New York State Student Information Repository System (SIRS) Manual

Reporting Data for the 2022–23 School Year

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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 since last version highlighted in blue.
18.0	August 8, 2022	• Removed Grade 4 Science assessments throughout • New enrollment code 8300 – Compulsory age student, not attending, no documentation. • Removed enrollment code 8294 – Census only. • Addition of "compulsory age" stipulation throughout enrollment codes. • Revised info re: Dropouts/Noncompleters; Chs. 2 & 5. • Revised note re: Carryover, Free and Reduced Price Lunch, Ch. 2. • New: Issuing Diplomas to Incarcerated Youth, Graduates section; Ch. 2. • Updated Home Schooled Students section, Ch. 2. • Revised Long-Term Absent Students, Ch. 2. • Revised NYC P-TECH Program, Ch. 2. • New templates: Partner Project Fact, Student Credit GPA. • New: Grades and GPA Conversion chart, Ch. 3. • New data elements: Annual Outcome Code (Program); Career Pathway Program Code; County of Residence; Credit GPA Score; Crisis (Disaster) Code; Crisis Name (Disaster Name); Cumulative Credits Attempted; Cumulative Credits Earned; Cumulative GPA; Education Level of Parent; Industry Partner Name (1-4); Industry Partner Type (Codes 1-4); Internship or Apprenticeship Name; Internship or Apprenticeship Type; Paid Internship Indicator; Post Project (College) Job Title; Postgraduate Plan Description; Program Selection Criteria (Codes 1-5); Project ID or Number; Student GPA Comment; Student GPA Range Maximum; Student GPA Minimum. Ch. 4. • Info added to LOTE (Languages Other than English), Assessment Measure Standard Codes and Descriptions; Ch. 5. • Updated Reporting Canceled Regents Assessments table, Ch. 5. • Updated Course Code 04101F, Social Studies Course Code and Assessment Mapping table, Ch. 5. • New Program Service code 4047 – Smart Transfer Early College High School, Program Service Codes and Descriptions, Ch. 5. • New tables in Chapter 5: Career Pathways Program Codes for P-TECH and Smart Scholars; County of Residence Codes; Credit GPA Codes; Crisis/Disaster Student Displacement Codes; Education Level of Parent Codes; Industry Partner Type Codes; Internship/Apprenticeship Type Codes; Program Selection Criteria Codes for P-TECH; Postgraduate Plan Codes; Program Annual Outcome Codes; Program Selection Criteria Codes. • New exit enrollment code 400 – Compulsory age student, stopped attending, Appendix V.
18.1	September 2, 2022	• Update to Dropouts/Noncompleters, Ch. 2. • Smart Transfer Program added in multiple places along with other Career Pathways programs P-TECH and Smart Scholars. • Note added to ELL Status Exit Program Service Codes re: students granted Appeal to Graduate with a Lower Score in Regents ELA, Ch. 5. • Clarification in enrollment code 400, Compulsory age student, stopped attending, Ch. 5. • Emotional disturbance changed to emotional disability in Disability Type throughout. • Updated contact info for P-TECH & Smart Scholars, Appendix III.
18.2	November 10, 2022	• Update to Table of Reporting Responsibilities for School-Age Students, #6; Ch. 2 • Updates to Table of Reporting Responsibilities for Preschool Students, #2; #3; Ch. 2. • Updates to Enrollment Record for Students with Disabilities (Special Guidance), Ch. 2. • Updates re: years of teaching experience, Staff Snapshot Template, Ch. 3.

		• Update re: principal assignment codes, Staff Assignment Template, Ch. 3.
18.3	January 9, 2023	• Update in Daily Attendance section re: students enrolled but not yet in scheduling system; snow day flexibility, Ch. 2. • Update in District of Residence Codes - Children in Foster Care, Ch. 2. • Exit enrollment code info added to Students Over 21 Years of Age, Ch. 2. • Clarification in Student Digital Resources re: frequency of reporting, Ch. 2. • Info added to Code 8316 — Re-enroll in Same School, Ch. 5. • Corrected definition of Students with Inconsistent/Interrupted Formal Education (SIFE), Program Service Codes & Descriptions, Ch. 5.
18.4	January 27, 2023	• New: Alternative Transition Program; Ch. 2. • Removed reference to compulsory age requirement for charter schools; Dropouts/Noncompleters, Ch. 2. • Compulsory age info added to High School Equivalency (HSE) Students, AHSEP programs; Ch. 2. • Update to data element First Date of Entry into Grade 9; Ch. 4. • New Grade Level Code UNK (Unknown) for use with 8300 enrollment code; Ch. 5. • Updates to Codes 400 (Compulsory Age Student, Stopped Attending) and 8316 (Re-enroll in same school); Ch. 5. • Note added to Program Annual Outcomes table; Ch. 5. • Updated info, Alternate Standard Achieved Code for Secondary-Level Accountability for Common Core Regents; Ch. 5.
18.5	February 24, 2023	• Information added to Free and Reduced-Price Lunch Students section, Ch. 2. • Updated Validity Rules section, Ch. 2. • New dates added to Appendix I: Assessment and Reporting Timelines.
18.6	March 3, 2023	• Updates to Dropouts/Noncompleters and new table for reporting requirements for students no longer attending; Ch. 2. • New: Course Code 99899 – Library Manager Elementary; Course Instructor Assignment Template, Ch. 3. • Info added to Code 8300 – Compulsory age student, not attending, no documentation; Enrollment Codes & Descriptions, Ch. 5. • Info added to Code 153 – Transferred to another school in this district or to an out-of-district placement; Enrollment Codes & Descriptions, Ch. 5. • Note added to Postgraduate Plan Codes table, Ch. 5.
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18.8	March 24, 2023	• “Department approved alternatives” changed to “NYSED Approved Regents Examination Alternatives” throughout. • Removed ELL Status Exit Program code 3050 – ELL Eligibility Exit Using August/September 2021 NYSITELL Score Only. • Updates made to Dropouts/Noncompleters section (now includes Compulsory Age Students Who Stop Attending), Ch. 2. • IB English and Mathematics courses added to Test Group: “ALTREG” for NYSED Approved Regents Examination Alternatives; Assessment Measure Standard Codes and Descriptions, Ch. 5. • Info re: 5905 Reason for Beginning Enrollment added to Enrollment (Beginning and Ending) Codes and Descriptions, Ch. 5.
18.9	April 17, 2023	• Updates made to Home Schooled Students section, Ch. 2.
18.10	June 16, 2023	• Info added to Staff Evaluation Rating Template description, Ch. 3. • New table: Ending Enrollment and Annual Outcome Relationship, Ch. 5.
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Table of Contents

Table of Contents 4
Chapter 1: What is SIRS? 8
SIRS Data Reporting Levels 8
SIRS Data Flow 10
Chapter 2: Student Reporting Rules 11
Guidance on the Role of District Data Coordinator 11
Who Must Report Student Data Using the SIRS? 13
Table of Reporting Responsibility for School-Age Students 16
Table of Reporting Responsibility for Preschool-Age and Prekindergarten Students 27
Accelerated Students 30
Accommodations 31
Accountability Inclusion/Exclusion for Participation/Performance at the Elementary/Middle Level 31
Alternative Transition Program 34
Appeal to Graduate with Lower Score on Regents Exam 34
Career Development and Occupational Studies (CDOS) 35
Career and Technical Education (CTE) Students 35
Career Pathways 40
Charter School Students 42
Court-Placed Students 42
Daily Attendance 43
District of Residence Codes 46
Dropouts/Noncompleters 47
Elementary/Middle-Level Students 50
English Language Learner (ELL) Students 50
Foreign Exchange Students 55
Free and Reduced-Price Lunch Students 55
Graduates 57
High School Equivalency (HSE) Students 58
Home Schooled Students 58
Homebound (Home-Tutored) Students 60
Homeless Students 60
Immigrant Students 61
Job Corps Program Students 61
Long-Term Absent Students 61

Migrant Students 62
Neglected/Delinquent Students 62
New York State Alternate Assessment (NYSAA) 62
Online Schools 63
Postsecondary Students 63
Preschool/Prekindergarten/Universal Pre-K 64
P-Tech Programs (NYS and NYC) 65
Partner Project Fact – New in 2022-23 66
Public Health Law 2164 (Failure to Immunize) 68
Racial/Ethnic Groups 70
Religious and Independent (Nonpublic) School Students 70
Repeaters 71
Safety Net Options 71
Seal of Biliteracy 71
Seal of Civic Readiness 72
Secondary-Level Students 72
Students Who Do Not Test in Spring 2022 Due to Covid-Related Situations 73
Students Over 21 Years of Age 74
Student Digital Resources 75
Students with Disabilities 75
Summer School Students 77
Suspended Students 78
Transfer Students 79
Transgender Students 82
Ungraded Students 82
Validity Rules: Reporting Students with Valid or Invalid Scores 84
New York State Testing Program (NYSTP) Assessments 84
in ELA and Mathematics 84
Not tested reason codes 84
Present for Both Sessions 84
Valid responses 85
Medically Excused (Standard Achieved code 93) 86
Refusal (Standard Achieved code 96) 86
Administrative Error (Standard Achieved code 97) 87
Absent (Standard Achieved code 99) 88
Absence Due to Executive Order 88
New York State Testing Program (NYSTP) Assessment in 89
Grade 8 Science 89
Present for All Sessions 90

Medically Excused (Standard Achieved code 93) 90
Refusal (Standard Achieved code 96) 90
Administrative Error (Standard Achieved code 97) 91
Absent (Standard Achieved code 99) 91

New York State English as a Second Language Achievement Test (NYSESLAT) 92
Valid responses 92
No Response 93
Skipping Rule 93
Missing Responses 94
Determining Valid Modality Scale Scores and Overall Scale Score for Students in Kindergarten 94
Determining a Valid Overall Scale Score for Students in Grades 1-12 95
Medically Excused (Standard Achieved code 93) 96
Refused Entire Test (Standard Achieved code 96) 97
Administrative Error (Standard Achieved code 97) 98
Absent (Standard Achieved code 99) 98

Walk-in "Enrollments" 99

Chapter 3: Staff Reporting Rules 101

Reporting Requirements 101

Staff Snapshot Template Data (SIRS 320) 101

Staff Assignment Template (SIRS 318) 108

Staff Tenure Template (SIRS 322) 109

Staff Attendance Template 110

Course Instructor Assignment Template 112

Student Class Entry Exit Template 119

Staff Evaluation Rating Template (SIRS 331) 120

Student Class Grade Detail Template 120

Chapter 4: Data Elements 122

Chapter 5: Codes and Descriptions 150

2022-23 State Course Codes for Courses Ending in State Exams 150

Accommodation Codes and Descriptions 151

Assessment Measure Standard Codes and Descriptions 152

Staff Assignment Codes and Descriptions 180

BOCES District of Responsibility Codes 186

Career Path Codes and Descriptions 187

Career Pathways Program Codes - P-TECH, Smart Scholars, Smart Transfer 188

Career and Technical Education Program Service Codes 188

County of Residence Codes 189

Credential Type Codes and Descriptions 190

Credit GPA Codes 192

Crisis/Disaster Student Displacement Codes 193

Day Type Codes 193

District of Residence Codes 195
Dual Credit Codes 210
Education Level of Parent - P-TECH, Smart Scholars, Smart Transfer 210
ELL Eligible Student Service Levels 210
ELL Status Exit Program Service Codes 211
Enrollment (Beginning and Ending) Codes and Descriptions 212
Evaluation Group Code 226
Grade Level Codes and Descriptions 226
Language Codes and Descriptions 227
Industry Partner Type Codes 238
Internship/Apprenticeship Type Codes 238
Marking Period Numbers and Descriptions 238
Postgraduate Plan Codes - P-TECH, Smart Scholars, Smart Transfer 239
Primary Course Instruction Language Indicator (Primary Instruction Language Code) 239
Primary Instruction Delivery Method Codes 239
Program Service Codes and Descriptions 240
Program Annual Outcome Codes 262
Program Selection Criteria Codes for P-TECH, Smart Scholars, Smart Transfer 263
Race Codes and Descriptions 263
Reason for Ending Program Service Codes and Descriptions 263
Staff Attendance Codes and Descriptions 264
Staff Education Level Codes and Descriptions 264
Staff Evaluation Criteria Codes and Descriptions (3012-d) 264
Standard Achieved Codes and Descriptions 265
Attendance Instructional Modality Codes and Descriptions 268
Student Attendance Codes and Descriptions 268
Tenure Area Codes and Descriptions 269
Tenure Status Codes and Descriptions 270
Term Codes and Descriptions 270
Chapter 6: New York State Accountability 271
Appendix I: Assessment and Reporting Timelines 272
Appendix II: Sources for Data Reported in the Report Cards 274
Appendix III: Contact Information 275
Appendix IV: Select Federal and State Reporting Requirements 278
Appendix V: Cohort Definitions 282
Appendix VI: Terms and Acronyms 286

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, religious and independent (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. Religious and independent (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 religious and independent (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 religious and independent (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), Mid-Hudson (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.

