeting graduation course and credit requirements and passing one Regents examination in English, science, mathematics, and social studies must be reported with Career Path Code “CDOS.”

Career and Technical Education (CTE) Students

CTE Programs: Located in high schools and BOCES, Career and Technical Education programming provides academic and technical instruction in the content areas of agriculture, business and marketing, family and consumer sciences, health sciences, trade and technical education, and/or technology education. CTE programs are comprised of at least three CTE courses (equivalent to three full units of study) that together form a cohesive concentration and incorporate the Career Development and Occupational Studies (CDOS) Learning Standards. A list of CTE program service codes is found in Chapter 5: Codes and Descriptions.) CTE programs that are approved sequences used to fulfill diploma requirements also include the content of the one-half unit state-developed Career and Financial Management curricular framework.

CTE Students: CTE students are those enrolled in any course that can be a part of a CTE content area. A CTE course is taught by a CTE certified teacher where students learn content from one of New York’s 6 content areas (i.e., agriculture, business, family and consumer sciences, health sciences, technology education, or trade and technical education),

and acquire technical skills through hands-on learning This includes students who are substituting a five-unit CTE sequence to fulfill the foreign language requirement for an advanced designation diploma. CTE students can be enrolled in:

- a local high school,
- a BOCES or technical/CTE high school,
- an alternative education and a CTE program,
- an approved High School Equivalency (HSE) program (AHSEP) 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, which will document that the BOCES is 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 directly.

Which Students Must Be Reported with CTE Records: Students enrolled in any career and technical education class who are also in a high school diploma-granting program or an approved High School Equivalency (HSE) program (i.e., AHSEP) must be reported with a CTE program service record, which identifies CTE Program Type, CTE Program Intensity, Service Provider Location, courses taken by the student, and teacher linkage information.

Program Service Records: All students taking CTE have a CTE program service record created in the school year they first enroll in a CTE course. 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 identifies 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 Sciences (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 in two of these content areas, the code to be reported should be the one in which most 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). A list of RIC contacts is available on the SIRS web page. The RIC can contact the NYSED CTE Team at (518) 486-1547 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 reporting year and program completion is still pending, leave the Reason for Ending Program Service field blank. 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 at Level 1, 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. Programs must reapply for approval every five years.

For more information on CTE, visit the CTE web page.

Career Pathways

Career Path Codes must be reported for all students reported with a credential or diploma. This field cannot be left blank for students reported with a credential or diploma. Students who received a credential but no diploma (i.e., CDOS as a stand-alone, Skills and Achievement Credential, or an HSE (High School Equivalency diploma)) should be reported with Career Path Code NONE. Students must ***always*** be reported with Career Path Code HUM if they passed at least two Regents exams in Social Studies, one Regents exam or Department Approved Alternative in English, Math, and Science, regardless of whether the student passed additional Regents examinations, Department Approved Alternatives, or Department-approved pathway assessments in the Arts, Career and Technical Education, and/or Biliteracy (LOTE), and/or met the requirement of a CDOS commencement credential.

Students should only be reported with a Career Path Code other than HUM if the student passed ***only one*** Social Studies Regents examination required for graduation and passed at least one additional Department-approved pathway assessment (e.g., Arts, Biliteracy), met requirements for the CDOS pathway, or if the student received a credential but no diploma (NONE).

If a student did not use the Humanities (HUM) pathway (passed only one Social Studies Regents exam) and met the requirements for multiple pathways (i.e., STEM Math or Science), the student should be reported with the Career Path Code for the career pathway with which the student most closely associates.

Please use the guidance below to assist you in choosing the correct Career Path Code:

1. If a student passed one Regents exam in English, Math, and Science ***and two Regents exams in Social Studies***, the student must be reported with Career Path Code **HUM, *because the student took two Regents exams in Social Studies***.

2. If a student passed one Regents exam in English and Math, two Regents exams in Science, ***and two Regents exams in Social Studies***, the student must be reported with Career Path Code **HUM *because they passed two Regents in Social Studies***.

   Though the student met the requirements for both the STEM Science and the Humanities pathways, the student must be reported with the HUM code, as the student did not use the extra Regents Science exam ***in lieu of*** the second Regents Social Studies exam to fulfill the graduation requirements.

3. If a student passed ***only one Regents exam in Social Studies*** and one Regents exam in English, Math, Science ***and an additional Science Regents exam in a different course or a Department Approved Alternative***, the student must be reported with Career Path Code **STEMSCIENCE,** because the student used the Regents Science (or

an approved alternative) exam ***in lieu of*** the second Regents Social Studies exam to fulfill the graduation requirements.

4. If a student passed ***only one Regents exam in Social Studies*** and one Regents exam in English, Math, Science ***and an additional Math Regents exam in a different course or a Department Approved Alternative***, the student must be reported with Career Pathway Code **STEMMATH** because the student used the Regents Math (or an approved alternative) exam ***in lieu of*** the second Regents Social Studies exam to fulfill the graduation requirements.

5. If a student passed ***only one Regents exam in Social Studies*** and one Regents exam in English, Math, Science, and ***a Department-approved pathway assessment in the Arts***, the student must be reported with Career Path Code **ARTS** because the student used the Department-approved pathway assessment in Arts ***in lieu of*** the second Regents Social Studies exam to fulfill the graduation requirements.

6. If a student passed ***only one Regents exam in Social Studies*** and one Regents exam in English, Math, Science, and ***a Department-approved pathway assessment in Biliteracy (LOTE)***, the student must be reported with the Career Path Code **LOTE** because the student used the Department-approved pathway assessment in Biliteracy ***in lieu of*** the second Regents Social Studies exam to fulfill the graduation requirements.

7. If a student passed ***only one Regents exam in Social Studies*** and one Regents exam in English, Math, Science, and ***a Department-approved CTE pathway assessment following successful completion of an approved CTE program,*** the student must be reported with Career Path Code **CTE** because the student used the Department-approved pathway assessment in CTE ***in lieu of*** the second Regents Social Studies exam to fulfill the graduation requirements.

8. If a student passed ***only one Regents exam in Social Studies*** and one Regents exam in English, Math, Science, ***and a Department Approved Alternative in English or Social Studies***, the student must be reported with Career Path Code **HUMALT** because the student used the Department-approved alternative assessment in English or Social Studies ***in lieu of*** the second Regents Social Studies exam to fulfill the graduation requirements.

9. If a student passed ***only one Regents exam in Social Studies*** and one Regents exam in English, Math, Science, and ***completed all the requirements for the CDOS Commencement Credential***, the student must be reported with Career Path Code **CDOS** because the student used completion of the CDOS requirements ***in lieu of*** the second Regents Social Studies exam to fulfill the graduation requirements.

When a superintendent makes a local determination that an eligible student with a disability has satisfied the requirements for a Superintendent Determination of Graduation with a Local Diploma, the student should be reported with a Career Path code that reflects the tested areas where the student either attained a passing score on a Regents examination required for graduation, or the Superintendent made a determination that the student has

otherwise met the standards for graduation. See Superintendent Determination of Graduation with a Local Diploma for more information.

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 HSE 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 an 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.

Daily Attendance

LEAs must report Daily Attendance codes. Although local data systems may collect suspension and attendance information in different places, SED's data collection model requires both to be reported through the Student Daily Attendance template. Attendance must be reported by any reporting entity that is required to take attendance (i.e., District of Responsibility). In the case of out-of-district placed students, attendance must be reported by the entity where the student is attending (i.e., district, BOCES where the student is placed). Report student attendance by BOCES program (e.g. CTE, Special Ed). Report each program as a unique BOCES program location (BOVL). If BOCES program location (BOVL) is not available, use general BOCES code. Currently, reporting of daily attendance for Prekindergarten students is not required.

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 (October 3, 2018). If a student moves to and enrolls in a new district after BEDS day, 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 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 3, 2018, moves to District B on October 3, 2018, and remains in District B through the 2018–19 and 2019–20 school year, the student will be counted for State Aid and BEDS enrollment purposes in District A in 2018–19 but in District B in 2019–20.

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 under the jurisdiction of the NYS Office of Children and Family Services.

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 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. Likewise, students attending charter schools who drop out while they are still of compulsory school age must be kept on the charter school's attendance register until they exceed compulsory school age. 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*.

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.

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 (HSE) 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*
- 1089 – *Transferred to an approved HSE program outside this district**

*Students with a Reason for Ending Enrollment Code 289 – *Transferred to an approved AHSEP program* or a Reason for Ending Enrollment Code 1089 – *Transferred to an approved HSE program outside this district* are counted as dropouts until a subsequent Reason for Beginning Enrollment Code of 5654 – *Enrolled in an AHSEP program* is recorded. At that point, whatever Exit Enrollment Code is used for the AHSEP record determines the student's discharge status.

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: Beginning in the 2017-18 school year, 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 no longer considered dropouts for annual and total cohort reporting purposes and are excluded from the graduation rate cohorts.

Students Who Enroll and Then Drop Out: For students who were enrolled at the end of the 2017–18 academic year but dropped out before the beginning of the 2018–19 school year, report the enrollment records with a beginning date of July 1, 2017 and ending date when it was determined the student was not returning to school (must be after July 1, 2018).

Students Who Are Auto Enrolled but Do Not Show: For students who are auto enrolled for scheduling and other purposes but do not show, remove the enrollment record when you receive official documentation that the student was enrolled in another school, district, or state or left the country.

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) assessments 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, and science in the appropriate years.

All students in these grades or equivalent ages who are also English Language Learners/Multilingual Learners must take the New York State English as a Second Language Achievement Test (NYSESLAT) until they are eligible to exit ELL/MLL status using one of the means indicated in the ELL/MLL Status Exit Program Service Codes section of Chapter 5: Codes and Descriptions.

English Language Learner/Multilingual Learner (ELL/MLL) Students

All English Language Learner/Multilingual (ELL/MLL) students must be reported with:

- Program Service Code 0231— *ELL Eligible*
- an ELL/MLL Program Service Code that identifies the type of services received, and
- the data element Years Enrolled in a Transitional Bilingual Education or English as a New Language (ENL) Program populated.

All students with an ELL/MLL-eligible record at any time during the school year will be included in the ELL group for accountability purposes. All ELL/MLL -eligible students must be provided ELL services.

The ELL/MLL Program Service Codes for identifying the type of services received are:

- 5709 (*English as a New Language (ENL))*
- 5676 (*Transitional Bilingual Education (TBE) Program)*
- 5687 (*One Way or Two Way Dual Language Program)*, or
- 8239 (*ELL Eligible but not in an ELL Program*).

Students can be in only one ELL/MLL program (i.e., Program Service Codes 5709, 5676, 5687, or 8239) at a time but may participate in more than one during the school year. One record must be provided for each ELL/MLL program in which a student participated. The record must indicate the dates of participation.

The data element Years Enrolled in a Transitional Bilingual Education or English as a New Language Program must be populated for all ELL/MLL students. This data element indicates the number of cumulative years the student has received services in a Transitional Bilingual Education or ENL program in New York State schools. (The years in which a student is reported with Program Service Code 8239 are not counted.) Districts should report, to the best of their ability, whether the student is in the first, second, third, or later year of Transitional Bilingual Education or ENL instruction in NYS schools. Some students may leave NYS schools for 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 Transitional Bilingual Education or ENL programs in NYS. Report one year for students with up to one year of Transitional Bilingual Education or ENL 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 NYS in past years. Each ten months of instruction should be considered equivalent to one year. For example, if the student received six months of Transitional Bilingual Education or ENL instruction in 2016–17 and four months in 2017–18, those months should be counted as the first year of instruction. The 2018–19 school year would be year 2 of instruction. Only ELL/MLL-eligible students should have this data element completed.

Students whose ELL/MLL status has ended must be reported with one of the following Reason for Ending Program Service Codes for Program Service Code 0231 — *ELL Eligible*:

- 3011 - *ELL Eligibility Exit Using NYSESLAT score only.* Report Years Enrolled in a Transitional Bilingual Education or ENL Program in that year for the student.
- 3022 - *ELL Eligibility Exit Using NYSESLAT score and NYSTP or Regents score*. Report Years Enrolled in a Transitional Bilingual Education or ENL Program in that year for the student.
- 3045 - *ELL Eligibility Exit based on review of identification determination.* Do NOT report Years Enrolled in a Transitional Bilingual Education or ENL Program in that year for the student.

See ELL/MLL Status Exit Program Service Codes in Chapter 5: Codes and Descriptions for more information.

All ELL/MLL students (including those from Puerto Rico) who, on April 1, 2019, will have been attending school in the United States for less than one year must also be reported with Program Service Code 0242 — *Eligible to take the NYSESLAT for grades 3-8 ELA Accountability.*

All students who participate in a program supported by Title III of ESEA must also have one of the following Program Service Codes associated with ESEA Title III:

- 5720 — *Title III: Services to Non-Immigrant ELL Students*
- 5731 — *Title III: Language Instruction Immigrant ELL Students*, or

NYSESLAT and Accountability

The Every Student Succeeds Act (ESSA) requires that the English proficiency of all ELL/MLL 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 ELL/MLL students. All grades Kindergarten through 12 ELL/MLL students (including ungraded age-equivalent students with disabilities) must take the NYSESLAT. (There is no valid NYSESLAT assessment for an HSE student.) ELL/MLL students must take this assessment to evaluate English proficiency even if they take a grades 3–8 ELA assessment, an RCT in Reading or Writing, a Regents examination in English or, for certain ELL/MLL students with disabilities, an RCT in reading or writing or the NYSAA in ELA in the current academic year.

***English Language Arts*:** ESSA requires that the reading/language arts proficiency of ELL/MLL students be measured as part of the school accountability program. USED has approved a one-time exemption from taking the State's reading/language arts assessment (including the NYSAA in ELA) for some ELL/MLL students. ELL/MLL-eligible students (including those from Puerto Rico) who on April 1, 2019, will have been attending school in the United States for less than one year may use the NYSESLAT as a one-time exemption from the State's reading/language arts assessment (including the NYSAA in ELA) to meet the ESSA participation requirement for 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 State's reading/language arts assessment.

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 State's reading/language arts assessment for the first year in which they are enrolled during the State's reading/language arts assessment 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: An ELL/MLL student enrolls for the first time in a United States school in grade 3 in March 2018 and ends enrollment by leaving the United States in June 2018 (four-month enrollment). The student re-enrolls in a United States school in March 2019 as a grade 4 student and remains enrolled through the end of the school year. If the one-time exemption occurred in 2017–18, even though the student has been enrolled in a United States school for only five months as of the 2018–19 NYSTP ELA test administration window (test is given in March), the student may not be exempt again in 2018–19, as the one-time exemption already occurred in 2017–18.

Example 2: An ELL/MLL student enrolls for the first time in a United States school in grade 3 in October 2016 and ends enrollment by leaving the United States in December 2016 (three-month enrollment). The student re-enrolls in a United States school in December 2017 as a grade 4 student and ends enrollment by leaving the United States in January 2018 (two-month enrollment). The student re-enrolls in a United States school in February 2019 as a grade 5 student and remains enrolled through the end of the 2018–19 NYSTP ELA test

administration window (one-month enrollment, test is given in March and the month of March 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 2018–19. The student may be exempt from taking the grade 5 NYSTP in ELA in 2018–19 because on April 1, 2019, the student has been enrolled in a school in the United States for fewer than 12 months. If the one-time exemption occurs in the 2018–19 school year, the student may *not* be exempt in future years from taking the NYSTP in ELA.

Example 3: An ELL/MLL student enrolls for the first time in a United States school in grade 1 in October 2016 and ends enrollment by leaving the United States in March 2017 (six-month enrollment). The student re-enrolls in a United States school in September 2018 as a grade 3 student and remains enrolled through the end of the 2018–19 NYSTP ELA test administration window (six-month enrollment, test is given in March and the month of March is not counted). The student may not be exempt from taking the grade 3 NYSTP in ELA in 2018–19 because on April 1, 2019, the student has been enrolled in a school in the United States for 12 months total.

Example 4: An ELL/MLL student who is also a student who is eligible to take the NYSAA enrolls for the first time in a United States school in grade 3 in October 2018. The student may be exempt from taking the grade 3 NYSTP in ELA and the grade 3 NYSAA ELA in 2018–19, because on April 1, 2019, the student has been enrolled in a school in the United States for fewer than 12 months. The student must take the appropriate NYSESLAT to be considered tested for accountability purposes.

Students who are eligible to take the NYSESLAT for grades 3–8 accountability must be recorded in the SIRS with Program Service Record Code 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 or the NYSAA ELA assessment to a student who is eligible for the ELA exemption, NYSED will count the student's NYSTP or NYSAA ELA scores when computing the school's and district's accountability PI.

For more information regarding testing and accountability for recently arrived ELL/MLL students, see Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students guidance.

Other Subjects: All ELL/MLL 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 ELL/MLL students accommodations approved by NYSED. Approved accommodations are provided in the Test Manuals for School Administrators and Teachers.

NYSESLAT and NYSAA

All ELL/MLL 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. Most NYSAA-eligible students who are age appropriate for testing on the NYSAA must take the NYSAA. NYSAA-eligible students who are also eligible for a one-time exemption from the State's reading/language arts assessment are not required to take the NYSAA in ELA. However, these students must take the NYSAA in all other subjects appropriate to their age equivalent grade level.

NYSESLAT Braille

All ELL/MLL students with a braille accommodation in grades K–12, including ungraded age-equivalent students, must take the NYSESLAT assessment. Grades K-2 are scored via a "Check List" and will be reported in SIRS via the summer clean-up process at the end of the summer. Grades 3-12 will have the assessments aligned to the general NYSESLAT assessment. Grades 3-12 will have the data placed on answer sheets by school personnel so that the data can be scanned and loaded into SIRS. For grades K-2, SIRS will collect the Total Score by Grade and Performance Level. For grades 3-12, using the Braille test forms, the tests will be in alignment with the general NYSESLAT assessment; therefore, students will receive the same types of scores and subscores as students using the non-braille editions.

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

The New York State Identification Test for English Language Learners (NYSITELL) serves as the approved means of initially identifying English Language Learners (ELLs)/Multilingual Learners (MLLs) in New York State. It 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. If the results of the NYSITELL indicate that the student is at the Entering, Emerging, Transitioning, or Expanding level of English proficiency, the student must be placed in a Bilingual Education or English as a New Language (ENL) program.

The NYSITELL is composed of eight distinct levels: I–VIII. The NYSITELL test content is aligned with the expectations for what the English language proficiency of an English Language Learner would be, depending on the grade and when in the school year the new student arrives, particularly for students in lower grades.

The table below shows the eight NYSITELL levels and identifies which level to administer to each new entrant, depending on the grade in which the student is enrolling and the date on which the test administration begins. Additional guidance regarding the NYSITELL assessments can be found on the NYSITELL web page.

Level	Grade in which student is enrolling	Dates on which test will be administered
I	Grade K	June 1–January 31
II	Grade K Grade 1	February 1–June 30 July 15–January 31
III	Grade 1 Grade 2 Grade 3	February 1–June 30 July 15–June 30 July 15–January 31
IV	Grade 3 Grade 4	February 1–June 30 July 15–January 31
V	Grade 4 Grade 5	February 1–June 30 July 15–January 31
VI	Grade 5 Grade 6 Grade 7	February 1–June 30 July 15–June 30 July 15–January 31
VII	Grade 7 Grade 8 Grade 9	February 1–June 30 July 15–June 30 July 15–January 31
VIII	Grade 9 Grades 10–12	February 1–June 30 July 15–June 30

The Level I test may be administered starting June 1 only to those new entrants who will not begin Kindergarten until September. Schools that are registering students prior to June 1 for enrollment in Kindergarten for the upcoming school year should not administer the NYSITELL to those students until June 1. Report assessment records in September for these students and report the date of test administration as any day during the first week of enrollment in your school. For all other NYSITELL students, report the date the student first starts to take the assessment as the administration date.

With the exception of Level I, the NYSITELL should be administered during the month of June only to students entering school for the remainder of the current school year and/or students enrolling in a summer school program. The testing of new students who are enrolling in New York State schools in Grade 1 and above for the fall may begin no earlier than July 15. Schools are not permitted to administer Levels II–VIII of NYSITELL from July 1–July 14.

For more information about NYSITELL, see the NYSITELL web page.

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 and 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) are found during the federally mandated Direct Certification Matching Process (DCMP) to be SNAP (Supplemental Nutrition Assistance Program) and/or Medicaid-eligible;
2) reside in the same household as a child receiving SNAP, TANF, FDPIR or deemed Medicaid eligible through the Direct Certification Matching Process (DCMP);
3) are documented as:
   - homeless-identified by the Homeless Liaison
     Note: Homeless students remain FRPL-eligible for the entire school year even if the family secures permanent housing and the student's homeless status ends during the school year.
   - foster-certified directly by State/local foster agency
   - migrant-identified by Migrant Outreach Education Program Coordinator
4) are documented in a program as per the Runaway and Homeless Youth act;
5) are documented to be in a federal Head Start/Even Start program;
6) have a National School Lunch Program (NSLP) application approved for free lunch or a CEP/P2 income inquiry form; or
7) are documented to be in a Food Distribution Program on Indian Reservations (FDPIR).

Students may be reported as qualifying for a REDUCED-PRICE lunch only if they:

- have a National School Lunch Program (NSLP) application for reduced-price lunch or a CEP/P2 income inquiry form and
- have a reported family income of 131 to 185 percent, inclusive, of the federal poverty level as determined using the federal income guidelines established for the current school year.

Carryover of previous year's eligibility is for up to 30 operating days into the current school year or until a new eligibility determination has been made, whichever is first. 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. Carryover (30 days) also applies to students who transfer from a CEP participating to a non-CEP school during the school year. For students within the 30-day carryover period report the previous eligibility type if known, if not known report CARRYOVER.

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*. Students reported with Program Service Code 5817: *Free Lunch Program* should also be reported with Program Service Code 0198: *Poverty-from low-income family*.

For districts participating in the Community Eligibility Provision (CEP), actual current eligibility determinations must be made for BEDS reporting purposes. This can be done by conducting the Direct Certification Matching Process (DCMP) with Child Nutrition Program SNAP and Medicaid data along with the collection of family income from an alternate eligibility form. NOTE: Districts may not report that ***all*** students in a CEP site are free (Program Service Code 5817: *Free Lunch Program*) solely because they are attending a CEP participating school.

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*. Students reported with Program Service Code 5806: *Reduced-Price Lunch Program* should also be reported with Program Service Code 0198: *Poverty-from low-income family*.

Every student reported as qualifying for either a free or reduced-price lunch must also be reported with an eligibility type code (see Free and Reduced-Price Lunch Eligibility Types in Chapter 5). Report at least one eligibility type code associated with a student's free or reduced-price lunch record. Once a student's Carryover eligibility has expired, report only one additional non-Carryover eligibility type. It is not necessary to report additional eligibility types UNLESS the student becomes DCMP eligible. When eligible, DCMP should ***always*** be reported. FRPL eligibility type codes should be re-evaluated at the beginning of each school year. Eligibility type codes that may have applied in the prior year and are no longer applicable should be removed for current year.

Graduates

All students who graduated in the current reporting year must be reported with a Postgraduate Plan Description, Credential Type Description, Career Pathway, 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. If the student is reported with an EOY Exit Enrollment Code instead of 799, the student will not be counted as a graduate and display as Still Enrolled.

All students in public, nonpublic, and charter schools who were awarded Regents Diplomas, Local Diplomas, Career Development & Occupational Studies Commencement Credentials, and/or Skills & Achievement Commencement Credentials must be reported in SIRS.

High School Equivalency (HSE) 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 an 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 HSE 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 (HSE) preparation program*.

Recipients of Commencement Credentials (that are not awarded as a supplement to a Diploma) 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. Recipients of High School Equivalency diplomas who return to pursue a Career Development & Occupational Studies Commencement Credential should also 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.

Recipients of High School Equivalency diplomas with Reason for Ending Program Service Code 700 who also receive the Career Development & Occupational Studies Commencement Credential while enrolled in an AHSEP program should also be reported with the credential awarded (Credential Type Code 738 — High School Equivalency (HSE) Diploma).

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 the spring and then the Grade 4 Science Test in later that spring, 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.) Homebound status is exclusively related to illness, injury, and/or disability and cannot be used for students who are tutored at home as a result of a suspension.

Homeless Students

Homeless students must be reported with Program Service Code 8262 – Homeless Student Status as well as a Homeless Primary Nighttime Residence code in the Programs_Fact table. There are two other program service codes that may apply to homeless students. Students must be identified as homeless with the 8262 and have a Primary Nighttime Residence in order to report these codes:

1. Program Service Code 8272 — *Homeless Unaccompanied Youth Status*. This is reported in the Programs_Fact table for homeless students who are unaccompanied youth.

2. Program Service Code 0892 – *Title I: Part A: Homeless Student Served with Set-Aside Funds*. This is reported in the Programs_Fact table for homeless students who are served with Title I: Part A funds that the district is required to set aside for homeless students.

A Homeless record should only be ended when the student is no longer homeless, not to report a change in the type of primary nighttime residence. If the student is no longer considered homeless during the school year, the homeless record should end along with any associated homeless program records. The Primary Nighttime Residence code only needs to be updated when a new Homeless record is started.

Immigrant Students

Immigrant students must be reported with Program Service Code 8282 — Immigrant Children and Youth Status in the Programs_Fact table as well as a Home Language Description and Student's Place of Birth in the Student_Lite table; and Program Service Codes 5731 — *Title III: Language Instruction Immigrant ELL Students* (if applicable; that is, receiving these services) in the Programs_Fact table. See definition of immigrant students in Appendix VI: Terms and Acronyms. Months/years in Preschool, PreKindergarten, Kindergarten, and home-schooled instruction count as months/years in U.S. schools. Preschool students enrolled for the purpose of receiving special education services will have months/years count whether their attendance is in a public or non-public setting and whether their attendance is full time or not. Foreign exchange students are not considered immigrants.

Job Corps Program Students

Students in Job Corps Programs on the list of approved AHSEP programs should be reported with Reason for Ending Enrollment Code 289 — *Transferred to an approved AHSEP 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 (HSE) preparation program* or an appropriate dropout code, whichever is applicable.

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: Most 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. Most students whose birth dates fall between September 1, 2004 and August 31, 2010 must be administered the appropriate grades 3 through 8 NYSAAs in 2018–19. The only exception to this rule is NYSAA-eligible students who are also eligible for a one-time exemption from the State's reading/language arts assessment. These students are not required to take the NYSAA in ELA. 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, 2018 and have not previously taken the secondary-level NYSAA must be administered the test during the 2018–19 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, 2000 who have not been assessed must be assessed before they leave school.

NYSAA and Accountability: The United States Department of Education (USED) has issued regulations that allow students with significant cognitive disabilities to be measured against alternate learning standards. All students with disabilities eligible for the NYSAA under Section 101.1(t)(2)(iv) of Commissioner's Regulations (except for ELL/MLL students who are eligible for a one-time exemption from the NYSAA in ELA) should be administered that test. These students will be included in the accountability PIs using their NYSAA performance level, provided that the students are reported in SIRS as ungraded, with Program Service Code 0220 — *Eligible for Alternate Assessment*, with a program service code that indicates they are students with a disability.

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:

- 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. Nonpublic schools are required to report students who were awarded Regents diplomas, local diplomas that conform to Commissioner's Regulations on local diplomas, Career Development & Occupational Studies Commencement Credentials, and/or Skills & Achievement Commencement Credentials in SIRS. If a nonpublic school chooses to administer a state assessment to its students and/or awards diplomas or credentials for its students as noted above, enrollment, demographic, program service, and assessment records for these students must be reported in SIRS. This includes reporting Graduate data. Nonpublic schools that do not administer state assessments and confer only "school" diplomas (not Regents or local diplomas that conform to Commissioner's Regulations on local diplomas) are not required to report student records 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 approved answer document that enables the school to report data in the SIRS.

Parentally-placed students that are enrolled in a nonpublic school are the instructional responsibility of that nonpublic school. If a nonpublic school chooses not to administer the State assessments (and therefore does not contract with a RIC), the nonpublic school cannot send their students to another school (public, charter, nor nonpublic) for the purpose of taking the assessments. The assessment(s) must be reported by the nonpublic school where the student is officially enrolled.

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, the credential earned, and career pathway code used. 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 program that can be a Universal Pre-K (UPK) program or other Pre-K program. Students reported in any Pre-K program should be four years of age on or before December 1 or otherwise first eligible to attend Kindergarten in the next school year except for students enrolled in the following grant programs: Expanded Pre-K for 3 & 4 Years Olds (EPK),

Prekindergarten for Three Year Olds (3PK), or Additional Grants for Expanded Pre-K for 3 & 4 Year Olds (EPK2). Note that a student should only be reported as Pre-K if he/she is in either a UPK or other Pre-K program that is operated by the school district or under contract with the district or in a Targeted Pre-K program operated by any one of three approved BOCES.

Regardless of the type of Pre-K program, students in Pre-K should be reported with Reason for Beginning Enrollment Code 0011. Building of location codes should be reported as follows:

- students attending Pre-K programs in a school within the district should be reported with the school BEDS code as the location;
- students attending Targeted Pre-K programs operated by Madison-Oneida, Questar III, or Herkimer BOCES should be reported with the BOCES BEDS code as the location;
- students attending Pre-K programs operated under contract with the district (other locations) should be reported with the first eight digits of the district's BEDS code followed by 0666 as the location.

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. Any child whose Pre-K placement is funded solely by the allocational UPK grant must be reported with Program Service Code 902 (UPK). Children whose half-day UPK placement has been converted to full-day using the Statewide Universal Full-day Prekindergarten (SUFDPK) grant, Expanded Pre-K for 3 & 4 Year Olds grant (EPK), Additional Grants for Expanded Pre-K for 3 & 4 Year Olds (EPK2), or federal Preschool Development Expansion grant should be reported with Program Service Code 902 (UPK) and grade level PKF (full-day). Failure to code such children as UPK may result in a reduction in the amount that a district can be reimbursed for the prekindergarten services it provides during the school year. In addition, all UPK students must be reported with one of the following Program Service Codes that identifies the UPK program 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), or 1419 (Other). See the Program Services Codes and Descriptions section of this manual for additional information.

Students in any other type of Pre-K program other than UPK should be reported with Program Service Code 990 (Other Pre-K). This includes students in:

- new half-day Pre-K placements funded by Expanded Pre-K for 3 & 4 Year Olds (EPK), Prekindergarten for Three Year Olds (3PK), or Additional Grants for the Expanded Pre-K for 3 & 4 Year Olds (EPK2) grants;
- new full-day Pre-K placements funded by Statewide Universal Full-day Prekindergarten (SUFDPK), Expanded Pre-K for 3 & 4 Year Olds (EPK), Prekindergarten for Three Year Olds (3PK), Additional Grants for Expanded Pre-K for 3 & 4 Year Olds (EPK2), or federal Preschool Development Expansion grants; and

- Targeted Pre-K programs operated by Madison-Oneida, Questar III, or Herkimer BOCES.

P-Tech Programs

P-Tech Programs are programs in which students earn a Regents diploma, get workplace experience, and receive an Associate's degree or credits towards one over six years of high school. Students in these programs qualify for ELL/MLL, disability, and FRPL services throughout the entire six years of the program.

Students enrolled in an NYS P-Tech Program must be reported with Program Service Code 4026; students enrolled in an NYC P-Tech Grades 9-14 Early College and Career High School program must be reported with Program Service Code 4027. Students enrolled in either program must be reported with a program beginning date. Students who exit the program while still enrolled in school must be reported with a program end date indicating when they exited the program. Report the number of years the student has been in the program in the Program Duration field of the Program Facts table. Report the grade of the student in the GRADE LEVEL field of the Student Lite and School Entry Exit tables. Students in P-Tech programs can only be reported with grade 9, 10, 11, or 12. Students in these programs who have advanced to grade 12 should continue to be reported in grade 12 for all subsequent years that they are participating in the program.

P-Tech students should continue to have daily attendance reported in SIRS only if they are taking high school courses at the high school, a BOCES site, or on the college campus. If they are taking college level courses on a college campus that are NOT dual credit, attendance and suspension data do not need to be reported in SIRS. Report via all required templates up until graduation. Students in years 5 and 6 should be reported in Student Lite, Entry Exit, Programs Fact, Attendance Codes and Student Daily Attendance templates as appropriate.

Report students enrolled in either of these programs who:

- fulfill the requirements for a Regents or local diploma and are remaining in the program with Reason for Ending Enrollment Code 0065 (Fulfilled HS Grad Req for Extended Integrated HS Program) and an appropriate Credential Type Code, Career Pathway Code, and Post-Graduation Plan when they fulfill the requirements for the ~~Regents~~ diploma. Re-enroll these students with Reason for Beginning Enrollment Code 0011 the following school year. Students reported in one of these programs, in Grade 12 and with a Program Duration of 5 or 6 will not be included in the participation rate calculation for secondary-level ELA and math accountability.
- fulfill the requirements for a Regents or local diploma and are exiting the program and the school with Reason for Ending Enrollment Code 799 (local or Regents diploma) and an appropriate Credential Type Code, Career Pathway Code, and Post-Graduation Plan.
- fulfill the requirements for a Regents diploma, continue in the program, but subsequently decide to leave the program and exit school with a Reason for Ending Enrollment Code 0068 (Exited Extended Integrated HS Program After Fulfilling HS Grad Req) when they decide to leave the program and school.
- complete all three parts of either program — high school diploma, workplace experience, and Associates Degree or credits toward an Associate's Degree — with a

Reason for Ending Enrollment Code 0067 (Completed Extended Integrated HS Program).

- exit the program but not the school with the appropriate program end date.
- exit the program and the school without fulfilling the requirements for a Regents or local diploma with the appropriate Reason for Ending Enrollment Code.

The P-Tech program service code of 4026 or 4027 must be reported on the student's program fact record every year they are participating in the program. If the student is in year 5 or year 6 of the program and doesn't have a P-Tech program service code, the student will display as "still enrolled" in the cohort reports and no longer count as a graduate.

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 reporting purposes. Students who are reported as not Hispanic/Latino will be counted in the race category in which they are reported. Non-Hispanic students who are reported with more than one race category will be reported as Multiracial. See Chapter 3 for reporting staff Race and Ethnicity data. 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, ELL/MLL 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, ELL/MLL eligibility, and NYSAA eligibility.

Safety Net Options

RCT Safety Net: The option for a student with a disability or with a 504 plan to graduate with a local diploma based on passing one or more RCTs is available only to students with disabilities or students with 504 plans who first entered grade 9 prior to the September 2014–15 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 2014 and thereafter.

A student's grade level is based on the grade the student was enrolled in during the school year prior to September 2014. Students with disabilities or students with a 504 plan in grade 8 during the 2013–14 school year who entered grade 9 in September 2013, but who attended summer school or received extended school year/12-month special education services in July and August of 2014 are not eligible for the RCT safety net.

Local Diploma Safety Net Option: Effective October 31, 2012, students with disabilities or 504 plan 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. There are examples of Safety Net options available online.

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. For more information on safety net options for students with disabilities, see Local Diploma Safety Net Options for Students with Disabilities who Enter Grade 9 in September 2011 and Thereafter.

Seal of Biliteracy

The New York State Seal of Biliteracy (NYSSB) recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English. Student who receive a NYSSB must be reported with Program Service Code 8312 — Received Seal of Biliteracy the year in which they complete all requirements for a Regents diploma, even if the criteria for receiving the NYSSB were met in a prior year. Districts will include Program Service Code 8312 on the student's transcripts to indicate the earning of the NYSSB.

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 ELL/MLL 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 ELL/MLL 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 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 during a school year should be reported in the SIRS. If students attend summer school immediately following the school year in which they turn 21, they should be reported in SIRS. Records for these students should not be reported in the SIRS after they complete this school year or summer school term.

Students with Disabilities

Each public school district must report special education records as well as demographic, enrollment, program service, and 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 on the PD Data System web page.

All students classified as disabled in the current school year must have a disability type record, identifying the student's disability. All students identified as disabled at any time during the school year will be included in the students with disabilities group for reporting 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 8305 and 140, respectively, 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 by entities other than the school district or a BOCES 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 visiting Datasupport.

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 is ***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.

7) When the service provider is a public school district and a charter school has accountability for the student's performance, use the BEDS code of the district building where the student receives the service.

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.

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. Students who are suspended for a full day should be reported as suspended for that day; students who are suspended for a half day should NOT be reported as suspended for that day.

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 supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision. 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

records. The school the student transfers from should submit the student's answer recordss 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 record should be sent to the school the student transferred from, if possible. If this school cannot be identified, the answer record 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 score 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.

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 ESEA

Students who applied to transfer to and, if applicable, were provided the option to transfer to another district school, using an ESEA-mandated public school choice option must be reported with the appropriate ESEA 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 ESEA transfer option: 5544

— *Transferred in under the ESEA Title I School in Improvement Status*, 7000 — *Transferred in under the ESEA Persistently Dangerous School*, and 7011 — *Transferred in under the ESEA Victim of Serious Violent Incident*. 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 ESEA choice provision. Public school districts other than New York City must use Reason for Ending Enrollment Code 5927 — *Leaving a school under ESEA – 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 ESEA a 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.