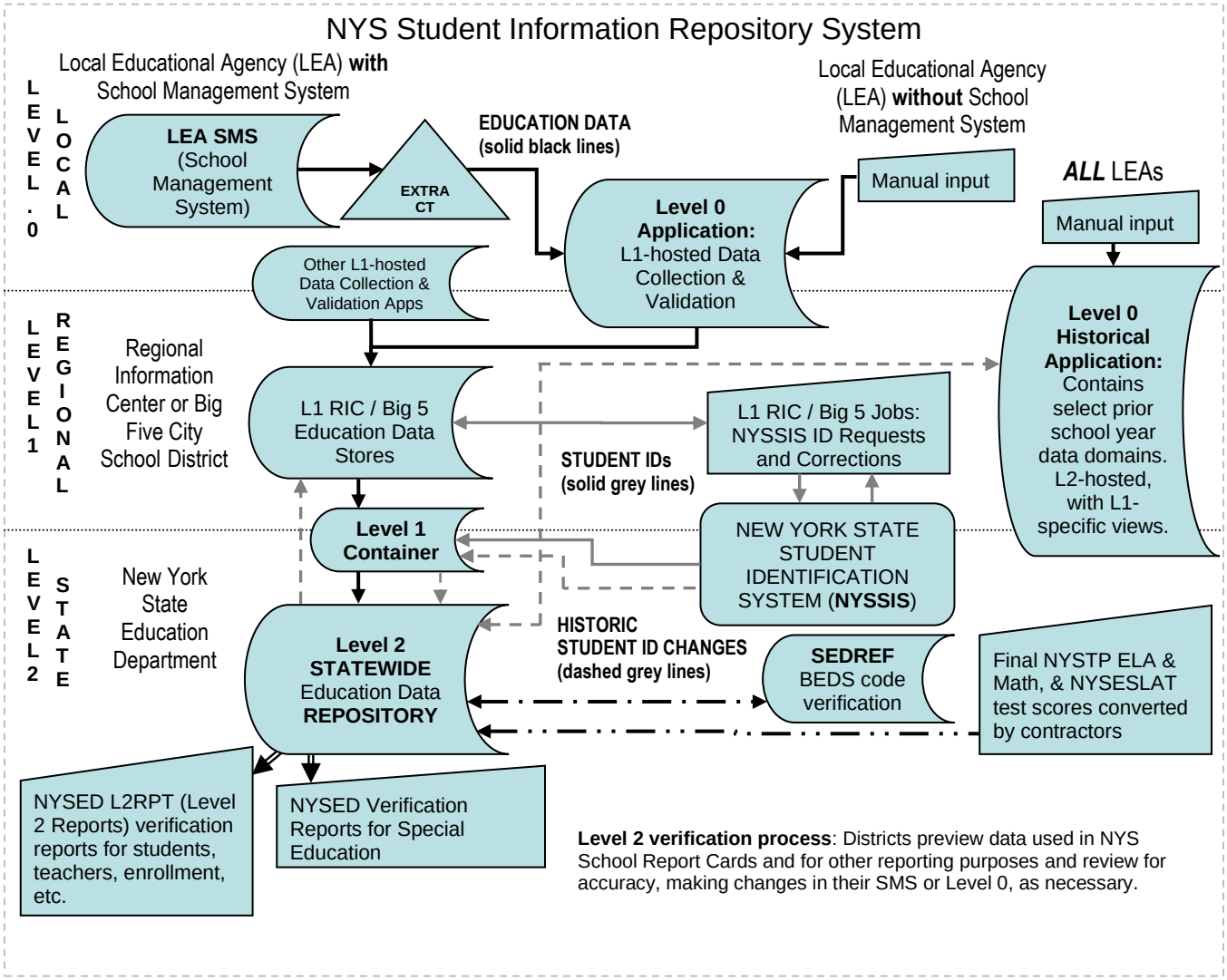
Level 0 Historical is an application that provides the sole process for updating individual student and Staff Evaluation historical data that currently resides in the data warehouse. Historical records are defined as any data warehouse record submitted prior to the current school year. The data areas 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 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 students, 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, ELLs);
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 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 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 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);

religious and independent (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, religious and independent (nonpublic) school, or approved home schooling program in the current school year. These students must be reported until the end of the school year in which 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 religious and independent (nonpublic) schools and for home schooled students.

Note: 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.

*See Walk-in “Enrollments” later in this chapter.

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, 4201 State-supported school, or Special Act 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)	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 in approved home schooling program	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	Religious or independent	District in which the Religious or	Religious or independent	Religious or independent (nonpublic) school

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 religious or independent (nonpublic) school by a parent/guardian	(nonpublic) school (Instructional if in-state; no NYS reporting if out-of-state) Not applicable (Accountability)	independent (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)	(nonpublic) school participating in SIRS (Reason for Beginning Enrollment Code 0011) District in which the religious or independent (nonpublic) school is located (Reason for Beginning Enrollment Code 5905) No NYS reporting if out-of-state	building BEDS code for schools that are registered. School district may apply for an institution code for a "noncompliant Religious or independent (nonpublic) school" by contacting Datasupport. No NYS reporting if out-of-state
12) A general-education student who is placed in a religious or independent (nonpublic) school by a parent/guardian and who takes a State assessment	Religious or independent (nonpublic) school (Instructional) Not applicable (Accountability)	Not applicable	Religious or independent (nonpublic) school participating in SIRS (Reason for Beginning Enrollment Code 0011)	Religious or independent (nonpublic) school building BEDS code for schools that are registered. School district may apply for an institution code for a "noncompliant religious and independent (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	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)
of *Education Responsibilities for School-Age Children in Residential Care*)				
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	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)
have an affiliated school. (Pages 7 and 25 of *Education 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 religious or independent (nonpublic) school. (Only applicable if the student participated in an assessment)	Religious or independent (nonpublic) school (Instructional) Not applicable (Accountability)	Not applicable	Religious or independent (nonpublic) school participating in SIRS (Reason for Beginning Enrollment Code 0011)	Religious or independent (nonpublic) school building BEDS code for schools that are registered. School district may apply for an institution code for a "noncompliant religious or independent (nonpublic) school" by contacting Datasupport.
18) A student who is placed by the court in a child-care institution with an affiliated Special Act School District	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 religious or independent (nonpublic) school and the school district has been ordered to pay tuition for the student by a court or an impartial hearing officer	Religious or independent (nonpublic) school if the school participates in SIRS (Instructional)	District in which the student resides (if applicable)	Religious or independent (nonpublic) school participating in SIRS (Reason for Beginning Enrollment Code 0011)	Religious or independent (nonpublic) school building BEDS code

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility) *	Location/BEDS Code (i.e., Building of Enrollment)
	Not applicable (Accountability)		District in which the student resides (Reason for Beginning Enrollment Code 5905)	
21) A student who resides in a State agency facility and attends an educational program operated by the State agency. State agencies include: Office of Children and Family Services (OCFS), Office of Mental Health (OMH), Office for People with Developmental Disabilities (OPWDD), and the Department of Corrections and Community Supervision (DOCCS). (Pages 2, 12, 31, and 40 of *Education Responsibilities for School-Age Children in Residential Care*)	State agency	State agency	State agency (Reason for Beginning Enrollment Code 0011 or AHSEP 5654)	Facility location operated by the State agency code or BEDS code of the approved AHSEP program
22) A student with a disability who resides in OMH or OPWDD facility but is placed by the agency in an approved private school for students with disabilities. (Pages 4 and 14 of *Education Responsibilities for School-Age Children in Residential Care*)	State agency	State agency	State agency (Reason for Beginning Enrollment Code 0011)	Approved private school for students with disabilities BEDS 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*	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 BEDS code

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility) *	Location/BEDS Code (i.e., Building of Enrollment)
School-Age Children in Residential Care)				
24) A student with a disability who attends an OMH or OPWDD day-treatment program	District of residence	District of residence	District of residence (Reason for Beginning Enrollment Code 0011)	BEDS code of the State agency facility
25) A New York State student with a disability who is placed in another State under contract between a NYS school district and the approved out-of-State private school	NYS school district of residence	NYS school district of residence	District of residence (Reason for Beginning Enrollment Code 0011)	BEDS code of the out-of-State school
26) A 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: Private psychiatric hospitals or private psychiatric units within general hospitals; Short term crisis residence; Residential Respite Programs; 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 a program	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 a program	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 a program (Reason for Beginning Enrollment Code 0011)	If the student attends a BOCES or school in a district, use the BEDS code of the BOCES or the district school building attended by the student. If not, use the first 8 digits of the 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)
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: Residential Treatment Facility (RTF) or Child Care Institution (CCI) that does not have an affiliated school; Community Residence (CR); Family Based Treatment Program (FBTP); Intermediate Care Facility (ICF);	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)
Individualized Residential Alternative (IRA); Family Care Homes; Foster Family Homes; Group Homes or Agency Boarding Homes; OCFS Secure Centers, Limited Secure Centers, Non-secure Centers; Community Residential Homes (group homes); Detention Family Boarding Homes; Halfway Houses, Supported Living Facilities; and 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) Not applicable (Accountability)	District of attendance if student with a disability	District of attendance (Reason for Beginning Enrollment Code 0022)	Building of attendance BEDS code

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility) *	Location/BEDS Code (i.e., Building of Enrollment)
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 Grade must be reported as "PS"
32) A child in foster care. See Students in Foster Care Toolkit for additional guidance on children in foster care.	District of attendance	District of attendance	District of **attendance of student** (Reason for Beginning Enrollment Code 0011)	Building of attendance BEDS code
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 district of residence (Examples would include a K-8 district	Receiving district	Receiving district	Receiving district (Reason for Beginning Enrollment Code 0011)	Building of attendance BEDS code

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility) *	Location/BEDS Code (i.e., Building of Enrollment)
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: Residential Programs for Runaway and Homeless Youth; Domestic Violence Shelters; 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 BEDS code

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 who does not participate in a Pre-K or Universal Pre-K program 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)	District of residence BEDS code
2) A preschool-age student with a disability who resides in the district, does not participate in a Pre-K or Universal Pre-K program and who will receive or does receive 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;	Not applicable (Accountability) District of residence (Instructional)	District of residence	District of residence (Reason for Beginning Enrollment Code 0011) The 0011 must be reported for preschool-age students the day after they are found eligible for special education services, regardless of when the services begin.	a) If the student attends a school building, use the school building BEDS code; if the services are provided at home or another location or the student is not yet receiving services, use the first 8 digits of the district of residence BEDS code and "0777" as the last 4 digits; b) BOCES BEDS code;

Description of Students	Accountability or Instructional Responsibility	CSE/CPSE Responsibility	Who Will Report Data to SIRS and Using What Code (i.e., District of Responsibility)	Location/BEDS Code (i.e., Building of Enrollment)
c) an employee of an approved private school for students with disabilities in that school's building, the student's home, or another location; d) an employee of a Section 4201 State-supported school in that school's building, the student's home, or another location; e) an independent service provider employed by the county in the student's home or in another location; f) an employee of New York State School for the Blind (NYSSB) or New York State School for the Deaf (NYSSD) in these schools' building, the student's home, or another location.				c) Approved Private School BEDS code; d) 4201 School BEDS code; e) County BEDS code; or f) NYSSB or NYSSD BEDS code For c and e, see Location Codes for Approved Special Education Services.
3) A preschool-age student, with or without a disability, who resides in the district and participates in a district-operated Pre-K or Universal Pre-K program; 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); 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)	District building BEDS code First 8 characters of the district code followed by "0666" signifying CBO-placed UPK 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)	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)	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 6, 7 and 8 Mathematics: Sixth, seventh, and eighth grade students who take Regents examinations in mathematics are not required to take the NYSTP grade 6, 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 grades 6, 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.

Grades 3–8 ELA, and Grades 3–5 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 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 5 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 that best reflects the course's curriculum, 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

Note: Updated information regarding accountability is forthcoming.

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 5, 2022)
Day 2 = First day of test administration period
Day 3 = Last day of make-up period

Students' Inclusion in Calculations

Scenario	Period of enrollment includes	Students will be included in Participation	Students will be included in Performance (continuously enrolled & tested)
1	Day 1 and Day 3	Yes	Yes
2	Day 1 and Day 2 with valid test score	Yes	Yes
3	Day 1 and Day 2 without valid test score	No	No
4	Day 2 and Day 3 but not Day 1	Yes	No
5	Day 1 only	No	No
6	Day 2 only with valid test score	Yes	No
7	Day 2 only without valid test score	No	No
8	Day 3 only with valid test score	Yes	No
9	Day 3 only without valid test score	No	No
10	Only days between Day 2 and Day 3 with valid test score	Yes	No
11	Only days between Day 2 and Day 3 without valid test score	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

Reason for Ending Enrollment Code	Description	Continuously Enrolled and Tested in:
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 religious or independent (nonpublic) school with documentation
221	Transferred to a school outside NYS with documentation
255	Transferred to home schooling by parent or guardian
272	Transferred to a postsecondary school prior to earning a diploma
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).

Alternative Transition Program

School districts and BOCES may apply to NYSED for approval to operate an Alternative Transition Program (ATP) for students of compulsory age. Students in the program should have their 0011 enrollment continued in their home district. BOCES or other LEAs operating the program should report 0055 enrollment with appropriate location code.

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 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.

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:

Have taken the Regents examination under appeal at least two times;
Have at least one score on the Regents examination under appeal within the score band stated above;
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;
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
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 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 (ELL) 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 the graduation requirements by June of the school year, 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 need to report the information from this appeal on the district's BEDS form.

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. Since only one credential code can be reported for a student, the only way to indicate that a student earned a CDOS credential in addition to a diploma is to report the appropriate Regents or local diploma type code and the Program Service Code *8271 – CDOS Credential Eligible Coursework* with a Reason for Ending code *700 – Received a CDOS Credential*. The program service code is not required for students earning a stand-alone CDOS Credential. See *Program Service Codes and Descriptions* later in this guide for more information.

Students who fulfill the requirements for earning a CDOS credential in addition to meeting graduation assessment (one Regents examination in English, science, mathematics, and two social studies), course and credit requirements must be reported with Career Path Code "HUM." Students who fulfill the requirements for earning a CDOS and use that in lieu of a second social studies Regents examination must be reported with a 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) 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 sequences used to fulfill diploma requirements also include the content of the one-half unit state-developed Career and Financial Management curricular framework. Programs used to fulfill diploma requirements must first be approved by the Office of Career and Technical Education. See the Program Approval Process and Approved CTE Programs for additional information.

The CTE data collected in SIRS are governed by federal mandates, as some CTE programming receives federal funding from the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). CTE reporting requirements are the same for all schools, whether or not they use Perkins funding directly.

CTE Students: CTE students are those enrolled in any NYSED-approved CTE program. These programs are comprised of CTE courses taught by teachers certified in a CTE subject area. New York's 6 subject areas are agriculture, business, family and consumer sciences, health sciences, technology education and trade and technical education. In NYSED-approved programs, students acquire academic and technical skills through hands-on learning.

Who Must Report CTE Students: Beginning in 2019-20, only CTE data for NYSED-approved CTE programs should be reported to the NYSED SIRS. CTE data should be reported by the program provider, which is the agency that operates the NYSED-approved CTE program. For example, a NYSED-approved, BOCES-operated CTE program should report Programs Fact, Student Class Grade Detail, CTE course data (SCED codes), and CTE Technical Skills Assessment data to the SIRS. This change does not remove the need for sharing CTE data between districts and BOCES for other purposes (e.g. the generation of transcripts and awarding of credits). For specific template reporting information, refer to the table below.

CTE Reporting Entities and Templates

SIRS Template	BOCES Reports to SIRS	NYSED-Approved, BOCES-Operated CTE Program: District (of Responsibility) Reports to SIRS	NYSED-Approved, District-Operated CTE Program
CTE Programs Fact Data	X		X
Course Instructor Assignment	X		X
Student Class Entry Exit	X		X
Student Class Grade Detail	X		X
Assessment Fact (Technical Skills Assessment)	X		X
Student Lite (Career Pathway Codes, Diploma/Credential information)		X	X

Which Students Must Be Reported with CTE Records: Students who are participants or concentrators in any NYSED-approved career and technical education program.

Program Service Records: When programs are approved, a Classification of Instructional Programs (CIP) code is assigned. Often, this is the code proposed by the school district, but in some cases, NYSED may assign a code for greater clarity. Approved programs should be reported under the CIP code found on the NYSED-issued approval or reapproval letter. A list of LEAs with current NYSED-approved CTE programs is maintained on the NYSED CTE web page.

CTE Program Service records, collected using the Programs Fact template, should only be reported for students in NYSED-approved CTE programs. All students enrolled in these programs should have a CTE program service record created in the school year once they achieve participant program intensity status (Field 9, Programs Fact). ***Note:*** 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. 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 one NYSED-approved program in business education in a high school and a second approved program in computer information technology at a BOCES. In this case, both the school district and the BOCES would be reporting program service data to SIRS.

CTE Beginning and Ending Program Service Records: 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.

The CTE Program Service Record begins on the date the student enrolls in the program in the current school year. To end a CTE Program Service Record, use the following Reason for Ending CTE Program Service Codes:

Ending a CTE Program Service Record	Reason for Ending CTE Program Service Code
Student meets the program provider requirements for program completion	646
Student ends the program service without completing the program in the year the student leaves or completes high school	663
Student has not completed the CTE program by the end of the reporting year and program completion is still pending	Leave Blank

CTE Program Intensity: Program intensity is a measure of the student's progression through his or her CTE program. 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. If, by the end of the first year of the CTE program, the student has met the criteria of the Concentrator, the provider should update the student's record to reflect this. The Program Intensity should reflect their status as of reporting.

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

Program Intensity	Local High School CTE Student	BOCES or Technical High School CTE Student
Participant	Student has completed one CTE course (equivalent to one full school year course) in an approved program.	Student has completed the equivalent to a one full school year high school course in an approved program while enrolled in a BOCES two-year program.
Concentrator	Student has completed at least two sequenced CTE courses (equivalent to two full school year courses) in an approved program.	Student has completed the equivalent to a two full school year high school courses in an approved program while enrolled in a BOCES two-year program.

CTE Course and Grades Data: School districts, charter schools and BOCES will continue to report all course data to the SIRS using the course codes contained in the New York State Course Catalog, which contains approximately 500 CTE courses. These course titles and codes should be used when reporting CTE data in Course Instructor Assignment, Student Class Entry Exit and Student Class Grade Detail.

When applying for CTE program approval, LEAs will be providing these NYSED designated School Codes for the Exchange of Data (SCED) course titles and codes that constitute the program's sequence. The program approval process is detailed on the CTE web page.

The work-based learning code 22202W should only be reported one time during the student's secondary enrollment. Hours are cumulative across years and courses. Providers should keep track of the total hours of work-based learning for each student and report the code when a student has acquired a total of at least 54 hours. A staff person responsible for overseeing the student's participation in the program should be reported here. Report hours for any of the four New York State registered work-based learning programs (WECEP, CEIP, GEWEP, and Co-op) as well as the following non-registered experiences: school-based enterprise; supervised clinical experience (health sciences and appearance enhancement programs only); community service; school-based projects; and job shadowing. Hours for field trips, guest speakers, routine classwork, college visits, and non-school affiliated employment should not be counted toward the total.

Course ID	Course Name	Course Description
22202W	Approved CTE Program Work-Based Learning - 54 Hours Plus	Use for courses that consist of sustained interactions with industry or community professionals in real workplace settings or simulated environments at an educational agency. This code is also used for registered CTE WBL programs (WECEP, GEWEP, CEIP, paid or unpaid CO-OP).

Technical Skills Assessments: All career and technical education programs that have been approved under the 2001 Regents Policy on CTE must offer a three-part technical skills assessment. In August 2018, the separate application for and approval of CTE pathway assessments process was combined with the existing CTE Program Approval Process. As a result, when CTE programs receive NYSED approval, their culminating three-part technical skills assessment are also approved to be used as a +1 Pathway CTE technical assessment and may be used as the fifth required exam toward graduation.

Students in these programs must be reported with Assessment Measure Code 00199 (Approved CTE Program Technical Assessment). The program provider should report to the SIRS results for all students taking the assessment.

Assessment Measure Code OOC41, (CTE Technical Assessment—Other) will no longer be collected since CTE Programs Fact data will be limited to NYSED-approved programs.

CTE Program Type: All students who participate in a NYSED-approved CTE program must be reported in SIRS with CTE Program Type “CTE,” indicating the student is in career and technical education.

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

CTE Technical Endorsement (Diploma Type): Students who have successfully completed all requirements of a program that has been approved by New York State Regents CTE Approval Process by individual CTE earn the CTE technical endorsement on their diplomas. BOCES and districts must establish procedures that ensure information about successful completers is reflected in the diploma type issued by the school district. The CTE technical endorsement is given the highest point value (2) in the calculation of the College, Career, and Civic Readiness Index (CCCRI) score. Accurately reporting the number of technical endorsements can raise a school’s CCCRI score. For more information regarding diploma types, visit the Office of Curriculum and Instruction’s Diploma Types web page. 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 a 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 NYSED Approved Regents Examination Alternative in English, math, and science, regardless of whether the student passed additional Regents examinations, NYSED Approved Alternatives, or NYSED approved pathway assessments in the Arts, Career and Technical Education, and/or Biliteracy (LOTE), Civic Readiness (CIVIC), 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 meet the requirements for the Humanities (HUM) pathway (passed only one social studies Regents exam) and met the requirements for multiple other 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.

The Civic Readiness (CIVIC) pathway, piloted in the 2021-22 school year, allows students who earn the Seal of Civic Readiness to apply that accomplishment toward a +1 Civic Readiness pathway to a diploma. The pathway allows students to graduate with a Regents or local diploma when they have demonstrated the State's standards for academic achievement in math, English, science, social studies and the State's requirements for civic readiness knowledge and skills necessary for college, career and citizenship after high school.

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

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 passed two Regents exams in social studies***.

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.

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 NYSED Approved Regents Examination 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.

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 NYSED Approved Regents Examination 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.

If a student passed ***only one Regents exam in social studies*** and one Regents exam in English, math, science, and ***NYSED 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.

If a student passed ***only one Regents exam in social studies*** and one Regents exam in English, math, science, and ***a NYSED 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.

If a student passed ***only one Regents exam in social studies*** and one Regents exam in English, math, science, and ***a NYSED 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 pathway assessment in CTE ***in lieu of*** the second Regents social studies exam to fulfill the graduation requirements. As mentioned above, all CTE technical assessments are approved by the Department during the program approval process. All approved programs culminate in a NYSED-approved technical skills assessment.

If a student passed ***only one Regents exam in social studies*** and one Regents exam in English, math, science, ***and a NYSED Approved Regents Examination Alternative in English or social studies***, the student must be reported with Career Path Code **HUMALT** because the student used the NYSED approved alternative assessment in English or social studies ***in lieu of*** the second Regents social studies exam to fulfill the graduation requirements.

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. If the student passed both social studies exams and fulfilled the requirements for the CDOS Commencement Credential, the student should be reported with a Career Path Code **HUM**.

If a student passed ***only one Regents exam in social studies*** and one Regents exam in English, math, science, and ***earned the NYS Seal of Civic Readiness (as reported with Program Service Code 8313)***, the student must be reported with the Career Path Code **CIVIC** because the student used the NYS Seal of Civic Readiness ***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	Students who are placed by court order outside the district in a jail and participate in an approved AHSEP program.

Code	Situation
program outside this 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 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. Daily attendance should also be reported for Homebound students using location codes with the first eight digits of the district code followed by 0777.

LEAs must report both positive and negative attendance using the Student Daily Attendance template. Students present for the instruction for the day, irrespective of instructional modality, should be reported with the code PRSNT-IN or PRSNT-OUT. There must be an attendance record for every student on all instructional days. Failure to report a record (missing data) will default in an absence on that day.

On days when a student is suspended, both Level 0 and Level 2 require two attendance records. One record has the suspension code (ISS or OSS). The second record has one of the following attendance codes: PRSNT-IN, PRSNT-OUT, E (Excused), U (Unexcused), Tardy-IN, Tardy-OUT. Reporting of codes ISS or OSS without accompanying PRSNT-IN, PRSNT-OUT, E, U, or T-IN, T-OUT will be considered MISSING ATTENDANCE and will default to absent, unexcused (U).

To determine the physical location of the student the PRSNT-IN, PRSNT-OUT, T-IN, T-OUT codes are required.

Each day a Present or Tardy attendance code is reported for a student, an instructional modality must also be reported. This identifies the mode for which the instruction was provided to that student on that day. The codes are as follows: R (Remote); IN (In-Person); B (Both). For example, a student may be in school on a particular day (PRSNT-IN, but the teacher may be streaming the instruction to the student from outside the school. In this case, the modality would be Remote.

Remote – The student received instruction remotely for the day. The student and teacher(s) are not in the same physical location for in-person instruction for the day.
In-Person – The student and teacher(s) are in the same physical location for the day for where a teacher is delivering in-person instruction.
Both – The student's instruction was both remote and in-person for instruction on the same day.

LEAs should continue to use their local attendance policies to determine whether a student is considered present, tardy, absent, or suspended for the day. For students studying abroad, LEAs may report as PRSNT-OUT, In-Person.

In situations where a student has recently enrolled but is not yet in the scheduling system, attendance should be reported as Present-Out with Remote as a modality. This will prevent the student from being identified as missing attendance records.

Out of District Placed (OODP) Students and BOCES Reporting

In the case of students placed in another district or BOCES (OODP), attendance must be reported by the entity where the student is attending (the receiving district). Positive and

negative attendance must be reported for each day the student is scheduled to receive instruction in this receiving district or BOCES (e.g. students enrolled in a CTE program at a BOCES). The sending district reports the student enrollment with the location BEDS code of the school building or BOCES providing the instruction (i.e. the receiving district school building or BOCES where the student is attending).