Transgender Students

Transgender students are those whose gender identity does not correspond to their assigned sex at birth. Report transgender students with the gender with which the student chooses to identify. In the case of very young transgender students not yet able to advocate for themselves, the request to report the student's gender may come from the student's parent or guardian. Transgender students may be reported with changed gender and changed name but must continue to be reported with their originally assigned NYSSIS ID and local ID in order to track their progress longitudinally. School districts should immediately update student records, including transcripts, with the student's chosen name and appropriate gender markers and not circulate records with the student's birth name. Anyone provided a transcript or accessing a student's record should only receive the chosen name. To protect the confidentiality of a student's transgender status, the birth name should be treated as confidential personally identifiable information. For more information about transgender students, see Transgender and Gender Nonconforming Guidance.

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.

See Guidelines for reporting grade and First Date of Entry into Grade 9 for students with disabilities for further information.

Assessments by Birth Date/Age for Ungraded Students in 2018–19

Assessments	Birth Dates	Reaches This Age Between September 1, 2018 and August 31, 2019
Grade K: NYSESLAT	Any date after August 31, 2012	6
Grade 1: NYSESLAT	September 1, 2011—August 31, 2012	7
Grade 2: NYSESLAT	September 1, 2010—August 31, 2011	8
Grade 3: NYSAA ELA, NYSAA mathematics, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2009—August 31, 2010	9
Grade 4: NYSAA ELA, NYSAA mathematics, NYSAA science, NYSTP ELA, NYSTP mathematics, NYSTP science, and NYSESLAT	September 1, 2008—August 31, 2009	10
Grade 5: NYSAA ELA, NYSAA mathematics, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2007—August 31, 2008	11
Grade 6: NYSAA ELA, NYSAA mathematics, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2006—August 31, 2007	12
Grade 7: NYSAA ELA, NYSAA mathematics, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2005—August 31, 2006	13
Grade 8: NYSAA ELA, NYSAA mathematics, NYSAA science, NYSTP ELA, NYSTP mathematics, NYSTP science, and NYSESLAT	September 1, 2004—August 31, 2005	14
Grade 9: NYSESLAT	September 1, 2003—August 31, 2004	15
Grade 10: NYSESLAT	September 1, 2002—August 31, 2003	16
Grade 11: NYSESLAT	September 1, 2001—August 31, 2002	17
Grade 12: NYSESLAT	Born on or before August 31, 2001	18
Secondary-Level NYSAA ELA, mathematics, and science	September 1, 2000—August 31, 2001	18

"Validity Rules": Reporting Students with Valid or Invalid Scores

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

Department Policy:
All students are expected to participate in State assessments as part of the core academic program. Absences from all or part of the required academic program should be managed in accordance with the attendance policies of the district pursuant to Section 104.1(i) of Commissioner's Regulations. For accountability and other statewide reporting purposes, students will be counted as "not tested" only if one of the following occurs:

- The student's SIRS record shows him or her as enrolled for the entire test administration period but includes no appropriate test record,
- The student is absent from school for one or more of the test sessions and the missed session(s) are not completed during the makeup period,
- The student is present for one or more test sessions but did not respond to even one question on the test,
- The student refused all the test sessions, or
- The student's results were invalidated due to an administrative error.

Present for All Sessions: Students who are in attendance at their school of enrollment for all sessions/parts of the test (during the test administration period or make-up period) are considered in attendance for the assessment and cannot be marked as absent unless the student becomes ill during the test session or earlier that day. Students who are in attendance, respond to at least one item on the test and are not identified as absent, including embedded non-operational research items, will receive a valid score and a valid performance level.

For ungraded students: According to the ungraded/DOB age chart, the student must take the appropriate assessment to receive a valid score. If the DOB age range and grade do not match the grade in the "Item Description" field, then the student must receive a scale score of "999" and a standard achieved code/performance level of "97" indicating an administrative error receiving no valid score.

Students present for all sessions/parts of the test will be counted as tested in verification reports and for accountability calculations. Note that the assessment a student is reported to have taken 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 2018–19" table in the "Ungraded Students" section of this chapter. For example, a student reported as in the third grade 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 scale score of "999" and a standard achieved code/performance level 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/performance level of "97", indicating administrative error.

Absent: Students who are absent for any session or absent for the entire test, will receive from the vendor a scale score of “999” and a standard achieved code/performance level of “99” indicating absent/no valid score, whether or not there are any response records. For example, if a student is marked as absent yet answered at least one question on the test, the standard achieved code/performance level of “99” overrides the partial score calculated by the questions answered. These students will be counted as not tested in verification reports and for accountability calculations.

In the case where a student leaves the test administration in the middle of a test session due to illness and was not able to make up that part of the test during the test administration or make-up administration period, the school official must decide whether to mark the student as absent. If the student is not marked as absent, the student will receive a score based on the questions completed and a performance level and scale score will be calculated. If the absent circle is darkened in, the student will receive from the vendor a scale score of “999” and a standard achieved code/performance level of “99” indicating absent/no valid score.

Note: Students who are in attendance at their school of enrollment for all sessions of the test, during the test administration period or make-up period, are considered in attendance for the assessment and cannot be marked as absent unless the student becomes ill during the test session or earlier that day. If a student is marked as absent yet answered at least one question on the test, the scale score of “999” and performance level of “99” overrides the partial score calculated by the questions answered.

Refusal: Refusal Code (standard achieved code/performance level of “96”) should be used for students who refused ***both*** sessions (Books) of the test. The “96” refusal code can only be used for students who refused the entire test and is not to be used for students who refused part of the test (partial refusals). Students who refused the entire test (***both*** sessions) must have a scale score of “999” and a standard achieved code/performance level of “96” indicating no valid score. The “96” refusal code is moved 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.

If a student answered ***at least*** one question but refused other questions/sessions of the test, the student will receive a valid score based upon the questions answered. A performance level and scale score ***will*** be calculated. The question answered can be an operational test question or an embedded field test question. As long as one question is answered and the circle denoting absent for one or more test sessions is not darkened, the student will receive a valid score.

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 scale score of “999” and a standard achieved code/performance level of “97,” indicating administrative error, and will be counted as not tested in verification reports and for

accountability calculations. For additional guidance on administrative errors, see the School Administrator's Manual.

If a student is marked as administrative error yet answered at least one question on the test, the standard achieved code/performance level of "97" overrides the partial score calculated by the questions answered.

Medically Excused: Students who are incapacitated by illness or injury during the test administration and make-up periods and have on file documentation from a medical practitioner that they were too incapacitated to complete the test at the school, at home, or in a medical setting, are considered medically excused and will have no valid test score. These students must be reported with a scale score of "999" and a standard achieved code/performance level of "93." These students are excluded from the numerator and the denominator of the participation and performance accountability calculations.

Medically excused during test administration: If a student takes one or more sessions but is later identified as "medically excused" by a medical practitioner, the standard achieved code/performance level of "93" overrides the partial score calculated by the questions answered.

New York State Testing Program (NYSTP) Assessments in 4 & 8 Science

Department Policy:

All students are expected to participate in State assessments as part of the core academic program. Absences from all or part of the required academic program should be managed in accordance with the attendance policies of the district pursuant to Section 104.1(i) of Commissioner's Regulations. For accountability and other statewide reporting purposes, students will be counted as "not tested" only if one of the following occurs:

- The student's SIRS record shows him or her as enrolled for the entire test administration period but includes no appropriate test record,
- The student is absent from school for one or more of the test sessions and the missed session(s) are not completed during the makeup period,
- The student is present for both test sessions but did not respond to even one question in both sessions.
- The student refused all of the test sessions, or
- The student's results were invalidated due to an administrative error.

Present for All Sessions: Students who are in attendance at their school of enrollment for all sessions/parts of the test, (during the test administration period or make-up period) are considered in attendance for the assessment and cannot be marked as absent unless the student becomes ill during the test session or earlier that day. Students who are in attendance and who respond to at least one item on ***both*** the Written Test and the Performance Test will receive a valid score and a valid performance level.

Absent: Students who are absent for any part (Written or Performance) or absent for the entire test or refuse to answer one question on both the Written Test and Performance Test, will receive a scale score of “999” and a standard achieved code/performance level 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.

In the case where a student leaves the test administration in the middle of a test session due to illness and was not able to make up that part of the test during the test administration or make-up administration period, the school official must decide whether to mark the student as absent. If the student is not marked as absent, the student will receive a score based on the questions completed and scale score and a performance level will be calculated. If the absent circle is darkened in, then the student will receive a scale score of “999” and a standard achieved code/performance level of “99” indicating no valid score.

Note: Students who are in attendance at their school of enrollment for all sessions of the test, during the test administration period or make-up period, are considered in attendance for the assessment and cannot be marked as absent unless the student becomes ill during the test session or earlier that day.

Refusal: Refusal for entire test is only used if a student refused both the Written Test and Performance Test on the science assessment. The “96” refusal code is moved 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 whose answer sheets indicate “Refused entire test” but the student answered at least one question on both the Written Test and Performance 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 scale score of “999” and a standard achieved code of “97,” indicating administrative error, and will be counted as not tested in verification reports and for accountability calculations. For additional guidance on administrative errors, see the School Administrator's Manual.

Medically Excused: Students who are incapacitated by illness or injury during the test administration and make-up periods and have on file documentation from a medical practitioner that they were too incapacitated to complete the test at the school, at home, or in a medical setting, are considered medically excused. These students must be considered to have no valid test score and must be reported with a scale score of “999” and a standard achieved code/performance level 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 (NYSESLAT)

Present for All Modalities (Grade K) or Sessions (Grades 1-12):

- Grade K:

- Students who are present for all four modalities, not marked absent for any of the four modalities ("Z"), during an administration period, including the make-up period, and who received a score for at least one item in each modality, will receive a valid score including Overall Scale Score, Overall Proficiency Level, Overall State Percentile Rank, Student's Percentile Rank compared to District, Raw Score for each modality, Scale Score for each modality, and State Mean Scale Score by Grade for each modality.
- The one question answered can be either a multiple choice or constructed response item. (Note: "A" (Writing only), "U" (Reading and Listening only), and "S" (Speaking only) are considered valid responses.) If a student does not respond to at least one question for each modality, the student must not receive a valid Overall Scale Score or Overall Proficiency Level. Instead student shall receive an Overall Scale Score of "999" and an Overall Proficiency Level of "99", indicating no valid score.

- Grades 1-12:
  - Students who are present for all Sessions (Sessions 1-3 which include Listening, Reading, Writing and Session 4 which includes Speaking), not marked absent for any of the four sessions ("Z"), during an administration period, including the make-up period, and who received a score for at least one item in each Session will receive a valid score including Overall Scale Score, Overall Proficiency Level, Overall State Percentile Rank, Raw Score for each modality, and Scale Score for each modality.
  - The one question answered can be either a multiple choice or constructed response item. (Note: "A" (Writing only) and "S" (Speaking only) are considered valid responses.) If a student does not respond to as least one question, the student must not receive a valid Overall Scale Score or Proficiency Level. Instead student shall receive an Overall Scale Score of "999" and a Proficiency Level of "99", indicating no valid score.
  - If a student is present for each of three Listening, Reading, and Writing sessions (Sessions 1-3), and answered at least one question in each of the sessions, the student will receive a valid Raw Score and Scale Score for the Listening, Reading, and Writing modalities. (Note: "A" (Writing only) and "S" (Speaking only) are considered valid responses.)
  - If a student is present for the Speaking session (Session 4), and answered at least one question, the student will receive a valid Raw Score and Scale Score for the Speaking modality. (Note: "S" is considered a valid response.)
  - If a student is marked absent ("Z") for *one or more* of the three Listening, Reading, and Writing sessions (Sessions 1-3), the student will not receive a valid Raw Score or Scale Score for the Listening, Reading, or Writing modalities.
  - If a student is marked absent ("Z") for the Speaking session (Session 4), the student will not receive a valid Raw Score or Scale Score for the Speaking modality.
  - If a student is marked as absent for *one or more* of the Listening, Reading, and Writing Sessions (Sessions 1-3), and the Speaking Session (Session 4), the student will not receive a valid Raw Score or Scale Score for any modality.

- Students who are in attendance at their school of enrollment and present for all modalities (Grade K) or Sessions (Grades 1-12) of the test, (during the test administration period or make-up period), are considered in attendance for the assessment and cannot be marked as absent unless the student becomes ill during the test (Grade K Modality/ Grades 1-12 Session), or earlier that day.

- Students who are in attendance and who respond to at least one item on the test (Modality Grade K and Session Grades 1-12), including embedded non-operational research items, will receive a valid Overall Scale Score and Overall Proficiency Level.

Determining a Valid Overall Scale Score for Students in Kindergarten:

If a student is absent for any modality, the student does not receive an Overall Scale Score or Overall Proficiency Level but will receive a Raw Score and a Scale Score for each modality in which the student received a score for at least one item.

If a student is not marked absent for any of the four modalities, the student will receive Raw Scores and Scale Scores for all four modalities and an Overall Scale Score and Overall Proficiency Level provided that the student received a score for at least one question in each of the four modalities. Note: “U” (Reading and Listening only), “A” (Writing only) and “S” (Speaking only) are considered valid scores.

- Listening:
  - The student recorded an answer choice for one or more multiple-choice items. Note: Score of “U” is considered a valid score; and
- Speaking:
  - One or more constructed-response scores were recorded. (Note: A score of “S” is considered a valid score); and
- Reading:
  - The student recorded an answer choice for one or more multiple-choice items. Note: Score of “U” is considered a valid score; and
- Writing:
  - One or more constructed-response scores were recorded. Note: A score of “A” is considered valid score.

Determining Valid Scale Scores for Students in Grades 1-12:

- If a student is absent for any session, the student does not receive an Overall Scale Score or Overall Proficiency Level but will receive Raw Scores and Scale Scores for each modality in which the student received a score for at least one item.

- If a student is marked absent for the Speaking Session (Session 4) but is not marked absent for any of the Listening, Reading, or Writing Sessions (Sessions 1-3), the student will receive valid scores for the Listening, Reading, and Writing modalities provided that the student received a score for at least one question in each of the three Listening, Reading, and Writing Sessions. Note: Responses of “S” (Speaking only) and “A” (Writing only) are considered valid scores.

- If a student is marked absent for any of the three Listening, Reading, and Writing Sessions, the student receives a valid scale score only for Speaking provided that the student receives a score for at least one Speaking item. Note: Responses of "S" (Speaking only) and "A" (Writing only) are considered valid scores.

- If a student is marked as absent for both the Speaking Session and one or more of the Listening, Reading, and Writing Sessions, the student will not receive a valid score for any modality.

Scoring Rule for a Multiple-Choice code of "U" indicating "Unable to Respond":

When scoring Grade K Listening and Reading multiple-choice items, the teacher darkens the circle "U" to indicate that the student provided no response to any items. When the contractor is scoring, the contractor will treat the "U" as a score of zero.

Scoring Rule for Constructed Response code of "A" indicating "No Response"*:*

When scoring Writing items (Grades K-12), the rater darkens the circle "A" to indicate that the student provided no response. When the contractor is scoring, the contractor will treat the "A" as a score of zero.

Skipping Rule:

- Applies to Speaking questions 3, 4, 7, 8, 11, and 12.
- Applies to all grades (K-12) (same questions for each grade).
- Skipped questions will have an "S" darkened-in. When the contractor is scoring, the contractor will treat the "S" as a zero when calculating a Speaking modality score.
- For any items that are skipped, pursuant to the Skipping Rules, the letter 'S' should be written on the Speaking Score Sheet in the column titled "Write Student Score."

Absent:

- Unless a student is marked absent ("Z") for all four modalities (Grade K) or all four sessions (Grades 1-12) the record will be sent to the contractor for scoring.
- In the case where a student leaves the test administration in the middle of a modality (Grade K) or session (Grades 1-12) and is not able to make up that part of the modality/session, school officials must decide whether to mark the student as absent for the entirety of that modality (Grade K) or session (Grades 1-12).
- If a student is marked as absent yet answered at least one question on the test, the Overall Scale Score of "999" and Overall Proficiency of "99" overrides the partial score calculated by the questions answered.

- **Grade K**:
  - If a Grade K student is absent for one or more Modalities:
    - The student must receive:
      - **Overall Scale Score**: "999"
      - **Overall Proficiency Level:** "99"

- **Overall State Percentile Rank:** blank
- **Student's Percentile Rank compared to District:** blank

- If a Grade K student is absent for a modality (i.e. student does not respond to at least one question for that modality), the student will not receive a valid Raw Score or Scale Score for that modality.
  - Listening: The student did not record an answer choice for at least one multiple-choice item (Note: A score of "U" is considered a valid score.). The student must receive:
    - **Listening Raw Score:** blank
    - **Listening Scale Score:** "99"
    - **Listening State Mean Scale Score by Grade:** blank
  - Speaking: The student did not record an answer for at least one constructed response item. (Note: A score of "S" is considered a valid score.) The student must receive:
    - **Speaking Raw Score:** blank
    - **Speaking Scale Score:** "99"
    - **Speaking State Mean Scale Score by Grade:** blank
  - Reading: The student did not record an answer choice for at least one multiple-choice item. (Note: A score of "U" is considered a valid score.) The student must receive:
    - **Reading Raw Score:** blank
    - **Reading Scale Score:** "99"
    - **Reading State Mean Scale Score by Grade:** blank
  - Writing: The student did not record an answer for at least one constructed-response item. (Note: A score of "A" is considered valid score.) The student must receive:
    - **Writing Raw Score:** blank
    - **Writing Scale Score:** "99"
    - **Writing State Mean Scale Score by Grade:** blank

- **Grades 1-12**:
  - If a student is absent for all four sessions:
    - **Overall Scale Score**: "999"
    - **Overall Proficiency Level:** "99"
    - **Overall State Percentile Rank:** blank
    - **Student's Percentile Rank compared to District:** blank
    - **All modalities**:
      - **Raw Scores:** blank for all modalities
      - **Scale Scores**: "99" for all modalities
      - **State Mean Scale Score by Grade:** blank for all modalities
  - If a student is absent for *one or more* of the four Sessions (including any make up sessions):
    - The student must receive an **Overall Scale Score:** "999"
    - The student must receive an **Overall Proficiency Level:** "99"

- If a student is marked absent for one or more the three Listening, Reading, and Writing sessions (Sessions 1-3), the student will not receive a valid Raw Score or Scale Score for the Listening, Reading, or Writing modalities.

  - **Listening Raw Score:** blank
  - **Listening Scale Score:** “99”
  - **Listening State Mean Scale Score by Grade:** blank
  - **Reading Raw Score:** blank
  - **Reading Scale Score:** “99”
  - **Reading State Mean Scale Score by Grade:** blank
  - **Writing Raw Score:** blank
  - **Writing Scale Score:** “99”
  - **Writing State Mean Scale Score by Grade:** blank

- If a student is marked absent for the Speaking session (Session 4), the student will not receive a valid Raw Score or Scale Score for the Speaking modality.
  - **Speaking Raw Score:** blank
  - **Speaking Scale Score:** “99”
  - **Speaking State Mean Scale Score by Grade:** blank

- If a student is marked as absent for one or more of the Listening, Reading, and Writing Sessions (Sessions 1-3), and the Speaking Session (Session 4), the student will not receive a valid Raw Score or Scale Score for any modality.

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 an Overall Scale Score of “999” and an Overall Proficiency Level of “97,” indicating no valid score due to an administrative error. These students will be counted as not tested in verification reports and for accountability calculations. For additional guidance on administrative errors, see the School Administrator's Manual.

The assessment reported for a graded student must be at the same grade level 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 2018–19”. For example, a student reported as a first grader must be reported with an assessment within the 1–2 grade-band to have a valid score. A first grader who is reported with an assessment in the 3–4 grade-band will receive an overall scale score of “999” and a standard achieved code of “97,” indicating administrative error.

Medically Excused: Students who are incapacitated by illness or injury during the test administration and make-up periods and have on file documentation from a medical practitioner that they were too incapacitated to complete the test at the school, at home, or in a medical setting, are considered medically excused. These students are considered to have no

valid test score and must be reported with an Overall Scale Score of “999” and an Overall Proficiency Level of “93,” indicating no valid score due to a medical excuse. 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** 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 record 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 effect 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 decides 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 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.

Parentally-placed students enrolled in a nonpublic school are the instructional responsibility of that nonpublic school. If a nonpublic school chooses not to administer the State assessments (and therefore does not contract with a RIC), the nonpublic school cannot send their students to another school (public, charter, nor nonpublic) for the purpose of taking the assessments and asking that school to use the Reason for Beginning Enrollment Code 5555 for those students. The assessment(s) must be reported by the nonpublic school where the student is officially enrolled.

Chapter 3: Staff 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.

These data are required by state and federal laws and regulations for numerous purposes, including teacher/leader evaluation requirements outlined in Education Law §3012-d; Annual Professional Performance Review (APPR) (https://www.engageny.org/tle-library; Teacher-Leader Effectiveness (TLE); and PMF (Personnel Master File), which includes files submitted to the U.S. Department of Education concerning course and student counts and teacher certification data. Many of these data sets are also required to be made publicly available and will be displayed in the NYS School Report Cards. Other information is necessary to support the policy development and reform agenda of the Board of Regents.

Reporting Requirements

All public school districts, BOCES, and charter schools are required to submit school year data using the templates below.

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, or contact your RIC or Big 5 City School District data center.

See the Teacher/Staff Data web page for further information.

For templates used to report staff data, see technical information by year on the vendor support web page.

The following templates are used to report staff data or data linked to staff:

Staff Snapshot Template Data (SIRS 320)

Staff Snapshot Template: A Staff Snapshot record must be reported to the State Data Warehouse (Level 2) before any other staff record type for that person can be reported (i.e., Staff Assignment, Staff Evaluation Rating, Staff Tenure, Staff Attendance, Course Instructor Assignment, and Staff Student Course). This template must be used by school districts, charter schools and BOCES to report data for teachers and non-teaching professionals. In cases where an employee is on leave or suspended, but still employed, an active Staff Snapshot record may be reported using the INACTIVE staff status. If s/he is not providing instruction, no BEDS (ePMF) form, Course Instructor Assignment, or Staff Student Course (SSC) record is required. For staff that are out for the entire school year, a record is not required.
LEAs must submit race/ethnicity data in Staff Snapshot. Edits will prevent a Staff Snapshot record from moving in the absence of these fields. Please note that Districts are required to report the Hispanic Indicator (Y/N) and associated Race code(s), using the State Race codes in the SIRS manual. Leaving Race code 1 blank is only allowable if the Hispanic Indicator is

set to Y. A new Race code will be implemented in 2018-19. The code and description will both be DECLINED. This code should not be defaulted for all staff reported in Staff Snapshot and is only allowable on an individual basis if a staff person refuses to identify a race with his or her district. Race and ethnicity data reported in Staff Snapshot will be reflected into the ePMF forms. Please note that while Staff Snapshot in SIRS allows teachers to identify multiple races, the PMF form currently only displays the first one selected on the template. This is required for New York's federal student equity plan. NYSED does not release individual staff race/ethnicity data. This information is only reported in the aggregate. Course data collected from the PMF forms will serve as the official source for 2018-19. Refer to the Staff Snapshot template for edits on the vendor support web page.

Access to the ePMF Form through the TAA System

For the 2018-19 school year electronic Personnel Master File (ePMF) collection, data must be submitted through the Staff Snapshot template to Level 2 to appropriately link staff to their district. All teaching and non-teaching professionals with data loaded by school districts, BOCES and charter schools into Staff Snapshot will be able to create TAA accounts, review their data and submit a PMF form to NYSED. Only teaching staff are required to create TAA accounts and submit a PMF form and/or access Teacher Student Roster Verification (TSRV) data accessed through the Teacher Access and Authorization (TAA) system .

For staff with current active accounts, you may log in with your username (email address) and password. No further account action will be required unless you cannot recall your password and security questions and need to reset your account. After requesting an account reset, you would then need to utilize the new Token process.

Tokens are generated for staff persons who do not have active TAA accounts or who require an account reset. Following a valid Staff Snapshot record in the Student Information Repository System (SIRS), a token (link) will be generated and sent to the staff person's Staff Snapshot work email address allowing the staff person to start the account creation in the TAA system.

For more details on the token process, please refer to the guidance on the Teacher/Staff Data web page.

Staff with active TAA accounts do not need a Token; they may log in using their username (email) and their password. There is ***one*** TAA account for each teacher, though those teaching in more than one LEA will have an ePMF form for each LEA that loaded that teacher's information into Staff Snapshot.

In 2018-19, the Department will create PMF forms for non-teachers from Staff Snapshot and Staff Assignment data. While non-teachers are not required to create TAA accounts by NYSED, they will need to do so if they wish to view their data. LEAs may require their non-teachers to create accounts, review their data and submit forms. NYSED will be using the data reported in SIRS (Staff Assignment) for non-teachers for State and federal reporting purposes; therefore, it is not required that they submit PMF forms.

Administrators with entitlements to TAA can review PMF-submitted data via the TAA application using their SEDDAS credentials. The school district, charter, or BOCES CEO (as listed in the NY SEDREF database) can entitle users to TAA/TSRV/PMF through the NYSED Business Portal using the SED Delegated System (SEDDAS).

All staff (including substitutes and non-teaching professionals) reported to the SIRS must have TEACH IDs. Information about TEACH accounts and TEACH IDs can be found on the Office of Teaching Initiatives web page.

"All staff" in the Staff Snapshot template includes any staff person who must be reported to meet any reporting requirements. All teaching staff, including long-term substitute teachers serving as the teacher of record responsible for the course, should be included in this template. In addition, all non-teaching professional staff as defined by the PMF non-teaching assignment codes and descriptions should be included in Staff Snapshot. **A local educational agency (district, BOCES, or charter school) can report only one (1) Staff Snapshot record per staff member per year.** A staff member should be reported with the district code for a location code if the staff member is associated with more than one building in the LEA.

Teaching Staff: Include all teaching staff that should be reported for APPR and PMF (course) purposes. Do not include individuals not employed on a regular basis, teachers working exclusively with non-public school students, teacher aides or assistants, or ROTC teachers. Additional guidance concerning the reporting of teaching staff can be found at EngageNY.

Substitute or Interim Staff: Substitute staff, long-term or otherwise, are not covered by §3012-d for evaluation purposes ***unless*** they are serving as the teacher of record. Districts/BOCES must collect data elements to support teacher of record determinations (Please see Sections B2, B3, D1, and M2 of Guidance on New York's Annual Professional Performance Review Law and Regulations). Any staff to be included in other staff templates (e.g., Staff Student Course, Course Instructor Assignment, Staff Evaluation) must be included in Staff Snapshot. Interim building principals subject to evaluation purposes must be reported in Staff Snapshot and Staff Assignment.

Non-Teaching Professional Staff: To determine which staff are considered "non-teaching professionals," refer to the non-teaching assignment codes found in the SIRS manual and the file posted on the Teacher/Staff Data web page. Leave Teacher Title and Principal Title blank (fields 8, 105) if they do not apply. Do not include clerical staff, bus drivers, maintenance, teaching assistants, teacher aides, or food service workers. All non-teaching professional staff employed in districts, BOCES and charter schools must be included in the Staff Assignment template.

Reporting Salary Data

Report the total amount paid for the staff member's primary assignment(s). If the staff member has more than one primary assignment (e.g. teacher and Director of Curriculum), report the combined salary for all primary assignments. Do not include any extra pay received for extra services outside the professional and instructional responsibilities. For example, do not include additional pay received for supervising extra-curricular activities beyond the normal assignments, such as for coaching or supervising clubs. Instructional and professional

stipends related to the staff person's primary assignments should be included, such as for chairing a department or serving as both teacher and administrator. Staff members should also include stipends for college credits, in-services, mentoring, longevity/steps, and compensation activities that pertain to their pedagogical duties as long as it is part of the contracted annual salary. Do not include summer school pay or overtime pay. Round the annual salary amount to the nearest whole dollar. For staff working in multiple LEAs, each LEA that plans to load that staff record into Staff Snapshot must report the amount paid to the staff person. If an LEA is unable to provide an annual salary for staff they need to report (e.g. hourly, per diem substitutes), a day rate may be substituted for the annual salary. LEAs should make an effort to report hourly employees with the amount expected to be paid for the year (annualize the hourly salary if possible). Do not include salaries paid for private school work.

Salary Scenarios					
Scenario	**What to Report**	**Annual Salary (field 52)**	**Employment (FTE) (field 60)**	**Contract Work Days (field 53)**	**Annual Contract Months (field 110)**
1) An employee has an annual contract salary of $100,000, is a 100% FTE, and works for the entire school year.	Report the annual contract salary amount.	$100,000	1.0	# of days stated in the staff member's contract.	# of months staff member is expected to work.
2) An employee has an annual contract salary of $50,000 and works for the entire school year. This employee works in the district half-time.	The FTE annual contract salary amount should be $50,000. Report this amount and complete the Employment basis in Staff Snapshot (field 60) as .5.	$50,000	0.5	# of days stated in the staff member's contract.	# of months staff member is expected to work.
3) An employee's annual contract salary amount was $40,000, but the person left the district before the end of the year (e.g.	Report the annual contract salary amount for the staff person; do	$40,000	1.0	# of days stated in the staff member's contract.	# of months staff member is expected to work.

left on leave, resigned), and was only paid $20,000. Report what the district ended up paying or the contract amount at the beginning of the school year?	not reduce the amount based on actual expenditures because the person departed early.				
4) An employee entered the district in December with an annual contract salary of $80,000 but will only be paid $50,000 by the end of the school year because the person started the position late in the school year.	Report the $80,000 annual contract salary amount for the staff person, regardless of actual expenditure.	$80,000	1.0	# of days stated in the staff member's contract.	# of months staff member is expected to work.
Hourly/ Per Diem Scenarios					
Scenario	**What to Report**	**Annual Salary (field 52)**	**Employment (FTE) (field 60)**	**Contract Work Days (field 53)**	**Annual Contract Months (field 110)**
1) An employee is an annualized hourly employee with an FTE of 100%, work days of 200, actual hours per day of 6.5, and an hourly rate of $15.00 (e.g. nurses, substitutes).	For hourly employees, use the actual number of hours worked (expected to work) as the multiplier. Work Days × Hours Per Day × Hourly Rate.	$19,500	1.0	200	10
2) An employee is an annualized hourly employee with an FTE of 50%, work days of 200, actual hours per day of 6.5 and an hourly rate of $15.00.	Same as above.	$9,750	0.5	200	10

3) An employee is an annualized daily employee with an FTE of 100%, actual work days of 200, and a daily rate of $100.00 (e.g., interim administrators).	For per diem employees, Work Days × Daily Rate x FTE.	$20,000	1.0	200	10
4) An employee is an annualized daily employee with an FTE of 50%, actual work days of 200, and a daily rate of $100.00.	Same as above.	$10,000	0.5	200	10
5) An employee works on a day-to-day basis (e.g. substitute teacher), has an hourly rate of $20.00, standard hours per day of 7 and actual hours per day of 7.	Equate to a daily rate using the actual number of hours worked (expected to work) as the multiplier. Hours Per Day × Hourly Rate.	$140	1.0	1	1

Definitions:
Annual contract salary - The total amount of compensation provided to the staff person for services to the district for teaching and non-teaching professional responsibilities. This amount should be based on the person's expected annual contract or agreement for the year. Instructional and professional stipends related to the staff person's primary assignments should be included, such as those for chairing a department, serving as both teacher and administrator, or teaching an extra class(es). Stipends related to extracurricular activities such as coaching and after school clubs should be excluded. Do not include summer school pay or overtime pay.
Hourly employee - A staff person paid an hourly wage for their services.
Daily employee - A staff person paid a daily wage for their services.
Day-to-day employee - A staff person who may not have a regular contract and works in the district as needed (e.g. substitute teachers).

Reporting Itinerant Staff

The Itinerant flag allows an LEA to report a staff person responsible for students in this LEA but employed by another LEA (district, BOCES, or charter school). The fields required to report itinerant staff on the Staff Snapshot template are District Code, Location Code,

Status/Active Indicator, Itinerant Status, Staff ID, Birth Date, Staff First and Last Name, Snapshot Date, Position Title, and email (Fields 1, 2, 8, 14, 40, 41, 50, 56, 57, 65, 66, 76). If reporting an itinerant principal, Field 105 (Principal Title) is required. Typically, itinerant staff are teachers employed by another LEA but responsible for a course in this LEA. The instruction of these "traveling teachers" may take the form of traditional in-person classroom instruction or distance learning. In cases of itinerant or shared teachers/staff across LEAs, data sharing agreements may be needed. Report "N" if the staff person is employed by this LEA. Report "Y" if the staff is employed by another LEA/BOCES but is the staff person of record for a course. The receiving district where the course is being taught should report the course information in Course Instructor Assignment, Student Class Entry Exit and Staff Student Course where applicable. The employer must report staff evaluation, attendance, and tenure data, as well as course data taught at the employer location.

Examples of Itinerant Staff Reporting

BOCES Employs Staff Teacher does not teach BOCES courses				**District** Does not Employ Staff BOCES Teacher does teach courses in this district		
Staff Snapshot (complete)	X	Itinerant, N		Staff Snapshot (fewer fields)	X	Itinerant, Y
Staff Tenure	X			Staff Tenure		
Staff Evaluation	X			Staff Evaluation		
Staff Attendance	X			Staff Attendance		
Course Instructor Assignment				Course Instructor Assignment	X	
Student Class Entry Exit				Student Class Entry Exit	X	
Staff Student Course (TSDL)				Staff Student Course (TSDL)	X	*
District A or BOCES Employs Staff Teacher does teach courses in this location				**District B** Does not Employ Staff District A or BOCES teacher does teach courses in District B as well		
Staff Snapshot (complete)	X	Itinerant, N		Staff Snapshot (fewer fields)	X	Itinerant, Y
Staff Tenure	X			Staff Tenure		
Staff Evaluation	X			Staff Evaluation		
Staff Attendance	X			Staff Attendance		
Course Instructor Assignment	X			Course Instructor Assignment	X	
Student Class Entry Exit	X			Student Class Entry Exit	X	
Staff Student Course (TSDL)	X			Staff Student Course (TSDL)	X	*
District A Employs Staff (50%)				**District B** Employs Same Staff from District A (50%)		
Staff Snapshot (complete)	X	Itinerant, N		Staff Snapshot (complete)	X	Itinerant, N
Staff Tenure	X			Staff Tenure	X	
Staff Evaluation	X			Staff Evaluation	X	
Staff Attendance	X			Staff Attendance	X	
Course Instructor Assignment	X			Course Instructor Assignment	X	
Student Class Entry Exit	X			Student Class Entry Exit	X	
Staff Student Course (TSDL)	X			Staff Student Course (TSDL)	X	
District A or BOCES Employs Non-Teaching Staff				**District B** Does not Employ Non-Teaching Staff		

(Professional Counselor, Social Worker…) Not working in District A or BOCES in assignment role				Professional Counselor, Social Worker, etc. (in-person or via technical connection)		
Staff Snapshot (complete)	X	Itinerant, N		Staff Snapshot (fewer fields)	X	Itinerant, Y
Staff Tenure	X	Principal Only		Staff Tenure		
Staff Evaluation	X	Principal Only		Staff Evaluation		
Staff Assignment				Staff Assignment	X	
District A or BOCES Employs Non-Teaching Staff (Professional Counselor, Social Worker…) Does work in District A or BOCES in assignment role				**District B** Does not Employ Non-Teaching Staff Professional Counselor, Social Worker, etc. (in-person or via technical connection)		
Staff Snapshot (complete)	X	Itinerant, N		Staff Snapshot (fewer fields)	X	Itinerant, Y
Staff Tenure	X	Principal Only		Staff Tenure		
Staff Evaluation	X	Principal Only		Staff Evaluation		
Staff Assignment	X			Staff Assignment	X	

* Shares Growth results with district A for their teacher if one of 16 required state course codes for TSDL
Itinerant situations apply for in-person traveling teachers or for distance learning instruction.

While the itinerant field is designed to allow for the collection of complete course instruction by teachers, LEAs should also report itinerant non-teaching professional staff such as pupil personnel and school health services staff received from another district or BOCES. These staff would include nurses, school counselors, social workers and psychologists. Additionally, shared or itinerant superintendents should be reported. These staff would also need to be reported in Staff Assignment. BOCES staff not assigned on a permanent or consistent basis to a district should only be reported as BOCES staff. Those working in multiple districts may be reported solely by the BOCES.

Years of Teaching Experience (Total Years of Professional Educational Experience): Field 102 (Teaching and Non-teaching professionals)

Combine all years of professional educational experience, including other public school districts, nonpublic schools, BOCES, and college or university experience within NYS. Experience in non-teaching, professional PMF assignments as reported in Staff Assignment should be included. The non-teaching professional staff experience should be in the educational setting. Long-term substitute experience should be reported, this has generally been considered at least three (3) months or more in a school year. Experience as a teacher aide or assistant would not be included. Experience as an administrative intern, paid or unpaid would not be included. This year counts as one full year of experience. The Total Years Educational Experience (field 43) must be greater than or equal to the total years of educational experience in this district Report as a whole number. Years of total experience prior to employment in this district was provided by teachers before the data was submitted by LEAs through SIRS. That information was stored in the NYSED database and used to populate ePMF excel files. NYSED does not expect LEAs to be able to verify data submitted by teachers prior to employment in their current LEA.

Staff Assignment Template (SIRS 318)

This template collects data for Personnel Master File (PMF BEDS) and Annual Professional Performance Review (APPR) purposes. This template also includes information to link principals to students enrolled in programs they supervise, including assignment start and end dates. Report one (1) record for each location, assignment, and grade-level

combination related to the staff person. If a staff member is responsible for assignments within more than one building in the LEA, they should report each of those specific buildings. If they have district-wide responsibility, they may report the district code so that only one row would be reported.