BOCES are only required to report positive and negative attendance on days the student is scheduled to be instructed at the BOCES. The BOCES should continue to report student attendance by BOCES program (e.g. CTE, Special Ed). Report each program as a unique BOCES program location (BOVL). If the BOCES program location (BOVL) is not available, use the main BOCES code.

Homebound Students

Daily attendance should also be reported for Homebound students using location codes with the first eight digits of the district code followed by 0777. In such cases, the district may need to create a homebound calendar for the school district encompassing all instructional days and grade levels. On days when the student was unable to be present for instruction, those would be marked as absence records for those days.

Enrollment Codes	Reason	Report Student Daily Attendance
0011	Enrollment in building or grade	YES
0021	Over 21 enrollment	YES
0022	Foreign exchange student enrollment in building or grade	YES
0055	Enrolled for instructional reporting only **(as per guidance stated above)*	YES
5544	Transferred in under the ESEA Title I School in Improvement Status	YES
7000	Transferred in under the ESEA Persistently Dangerous School	YES
7011	Transferred in under the ESEA Victim of Serious Violent Incident	YES
0033	Part-time students pursuing a HS diploma	NO
4034	Preschool-age students enrolled solely for determining eligibility for special education services	NO
5654	Enrollment in an AHSEP program	NO
5555	Student enrolled for the purpose of recording a test score (walk-in)	NO
5905	CSE or CPSE responsibility only	NO
8250	HSE Outcome Reporting Only	NO
8294	Census only	NO
8300	Compulsory age student, not attending, no documentation	NO

Districts that choose to utilize the Snow Day flexibility, as outlined in Commissioner's regulations 175.5(e), to allow a switch to remote instruction for days that would have otherwise

led to school closure due to a snow emergency, use Day Type Code Instructional Day for attendance reporting.

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 5, 2022). 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 5, 2022, moves to District B on October 6, 2022, and remains in District B through the 2022–23 and 2023–24 school year, the student will be counted for State Aid and BEDS enrollment purposes in District A in 2022–23 but in District B in 2023–24.

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, religious and independent (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.

Children in Foster Care should be reported with a District of Residence that reflects the district where the foster family resides. If the district of residence is not the district of

attendance or district of origin, the district of residence has no responsibilities for a child in foster care. Please review Students in Foster Care Toolkit for additional guidance on children in foster care.

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 and Compulsory Age Students Who Stop Attending

In New York State, section 3205 of the Education Law requires a child's attendance in full-time day instruction from the age of six to the end of the school year in which the child turns 16, or 17 for school districts that have selected this age. Resident students who are of compulsory school age must be kept on the school's enrollment register until they exceed compulsory school age or move out of the district.

For example, if a student stops attending school at age 14, he or she must be kept on the enrollment register until the end of the school year in which the student exceeds compulsory school age or returns to an education program. These students must be reported with a Reason for Ending Enrollment Code 400 — *Compulsory age student, stopped attending* followed by a Reason for Beginning Enrollment Code 8300 — *Compulsory age student, not attending, no documentation*. If the student re-enrolls in the same district, the student should be exited from the current enrollment with an Ending Enrollment code of 153 – *Transferred to*

another school in this district or an out-of-district placement and then reported with a Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade*.

For students who stop attending school while they are still of compulsory school age, the 8300 Reason for Beginning Enrollment Code should be reported immediately after entering the appropriate Reason for Ending Enrollment Code 400 – *Compulsory age student, stopped attending* and be continued each year until the end of the school year in which the student turns 16 (or 17 depending on district policy). The district should end the 8300 enrollment record on June 30th in of that year or at the start of the subsequent school year using the appropriate Reason for Ending Enrollment (most likely *425 – Left school, no documentation of transfer*). June 30th is the earliest date that can be used. If the district determines the students are no longer in residence in the district, the district should end enrollment with an appropriate Reason for Ending Enrollment Code once the required documentation is received, as appropriate. For documentation requirements, please see Enrollment (Beginning and Ending) Codes and Descriptions section of this manual.

For the school year in which the student stopped attending, the grade level reported for the 8300 enrollment can remain the same as their last regular enrollment. In subsequent school years, the student should be reported with an 8300 Entry Enrollment code and a grade level of UNK (unknown). If the 8300 is the only enrollment record in a school year, then the grade level must be UNK. For returning students, the school district should report the grade level they deem appropriate for the student at that time.

Students with an 8300 enrollment record must be reported with a district-level location code (BEDS Code ending in '0000'). If a charter school reports a student with the 8300 enrollment code, they can use the BEDS code for their school as the location.

Schools of choice (charter schools and religious and independent schools) are not required by law to report compulsory age students using the 8300 enrollment code. If a compulsory age student is expelled or stops attending, the appropriate exit code should be used and the school should follow their established procedures to notify the student's district of residence. The district of residence would then be responsible for ensuring the student is being educated or, if unable to do so, the district would need to enroll the student using the 8300 enrollment code.

Following the reporting of an 8300 enrollment code, student course, program, and attendance data would not continue to be reported. Students should be exited from these programs as appropriate.

Reporting Requirements for Students no Longer Attending	Current School Year Accountable LEA	Subsequent Years
Student Stops attending during the school year without documentation.	Ends enrollment with 400 (following 20 consecutive unexcused absences); Begins enrollment with 8300;	Begins Enrollment with 8300 (remains in effect each school until documentation is received supporting another reason for ending code, or until the last day (6/30) or the school year in which the student's 16th (or 17th)

	Ends programs, attendance and courses as appropriate; Location code should be district BEDS Code ending with '0000'; Student's last reported grade level may remain throughout the school year or can be changed to UNK grade level.	birthday or the following school year; School Entry Exit and Student Lite continue to be reported. Location code should be district BEDS Code ending with '0000' Grade level to be reported as UNK (Unknown) each subsequent year.

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 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.

For students enrolled but no longer attending:

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. Enrollment records with beginning dates after June 30 are ignored when identifying the last enrollment record.

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 2021-22 academic year but dropped out before the beginning of the 2022-23 school year, report the enrollment records with a beginning date of July 1, 2022 and ending date when it was determined the student was not returning to school (must be after July 1, 2022).

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, are required to 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 are required to take the New York State English as a Second Language Achievement Test (NYSESLAT) until they are eligible to exit ELL status using one of the means indicated in the ELL Status Exit Program Service Codes section of Chapter 5: Codes and Descriptions.

English Language Learner (ELL) Students

All English Language Learner (ELL) students must be reported with:
Program Service Code 0231— *ELL Eligible*
an ELL Program Service Code that identifies the type of services received, and

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

The ELL 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 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 program in which a student participated. The record must indicate the dates of participation.

Students whose ELL 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 ENL Program in that year for the student.

3022 – *ELL Eligibility Exit Using NYSESLAT score and NYSTP or Regents score*. Report ENL Program in that year for the student.

3045 – *ELL Eligibility Exit based on review of identification determination.*

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

Beginning with the 2019-20 school year, ELL Duration is now called ELL Services Duration and is calculated by NYSED. In prior years, this data element was provided by LEAs on the Student_Lite template as LEP Duration and was also referred to as the data element Years Enrolled in a Transitional Bilingual Education or English as a New Language Program. ELL Services Duration indicates the number of cumulative days and corresponding years that a student identified as ELL Eligible (Program Service Code 0231) has received ELL services in New York State public schools, as evidenced by having been reported with Program Service codes 5709 (English as a New Language), 5676 (Transitional Bilingual Education Program), or 5687 (One Way or Two Way Dual Language Program). The time during which a student is reported with Program Service Code 8239 (ELL Eligible but not in an ELL Program) is not counted. This data element will only be calculated for ELL eligible students.

All ELLs (including those from Puerto Rico) who, on April 1, 2023, 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.* ***Note:*** Students for which the 0242 was applicable in the 2021-22 academic year WILL NOT automatically have the eligibility extended to the 2022-23 academic year. The ESEA, as amended by ESSA, is very specific that this provision applies only to students attending a school in the United States for less than one year.

NYSESLAT and Accountability

The Every Student Succeeds Act (ESSA) requires that the English proficiency of all ELLs (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 ELLs. All grades Kindergarten through 12 ELLs (including ungraded age-equivalent students with disabilities) must take the NYSESLAT. There is no valid NYSESLAT assessment for an ELL enrolled in a High School Equivalency program. ELLs must take this assessment to evaluate English proficiency even if they take a Grades 3–8 ELA assessment or, for certain ELLs with disabilities, the NYSAA in ELA in the current academic year.

***English Language Arts*:** ESSA requires that the reading/language arts proficiency of ELLs 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 ELLs. ELL eligible students (including those from Puerto Rico) who on April 1, 2023, 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. Only months in which school is in session should count toward the 12 months (e.g., not summer vacation months). The exemption would apply in the first year in which eligible students are expected to participate in the State's reading/language arts assessment. Such students are not 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 student enrolls for the first time in a United States school in grade 3 in April 2022 and ends enrollment by leaving the United States in June 2022 (three-month enrollment). The student re-enrolls in a United States school in April 2023 as a grade 4 student and remains enrolled through the end of the school year. If the one-time exemption occurred in 2021–22, even though the student has been enrolled in a United States school for only six months as of the 2022–23 NYSTP ELA test administration window (test is given in April), the student may not be exempt again in 2022–23, as the one-time exemption already occurred in 2021–22.

Example 2: An ELL student enrolls for the first time in a United States school in grade 3 in October 2020 and ends enrollment by leaving the United States in December 2020 (three-month enrollment). The student re-enrolls in a United States school in December 2021 as a grade 4 student and ends enrollment by leaving the United States in January 2022 (two-month enrollment). The student re-enrolls in a United States school in February 2023 as a grade 5 student and remains enrolled through the end of the 2021–22 NYSTP ELA test administration window (two-month enrollment, test is given in April and the month of April is not counted). The first year in which this student is enrolled during the NYSTP ELA test administration period *and* has been enrolled in a United States school for less than 12 months is 2022–23. The student may be exempt from taking the grade 5 NYSTP in ELA in 2022–23 because on April 1, 2023, 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 2022–23 school year, the student may *not* be exempt in future years from taking the NYSTP in ELA.

Example 3: An ELL student enrolls for the first time in a United States school in grade 1 in October 2020 and ends enrollment by leaving the United States in March 2021 (six-month enrollment). The student re-enrolls in a United States school in October 2022 as a grade 3 student and remains enrolled through the end of the 2022–23 NYSTP ELA test administration window (six-month enrollment, test is given in April and the month of April is not counted). The student may not be exempt from taking the grade 3 NYSTP in ELA in 2022–23 because on

April 1, 2023, the student has been enrolled in a school in the United States for 12 months total.

Example 4: An ELL 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 2022. The student may be exempt from taking the grade 3 NYSTP in ELA and the grade 3 NYSAA ELA in 2022–23, because on April 1, 2023, 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 sessions/modalities of the NYSESLAT: Listening, Speaking, Reading, and Writing. ***Note:*** Students for which the 0242 was applicable in the 2021-22 academic year WILL NOT automatically have the eligibility extended to the 2022-23 academic year. The ESEA, as amended by ESSA, is very specific that this provision applies only to students attending a school in the United States for less than one year.

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 ELLs, see Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students guidance.

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

NYSESLAT and NYSAA

All ELLs 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 ELLs 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) 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.

Districts/schools are responsible for submitting item response data to their Big 5/RIC (Level 1 scanning centers). Level 1s must submit the item response data to Level 2 using the appropriate ItemR tables. Item Response data must be submitted the same time the data are submitted for scanning the K-12 NYSITELL assessments.

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

Level	Grade in which student is enrolling	Dates on which test will be administered
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 NYSITELLs, 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. Schools are not permitted to administer Levels II-VIII of NYSITELL from July 1–July 14. 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 an Indian Reservation (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 of previous year's eligibility (30 days) also applies to students who move from a Provision 2 or CEP school to a non-Provision 2 or non-CEP school in another district.

Note: The United States Department of Agriculture (USDA) has approved a waiver to allow School Food Authorities (SFAs) that operated the Seamless Summer Option (SSO) during the 2021-2022 SY to carry over the most recent student eligibility information on file, as far back as SY 2019-2020, for up to the first 30 operating days in the 2022-2023 SY or until a new eligibility determination is made, whichever comes first. This waiver is effective for the carryover period during SY 2022-2023.

SFAs that operated the standard NSLP and/or SBP in the 2021-2022 SY are not eligible for the waiver and must use 2021-2022 SY eligibility for the first 30 operating days of the school year, or until a new eligibility determination is made in the 2022-2023 SY, whichever comes first.

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

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*.

Beginning with the 2021-22 School Year, NYSED will be discontinuing the collection of FRPL eligibility type codes in SIRS (Program Fact fields 28-33).

Graduates

All students who graduated in the current reporting year must be reported with a 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 will display as Still Enrolled.

All students in public, religious or independent (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.