A Staff Snapshot record must be loaded to SIRS (Level 2) prior to reporting any Staff Assignment records for staff members. Staff Assignment is a delete and replace or purge and reload template.

All non-teaching professional staff, including building principals, must be reported in this template. To determine which staff are considered "non-teaching professionals," refer to the non-teaching assignment codes found in the Assignment Codes and Descriptions in Chapter 5. If there is not an exact assignment description (i.e. title) for a staff person, choose the assignment from the PMF non-teaching codes that most closely matches the staff person's current assignment (e.g., for a staff member with a title of Assistant Coordinator of Staff Development, codes in "Other General Staff" or in specific content subject areas could be appropriate). All categories also include an "Other" code. Do not report clerical staff, bus drivers, maintenance, teaching assistants, teacher aides, or food service workers. All non-teaching professional staff employed in districts, BOCES and charter schools must be included in the Staff Assignment template.

Principal PMF assignment codes (1102 – 1110) will be used to link the principal to the students enrolled in the program/location that they supervise for APPR purposes. Principals responsible for all grade levels within a location should be reported with a grade level of "ALL." If a principal is not responsible for all grade levels within a location, report multiple Staff Assignment records for the principal (one for each grade level the principal is responsible for).

PRINCIPAL ASSIGNMENT CODES USED FOR PMF AND APPR	
1102	PRINCIPAL ELEMENTARY SCHOOL
1104	PRINCIPAL MIDDLE SCHOOL
1106	PRINCIPAL JUNIOR HIGH SCHOOL
1107	PRINCIPAL K - 12 SCHOOL
1108	PRINCIPAL SENIOR HIGH SCHOOL
1109	PRINCIPAL JUNIOR/SENIOR H S
1110	PRINCIPAL SPECIAL SCHOOL

LEAs should make use of the Assignment Date and Completion Date fields (fields 6, 7) when reporting staff who assumed the responsibility of an assignment after the school year started.

All school districts and charter schools should report complete data for social workers and guidance counselors.

Staff Tenure Template (SIRS 322)

Education Law §3012-d requires information on tenure granting and denial based on the final quality rating categories included in the public reporting of staff evaluation data. In

addition, tenure data is used to inform Department policy decision making in several areas related to educator quality and professional development.

This template includes each staff member's current tenure status as teacher and/or principal, effective date of the tenure status, and when their probation ends. Although teachers can be certified in multiple areas, teacher tenure is only granted once by an employer (although there may be some exceptions for teachers who leave an employer for a significant length of time and return). All codes will be carried over from year to year. If the codes are correct and current for the staff person, a reload will be necessary for new staff only.

Records should be reported by all LEAs with approved Annual Professional Performance Review (APPR) plans. Staff subject to APPR evaluations should be reported in this template (i.e. building principals/administrators and teachers). These staff should be reported as "TEACHER" or "PRINCIPAL" in Staff Snapshot fields 8 or 105 for the current year.

All tenure areas pertaining to a staff member and reported in the Staff Tenure template should be visible, including tenure areas the staff member holds but may not be providing instruction in during the current school year. All codes that apply must have been reported for each staff member. Report all teacher tenure areas for current year teachers and report principal tenure if they are a principal in the current year.

In 2014-15, the only valid codes were TCH (Teacher) and ADT for principals/building administrators. In 2015-16, an expanded list of tenure area codes contained in the Commissioner's Regulations were made available. LEAs should determine which tenure area the teacher was awarded or is pursuing. Prior year tenure records for existing staff have continued to be present in the reports to this point as the collection is not strictly school-year based. For example, a staff person reported in 2017-18 with the Tenure Area Code of TCH and then reported in 2018-19 with the Tenure Area Code of SEG (Special education-general) will have two records if the dates differ (see below). If the records are identical except for the updated Tenure Area Code, the most current code should be visible. In 2018-19, A Staff Tenure Snapshot template replaced the existing template to make the school year a key field and stop the carryover of prior year data. In addition, the template was designed to offer "delete and replace" functionality like Staff Assignment so LEAs can remove incorrect data.

Example of Two Staff Tenure Record Dates:

ORIG_PROBATION PERIOD END DT	PROBATION PERIOD END DATE ACTUAL	TENURE STATUS CD	TENURE STATUS EFFECTIVE DT
6/30/2005	6/30/2005	TENGRANT	7/1/2005
9/1/2016*	9/1/2016*	PROBATION	9/1/2013

*If Probation Period End Date (Actual) has not yet occurred, Original and Actual Dates will be the same.

Staff Attendance Template

In June 2015, the New York State Board of Regents approved the collection and reporting of individual teacher attendance data by school districts, Boards of Cooperative

Educational Services (BOCES), and charter schools to better assist Local Education Agencies (LEAs) in working toward providing equitable access to effective educators for all students and help to inform Department policy. For more information about the Board meeting, see P-12 Education/Higher Education Joint Meeting .

LEAs will provide individual staff attendance to NYSED utilizing the eScholar Staff Attendance template for New York. An end of school year count of "days absent" will be provided for each teacher. This collection does not pertain to teaching assistants, teacher aides, or other staff.

A teacher absence will be defined in the same manner as currently defined on the Basic Educational Data System (BEDS) Public School Data Form. A teacher is absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. LEAs decide which days should be included as instructional days. Absence includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Teacher absenteeism does not include administratively approved leave for professional development, field trips, or other off-campus activities with students. Days in which schools are closed (e.g. snow days) do not count as an absence for teachers. Teachers on leave for the entire year do not need to be reported. If a teacher is on leave of absence for a portion of the school year, this must be reported in the other staff and course templates with the assignments they are responsible for teaching.

Reporting Course Data

NYSED utilizes several templates to collect course information as required by state and federal law. These templates (Course Instructor Assignment and Student Class Entry Exit) include information related to the Personnel Master File (PMF) as well as Staff Student Course, required for APPR purposes. For additional information, please refer to the sections pertaining to the specific templates.

Requirements for reporting online courses:

- NYSED regulations require the granting district to ensure that instruction in online/blended learning courses in which students earn high school credits used toward graduation requirements be provided by or under the direction and/or supervision of a teacher certified in the subject area of instruction. Such courses must provide regular and substantive interaction between students taking the course and the certified teacher.[1]

- The certified teacher must either be a certified teacher from the school district in which the student is enrolled; or a certified teacher from a Board of Cooperative Educational Services (BOCES) that contracts with the school district to provide instruction in the subject area where authorized pursuant to Education Law §1950; or a certified teacher from a school

[1] Refer to §100.5(d) (10) of the Regulations of the Commissioner of Education to ensure any online courses you report meet all other requirements.

district who provides instruction in the subject area under a shared service agreement; or in the case of a charter school, a teacher of the subject area from a charter school.[2]

- A teacher providing instruction or directing/supervising instruction would be the teacher of record. Districts, BOCES, and charter schools responsible for teachers serving in this role should report them by linking them to the students they are assigned to instruct or supervise.

- **For online/distance learning college courses-** This situation may include the use of itinerant instructors. If these courses are being taught by a teacher in another LEA, refer to the Itinerant Staff description under the Staff Snapshot guidance in this document. This includes instruction provided by or under the direction and/or supervision of a teacher certified in the subject area of instruction who has regular and substantive interaction with students taking the course. This teacher is a teacher of record.

- **For college courses taught by college instructors (and/or district teachers) in a traditional classroom setting used for granting high school credit-** Instruction must be provided by or under the direction and/or supervision of a teacher certified in the subject area of instruction who has regular and substantive interaction with students taking the course. This teacher is a teacher of record.

Note:
Even if the college teacher is teaching the course, if students are receiving credit, a district, charter school, or BOCES teacher should be reported as the teacher of record.

Course Instructor Assignment Template

Course Instructor Assignment collects staff data to comply with State and federal laws including information presented in the NYS School Report Cards. This template is slated to replace the PMF BEDS assignment collection in TAA as the official source of course data in the near future. The Staff Student Course template will still collect course information used solely for APPR purposes.

Note:
If a multi-grade (K-8) course/section includes grade levels associated with State assessments, the course must be broken out by grade and linked to the appropriate State exam course codes for the purposes of reporting teacher-student data linkages.
For example, if a district/BOCES reports students in a self-contained special education setting in Course Instructor Assignment and Student Class Entry Exit, in grade level of 3-8, those students and teachers must also be reported in Staff Student Course with the appropriate grade level course codes for ELA and Math. This breakdown is not required for high school subjects where LEAs can report the actual courses being offered to the students (e.g. an AP or IB Geometry course would not be mapped to Regents Geometry).

For a complete list of all active course codes during the school year, refer to the New York State Comprehensive Course Catalog.

[2] Please see Regulations of the Commissioner of Education 153 for further detail regarding how the teacher needs to be associated to the district.

All staff members reported in Staff Snapshot identified as “TEACHER” must be reported in this template. A record for all classroom teachers (district, BOCES, and, charter school teachers) must be reported here.

This template requires a start date identifying the date when the teacher became the “Teacher of Record” for the course and exited the course permanently. It is not intended to show each transaction regarding teacher absences or the inclusion of substitutes in the classroom. Districts should identify a permanent teacher of record for the course.

Reporting Primary and Special Education Instructors in Course Instructor Assignment

Classroom Scenario	**Course**	**Primary Teacher**	**Special Ed Teacher**	**Certification Required**
General Education Classroom	Specified Content Area- 7-12 (i.e. Math, ELA, Social Studies, etc.)	Y		• Content area 7-12 or 5-9*
Classroom Scenario	**Course**	**Primary Teacher**	**Special Ed Teacher**	**Certification Required**
Special Education Content Specific	Specified Content Area- 7-12 (i.e. Math, ELA, Social Studies, etc.) Use appropriate content SCED code.	Y The Primary Teacher and Special Education Teacher are the same teacher. Both indicators must be indicated with a Y.	Y	• Content area 7-12 and SWD 7-12; or • Content area 5-9* and SWD 5-9; or • SWD (content area) 7-12; or • SWD (content area) 5-9*; or • Certificate in SWD Generalist 7-12 and content area 7-12 extension; or • SWD Generalist 5-9 and content area 5-9 extension*; or • K-12 Special Education
Classroom Scenario	**Course**	**Primary Teacher**	**Special Ed Teacher**	**Certification Required**

Special Class (Self-Contained Classroom) This can also be an alternate assessment class.	A special class is a class consisting of students with disabilities who have been grouped together because of similar individual needs so that they can receive specially designed instruction.	Y The Primary Teacher and Special Education Teacher are the same teacher. Both indicators must be indicated with a Y.	Y	• Certificate in SWD Generalist*, or • K-12 Special Education
Classroom Scenario	**Course**	**Primary Teacher**	**Special Ed Teacher**	**Certification Required**
Co-Teaching (both teachers are general education teachers) No students that require a SWD teacher.	Specified Content Area- 7-12 (i.e. Math, ELA, Social Studies, etc.)	Y		• Content area 7-12 or 5-9*
		Y		• Content area 7-12 or 5-9*

***** These teachers must be certified for the grade level they are teaching.

Example of Two Students Pulled Out of Course/Section to Receive ENL Instruction in Course Instructor Assignment

51033 Language Arts Grade 5 Section 001234 **Course Instructor Assignment**	**51033 Language Arts Grade 5** Section 001234 **Student Class Entry Exit**	**51008 English as a Second Language** Section 111255 **Course Instructor Assignment**	**51008 English as a Second Language** Section 111255 **Student Class Entry Exit**
Primary Staff ID 0000012 (General Ed English Teacher)	Student ID 00567858	Primary Staff ID 11111119 (ESL/ENL Teacher)	
	Student ID 33567857		
	Student ID 18567856		

	Student ID 68567850	→	Student ID 68567850
	Student ID 18567854	→	Student ID 18567854

Students removed from a class (pulled out) for ENL or Special Education instruction may be reported using the subject course codes.

Note: Districts have the option of scheduling the Special Education and ENL teachers (push-ins) into the content area course using the indicators.

*In instances where an ENL teacher is pulling students from classes for ENL services and it is not the same group of students that would allow for a regular roster, districts should report the Course Instructor Assignment record using one of the ENL codes (01008 or 51008). In this instance, Student Class Entry Exit records would not be required.

Frequently Asked Questions - Course Instructor Assignment Template

How do districts determine which assignment(s) to report?

- Refer to the "New York State Comprehensive Course Catalog" for options and select the course code that most closely reflects the assignment(s). Be sure to use course code listings from the appropriate school year, since the codes are sometimes revised and updated from year to year.

How are librarians reported?

- New York State has created a course code specific to librarians. Use code:
  99000- Library (Library Media Specialist)- All Grades.
  Librarians should be reported in Course Instructor Assignment. NYSED would not expect a Student Class Entry Exit record for that course and section.

How are speech teachers reported?

- If the speech teacher is not providing instruction in one of these areas (Public Speaking, Communications, Forensic Speech- Inclusive, Forensic Speech- Debate, Forensic Speech- Individual Event, Speech- Independent Study, Speech- Workplace Experience, or Speech- Other) then they are considered a non-teaching professional- they should be reported in Staff Assignment.
  Speech Therapists, Speech Language Pathologists, etc. are non-teaching professionals and are not reported in the course templates. Their information is reported in SIRS via Staff Snapshot and Staff Assignment by the district.

Can you give specific examples of how "specials" should be reported (e.g., Music, Art, Physical Education, etc.)?

- "Specials" should be reported by grade level and content area, using the appropriate code. For example:

  55181- Art (grade 1)
  55182- Art (grade 2)

58035- Phys Ed (grade 5)

How should Common Branch courses be reported?

- If grades are departmentalized, courses should be reported by grade level and content area. For example:
  51032- Language Arts (grade 4)
  52034- Mathematics (grade 4)

- If grades are not departmentalized (i.e. the teacher provides instruction in all subject areas), courses should be reported by grade level:
  73030- Kindergarten
  73033- Grade 3

What course code should our district use for HSE/TASC?

- For Prior-to-Secondary, use 72005- Dropout Prevention Program
  For Secondary, use 22004- Dropout Prevention Program

How are resource room courses to be reported?

- New York State has created course codes specific for resource room classrooms. Use codes:
  99004- Resource Room K-6- Elementary
  99005- Resource Room 7-12- Secondary

How are self-contained courses reported?

- New York State has created course codes specific for self-contained classrooms. Use codes:

  99001- Special Class (Self-Contained)- Pre-school
  99002- Special Class (Self-Contained) – K-6- Elementary
  99003- Special Class (Self-Contained)- 7-12- Secondary

How should AP and IB courses be reported?

- LEAS should only be reporting AP and IB courses approved by the College Board and International Baccalaureate and have gone through the approval process. The assessment results would be reported in Assessment Fact.

How do I report courses for self-contained settings or mixed grade levels?

- If districts are not reporting content-specific courses for students in self-contained settings (i.e. breaking courses out), they have the option of utilizing generalized courses codes.

- Districts may report self-contained special education scenarios by utilizing the following codes:

  99001- Special Class (Self-Contained)- Pre-school
  99002- Special Class (Self-Contained) – K-6- Elementary

99003- Special Class (Self-Contained)- 7-12- Secondary

- For districts that want to report "specials" for self-contained classroom settings, they can choose from the codes ending in 99 (e.g. Visual Arts – Other; Phys Ed—Other; Music - Other).

  Note: Please be sure to choose the course that is aligned to the course level at which instruction is taking place. For example, primary instruction in art would be 55199- Visual Arts- Other and a Prior-to-Secondary course. This course can be taught with the various N-6 certifications as well as Art and Visual Arts certifications.

- For students in secondary art instruction, use code 05199- Visual Arts- Other. Only those certified in Art or Visual Arts would be certified to teach this course.

- For courses that span across course levels including both prior-to and secondary grade level students, use the course code associated with the teacher's certification.

What if I cannot find course code for a course?

- If none of the listed course code titles correspond precisely with the title(s) of your assignment(s), please select the code number(s) that most accurately describes your assignment(s).
  School districts, BOCES and charter schools should map their local courses to the State adopted course codes. Each major subject area has a category "Other." Select the code number for "Other" only if you cannot find another title that describes your course assignment (e.g. English teacher finds that none of the listed course titles in any way describes a literature course he/she teaches, that teacher should select the code number for "Other English").

Student Class Entry Exit Template

Student Class Entry Exit collects student course data to comply with State and federal laws, including information presented in the School Report Cards. In the future, this template will replace the PMF BEDS assignment collection in TAA as the official source of course data. The Staff Student Course template will still collect course information used solely for APPR purposes.

All students in every course must be reported in this template (district, BOCES, charter teachers), including students where the reporting LEA has "Instructional Reporting" (0055 Enrollment) only responsibilities. (i.e. Non-district students that are mainstreamed into one or more LEA classrooms from another district/program provider (i.e. BOCES)).

Dual Credit Indicator: This code indicates that the student is enrolled in a course in an attempt to earn both postsecondary and high school credit, regardless of whether they actually earn the credit or not. Y=Yes, N=No. Dual/concurrent enrollment is indicated where a) all students within a course are being instructed in the school through an approved institution of higher education or b) students attend a college course for dual credit at an institution of higher education. If some of the students enrolled in a course/section are not attempting or are no

longer attempting college credit, the Dual/Concurrent Enrollment Indicator should be set to 'N'. Report the course in the year that the credits are earned.

District Code	Location Code	Course Code	School year	Section	Student ID	Class Entry	Term Code	Dual/ Concurrent Credit Ind
NYVENDOR	HS001	03151C	2017-06-30	1	330000327	2016-09-05	2	Y
NYVENDOR	HS001	03151C	2017-06-30	1	330000321	2016-09-05	2	Y
NYVENDOR	HS001	03151C	2017-06-30	1	330000035	2016-09-05	2	Y
NYVENDOR	HS001	03151C	2017-06-30	1	330000328	2016-09-05	2	N
NYVENDOR	HS001	03151C	2017-06-30	1	330000037	2016-10-27	2	N
NYVENDOR	HS001	03151C	2017-06-30	1	330000041	2016-09-05	2	N

Advanced Placement (AP) courses on their own are not considered dual/concurrent enrollment. College instructors cannot be reported as the Teacher of Record. A district, BOCES, or charter school must report a staff person as the Teacher of Record for the course.

A dual or concurrent enrollment course is defined as a course offered by a partnership between at least one institution of higher education and at least one school district, BOCES or charter school through which a secondary school student who has not graduated from high school is able to enroll in one or more postsecondary courses and may be able to earn postsecondary credit that is transferable to the institutions of higher education in the partnership and applicable toward completion of a degree.

Staff Student Course (SSC) or Teacher Student Data Linkage (TSDL) Template (SIRS 315)

The Staff Student Course template is the NYSED data collection system designed to comply with State and federal laws to create a State Longitudinal Data System (SLDS) and assist with teacher and principal evaluation (APPR- Annual Professional Performance Review). More about these laws and the policies governing APPR can be found in the Guidance on New York's Annual Professional Performance Review Law and Regulations.

A record for classroom teachers (district, BOCES, and charter school teachers with approved APPR plans) providing instruction in grades 3-8 ELA/ Math and Math Regents

courses (see table below) must be reported in the Staff Student Course Template. Only these courses will be reported in Staff Student Course. All courses will be reported in the Course Instructor Assignment template. This template includes information to link teachers to the students they teach, including linkage start and end dates and linkage durations. The template allows for linkage duration adjustments to accommodate teacher-student linkage durations that are different from those captured by the course schedule.

Teacher Student Data Linkage is made available for teachers in the Teacher Access and Authorization (TAA) System for grades 4-8 ELA and Math and high school math courses as reported to NYSED using the Staff Student Course template. The grades 4-8 ELA and Math linkage data is used for the 4-8 Growth Model. In some instances, accelerated grade 7 and 8 students take high school math courses instead of or in addition to grade-specific math tests (acceleration in other subjects in middle schools are not as common). The purpose of verifying high school math course linkage data is to identify these teachers as well as to assist the Department with growth model research.

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
02052CC	Algebra I (Common Core)
02072CC	Geometry (Common Core)
02056CC	Algebra II (Common Core)

Note:
If a multi-grade (K-8) course/section includes grade levels associated with State assessments, the course must be broken out by grade and linked to the appropriate State exam course codes for the purposes of reporting teacher-student data linkages.
For example, if a district/BOCES reports students in a self-contained special education setting in Course Instructor Assignment and Student Class Entry Exit, in grade level of 3-8, those students and teachers must also be reported in Staff Student Course with the appropriate grade level course codes for ELA and Math. This breakdown is not required for high school subjects where LEAs can report the actual courses being offered to the students (e.g. an AP or IB Geometry course would not be mapped to Regents Geometry).

For a complete list of all active course codes during the school year, refer to the New York State Comprehensive Course Catalog.

Staff Evaluation Rating Template (SIRS 326)

This template is used to collect staff evaluation data for each teacher and principal who is subject to evaluation under Education Law §3012-d. It includes the Overall Evaluation rating categories (Highly Effective, Effective, Developing, or Ineffective) and required and optional subcomponent scores for the Student Performance and Teacher Observation/Principal School Visit categories.

For 2015-16 – 2018-19, educators whose evaluations are based on grades 3-8 ELA/math state assessments or any state provided growth scores must report both original and transition scores. Those entities submitting staff evaluation data must also submit staff tenure data.

A Staff Evaluation record cannot be reported in Level 0 historical unless the LEA reported that staff person in Staff Snapshot during that school year. Staff Snapshot is not reported in L0 historical.

Race Codes and Descriptions

Code	Description
I	American Indian or Alaska Native
A	Asian
B	Black or African American
P	Native Hawaiian/Other Pacific Islander
W	White
DECLINED	DECLINED
Note: DECLINED Code to be used for staff data only	

For Staff Evaluation Data Template examples, please visit the Resources for Closeout of 2017-18 APPR page on EngageNY.

Student Class Grade Detail Template

Required fields for this template have been streamlined for 2018-19; refer to the eScholar templates for detail.

A Student Class Grade Detail record must be submitted for all students in K-12 courses who have a Student Class Entry Exit record, unless ***all*** the following are true:

1. No grade or other outcome is awarded for the class;
2. No credit is earned for the class; and
3. The linkage is not reflected on the student's report card or transcript.

There may be instances where a BOCES reports both the Course Instructor Assignment and Student Class Entry Exit course data for a student. The district responsible for awarding the credits to the student should still supply the Student Class Grade Detail data. This is of particular importance for students receiving credit for dual credit courses where the school districts would be using that as a metric for College, Career, and Civic Readiness as part of New York's ESSA plan.

All reported courses must include a course outcome: "P" for "pass;" "F" for "fail;" or "N" for "not complete" (for any reason). Credits attempted/earned are required to be reported for all secondary-level courses (Grades 7–12 and ungraded secondary). See the New York State Comprehensive Course Catalog for course codes.

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 a Regents exam score was included in the final course grade calculation.

Course Template: This template links course information to a location.

Location Marking Period Template: This template links marking periods to a student's building of enrollment code location.

Marking Period Code Template: This template defines the beginning and ending dates of the marking period when students' marks are sent home and links marking period to a term.

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 the following general categories:

- Attendance
- Assessment
- Course
- Special Education
- Staff
- Student
- Student Program Participation

The following templates, which are available on the vendor support web page, must be used to report these data elements:

Attendance Data Attendance Codes **Assessment Data** Assessment Acc Mod Fact Assessment Fact Assessment Response Assessment Session Fact **Course Data** Course Course Instructor Assignment Location Marking Period Marking Period Code* Staff Student Course Student Class Grade Detail **Special Education Data** Special Education Events Special Education Snapshot	**Staff Data** Staff Assignment Staff Attendance Staff Evaluation Rating Staff Snapshot Staff Tenure **Student Data** Day Calendar School Entry Exit Student Class Entry Exit Student Daily Attendance Student Lite **Student Program Participation Data** Programs Fact Template

*LEAs do not supply the Marking Period Code Template.

To report student data (School Entry Exit, Program Fact, Assessment Fact, Assessment Session Fact and Special Education), all relevant student demographic data must first be entered in the Student Lite template. To report any staff data (Staff Assignment, Staff Evaluation Rating, Staff Tenure Course, and Staff Student Course), all relevant staff data must first be entered in the Staff Snapshot template. Some data elements are required for all students/staff; others are only required for certain students/staff 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.

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/Inactive Indicator: Indication that a staff member is active (currently employed) or inactive (not currently employed). A = Active; I = Inactive. If a staff member is erroneously reported to L2, a delete can be done by reporting a "D" for Delete in this field. EPMF forms for teaching staff with a “D” in this field will not be visible. A Delete should be sent for staff that should never have been reported during the current school year. This is a “soft” delete; therefore, records flagged for deletion will remain in the table. Staff Snapshot, Field 41.

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 (TEACH ID) from the NYSED TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Staff Snapshot Template, Field 57; Staff Tenure Template, Field 3; Staff Evaluation Rating, Field 14.

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.

Annual Contract Work Months: Number of months per year the staff member is currently employed by the LEA. Even if the staff member receives a salary over a 12-month period, the Annual Contract Work Months are the number of months the staff member is expected to be on the job for the current school year. LEAs should provide a value from 1–12, allowing for the reporting of substitutes they deem to be the teacher of record. Staff Snapshot Template, Field 110.

Annual Salary: Total amount paid for the staff member's primary assignment(s). Staff Snapshot Template, Field 52.

Assessment Date of Administration: First day of the test administration or first day of the window in which the test was offered. If taken on a make-up day, the date of the first day of the test administration window, not the make-up day. If the assessment was offered during a range of dates, the first date the assessment was permitted to be administered. For the Child Outcomes Summary Form for preschool children with disabilities, July 1 is used as the date of administration for reporting purposes. 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 Multiple-Choice: For Grades 3–8 ELA and Math and Grades K-12 NYSESLAT multiple-choice questions, the number of the choice made by the student (e.g., 1, 2, 3, 4). Dash ("–") indicates no response; asterisk ("*") indicates multiple responses; "U" indicates unable to respond for Grade K Listening and Reading multiple-choice; "Z" indicates absent for Grade K modality or Grades 1-12 Session of the NYSESLAT. For Regents multiple-choice questions, the number of the choice made by the student: 1, 2, 3, or 4 if the question was answered incorrectly and A. B. C. D if the question is answered correctly. For NYSAA Science and Social Studies, indicators of accuracy and independence scores that are not numbers and Y/N answers to connections questions. Assessment Response Template, Field 8.

Assessment Item Response Value Points Earned: For Grades 3–8 ELA and Math and Grades K-12 NYSESLAT constructed-response or essay questions, the point value given by the rater (e.g., 1, 2, 3, 4). "A" indicates no response; "S" indicates Speaking modality Skipping Rule for NYSESLAT; "Z" indicates absent for NYSESLAT Grade K modality or Grades 1-12 Session. For NYSAA Science and Social Studies, the number for accuracy and independence scores that are not 'NS'. For Regents multiple-choice questions, the point value earned for question (e.g., 1, 2, 3, 4); for constructed-response or essay questions or performance test, the point value given by the rater (e.g., 1, 2, 3, 4). Some exams are reported by .5 scores (0.0, 0.5, 1.0, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, 6.0). 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: Pass (P) or Fail (F) score the student achieved on the assessment when the score is not numeric. 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 Achieved 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. Refused entire test (Standard Achieved Code "96") indicates a student refused the entire test. Only students who refused the entire test will not receive a valid score. If a student refused part of the ELA and/or math exam, the student ***will*** receive a valid score based on the questions answered and the Standard Achieved Code "96" will not migrate to Level 2. The "96" code is only being used for the elementary/middle-level ELA, math, and science assessments and not applicable to other exams. Administrative error (Standard Achieved 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 Achieved Code "93") indicates that the student was medically excused from testing because the student was too incapacitated by illness or injury during the test administration and make-up periods and has on file documentation from a medical practitioner that he or she was too incapacitated to complete the test at school, at home, or in a medical setting. For ELA/math, the standard achieved code "99" indicates absent/no valid score. For science, NYSESLAT, and NYSITELL, "99" will indicate no valid score. See Standard Achieved Codes in Chapter 5: Codes and Descriptions. Assessment Fact Template, Field 17.

Assignment Code: Code that indicates staff assignment. Send one record for each assignment code/location code/grade level combination. See Assignment Codes and Descriptions in Chapter 5: Codes and Descriptions. 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" in this assignment, whichever comes last. This cannot be a future date. Staff Assignment Template, Field 6.

Assignment Grade Level: If the assignment is for all grades served in the entire building, use "ALL"; otherwise, send one record for each grade level. If the staff person works with or is responsible for only some grade levels within the building, report 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: Report one record for each assignment, building and grade-level combination. This is the local building code uniquely identifying the location for which the staff person is responsible, typically assigned by the local student management system. For school districts and charter schools, use the building code that uniquely identifies the building to which the staff person is assigned. For BOCES, use a virtual location code assigned to the staff person responsible for the assignment. It is important that each principal be assigned to a building (or multiple buildings if applicable) for state provided growth purposes.
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 the reported Attendance Code (E, U, T, ISS, OSS). 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.

Attendance Period End Date: June 30 of the reporting year or the date the staff member is no longer employed by the reporting entity. Staff Attendance Template, Field 6.

Attendance Period Start Date: First date of the school year or staff hire date if the hire date is after the first date of the school year. Staff Attendance Template, Field 5.

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

Birth Date: Date of birth on the staff member's birth certificate or, if a certificate does not exist, an official source as directed by district policy. The birth date cannot be greater than the current date. Staff Snapshot Template, Field 40.

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. Beginning in 2017-18, a day calendar must be submitted for each BOCES program type/location where attendance is being reported. Day Calendar Template, Field 2.

Career Path Code: Code used to identify pathway student used to graduate. Populate with code. See Chapter 5: Codes and Descriptions. For more information, see Multiple Pathways to Graduation. Student Lite Template, Field 53.

Certification Exemption Code: Populate with "Y" for a teacher who is exempt or "N" for a teacher who is not exempt based on the Certification law. Section 2854(3)(a-1) of New York State Education Law allows charter schools an exemption from certification requirements, provided that such teachers shall not comprise more than the sum of 30 percent of the teaching staff, or five teachers, whichever is less, plus five teachers of mathematics, science, computer science, technology, or career and technical education plus five additional teachers. For 2018-19, the ePMF forms will capture the certification exemptions as the official source. Following the Out of Certification reports posted to the NYSED Business Portal, charter schools should apply the exemption to those that are out of certification. Please note: While these provisions allow for the employment of uncertified teachers, state reporting will still indicate the actual counts and percentages of teachers that are uncertified. Staff Snapshot Template, Field 112.

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.

Class Entry Date: The date on which the student entered (enrolled in) the class. This cannot be a future date. Student Class_Entry Exit, Field 8.

Class Exit Date: The date on which the student exited the class**.** This cannot be a future date. Student Class Entry_Exit, Field 11.

Completion Date: Last date in this assignment or building or grade level, whichever comes first. Do not report unless the assignment has ended. Staff Assignment Template, Field 7.

Contract Work Days: The number of work days the staff person is expected to work in the LEA based on the staff contract or appointment. For example, a permanent instructional staff person might be expected to work 180 days. This should be reported as a whole number only. A long-term substitute might be hired for 90 days. This should only be reported if the staff person is identified in field 8 as "TEACHER." Staff Snapshot, Field 53.

Course Code: Local course code that uniquely identifies the course. The local course code must be mapped to a State course code. For 2017-18, several course codes were removed and only the Common Core codes can be reported. Consult the add delete document for more information. 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 both the science course codes and lab course codes. If the lab is scheduled separately, do not report a separate course grade for the lab. See State Codes and Descriptions in the New York State Comprehensive Course Catalog. Staff Student Course Template, Field 8; Student Class Entry Exit, Field 3; Course Instructor Assignment, Field 4.

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; Course Instructor Assignment, Field 2; Student Class Entry Exit, Field 2.

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. Visit the Office of State Assessment for details on these credentials. More information can be found in the Commissioner's Regulations. See Credential Type Codes and Descriptions in Chapter 5: Codes and Descriptions. Student Lite Template, Field 24.

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)

If the student's program completion is pending, the Reason for Ending Program Service Code field may be left blank. Indicate the Level of Program Intensity reached at the end of the 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.

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.

Day Type: Type of day in the day calendar, designating whether 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; Student Class Entry Exit, Field 1.

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). For out-of-district placed students, the district or BOCES where student is placed. 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; Staff Assignment Template, Field 1; Student Daily Attendance Template, Field 1; Attendance Codes Template, Field 1; Day Calendar Template, Field 1; Staff Tenure Template, Field 1; Staff Attendance Template, Field 1; Course Instructor Assignment Template, Field 1.

Dual/Concurrent Enrollment: Code that indicates that the student is enrolled in a course to earn both postsecondary and high school credit, regardless of whether they actually earn the credit or not. Y=Yes, N=No. This may take the form where all students within a course are being instructed in the school through an approved institution of higher education or a situation where students may attend a college course for dual credit at an institution of higher education. If some of the students enrolled in a course/section are not attempting or are no longer attempting college credit, the Dual/Concurrent Enrollment Indicator should be set to 'N'. Advanced Placement (AP) courses on their own are not considered dual/concurrent enrollment. College instructors cannot be reported as the Teacher of Record. A district, BOCES, or charter school must report a staff person as the Teacher of Record for the course. A dual or concurrent enrollment course is defined as a course offered by a partnership between at least one institution of higher education and at least one school district, BOCES or

charter school through which a secondary school student who has not graduated from high school is able to enroll in one or more postsecondary courses and may be able to earn postsecondary credit that is transferable to the institutions of higher education in the partnership and applicable toward completion of a degree. Student Class Entry Exit, Field 26.

Dual Credit Code: This code is used to identify the setting in which the student is earning dual credits (e.g. BOCES, Other District). Leave blank for non-dual credit courses. This code is important for the identification of a student in a dual credit course in a situation where the district responsible for reporting the student class grade detail record is not reporting the Course Instructor Assignment or Student Class Entry Exit data. Leave blank for non-dual credit courses. Student Class Grade Detail Template, Field 25, leave blank for courses that are not Dual Credit.

Dual Credit Indicator: This code indicates that the student is enrolled in a course in an attempt to earn both postsecondary and high school credit, regardless of whether they actually earn the credit or not. Y=Yes, N=No. Dual/concurrent enrollment is indicated where a) all students within a course are being instructed in the school through an approved institution of higher education or b) students attend a college course for dual credit at an institution of higher education. If some of the students enrolled in a course/section are not attempting or are no longer attempting college credit, the Dual/Concurrent Enrollment Indicator should be set to 'N'. Report the course in the year that the credits are earned.

ELL Eligible Student Service Levels: LEAs must identify the level of service an ELL eligible student (Code 0231) is receiving. The Units of Study tables provided are guidelines for mandated services for ELLs/MLLs as per Commissioner's Regulations Part 154-2 in both English as a New Language and Bilingual Education programs. Programs Fact template, Program Intensity, Field 9.

Email Address (All reported staff): Include only valid work email addresses. This is important for notifications related the Teacher Access and Authorization (TAA) system. Staff Snapshot, Field 76.

Employment Basis: For most staff, employment basis is 100 percent. However, some staff have their services shared by more than one LEA or are working only part-time, such as a teacher who teaches mornings only. Estimate the percent of the school year the staff member will work for this LEA. For example, for a staff member working approximately half-time, report 50 percent. Do not report more than 100 percent. Report as a percentage (e.g., 100 percent should be reported as 1.000; 75 percent should be reported 0.750).
Staff Snapshot Template, Field 60.

Employment Separation Reason Code: Code that indicates that a staff member (teacher or principal) is no longer employed by the LEA (RES = Resignation, RET = Retirement, PRT = (APPR evaluation) Performance-related terminations, OTH = Other). Include reasons and dates that occur anytime during the year. If the staff member returns to the LEA during the school year, remove the reason code. Staff Snapshot Template, Field 54.

English as a New Language (ENL): ENL program students learn to speak, understand, read and write English with a teacher who is specially trained in ENL theories and strategies. The student's primary or home language is used as a vehicle to help learn English.

Transitional Bilingual Education (TBE) Program: TBE programs offer students of the same primary or home language the opportunity to learn in English while continuing to learn content in their home language. Students' primary or home language is used to help them progress academically in all content areas while they acquire English. Instruction begins with a minimum of 60% instruction in the student's primary or home language and 40% in English; over time, instruction in English increases until the student has acquired the mandated level of English proficiency.

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 evaluated staff for a particular criterion. Required and optional student performance subcomponent scores (original and transition) must be a whole number. Required and optional teacher observation/principal school visit scores (original and transition) may have up to two decimal places. Staff Evaluation Rating Template, Field 8.

Evaluation Group Code: Indication of which plan (3012-d) is being used when Evaluation Criteria Code reported. Beginning in 2016-17, all LEAs should indicate, "3012d." Staff Evaluation Rating Template, Field 15.

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, 2019, since the status of students is to be reported as of August 31, 2019.

See Event Type Codes for Series of Events in Special Education 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 . 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. If the staff member returns to the LEA during the school year, remove the exit date. Report the Employment Separation Reason Code (Field 54) in conjunction with the Exit Date. 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, whichever comes first. Student Lite Template, Field 26.

Guidelines for Grade 9 Entry Data for Ungraded Students with Disabilities in the 2006 and Later Cohorts provides additional guidance on the interpretation and implementation of these rules for ungraded students with a disability.