Issuing diplomas to incarcerated youth: Section 100.2 of the Regulations of the Commissioner of Education was amended by the Regents in June of 2022 related to the requirements for school districts to issue diplomas to eligible students confined to a facility operated by a state department or agency providing educational programming within the district boundary. When a school district receives written notification and student records from a residential facility located within the district boundary, it must review the documentation and determine the student's eligibility to receive a diploma. Once eligibility is determined, the district must enroll the student and issue the diploma. The only exception to this is if the facility

contracts with another school district to provide educational programming. More information can be found in the text of the amendment, as proposed, and the education law.

High School Equivalency (HSE) Students

Districts must report all resident students enrolled in an approved Alternative High School Equivalency (AHSEP) program. Students can only be exited to an AHSEP program in the school year following the year in which they exceed compulsory age. 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 who will not be attending a public, charter, or nonpublic school because they will be instructed at home by a parent/guardian or tutor employed by the parent/guardian and have an approved individualized home instruction plan (IHIP) on record with their district of residence are “Home Schooled Students.”

Students enrolled in a district and attending a district school who leave the district to be home schooled must meet the above criteria of a home schooled student. Students cannot be exited to home schooling without following the required procedures for submitting an Individualized Home Instruction Plan (IHIP) to the district. A home schooled student must be reported by the district and/or school with a Reason for Ending Enrollment Code 255 —

Transferred to home schooling by parent or guardian. Reason for Ending Enrollment Code 255 must be reported by July 1 of the school year or no later than 14 days after starting home schooling if the student's home school plan begins mid-year.

When a home schooled student moves to a new school district, the receiving district must enroll the student with Enrollment Code 0011 – *Enrollment in building or grade* and complete a request for records from the previous district. At that time, the previous district may exit the student with a Reason for Ending Enrollment Code 170 – *Transferred to another NYS Public School Outside this District with Documentation*. If the student is continuing as a home schooled student with an approved IHIP, the receiving district must report the student's 0011 enrollment and exit to home schooling 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 in SIRS:

- if they take a State assessment;
- 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.

Districts may report enrollment for other home schooled students; however, districts will not have accountability responsibility for these other students and data will not be publicly reported for these students. Demographic data must be reported for home schooled students who are reported in SIRS for any reason.

General education home schooled students who are taking a State assessment must be reported by the district of residence with a Reason for Beginning Enrollment Code 0011 — *Enrollment in building or grade,* a BEDS code that is the first 8 digits of the district of residence BEDS code and "0888" as the last 4 digits and an Assessment Measure Code and Standard Achieved Code for the assessment taken. If the student takes multiple assessments in the school year, districts 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 multiple assessments.

Home schooled students with disabilities or home schooled students who are referred to the CSE for determination of eligibility for special education services must be reported by the district of residence with a Reason for Beginning Enrollment Code 5905 — *CSE or CPSE responsibility only* and a BEDS code that is the first 8 digits of the district of residence BEDS code and "0888" as the last 4 digits.

General education home schooled students who are taking a course through the district that does not lead to a State assessment may, but are not required to, be reported by the district of residence. These students would be reported using Reason for Beginning Enrollment Code 0055 — *Enrolled for instructional reporting only* and a BEDS code that is the first 8 digits of the district of residence BEDS code and "0888" as the last 4 digits.

Home schooled students reported for enrollment purposes only and who do not fall into the scenarios above must be reported by the district of residence with a Reason for Beginning Enrollment Code 0011 and a BEDS code that is the first 8 digits of the district of residence BEDS code and “0888” as the last 4 digits.

Homebound (Home-Tutored) Students

Homebound students (also known as home-tutored students) fall into two categories:

- students who remain enrolled in a school but are provided temporary instruction in the home, and

- 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 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. See Table of Reporting Responsibility for School-Age Students in Chapter 2 for additional information. 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.

For attendance reporting, Day Calendar must be submitted using the homebound location code. Since only a single calendar can be submitted per location, the calendar should be flexible and capture instructional days for all homebound students. Per CR175.21, homebound students at the elementary level should receive 5 hours of instruction for the week and secondary homebound students should receive 10 hours of instruction for the week. Homebound students that receive the required number of hours of instruction per week should be reported using one of the “Present” student attendance codes for each instructional day of the week. Students that receive less than the required hours of instruction per week should have their attendance prorated by the proportion of required instruction received. For example, an elementary student that receives 4 of the 5 required hours of instruction in a week, should have their days of attendance prorated by 80% for the week. In this example, any single instructional day for the week should be recorded using one of the “absent” student attendance codes while the remainder of the instructional days should be recorded using one of the ”present” student attendance codes. Instruction modality is also required for reporting attendance for homebound students. Reporting attendance for homebound students is required as part of district accountability.

Homeless Students

Homeless students must be reported with Program Service Code 8262 – Homeless Student Status. In addition, a Homeless Primary Nighttime Residence code must be reported in the Programs_Fact table. There are two other program service codes that may apply to homeless students:

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

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.

Students must be identified as homeless with the 8262 and have a Primary Nighttime Residence in order to report these two codes.

A Homeless record should only be ended when the student is no longer homeless and 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. In addition, a Home Language Description must be reported in the Student_Lite table. See definition of immigrant students in Appendix VI: Terms and Acronyms. Months/years in Preschool, PreKindergarten, Kindergarten, and home schooling 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 beyond compulsory age 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)*. ***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.

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. The school must exit the student with a Reason for Ending Enrollment Code 400 — *Compulsory age student, stopped attending* and subsequently use Reason for Beginning Enrollment Code 8300 — *Compulsory age student, not attending*. Once the student is beyond compulsory age, the school should use the appropriate ending enrollment code.

Migrant Students

Migrant students must be reported with a migrant indicator in the Student Lite template and Programs 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 Programs 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: 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, with the exception of 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.

Students whose birth dates fall between September 1, 2007 and August 31, 2013 must be administered the appropriate grades 3 through 8 NYSAAs in 2021–22 unless they are eligible for the one-time exemption from the State's reading/language arts assessment. 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 Students" section of this chapter for further information. NYSAA grade 4 science will not be administered in the 2022-23 school year; NYSAA grade 5 science administration will begin in the 2022-23 school year.

Students whose birth dates fall between September 1, 2008 and August 31, 2014 must be administered the appropriate grades 3 through 8 NYSAAs in 2022-23 unless they are eligible for the one-time exemption from the State's reading/language arts assessment. 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 Students" section of this chapter 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, 2022 and have not previously taken the secondary-level NYSAA must be administered the test during the 2022-23 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, 2004 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 ELLs 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).

Secondary-level NYSAA scores in ELA, mathematics and science are used for accountability in the year that the student is included in the English, mathematics and science 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 the 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:

Programs Fact Record 0220 — Eligible for Alternate Assessment; and

a Program Service Code that indicates the Type of Disability.

Online Schools

Online schools are schools that offer courses, credits, and diplomas via the Internet. As of the 2022-23 school year, there are no registered online schools in New York State. Students who are enrolled in a public school district or charter school and are receiving virtual or remote instruction in accordance with the Regulations of the Commissioner are not considered to be attending online schools.

New York State resident students who leave a New York State district or school to attend an online school should be either reported as a home-schooled student or exited using a dropout enrollment code (if the student does not have an approved individualized home instruction plan (IHIP) on record with their district of residence).

Students who relocate outside of New York State and enroll in an online school should be either reported as a transfer to the online school outside New York State with documentation or exited using a dropout enrollment code (if no documentation is received).

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, with and without disabilities, 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 UPK in districts with an allocation to serve three-year old students. 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 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. Effective July 1, 2020, the Expanded Prekindergarten for Three- and Four-Year Old Students (EPK4) grant was consolidated with a district's Universal Pre-K allocation. These funds are now considered Universal Pre-K and students whose slots are supported by funds from this source should be assigned Program Service Code 902 (UPK). 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 (Religious and Independent (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 Targeted Pre-K programs operated by Madison-Oneida, Questar III, or Herkimer BOCES.

P-Tech Programs (NYS and NYC)

The NYS P-TECH program is designed for students to complete a six-year scope and sequence which will allow them to earn a Regents or local diploma, gain workplace experience, and receive an Associate Degree (or credits toward one if the student exits before completing the program) while still enrolled in high school. Completion of the program may vary in length from four to six years based on individual student performance. Students in this program continue to qualify for ELL, disability, and FRPL services for the entirety of the program.

Because students participating in NYS P-TECH programs may stay enrolled in high school past their fourth year (when most students graduate), there are some special coding considerations required to ensure students are correctly identified for NYS accountability and graduation rate calculations.

NYS 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 and have been exited with a 0065, attendance and suspension data do not need to be reported in SIRS. Missing attendance will not be calculated for these students. Report all required data up until graduation.

NYC P-Tech Program

The NYC P-Tech Program is similar in structure to the NYS Program, but these schools are authorized through and overseen by the NYC Department of Education. Each of the seven P-Tech schools is affiliated with a CUNY Community College.

Beginning in the 2022-23 school year, the Department will begin utilizing a new template to collect program project partner data while phasing out the legacy NYSED program office collection. The new Partner Project Fact template will now collect data for P-Tech and Smart Scholars programs and capture additional data points related to the specific program partners. It is anticipated that in future years additional grant program data, particularly around early college high school partnerships will be collected in this template. For additional information, see Partner Project Fact below.

Partner Project Fact – New in 2022-23

This template will be phased in during the 2022-23 school year, piloting P-TECH, Smart Scholars and Smart Transfer program data. NYC P-TECH program data will also be reported using this template, requiring only fields 1-8 and 14. Program service codes reported in this template are 4026, 4027, 4037, 4047. These codes will no longer be reported in Programs Fact.

Data reported to this template requires that a project number is included for each student record. The project number is assigned by the Department during the program approval process. All grantees and their participating LEAs should have processes in place for sharing project numbers and other data related to the reporting of enrolled students by their accountable school districts. Data can only be reported by those school districts with an approved NYSED Project Number. For more information, see definitions later in the SIRS Manual.

Partner Project Fact Template

Field #	Field Name	Required for
1	District Code	All reportable entities
2	School Year Date	All reportable entities
3	Student ID	All reportable entities
4	Project ID (Number)	All reportable entities
5	Project Start (Entry) Date	All reportable entities
6	Program End (Exit) Date	All reportable entities
7	Student Project Location Code	All reportable entities
8	Programs Code	All reportable entities
9	Program Selection Criteria 1	P-TECH, Smart Scholars, Smart Transfer (one must be reported)
10	Program Selection Criteria 2	P-TECH ,Smart Scholars, Smart Transfer
11	Program Selection Criteria 3	P-TECH, Smart Scholars, Smart Transfer
12	Program Selection Criteria 4	P-TECH, Smart Scholars, Smart Transfer

Field #	Field Name	Required for
13	Program Selection Criteria 5	P-TECH, Smart Scholars, Smart Transfer
14	Program Duration	P-TECH
15	Annual Outcome (Program)	P-TECH
16	Annual Credential Status (Program)	Leave Blank
17	Industry Program Partner 1 Name	P-TECH
18	Industry Program Partner 1 Type	P-TECH
19	Industry Program Partner 2 Name	P-TECH
20	Industry Program Partner 2 Type	P-TECH
21	Industry Program Partner 3 Name	P-TECH
22	Industry Program Partner 3 Type	P-TECH
23	Industry Program Partner 4 Name	P-TECH
24	Industry Program Partner 4 Type	P-TECH
25	Career Pathway (Program) Code	P-TECH, Smart Scholars, Smart Transfer
26	Internship or Apprenticeship Type Code	P-TECH
27	Internship or Apprenticeship Name	P-TECH
28	Paid Internship Indicator	P-TECH
29	Post Project (College) Employer Name	P-TECH
30	Post Project (College) Job Title	P-TECH

See definitions later in SIRS Manual. eScholar templates *posted at the following location. See codes in Chapter 5: Codes and descriptions.*
*NYS P-TECH programs are designed to be completed within six years. The change in the range of Program Duration from 1–6 to 1–8 was needed to accommodate the small number of students who, due to instructional interruptions from COVID-19, were unable to complete their coursework within six years. The program design has not changed.

Student Lite Template

Field	Code	Purpose	Notes
Current Grade Level	Valid values are 9, 10, 11, 12	Identify the grade of enrollment for the student.	Student should be reported in Grade 12 for their 4th, 5th and 6th years.

School Entry Exit Template

Field	Code	Purpose	Notes
School Exit Type Code	0065 (799 will also be accepted)	Fulfilled HS Grad Req for Extended Integrated HS Program	Exit the student with this code the year in which they meet the requirements for earning a Regents or local diploma (along with the Diploma Type Code and Career Path Code in the Student Lite template). These students must be re-enrolled the following school year with a School Entry Type Code of

Field	Code	Purpose	Notes
			0011 if they are continuing in the P-Tech program.
	799	Graduated (earned a Regents or local diploma)	Exit the student with the standard code for Graduated if the student fulfilled the requirements for graduation and plans to exit the P-Tech program (not continue to year 5).
	0067	Completed Extended Integrated HS Program	Exit the student with this code ONLY AFTER reporting the 0065 (or 799) to indicate the student has completed all three parts of the P-Tech program (diploma, workplace experience and Associate Degree/credits toward Associate Degree).
	0068	Exited Extended Integrated HS Program After Fulfilling HS Grad Req	Exit the student with this code ONLY AFTER reporting the 0065 (or 799) to indicate the student has met the diploma requirements, enrolled in year 5 or 6 of the P-Tech program, and exited the program without completing it.