First Name Long: Staff member's first name. Staff Snapshot Template, Field 65.

Free and Reduced-Price Lunch Eligibility Types: Report at least one and up to six eligibility types associated with the student's FRPL record. When available (eligible), DCMP (SNAP) should always be reported and other eligibility types may follow. Eligibility types may be added during the school year. Programs Fact template, Fields 28-33.

Gender Code: Gender code (M = Male; F = Female) of staff member. Staff Snapshot Template, Field 20.

Gender Description: Gender of the student being reported, as identified by the student. In the case of very young transgender students not yet able to advocate for themselves, gender may be identified by the parent or 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: Grade level of the student at the time of the enrollment date, 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 Prekindergarten) and "PREKF" (for full-day Prekindergarten).
- For students in an Alternative High School Equivalency Preparation program (AHSEP), use a grade level of "HSE." No other students should be reported with a grade level of "HSE."

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.

Guidance Counselor District Code: The district code as reported in Field 1. NYC to submit the Geographic District Code. Student Lite Template, Field 54.

Guidance Counselor ID: The counselor staff ID will be used for linking counselors to students for use in the Graduation Exam Requirements reports in SIRS L2PRT. If used, this must be the TEACH ID from TEACH system. The Counselor must be loaded in Staff Snapshot first. Student Lite Template, Field 55.

Hispanic/Latino Ethnicity Indicator: Indication of whether the student or staff member is Hispanic/Latino (Y/N). Student Lite Template, Field 42; Staff Snapshot Template, Field 69. See Race 1–5 in Chapter 4: Data Elements and Racial/Ethnic Groups in Chapter 2: Student Reporting Rules.

Home Language Description: Language 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 Primary Nighttime Residence: Code that indicates where students identified as homeless with Program Service Code 8262 have their primary nighttime residence (PNR). The LEA's homeless liaison must determine the PNR at the time the student is identified as homeless.Programs Fact, Field 23. The primary nighttime residence codes include:

D = Doubled-up (with another family)
H = Hotels/motels
S = Shelters
T = Transitional Housing
U = Unsheltered (car, parks, campgrounds, temporary trailer, or abandoned buildings)

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. For more information, visit the SEDCAR web page. Special Ed Events Template, Field 31.

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

Instructor District Code: Provide the District Code of the entity which has primary control of the Primary Instructor's class assignments. This will be the same as the District Code. NYC will use the Chancellor's Office code. Course Instructor Assignment, Field 9.

Instructor End Date: Report the last date in this assignment for the staff person. Do not report unless the staff person's responsibility for the assignment has ended. This cannot be a future date. If the LEA determines that a new staff person will serve as a replacement for the position/assignments, they may report that person with the appropriate start date. Generally, this would be a long-term or permanent replacement. Course Instructor Assignment, Field 12.

Instructor ID: Provide a TEACH ID from the TEACH system. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Staff ID for each staff member must be consistent across all templates. Course Instructor Assignment, Field 10.

Instructor Start Date: First day of the school year, or first date of the school year that the staff member was assigned to this "location" in this assignment, whichever comes last. This cannot be a future date. In most cases, this would be the first day the class meets. Course Instructor Assignment, Field 11.

Itinerant Staff: The Itinerant flag allows an LEA to report a staff person responsible for students in one LEA (district, BOCES, charter school) but employed by another LEA. Since the receiving district is not the employer and may not have complete personnel data for the itinerant teacher/staff person, a limited number of Staff Snapshot fields are required. These fields found on the Staff Snapshot template include District Code, Location Code, Status/Active Indicator, Itinerant Status, Employment Basis, Staff ID, Birth Date, Staff First and Last Name, Snapshot Date, Position Title, email (fields 1, 2, 8, 14, 40, 41, 50, 56, 60, 65, 66, 76). In cases of itinerant or shared teachers/staff across LEAs, data sharing agreements may be needed. Generally, these staff will be teachers employed by one LEA but responsible for a course in another LEA. The instruction of these "traveling teachers" may take the form of traditional in-person classroom instruction or distance learning.
Report "N" if the staff person is employed by the reporting LEA. Report "Y" if the staff person is not an employee of the reporting LEA but is the staff person of record for a course in another LEA and will be reported in other staff/course templates. The employer must report the staff evaluation data, attendance and tenure data. The receiving district where the course is being taught should report the course information in Course Instructor Assignment and Staff Student Course where applicable.

Last Name Long: Staff member's last name, including any hyphenated portion. Staff Snapshot Template, Field 66.

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 1. 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. For more information, visit the SEDCAR web page. Spec Ed Snapshot Template, Field 44.

Local Course Code: Local course code used in the local course scheduling system that uniquely identifies the course. This code must map to a State course code. See State Codes and Descriptions in the New York State Comprehensive Course Catalog. 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 staff member works in only one building, use building code. If the staff member works in more than one building within the LEA, use "0000". If a local building code is used, it must map to a valid State building code. For BOCES, use a virtual location code assigned to the staff person responsible for the instruction. Required by eScholar load plan. Assessment Response Template, Field 12; Staff Snapshot Template, Field 14; Location Code Template, Field 2; Staff Attendance Template, Field 2; Student Class Entry Exit template, Field 2.

Location Grade Level: Grade level of students to which the "Day Type" for a 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; Course Instructor Snapshot template, Field 8; Student Class Entry Exit Template Field 25. For State reporting, use "NA."

Middle Name: Staff member's middle name. Staff Snapshot Template, Field 77.

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.

Non-Teaching Assignment Codes: Non-teaching PMF descriptions See Assignment Codes and Descriptions section. Staff Assignment, Field 3.

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, 2019, the Number of Days is the number of calendar days that August 31, 2019 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, 2019, the Number of Days is the number of calendar days that August 31, 2019 is past the child's third birthday. If the child's third birthday is ON August 31, 2019, 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, 2019; or
- If the Event Outcome Code is "U" (eligibility decision is undetermined or meeting is not held by August 31, 2019).

Spec Ed Events Template, Field 33.

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

Original Probationary Period End Date: Date probation in tenure area is scheduled to end. If a staff member has finished his/her probationary period before the decision has been made to grant or deny tenure, leave the current code until the status has officially changed. Staff Tenure Template, Field 8.

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

Postsecondary Credit Units: Report the credits for each course awarded to the student during the school year by a higher education institution. The dual credit indicator must be used for the course in the Student Class Entry Exit template. Student Class Grade Detail, Field 36. Reporting on postsecondary credit units is optional for 2018-19.

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 Course Instruction Language Indicator (Primary Instruction Language Code): Report the Primary language used for providing instruction in the course. For Bilingual courses, report the language other than English being used. For example, if native Spanish-speaking students are being instructed by a Bilingual certified teacher, the SPANISH language code would be used for this course. In cases where the teacher provides instruction partly in Spanish and partly in English, the code would still be SPANISH. This indicator is not for foreign language instruction courses designed for English speaking students. There are course codes in the course catalog for foreign language learning. For ENL/ESL certified teachers "pushing-in" to specific courses, use the ENL indicator on the course. Course Instructor Assignment, Field 18.

Primary Instruction Delivery Method Code: Code that identifies the delivery method for each student course:

- **Face-to-Face (FACE)-** Course is delivered in the traditional classroom setting.
- **Distance Learning (DISTANCE)-** Course is delivered via Distance Learning (videoconferencing) technology, primarily or completely in a synchronous manner (i.e. students at multiple locations are engaged in instruction at the same time).
- **Blended Learning (BLENDED)-** Course is delivered at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.
- **Online Learning (ONLINE)-** Course (instruction and content) are delivered over the Internet.

Course Instructor Assignment, Field 16.

Primary ENL Instructor Indicator: Identify English as a New Language instructors for the course/section. Teaching aides and assistants are not to be reported. A "Y" in this field will subject the staff to an ENL certification match as required by State and federal reporting. If the ENL teacher is the only teacher in the class, he/she should be reported here and in Field 13. Course Instructor Assignment, Field 17.

Primary Instructor Indicator: Identify a staff person that has primary responsibility for the course. Teaching aides and assistants are not to be reported. A "Y" will subject the staff person to a certification match as required by State and federal reporting. At least one Staff ID record for each course/section must be reported with a "Y" in this field. If a special education teacher is the only teacher in the class (primary), he/she should be reported here and in field 14. In co-teaching situations where both teachers have full responsibility for the course, both may be identified as "primary." In such cases, the staff person would be subject to a certification match based on the content area of the course. Additionally, ENL (ESL) teachers may be scheduled using the appropriate ENL course codes (01008 and/or 51008). Course Instructor Assignment, Field 13.

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 3, 2018 snapshot date or at any time during the school year in the end of year special education snapshot. See Preschool Students with Disabilities Primary Service Codes on the SEDCAR web page. 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 3 snapshot date and the end-of-year snapshot. Spec Ed Snapshot Template, Field 46.

Primary Special Education Indicator: Identify special education instructors for the course/section. Teaching aides and assistants are not to be reported. A "Y" in this field will subject the staff to a special education certification match as required by State and federal reporting. If the special education teacher is the only teacher in the class, he/she should be reported here and in Field 13. Course Instructor Assignment, Field 14.

Principal Hire Date: If Field 105 of Staff Snapshot Template = PRINCIPAL, populate with the effective date of the first board appointment (or other official hire date if not currently board appointed) the staff person received as a principal in this LEA. Otherwise, leave blank. If a principal left the district and was rehired within the school year, the district may use the earlier

hire date. If a teacher left service for more than a year and was rehired in a subsequent school year, the LEA should use the later hire date. Staff Snapshot Template, Field 106.

Principal Title: Indication that the staff member is a principal or both a teacher and a principal. If the staff member is currently appointed by the school board or hired in another official capacity not currently board-appointed as a principal in this LEA, populate with "PRINCIPAL." Otherwise, leave blank. For staff in the current school year employed as both teachers and principals, also report "TEACHER" in Field 8 of the Staff Snapshot Template and report the corresponding hire and exit dates. Staff Snapshot Template, Field 105.

Probationary Period End Date (Actual): Date probation in tenure area ends. If probation was extended, this date will be later than the date in field 8. If probation was not extended, this date will equal the date in field 8. If a staff member had his/her probationary period ended early, this date would be earlier than the date provided in field 8 and the Probationary Period Extended Indicator (field 10) would be N. Staff Tenure Template, Field 9.

Probationary Period Extended Indicator: Yes (Y) / No (N) indicator that probation was continued beyond the original end date as reported in Field 8 of the Staff Tenure Template. Staff Tenure Template, Field 10.

Professional Development Indicator: Populate for teaching staff only. Did teacher receive "professional development" during the current school year? For each teacher, populate with "Y," "N," or "NA." This field may be updated during the school year (July 1 – June 30). Use the ESSA definition of "professional development" found in Certification Reports for Professional Development. Staff Snapshot Template, Field 111.

Program Duration: Year (value from 1-6 for 4026 and 1-8 for 4027) that indicates the current year a student is in a NYS P-Tech program or NYC P-Tech program. This field is required to distinguish those students as being in their 5th and 6th (or 7th - 8th for 4027) year of high school Programs Fact Template, Field 20.

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, use the BEDS code in the BOCES District of Responsibility Codes list in Chapter 5: Codes and Descriptions as the service provider location;
- 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): This code is optional when reporting staff data if the Hispanic indicator is equal to “Y”. The race code choice indicates the race or races with which the student primarily identifies as indicated by the student or the parent/guardian. For staff member, it is the race of the staff member. Race designations do not denote scientific definitions of anthropological origins. For reporting purposes, a student/staff member 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, staff member, or 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. For students, Race Code 1 must be populated, even if Hispanic/Latino Indicator is “Yes.” 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; Staff Snapshot Template, Fields 21, 78, 79, 80, and 81.

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) on the SEDCAR web page. 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 School District Schedule for Data Submission for Federal Indicators for more information. 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 and Staff Evaluation Rating templates, June 30 of the reporting year (i.e., YYYY-06-30). In Staff Student Course template, for evaluation data, use first date of state assessment period associated with course. End of year (roster date) records are no longer required. Student Class Grade Detail Template, Field 9; Staff Student Course Template, Field 11; Staff Evaluation Rating Template, Field 5.

School-Age Indicator: Indication of whether a student with a disability is of school age. If on October 1, 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.

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 Daily Attendance Template, 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., 2019-06-30 for academic school year 2018–19). 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; Staff Assignment Template, Field 5; Student Daily Attendance Template, Field 9; Attendance Codes Template, Field 11; Day Calendar Template, Field 3; Staff Tenure Template, Field 5; Course Instructor Assignment, Field 3; Student Class Entry Exit, Field 4.

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; Course Instructor Assignment, Field 6; Student Class Entry Exit, Field 6.

Session Date: This field is used in the Assessment Session Fact Template, Field 12. Identification of the Session Date (yyyy-mm-dd) first date of the testing period used by a student for the Grades 3-8 English Language Arts (ELA) and Mathematics New York State Testing Program (NYSTP) operational tests. This field is used on the template to report data from the Level 1 scanning centers to Level1 and Level 2 DW.

Session Name: This field is used in the Assessment Session Fact Template, Field 7. Identification of the Session (Session 1, Session 2, Session 3) used by a student for the Grades 3-8 English Language Arts (ELA) and Mathematics New York State Testing Program (NYSTP) operational tests. This field is used on the template to report data from the Level 1 scanning centers to Level1 and Level 2 DW.

Session Platform Type: This field is used in the Assessment Session Fact Template, Field 13. Identification of the Session Platform (PBT) used by a student for the Grades 3-8 English Language Arts (ELA) and Mathematics New York State Testing Program (NYSTP) operational tests. This field is used on the template to report data from the Level 1 scanning centers to Level1 and Level 2 DW.

Session Status Code: This field is used in the Assessment Session Fact Template, Field 11. Identification of the Session Testing Status (ABSENT, REFUSED, TESTED, NOT_TESTED) used by a student for the Grades 3-8 English Language Arts (ELA) and Mathematics New York State Testing Program (NYSTP) operational tests. ABSENT=Student is absent during test session. REFUSED= Student refused to take the test during the session. TESTED= Student is present and taking the test during the session. NOT_TESTED= Student is medically excused "93" or student was identified as having an administrative error "97". This field is used on the template to report data from the Level 1 scanning centers to Level1 and Level 2 DW.

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 1 of the reporting period (2018-10-01) or July 1 (End of Year) of the reporting year (2019-07-01). For Field 50 in Staff Snapshot Template, the last day of the school year for which the record is being reported (2019-06-30). Spec Ed Snapshot Template, Field 35; Staff Snapshot Template, Field 50.

Staff Attendance Code Long: Code that identifies type of absence for staff. See Staff Attendance Codes and Descriptions in Chapter 5: Codes and Descriptions. Staff Attendance Template, Field 11.

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 Education Level Code: Numeric code that indicates highest degree currently held by staff member. See Staff Education Level Codes in Chapter 5: Codes and Descriptions. Staff Snapshot Template, Field 108.

Staff ID: Local education agency staff member identifier. This must be the TEACH ID from TEACH system. Staff ID must be the same across all templates that include that field. Use 9 numeric characters, left padded with zeros. For example, for 1234567, use 001234567. Staff Snapshot Template, Field 2; Staff Student Course Template, Field 2; Staff Evaluation Rating Template, Field 2; Staff Assignment Template, Field 2; Staff Tenure Template, Field 2; Staff Attendance Template, Field 3.

State Assessment Included Indicator: Indicates whether 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 Course Code: Code from the State course codes table that identifies the course in which a student is enrolled in the New York State Comprehensive Course Catalog. Course Template, Field 29.

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

Student ID: Unique identifier assigned by the Local Education Agency in which the student is enrolled. Use 9 numeric characters, left padded with zeros. Student Class Entry Exit, Field 7.

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 or the student's chosen name. 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: Code used to indicate that the course code is offered in more than one session during the school year. 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; Course Instructor Assignment, Field 5; Student Class Entry Exit, Field 5.

Teacher Hire Date: The effective date of the first board appointment (or other official hire date if not currently board appointed) the staff person received as a teacher in this LEA. This field must be populated if Teacher Title in Staff Snapshot Template = "TEACHER." If Teacher Title is populated, Teacher Hire Date must also be populated. If a teacher left the district and was rehired within the school year, the district may use the earlier hire date. If a teacher left service for more than a year and was rehired in a subsequent school year, the LEA should use the later hire date. Staff Snapshot Template, Field 33.

Teacher Title: Indicates that a staff person is currently appointed by the school board or hired in another official capacity as a teacher in the reporting LEA. If the staff member is a teacher only, populate this field with "TEACHER." If the staff member is a teacher and a principal, populate this field with "TEACHER" and populate field 105 (Principal Title) with "PRINCIPAL." If the staff member is not a teacher, leave this field blank. If Teacher Hire Date is populated, Teacher Title must also be populated. More information concerning the ePMF and new staff data requirements can be found on the Teacher and Staff Data web page. Staff Snapshot Template, Field 8.

Tenure Area Code: Code used to indicate the area in which the staff member has tenure or is pursuing tenure. See Tenure Area Codes and Descriptions in Chapter 5: Codes and Descriptions. Staff Tenure Template, Field 4.

Tenure Status Code: Code that indicates the status for the Tenure Area Code reported in Field 4 of the Staff Tenure Template. See Tenure Status Codes and Descriptions in Chapter 5: Codes and Descriptions. Staff Tenure Template, Field 6.

Tenure Status Effective Date: First date of the tenure status that coincides with the Tenure Status Code reported in Field 6 of the Staff Tenure Template. This date is updated whenever tenure status changes. Staff Tenure Template, Field 7.

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. 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; Course Instructor Assignment, Field 7; Student Class Entry Exit, Field 24.
Test Booklet ID: This field is used in the Assessment Fact Template, Field 57 and the Assessment Session Fact Template, Field 9. Identification of the Test Form Letter (A-V, “” (blank)) used by a student for the Grades 3–8 English Language Arts (ELA) and Mathematics New York State Testing Program (NYSTP) operational tests. This field is used on the template to report data from the Level 1 scanning centers to Level1 and Level 2 DW.

Test Booklet Number: This field is used in the Assessment Session Fact Template, Field 10. Identification of the Test Form Number (03-24) used by a student for the Grades 3-8 English Language Arts (ELA) and Mathematics New York State Testing Program (NYSTP) operational tests. This field is used on the template to report data from the Level 1 scanning centers to Level1 and Level 2 DW.

Test Group: Short description of the test type being reported for the student (e.g., ALTREG, CTE, NYS, NYSAA, NYSITELL, 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.

Time Used: Number of days the teacher is absent. Only report full days. If staff member is out for only part of a day, do not report this as an absence. Days working outside the classroom on official LEA business are not considered absences. If more than one type of absence is charged for an entire day (e.g. half day of sick, half day of vacation) the absence still must be reported. The LEA must determine the appropriate type of absence to report. The “Other” (O) code may be used. Staff Attendance Template, Field 8.

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.

Total Years of Professional Educational Experience: Combination of all years of professional educational experience, including at other public school districts, nonpublic schools, BOCES, and colleges or universities within NYS. Experience in non-teaching, professional PMF assignments as reported in Staff Assignment should be included. This year counts as one full year of experience. The total Years of Professional Educational Experience must be greater than or equal to the total Years Educational Experience in District Field 43 of the Staff Snapshot Template. Report as a whole number. Staff Snapshot Template, Field 102.

Version: June 30 of the school year of test administration (e.g., 2019-06-30). Assessment Fact Template, Field 3; Assessment Response Template, Field 3.

Years Enrolled in a Transitional Bilingual Education or English as a New Language Program: Cumulative number of years in which an ELL/MLL -eligible student (Program Service Code 0231 — *ELL Eligible*) has been enrolled in a Transitional Bilingual Education Program or English as a New Language 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 ELL/MLL students who are not required to take grades 3–8 English language arts (ELA) assessments. Students eligible to take the NYSESLAT as a one-time exemption from

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.

Beginning Date of Latest Period of Continuous Enrollment in a United States School, K–12 (Including Puerto Rico)	Years of Enrollment
July 1, 2018 – June 30, 2019	1
July 1, 2017 – June 30, 2018	2
July 1, 2016 – June 30, 2017	3
July 1, 2015 – June 30, 2016	4
July 1, 2014 – June 30, 2015	5
July 1, 2013 – June 30, 2014	6
July 1, 2012 – June 30, 2013	7
July 1, 2011 – June 30, 2012	8
July 1, 2010 – June 30, 2011	9
July 1, 2009 – June 30, 2010	10
July 1, 2008 – June 30, 2009	11
July 1, 2007 – June 30, 2008	12
July 1, 2006 – June 30, 2007	13

Years Professional Educational Experience in District: Number of years of professional educational experience in this district. In addition to teaching, experience in a non-teaching, professional PMF assignment as reported in Staff Assignment is included. This year (current year) counts as one full year of experience in the district. If calculating this field based on the hiring date for a new staff person, use the Hire Date as year 1 in that reporting year and round up to a whole number. Paid leave may be included. Long-term substitute experience should be reported. Total Years Professional Educational Experience in District must be less than or equal to the total Years of Professional Educational Experience in Field 102 of the Staff Snapshot Template. Staff Snapshot Template, Field 43.

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 (Excluding Next day completion testing)
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
12	Next day completion testing

English Language Learner/Multilingual Learner (ELL/MLL) 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)
28	Next day completion*

*Applicable to Regents exams only, beginning January 2019.

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 Standard Codes and Descriptions

Districts and schools must provide records for all New York State assessments taken by students for whom they are responsible.

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 of accuracy 0 through 100 (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 or Regents diploma. For more information, see Commissioner's Regulations 100.5 (d) (5) or the School Administrator's Manual, Secondary Level Examinations.

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 or Regents 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 or Regents 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.

Interstate Compact on Military Exemptions: Under the Interstate Compact on Educational Opportunity for Military Children, certain children of active duty military families in transition are permitted, under certain circumstances, to substitute assessments taken at a previous school

for required Regents Examinations toward a diploma. When enrolling and educating children of active duty military personnel in transition, school districts and charters must adhere to requirements outlined in the Compact. If students transferring from out of state are exempt from any Regents examinations required to earn a local or Regents diploma, these assessments records must be reported using the Military Compact Exempt assessment measure descriptions, 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. For more information, see http://www.nysed.gov/curriculum-instruction/interstate-compact/ .

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 and/or the CTE Pathway, a student must successfully complete his or her career and technical education program *and* pass the three-part technical skill assessment that was approved under the 2001 Regents approval process. These students must be reported with Assessment Measure Code 00199 for Approved CTE Program Technical Assessment.

Students who pass a technical skills assessment that is not associated with a program approved under the 2001 Regents approval process must be reported with Assessment Measure Code 00C41 for CTE Technical Assessment – Other. These students do not qualify for the Technical Endorsement or the CTE Pathway but must be reported for Perkins reporting purposes. 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. See the Commissioner's Regulations for information on the use of Pathways Assessments to satisfy graduation requirements.

Students who take a nationally certified CTE exam (definition TBD) not associated with a program approved under the 2001 Regents approval process must be reported with Assessment Measure Code 00C40 for Nationally Certified CTE Exam.

For all three CTE assessments, report "P" for passed and an "F" for failed. 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” for the Approved CTE Program Technical Assessment. Averaging of the three component scores is not permissible.
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 the Commissioner's Regulations. 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 Indicator 7 preschool outcomes for additional information on COSF.

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.

Only IB exams with numeric scores can be used to earn a student a weight of 2.0 for the College, Career, and Civic Readiness (CCCR) accountability indicator. As such, only these IB assessments need to be reported in SIRS.

LOTE (Languages Other than English) Assessments, SEQ Assessments, and CDOS Assessments: These codes are used to populate SIRS-340 and 341, Graduation Exam Requirements Summary Report/Details Report. For students who took and passed an Approved Pathway Assessment in Languages Other than English, use one of the Department-Approved Pathway Assessment codes for Chinese, French, Italian, or Spanish. A general Assessment Measure Code of LT001 – *LOTE Pathway Exam* – Other can be used when a student takes a newly approved assessment in a language other than the four listed.

LOTE Checkpoint B (LT006) should be used to identify when students have passed a locally developed Checkpoint B LOTE examination to fulfill the requirements for a Regents with Advanced Designation. When students are exempt from the LOTE requirement per IEP, use the code LT001 – LOTE Exempt. If students instead used either the 5-unit sequence in CTE or Arts used to fulfill the requirements for Advanced Designation, use either SQ001 (CTE) or SQ002 (Arts).

To indicate satisfaction of requirements for CDOS pathway, use CD001 CDOS Pathway Exam to indicate that a student has passed one of the Department Approved Pathway Assessments in CDOS.

For all these codes, report the assessment measure code and leave the assessment score field blank. Use a Standard Achieved Code of N/A for Local Assessments/Sequences.

Common Core Regents Exams: For information on the Common Core Regents exams, please see the memorandum Update on Common Core Regents Exams.

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
Test Group: "COSF" for Child Outcomes Summary Form for Preschool Students with Disabilities				
Entry Level Positive Social Emotional Skills	COSF: Entry Level Social Emotional	Social Emotional	00931	Numeric Scale *
Entry Level Acquisition of Knowledge and Skills	COSF: Entry Level Knowledge and Skills	Knowledge and Skills	00932	Numeric Scale *
Entry Level Use of Appropriate Behaviors to Meet Their Needs	COSF: Entry Level Behaviors	Behaviors	00933	Numeric Scale *
Exit Level Positive Social Emotional Skills	COSF: Exit Level Social Emotional	Social Emotional	00941	Numeric Scale*
Exit Level Acquisition of Knowledge and Skills	COSF: Exit Level Knowledge and Skills	Knowledge and Skills	00942	Numeric Scale*
Exit Level Use of Appropriate Behaviors to Meet Their Needs	COSF: Exit Level Behaviors	Behaviors	00943	Numeric Scale*
Progress in Positive Social Emotional Skills	COSF: Progress Social Emotional	Social Emotional	00951	Alpha**
Progress in Acquisition of Knowledge and Skills	COSF: Progress Knowledge and Skills	Knowledge and Skills	00952	Alpha**
Progress in Use of Appropriate Behaviors to Meet Their Needs	COSF: Progress Behaviors	Behaviors	00953	Alpha**
** For these assessments, the scale is 1-7 as determined by the CPSE or CSE based on evaluation results.*				
*** For these assessments, whether the student learned one new skill between entry and exit from the preschool program (i.e., Y or N as determined by the CPSE or CSE based on evaluation results) is to be entered.*				
Test Group: "NYS" for Grade 3–8 Assessments				
Grade 3 English Language Arts	Grade 3 ELA	ELA	00800	Numeric Scale *
Grade 3 Mathematics	Grade 3 Math	Math	00801	Numeric Scale *
Grade 4 English Language Arts	Grade 4 ELA	ELA	00006	Numeric Scale *
Grade 4 Mathematics	Grade 4 Math	Math	00008	Numeric Scale *
Grade 4 Science (Final Test Score)	Grade 4 Sci: Scale	Science	00029	Numeric Scale *
Grade 5 English Language Arts	Grade 5 ELA	ELA	00802	Numeric Scale *
Grade 5 Mathematics	Grade 5 Math	Math	00803	Numeric Scale *
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 *

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
Grade 7 Mathematics	Grade 7 Math	Math	00807	Numeric Scale *
Grade 8 English Language Arts	Grade 8 ELA	ELA	00009	Numeric Scale *
Grade 8 Mathematics	Grade 8 Math	Math	00010	Numeric Scale *
Grade 8 Science (Final Test Score)	Grade 8 Sci: Scale	Science	00034	Numeric Scale
**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	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
NYSESLAT: K Listening	NYSESLAT: K Listening	ELA	L0569	Numeric Scale
NYSESLAT: K Speaking	NYSESLAT: K Speaking	ELA	S0569	Numeric Scale
NYSESLAT: K Reading	NYSESLAT: K Reading	ELA	R0569	Numeric Scale
NYSESLAT: K Writing	NYSESLAT: K Writing	ELA	W0569	Numeric Scale
NYSESLAT: 1 Total Score	NYSESLAT: 1 Total Score	ELA	00578	Numeric Scale
NYSESLAT: 2 Total Score	NYSESLAT: 2 Total Score	ELA	00579	Numeric Scale
NYSESLAT: 1-2 Listening	NYSESLAT: 1-2 Listening	ELA	L0578	Numeric Scale
NYSESLAT: 1-2 Speaking	NYSESLAT: 1-2 Speaking	ELA	S0578	Numeric Scale
NYSESLAT: 1-2 Reading	NYSESLAT: 1-2 Reading	ELA	R0578	Numeric Scale
NYSESLAT: 1-2 Writing	NYSESLAT: 1-2 Writing	ELA	W0578	Numeric Scale
NYSESLAT: 3 Total Score	NYSESLAT: 3 Total Score	ELA	00588	Numeric Scale
NYSESLAT: 4 Total Score	NYSESLAT: 4 Total Score	ELA	00589	Numeric Scale
NYSESLAT: 3-4 Listening	NYSESLAT: 3-4 Listening	ELA	L0588	Numeric Scale
NYSESLAT: 3-4 Speaking	NYSESLAT: 3-4 Speaking	ELA	S0588	Numeric Scale
NYSESLAT: 3-4 Reading	NYSESLAT: 3-4 Reading	ELA	R0588	Numeric Scale
NYSESLAT: 3-4 Writing	NYSESLAT: 3-4 Writing	ELA	W0588	Numeric Scale
NYSESLAT: 5 Total Score	NYSESLAT: 5 Total Score	ELA	00528	Numeric Scale
NYSESLAT: 6 Total Score	NYSESLAT: 6 Total Score	ELA	00529	Numeric Scale
NYSESLAT: 5-6 Listening	NYSESLAT: 5-6 Listening	ELA	L0528	Numeric Scale
NYSESLAT: 5-6 Speaking	NYSESLAT: 5-6 Speaking	ELA	S0528	Numeric Scale
NYSESLAT: 5-6 Reading	NYSESLAT: 5-6 Reading	ELA	R0528	Numeric Scale
NYSESLAT: 5-6 Writing	NYSESLAT: 5-6 Writing	ELA	W0528	Numeric Scale
NYSESLAT: 7 Total Score	NYSESLAT: 7 Total Score	ELA	00538	Numeric Scale
NYSESLAT: 8 Total Score	NYSESLAT: 8 Total Score	ELA	00539	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
NYSESLAT: 7-8 Listening	NYSESLAT: 7-8 Listening	ELA	L0538	Numeric Scale
NYSESLAT: 7-8 Speaking	NYSESLAT: 7-8 Speaking	ELA	S0538	Numeric Scale
NYSESLAT: 7-8 Reading	NYSESLAT: 7-8 Reading	ELA	R0538	Numeric Scale
NYSESLAT: 7-8 Writing	NYSESLAT: 7-8 Writing	ELA	W0538	Numeric Scale
NYSESLAT: 9 Total Score	NYSESLAT: 9 Total Score	ELA	00548	Numeric Scale
NYSESLAT: 10 Total Score	NYSESLAT: 10 Total Score	ELA	00549	Numeric Scale
NYSESLAT: 11 Total Score	NYSESLAT: 11 Total Score	ELA	00550	Numeric Scale
NYSESLAT: 12 Total Score	NYSESLAT: 12 Total Score	ELA	00551	Numeric Scale
NYSESLAT: 9-12 Listening	NYSESLAT: 9-12 Listening	ELA	L0548	Numeric Scale
NYSESLAT: 9-12 Speaking	NYSESLAT: 9-12 Speaking	ELA	S0548	Numeric Scale
NYSESLAT: 9-12 Reading	NYSESLAT: 9-12 Reading	ELA	R0548	Numeric Scale
NYSESLAT: 9-12 Writing	NYSESLAT: 9-12 Writing	ELA	W0548	Numeric Scale
NYSESLAT Braille: K Total Score	NYSESLAT Braille: K Total Score	ELA	00480	Numeric Scale
NYSESLAT Braille: 1 Total Score	NYSESLAT Braille: 1 Total Score	ELA	00481	Numeric Scale
NYSESLAT Braille: 2 Total Score	NYSESLAT Braille: 2 Total Score	ELA	00482	Numeric Scale
NYSESLAT Braille: 3 Total Score	NYSESLAT Braille: 3 Total Score	ELA	00483	Numeric Scale
NYSESLAT Braille: 4 Total Score	NYSESLAT Braille: 4 Total Score	ELA	00484	Numeric Scale
NYSESLAT Braille: 5 Total Score	NYSESLAT Braille: 5 Total Score	ELA	00485	Numeric Scale
NYSESLAT Braille: 6 Total Score	NYSESLAT Braille: 6 Total Score	ELA	00486	Numeric Scale
NYSESLAT Braille: 7 Total Score	NYSESLAT Braille: 7 Total Score	ELA	00487	Numeric Scale
NYSESLAT Braille: 8 Total Score	NYSESLAT Braille: 8 Total Score	ELA	00488	Numeric Scale
NYSESLAT Braille: 9 Total Score	NYSESLAT Braille: 9 Total Score	ELA	00489	Numeric Scale
NYSESLAT Braille: 10 Total Score	NYSESLAT Braille: 10 Total Score	ELA	00490	Numeric Scale
NYSESLAT Braille: 11 Total Score	NYSESLAT Braille: 11 Total Score	ELA	00491	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
NYSESLAT Braille: 12 Total Score	NYSESLAT Braille: 12 Total Score	ELA	00492	Numeric Scale
Test Group: "NYSITELL" for New York State Identification Test for English Language Learners * NYSITELL_V2 assessments are new as of February 1, 2018. The test group remains "NYSITELL".				
NYSITELL_V2: Level I K Total Score	NYSITELL_V2: Level I K Total Score	ELA	T1520	Numeric Raw
NYSITELL_V2 Braille: Level I K Total Score	NYSITELL_V2 Braille: Level I K Total Score	ELA	T1545	Numeric Raw
NYSITELL_V2: Level I K Listening	NYSITELL_V2: Level I K Listening	ELA	L1520	Numeric Raw
NYSITELL_V2: Level I K Speaking	NYSITELL_V2: Level I K Speaking	ELA	S1520	Numeric Raw
NYSITELL_V2: Level II K Total Score	NYSITELL_V2: Level II K Total Score	ELA	T1521	Numeric Raw
NYSITELL_V2 Braille: Level II K Total Score	NYSITELL_V2 Braille: Level II K Total Score	ELA	T1547	Numeric Raw
NYSITELL_V2: Level II K Listening	NYSITELL_V2: Level II K Listening	ELA	L1521	Numeric Raw
NYSITELL_V2: Level II K Speaking	NYSITELL_V2: Level II K Speaking	ELA	S1521	Numeric Raw
NYSITELL_V2: Level II K Reading	NYSITELL_V2: Level II K Reading	ELA	R1521	Numeric Raw
NYSITELL_V2: Level II K Writing	NYSITELL_V2: Level II K Writing	ELA	W1521	Numeric Raw
NYSITELL_V2: Level II 1 Total Score	NYSITELL_V2: Level II 1 Total Score	ELA	T1522	Numeric Raw
NYSITELL_V2 Braille: Level II 1 Total Score	NYSITELL_V2 Braille: Level II 1 Total Score	ELA	T1546	Numeric Raw
NYSITELL_V2: Level II 1 Listening	NYSITELL_V2: Level II 1 Listening	ELA	L1522	Numeric Raw
NYSITELL_V2: Level II 1 Speaking	NYSITELL_V2: Level II 1 Speaking	ELA	S1522	Numeric Raw
NYSITELL_V2: Level II 1 Reading	NYSITELL_V2: Level II 1 Reading	ELA	R1522	Numeric Raw
NYSITELL_V2: Level II 1 Writing	NYSITELL_V2: Level II 1 Writing	ELA	W1522	Numeric Raw
NYSITELL_V2: Level III 1 Total Score	NYSITELL_V2: Level III 1 Total Score	ELA	T1523	Numeric Raw
NYSITELL_V2 Braille: Level III 1 Total Score	NYSITELL_V2 Braille: Level III 1 Total Score	ELA	T1548	Numeric Raw
NYSITELL_V2: Level III 1 Listening	NYSITELL_V2: Level III 1 Listening	ELA	L1523	Numeric Raw
NYSITELL_V2: Level III 1 Speaking	NYSITELL_V2: Level III 1 Speaking	ELA	S1523	Numeric Raw
NYSITELL_V2: Level III 1 Reading	NYSITELL_V2: Level III 1 Reading	ELA	R1523	Numeric Raw

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
NYSITELL_V2: Level III 1 Writing	NYSITELL_V2: Level III 1 Writing	ELA	W1523	Numeric Raw
NYSITELL_V2: Level III 2 Total Score	NYSITELL_V2: Level III 2 Total Score	ELA	T1524	Numeric Raw
NYSITELL_V2 Braille: Level III 2 Total Score	NYSITELL_V2 Braille: Level III 2 Total Score	ELA	T1549	Numeric Raw
NYSITELL_V2: Level III 2 Listening	NYSITELL_V2: Level III 2 Listening	ELA	L1524	Numeric Raw
NYSITELL_V2: Level III 2 Speaking	NYSITELL_V2: Level III 2 Speaking	ELA	S1524	Numeric Raw
NYSITELL_V2: Level III 2 Reading	NYSITELL_V2: Level III 2 Reading	ELA	R1524	Numeric Raw
NYSITELL_V2: Level III 2 Writing	NYSITELL_V2: Level III 2 Writing	ELA	W1524	Numeric Raw
NYSITELL_V2: Level III 3 Total Score	NYSITELL_V2: Level III 3 Total Score	ELA	T1525	Numeric Raw
NYSITELL_V2 Braille: Level III 3 Total Score	NYSITELL_V2 Braille: Level III 3 Total Score	ELA	T1550	Numeric Raw
NYSITELL_V2: Level III 3 Listening	NYSITELL_V2: Level III 3 Listening	ELA	L1525	Numeric Raw
NYSITELL_V2: Level III 3 Speaking	NYSITELL_V2: Level III 3 Speaking	ELA	S1525	Numeric Raw
NYSITELL_V2: Level III 3 Reading	NYSITELL_V2: Level III 3 Reading	ELA	R1525	Numeric Raw
NYSITELL_V2: Level III 3 Writing	NYSITELL_V2: Level III 3 Writing	ELA	W1525	Numeric Raw
NYSITELL_V2: Level IV 3 Total Score	NYSITELL_V2: Level IV 3 Total Score	ELA	T1526	Numeric Raw
NYSITELL_V2: Level IV 3 Listening	NYSITELL_V2: Level IV 3 Listening	ELA	L1526	Numeric Raw
NYSITELL_V2: Level IV 3 Speaking	NYSITELL_V2: Level IV 3 Speaking	ELA	S1526	Numeric Raw
NYSITELL_V2: Level IV 3 Reading	NYSITELL_V2: Level IV 3 Reading	ELA	R1526	Numeric Raw
NYSITELL_V2: Level IV 3 Writing	NYSITELL_V2: Level IV 3 Writing	ELA	W1526	Numeric Raw
NYSITELL_V2: Level IV 4 Total Score	NYSITELL_V2: Level IV 4 Total Score	ELA	T1527	Numeric Raw
NYSITELL_V2: Level IV 4 Listening	NYSITELL_V2: Level IV 4 Listening	ELA	L1527	Numeric Raw
NYSITELL_V2: Level IV 4 Speaking	NYSITELL_V2: Level IV 4 Speaking	ELA	S1527	Numeric Raw
NYSITELL_V2: Level IV 4 Reading	NYSITELL_V2: Level IV 4 Reading	ELA	R1527	Numeric Raw
NYSITELL_V2: Level IV 4 Writing	NYSITELL_V2: Level IV 4 Writing	ELA	W1527	Numeric Raw
NYSITELL_V2: Level V 4 Total Score	NYSITELL_V2: Level V 4 Total Score	ELA	T1528	Numeric Raw

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
NYSITELL_V2: Level V 4 Listening	NYSITELL_V2: Level V 4 Listening	ELA	L1528	Numeric Raw
NYSITELL_V2: Level V 4 Speaking	NYSITELL_V2: Level V 4 Speaking	ELA	S1528	Numeric Raw
NYSITELL_V2: Level V 4 Reading	NYSITELL_V2: Level V 4 Reading	ELA	R1528	Numeric Raw
NYSITELL_V2: Level V 4 Writing	NYSITELL_V2: Level V 4 Writing	ELA	W1528	Numeric Raw
NYSITELL_V2: Level V 5 Total Score	NYSITELL_V2: Level V 5 Total Score	ELA	T1529	Numeric Raw
NYSITELL_V2: Level V 5 Listening	NYSITELL_V2: Level V 5 Listening	ELA	L1529	Numeric Raw
NYSITELL_V2: Level V 5 Speaking	NYSITELL_V2: Level V 5 Speaking	ELA	S1529	Numeric Raw
NYSITELL_V2: Level V 5 Reading	NYSITELL_V2: Level V 5 Reading	ELA	R1529	Numeric Raw
NYSITELL_V2: Level V 5 Writing	NYSITELL_V2: Level V 5 Writing	ELA	W1529	Numeric Raw
NYSITELL_V2: Level VI 5 Total Score	NYSITELL_V2: Level VI 5 Total Score	ELA	T1530	Numeric Raw
NYSITELL_V2: Level VI 5 Listening	NYSITELL_V2: Level VI 5 Listening	ELA	L1530	Numeric Raw
NYSITELL_V2: Level VI 5 Speaking	NYSITELL_V2: Level VI 5 Speaking	ELA	S1530	Numeric Raw
NYSITELL_V2: Level VI 5 Reading	NYSITELL_V2: Level VI 5 Reading	ELA	R1530	Numeric Raw
NYSITELL_V2: Level VI 5 Writing	NYSITELL_V2: Level VI 5 Writing	ELA	W1530	Numeric Raw
NYSITELL_V2: Level VI 6 Total Score	NYSITELL_V2: Level VI 6 Total Score	ELA	T1531	Numeric Raw
NYSITELL_V2: Level VI 6 Listening	NYSITELL_V2: Level VI 6 Listening	ELA	L1531	Numeric Raw
NYSITELL_V2: Level VI 6 Speaking	NYSITELL_V2: Level VI 6 Speaking	ELA	S1531	Numeric Raw
NYSITELL_V2: Level VI 6 Reading	NYSITELL_V2: Level VI 6 Reading	ELA	R1531	Numeric Raw
NYSITELL_V2: Level VI 6 Writing	NYSITELL_V2: Level VI 6 Writing	ELA	W1531	Numeric Raw
NYSITELL_V2: Level VI 7 Total Score	NYSITELL_V2: Level VI 7 Total Score	ELA	T1532	Numeric Raw
NYSITELL_V2: Level VI 7 Listening	NYSITELL_V2: Level VI 7 Listening	ELA	L1532	Numeric Raw
NYSITELL_V2: Level VI 7 Speaking	NYSITELL_V2: Level VI 7 Speaking	ELA	S1532	Numeric Raw
NYSITELL_V2: Level VI 7 Reading	NYSITELL_V2: Level VI 7 Reading	ELA	R1532	Numeric Raw
NYSITELL_V2: Level VI 7 Writing	NYSITELL_V2: Level VI 7 Writing	ELA	W1532	Numeric Raw

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
NYSITELL_V2: Level VII 7 Total Score	NYSITELL_V2: Level VII 7 Total Score	ELA	T1533	Numeric Raw
NYSITELL_V2: Level VII 7 Listening	NYSITELL_V2: Level VII 7 Listening	ELA	L1533	Numeric Raw
NYSITELL_V2: Level VII 7 Speaking	NYSITELL_V2: Level VII 7 Speaking	ELA	S1533	Numeric Raw
NYSITELL_V2: Level VII 7 Reading	NYSITELL_V2: Level VII 7 Reading	ELA	R1533	Numeric Raw
NYSITELL_V2: Level VII 7 Writing	NYSITELL_V2: Level VII 7 Writing	ELA	W1533	Numeric Raw
NYSITELL_V2: Level VII 8 Total Score	NYSITELL_V2: Level VII 8 Total Score	ELA	T1534	Numeric Raw
NYSITELL_V2: Level VII 8 Listening	NYSITELL_V2: Level VII 8 Listening	ELA	L1534	Numeric Raw
NYSITELL_V2: Level VII 8 Speaking	NYSITELL_V2: Level VII 8 Speaking	ELA	S1534	Numeric Raw
NYSITELL_V2: Level VII 8 Reading	NYSITELL_V2: Level VII 8 Reading	ELA	R1534	Numeric Raw
NYSITELL_V2: Level VII 8 Writing	NYSITELL_V2: Level VII 8 Writing	ELA	W1534	Numeric Raw
NYSITELL_V2: Level VII 9 Total Score	NYSITELL_V2: Level VII 9 Total Score	ELA	T1535	Numeric Raw
NYSITELL_V2: Level VII 9 Listening	NYSITELL_V2: Level VII 9 Listening	ELA	L1535	Numeric Raw
NYSITELL_V2: Level VII 9 Speaking	NYSITELL_V2: Level VII 9 Speaking	ELA	S1535	Numeric Raw
NYSITELL_V2: Level VII 9 Reading	NYSITELL_V2: Level VII 9 Reading	ELA	R1535	Numeric Raw
NYSITELL_V2: Level VII 9 Writing	NYSITELL_V2: Level VII 9 Writing	ELA	W1535	Numeric Raw
NYSITELL_V2: Level VIII 9 Total Score	NYSITELL_V2: Level VIII 9 Total Score	ELA	T1536	Numeric Raw
NYSITELL_V2: Level VIII 9 Listening	NYSITELL_V2: Level VIII 9 Listening	ELA	L1536	Numeric Raw
NYSITELL_V2: Level VIII 9 Speaking	NYSITELL_V2: Level VIII 9 Speaking	ELA	S1536	Numeric Raw
NYSITELL_V2: Level VIII 9 Reading	NYSITELL_V2: Level VIII 9 Reading	ELA	R1536	Numeric Raw
NYSITELL_V2: Level VIII 9 Writing	NYSITELL_V2: Level VIII 9 Writing	ELA	W1536	Numeric Raw
NYSITELL_V2: Level VIII 10 Total Score	NYSITELL_V2: Level VIII 10 Total Score	ELA	T1537	Numeric Raw
NYSITELL_V2: Level VIII 11 Total Score	NYSITELL_V2: Level VIII 11 Total Score	ELA	T1538	Numeric Raw
NYSITELL_V2: Level VIII 12 Total Score	NYSITELL_V2: Level VIII 12 Total Score	ELA	T1539	Numeric Raw
NYSITELL_V2: Level VIII 10-12 Listening	NYSITELL_V2: Level VIII 10-12 Listening	ELA	L1540	Numeric Raw

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
NYSITELL_V2: Level VIII 10-12 Speaking	NYSITELL_V2: Level VIII 10-12 Speaking	ELA	S1540	Numeric Raw
NYSITELL_V2: Level VIII 10-12 Reading	NYSITELL_V2: Level VIII 10-12 Reading	ELA	R1540	Numeric Raw
NYSITELL_V2: Level VIII 10-12 Writing	NYSITELL_V2: Level VIII 10-12 Writing	ELA	W1540	Numeric Raw
Test Group: "Regents" for Regents Examinations (see footnote below)				
Regents Common Core Examination in English Language Arts – January	Regents Common Core ELA – Jan	ELA	01340	Numeric Scale
Regents Common Core Examination in English Language Arts – June	Regents Common Core ELA – Jun	ELA	06340	Numeric Scale
Regents Common Core Examination in English Language Arts – August	Regents Common Core ELA – Aug	ELA	08340	Numeric Scale
Regents Common Core Examination in Algebra I – January	Regents Common Core Algebra I – Jan	Math	01304	Numeric Scale
Regents Common Core Examination in Algebra I – June	Regents Common Core Algebra I – Jun	Math	06304	Numeric Scale
Regents Common Core Examination in Algebra I – August	Regents Common Core Algebra I – Aug	Math	08304	Numeric Scale
Regents Common Core Examination in Geometry - January	Regents Common Core Geometry - Jan	Math	01305	Numeric Scale
Regents Common Core Examination in Geometry - June	Regents Common Core Geometry - Jun	Math	06305	Numeric Scale
Regents Common Core Examination in Geometry - August	Regents Common Core Geometry - Aug	Math	08305	Numeric Scale
Regents Common Core Examination in Algebra II - January	Regents Common Core Algebra II - Jan	Math	01306	Numeric Scale
Regents Common Core Examination in Algebra II - June	Regents Common Core Algebra II - Jun	Math	06306	Numeric Scale
Regents Common Core Examination in Algebra II - August	Regents Common Core Algebra II - Aug	Math	08306	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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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
New Framework Regents Examination in Global History and Geography II - Grade 10*	Regents NF Global History - Jun	Global Studies	06208	Numeric Scale
Transitional Regents Examination in Global History and Geography – January (Grade 10) *	Regents Global History Transition - Jan	Global Studies	01207	Numeric Scale
Transitional Regents Examination in Global History and Geography – August (Grade 10) *	Regents Global History Transition - Aug	Global Studies	08207	Numeric Scale
Transitional Regents Examination in Global History and Geography – June (Grade 10) *	Regents Global History Transition – Jun	Global Studies	06207	Numeric Scale
Regents U.S. History and Government – August	Regents US History & Gov't – Aug	Social Studies	08052	Numeric Scale
Student entered NYS school for first time in grade 11 and was exempted from Regents Global History	Global Hist Exempt	Global Studies	00401	Numeric
Military Compact Exempt Global History	Military Compact Exempt Global History	Global Studies	MC403	Numeric

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
Military Compact Exempt U.S. History & Government	Military Compact Exempt U.S. History&Gov't	Social Studies	MC404	Numeric
Military Compact Exempt English Language Arts	Military Compact Exempt ELA	ELA	MC405	Numeric
Military Compact Exempt Algebra I	Military Compact Exempt Algebra I	Mathematics	MC406	Numeric
Military Compact Exempt Algebra II	Military Compact Exempt Algebra II	Mathematics	MC407	Numeric
Military Compact Exempt Geometry	Military Compact Exempt Geometry	Mathematics	MC408	Numeric
Military Compact Exempt Living Environment	Military Compact Exempt Living Environment	Science	MC409	Numeric
Military Compact Exempt Physical Setting/Chemistry	Military Compact Exempt Physical Setting/Chemistry	Science	MC410	Numeric
Military Compact Exempt Physical Setting/Earth Science	Military Compact Exempt Physical Setting/Earth Science	Science	MC411	Numeric
Military Compact Exempt Physical Setting/Physics	Military Compact Exempt Physical Setting/Physics	Science	MC412	Numeric

* For the 2018-19 SY, all schools providing instruction for grade 9 social studies courses aligned with the new Social Studies Framework should report course 04051.

For the 2018-19 SY, all schools providing instruction for grade 10 social studies courses aligned with the new Social Studies Framework should report course code 04052NF.

For the 2018-19 SY, all schools providing instruction for grade 10 social studies courses aligned with the Core Curriculum for Global History and Geography should report course code 04052.

Test Group: "RCT" for Regents Competency Tests				
RCT Reading - August	RCT Reading - Aug	ELA	08020	Numeric Raw
RCT Writing - August	RCT Writing - Aug	ELA	08021	Numeric Scale
RCT Mathematics - August	RCT Math - Aug	Math	08022	Numeric Raw
RCT Science - August	RCT Science - Aug	Science	08023	Numeric Raw
RCT Global Studies - August	RCT Global Studies - Aug	Social Studies	08024	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.

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
Test Group: "CTE" for Career and Technical Education (see note above in Career and Technical Education section)				
Nationally Certified CTE Exam	Nationally Certified CTE Exam	Career and Technical Education	00C40	Alpha
CTE Technical Assessment – Other	CTE Technical Assessment – Other	Career and Technical Education	00C41	Alpha
Approved CTE Program Technical Assessment	Approved CTE Program Technical Assessment	Career and Technical 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
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
SAT Subject Test U.S. History	SAT Subject Test US History	Social Studies	00134	Numeric Scale
Test Group: "LOTE" for Languages Other Than English				
LOTE Exempt	LOTE Exempt	Second Languages	LT000	Alpha
LOTE Pathway Exam - Other	LOTE Pathway Exam - Other	Second Languages	LT001	Alpha
LOTE Pathway Exam - French	LOTE Pathway Exam - French	Second Languages	LT002	Alpha
LOTE Pathway Exam - Spanish	LOTE Pathway Exam - Spanish	Second Languages	LT003	Alpha
LOTE Pathway Exam - Italian	LOTE Pathway Exam - Italian	Second Languages	LT004	Alpha
LOTE Pathway Exam - Chinese	LOTE Pathway Exam - Chinese	Second Languages	LT005	Alpha
LOTE Checkpoint B	LOTE Checkpoint B	Second Languages	LT006	Alpha
Test Group: "SEQ" for Sequence for Advanced Designation				
CTE Sequence for Advanced Designation	CTE Sequence for Advanced Designation	Career Education	SQ001	Alpha
Arts Sequence for Advanced Designation	Arts Sequence for Advanced Designation	Fine and Performing Arts	SQ002	Alpha
Test Group: "CDOS" for Career Development and Occupational Studies				
CDOS Pathway Exam	CDOS Pathway Exam	Career and Technical Education	CD001	Alpha
Test Group: "CCR" for College and Career Readiness				
AP Art History	AP Art History	Fine and Performing Arts	00A00	Numeric Scale
AP Chemistry	AP Chemistry	Science	00A01	Numeric Scale
AP Chinese Language and Culture	AP Chinese Language and Culture	Second Languages	00A02	Numeric Scale
AP Comparative Government and Politics	AP Comparative Government and Politics	Social Studies	00A03	Numeric Scale
AP Computer Science A	AP Computer Science A	Computer Sciences	00A04	Numeric Scale
AP Environmental Science	AP Environmental Science	Science	00A05	Numeric Scale
AP European History	AP European History	Social Studies	00A06	Numeric Scale
AP French Language and Culture	AP French Language and Culture	Second Languages	00A07	Numeric Scale
AP German Language and Culture	AP German Language and Culture	Second Languages	00A08	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
AP Human Geography	AP Human Geography	Science	00A09	Numeric Scale
AP Italian Language and Culture	AP Italian Language and Culture	Second Languages	00A10	Numeric Scale
AP Japanese Language and Culture	AP Japanese Language and Culture	Second Languages	00A11	Numeric Scale
AP Latin (Virgil, Catullus and Horace)	AP Latin (Virgil, Catullus and Horace)	Second Languages	00A12	Numeric Scale
AP Macroeconomics	AP Macroeconomics	Social Studies	00A13	Numeric Scale
AP Microeconomics	AP Microeconomics	Social Studies	00A14	Numeric Scale
AP Music Theory	AP Music Theory	Fine and Performing Arts	00A15	Numeric Scale
AP Physics C: Mechanics	AP Physics C: Mechanics	Science	00A17	Numeric Scale
AP Psychology	AP Psychology	Social Studies	00A18	Numeric Scale
AP Spanish Language and Culture	AP Spanish Language and Culture	Second Languages	00A19	Numeric Scale
AP Spanish Literature and Culture	AP Spanish Literature and Culture	Second Languages	00A20	Numeric Scale
AP Statistics	AP Statistics	Mathematics	00A21	Numeric Scale
AP Studio Art Drawing	AP Studio Art Drawing	Fine and Performing Arts	00A22	Numeric Scale
AP U.S. Government and Politics	AP U.S. Government and Politics	Social Studies	00A23	Numeric Scale
AP Studio Art 2d Design	AP Studio Art 2d Design	Fine and Performing Arts	00A24	Numeric Scale
AP Studio Art 3d Design	AP Studio Art 3d Design	Fine and Performing Arts	00A25	Numeric Scale
AP Physics C: Electricity and Magnetism	AP Physics C: Electricity and Magnetism	Science	00A26	Numeric Scale
AP Physics 1	AP Physics 1	Science	00A38	Numeric Scale
AP Physics 2	AP Physics 2	Science	00A39	Numeric Scale
AP Computer Science Principles	AP Computer Science Principles	Computer Sciences	00A40	Numeric Scale
AP Seminar	AP Seminar	Other	00A41	Numeric Scale
AP Research	AP Research	Other	00A42	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
IB Biology - HL	IB Biology - HL	Science	00I02	Numeric Scale
IB Biology - SL	IB Biology - SL	Science	00I03	Numeric Scale
IB Business and Management - HL	IB Business and Management - HL	Business and Marketing	00I04	Numeric Scale
IB Business and Management - SL	IB Business and Management - SL	Business and Marketing	00I05	Numeric Scale
IB Chemistry - SL	IB Chemistry - SL	Science	00I06	Numeric Scale
IB Computer Science - HL	IB Computer Science - HL	Computer Sciences	00I08	Numeric Scale
IB Computer Science - SL	IB Computer Science - SL	Computer Sciences	00I09	Numeric Scale
IB Economics - HL	IB Economics - HL	Social Studies	00I10	Numeric Scale
IB Economics - SL	IB Economics - SL	Social Studies	00I11	Numeric Scale
IB Environmental Systems - SL	IB Environmental Systems - SL	Science	00I12	Numeric Scale
IB Geography - HL	IB Geography - HL	Social Studies	00I14	Numeric Scale
IB History - SL	IB History - SL	Social Studies	00I16	Numeric Scale
IB Informational Technology in a Global Society -HL	IB Informational Technology in a Global Society -HL	Computer Sciences	00I18	Numeric Scale
IB Informational Technology in a Global Society -SL	IB Informational Technology in a Global Society - SL	Computer Sciences	00I19	Numeric Scale
IB Music - HL	IB Music - HL	Fine and Performing Arts	00I21	Numeric Scale
IB Music - SL	IB Music - SL	Fine and Performing Arts	00I22	Numeric Scale
IB Physics - HL	IB Physics - HL	Science	00I23	Numeric Scale
IB Physics - SL	IB Physics - SL	Science	00I24	Numeric Scale
IB Psychology - HL	IB Psychology - HL	Social Studies	00I25	Numeric Scale
IB Psychology - SL	IB Psychology - SL	Social Studies	00I26	Numeric Scale
IB Social Anthropology - HL	IB Social Anthropology - HL	Social Studies	00I27	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
IB Social Anthropology - SL	IB Social Anthropology - SL	Social Studies	00I28	Numeric Scale
IB Theatre Arts - SL	IB Theatre Arts - SL	Fine and Performing Arts	00I31	Numeric Scale
IB Dance - HL	IB Dance - HL	Fine and Performing Arts	00I32	Numeric Scale
IB Dance - SL	IB Dance - SL	Fine and Performing Arts	00I33	Numeric Scale
IB Theatre Arts - HL	IB Theatre Arts - HL	Fine and Performing Arts	00I34	Numeric Scale
IB Visual Arts - HL	IB Visual Arts - HL	Fine and Performing Arts	00I35	Numeric Scale
IB Visual Arts - SL	IB Visual Arts - SL	Fine and Performing Arts	00I36	Numeric Scale
IB Language A: Literature – Spanish - HL	IB Language A: Literature – Spanish - HL	Second Languages	00I37	Numeric Scale
IB Language A: Literature – Spanish - SL	IB Language A: Literature – Spanish - SL	Second Languages	00I38	Numeric Scale
IB Language B: Spanish - HL	IB Language B: Spanish - HL	Second Languages	00I39	Numeric Scale
IB Language B: Spanish - SL	IB Language B: Spanish - SL	Second Languages	00I40	Numeric Scale
IB Language A: Language and Literature – Spanish - HL	IB Language A: Language and Literature – Spanish - HL	Second Languages	00I41	Numeric Scale
IB Language A: Language and Literature – Spanish - SL	IB Language A: Language and Literature – Spanish - SL	Second Languages	00I42	Numeric Scale
IB Language Ab Initio – Spanish - SL	IB Language Ab Initio – Spanish - SL	Second Languages	00I43	Numeric Scale
IB Language A: Literature – French - HL	IB Language A: Literature – French - HL	Second Languages	00I44	Numeric Scale
IB Language A: Literature – French - SL	IB Language A: Literature – French - SL	Second Languages	00I45	Numeric Scale
IB Language B – French - HL	IB Language B – French - HL	Second Languages	00I46	Numeric Scale
IB Language B – French - SL	IB Language B – French - SL	Second Languages	00I47	Numeric Scale
IB Language A: Language and Literature – French - HL	IB Language A: Language and Literature – French - HL	Second Languages	00I48	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
IB Language A: Language and Literature – French - SL	IB Language A: Language and Literature – French - SL	Second Languages	00I49	Numeric Scale
IB Language Ab Initio – French - SL	IB Language Ab Initio – French - SL	Second Languages	00I50	Numeric Scale
IB Language A: Literature – Italian - HL	IB Language A: Literature – Italian - HL	Second Languages	00I51	Numeric Scale
IB Language A: Literature – Italian - SL	IB Language A: Literature – Italian - SL	Second Languages	00I52	Numeric Scale
IB Language B – Italian - HL	IB Language B – Italian - HL	Second Languages	00I53	Numeric Scale
IB Language B – Italian - SL	IB Language B – Italian - SL	Second Languages	00I54	Numeric Scale
IB Language A: Language and Literature – Italian - HL	IB Language A: Language and Literature – Italian - HL	Second Languages	00I55	Numeric Scale
IB Language A: Language and Literature – Italian - SL	IB Language A: Language and Literature – Italian - SL	Second Languages	00I56	Numeric Scale
IB Language Ab Initio – Italian - SL	IB Language Ab Initio – Italian - SL	Second Languages	00I57	Numeric Scale
IB Language A: Literature – Portuguese - HL	IB Language A: Literature – Portuguese - HL	Second Languages	00I58	Numeric Scale
IB Language A: Literature – Portuguese - SL	IB Language A: Literature – Portuguese - SL	Second Languages	00I59	Numeric Scale
IB Language B – Portuguese - HL	IB Language B – Portuguese - HL	Second Languages	00I60	Numeric Scale
IB Language B – Portuguese - SL	IB Language B – Portuguese - SL	Second Languages	00I61	Numeric Scale
IB Language A: Language and Literature – Portuguese - HL	IB Language A: Language and Literature – Portuguese - HL	Second Languages	00I62	Numeric Scale
IB Language A: Language and Literature – Portuguese - SL	IB Language A: Language and Literature – Portuguese - SL	Second Languages	00I63	Numeric Scale
IB Language A: Literature – German - HL	IB Language A: Literature – German - HL	Second Languages	00I64	Numeric Scale
IB Language A: Literature – German - SL	IB Language A: Literature – German - SL	Second Languages	00I65	Numeric Scale
IB Language B – German - HL	IB Language B – German - HL	Second Languages	00I66	Numeric Scale
IB Language B – German - SL	IB Language B – German - SL	Second Languages	00I67	Numeric Scale
IB Language A: Language and Literature – German - HL	IB Language A: Language and Literature – German - HL	Second Languages	00I68	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
IB Language A: Language and Literature – German - SL	IB Language A: Language and Literature – German - SL	Second Languages	00I69	Numeric Scale
IB Language Ab Initio – German - SL	IB Language Ab Initio – German - SL	Second Languages	00I70	Numeric Scale
IB Language A: Literature – Greek - HL	IB Language A: Literature – Greek - HL	Second Languages	00I71	Numeric Scale
IB Language A: Literature – Greek - SL	IB Language A: Literature – Greek - SL	Second Languages	00I72	Numeric Scale
IB Language A: Language and Literature – Greek - HL	IB Language A: Language and Literature – Greek - HL	Second Languages	00I73	Numeric Scale
IB Language A: Language and Literature – Greek - SL	IB Language A: Language and Literature – Greek - SL	Second Languages	00I74	Numeric Scale
IB Classical Languages – Latin - HL	IB Classical Languages – Latin - HL	Second Languages	00I75	Numeric Scale
IB Classical Languages – Latin - SL	IB Classical Languages – Latin - SL	Second Languages	00I76	Numeric Scale
IB Classical Languages – Greek - HL	IB Classical Languages – Greek - HL	Second Languages	00I77	Numeric Scale
IB Classical Languages – Greek - HL	IB Classical Languages – Greek - HL	Second Languages	00I78	Numeric Scale
IB Language A: Literature – Chinese - HL	IB Language A: Literature – Chinese - HL	Second Languages	00I79	Numeric Scale
IB Language A: Literature – Chinese - SL	IB Language A: Literature – Chinese - SL	Second Languages	00I80	Numeric Scale
IB Language B – Chinese - HL	IB Language B – Chinese - HL	Second Languages	00I81	Numeric Scale
IB Language B – Chinese - SL	IB Language B – Chinese - SL	Second Languages	00I82	Numeric Scale
IB Language A: Language and Literature – Chinese - HL	IB Language A: Language and Literature – Chinese - HL	Second Languages	00I83	Numeric Scale
IB Language A: Language and Literature – Chinese - SL	IB Language A: Language and Literature – Chinese - SL	Second Languages	00I84	Numeric Scale
IB Language Ab Initio – Chinese - SL	IB Language Ab Initio – Chinese - SL	Second Languages	00I85	Numeric Scale
IB Language A: Literature – Japanese - HL	IB Language A: Literature – Japanese - HL	Second Languages	00I86	Numeric Scale
IB Language A: Literature – Japanese - SL	IB Language A: Literature – Japanese - SL	Second Languages	00I87	Numeric Scale
IB Language B – Japanese - HL	IB Language B – Japanese - HL	Second Languages	00I88	Numeric Scale
IB Language B – Japanese - SL	IB Language B – Japanese - SL	Second Languages	00I89	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
IB Language A: Language and Literature – Japanese - HL	IB Language A: Language and Literature – Japanese - HL	Second Languages	00I90	Numeric Scale
IB Language A: Language and Literature – Japanese - SL	IB Language A: Language and Literature – Japanese - SL	Second Languages	00I91	Numeric Scale
IB Language Ab Initio – Japanese - SL	IB Language Ab Initio – Japanese - SL	Second Languages	00I92	Numeric Scale
IB Language A: Korean – Literature - HL	IB Language A: Korean – Literature - HL	Second Languages	00I93	Numeric Scale
IB Language A: Korean – Literature - HL	IB Language A: Korean – Literature - HL	Second Languages	00I94	Numeric Scale
IB Language B – Korean - HL	IB Language B – Korean - HL	Second Languages	00I95	Numeric Scale
IB Language B – Korean - SL	IB Language B – Korean - SL	Second Languages	00I96	Numeric Scale
IB Language A: Language and Literature – Korean - HL	IB Language A: Language and Literature – Korean - HL	Second Languages	00I97	Numeric Scale
IB Language A: Language and Literature – Korean - SL	IB Language A: Language and Literature – Korean - SL	Second Languages	00I98	Numeric Scale
IB Language A: Literature – Vietnamese - HL	IB Language A: Literature – Vietnamese - HL	Second Languages	00I99	Numeric Scale
IB Language A: Literature – Vietnamese - SL	IB Language A: Literature – Vietnamese - SL	Second Languages	0I200	Numeric Scale
IB Language A: Literature – Filipino - HL	IB Language A: Literature – Filipino - HL	Second Languages	0I201	Numeric Scale
IB Language A: Literature – Filipino - SL	IB Language A: Literature – Filipino - SL	Second Languages	0I202	Numeric Scale
IB Language A: Literature – Russian - HL	IB Language A: Literature – Russian - HL	Second Languages	0I203	Numeric Scale
IB Language A: Literature – Russian - SL	IB Language A: Literature – Russian - SL	Second Languages	0I204	Numeric Scale
IB Language B – Russian - HL	IB Language B – Russian - HL	Second Languages	0I205	Numeric Scale
IB Language B – Russian - HL	IB Language B – Russian - HL	Second Languages	0I206	Numeric Scale
IB Language A: Language and Literature – Russian - HL	IB Language A: Language and Literature – Russian - HL	Second Languages	0I207	Numeric Scale
IB Language A: Language and Literature – Russian - SL	IB Language A: Language and Literature – Russian - SL	Second Languages	0I208	Numeric Scale
IB Language Ab Initio – Russian - SL	IB Language Ab Initio – Russian - SL	Second Languages	0I209	Numeric Scale
IB Language A: Literature – Hebrew - HL	IB Language A: Literature – Hebrew - HL	Second Languages	0I210	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
IB Language A: Literature – Hebrew - SL	IB Language A: Literature – Hebrew - SL	Second Languages	0I211	Numeric Scale
IB Language B – Hebrew - SL	IB Language B – Hebrew - SL	Second Languages	0I212	Numeric Scale
IB Language A: Literature – Arabic - HL	IB Language A: Literature – Arabic - HL	Second Languages	0I213	Numeric Scale
IB Language A: Literature – Arabic - SL	IB Language A: Literature – Arabic - SL	Second Languages	0I214	Numeric Scale
IB Language B – Arabic - HL	IB Language B – Arabic - HL	Second Languages	0I215	Numeric Scale
IB Language B – Arabic - SL	IB Language B – Arabic - SL	Second Languages	0I216	Numeric Scale
IB Language A: Language and Literature – Arabic - HL	IB Language A: Language and Literature – Arabic - HL	Second Languages	0I217	Numeric Scale
IB Language A: Language and Literature – Arabic - SL	IB Language A: Language and Literature – Arabic - SL	Second Languages	0I218	Numeric Scale
IB Language Ab Initio – Arabic - SL	IB Language Ab Initio – Arabic - SL	Second Languages	0I219	Numeric Scale
IB Language A: Literature – Swahili - HL	IB Language A: Literature – Swahili - HL	Second Languages	0I220	Numeric Scale
IB Language A: Literature – Swahili - SL	IB Language A: Literature – Swahili - SL	Second Languages	0I221	Numeric Scale
IB Language B – Swahili - HL	IB Language B – Swahili - HL	Second Languages	0I222	Numeric Scale
IB Language B – Swahili - SL	IB Language B – Swahili - SL	Second Languages	0I223	Numeric Scale
IB Language Ab Initio – Swahili - SL	IB Language Ab Initio – Swahili - SL	Second Languages	0I224	Numeric Scale
IB Language A: Literature – English - HL	IB Language A: Literature – English - HL	ELA	0I225	Numeric Scale
IB Language A: Literature – English - SL	IB Language A: Literature – English - SL	ELA	0I226	Numeric Scale
IB Language A: Language and Literature – English - HL	IB Language A: Language and Literature – English - HL	ELA	0I227	Numeric Scale
IB Language A: Language and Literature – English - SL	IB Language A: Language and Literature – English - SL	ELA	0I228	Numeric Scale
IB Literature and Performance - SL	IB Literature and Performance - SL	ELA	0I229	Numeric Scale
IB Further Mathematics - HL	IB Further Mathematics - HL	Mathematics	0I230	Numeric Scale
IB Sports, Exercise, and Health Science - SL	IB Sports, Exercise, and Health Science - SL	Science	0I231	Numeric Scale
IB Chemistry - HL	IB Chemistry - HL	Science	0I232	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
IB Design Technology - HL	IB Design Technology - HL	Science	0I233	Numeric Scale
IB Design Technology - SL	IB Design Technology - SL	Science	0I234	Numeric Scale
IB Geography - SL	IB Geography - SL	Social Studies	0I235	Numeric Scale
IB Global Politics - HL	IB Global Politics - HL	Social Studies	0I236	Numeric Scale
IB Global Politics - SL	IB Global Politics - SL	Social Studies	0I237	Numeric Scale
IB Philosophy - HL	IB Philosophy - HL	Social Studies	0I239	Numeric Scale
IB Philosophy - SL	IB Philosophy - SL	Social Studies	0I240	Numeric Scale
IB Film - HL	IB Film - HL	Fine and Performing Arts	0I241	Numeric Scale
IB Film - SL	IB Film - SL	Fine and Performing Arts	0I242	Numeric Scale
IB World Religions - SL	IB World Religions - SL	Religious Education	0I243	Numeric Scale
IB Creativity, Action, Service	IB Creativity, Action, Service	Other	0I244	Numeric Scale
IB Approaches to Learning	IB Approaches to Learning	Other	0I246	Numeric Scale
IB History - HL	IB History - HL	Social Studies	0I247	Numeric Scale
IB Language A: Literature – Malayo-Polynesian Language - HL	IB Language A: Literature – Malayo-Polynesian Language - HL	Second Languages	0I248	Numeric Scale
IB Language A: Literature – Malayo-Polynesian Language - SL	IB Language A: Literature – Malayo-Polynesian Language - SL	Second Languages	0I249	Numeric Scale
IB Language B – Malayo-Polynesian Language - SL	IB Language B – Malayo-Polynesian Language - SL	Second Languages	0I250	Numeric Scale
IB Language A: Language and Literature – Malayo-Polynesian Language - HL	IB Language A: Language and Literature – Malayo-Polynesian Language - HL	Second Languages	0I251	Numeric Scale
IB Language A: Language and Literature – Malayo-Polynesian Language - SL	IB Language A: Language and Literature – Malayo-Polynesian Language - SL	Second Languages	0I252	Numeric Scale
IB Language Ab Initio – Malayo-Polynesian Language - SL	IB Language Ab Initio – Malayo-Polynesian Language - SL	Second Languages	0I253	Numeric Scale
IB Language A: Literature – Indic Language - HL	IB Language A: Literature – Indic Language - HL	Second Languages	0I254	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
IB Language A: Literature – Indic Language - SL	IB Language A: Literature – Indic Language - SL	Second Languages	0I255	Numeric Scale
IB Language B – Indic Language - HL	IB Language B – Indic Language - HL	Second Languages	0I256	Numeric Scale
IB Language B – Indic Language - SL	IB Language B – Indic Language - SL	Second Languages	0I257	Numeric Scale
IB Language A: Literature – Iranian/Persian - HL	IB Language A: Literature – Iranian/Persian - HL	Second Languages	0I258	Numeric Scale
IB Language A: Literature – Iranian/Persian - SL	IB Language A: Literature – Iranian/Persian - SL	Second Languages	0I259	Numeric Scale
IB Language A: Literature – Turkic/Ural-Altaic Language - HL	IB Language A: Literature – Turkic/Ural-Altaic Language - HL	Second Languages	0I260	Numeric Scale
IB Language A: Literature – Turkic/Ural-Altaic Language - SL	IB Language A: Literature – Turkic/Ural-Altaic Language - SL	Second Languages	0I261	Numeric Scale
IB Language A: Language and Literature – Turkic/Ural-Altaic Language - HL	IB Language A: Language and Literature – Turkic/Ural-Altaic Language - HL	Second Languages	0I262	Numeric Scale
IB Language A: Language and Literature – Turkic/Ural-Altaic Language - SL	IB Language A: Language and Literature – Turkic/Ural-Altaic Language - SL	Second Languages	0I263	Numeric Scale
IB Language A: Literature – Balto-Slavic Language - HL	IB Language A: Literature – Balto-Slavic Language - HL	Second Languages	0I264	Numeric Scale
IB Language A: Literature – Balto-Slavic Language - SL	IB Language A: Literature – Balto-Slavic Language - SL	Second Languages	0I265	Numeric Scale
IB Language A: Literature – Southeast Asian Language - HL	IB Language A: Literature – Southeast Asian Language - HL	Second Languages	0I266	Numeric Scale
IB Language A: Literature – Southeast Asian Language - SL	IB Language A: Literature – Southeast Asian Language - SL	Second Languages	0I267	Numeric Scale
IB Language B – Southeast Asian Language - HL	IB Language B – Southeast Asian Language - HL	Second Languages	0I268	Numeric Scale
IB Language B – Southeast Asian Language - SL	IB Language B – Southeast Asian Language - SL	Second Languages	0I269	Numeric Scale
IB Language A: Language and Literature – Southeast Asian Language - HL	IB Language A: Language and Literature – Southeast Asian Language - HL	Second Languages	0I270	Numeric Scale
IB Language A: Language and Literature – Southeast Asian Language - SL	IB Language A: Language and Literature –	Second Languages	0I271	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
	Southeast Asian Language - SL			
IB Language Ab Initio – Southeast Asian Language - SL	IB Language Ab Initio – Southeast Asian Language - SL	Second Languages	0I272	Numeric Scale
IB Language A: Literature – East Asian Language - HL	IB Language A: Literature – East Asian Language - HL	Second Languages	0I273	Numeric Scale
IB Language A: Literature – East Asian Language - SL	IB Language A: Literature – East Asian Language – SL	Second Languages	0I274	Numeric Scale
IB Language A: Literature – Celtic Language - HL	IB Language A: Literature – Celtic Language - HL	Second Languages	0I275	Numeric Scale
IB Language A: Literature – Celtic Language - SL	IB Language A: Literature – Celtic Language - SL	Second Languages	0I276	Numeric Scale
IB Language A: Literature – Germanic Language - HL	IB Language A: Literature – Germanic Language - HL	Second Languages	0I277	Numeric Scale
IB Language A: Literature – Germanic Language - SL	IB Language A: Literature – Germanic Language - SL	Second Languages	0I278	Numeric Scale
IB Language B – Germanic Language - HL	IB Language B – Germanic Language - HL	Second Languages	0I279	Numeric Scale
IB Language B – Germanic Language - SL	IB Language B – Germanic Language - SL	Second Languages	0I280	Numeric Scale
IB Language A: Language and Literature – Germanic Language - HL	IB Language A: Language and Literature – Germanic Language - HL	Second Languages	0I281	Numeric Scale
IB Language A: Language and Literature – Germanic Language - SL	IB Language A: Language and Literature – Germanic Language - SL	Second Languages	0I282	Numeric Scale
IB Language A: Literature – Romance/Italic Language - HL	IB Language A: Literature – Romance/Italic Language - HL	Second Languages	0I283	Numeric Scale
IB Language A: Literature – Romance/Italic Language - SL	IB Language A: Literature – Romance/Italic Language - SL	Second Languages	0I284	Numeric Scale
IB Language A: Literature – Non-Semitic African Language - HL	IB Language A: Literature – Non-Semitic African Language - HL	Second Languages	0I285	Numeric Scale
IB Language A: Literature – Non-Semitic African Language - SL	IB Language A: Literature – Non-Semitic African Language - SL	Second Languages	0I286	Numeric Scale
IB Language B - English - HL	IB Language B - English - HL	Second Languages	0I287	Numeric Scale
IB Language Ab Initio - English	IB Language Ab Initio - English	Second Languages	0I288	Numeric Scale
IB Language B - English - SL	IB Language B - English - SL	Second Languages	0I289	Numeric Scale