Only a School Exit Type Code of 0065 (or 799) will identify a student as meeting the criteria for graduation. Only students with a previous 0065 exit will be excluded from Missing attendance calculations in subsequent years.

If a student fulfills the requirements for graduation AND completes the requirements for the P-Tech program simultaneously, **the student must be exited with a 0065 (or 799) Ending Enrollment code or the student will not be counted as a graduate**. Do not use a 0067 Ending Enrollment code unless the student has previously been exited with either a 799 or a 065.

If a student stops participating in the P-Tech program prior to their anticipated high school graduation date and continues enrollment in the school, the Program Service Code should be ended. However, if the student decides to discontinue the program at the start of the school year and has not yet fulfilled the requirements for graduation, there is no need to add the Program Service Code for the new reporting year for the sole purpose of ending it.

Public Health Law 2164 (Failure to Immunize)

Pursuant to Public Health Law 2164, students who have not received required vaccinations are no longer allowed to attend school. The students may return to school when they have complied with the immunization requirements. Parents also have the option to complete the paperwork and enroll the students to an approved home schooling program. The

deadline for obtaining required vaccinations for children attending school in the fall is 14 days from the first day of school which may be extended to 30 days for students transferring from another state or country. Additionally, students who meet the requirements of being in the process of obtaining missing doses in accordance with Department of Health Regulations may attend school if they remain in compliance with obtaining the missing doses. Students who do not meet the immunization requirements are to be excluded on the 15th day they fail to meet them. These students should be exited with Reason for Ending Enrollment code 430 – Excluded pursuant to PHL 2164.

Districts will not be accountable for students once they properly exit, with the exception of graduation rate for accountability and total cohort graduation rate. The U.S. Department of Education (ED) has provided guidance to affirm that the rules in the Elementary and Secondary Education Act (ESEA) for excluding students from graduation cohorts are very specific and do not include this condition. Specifically, under the ESEA sections 8101(23)(B) and (25)(B), a school or Local Education Agency (LEA) may only remove a student from a cohort if the student transfers to a school where he/she is expected to receive a regular high school diploma or eligible State-defined alternate diploma, emigrates to another country, transfers to a prison or juvenile facility, or is deceased. Therefore, exiting a student with the new Reason for Ending Enrollment code 430 will NOT remove the student from graduation rate cohorts for accountability or the total cohort graduation rate release. For both the graduation rate accountability and the total cohort graduation rate release, these students will be counted as dropouts.

Students who have Reason for Ending Enrollment code 430 associated with their last regular enrollment will:

- be counted as dropouts for accountability graduation rate and total cohort graduation rate;
- be included in the annual dropout report (SIRS 307);
- no longer be considered a dropout once they are re-enrolled with a regular enrollment code;
- not be included in Composite Performance; Growth; Progress; English Language Proficiency; or College, Career, and Civic Readiness accountability calculations;
- not be included in accountability participation rate calculations, unless the Reason for Ending Enrollment code 430 is dated during or after the testing window;
- be included in the Chronic Absenteeism and Suspension accountability calculations only for the time period the student was enrolled prior to the 430 exit; and
- not be counted as absent after Reason for Ending Enrollment code 430 is reported.

If a student is exited with Reason for Ending Enrollment code 430 and the parent subsequently becomes approved to home school the student, the district must re-enroll the student with one of the regular enrollment entry codes and exit the student to home schooling with a Reason for Ending Enrollment Code 255. Home schooled students are then not included in any accountability measures. Students cannot be exited to home schooling without following the required procedures for submitting an Individualized Home Instruction Plan (IHIP) to the district.

Racial/Ethnic Groups

In accordance with federal regulation, there is a two-part requirement regarding racial and ethnic designation. First, all students must be reported as Hispanic/Latino or not Hispanic/Latino. Second, 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/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.

Religious and Independent (Nonpublic) School Students

Religious and independent (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. Religious and independent (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 religious or independent (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. Religious and independent (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.

Religious and independent (nonpublic) schools with enrolled students taking state assessments must contract with a Level 1 data center to report assessment results in SIRS. Religious and independent (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 who are enrolled in a religious or independent (nonpublic) school are the instructional responsibility of that religious or independent (nonpublic) school. If a religious or independent (nonpublic) school chooses not to administer the State assessments (and therefore does not contract with a RIC), the religious or independent (nonpublic) school cannot send their students to another school (public, charter, religious or independent (nonpublic)) for the purpose of taking the assessments. The assessment(s) must be reported by the religious or independent (nonpublic) school where the student is officially enrolled.

Results reported in SIRS will be used for religious and independent (nonpublic) school reports and mandated services.

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 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 eligibility, and NYSAA eligibility.

Safety Net Options

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. 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. Students who receive a NYSSB must be reported with Program Service Code 8312 — Received Seal of Biliteracy in 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.

Seal of Civic Readiness

The New York State Seal of Civic Readiness (NYSSCR) recognizes high school graduates who have attained a high level of proficiency in civic knowledge, civic skills, civic mindset and civic experiences. Students who receive a NYSSCR must be reported with Program Service Code 8313 — Received Seal of Civic Readiness in the year in which they complete all requirements for a Regents or Local diploma, even if the criteria for receiving the NYSSCR were met in a prior year. Districts will include Program Service Code 8313 on the student's transcripts to indicate the earning of the NYSSCR. This pilot program begins in September 2021 and, pending the success of the pilot, the NYSSCR is projected to an option for all interested districts in the 2022-23 school year.

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 ELLs 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 ELLs 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. The initial, temporary grade level should not be used to determine the year of first entering grade 9. 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 Who Do Not Test in Spring 2022 Due to Covid-Related Situations

Students may not be able to take NYSTP, NYSAA, NYSESLAT, or Grades 4 and 8 Science tests in Spring 2022 due to COVID-related situations. The table below provides guidance on how these students should be reported in SIRS.

Situation	Department Guidance on Coding
Student has medical documentation stating that they should not participate in in-person instruction.	Because the student has medical documentation that prevents them from participating in in-person instruction, and the tests are only available for in-person administration, the student may be coded as "Medically Excused." Medically excused students are not included in the participation rate and academic performance calculations for accountability.
Student has elected a remote option for the 2021-22 school year as offered by the school or district.	Students may be coded for testing as "Receiving Entirely Remote Instruction" as the tests are only available in person. Entirely remote students are counted as not tested for participation rate and Level 1 for the "Weighted Average Achievement" calculations for academic performance for accountability.
School building must close during the test administration due to COVID-19.	If the school has pivoted to providing entirely remote instruction during the test administration window (including make-up periods), students may be coded for testing as "Receiving Entirely Remote Instruction" as the tests are only available in person. Students marked as "Receiving Entirely Remote Instruction" are counted as not tested for participation rate and Level 1 for the "Weighted Average Achievement" calculations for academic performance for accountability.
Student is quarantined or in isolation during the test administration, including make-up windows.	In the event that a student is unable to test due to quarantine or isolation, the determination of coding is dependent on how the school records their attendance.

Situation	Department Guidance on Coding
	• If the student is being provided with remote instruction (and coded as "present-remote" for attendance), their answer sheets should be marked as "Receiving Entirely Remote Instruction" in the Reason Not Tested field. • If the student has been coded as "absent" for attendance, their answer sheets should be marked as "Absent" in the Reason Not Tested field. As a note, this situation should be infrequent given the availability of makeup dates in the testing windows for most assessments and the CDC's and State Health Department's shortening of recommended quarantine periods. Students marked as "Receiving Entirely Remote Instruction" are counted as not tested for participation rate and Level 1 for the "Weighted Average Achievement" calculations for academic performance for accountability.

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.

Students who turned 21 in a prior school year and return to school for compensatory or recovery services beyond summer school should be reported in SIRS. If currently enrolled, these students should be exited with an Exit Enrollment code 136 (Reached maximum legal age and has not earned a diploma or certificate) prior to September 1st and reenrolled with 0021 (Over 21 enrollment) Entry Enrollment code during the school year in which they turn 22.

Report program data for these students as applicable. If students are rostered for courses, Student Class Entry Exit and Student Class Grade Detail data should be reported to SIRS. Student Daily Attendance and Assessment Fact data should also be reported to SIRS. Special Education vendors should also be exporting data as applicable. If the student earns a diploma or credential during this period, exit the student with the corresponding exit enrollment and credential codes. These outcomes will not be included in any annual or cohort reporting. Otherwise, exit the student from the 0021 enrollment using Exit Enrollment Code 0066 – *Ended enrollment for instructional purposes only.*

Student Digital Resources

Beginning in the Fall of 2021, and occurring each year, public schools and BOCES will report data on students' access to devices and broadband in their places of residence to the New York State Education Department's Student Information and Repository System (SIRS). This information will replace the Technology questions 8B and 8D currently collected as part of the Basic Education Data System (BEDS) Institutional Master File (IMF).

This collection will help identify specific needs and target resources and funding opportunities when they become available. It is for this reason that NYSED strongly recommends that the student digital resources data elements are entered into SIRS as soon as possible during the school year. It is expected that public school districts, BOCES, and charter schools will conduct the survey in the fall of each year.

Utilizing the eScholar Student Digital Resources template, there would be at a minimum, one record for each student grades K-12 (including ungraded elementary and secondary students). If a student remains in one building, schools are encouraged to update information as is possibly feasible. For example, a student may not have had access to Wi-Fi earlier in the year, but now does.

When a student is enrolled in a new location (a second school building), a new record would be reported with that building information. The new school should review the information and update as needed.

For students in full-time out-of-district placements, it is expected that the attending LEA report the survey information. BOCES would only be required to report data for their full-time students as it is expected that students enrolled in a BOCES part-time, such as a CTE program, would have data reported by the accountable school district.

Beginning in May 2022, LEAs will be able to report partial survey results to SIRS. A survey date and a minimum of one survey question will be required. All fields will continue to be edited for valid data.

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 religious and independent (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 Students 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 students enrolled with a 4034 reason for beginning enrollment code and found eligible for special education services must have the 4034 enrollment ended with the 140 reason for ending enrollment code on the day that the decision is made. A 0011 enrollment and type of disability program service code must then be reported the day after the decision is made, even if the student is not yet receiving services.

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

- Preschool children with disabilities who are enrolled in Pre-K or UPK programs are reported 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 of residence BEDS followed by "0666" as the last four digits.
- Preschool children with disabilities who are receiving services and are not enrolled in Pre-K or UPK programs are reported 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 through a contract with an independent service provider. Preschool students found eligible for special education services must be reported with a 0011.
- Preschool children with disabilities who are not receiving services and are not enrolled in Pre-K or UPK programs are reported with the first eight digits of the BEDS code of the district of residence and "0777" as the last four digits. When special education services begin, the 0011 enrollment with this location is ended with the reason for ending enrollment code 153 - *Transferred to another school in this district or an out-of-district placement* and a new 0011 enrollment is started using 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 through a contract 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 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:

- 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;

- 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;

- 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;

- 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;

- 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

- 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.

- 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 Student Class Entry exit and 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."

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 with their school of

enrollment 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, alternative learning 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

NYSTP Grades 3-8 ELA and Math Testing Program:

Students who transferred during the test administration period and were inadvertently administered the entire test twice; once in each school (both PBT):

If a student transfers from one school to another in the middle of the test administration period and was inadvertently administered the entire test (both sessions) in each of two schools, the school which administered the test the second time should code the student’s test as an administrative error.

Students who transferred during the test administration and who completed both sessions of the test within a single school:

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

Students who transferred during the test administration period and who did not complete both sessions of the test within a single school:

Some elementary/middle-level students transfer from one school to another after completing one session but before completing all 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 where applicable. The school to which the student transfers should determine which session the student has already taken and administer the remaining session of the test.

PBT: Transfer students taking <u>all</u> sessions of the examination on Paper:

If the student takes both sessions on paper but at different schools, the school the student transfers from should submit the student’s answer records for scanning. The answer sheet from the school the student transferred to should be sent to the school the student transferred from. 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 receive a score based on the questions answered.

CBT: Transfer students taking all sessions of the examination on Computer:

If the student takes the entire test using CBT but the sessions are taken at different schools, the CBT contractor will merge the sessions into one complete test.

CBT/PBT combination: Transfer students taking one session on paper in one school and one session on computer in a different school:

If a transfer student takes one session on paper in a school and the other session on computer in a different school, the school administering the PBT session of the test should submit a complete set of answer sheet(s) to their RIC/Big 5 scanning center. The session not completed at the PBT school will have a blank answer sheet and the "Reason Not Tested" (RNT) box should not have a reason darkened since those RNT are applicable to the entire test (not by Session).

CBT: For the session which does not have any responses, in Nextera Admin the schools should enter the "CBT Not Testing Reason" as "Not Enrolled at Time of Test."

PBT: If the student answered any questions on either Session, the school should not enter a "Reason Not Tested" on the answer sheet for either Session. CR items which were not answered should be populated with an "A" indicating no response. MC items which were not answered should be populated with a dash.