Assignment Codes and Descriptions

Code	Description
0101	SUPERINTENDENT
0102	ASSISTANT SUPERINTENDENT
0300	EXECUTIV DEPUTY SUPERINTENDENT
0301	DEPUTY OR ASSOCIATE SUPT
0302	ASSOC SUPT ELEMENTARY EDUCATION
0304	ASSOC SUPT SECONDARY EDUCATION
0308	ASSOC SUPT ADMINISTRATION
0310	ASSOC SUPT MIDDLE-LEVEL EDUCATION
0312	ASSOC SUPT CURRICULUM
0314	ASSOC SUPT INSTRUCTION
0316	ASSOC SUPT PERSONNEL/RECRUITMT
0318	ASSOC SUPT RESEARCH
0320	ASSOC SUPT SPECIAL EDUCATION
0322	ASSOC SUPT BUSINESS
0399	ASSOC SUPT
0402	ASST SUPT ELEMENTARY EDUCATION
0404	ASST SUPT SECONDARY EDUCATION
0406	ASST SUPT OCCUPATIONAL EDUCUCATION
0407	ASST SUPT BILINGUAL EDUCATION
0408	ASST SUPT ADMINISTRATION
0410	ASST SUPT MIDDLE-LEVEL EDUCATION
0412	ASST SUPT CURRICULUM
0414	ASST SUPT INSTRUCTION
0416	ASST SUPT PERSONNEL/RECRUITMNT
0418	ASST SUPT RESEARCH
0421	ASST SUPT SPECIAL EDUCATION
0422	OTHER ASSISTANT SUPERINTENDENT
0499	ASST SUPT
0702	DIRECTOR ELEMENTARY EDUCATION
0704	DIRECTOR SECONDARY EDUCATION
0706	DIRECTOR OCCUPATIONAL EDUCATION
0710	DIRECTOR OF MIDDLE-LEVEL EDUCATION
0712	DIRECTOR CURRICULUM
0714	DIRECTOR INSTRUCTION
0715	DIRECTOR MATH-SCI-TECH (MST)
0716	DIRECTOR PERSONNEL/RECRUITMENT
0718	DIRECTOR RESEARCH
0720	AIS/RTI COORDINATOR
0721	DIR/COORD OF BUILDING/GROUNDS
0726	DIRECTOR INSERVICE TRAINING
0727	DIRECTOR GIFTED/TALENTED

Code	Description
0729	DIRECTOR STAFF DEVEL/TRAINING
0730	OTHER DIRECTOR OR COORDINATOR
0799	DIRECTOR
0900	ASST SUPT STATE-FED AIDED PGMS
0902	DIRECTOR STATE-FED AIDED PGMS
0904	DIST COORD STATE-FED AID PGMS
0912	OTHER STATE-FED AIDED PROG ADM
0999	STATE FEDERALLY AIDED PROGRAMS
1000	ASST SUPT FOR BUSINESS
1004	BUSINESS MANAGER I AND II
1005	SCHOOL BUSINESS EXEC I, II, III
1008	BUSINESS OFFICIAL
1009	SCHOOL BUSINESS ADMINISTRATOR
1010	OTHER BUSINESS MANAGEMENT
1011	TREASURER
1099	SCHOOL BUSINESS MANAGEMENT
1102	PRINCIPAL ELEMENTARY SCHOOL
1104	PRINCIPAL MIDDLE SCHOOL
1106	PRINCIPAL JUNIOR HIGH SCHOOL
1107	PRINCIPAL K - 12 SCHOOL
1108	PRINCIPAL SENIOR HIGH SCHOOL
1109	PRINCIPAL JUNIOR/SENIOR H S
1110	PRINCIPAL SPECIAL SCHOOL
1202	ASST PRINCIPAL ELEMENTARY SCH
1204	ASST PRINCIPAL MIDDLE SCHOOL
1206	ASST PRINCIPAL JUNIOR HIGH SCH
1207	ASST PRINCIPAL K - 12 SCHOOL
1208	ASST PRINCIPAL SENIOR HIGH SCH
1209	ASST PRIN JUNIOR/SENIOR H S
1210	ASST PRINCIPAL SPECIAL SCHOOL
1300	OTHER SCHOOL OR BLDG ADMINISTR
1401	LABOR RELATIONS/NEGOTIATOR
1409	CHIEF INFORMATION OFFICER (CIO)
1420	MENTOR TEACHER
1421	RESOURCE TEACHER
1422	TEACHER TRAINER-COMMON BRANCH
1424	TEACHER TRAINER-LANG, SOC STUD
1426	TEACHER TRAINER-MATH, SCIENCE
1427	TEACHER TRAINER-COMPUTERS
1428	OTHER GENERAL STAFF
1502	DIRECTOR/COORDINATOR SPEC EDUC
1504	ASST DIR/COORD OF SPECIAL ED
1505	SPECIAL ED-INSERVICE TRAINER

Code	Description
1506	SPECIAL EDUCATION SUPERVISOR
1507	SPEC ED-CHAIR-COMM ON SPEC ED
1508	SPEC ED-DEPT HEAD/CHAIRPERSON
1509	SPEC ED-ASST PRINCIPAL-NYC
1510	CHAIR/COMM-PRESCHOOL SPEC EDUC
1512	SCHOOL BASED SUPPORT TEAM-NYC
1514	EDUCATION EVALUATOR
1516	OTHER-NOT SPECIAL ED TEACHER
1520	AUDIOLOGIST
1522	SPEECH LANG PATHOLOGIST
1524	INTERPRETER
1526	PSYCHOLOGIST
1528	SOCIAL WORKER
1530	OCCUPATIONAL THERAPIST
1532	PHYSICAL THERAPIST
1534	MEDICAL/NURSING SERVICES
1536	COUNSELING, INCL. REHAB
1538	ORIENTATION/MOBILITY SPEC
1599	SPECIAL EDUCATION ADMINISTRATOR
1602	DIRECTOR DATA PROCESSING SERVC
1610	OTHER DATA PROCESSING ADMIN.
2000	ASST SUPT FOR PUPIL SERVICES
2002	DIRECTOR PUPIL SERVICES
2005	DEAN OF STUDENTS
2006	DISTRICT SPRVSG ATTNDNC OFFICR
2012	ATTENDANCE TEACHER
2013	ATTENDANCE TEACHER-BILINGUAL
2017	SCHOOL PSYCHOLOGIST
2018	SCHOOL PSYCHOLOGIST-BILINGUAL
2019	DIRECTOR SCHOOL SOCIAL WORKERS
2022	SCHOOL SOCIAL WORKER
2023	SCHOOL SOCIAL WORKER-BILINGUAL
2102	DIR, COORD, SUPV OF GUIDANCE
2107	ELEMENTARY SCHOOL COUNSELOR
2108	ELEM SCH COUNSELOR-BILINGUAL
2109	MIDDLE SCHOOL COUNSELOR
2110	MIDDLE SCH COUNSELOR-BILINGUAL
2111	JUNIOR HIGH SCHOOL COUNSELOR
2112	JUNIOR H S COUNSELOR-BILINGUAL
2113	SENIOR HIGH SCHOOL COUNSELOR
2114	SENIOR H S COUNSELOR-BILINGUAL
2115	MIDDLE/JR.-SR. H S COUNSELOR
2116	MIDDLE/JR-SR H S COUNSELOR-BIL

Code	Description
2117	K-12 SCHOOL COUNSELOR
2118	K-12 SCHOOL COUNSELOR-BILINGUAL
2199	PUPIL PERSONNEL SVC-GUIDANCE
2202	DIRECTOR SCH HEALTH SERVICES
2209	NURSE PRACTITIONER
2210	SCHOOL NURSE-TEACHER
2211	SCHOOL NURSE (RN)
2212	LICENSED PRACTICAL NURSE (LPN)
2213	DENTAL HYGIENIST
2298	OTHER SCH HEALTH SERVICES
2300	OTHER PUPIL PERSONNEL SERVICES
2410	OTHER PREKINDERGARTEN ADMIN
2510	OTHER KINDERGARTEN ADMINIST
2608	RESOURCE TEACHER COMMON BRANCH
2610	OTHER COMMON BRANCH ADMINIST
3002	DIRECTOR OF READING
3007	READING CONSULTANT
3008	CHAIRPERSON OF READING
3010	OTHER READING ADMINISTRATOR
3102	DIRECTOR OF ENGLISH
3108	CHAIRPERSON OF ENGLISH
3110	OTHER ENGLISH ADMINISTRATOR
3202	OVERALL DIRECTOR FOREIGN LANG
3208	CHAIRPERSON ALL FOREIGN LANG
3210	OTHER ADMIN ALL FOREIGN LANG
4102	DIRECTOR OF MATHEMATICS
4108	CHAIRPERSON OF MATHEMATICS
4110	OTHER ADMIN - MATHEMATICS
4201	CURRICULUUM COORDINATOR - SCIENCE
4202	DIRECTOR OF SCIENCE
4203	ELEMENTARY LEVEL SCIENCE COORD
4208	CHAIRPERSON OF SCIENCE
4210	OTHER SCIENCE
4302	DIRECTOR OF SOCIAL STUDIES
4308	CHAIRPERSON OF SOCIAL STUDIES
4310	OTHER ADMIN- SOCIAL STUDIES
4402	DIRECTOR OF ART
4408	CHAIRPERSON OF ART
4410	OTHER (NOT ART TEACHER)
4507	HEALTH COORDINATOR
4508	CHAIRPERSON HEALTH EDUCATION
4510	OTHER ADMIN HEALTH EDUCATION
4603	DIRECTOR OF PHYSICAL EDUCATION

Code	Description
4608	CHAIRPERSON/PHYSICAL EDUCATION
4610	OTHER ADMIN IN PHYSICAL EDUC
4702	DIRECTOR OF MUSIC
4708	CHAIRPERSON OF MUSIC
4710	OTHER MUSIC ADMINISTRATOR
4802	DIRECTOR/COORD OF AGRICULTURE
4808	CHAIRPERSON OF AGRICULTURE
4810	AGRICULTURE OTHER
4902	DIRECTOR OF BUSINESS EDUCATION
4908	CHAIRPERSON BUSINESS EDUCATION
4910	OTHER ADMINISTRATOR-BUS ED
5002	DIRECTOR OF FAMILY CONSUMER SCI
5008	CHAIRPERSON OF FAMILY CONSUMER SCI
5010	OTHER FAMILY CONSUMER SCI ADMIN
5102	DIRECTOR OF TECHNOLOGY (I.A.)
5108	CHAIRPERSON-TECHNOLOGY
5110	OTHER TECHNOLOGY ADMIN
5202	DIRECTOR-TRADE/TECHNICAL EDUCA
5208	CHAIRPERSON-TRADE/TECHNICAL ED
5210	OTHER TRADE/TECH ED ADMIN
5402	DIRECTOR OF HUMANITIES
5408	CHAIRPERSON OF HUMANITIES
5410	OTHER HUMANITIES ADMINISTRATOR
5602	DIRECTOR/BILINGUAL EDUCATION
5607	RESOURCE TEACHER/BILINGUAL ED
5610	OTHER BILINGUAL ED ADMIN
5701	DIRECTOR-SAFETY EDUCATION
5702	DIRECTOR OF DRIVER EDUCATION
5707	CHAIRPERSON-SAFETY EDUCATION
5708	CHAIRPERSON-DRIVER EDUCATION
5710	OTHER ADMIN SAFETY EDUCATION
5902	DIRECTOR HEALTH OCCUPATIONS ED
5908	CHAIRPERSON HLTH OCCUPATION ED
5910	OTHER ADMIN HLTH OCCUPATION ED
6402	DIRECTOR/COORD OF THEATRE
6408	CHAIRPERSON OF THEATRE
6410	OTHER ADMIN - THEATRE
6702	DIRECTOR/COORD OF DANCE
6708	CHAIRPERSON OF DANCE
6710	OTHER DANCE
7102	DIRECTOR OTHER SUBJECT AREA
7108	CHAIRPERSON OTHER SUBJECT AREA
7110	OTHER ADMIN-OTHER SUBJECT AREA

Code	Description
7402	DIRECTOR/COORD/SUPV-LIBRARY
7403	DIR - SCH LIBR SYS(BOCES/BIG5)
7408	CHAIRPERSON- LIBRARY
7410	OTHER LIBRARY SERVICES
7502	DIRECTOR INSTRUCTIONAL TECH
7510	OTHER LEARNING TECHNOLOGY
8202	DIRECTOR COMPUTER STUDIES/INST
8208	CHAIRPERSON COMPUTER STUDIES
8210	OTHER ADMIN COMPUTER STUDIES
8602	DIRECTOR OF ENL
8607	RESOURCE TEACHER OF ENL
8610	OTHER ENL

Primary Course Instruction Language Indicator (Primary Instruction Language Code)

(See Language Codes in Ch. 5. Course Instructor Assignment, Field 18)

Primary Instruction Delivery Method Codes

(Course Instructor Assignment, Field 16)

Code	Method	Description
FACE	Face-to-Face	Course is delivered in the traditional classroom setting.
DISTANCE	Distance Learning	Course is delivered via Distance Learning (videoconferencing) technology, primarily or completely in a synchronous manner (i.e. students at multiple locations are engaged in instruction at the same time).
BLENDED	Blended Learning	Course is delivered at least in part through online learning, with some element of student control over time, place, path, and/or pace; at least in part in a supervised brick-and-mortar location away from home; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience.
ONLINE	Online Learning	Course (instruction and content) are delivered over the Internet.

Dual Credit Codes

(Student Class Grade Detail, Field 25)

Code	Description
BOCES	BOCES
COLLEGE	College
OTHDST	Other District
OTH	Other
INDST	In District

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

NOTE: Codes 13 and 14 are for reporting ungraded students with disabilities who are age equivalent to grades K-6 and 7-12, respectively. See “Ungraded Students” in Chapter 2: Student Reporting Rules for an age equivalent chart.

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

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. High school programs that have not been approved through the Regents CTE policy should use the six general content area codes.

CIP Code	Content Area
010599	Agriculture
529999	Business and Marketing
199999	Family and Consumer Sciences
519999	Health Sciences
151599	Technology Education
489999	Trade and Technical

Code	Program Name
309999	Youth Apprenticeship Program (YAP)*

*NOTE: This code should be used for students in the Cornell-developed "Youth and Work Program."

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
010308	Agroecology and Sustainable Agriculture
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

Code	Program Name
010604	Greenhouse Operations and Management
010605	Landscaping & Groundskeeping
010606	Plant Nursery Operations and Management
010607	Turf & Turfgrass Management
010608	Floriculture/Floristry Operations and Management
010699	Applied Horticulture/Horticultural Business Services, Other
019999	Agriculture, Agriculture Operations and Related Sciences, Other
030205	Water, Wetlands and Marine Resources Management
030206	Land Use Planning and Management/Development
030299	Natural Resources Management and Policy, Other
030301	Fishing and Fisheries Sciences and Management
030501	Forestry, General
030508	Urban Forestry
030509	Wood Science and Wood Products/Pulp and Paper Technology
030511	Forestry Technology/Technician
030599	Forestry, Other
030601	Wildlife and Wildlands Science and Management
039999	Natural Resources and Conservation, Other
150507	Environmental Engineering Technology/Environmental Technology
150599	Environmental Control Technologies/Technicians, Other
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

Code	Program Name
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
150503	Energy Management and Systems Technology/Technician
150508	Hazardous Materials Management and Waste Technology/Technician
150607	Plastics Engineering Technology/Technician
150611	Metallurgical Technology/Technician
150612	Industrial Technology/Technician
150613	Manufacturing Technology/Technician
150699	Industrial Production Technologies/Technicians, Other
150701	Occupations Safety and Health Technology/Technician
150702	Quality Control Technology/Technician
150703	Industrial Safety Technology/Technician
150704	Hazardous Materials Information Systems Technology/Technician
150799	Quality Control and Safety Technologies/Technicians, Other
151301	Drafting and Design Technology/Technician, General
151302	CAD/CADD Drafting and/or Design Technology/Technician
151303	Architectural Drafting and Architectural CAD/CADD
151304	Civil Drafting and Civil Engineering CAD/CADD
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

Code	Program Name
470302	Heavy Equipment Maintenance Technology/Technician
470603	Autobody/Collision and Repair Technology/Technician
470604	Automobile/Automotive Mechanics Technology/Technician
470605	Diesel Mechanics Technology/Technician
470606	Small Engine Mechanics and Repair Technology/Technician
470607	Airframe Mechanics and Aircraft Maintenance Technology/Technician
470608	Aircraft Powerplant Technology/Technician
470609	Avionics Maintenance Technology/Technician
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

Code	Program Name
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
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

Code	Program Name
521909	Special Products Marketing Operations
Finance Cluster	
520801	Finance, General
520803	Banking and Financial Support Services
520804	Financial Planning and Services
520807	Investments and Securities
520809	Credit Management
520899	Finance and Financial Management Services, Other
521701	Insurance
Hospitality and Tourism Cluster	
120500	Cooking and Related Culinary Arts, General
120501	Baking and Pastry Arts/Baker/Pastry Chef
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
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 Bookkeeping

Code	Program Name
520303	Auditing
520304	Accounting and Finance
520305	Accounting and Business Management
520399	Accounting and Related Services, Other
520401	Administrative Assistant and Secretarial Science, General
520402	Executive Assistant/Executive Secretary
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
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

Code	Program Name
510812	Respiratory Therapy Technician/Assistant
510813	Chiropractic Assistant/Technician
510899	Health/Medical Assisting Services, Other
510901	Cardiovascular Technology/Technician
510902	Electrocardiograph Technology/Technician
510903	Electroneurodiagnostic/Electroencephalographic Technology/Technician
510904	Emergency Medical Technology/Technician (EMT Paramedic)
510905	Nuclear Medical Technology/Technician
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
511012	Sterile Processing Technology/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

Code	Program Name
Human Services Cluster	
190702	Adult Development and Aging
190708	Child Care and Support Services Management
190709	Child Care Provider/Assistant
190799	Human Development, Family Studies and Related Services, Other
199999	Family and Consumer Sciences/Human Sciences, Other
440201	Community Organization and Advocacy
Arts, Audio/Video Technology and Communications Cluster	
090101	Communications Studies/Speech Communication and Rhetoric
090102	Mass Communications/Media Studies
090199	Communications and Media Studies, Other
090401	Journalism
090402	Broadcast Journalism
090404	Photojournalism
090499	Journalism, Other
090701	Radio and Television
090702	Digital Communication and Media/Multimedia
090799	Radio, Television and Digital Communication, Other
090901	Organizational Communication, General
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
500102	Digital Arts
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
500411	Game and Interactive Media Design
500499	Design and Applied Arts, Other

Code	Program Name
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
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
430116	Cyber/Computer Forensics and Counterterrorism
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

Code	Program Name
150501	Heating, Air Conditioning and Refrigeration Technology/Technician
150503	Energy Management and System Technology/Technician
150505	Solar Energy Technology/Technician
150506	Water Quality and Wastewater Treatment Management and Recycling Technology/Technician
150805	Mechanical Engineering/Mechanical Technology/Technician
150899	Mechanical Engineering Related Technology/Technician, Other
151199	Engineering Technology, Other
151401	Nuclear Engineering Technology/Technician
151599	Engineering-Related Fields, Other
159999	Engineering Technologies/Technicians, Other
303301	Sustainability Studies
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
399031	Fitness Trainers & Aerobics Instructors
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

Career Path Codes and Descriptions

Code	Description	**Definition:** Student passes one Regents exam (or an examination from the list of Department-approved alternatives) in each of the following: English, Math, Science, and Social Studies *PLUS*:
ARTS	Arts	– passes one Department-approved pathway assessment in the Arts
CTE	Career and Technical Education	– passes one Department-approved Technical pathway assessment*
HUM	Humanities	– passes one additional Regents examination in Social Studies
HUMALT	Humanities Alternative	– passes one additional examination from the list of Department-approved alternative exams in English or Social Studies
LOTE	Languages Other Than English	– passes one Department-approved pathway assessment in Biliteracy
STEMMATH	Mathematics	– passes one additional Regents exam or Department-approved alternative in Math
STEMSCIENCE	Science, Technology, and Engineering	– passes one additional Regents exam or Department-approved alternative in Science
CDOS	Career Development and Occupational Studies	– meets the requirements of the CDOS Commencement Credential
NONE	No Pathway	– Student ends enrollment but does not fulfill the requirements of the other pathways

NOTES:

- Please refer to Department-approved alternatives to Regents exams.
- For Department-approved pathway assessments, see Assessment Measure Standard Codes.

*Students may meet the fifth assessment required for graduation by passing a Department-Approved Pathway Assessment in Career and Technical Education (CTE) following successful completion of a CTE program approved pursuant to §100.5(d)(6).

2018-19 State Course Codes for Courses Ending in State Exams

Below are the course codes required for mapping courses ending with State exams for the **2018-19** school year.

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
01003CC	English/Language Arts III (Common Core)
02052CC	Algebra I (Common Core) *
02072CC	Geometry (Common Core) *
02056CC	Algebra II (Common Core) *
03001	Earth Science
03001L	Regents Earth Science Lab**
03051	Biology
03051L	Regents Biology Lab**
03101	Chemistry
03101L	Regents Chemistry Lab**
03151	Physics
03151L	Regents Physics Lab***
04101	U.S. History—Comprehensive
04052	World History and Geography
04052NF	World History and Geography (New Framework)***

*To be reported in Staff Student Course.

**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.

***For the 2018-19 SY, all schools providing instruction for grade 9 social studies courses aligned with the new Social Studies Framework should report course 04051.

For the 2018-19 SY, all schools providing instruction for grade 10 social studies courses aligned with the new Social Studies Framework should report course code 04052NF.

For the 2018-19 SY, all schools providing instruction for grade 10 social studies courses aligned with the Core Curriculum for Global History and Geography should report course code 04052.

Beginning in 2017-18, LEAs are required to report course and assessment data for all students taking AP and/or IB courses and/or assessments. These data must be reported by the final reporting deadline in August using Course and Assessment Measure Codes.

Credential Type Codes and Descriptions

Credential Type	Description	Code	Diploma
Regents Diploma with Honors	Regents with Honors	762	Yes: Regents
Regents Diploma with Honors and with Career & Technical Education Endorsement	Regents with Honors & CTE	813	Yes: Regents
Regents Diploma without Honors	Regents	779	Yes: Regents
Regents Diploma without Honors but with Career & Technical Education Endorsement	Regents with CTE	796	Yes: Regents
Local Diploma without Regents Endorsement	Local Diploma	068	Yes: Local
Local Diploma with Superintendent Determination	Local Diploma with Superintendent Determination	069	Yes: Local
Local Diploma without Regents Endorsement but with Career & Technical Education Endorsement	Local Diploma with Career Ed	612	Yes: Local
Regents Diploma with Advanced Designation	Regents Diploma with Adv Designation	680	Yes: Regents
Regents Diploma with Advanced Designation with Career & Technical Education Endorsement	Regents Diploma with Adv Des & Career Ed	697	Yes: Regents
Regents Diploma with Advanced Designation with Honors	Regents Diploma with Adv Des & Honors	714	Yes: Regents
Regents Diploma with Advanced Designation with Honors and with Career & Technical Education Endorsement	Regents Diploma with AD&Honors&Career Ed	731	Yes: Regents
High School Equivalency (HSE) Diploma	HSE	738	No
Regents Diploma with Advanced Designation with Math Endorsement	Regents Diploma with Adv Designation Math	204	Yes: Regents
Regents Diploma with Advanced Designation with Science Endorsement	Regents Diploma with Adv Designation Science	221	Yes: Regents
Regents Diploma with Advanced Designation with Math and Science Endorsement	Regents Diploma with Adv Designation Math and Science	238	Yes: Regents
Regents Diploma with Advanced Designation with Career & Technical Education Endorsement with Math Endorsement	Regents Diploma with Adv Des & Career Ed Math	255	Yes: Regents
Regents Diploma with Advanced Designation with Career & Technical Education Endorsement with Science Endorsement	Regents Diploma with Adv Des & Career Ed Science	272	Yes: Regents
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	Yes: Regents

Credential Type	Description	Code	Diploma
Regents Diploma with Advanced Designation with Honors with Math Endorsement	Regents Diploma with Adv Des & Honors Math	306	Yes: Regents
Regents Diploma with Advanced Designation with Honors with Science Endorsement	Regents Diploma with Adv Des & Honors Science	323	Yes: Regents
Regents Diploma with Advanced Designation with Honors with Math and Science Endorsement	Regents Diploma with Adv Des & Honors Math and Science	340	Yes: Regents
Regents Diploma with Advanced Designation with Honors with Career & Technical Education Endorsement with Math Endorsement	Regents Diploma with AD&Honors&Career Ed Math	357	Yes: Regents
Regents Diploma with Advanced Designation with Honors with Career & Technical Education Endorsement with Science Endorsement	Regents Diploma with AD&Honors&Career Ed Science	374	Yes: Regents
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	Yes: Regents
Career Development & Occupational Studies Commencement Credential	Career Development & Occupational Studies Commencement Credential	119	No
Skills and Achievement Commencement Credential	Skills and Achievement Commencement Credential	136	No

For information about credential types, see the Commissioner's Regulations.

Day Type Codes

Day Type	Code	Level 2 Code Description	Notes
Instructional Day	Instructional day	Instructional	
	Make-up day	Make-up day	
	Late Arrv/Early Dism	Late Arrival/Early Dismissal	
	Rgnts Attendance	Regents-attendance taken	All students are expected to be in attendance whether participating in the exam or not
Non-Instructional Day	Teacher only day	Teacher only day	
	Holiday	Holiday	
	Weather	Weather	
	Emergency day	Emergency day	
	Strike	Strike	
	Rgnts No Attendance	Regents-attendance not taken	Only students who are taking the exam are expected to be in attendance
	Super Conf Full Day	Superintendent Conference full-day	
	Other	Other	

INSTRUCTIONAL DAY: Report as instructional days only those days when school is in session, all students are expected to be in attendance and attendance is taken. For example, report NYS 3-8 assessment days as instructional days if attendance is taken. Report Regents days as instructional days if all students are expected to attend and attendance is taken. The following day type codes will be counted as instructional days for the purposes of the L2RPT Attendance/Chronic Absence/Day Calendar reports:

Instructional
Make-up
Late Arrival/Early Dismissal
Regents-All students are expected to be in attendance whether participating in the exam or not

NON-INSTRUCTIONAL DAY: Report as non-instructional days those days when students are not expected to be in attendance. For example, a full-day Superintendent conference day should be reported as a non-instructional day. Regents days when only students who are taking the exam are expected to be in attendance should be reported as non-instructional. The following day type codes will be counted as non-instructional days for the purposes of the L2RPT Attendance/Chronic Absence/Day Calendar reports:

Teacher only
Holiday
Weather
Emergency
Strike

Regents-Only students who are taking the exam are expected to be in attendance
Superintendent Conference Full Day
Other

A day calendar must be submitted for each BOCES program type/location where attendance is being reported.

Year-round schools should report attendance and day calendar from September to June.

Please note, the count of instructional days for calculating chronic absenteeism may not coincide with the 180 Day Session Requirement for calculating State Aid. The Office of State Aid will continue to collect session days, school calendar and attendance data in SAMS for aid purposes. Additional information regarding attendance and enrollment requirements for State Aid is available online.

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 Guilford
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	Northeastern Clinton
NY580404	Northport
NY090901	Northern 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	Oneonta
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	Parishville 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 Springs
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 Academy 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 Earlville
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-Montgomery
NY211701	Van Hornesville
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

Employment Separation Reason Codes and Descriptions

Code	Description
RES	Resignation
RET	Retirement
PRT	(APPR evaluation) Performance-related termination
OTH	Other

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 ESSA 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 ESSA 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, career pathway, 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 ESEA 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 HSE 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 following 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 ESEA Title I School in Improvement Status
5555	Student enrolled for the purpose of recording a test score (walk-in)
5654	Enrollment in an AHSEP program*
5905	CSE or CPSE responsibility only
7000	Transferred in under the ESEA Persistently Dangerous School
7011	Transferred in under the ESEA Victim of Serious Violent Incident
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 ESEA 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 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 0011enrollment record ended with an appropriate dropout code 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 for further information. 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 ESEA Title I School in Improvement Status:*** 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, continue using Code 5544 for the remainder of the school year. For subsequent school years, 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 or parentally-placed non-participating nonpublic school students.

- ***Code 5654 — Enrollment in an 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 that is not operated by their district of residence.

- ***Code 7000 — Transferred in under the ESEA Persistently Dangerous School:*** 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 ESEA Victim of Serious Violent Incident:*** 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. This code is also used for children of compulsory attendance age who last attended a charter school and are not enrolled in any public (including charter) or nonpublic school and are not registered for home schooling. These students are carried on the charter school'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 earned commencement credential or IEP
HSE	
816	Earned a High School Equivalency (HSE) Diploma
Transfers to Other Schools	
153	Transferred to another school in this district or to an out-of-district placement*
170	Transferred to another NYS public school outside this district with documentation. *Note: documentation of transfer is not required for preschool students with disabilities.*
204	Transferred to a NYS nonpublic school with documentation
221	Transferred to a school outside NYS with documentation. *Note: documentation of transfer is not required for preschool students with disabilities.*
238	Transferred to homebound instruction provided by this district
255	Transferred to home schooling by parent or guardian
272	Transferred to a postsecondary school prior to earning a diploma
5927	Leaving a school under ESEA - a victim of a serious violent incident
5938	Leaving a NYC community district under ESEA 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 (HSE) preparation program
357	Left school: previously counted as a dropout
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.)*
0065	Fulfilled HS Grad Req for Extended Integrated HS Program

Code	Reason
0066	Ended enrollment for instructional purposes only
0067	Completed Extended Integrated HS Program
0068	Exited Extended Integrated HS Program After Fulfilling HS Grad Req
1089	Transferred to an approved HSE program outside this district*
8228	End "Walk-In" Enrollment
8305	End CSE/CPSE Responsibility Only Enrollment
8316	Re-enroll in same school
8338	Incarcerated student, no participation in a program culminating in a regular diploma*

*For additional guidance, see "Court-placed Students" in Chapter 2.

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:

- ***Code 153*** *— Transferred to another school in this district or to an out-of-district placement*
- ***Code 170*** *— Transferred to another NYS public school outside this district with documentation. Note: documentation of transfer is not required for preschool students with disabilities.*
- ***Code 204*** *— Transferred to a NYS nonpublic school with documentation*
- ***Code 221*** *— Transferred to a school outside NYS with documentation. Note: documentation of transfer is not required for preschool students with disabilities.*
- ***Code 238*** *— Transferred to homebound instruction provided by this district*
- ***Code 255*** *— Transferred to home schooling by parent or guardian*
- ***Code 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.)*
- ***Code 140*** *— Special education eligibility status determined or determination process stopped for any reason*
- ***Code 323*** *— Transferred outside district by court order*
- ***Code 442*** *— Left the U.S.*
- ***Code 459*** *— Deceased*
- ***Code 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., 2018–19) must be included and must have an enrollment record.

- ***Code 085 — Earned commencement credential:*** This code is used to report students who were awarded either a Career Development & Occupational Studies (CDOS) 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 credential should be recorded as awarded in June. If the student discontinued enrollment upon receiving the commencement credential in August or January, the credential 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. If a student receives a CDOS Commencement Credential in the current year and previously earned an IEP Diploma or Skills and Achievement Commencement credential, use *Code 085 — Earned commencement credential.*

- ***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. If a student receives a CDOS Commencement Credential in the current year and previously earned an IEP Diploma or Skills and Achievement Commencement credential, use *Code 085 — Earned commencement credential.*

- ***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 and Career Pathway Code data elements to record the student's type of diploma and pathway used to earn the diploma.

High School Equivalency (HSE) Diploma

Report the Enrollment Exit Date and Reason for Ending Enrollment Code for each student awarded a high school equivalency (HSE) diploma.

- ***Code 816 — Earned a High School Equivalency (HSE) Diploma:*** This code is used to indicate students who have earned a high school equivalency (HSE) diploma from an approved AHSEP program (ends a 5654 record). If a student receives a CDOS Commencement Credential *and* an HSE diploma, report the student with Credential Type Code 738 (High School Equivalency (HSE) Diploma) in the Student Lite template and Reason for Ending Enrollment Code 816 (Earned a High School Equivalency (HSE) Diploma) in the School Entry Exit template.

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, including to the District of Columbia or Puerto Rico. 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 <u>not</u> 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 ESEA – 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 ESEA and into another public school in the same district under the school choice provision of ESEA. In NYC, this code applies to students transferring under this ESEA option to a school within the same community district.

- ***Code 5938 — Leaving a NYC community district under ESEA 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 ESEA and into another public school outside the student's original community district under the school choice provision of ESEA.

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 306*** *— Transferred to other high school equivalency preparation (HSE) program;*
- ***Code 340*** *— Left school: first-time dropout;*
- ***Code 391*** *— Long-term absence - 20 consecutive unexcused days;*
- ***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 408*** *— Permanent expulsion (student must be over compulsory age);*
- ***Code 425*** *— Left school, no documentation of transfer;*
- ***Code 289*** *— Transferred to an approved AHSEP program **
- ***Code 1089*** *– Transferred to an approved HSE program outside this district**

*Students with a Reason for Ending Enrollment Code 289 – Transferred to an approved AHSEP program or a Reason for Ending Enrollment Code 1089 – Transferred to an approved HSE program outside this district are counted as dropouts until a subsequent Reason for Beginning Enrollment Code of 5654 – Enrolled in an AHSEP program is recorded. At that point, whatever Exit Enrollment Code is used for the AHSEP record determines the student's discharge status.

Enrollment records with beginning dates after June 30 of the academic year being reported are ignored when identifying the last enrollment record. Note that the dropout rate reported by the NYSED is an annual rate. A student who leaves during the school year without documentation of a transfer to another educational program must be counted as a dropout unless the student resumes school attendance before the end of the school year. The student's registration for the next school year does not exempt him or her from dropout status in the current school year.

2002 and later cohort members whose enrollment record ends after BEDS day of year 4 in high school and before August 31st of year 5 in high school will be counted as dropouts in the graduation cohort statistics if the reason on the last enrollment record in the school of record has a Reason for Ending Enrollment Code 136, 340, 391, 408, 425, 306, or 357.

- ***Code 136 — Reached maximum legal age and has not earned a diploma or certificate:*** This code is used when a student is ending enrollment in your school solely because the student has reached 21 years of age during the school year and the student did *not* previously earn a diploma or certificate.

- ***Code 306 — Transferred to other high school equivalency preparation (HSE) program:*** This code is used when a student transfers to an HSE 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 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 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 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.

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 the 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 50 United States, District of Columbia, or Puerto Rico either voluntarily via emigration or involuntarily via deportation. 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. Documentation for deportation must include a written statement from a school administrator indicating that the student is being deported. All documentation must be included in the student's file. This code should not be used for students moving to the District of Columbia or Puerto Rico.

- ***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 461 – Prior graduate from outside US enrolled without documentation:*** This code is used when a new student from outside the U.S. is enrolled by the district without documentation and the district later learns that the student previously graduated outside the U.S. The student will be removed from all cohort reporting and therefore not counted as a dropout. To use this exit enrollment code, an Initial U.S. Entry Date for the student is required.

- ***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 0065 — Fulfilled HS Grad Req for Extended Integrated HS Program:*** This code is used when a student in a NYS P-Tech or NYC P-Tech program fulfills the requirements for a Regents diploma and plans to continue in the program. These students must also be reported with an appropriate Credential Type Code, Career Pathway Code, and Post-Graduation Plan. To continue in the program, these students should be re-enrolled with Reason for Beginning Enrollment Code 0011 the following school year.

- ***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 0067 — Completed Extended Integrated HS Program:*** This code is used when a student in a NYS P-Tech or NYC P-Tech program completes all three parts of the program (Regents diploma, workplace experience, and Associates degree).

- ***Code 0068 — Exited Extended Integrated HS Program After Fulfilling HS Grad Req:*** This code is used when a student in a NYS P-Tech or NYC P-Tech program fulfills the requirements for a Regents diploma, continues in the program, but subsequently decides to leave the program and exit school.

- ***Code 1089 — Transferred to an approved HSE 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 HSE program outside the district and who enroll in that HSE 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/CPSE 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.

- ***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 AHSEP program 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.*

Staff Evaluation Criteria Codes and Descriptions (3012-d)

Code	Description	Rating Points
REQSP	Required student performance subcomponent score	value from 0-20
OPTSP	Optional student performance subcomponent score (as applicable)	value from 0-20
REQOB	Required teacher observation/principal school visit subcomponent score	value of 0.00 or from 1.00-4.00
OPTOB	Optional teacher observation/principal school visit subcomponent score (as applicable)	value from 1.00-4.00
OCR01	Overall rating - Ineffective	leave blank
OCR02	Overall rating - Developing	leave blank
OCR03	Overall rating - Effective	leave blank
OCR04	Overall rating - Highly Effective	leave blank
TREQSP	Required student performance subcomponent score – Transition (as applicable)	value from 0-20
TOPTSP	Optional student performance subcomponent score – Transition (as applicable)	value from 0-20
TREQOB	Required teacher observation/principal school visit subcomponent score – Transition (as applicable)	value of 0.00 or from 1.00-4.00
TOPTOB	Optional teacher observation/principal school visit subcomponent score – Transition (as applicable)	value from 1.00-4.00
TOCR01	Overall rating - Ineffective – Transition (as applicable)	leave blank
TOCR02	Overall rating - Developing – Transition (as applicable)	leave blank
TOCR03	Overall rating - Effective – Transition (as applicable)	leave blank
TOCR04	Overall rating - Highly Effective – Transition (as applicable)	leave blank

Evaluation Group Code

Code
3012d

Free and Reduced-Price Lunch Eligibility Types

(For use in Programs Fact Template with program codes Free (5817) and Reduced (5806), fields 28-33)

Eligibility Type Code	Description
Report at least one eligibility type code associated with the student's FRPL record. When available (eligible), DCMP (SNAP) should always be reported. Eligibility types may be added during the school year. However, once a student is reported as DCMP, no additional eligibility types are needed. FRPL eligibility type codes should be re-evaluated at the beginning of each school year. Eligibility type codes that may have applied in the prior year and are no longer applicable should be removed for the current year.	
APPLICATION	Free or reduced eligible based on NSLP (National School Lunch Program) application for free and reduced-price school meals/milk or CEP/P2 income inquiry form.
CARRYOVER	Carryover of previous year's eligibility for up to 30 operating days into the new school year or until a new eligibility determination is made, whichever is first. Once a new eligibility type is determined, report only one additional non-CARRYOVER eligibility unless DCMP. When eligible, DCMP should always be reported. CARRYOVER may be used from the beginning of the school year up to and including October 31. Extension of eligibility applies to students who reside in the same household as a student in CARRYOVER status. CARRYOVER (30 days) is also available to students who transfer from a CEP participating to a non-CEP school during the year.
DCMP	SNAP (Supplemental Nutrition Assistance Program) and Medicaid eligible per federally mandated Direct Certification Matching Process (DCMP) *plus* extension of eligibility to children living in the same household as a child receiving SNAP, TANF, FDPIR benefits or deemed Medicaid eligible through the Direct Certification Matching Process (DCMP).
FDPIR	Food Distribution Program on Indian Reservations.
FOSTER	Foster child certified directly by the State or local foster agency.
HSTART	Federal Head Start/Even Start program.
HOMELESS	Homeless student identified by Homeless Liaison.
MIGRANT	Migrant youth identified by Migrant Outreach Coordinator.
RUNAWAY	Runaway in a program as per Runaway and Homeless Youth Act.

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). Not to be used for P-Tech programs.
14	14	7-12	7–12 ungraded (students w/disabilities). Not to be used for P-Tech programs.
PS	PS	PRES	Preschool
PKF	PKF	PREKF	Pre-kindergarten full day
PKH	PKH	PREKH	Pre-kindergarten half day
GD	GD	HSE	HSE

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

Note: For 2018-19, New York State is not collecting Grade Type Codes and Descriptions. These may be used for local or regional purposes.

Language Codes and Descriptions

Code	Language Description
ABK	Abkhazian
ACE	Achinese
ACH	Acoli
ADA	Adangme
ADY	Adyghe; Adygei
AAR	Afar
AFH	Afrihili
AFR	Afrikaans
AIN	Ainu
AKA	Akan
AKK	Akkadian
ALB	Albanian
ALE	Aleut
ALG	Algonquian
AMH	Amharic
ANG	English, Old (ca.450-1100)
ANP	Angika
APA	Apache
ARA	Arabic
ARC	Official Aramaic (700-300 BCE)
ARG	Aragonese
ARM	Armenian
ARN	Araucanian
ARP	Arapaho
ART	Artificial
ARW	Arawak
ASM	Assamese
AST	Asturian
ATH	Athapascan
AUS	Australian
AVA	Avaric
AVE	Avestan
AWA	Awadhi
AYM	Aymara
AZE	Azerbaijani
BAN	Balinese
BAD	Banda
BAI	Bamileke
BAK	Bashkir
BAL	Baluchi
BAM	Bambara
BAQ	Basque
BAS	Basa
BAT	Baltic
BEJ	Beja
BEL	Belarussian
BEM	Bemba

Code	Language Description
BEN	Bengali
BER	Berber
BHO	Bhojpuri
BIH	Bihari
BIK	Bikol
BIN	Bini
BIS	Bislama
BNT	Bantu
BOS	Bosnian
BRA	Braj
BRE	Breton
BTK	Batak
BUA	Buriat
BUG	Buginese
BUL	Bulgarian
BUR	Burmese
BYN	Blin; Bilin
CAD	Caddo
CAI	Central American Indian
CAR	Carib
CAT	Catalan
CAU	Caucasian
CEB	Cebuano
CEL	Celtic
CHG	Chagatai
CMC	Chamic
CHA	Chamorro
CHE	Chechen
CHR	Cherokee
CHY	Cheyenne
CHB	Chibcha
CHG	Chagatai
CHI	Chinese
CHN	Chinook jargon
CHP	Chipewyan
CHO	Choctaw
CHU	Church Slavic
CHK	Chuukese
CHV	Chuvash
NWC	Classical Newari
SYC	Classical Syriac
CNR	Montenegrin
COP	Coptic
COR	Cornish
COS	Corsican
CRE	Cree
MUS	Creek
CRP	Creoles and Pidgins
CPE	Creoles and Pidgins, English-based

Code	Language Description
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
GEZ	Geez

Code	Language Description
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
JPR	Judeo-Persian

Code	Language Description
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
LIT	Lithuanian

Code	Language Description
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
MKH	Mon-Khmer

Code	Language Description
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
PAP	Papiamento

Code	Language Description
PAA	Papuan
PER	Persian
PHI	Philippine
PHN	Phoenician
PON	Pohnpeian
POL	Polish
POR	Portuguese
PRA	Prakrit
PAN	Panjabi; Punjabi
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
SGN	Sign Language

Code	Language Description
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
THA	Thai

Code	Language Description
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
XHO	Xhosa

Code	Language Description
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

ELL/MLL Status Exit Program Service Codes

(in Programs Fact template)

Note: ELL/MLL exit program service code *Student Achieved English Proficiency — Code 849* is no longer applicable.

1. *ELL Eligibility Exit Using NYSESLAT score only — Code 3011*
   Description: Identifies a student whose ELL eligibility ended because the student scored at the Commanding level on the NYSESLAT.
   Purpose: Identifies students who were identified as ELL/MLL but tested out of ELL/MLL status using the NYSESLAT. These students will be considered ELL/MLL in the current school year, former ELL/MLL in the following four school years, and ever ELL/MLL in future years for reporting and research purposes.
   Date: June 30 of the reporting year.

2. *ELL Eligibility Exit Using NYSESLAT score and a NYSTP or Regents score — Code 3022*
   Description: Identifies a student (general education or student with a disability) whose ELL eligibility ended because, in the same reporting year (or, in the case of students who score 65 or higher on an August Regents examination in English, in the spring preceding the August test administration), the student
   1) scored at the Expanding level on the NYSESLAT,

      AND

   2) either scored Proficient (Level 3 or 4) on the NYSTP grades 3-8 ELA assessment *OR* scored 65 or higher on a Regents examination in English *OR* passed an approved alternative to Regents English.

   For more information, see Commissioner's Regulations Part 154-2.3(m)(1)(ii).
   Purpose: Identifies students who were identified as ELL/MLL but tested out of ELL status using the NYSESLAT and NYSTP or a Regents or alternative to Regents test. These students will be considered ELL/MLL in the current school year, former ELL/MLL in the following four school years, and ever ELL/MLL in future years for reporting and research purposes.
   Date: Any time during the school year.

3. *ELL Eligibility Exit based on review of identification determination — Code 3045*
   Description: Identifies a student whose ELL/MLL eligibility ended because the student was determined by the district to have been misidentified as ELL following the Review of Identification Determination pursuant to Commissioner's Regulations Part 154-2.3(b). Students exited with Program Service Code 3045 will not be considered former ELLs and will not qualify for transition services.
   Purpose: Identifies students who were incorrectly identified as ELL/MLL and who were removed from ELL/MLL status based on re-evaluation of ELL/MLL appropriateness. These students will NOT be considered ELL/MLL in the current school year and will NOT be considered ever ELL/MLL or former ELL/MLL in future years for reporting and research purposes.
   Date: Within 45 school days, schools must initiate the process of determining if the student should be removed from ELL/MLL status.

Note: If a student's 0231 record is closed, the following Program Service Codes must also be closed: 1232 – *Students with Inconsistent/Interrupted Formal Education (SIFE)*, 5720 – *Title III: Services to Non-Immigrant ELL Students*, 5731 – *Title III: Language Instruction Immigrant ELL Students*, and 5709 – *English as a New Language*. (Program Service Code 5709 indicates an ELL/MLL student is in an ENL program. Non- ELL/MLL students may take an ENL class but may not be reported as being in an ENL program.) If a student's 0231 record is closed, the following Program Service Codes should be closed if the student is no longer in the program but left open if the student continues to be in the program: 5687 – *One Way or Two Way Dual Language Program,* and 5676 – *Transitional Bilingual Education (TBE)Program*.

ELL Eligible Student Service Levels

(Programs Fact template, Program Intensity, Field 9)

LEAs must identify the level of service at which an ELL eligible student (Code 0231) is receiving service. The Units of Study tables are guidelines for mandated services for ELLs/MLLs in both English as a New Language and Bilingual Education programs as per Commissioner's Regulations Part 154-2.

Code	Description
FULL	ELL eligible students receiving the required units of study
PARTIAL	ELL eligible students receiving less than the required units of study
NONE	ELL eligible students not currently receiving service

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: English Language Learner/Multilingual Learner Eligibility	
0231	ELL Eligible
Type: English Language Learner/Multilingual Proficient Programs	
5709	English as a New Language
5676	Transitional Bilingual Education (TBE) Program
5687	One Way or Two Way Dual Language Program
8239	ELL/MLL Eligible but not in an ELL/MLL Program
Type: Elementary and Secondary Education Act Funded Program Services	
0286	Title I - Part A: Improving Basic Programs
0411	Title I – Part A: Improving Basic Educational Services for School-wide Program
0892	Title I – Part A: Homeless Student Served with Set-Aside Funds
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 ELL/MLL Students
5731	Title III: Language Instruction Immigrant ELL/MLL Students
Type: Elementary and Secondary Education Act Transfer Options	
5872	Applied for Transfer Option - School Identified as in Need of Improvement
5883	Applied for Transfer Option - Persistently Dangerous School
7022	Transfer Option Offered - School Identified as in Need of Improvement
7033	Transfer Option Offered - Persistently Dangerous School
Type: Type of Disability	
5786	Preschool Student with a Disability
0352	Autism

Code	Description
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	
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
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)

Code	Description
4015	Science and Technology Education Program (STEP)
4026	NYS P-Tech Program
4027	NYC P-Tech Grades 9-14 Early College and Career High School
4037	Smart Scholars
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 Inconsistent/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
8262	Homeless Student Status
8271	CDOS Credential Eligible
8272	Homeless Unaccompanied Youth Status
8282	Immigrant Children and Youth Status
8292	Students with a Parent on Active Duty in the Armed Forces
8300	Child in Foster Care
8312	Received Seal of Biliteracy

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 in the BOCES District of Responsibility Codes list in Chapter 5: Codes and Descriptions as the service provider location;
- 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.

English Language Learner Eligibility

ELL Eligible — Code 0231
Level Designation: District-level service.
Description: Identifies the student as an English Language Learner/Multilingual Learner (ELL/MLL) and, therefore, eligible for ELL/MLL services. Note that each student identified as ELL/MLL eligible must also have the data element *Years Enrolled in a Transitional Bilingual Education or English as a New Language Program* entered in his or her student record. Students identified as ELL eligible should have a specific ELL program service identified, as described under English Language Learner/Multilingual Learner Programs.
Purpose: Identifies ELL/MLL students for accountability, reporting, and research purposes. An "Exit Date" and "Reason for Ending Code" is used to identify ELL/MLL students who have achieved English proficiency. Part 154 of Commissioner's Regulations defines English Language Learners/Multilingual Learners as students who, because of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support in order to become proficient in English and are identified pursuant to Section 154.3. Districts should contact the nearest Regional Bilingual Education – Resource Networks (RBE-RNs) to obtain assistance with ELL/MLL identification procedures.
***Entry Date*:** Date of eligibility decision.
***Exit Date*:** Required if the student exited ELL/MLL status. The date recorded should be June 30 of the academic year in which the student exited ELL/MLL status. Students who test out of ELL/MLL are still entitled to accommodations and some types of services for two years; however, once the students have tested out of ELL/MLL, they must NOT be recorded as ELL/MLL with an 0231 code. An "Exit Date" should not be used to end an *ELL* Eligible — Code 0231 program service record when the student leaves the district or graduates. It must be used only when the student exits ELL/MLL status.
Reason for Ending Code: Use 3011, 3022, or 3045, as applicable. See ELL/MLL Status Exit Program Service Codes in Chapter 5: Codes and Descriptions.

English Language Learner/Multilingual Learner Programs

English as a New Language (ENL) — Code 5709, Transitional Bilingual Education (TBE) Program — Code 5676, One Way or Two Way Dual Language Program — Code 5687, and ELL Eligible but not in an ELL Program — Code 8239.

Level Designation: School-level service.

Description: Indicates which ELL/MLL program service the student is in (i.e., English as a New Language, Transitional Bilingual Education (TBE) Program, or One or Two Way Dual Language Program) or that the ELL/MLL-eligible student is not being served. Students identified as ELL/MLL eligible under Program Service Code 0231 (see above) should have a specific ELL/MLL program service identified here. These program services are mutually exclusive but can be offered at different points throughout the academic year. Multiple ELL/MLL programs should be reported with appropriate Entry and Exit dates. If any of the first three are used, the *ELL Eligible but not in an ELL Program* code should not be used. All ELL eligible students must receive ELL/MLL services.

English as a New Language (ENL): ENL program students learn to speak, understand, read and write English with a teacher who is specially trained in ENL theories and strategies. The student's primary or home language is used as a vehicle to help learn English.

Transitional Bilingual Education (TBE) Program: TBE programs offer students of the same primary or home language the opportunity to learn in English while continuing to learn content in their home language. Students' primary or home language is used to help them progress academically in all content areas while they acquire English. Instruction begins with a minimum of 60% instruction in the student's primary or home language and 40% in English; over time, instruction in English increases until the student has acquired the mandated level of English proficiency.

One Way or Two Way Dual Language Program: Dual language programs offer students the opportunity to become bilingual and bicultural while improving their academic ability. In the One Way Dual Language program model, students who come from the same primary or home language and/or background are provided instruction in both English and the home language simultaneously. The Two Way Dual Language program includes both native and English speakers; teachers provide instruction in both languages.

Purpose: These codes are used to identify which ELL/MLL program service the student participates in.

Entry Date: Date ELL/MLL program service begins.

Exit Date: Date that student tests above a State-designated level of proficiency or changes ELL/MLL programs.

Reason for Ending Code: Not used.

Elementary and Secondary Education Act Funded Program Services

Title I - Part A: Improving Basic Programs -Targeted Assistance Program — 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 Program Service Code 0286 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 ***—*** *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 <u>not</u> 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 ***no***t be coded as Migrant students in the 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 ESEA. 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: Not used.
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.

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 ESEA 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 ESEA Title I - Part D to fulfill the State reporting requirements under the ESEA 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 ESEA 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 ESEA Title I - Part D to fulfill the State reporting requirements under the ESEA 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 ELL 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 ELL/MLL Students program funds.
Purpose: This data element must be collected for each student, if applicable, to fulfill the State reporting requirements under ESEA.
Entry Date: Date service began.
Exit Date: Not used.
Reason for Ending Code: Not used.
For more information about Title III, see Title III Compliance and Reporting.

Title III: Language Instruction for Students that are both ELL/MLL 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 ELL/MLL and Immigrant Students program funds.
Purpose: This data element must be collected for each student, if applicable, to fulfill the State reporting requirements under ESEA.
Entry Date: Date service began.
Exit Date: Not used.
Reason for Ending Code: Not used.
For more information about Title III, see Title III Compliance and Reporting.

Elementary and Secondary Education Act Transfer Options

Use the ESEA 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 ESEA 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 ESEA 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.
Location/BEDS Code: School identified as in Need of Improvement.

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 ESEA 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.
Location/BEDS Code: School identified as Persistently Dangerous.

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.
Location/BEDS Code: School where transfer option is offered.

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 ESEA 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.
Location/BEDS Code: School where transfer option is offered.

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 or the last date of the school year during which the student receives a Career Development & Occupational Studies Commencement Credential (including those students who receive the credential as a supplement to a diploma). 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 2017 (end of the school year), but the effective date of the declassification is September 2017 (start of the following school year), the student's disability exit date must be the August 31, 2017, allowing the student to have an active disability record in July and August 2017 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 parent 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 - All Subjects — Code 5775
Level Designation: District-level service.
Description: Indicates Section 504 students whose 504 plan specifically allows eligibility for the graduation assessment safety net options available to Section 504 students. The student must also have a program service record indicating that the student has a Section 504 plan (i.e., Program Service Code 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 graduation safety net options available to Section 504 students.
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 career and technical education program area the student participates. A list of acceptable career and technical education program codes 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 career and technical education program area students are enrolled in.
Entry Date: Date the student enrolls in the program.
Exit Date: Date the student completes the program or date the student leaves the program without completing it.
Reason for Ending Code: Indication of whether the student completed the program or left the program before completion. Use code 646 for completion of the program and code 663 for left without completing program. If the student has not completed the CTE program by the end of the reporting year and program completion is still pending, leave Reason for Ending Program Service field blank.

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.

CDOS Credential Eligible Coursework — Code 8271.
Level Designation: District-level service.
Description: Indicates a student who is taking Career and Technical Education coursework and/or work-based learning that may be used to satisfy requirements for the Career Development and Occupational Studies (CDOS) Credential. This code should not be reported in lieu of the six-digit specific Career and Technical Education (CTE) Program Code used to report the CTE program a student is in.
Purpose: Used to identify students taking coursework that may be used to satisfy requirements for a CDOS credential as a stand-alone credential or in addition to a high school diploma or high school equivalency (HSE) diploma.
Entry Date: Date the student begins Career and Technical Education coursework and/or work-based learning that may be used to satisfy requirements for a CDOS.
Exit Date: Date the student receives the CDOS or is no longer participating in coursework and/or work-based learning.

Reason for Ending Code: 700 — Received a CDOS credential or 701 — No longer participating in coursework and/or work-based learning that satisfied the requirements for the CDOS credential.

PreK Program

Universal PreK program —902
Level Designation: District-level service.
Description: Indicates participation in a Universal Prekindergarten Program. Students reported with Program Service Code 902 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
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.

NYS P-Tech Program — Code 4026
Level Designation: District-level service.
Description: Indicates participation in the NYS P-Tech Program, which provides a six-year integrated secondary and post-secondary level education for students resulting in a Regents High School Diploma, an AAS degree (or other two-year degree that is the industry standard for the targeted jobs), and workplace learning in preparation for a career pathway. Students in NYS P-Tech programs remain on their high school registers for the full six years of the program. These students are not considered high school graduates until they have completed the requirements for both the Regents high school diploma and their AAS degree (or other two-year degree that is the industry standard for the targeted jobs). The program is designed such that students complete all Regents diploma requirements by the end of their fourth year. However, if a student fails to do so because he or she fails a course or a required examination, the student may retake the course or examination in his or her fifth year. The home school is responsible for reporting the NYS P-Tech program service code for each applicable enrolled student for each year the student is enrolled in the program. All appropriate Teacher-Student-Linkage data must be submitted during the years the student is working toward a high school diploma. Students in this program are entitled to a free public education for the duration of the program. If a student chooses to exit the NYS P-Tech program before completion of the requirements for an AAS degree, the student is entitled to a free public education until the student completes the requirements for high school graduation.
A list of all NYS P-Tech projects in Cohort I (2013-2020), Cohort II (2014-2021) and Cohort III (2015-2022) are available on the New York State Pathways in Technology web page.
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.

NYC P-Tech Grades 9-14 Early College and Career High School — Code 4027
Level Designation: District-level service.
Description: Indicates participation in a school-wide program, which provides a six-year integrated secondary and post-secondary level education for students resulting in a Regents High School Diploma, college credits toward an Associates-level college degree, and

workplace learning in preparation for a career pathway. Students enrolled in this program may remain on their high school registers for the full six years of the program to complete their college coursework. The program is designed such that students complete all Regents diploma requirements by the end of their fourth year. However, if a student fails to do so because he or she fails a course or a required examination, the student may retake the course or examination in the fifth year. Students in this program are entitled to a free public education for the duration of the program. If a student chooses to exit this program before completion of the requirements for an Associates-level degree, the student is entitled to a free public education until the student completes the requirements for high school graduation. A list of all New York City schools that are part of the Grades 9-14 Early College and Career High Schools is available at NYC P-Tech web page.
Purpose: To identify students to determine program effectiveness and for local reporting and evaluation.
Entry Date: First day of program.
Exit Date: Last day of program.
Reason for Ending Code: Not used.

Smart Scholars — Code 4037
Level Designation: District-level service.
Description: This program provides students with significant academic and social supports to develop college readiness, and the opportunity to earn 24 to 60 college credits while in high school. The target population is students from groups that have traditionally been underrepresented in postsecondary education; for example, first generation college students, students from low-income families, and students performing in the low to mid-range academically. The program includes both stand-alone schools and programs within schools.
Purpose: To identify students to determine program effectiveness and for purposes of future school/district accountability calculations.
Entry Date: First day of participation in the 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 eligibility 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 ELL/MLL students who are not required to take a grade 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 under ESEA that the student be assessed in ELA. ELL/MLL-eligible students (including those from Puerto Rico) who on April 1, 2018 will have been attending school in the United States for less than one year may use the NYSESLAT for a one-time exemption from the 3-8 NYSTP in ELA to meet the ESEA 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). To use Program Service Code 0242, there must be an active 0231 code (ELL Eligible).
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 Inconsistent/Interrupted Formal Education (SIFE) — Code 1232.
Level Designation: District-level service.
Description: English Language Learners/Multilingual Learners who have attended schools in the United States (the 50 States and the District of Columbia) for less than twelve months and

- upon initial enrollment in such schools are two or more years below grade level in literacy in their home language; and/or
- are two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia).

For more information on SIFE, see Commissioner's Regulations Part 154 or contact the Office of Bilingual Education and World Languages.
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 the memo regarding CEIS for more information.
Purpose: This data element must be collected for each student, if applicable, to identify students 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 because 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 because 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 Student Status — Code 8262
Level Designation: District-level service.
Description: Indicates that the student meets the definition of homeless under the McKinney Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act)
Purpose: This data element must be collected for each student, if applicable, to identify students who experience homelessness at any point in the school year.
Entry Date: Date student became homeless.
Exit Date: Date student became permanently housed and is no longer homeless.

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 are identified with Program Service Code 8262: Homeless Student Status. 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 State and 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.

Title I – Part A: Homeless Students Served with Set-Aside Funds – Code 0892
Level Designation: District-level service.
Description: Identifies homeless students (identified with program service code 8262) who receive services or resources funded by Title I, Part A homeless set-aside. Use for students who have received services fully or partially funded through the LEA's Title I homeless set-aside. Examples of such services include school supplies given to a specific student, school clothes given to a specific student, per session tutoring provided to a specific student, per session counseling provided to a specific student, etc. If the McKinney-Vento Liaison's salary is partially or fully funded using Title I set-aside funding, LEAs may only apply this program service code if the student (or their family) has had at least one conversation with the liaison and the liaison facilitated receipt of services by the student and/or their family (for example, the liaison met with the family assessed their needs and connected the family with a local shelter provider).
Purpose: This data element must be collected for each homeless student served by funding under ESEA Title I - Part A to fulfill the State reporting requirements under the ESEA legislation.
Entry Date: Date student first receives services or resources funded by Title I, Part A homeless set-aside.
Exit Date: Not used.
Reason for Ending Code: Not used.

Immigrant Children and Youth Status — Code 8282
Level Designation: District-level service.
Description: Identifies children who fit the definition of Immigrant, as indicated in Appendix VI: Terms and Acronyms.
Purpose: Used to identify students for federal reporting purposes.
Entry Date: Date student identified as immigrant.
Exit Date: June 30 of the year in which the student no longer fits the definition of immigrant.
Reason for Ending Code: Not used.

Student with a Parent or Guardian on Active Duty in the Armed Forces — Code 8292
Level Designation: District-level service.
Description: This program service is used to identify a student with one or more parent or guardian who is a member of the Armed Forces and on Active Duty. The Armed Forces are the Army, Navy, Air Force, Marine Corps, the Coast Guard, or full-time National Guard. Active duty means full-time duty in the active military service of the United States. Such term includes

full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.
Purpose: Used to identify these students for federal reporting purposes.
Entry Date: Date parent or guardian first entered Active Duty in the Armed Forces, if known.
Exit Date: Date parent or guardian no longer on Active Duty in the Armed Forces.
Reason for Ending Code: 4000 — Parent or guardian no longer in Armed Forces.

Child in Foster Care — Code 8300
Level Designation: District-level service.
Description: This program service is used to identify a child who is in foster care. Foster care means 24-hour substitute care for children placed away from their parents and for whom the agency under title IV-E of the Social Security Act has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. A child is in foster care in accordance with this definition regardless of whether the foster care facility is licensed, and payments are made by the State, tribal, or local agency for the care of the child, whether adoption subsidy payments are being made prior to the finalization of an adoption, or whether there is federal matching of any payments that are made.
Purpose: Used to identify these students for federal reporting purposes.
Entry Date: Date child placed in foster care.
Exit Date: Date child no longer in foster care.
Reason for Ending Code: Not used.

Received Seal of Biliteracy — Code 8312
Level Designation: District-level service.
Description: This program service is used to identify students who have received a New York State Seal of Biliteracy (NYSSB), which is an award given by a school or district in recognition of students who have studied and attained proficiency in foreign language courses.
Purpose: Not used.
Exit Date: Not used.
Reason for Ending Code: Not used.

Race Codes and Descriptions

Code	Description
I	American Indian or Alaska Native
A	Asian
B	Black or African American
P	Native Hawaiian/Other Pacific Islander
W	White

Reason for Ending Program Service Codes and Descriptions

Code	Description	To End Program Service Code:
646	Completion of Program Service	Career and Technical Education Codes. Use code 646 for the completion of the program.
663	Left without Completing Program Service	Career and Technical Education Codes. Use code 663 for left without completing the program. If the student has not completed the CTE program by the end of the reporting year and program completion is still pending, leave Reason for Ending Program Service field blank. Provide reason for ending code in the year the student leaves school.
700	Received a CDOS credential	8271 — CDOS Credential Eligible Coursework
701	Left program without receiving CDOS	8271 — CDOS Credential Eligible Coursework
901	Student is declassified or parents revoke consent (in writing) for special education services	Disability Codes 5786, 0352, 0363, 0385, 0396, 0407, 0418, 0429, 0440, 0451, 0462, 0473, 0484 and 0495. Use code 901 when the student is declassified or when parents revoke consent for special-education services.
912	Student Disability type changes	Disability Codes 5786, 0352, 0363, 0385, 0396, 0407, 0418, 0429, 0440, 0451, 0462, 0473, 0484 and 0495. Use code 912 when the student's disability has changed.
3011	ELL Eligibility Exit Using NYSESLAT score only	0231 — ELL Eligible*
3022	ELL Eligibility Exit Using NYSESLAT score and NYSTP or Regents score	0231 — ELL Eligible*
3045	ELL Eligibility Exit based on review of identification determination	0231 — ELL Eligible*
4000	Parent no longer in Armed Forces	8292 – Student with a Parent on Active Duty in the Armed Forces

*See ELL/MLL Status Exit Program Service Codes in this chapter for more information.

Staff Attendance Codes and Descriptions

Code	Description
B	Bereavement Leave
J	Jury Duty
M	Maternity/Paternity Leave
O	Other
P	Personal Leave
S	Sick Leave

Staff Education Level Codes and Descriptions

Code	Description
0	No higher education
1	Freshman year completed
2	Sophomore year completed
3	Associate degree
4	Junior year completed
5	Bachelor's degree
6	Bachelors+30 or more hours
7	Master's degree
8	Master's+30 or more hours
9	Doctorate

Tenure Area Codes and Descriptions

Code	Description
ADT	Administrative
ETA	Elementary tenure area
MGT	Middle grades tenure area (seventh and/or eighth grades)
SET	Secondary English
SSS	Secondary Social Studies
SMT	Secondary Mathematics
SST	Secondary Science
SFL	Secondary Foreign Languages
ATA	Art
GBE	General business education
DET	Driver education
SEB	Special education-blind
SED	Special education-deaf
SEH	Special education-speech and hearing
SEG	Special education-general
HTA	Health
HEG	Home economics-general
IAG	Industrial arts-general
MTA	Music
PET	Physical education
RRT	Remedial reading
STA	Speech
ESL	English as a second language
AGT	Agriculture
HOT	Health Occupations
HEO	Home economics-occupational
OBE	Occupational business education and distributive occupation subjects
TST	Technical/Trade subjects
SMS	School media specialist (including library or educational communications)

Tenure Status Codes and Descriptions

Code	Description
NOTTENELIG	Not tenure eligible
PROBATION	Probationary
PROBEXT	Probation extended
TENGRANT	Tenure granted
TENDEN	Tenure denied

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

Student Attendance Codes and Descriptions

Code	Description
E	Excused
ISS	In-School Suspension
OSS	Out-of-School Suspension
T	Tardy
U	Unexcused

Standard Achieved Codes and Descriptions

*For 3-8 ELA and math, “99” Absent/No Valid Score is accepted into the Level 1 Container for migration to Level 2.

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
96	Refused entire test
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) and NYSESLAT Braille — Grades K–12

Code	Description
31	Entering
32	Emerging
33	Transitioning
34	Expanding
35	Commanding
93	Medically excused from testing
97	Administrative error

New York State Identification Test for English Language Learners (NYSITELL) — Grades K–12

Code	Description
31	Entering
32	Emerging
33	Transitioning
34	Expanding
35	Commanding

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
96	Refused entire test
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. Report students with valid scores on Common Core Regents examinations with Standard Achieved Codes 31–35 ***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. Report students with valid scores on Regents Competency Tests and approved alternatives to the RCTs in all other subjects with Standard Achieved Codes 01–04 only.

Regents Examinations

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

Common Core Regents Examinations

Code	Description	Assessments & Scores
31	Does not demonstrate knowledge and skills for Level 2	ELA, Algebra I, Geometry, & Algebra II 0-54
32	(Safety Net) - Partially meets Common Core expectations	ELA, Algebra I, Geometry, & Algebra II 55-64
33	Partially meets Common Core expectations	ELA 65-78 Algebra I 65-79 Geometry 65-79 Algebra II 65-77
34	Meets Common Core expectations	ELA 79-84 Algebra I 80-84 Geometry 80-84 Algebra II 78-84
35	Exceeds Common Core expectations	ELA, Algebra I, Geometry, & Algebra II 85-100

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 RCT

Code	Level	Assessments and Scores
41	Level 1	RCT Reading, Writing, and Mathematics (Pass or Fail) RCT Alternatives (Pass or Fail)

NOTE: RCT scores will be converted to Alternate Standard Achieved Codes 41–44 for accountability purposes at Level 2.

Alternate Standard Achieved Codes for Secondary-Level Accountability for Common Core Regents

Code	Level	Assessments and Scores
41	Level 1	English, Algebra I, Geometry, & Algebra II (0–64)
42	Level 2	English (65–78) Algebra I & Geometry (65–79) Algebra II (65-77)
43	Level 3	English (79–84) Algebra I & Geometry (80–84) Algebra II (78-84)

44	Level 4	English, Algebra I, Geometry, & Algebra II (85–100)

NOTE: Regents Common Core exam scores will be converted to Alternate Standard Achieved Codes 41–44 for accountability purposes at 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.

Most Interstate Compact on Military Exemptions from Regents examinations (MC403, MC404, MC409 – MC412) use a Standard Achieved Code of 03 and a score of 65. The exceptions are for ELA and math exams (MC405 – MC408), which have a standard achieved of 33.

Career and Technical Education assessments do not use a Standard Achieved Code (N/A is used). P (Pass) or F (Fail) on these assessments is reported in the Assessment Score field of the Assessment Fact table.

Chapter 6: New York State Accountability

On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA). ESSA reauthorizes the Elementary and Secondary Education Act (ESEA) and eliminates much of the prescriptiveness of the No Child Left Behind Act (NCLB) and the ESEA Flexibility Waivers. On January 16, 2018, the U.S. Department of Education (USDOE) approved New York State's State Plan under ESSA. For more information on ESSA, New York's State Plan, and New York's accountability system under ESSA, please visit the Office of Accountability's ESSA website. For more information about ESSA and accountability, please contact the Office of Accountability.

New York State's accountability system will identify schools as Recognition Schools, Schools in Good Standing, Targeted Support and Improvement (TSI) Schools, or Comprehensive Support and Improvement (CSI) Schools. Districts will be identified as Districts in Good Standing or Targeted Districts.

School and district identifications will be made at the elementary/middle level by assessing schools and districts on the following indicators:

- Composite Performance
- Growth
- Combined Composite Performance and Growth
- English Language Proficiency (ELP)
- Progress
- Chronic Absenteeism
- Suspension (starting in 2018-19)

School and district identifications will be made at the secondary level by assessing schools and districts on the following indicators:

- Composite Performance
- Graduation Rate
- Combined Composite Performance and Graduation Rate
- English Language Proficiency (ELP)
- Progress
- Chronic Absenteeism
- College, Career, and Civic Readiness
- Suspension (starting in 2018-19)

At the elementary/middle level, **Composite Performance** is determined in English, math, and science by calculating a Weighted Performance Index and a Core Subject Performance Index. The **Weighted Performance Index** uses as its denominator the greater of continuously enrolled tested students and 95% of continuously enrolled students. The **Core Subject Performance Index** uses as its denominator continuously enrolled tested students. The formula for both indices is the same:

((Level 2 + 2.0*Level 3 + 2.5*Level 4)/Denominator) *100

An elementary/middle-level Composite Performance Index and Composite Performance "Level" are then calculated using a ranking system.