Changes to ELA/Math transfer student data:

Any concerns with transfer student test records that do not appear to have followed the rules above should be directed to the school's RIC/Big 5 scanning center. Approved data changes will not impact the preliminary ELA/math news release; however, they will be used for the NYS Report Cards and any other data extracts using SIRS certified data.

Transfers during Test Administration Period for other State Assessment (NYSESLAT, 8 Science, and NYSAA)

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 records for scanning, except for NYSAA which is administered via CBT only. For NYSAA, the results would be associated with the school where the student took the test and when loaded into Level 2, the results would follow the student where he/she is currently enrolled.

The school to which the student transfers should determine what part(s) (sessions) the student has taken and administer the remaining parts 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 the missing records 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 inadvertently 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; the school which administered the test the second time should code the student's test as an administrative error.

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 2022–23

Assessments	Birth Dates	Reaches This Age Between September 1, 2022 and August 31, 2023
Grade K: NYSESLAT	Any date after August 31, 2016	6
Grade 1: NYSESLAT	September 1, 2015—August 31, 2016	7
Grade 2: NYSESLAT	September 1, 2014—August 31, 2015	8
Grade 3: NYSAA ELA, NYSAA mathematics, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2013—August 31, 2014	9
Grade 4: NYSAA ELA, NYSAA mathematics, NYSAA science, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2012—August 31, 2013	10
Grade 5: NYSAA ELA, NYSAA mathematics, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2011—August 31, 2012	11
Grade 6: NYSAA ELA, NYSAA mathematics, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2010—August 31, 2011	12
Grade 7: NYSAA ELA, NYSAA mathematics, NYSTP ELA, NYSTP mathematics, and NYSESLAT	September 1, 2009—August 31, 2010	13
Grade 8: NYSAA ELA, NYSAA mathematics, NYSAA science, NYSTP ELA, NYSTP mathematics, NYSTP science, and NYSESLAT	September 1, 2008—August 31, 2009	14
Grade 9: NYSESLAT	September 1, 2007—August 31, 2008	15
Grade 10: NYSESLAT	September 1, 2006—August 31, 2007	16
Grade 11: NYSESLAT	September 1, 2005—August 31, 2006	17
Grade 12: NYSESLAT	Born on or before August 31, 2005	18
Secondary-Level NYSAA ELA, mathematics, and science	September 1, 2004—August 31, 2005	18

Validity Rules: Reporting Students with Valid or Invalid Scores

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

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 L2RPT SIRS 301-Tested/Not Tested Confirmation Report, if a student was enrolled during the testing window, that student will be included in that district's and school's report (district of enrollment).

For information about inclusion of students in accountability calculations please see: "Accountability Inclusion/Exclusion for Participation/Performance at the Elementary/Middle Level" and Chapter 2 in the SIRS manual. For accountability and other statewide reporting purposes students will be counted as "not tested" only if one or more of the following occurs:

- The student's SIRS record shows the student as enrolled during the 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 one or more test sessions; or
- The student's results were invalidated due to an administrative error.

Not tested reason codes

PBT: Darken in the appropriate Reason Not Tested circle on the answer sheet

CBT: Identify in the Nextera Administration System the appropriate CBT Not Tested Reason

Present for Both Sessions

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. Students who are in attendance, respond to at least one item on the test (including embedded non-operational field test items), and are not identified as absent, refused, medically excused, or administrative error 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 level do not match the

grade in the “Item Description” field 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. For ungraded students taking the exam via CBT method, the data will be initially scored by the vendor and the student’s DOB and the grade of the assessment taken will need to be correct and consistent in SIRS for the student to be counted as tested for accountability purposes.

Students present for both sessions of the test who receive a valid score will be counted as tested in verification reports. 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” table in the NYSTP ELA and Mathematics School Administrator’s Manual. 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 should receive a final score of “999” and a Standard Achieved code/performance level of “97”, indicating administrative error.

Note regarding scored data on return file from the vendor:

If the “Item Description” grade does NOT match the “Grade” field, the vendor will score the data according to the grade in the “Item Description” field (the test taken). Typically, if the two fields do not match it is due to a clerical error entered into SIRS. This demographic clerical error can be corrected in SIRS after the data have been submitted for scoring. Therefore, it is more important that the student receives a Scale Score and Performance Level at this point. If it is determined after the fact that indeed the student was given the wrong grade-level test, then the scale score and performance level will need to be changed to “999” and “97” indicating administrative error for testing the wrong grade. All demographic data must be corrected in SIRS prior to test administration or at the latest by the close of SIRS in August.

Valid responses

CBT

MC responses must be 1, 2, 3, 4, Blank
CR responses must be 0, 1, 2, 3, 4, A, Blank

PBT

Level 1:
MC responses must be 1, 2, 3, 4, *, -, Blank
CR responses must be 0, 1, 2, 3, 4, A, Blank
Level 2:
MC responses must be 1, 2, 3, 4, *, -, Blank
CR responses must be 0, 1, 2, 3, 4, A, Blank

<u>Level 1 - Level 2:</u>

Student was present for all test sessions but did not respond to at least one item:

Level 1: No record at all or the Assessment Fact with a scale score of

"999" and a Standard Achieved code of "99" with no response records.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of "99." If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Medically Excused (Standard Achieved code 93)

Medically Excused students are those who are incapacitated by illness or injury during the grades 3-8 ELA and math test administration and make-up periods and have documentation from a medical practitioner on file that they were too incapacitated to complete the test at the school, at home, or in a medical setting. A medically excused Standard Achieved code is not connected to attendance reporting.

CBT: The school should select the CBT Not Testing Reason "Medically Excused".

PBT: These students must be reported with a scale score of "999" and a Standard Achieved code of "93" to indicate they were medically excused from taking the test.

Level 1 - Level 2:

Level 1: Assessment Fact record with a score of "999" and a Standard Achieved code of "93" and may have response records.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of "93." If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Scoring students identified as Medically Excused:

If the Medically excused circle is darkened-in for any session for a PBT student or "Medically excused" is chosen for any session for a CBT student, the student will receive a scale score of "999" and Standard Achieved code/performance level of "93" regardless of whether or not the student answered any questions on the test. The "93" overrides any partial score that could be calculated by the questions answered. The vendor will return the student with a Standard Achieved code of "93" and scale score of "999" indicating not tested.

A medically excused Standard Achieved code is not connected to attendance reporting. Districts determine reporting students as "absent" based on attendance reporting guidance and not 3-8 Standard Achieved codes.

Refusal (Standard Achieved code 96)

Refusal Code (Standard Achieved code/performance level of "96") should be used for students who refused one or more sessions of the test. Students who refused one or more sessions of the test and did not respond to any question on either session of the test 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.

CBT: The school selected the CBT Not Testing Reason "Refused session" for students who refused either or both session(s)

PBT: Student refused one or more sessions of the test.

Level 1 - Level 2:

Level 1: Assessment Fact record with a scale score of “999” and a Standard Achieved code of “96” and may have response records.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of “96.” If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Scoring students identified as Refused for a session:

If the Refused Session circle is darkened-in for any session for a PBT student or “Refused session” is chosen for any session for a CBT student, the student will receive a scale score of “999” and Standard Achieved code/performance level of “96” unless the student answered at least one question on the test. If response records are present, a valid score will be calculated based on responses present and the valid score will override the “96” for refused. If no responses present, the vendor will return the student with a Standard Achieved code of “96” and scale score of “999” indicating not tested. Students identified as Refused will appear as not tested in the L2RPT verification reports.

Administrative Error (Standard Achieved code 97)

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.” For additional guidance on administrative errors, see the School Administrator’s Manual.

CBT: The school should select the CBT Not Testing Reason “Administrative error, no score” for a student impacted by an administrative error.

PBT: These students must be reported with a scale score of “999” and a Standard Achieved code/performance level of “97,” indicating administrative error.

Level 1 - Level 2:

Level 1: The Assessment Fact with a score of “999” and a Standard Achieved code of “97” may have response records.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of “97.” If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Scoring students identified as Administrative Error, no score:

If the Administrative error circle is darkened-in for any session for a PBT student or “Administrative error” is chosen for any session for a CBT student, the student will receive a scale score of “999” and Standard Achieved code/performance level of “97” regardless of whether or not the student answered any questions on the test. The “97” overrides any partial score that could be calculated by the questions answered. The vendor will return the student with a Standard Achieved code of “97” and scale score of “999” indicating not tested. Students identified as administrative error will appear as not tested in the L2RPT verification reports.

Absent (Standard Achieved code 99)

Students who are marked absent for Session 1 and/or Session 2 will receive 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.

CBT: The school should select the CBT Not Testing Reason “Absent for session”

PBT: Absent Session 1 and/or Absent Session 2 circle(s) are darkened-in on the answer sheet.

Level 1 - Level 2:

Level 1: Assessment Fact record with a scale score of “999” and a Standard Achieved code of “99” and there may be response records.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of “99.” If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Scoring students identified as Absent for session:

If the absent circle is darkened-in for any session for a PBT student or “Absent for session” is chosen for any session for a CBT student, the student will receive a scale score of “999” and Standard Achieved code/performance level of “99” regardless of whether or not the student answered any questions on the test. The “99” for absence overrides any partial score that could be calculated by the questions answered. The vendor will return the student record with a Standard Achieved code of “99” and scale score of “999” indicating not tested. Students identified as absent will appear as not tested in the L2RPT verification reports and count as not tested.

Absence Due to Executive Order

Students impacted by an executive order, a state, or county governmental executive directive made by an elected official and identified as such by the New York State Education Department when the administration of testing in some or all of the State occurs as scheduled.

CBT: The school should select the CBT Not Testing Reason “Medically excused” for the assessment they would have taken during the time they were not allowed to attend school; these students should NOT be reported as absent. In addition, schools must work with their L1 to report these students in SIRS with a Program Service code of 8265 (Absence Due to Executive Order).

PBT: These students must be reported with a Program Service Code of 8265 (Absence Due to Executive Order). In addition, when an executive order is declared during a 3-8 administration period, an Assessment Standard Achieved code of “93” (Medically Excused) must be indicated for the assessment they would have taken during the time they were not allowed to attend school; these students should NOT be reported as absent.

Scoring students Absent Due to Executive Order:

If a student is marked as Absence Due to Executive Order for PBT or “Medically excused” (due to Executive Order) for CBT, the student will receive a scale score of “999” and Standard Achieved code/performance level of “93” regardless of whether or not the student

answered any questions on the test. The “93” overrides any partial score that could be calculated by the questions answered. Students identified as Medically Excused will be counted as not tested in verification reports.

Missing Responses

PBT Only:

<u>Level 1 - Level 2:</u>

Level 1:

- Any missing multiple-choice (MC) responses are filled with a dash “-“.
- Any missing CR responses are blank.

Level 2:

- Any missing MC responses are filled with a dash “-”. L2 will change “-“ to blanks prior to going to contractor for MC items.
- Any missing CR responses are blank.

Not Tested Reason Codes collected at Level 1 only

These PBT Not Tested codes are collected and stored at Level 1 only and students identified with these codes are NOT submitted to Level 2 or to the Vendor. These codes may be found on the ELA and/or math answer sheets. Any students coded with these codes do not have Assessment Fact nor Assessment Response records sent to L2. These students are not coded with a Standard Achieved code of “99.” These students will appear on the L2RPT Tested/Not Tested Confirmation Report under the “No Assessment” column.

50 Taking NYSAA
51 First-Year ELL
52 Took Science 8 in 7th grade
53 Taking Regents Math (Grade 6, 7 & 8 only)
54 Possibly related to old Social Studies test
58 Took CBT
91 NYSAA – took another assessment /Took another test
94 NYSESLAT – no valid score
95 Not Enrolled at Time of Test

New York State Testing Program (NYSTP) Assessment in Grade 8 Science

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 the Written and/or Performance 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 the Written and/or Performance test session; 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.

Medically Excused (Standard Achieved code 93)

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."

Level 1 - Level 2:

Level 1: Assessment Fact record with a score of "999" and a Standard Achieved code of "93" and may have response records.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of "93." If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Scoring students identified as Medically Excused:

If a student is marked as medically excused for either the Written or Performance Session the student will receive a Standard Achieved code of "93" indicating "Medically excused" regardless of whether or not the student answered any questions on the test. The "93" overrides any partial score that could be calculated by the questions answered. Students identified as medically excused will appear as not tested in the L2RPT verification reports.

Refusal (Standard Achieved code 96)

Refusal Code (Standard Achieved code/performance level of "96") should be used if a student refused the Written Test and/or Performance Test session and did not respond to any question 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.

Level 1 - Level 2:

Student refused the Written and Performance session of the test:

Level 1: Assessment Fact record with a scale score of "999" and a Standard Achieved code of "96" and may have response records.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of "96." If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Scoring students identified as Refused for a session:

If a student is marked as Refused for both the Written and Performance test session the student will receive a scale score of "999" and Standard Achieved code/performance level of "96" unless the student answered at least one question on the test. If response records are present, a valid score will be calculated based on responses present and the valid score will override the "96" for refused. Students identified as Refused will appear as not tested in the L2RPT verification reports.