At the secondary level, **Composite Performance Index** is determined in English, math, science, and social studies using the four-year accountability cohort as of June 30th of the reporting year as its denominator. The same formula as used at the elementary/middle level is used at the secondary level:

((Level 2 + 2.0*Level 3 + 2.5*Level 4)/Denominator) *100

Ranking is also used to determine a secondary-level Composite Performance "Level."

Elementary/Middle-Level Assessments That Can Be Used for Performance

Assessment	Eligible Students	Accountability Level/Score
Grades 3–8 New York State Testing Program (NYSTP) Assessments in ELA and Mathematics	All students (general education & students with disabilities)	Acc Level 4 Acc Level 3 Acc Level 2 Acc Level 1
New York State Grade 4 Elementary-Level Science Test	All students (general education & students with disabilities)	Acc Level 4 (85–100) Acc Level 3 (65–84) Acc Level 2 (45–64) Acc Level 1 (0–44)
New York State Grade 8 Middle-Level Science Test	All students (general education & students with disabilities)	Acc Level 4 (85–100) Acc Level 3 (65–84) Acc Level 2 (44–64) Acc Level 1 (0–43)
Regents Algebra I & Geometry Taken in lieu of Grades 7 and 8 NYSTP Math Tests	All students (general education & students with disabilities)	Acc Level 4 (85–100) Acc Level 3 (80–84) Acc Level 2 (65–79) Acc Level 1 (0–64)
Regents Algebra II Taken in lieu of Grades 7 and 8 NYSTP Math Tests	All students (general education & students with disabilities)	Acc Level 4 (85–100) Acc Level 3 (78–84) Acc Level 2 (65–77) Acc Level 1 (0–64)
Regents Science Tests In lieu of Grade 8 Middle-Level Science Test	All students (general education & students with disabilities)	Acc Level 4 (85–100) Acc Level 3 (65–84) Acc Level 2 (55–64) Acc 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	Acc Level 4 (Level 4) Acc Level 3 (Level 3) Acc Level 2 (Level 2) Acc Level 1 (Level 1)

Secondary-Level Assessments That Can Be Used for Performance

Assessments	Eligible Students	Accountability Level/Score
Regents English	All students (general education & students with disabilities)	Acc Level 4 (85–100) Acc Level 3 (79–84) Acc Level 2 (65–78) Acc Level 1 (0–64)
Approved Alternatives to Regents English & Math	All students (general education & students with disabilities)	Acc Level 3 (Pass) Acc Level 1 (Fail)
Regents Algebra I & Geometry	All students (general education & students with disabilities)	Acc Level 4 (85–100) Acc Level 3 (80–84) Acc Level 2 (65–79) Acc Level 1 (0–64)
Regents Algebra II	All students (general education & students with disabilities)	Acc Level 4 (85–100) Acc Level 3 (78–84) Acc Level 2 (65–77) Acc Level 1 (0–64)
Regents Global History and Geography Transition, U.S. History and Government, Living Environment, Physical Setting/Chemistry, Physical Setting/Earth Science, and Physical Setting/Physics	All students (general education & students with disabilities)	Acc Level 4 (85-100) Acc Level 3 (65-84) Acc Level 2 (55-64) Acc Level 1 (0-54)
Regents Global History and Geography II	All students (general education & students with disabilities)	TBD
New York State Alternate Assessment in ELA & Math (Secondary Level)	Students with severe cognitive disabilities	Acc Level 4 (Level 4) Acc Level 3 (Level 3) Acc Level 2 (Level 2) Acc Level 1 (Level 1)

Standard Achieved Codes/Scores to Accountability Performance Levels

Elementary/Middle-Level English Language Arts

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

Elementary/Middle-Level Mathematics

Accountability Performance Levels	Standard Achieved Codes		
	NYSTP	NYSAA	Regents Algebra I, Geometry, and Algebra II*
Level 4	24	24	44
Level 3	23	23	43
Level 2	22	22	42
Level 1	21	21	41

*Scores on Regents exams are converted to "Alternate Standard Achieved" codes 41-44 for PI calculation purposes. See Standard Achieved Codes for cut points.

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/Scores		
	Regents English*	Approved Alternatives to Regents	NYSAA
Level 4	44		24
Level 3	43	43	23
Level 2	42		22
Level 1	41	41	21

*Scores on Regents exams are converted to "Alternate Standard Achieved" codes 41-44 for PI calculation purposes. See Standard Achieved Codes for cut points.

Secondary-Level Mathematics

Accountability Performance Level	Standard Achieved Codes/Scores		
	Regents Exam Algebra I, Geometry, and Common Algebra II*	Approved Alternatives to Regents	NYSAA
Level 4	44		24
Level 3	43	43	23
Level 2	42		22
Level 1	41	41	21

*Scores on Regents exams are converted to "Alternate Standard Achieved" codes 41-44 for PI calculation purposes. See Standard Achieved Codes for cut points.

Growth at the elementary/middle level is calculated in English and math at the individual student level by comparing the score the student received in the current year to the scores of other students in the current year with similar scores in previous years. Three years of Student Growth Percentiles (SGPs) for both English and math are used to determine a Growth Index and then a Growth "Level" for the school or district.

Progress is determined at the elementary/middle level by determining if the Weighted Performance Index for English and math meet State Long-Term Goals and/or State and School/District Measure of Interim Progress (MIP). A Progress "Level" is then determined for the school or district. The same process is used at the secondary level but using the Composite Performance Index in English and math to determine if Goals and MIPs have been met.

Graduation Rate is determined at the secondary level using the four-year, five-year, and six-year graduation rate total cohorts as of June 30th of the year preceding the reporting year (one-year lagged data). Students in the cohorts are considered graduates if they earned a local or Regents diploma as of August 31st of the year preceding the reporting year. Graduation rates are compared to Goals and MIPs, and a Graduation Rate "Level" is determined.

English Language Proficiency (ELP) is determined at the elementary/middle and secondary levels by calculating a Benchmark, Progress Rate, and Success Ratio using the performance of English language learner (ELL) students on the New York State English as a Second Language Achievement Test (NYSESLAT) and the number of years they have been identified as ELL. The Success Ratio is then used to determine an ELP "Level."

Chronic Absenteeism is determined at the elementary/middle level for students in grades 1-8 and at the secondary level in grades 9-12. Students are considered chronically absent if they were absent 10% or more of instructional days in which they were enrolled. Students must be enrolled at least 10 instructional days and have been in attendance on at least one of those days to be included in the chronic absenteeism calculation. Chronic Absenteeism rates are compared to Goals and MIPs, and a Chronic Absenteeism "Level" is determined.

College, Career, and Civic Readiness (CCCR) adds students in the four-year graduation rate total cohort as of June 30th of the reporting year to the number of students in the current reporting year who are ELL and earned a Regents diploma and Seal of Biliteracy. Students in this group are then given weighted points based on achievements earned when calculating a CCCR Index. For example, students in the cohort who earn a Regents diploma with Advanced Designation are given a 2.0 weighting, while students who earn a Regents diploma only are given a 1.0 weighting. Other achievements a student may use to earn greater weights are a Regents or local diploma with CTE endorsement, a Regents diploma and Seal of Biliteracy, and a Regents diploma and a score of 3 or above on an AP exam or 4 or above on IB exam. CCCR Indices are compared to Goals and MIPs, and a CCCR "Level" is determined.

Indicator Levels earned by a school or district are then used to determine the school's or district's accountability status. For more information on how accountability works in New

York State, please visit the Office of Accountability's web site at Office of Accountability's ESSA website or contact the Office of Accountability.

Suspension is determined at the elementary/middle level for students in grades 1-8 and at the secondary level in grades 9-12. 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. 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.

Appendix I: Assessment and Reporting Timelines

Assessment Timeline

New York State Alternate Assessment for Students with Severe Disabilities (NYSAA) All Grades	
First Date of Administration Period for ELA, Math, and Science (Computer-Based Testing)	March 11, 2019
Administration Period for ELA, Math, and Science (Computer-Based Testing)	March 11 – June 7, 2019

New York State English as a Second Language Achievement Test (NYSESLAT) Grades K-12	
First Date of Administration Period	April 8, 2019
Speaking administration	April 8 – May 17, 2019
Listening, Reading, and Writing administration	May 6 – May 17, 2019
Scoring of Listening, Reading, and Writing	May 20 – May 30, 2019
Final Date to Submit Answer Sheets to Scanning Centers	May 30, 2019 (close of business)
Final Date to Submit File to Level 2	TBD
Final Date to Submit Straggler File to Level 2	TBD

New York State Testing Program Test in English Language Arts (NYSTP) Grades 3–8	
First Date of Administration Period	April 1, 2019
Administration (Computer-Based Testing (CBT))	April 1 – April 8, 2019
Administration (Paper-Based Testing (PBT))	April 2 – April 4, 2019
Make-up administration (CBT)	April 3 – April 10, 2019
Make-up administration (PBT)	April 5 – April 9, 2019
Scoring of Constructed Responses (both)	April 5 – April 17, 2019
Final Date to Submit PBT Answer Sheets to Scanning Centers	April 17, 2019 (close of business)
Final Date to Submit First File to Level 2	TBD
First Straggler File Due to Level 2	TBD
Final Straggler File Due to Level 2	TBD

New York State Testing Program Test in Mathematics (NYSTP) Grades 3–8	
First Date of Administration Period	April 30, 2019
Administration (Computer-Based Testing (CBT))	April 30 – May 7, 2019
Administration (Paper-Based Testing (PBT))	May 1 – May 3, 2019
Make-up administration (CBT)	May 3 – May 10, 2019
Make-up administration (PBT)	May 6 – May 8, 2019
Scoring of Constructed Responses (both)	May 6 – May 16, 2019
Final Date to Submit PBT Answer Sheets to Scanning Centers	May 16, 2019 (close of business)
Final Date to Submit First File to Level 2	TBD
First Straggler File Due to Level 2	TBD
Final Straggler File Due to Level 2	TBD

New York State Grade 4 Elementary-Level and Grade 8 Intermediate-Level Science Tests	
First Date of Administration Period	May 22, 2019
Performance Test Administration	May 22 – May 31, 2019
Written Test Administration	June 3, 2019
Written Test Make-up Administration	June 4 – June 7, 2019
Scoring of Constructed Responses and Performance Test	Following administration, but no later than June 13, 2019
Final Date to Submit Answer Sheets to Scanning Centers	June 13, 2019 (close of business)
Final Date to Submit File to Level 2	August 23, 2019

Regents Examinations and Regents Competency Tests	
First Date of Administration Period	August 16, 2018 January 22, 2019 June 3, 2019
Administration	August 16 – August 17, 2018 January 22 – January 25, 2019 June 3 – June 26, 2019
Scan sheets or test scores to scan centers	Determined by scan centers

Field Test	Administration Dates
Grades 3-8 English Language Arts and Mathematics (CBT)	TBD
Grades 3-8 English Language Arts and Mathematics (PBT)	TBD
NYSESLAT	TBD
Grades 4 and 8 Science	TBD

Deadlines for Verification and Certification of 2018-19 School Year Data in SIRS

(Level 1 Repositories may establish earlier deadlines for submitting data to them.)

Date/ Estimated Date:	Data Extract or Certification:	Purpose of Collection:	Applicable To:
October 12, 2018	August Graduates, Total Cohort Graduation Rate Reporting	Deadline for districts to submit graduates as of August 31, 2018 for Total Cohort Graduation Rate reporting.	Public School Districts, Charter Schools
October 2018	Staff Snapshot	Staff Snapshot data should be loaded for the earlier submission of teacher BEDS forms in TAA and ability to load data into other staff and course templates. Additionally, districts must load guidance counselors in Staff Snapshot if they wish to report these staff in the Student template for use with the Graduation Tracker.	Public School Districts, Charter Schools, State Operated Schools
December 14, 2018	2018-19 /ePMF **Data Due**	Deadline for *teachers* to submit data (complete ePMF forms). Administrators with entitlements can review and correct forms until the certification date.	Public School Districts, BOCES, Charter Schools, State Operated Schools
January 4, 2019	2018-19 BEDS Day Enrollment **Data Extract**	Counts of UPK students are collected for calculating UPK grant funding. Enrollment by grade, district of residence, district Pre-K, and supplemental enrollment counts are collected for calculating preliminary State Aid allocations. Enrollment counts are also used to create the USED Directory, which is the official directory of all schools and districts for federal reporting which serves as a sampling frame for federal statistical studies, defines the universe for the CRDC, and populates the list of schools used on the FAFSA.	Public Schools, Districts, Charter Schools
January 4, 2019	2018-19 FRPL **Data Extract**	FRPL, Enrollment by grade, district of residence, district Pre-K, and supplemental enrollment counts are collected for calculating preliminary State Aid allocations.	Public Schools, Districts, Charter Schools

Date/ Estimated Date:	Data Extract or Certification:	Purpose of Collection:	Applicable To:
		Enrollment counts are also used to create the USED Directory, which is the official directory of all schools and districts for federal reporting which serves as a sampling frame for federal statistical studies, defines the universe for the CRDC, and populates the list of schools used on the FAFSA.	
January 4, 2019	2018-19 Immigrant Student **Data Extract**	Counts of immigrant students are collected for calculating Title III immigrant allocations.	Public School Districts, Charter Schools
January 7, 2019	2018-19 Data **Certification** of Special Education Data Elements VR 1-9 through PD Data System	Districts and nonpublic schools are required to certify data as Accurate or Not Accurate. Status will be defaulted to Not Accurate in the PD system for entities that do not certify.	Public School Districts, Nonpublic Schools, Special Acts, Article 81, State Agencies, State Operated Schools
February 1, 2019	2018-19 Staff Snapshot and Staff Assignment **Data Due** CEO **Certification** of ePMF forms	Staff and course counts used for federal reporting. PMF Teacher data will be certified in the TAA System.	Public School Districts, BOCES, Charter Schools, State Operated Schools
February 1, 2019	2018-19 Course Instructor Assignment and Student Class Entry Exit **Data Due**	All courses, students and teachers should be current to date. Data can be updated until SIRS closes in August.	Public School Districts, BOCES, Charter Schools
March 22, 2019	2018-19 BEDS Day Enrollment **Data Extract**	Enrollment by grade, district of residence, district Pre-K, and supplemental enrollment counts are collected for calculating preliminary State Aid allocations.	Public School Districts, Charter Schools
March 22, 2019	2018-19 BEDS Day FRPL **Data Extract**	Used for calculating preliminary State Aid allocations. Also reported to USED via ED*Facts*. All entities need to show	Public School Districts,

Date/ Estimated Date:	Data Extract or Certification:	Purpose of Collection:	Applicable To:
		FRPL counts in the March snapshot to be included in the FRPL data submitted to USED.	Charter Schools
March/April 2019	2018-19 BEDS Day ELL Counts **Data Extract**	Reported to USED via ED*Facts*. Supplies part of the Title III Biennial Evaluation Report. All entities with ELL enrollment must report these students in SIRS with the appropriate ELL Eligible program service code in the March/April BEDS Day Enrollment snapshot to be included in the ELL data file submitted to USED.	Public School Districts, Charter Schools
June 14, 2019	2018-19 Staff Assignment (Principals data) **Data Due**	Used for 2018-19 Principal State-provided growth score calculation purposes.	Public School Districts, BOCES, Charter Schools
June 14, 2019	2018-19 Staff Student Course (TSDL records) **Data Due**	Submit final TSDL (Staff Student Course) and Staff Assignment data, including linkage and duration, for all teachers and principals to be used for 2018-19 teacher and principal State-provided growth score calculation purposes. Staff Student Course records should be verified using the L2RPT SIRS-315 Teacher Student Data Linkage (TSDL) Verification Report.	Public School Districts, BOCES, Charter Schools
June 21, 2019	2018-19 Staff Student Course (TSDL) & Staff Assignment Data **Statement of Certification**	Certify the accuracy of the data submitted as of the reporting deadline (Certification of Principals only in Staff Assignment) in the NYSED Business Portal. Staff Assignment records should be verified using the Level 2 SIRS-318 Staff Assignment Verification Report.	Public School Districts, BOCES, Charter Schools
July 12, 2019	2018-19 Regents Exam Scores **Data Extract**	2018-19 scores for Regents exams (including June 2019 records) and approved alternatives to Regents exams to be used in principal evaluation growth score calculations.	Public School Districts, Charter Schools
August 23, 2019 **Data Due**	2018-19 Special Education Data	2018-19 Special Education Data Elements: VR13, VR15, and VR16 through the PD Data System.	Public School Districts

Date/ Estimated Date:	Data Extract or Certification:	Purpose of Collection:	Applicable To:
August 26, 2019 **Certification**	2018-19 Special Education Data	2018-19 Special Education Data Elements: VR13, VR15, and VR16 through the PD Data System.	Public School Districts
August 25, 2019 (**Data Due**: October 18, 2019)	**Start of collection** for 2018-19 Staff Evaluation Overall Ratings & Subcomponent scores	Overall Ratings & Subcomponent scores for districts implementing an APPR plan under Education Law 3012-d. Staff Evaluation data submission is one factor in a school district's eligibility for 2019-20 State Aid.	Public School Districts, BOCES
September 6, 2019	**2018-19 SIRS EOY Statement of Certification *** Form (except for Special Education Events, Staff Evaluation)	Certify the accuracy of data submitted as of the end of year (EOY) reporting deadline as applicable per institution.	Public School Districts, Charter Schools, BOCES, Nonpublic Schools
September 20, 2019 **Data Due**	2018-19 Data and Certification of Special Education Data Elements: VR11-12 and VR14 though PD Data System	Information relating to each VR	Public School Districts
September 23, 2019 **Certification**	2018-19 Data and Certification of Special Education Data Elements: VR 11-12 and VR14 through PD Data System	Information relating to each VR	Public School Districts
October 11, 2019	August Graduates, Total Cohort Graduation Rate Reporting	Submission of August 2019 diplomas for students in the 2013 and 2014 cohorts.	Public School Districts, Charter Schools
October 18, 2019	**2018-19 Staff Evaluation** Overall Ratings & Subcomponent scores **due**	2018-19 Staff Evaluation scores and ratings to fulfill data reporting requirements under Education Law 3012-d. Staff Evaluation data submission is one factor in a school district's eligibility for 2019-20 State Aid.	Public School Districts, BOCES

Date/ Estimated Date:	Data Extract or Certification:	Purpose of Collection:	Applicable To:
		Further information regarding Staff Evaluation data submission will be available in the fall of 2019.	
October 25, 2019	2018-19 **Statement of Certification** of Staff Evaluation Rating Verification Report	Certify the accuracy of the Staff Evaluation data submitted as of the October 18 deadline. This form can be accessed and must be submitted via SED Monitoring in NYSED's Application Business Portal.	Public School Districts, BOCES

Note: The 2018-19 data reporting timeline is also available online.

***** SIRS 2018-19 End of Year Certification statement:

School districts, charter schools and BOCES must certify the accuracy of the data in their 2018-19 End of Year (EOY) Verification Reports in the Level 2 Reporting (L2RPT) environment as of the August 23, 2019 data refresh and submit a completed 2018-19 EOY Statement of Certification of Verification Reports form.

This certification form must be completed by the chief school officer via the Information and Reporting Services Data Exchange (IDEx) ***no later than September 6, 2019****. Public school districts must certify all the reports listed below. Charter schools must certify all reports except the SIRS 312 - BEDS Day Enrollment Verification Report for State Aid, SIRS 316 - BEDS Day Enrollment Verification Report for District, PreK, and SIRS 323 - Free and Reduced-Price Lunch Eligible Students Enrolled on BEDS Day. Additional information is available on the IRS Verification and Certification web page.*

Some data contained in these reports are also considered public information and may be provided to requestors on demand as required under the New York State Freedom of Information Laws.

I have reviewed the L2RPT verification reports indicated below, which were generated for my entity as of the August 23, 2019 data refresh. I understand that the reports were generated from data in Level 2 of the Student Information Repository System. I also understand that ***data submitted by my Level 1 to Level 2 of the SIRS as of August 23, 2019*** *will be the final submission and the data in the repository as of this date will be used for accountability determinations, State Aid calculations, to populate the New York State Report Cards and may be used for additional reports to the Board of Regents or for other policy purposes. I understand that the submission of incomplete or inaccurate data may result in corrective actions or other consequences.*

I confirm that we have documented procedures and controls in place to ensure that data submitted to SIRS are complete and accurate and that these procedures and controls are working as intended. I understand that any know data issues must be disclosed to the New York State Education Department (NYSED).

Special Education Certification and Due Dates for the 2018–19 School Year

These forms are entered directly into the PD Data System[1]	**Due By**
PD 6: Personnel Form	February 1, 2019
PD 8: Suspension Data	August 2, 2019
These forms are sent directly to your Local Education Agency[1]	**Due By**
SEDCAR 1: Request for IDEA Sub Allocation	November 29, 2018
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 29, 2018
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 7, 2019
VR 2: School Age Child Count by Age and Disability	January 7, 2019
VR 3: School Age Students by Disability and Race/Ethnicity	January 7, 2019
VR 4: Preschool LRE Setting Report	January 7, 2019
VR 5: School Age LRE Setting Report	January 7, 2019
VR 6: District Report of Preschool Students by Primary Service Provider	January 7, 2019
VR 7: Provider Report of Preschool Students[2]	[2]
VR 8: District Report of School Age Students by Building Where Enrolled	January 7, 2019
VR 9: Provider Report of School Age Students[2]	[2]
VR 11: Notification to School District of Compliance Rate on SPP #11[3]	**September 23, 2019[5]**
VR 12: Notification to School District of Compliance Rate on SPP #12[3]	**September 23, 2019[5]**
VR 13: Preschool Children Provided Programs and Services during 2014-15 School Year	**August 26, 2019[5]**
VR 14: District Report of Parentally Placed Students in Nonpublic School Who Were Evaluated	**September 23, 2019[5]**
VR 15: Preschool Outcomes Report[3]	**August 26, 2019 [5]**
VR 16: Students Receiving Coordinated Early Intervening Services	**August 26, 2019[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 31, 2019
SRS: Suspension Rate for Students with Disabilities (significant disproportionality)	May 31, 2019
SR9: Disproportionate Identification of Racial and Ethnic Groups for Special Education and Related Services	October 15, 2019
SR 10A: Disproportionate Representation of Students with Disabilities by Classification	October 15, 2019
SR 10B: Disproportionate Representation of Students with Disabilities by Placement	October 15, 2019
SR 13: Secondary Transition IEP Review for Students with Disabilities	August 30, 2019

[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 on the SEDCAR web page.*
[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.*
[4] *For further information on SPP Indicators, see the Special Education State Performance Plan.*
[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 11-16** reports must be migrated to the Level 2 Student Data Repository no later than **August 23, 2019**. 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** regarding 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 23, 2019 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.

Annual assessment data and accountability data are collected using the Student Information Repository System (SIRS).

Data for teachers teaching out of their field of certification are collected using the Personnel Master File (ePMF). For more information, see the Teacher/Staff Data web page.

Data for the National Assessment of Educational Progress (NAEP) are provided by the National Center for Education Statistics.

Appendix III: Contact Information

New York State Education Department Queries

Questions about New York State Report Cards, and questions and comments regarding data reporting and business rules in the SIRS	https://datasupport.nysed.gov/
Questions specific to teacher evaluation	educatoreval@nysed.gov
Questions related to assessments	emscassessinfo@nysed.gov
Questions about accountability	accountinfo@nysed.gov

New York State Education Department Contacts

Information and Reporting Services (IRS)	Rose LeRoy	518-474-7965
Test Administration	Clara DeSorbo	518-474-5902
Students with Disabilities	Joanne LaCrosse	518-473-2878
NYS Alternate Assessment (NYSAA)	Vanessa Lee Mercado	518-474-5902
New York State English as a Second Language Test (NYSESLAT)	Vanessa Lee Mercado	518-474-5902
System of Accountability for Student Success	Lisa Long	518-722-4553
Local Assistance Plans	Ira Schwartz	518-722-2796
Migrant Education Program	Ivelisse Rivera	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
Computer-Based Testing Administration	Clara DeSorbo Shannon Logan	518-474-5902 518-474-5461
Computer-Based Testing Technical (First contact Questar [3-8] or DLM [NYSAA] Customer Service. See information below.)	Shannon Logan	518-474-5461
P-Tech	Amy Cox	518-473-3769

RIC/Big 5 Contacts

Local Educational Agencies with data reporting questions should contact their Regional Information Centers or Big 5 City Coordinators.

Other Contacts

Technical questions about grades 3-8 computer-based testing should be directed to Questar Customer Service or 1-866-997-0695.

Technical questions about NYSAA computer-based testing should be directed to DLM or 1-855-277-9751.

Homeless liaison contact information is searchable by school district, BOCES, and county and can be found on NYS-TEACHS web site.

For information on Annual Professional Performance Review (APPR) and State Provided Growth (SPG), contact Educator Eval.

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/
Datasupport	https://datasupport.nysed.gov/
Computer-based testing support (CBTsupport)	https://cbtsupport.nysed.gov/hc/en-us
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 (NYSAA)	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
- Protecting the Privacy of Student Records: Guidelines for Education Agencies
- Safeguarding Your Technology
- Student Data Handbook
- NCES Web Site

Basic Concepts and Definitions for Privacy and Confidentiality in Student Education Records is a Technical brief that 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.

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 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 Elementary and Secondary Education 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 decision-making 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 than 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 on the New York State Archives Retention and Disposition web page. NYSA GRS will provide support and guidance to educational entities by e-mail at recmgmt@nysed.gov or phone at (518) 474-6926.

More Information on State and Federal Regulations

Part 100 of New York State Commissioner's Regulations

U.S. Department of Education

Appendix V: Cohort Definitions

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 2018–19 school year.

Cohort	Consists of	Reporting Date	Used for
2015 ELA, Math, Science, and Social Studies Accountability Cohort	Students who first entered grade 9 in the 2015–16 school year	June 30, 2019	ELA, Math, Science, and Social Studies performance for accountability
2014 Graduation-Rate Total Cohort (4-Year) for Accountability	Students who first entered grade 9 in the 2014–15 school year	June 30, 2018 count of students, includes diplomas awarded through August 31, 2018	Graduation rate for accountability
2013 Graduation-Rate Total Cohort (5-Year) for Accountability	Students who first entered grade 9 in the 2013–14 school year	June 30, 2018 count of students, includes diplomas awarded through August 31, 2018	Graduation rate for accountability
2012 Graduation-Rate Total Cohort (6-Year) for Accountability	Students who first entered grade 9 in the 2012–13 school year	June 30, 2018 count of students, includes diplomas awarded through August 31, 2018	Graduation rate for accountability
2015 Total Cohort (4-Year June)	Students who first entered grade 9 in the 2015–16 school year	June 30, 2019	Graduation rate to inform policy decisions
2015 Total Cohort (4-Year August)	Students who first entered grade 9 in the 2015–16 school year	June 30, 2019 count of students, includes diplomas awarded through August 31, 2019	Graduation-rate reporting and to inform policy decisions
2014 Total Cohort (5-Year June)	Students who first entered grade 9 in the 2014–15 school year	June 30, 2019	Graduation-rate reporting and to inform policy decisions
2014 Total Cohort (5-Year August)	Students who first entered grade 9 in the 2014–15 school year	June 30, 2019 count of students, includes diplomas awarded through August 31, 2019	Graduation-rate reporting and to inform policy decisions
2013 Total Cohort (6-Year June)	Students who first entered grade 9 in the 2013–14 school year	June 30, 2019	Graduation-rate reporting and to inform policy decisions

General Definitions

2015 ELA, Math, Science, and Social Studies Accountability Cohort

For ELA, math, science, and social studies Composite Performance, the 2015 accountability cohort consists of all students, regardless of their current grade level, who were:

1) enrolled in your school or district on October 3, 2018 (BEDS day), and
2) first entered grade 9 (anywhere) during the 2015–16 school year (July 1, 2015 through June 30, 2016) or, in the case of ungraded students with disabilities, reached their seventeenth birthday during the 2015–16 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 2014 school accountability cohort if their birth date is between July 1, 1998 and June 30, 1999.

2014 Graduation-Rate Total Cohort (4-Year) for Accountability

The 2014 graduation rate total cohort for accountability (4 year as of August) consists of all students, based on last enrollment record as of June 30, 2018, with a First Date of Entry into Grade 9 during the 2014–15 school year (July 1, 2014 – June 30, 2015), regardless of their current grade level. The enrollment count is based on enrollment records as of June 30, 2018. The graduate count includes diplomas awarded through August 31, 2018.

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.

2013 Graduation-Rate Total Cohort (5-Year) for Accountability

The 2013 graduation rate total cohort for accountability (5 year as of August) consists of all students, based on last enrollment record as of June 30, 2018, with a First Date of Entry into Grade 9 during the 2013–14 school year (July 1, 2013 – June 30, 2014), regardless of their current grade level. The enrollment count is based on enrollment records as of June 30, 2018. The graduate count includes diplomas awarded through August 31, 2018.

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.

2012 Graduation-Rate Total Cohort (6-Year) for Accountability

The 2012 graduation rate total cohort for accountability (6 year as of August) consists of all students, based on last enrollment record as of June 30, 2018, with a First Date of Entry into Grade 9 during the 2012–13 school year (July 1, 2012 – June 30, 2013), regardless of their current grade level. The enrollment count is based on enrollment records as of June 30, 2018. The graduate count includes diplomas awarded through August 31, 2018.

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.

2015 Total Cohort as of June and August of the 4th Year of School

The 2015 total cohort consists of all students, based on last enrollment record as of June 30, 2019, with a First Date of Entry into Grade 9 during the 2015–16 school year (July 1, 2015 – June 30, 2016), 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.

2014 Total Cohort as of June and August of the 5th Year of School

The 2014 total cohort consists of all students, based on last enrollment record as of June 30, 2019, with a First Date of Entry into Grade 9 during the 2014–15 school year (July 1, 2014 – June 30, 2015), 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.

2013 Total Cohort as of June of the 6th Year of School

The 2013 total cohort consists of all students, based on last enrollment record as of June 30, 2019, with a First Date of Entry into Grade 9 during the 2013–14 school year (July 1, 2013 – June 30, 2014), 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 ESEA Title I School in Improvement Status

7000 - Transferred in under the ESEA Persistently Dangerous School
7011 - Transferred in under the ESEA Victim of Serious Violent Incident

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**	**2015 Accountability Cohort for ELA and Math Performance for Composite Performance and Progress for Accountability**	• **2014 Graduation-Rate Total Cohort after 4, 5, and 6 Years for Graduation Rate Accountability** • **2015 Total Cohort after 4 Years** • **2014 Total Cohort after 5 Years** • **2013 Total Cohort after 6 Years**
085	Earned commencement credential	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
221	Transferred to a school outside NYS with documentation	excluded	excluded

Exit Enrollment Code	Reason	2015 Accountability Cohort for ELA and Math Performance for Composite Performance and Progress for Accountability	• 2014 Graduation-Rate Total Cohort after 4, 5, and 6 Years for Graduation Rate Accountability • 2015 Total Cohort after 4 Years • 2014 Total Cohort after 5 Years • 2013 Total Cohort after 6 Years
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 AHSEP as of June 30 of the reporting year, otherwise included	included
306	Transferred to other high school equivalency (HSE) 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
442	Left the U.S.	excluded	excluded
459	Deceased	excluded	excluded

Exit Enrollment Code	Reason	2015 Accountability Cohort for ELA and Math Performance for Composite Performance and Progress for Accountability	• 2014 Graduation-Rate Total Cohort after 4, 5, and 6 Years for Graduation Rate Accountability • 2015 Total Cohort after 4 Years • 2014 Total Cohort after 5 Years • 2013 Total Cohort after 6 Years
461	Prior graduate from outside U.S. enrolled without documentation	excluded	excluded
629	Previously earned commencement credential or IEP	included	included
799	Graduated (earned a Regents or local diploma)	included	included
0065	Fulfilled HS Grad Req for Extended Integrated HS Program	included	included
0067	Completed Extended Integrated HS Program	included	included
0068	Exited Extended Integrated HS Program After Fulfilling HS Grad Req	included	included
1089	Transferred to an approved HSE program outside this district	excluded if earned High School Equivalency Diploma by June 30 of the reporting year or is enrolled in AHSEP as of June 30 of the reporting year, otherwise included	included
5927	Leaving a school under ESEA – a victim of a serious violent incident	included	included
5938	Leaving a NYC community district under ESEA a victim of a serious violent incident	included	included
8338	Incarcerated student, no participation in a program culminating in a regular diploma.	excluded	excluded
EOY	End of Year	included	included

Appendix VI: Terms and Acronyms

- ***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.
- ***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.
- ***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).
- ***DOCCS:*** Department of Corrections and Community Supervision.
- ***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.

- ***DSS:*** Department of Social Services.
- ***EI***: Early Intervention.
- ***ELL/MLL:*** English Language Learner/Multilingual Learner.
- ***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 an authorized agency to provide temporary care and services to children who enter foster care in a crisis situation which is expected to be resolved within 60 days so that the children can be reunited with their family (18NYCRR §446.2).
- ***English Language Learner/Multilingual Learner:*** See English Language Learners/Multilingual Learners in Chapter 2: Student Reporting Rules. ELLs/MLLs are those from a home where a language other than English is spoken and score below a State designated level of proficiency on NYSITELL or NYSESLAT.
- ***ESEA:*** Elementary and Secondary Education Act. For more information see Flexibility under ESEA for New York State or Every Student Succeeds Act (ESSA).
- ***ESSA:*** Every Student Succeeds Act. For more information see Every Student Succeeds Act (ESSA).
- ***Ever ELL:*** Students who were identified as English Language Learners (ELL/MLL) (reported with a Program Service Code 0231) in any year prior to the current year and who **do not** have Program Service Code 0231 in the current year are considered "Ever ELL." Ever ELL is determined by the Department using a combination of program service and other records reported in SIRS. ***Note:*** *Prior to the 2015-16 school year, Ever ELL also included those students who were identified as current ELL/MLL students (had a Program Service Code of 0231) for that school year.*
- ***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.

- ***Former ELL:*** Students who are not identified as ELL/MLL in the current school year but who were identified in at least one of the previous four school years are considered "Former ELL." Former ELL is determined by the Department using a combination of program service and other records reported in SIRS.
- ***Former Student with a Disability:*** Students who are not identified as students with a disability in the current school year but who were identified in at least one of the previous two school years are considered "Former Students with Disabilities." Former students with disabilities is determined by the Department using a combination of program service and other records reported in SIRS.
- ***FRPL:*** Free and Reduced-Price Lunch.
- ***Graduate:*** Student awarded a local or Regents diploma.
- ***Group Home:*** A family-type home operated by an authorized agency, in quarters or premises owned, leased or otherwise under the control of such agency, for the care and maintenance of no fewer than seven and no more than 12 children who are at least five years of age (18NYCRR 441.2(h)).
- ***High School Equivalency Preparation Programs:*** High school equivalency preparation programs fall into the following categories:
  - ***Alternative High School Equivalency Preparation Program (AHSEP)*** — 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 the Alternative Education web page 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; 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 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.

- ***HSE:*** High School Equivalency diploma.
- ***IDEA:*** Individuals with Disabilities Education Act.
- ***IEP:*** Individualized Education Program.
- ***IESP:*** Individualized Education Services Program.
- ***IMF:*** Institutional Master File.
- ***Immigrant:*** Immigrant children and youth are defined as individuals who:

  a) are aged 3 through 21;
  b) were not born in any State; and
  c) have not been attending one or more schools in any one or more States for more than 3 full academic years. The months need not be consecutive.

  "State" means the 50 states, the District of Columbia, and the Commonwealth of Puerto Rico. Children born to U.S. citizens abroad (including those born on military bases), the U.S. Virgin Islands, Guam, or any other U.S. territory that is not D.C. or Puerto Rico are 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).

- ***L2RPT:*** Level 2 Reporting environment. For more information, see L2RPT Resources and Information.
- ***LEA:*** Local Education Agency.
- ***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 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 complete the test 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.
- ***National Guard:*** Per 10 U.S. 10 U.S.C. 101(d)(5), full-time National Guard duty means "training or other duty, other than inactive duty, performed by a member of the Army National Guard of the United States or the Air National Guard of the United States in the member's status as a member of the National Guard of a State or territory, the Commonwealth of Puerto Rico, or the District of Columbia … for which the member is entitled to pay from the United States or for which the member has waived pay from the United States."
- ***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 in a household rather than a group home or institution.)
  - *Delinquent:* Children who have been adjudicated delinquent or Persons in Need of Supervision (PINS). 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.
- ***NYSITELL:*** New York State Identification Test for English Language Learners.
- ***NYSSIS:*** New York State Student Identifier System.
- ***NYSTP:*** New York State Testing Program.
- ***OASAS:*** Office of Alcohol and Substance Abuse Services.
- ***OCFS:*** Office of Children and Family Services.
- ***OMH:*** Office of Mental Health.
- ***OPWDD:*** Office for People with Developmental Disabilities.
- ***PMF:*** Personnel Master File.
- ***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.
- ***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).
- ***Transgender Students:*** Students whose gender identity does not correspond to their assigned sex at birth.
- ***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.
- ***USED:*** United States Department of Education.
- ***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.