Administrative Error (Standard Achieved code 97)

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

Level 1 - Level 2:

Level 1: No record at all or the Assessment Fact with a score of "999" and a Standard Achieved code of "97" and may have response records.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of "97." If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Scoring students identified as Administrative Error

If a student is marked as administrative error the student will receive a scale score of "999" and Standard Achieved code/performance level of "97" regardless of whether or not the student answered any questions on the test. The "97" overrides any partial score that could be calculated by the questions answered. Students identified as administrative error will appear as not tested in the L2RPT verification reports.

Absent (Standard Achieved code 99)

Students who are absent for or either the Written or Performance Session, or absent for the entire test, or do not answer at least 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. These students will be counted as not tested in verification reports.

Level 1 - Level 2:

Level 1: Assessment Fact record with a scale score of "999" and a Standard Achieved code of "99" and may have response records.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of "99." If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Scoring Students Identified as Absent:

If a student is marked as absent for or either the Written or Performance Session, or absent for the entire test, the student will receive a scale score of "999" and the performance level/Standard Achieved code of "99" regardless of whether or not the student answered any questions on the test. The "99" overrides any partial score that could be calculated by the questions answered.

New York State English as a Second Language Achievement Test (NYSESLAT)

Districts/schools are responsible for submitting item response data to their Level 1 scanning centers. Level 1s must submit five Assessment Fact records (L, S, R, W, and Total) and four assessment response records (L, S, R, and W) for all students, tested and not tested to Level 2. Item Response data, using Item R Tables, must be submitted the same time the data are submitted for scanning the K-12 NYSESLAT assessments.

Grade level is required. If enrollment record is missing, the student will not have a grade level. These records will not be scored. The grade listed on the Total Record must correspond to the Grade Band level. If the grade on the Total record does not match any of the grade(s) in the grade band (K, 1-2, 3-4, 5-6, 7-8. 9-12), all 5 records will be rejected and L1 scanning center will receive a load error for these records and none of the student's record will flow to Level 2 due to the error.

Modality vs Session

Grade K is divided by the four Modalities:

- **Listening**
- **Speaking**
- **Reading**
- **Writing**

The term "Session" is not used for Grade K.

Grades 1-12 are divided into four Sessions:

- **Session 1:** Listening Multiple Choice (MC) questions, Reading MC questions, and Writing Constructed Response (CR) question
- **Session 2:** Listening MC questions, Reading MC questions, and Writing CR question
- **Session 3:** Listening MC questions, Reading MC questions, and Writing CR question
- **Session 4:** Speaking CR questions. Speaking is considered one "Session."

Valid responses

<u>Level 1 - Level 2</u>:

Level 1:

MC Responses:

- Grade K: 1, 2, 3, 4, Blank, *, U, Z, -
- Grades 1-12: 1, 2, 3, 4, Blank, *, Z, -

CR responses:

- Grades K-12: 0, 1, 2, 3, 4, A, S, Z, Blank

Clarification on submitting a blank:

- Blank MC and blank CR items must be replaced with a "Z" for each Modality/Session marked absent.
- Grade K Listening and Reading ONLY: Blank MC items should be replaced with "U" for each Modality marked "Unable to respond".
- CR Questions
  - Tested students must have a valid numeric score, or an "A" or "S" indicating that a student that was tested but did not respond. Blanks may not be submitted for tested students CR items.
  - Not tested students (i.e., proficiency levels 93, 96, 97, 99) can have a blank for CR items.
  - L1s cannot auto populate an "A", "S", or "0" for missing/blank CR responses.

Level 2:

Grade K: MC responses must be 1, 2, 3, *, U, Z, Blank

Grades 1-12: MC responses must be 1, 2, 3, 4, Z, *, Blank

Grades K-12: CR responses for Writing items must be A, Z, *, numeric 0, 1, 2, 3, 4, or Blank (blank for not tested students only)

Grades K-12: CR responses for Speaking items must be A, S, Z, *, numeric 0, 1, 2, or Blank (blank for not tested students only)

No Response

Scoring Rule for a Multiple-Choice code of "U" indicating "Unable to Respond" for Listening and Reading (Grade K Only)

When scoring Grade K Listening and Reading multiple-choice items, the teacher darkens the circle "U" to indicate that the student was administered the test but was unable to respond to any of the multiple-choice questions in the session(s).

When the vendor is scoring, the vendor will treat the "U" as a score of zero.

Scoring Rule for Constructed Response code of "A" indicating "No Response" (Grades K-12)

When scoring Writing items (Grades K-12), the rater darkens the circle "A" to indicate that the student provided no response.

When the vendor is scoring, the vendor will treat the "A" as a score of zero.

Skipping Rule

For Speaking Only:

The Skipping Rule applies to questions 3, 4, 7, 8, 11, and 12 for all grades (K-12).

Skipped questions will have an "S" darkened-in.
When the vendor is scoring, the vendor will treat the "S" as a zero when calculating a Speaking Modality score.

Missing Responses

Multiple Choice

Level 1 – Level 2:

Level 1:

- Any missing MC responses are filled with a dash "-" in the alpha field except in the following situations:
  - A student was marked absent for the Modality/Session in which case the missing MC responses are filled with a "Z".

Level 2**:**

- Any missing MC responses filled with a dash "-" are changed to blanks prior to going to vendor.

Constructed Response

Only not tested students (proficiency levels 93, 96, 97, 99) may have blanks for CR items.

Level 1 – Level 2:

Level 1:

- For students marked absent for a Session/Modality, blank CR items must be replaced with a "Z" for each Modality/Session marked absent.
- L1s cannot auto populate an "A", "S", or "0" for missing/blank CR responses.

Level 2:

- Blank only allowed for not tested proficiency levels (i.e., 93, 96, 97, 99).

Determining Valid Modality Scale Scores and Overall Scale Score for Students in Kindergarten

Students who are in attendance at their school of enrollment and present for all Modalities (Grade K) 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, or earlier that day.

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 Proficiency Level provided that the student received a score for at least one question in each of the four Modalities.

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.

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 Proficiency Level. Instead, student shall receive an Overall Scale Score of "999" and Proficiency Level of "99" indicating No Valid Score.

If a student is marked absent for any of the four Modalities, *but not all*, any Modality NOT marked as absent is scored provided that the student received a valid score for at least one question in the Modality.

Modality Raw Score: score based on questions answered
Modality Scale Score: score based on questions answered
Overall Scale Score: 999
Proficiency Level: 99

Determining a Valid Overall Scale Score for Students in Grades 1-12

Students who are in attendance at their school of enrollment and present for all four 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 or earlier that day.

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

If a student does not respond to at least one question in each Session, 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 Sessions 1-3 (which include Listening, Reading, and Writing modalities), 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.)

Listening Raw Score: score based on questions answered
Listening Scale Score: score based on questions answered

Reading Raw Score: score based on questions answered
Reading Scale Score: score based on questions answered

Writing Raw Score: score based on questions answered
Writing Scale Score: score based on questions answered

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.)

Speaking Raw Score: score based on questions answered

Speaking Scale Score: score based on questions answered

If a student is marked absent for any of the four Sessions, but not all Sessions, the following scoring rules apply:

If a student is marked absent ("Z") for one or more of Sessions 1-3 (which include Listening, Reading, and Writing modalities), 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

Reading Raw Score: black
Reading Scale Score: 99

Writing Raw Score: blank
Writing Scale Score: 99

Overall Scale Score: 999
Proficiency Level: 99

If a student is marked absent ("Z") for the Session 4 (Speaking Session), the student will not receive a valid Raw Score or Scale Score for the Speaking Modality.

Speaking Raw Score: blank
Speaking Scale Score: 99

Overall Scale Score: 999
Proficiency Level: 99

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

Listening Raw Score: blank
Listening Scale Score: 99

Reading Raw Score: black
Reading Scale Score: 99

Writing Raw Score: blank
Writing Scale Score: 99

Speaking Raw Score: blank
Speaking Scale Score: 99

Overall Scale Score: 999
Proficiency Level: 99

Medically Excused (Standard Achieved code 93)

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 a Proficiency Level of “93,” indicating No Valid Score due to a medical excuse.

Level 1 - Level 2:

Level 1: Assessment Fact record with an Overall Scale Score of “999” and Proficiency Level (Standard Achieved code) of “93” and response records may be present.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of “93.” If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Scoring students identified as Medically Excused:

If a student is marked as “Medically excused” the student will receive a scale score of “999” and Standard Achieved code/performance level of “93” regardless of whether or not the student answered any questions on the test. The “93” overrides any partial score that could be calculated by the questions answered. The vendor will return the student with a Standard Achieved code of “93” and scale score of “999” indicating not tested. The vendor will return the student with a Standard Achieved code of “93” and scale score of “999” indicating not tested. Students identified as medically excused will appear as not tested in the L2RPT verification reports.

Refused Entire Test (Standard Achieved code 96)

Refusal Code (Standard Achieved code/performance level of “96”) should be used for students who were marked as “Refused to take entire test.” Students 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.

Level 1 - Level 2:

Level 1: Assessment Fact record with an Overall Scale Score of “999” and Proficiency Level (Standard Achieved code) of “96” and response records may be present.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of “96.” If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Scoring students identified as Refused Entire Test:

If the “Refused to take entire test” circle is darkened-in, the student will receive a scale score of “999” and the Standard Achieved code/performance level of “96” regardless of whether or not the student answered any questions on the test. The “96” for refused overrides any partial score that could be calculated by the questions answered. The vendor will return the student with a Standard Achieved code of “96” and scale score of “999” indicating not tested. Students identified as Refused will appear as not tested in the L2RPT verification reports.

Administrative Error (Standard Achieved code 97)

Students for whom errors were made in the administration of the test are considered to have “no valid score.” These students must be reported with an Overall Scale Score of “999” and a Proficiency Level of “97,” indicating No Valid Score due to an administrative error. 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” chart found in the NYSESLAT School Administrator’s Manual. An administrative error has occurred if the test level given (grade-band of the assessment K, 1-2, 3-4, 5-6, 7-8. 9-12) does not match the grade level of the student (K-12 or age range of UGE, UGS). The student must then be marked as administrative error.

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.
The grade listed on the Total Record must correspond to the Grade Band level. If the grade on the Total record does not match any of the grade(s) in the grade band (K, 1-2, 3-4, 5-6, 7-8. 9-12), all 5 records will be rejected and L1 scanning center will receive a load error for these records and none of the student’s record will flow to Level 2 due to the error.

Level 1 - Level 2:

Level 1: Assessment Fact record with an Overall Scale Score of “999” and Proficiency Level (Standard Achieved code) of “97” and response records may be present.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of “97.” If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Schools cannot correct the enrollment record as that data collection process is closed. However, school can correct grade-band level (score data) via the Department’s assessment clean-up process.

Scoring students identified as Administrative Error, no score:

If a student is marked as “Administrative error” the student will receive a scale score of “999” and Standard Achieved code/performance level of “97” regardless of whether or not the student answered any questions on the test. The “97” overrides any partial score that could be calculated by the questions answered. The vendor will return the student with a Standard Achieved code of “97” and scale score of “999” indicating not tested. Students identified as administrative error and will appear as not tested in the L2RPT verification reports.

Absent (Standard Achieved code 99)

Students who are marked absent for any session, or for the entire test, will receive 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.

Grade K: If a Grade K student is absent for one or more Modalities, the student must receive:

Overall Scale Score: “999”
Proficiency Level: “99”

Grades 1-12: If a student is absent for one or more of the four Sessions, the student must receive:

Overall Scale Score: “999”
Proficiency Level: “99”

Level 1 - Level 2

Student was marked absent for ALL four Modalities (Grade K) or all four Sessions (Grades 1-12):

Level 1: Assessment Fact record with an Overall Scale Score of “999” and Proficiency Level (Standard Achieved code) of “99” and response records may or may not be present.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of “99.” If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Student was marked absent for one or more (but not all) Modalities (Grade K) or one or more (but not all) Sessions (Grades 1-12):

Level 1: Assessment Fact record with an Overall Scale Score of “999” and Proficiency Level (Standard Achieved Code) of “99” and response records will be present.

Level 2: Load plan to the L1C will extract the Assessment Fact because of the Standard Achieved code of “99.” If there are Assessment Response records, those data will also flow to Level 2/SIRS.

Scoring students identified as Absent for session/entire test:

If the absent circle is darkened-in for any session/entire test, the student will receive a scale score of “999” and Standard Achieved code/performance level of “99” regardless of whether or not the student answered any questions on the test. The “99” for absence overrides any partial score that could be calculated by the questions answered. The vendor will return the student record with a Standard Achieved code of “99” and scale score of “999” indicating not tested. Students identified as absent will appear as not tested in the L2RPT verification reports and count as 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. Reason for Beginning Enrollment Code 5555 may not be used for students taking grades 3–8 NYSTP assessments.

Parentally-placed students enrolled in a religious or independent (nonpublic) school are the instructional responsibility of that religious or independent (nonpublic) school. If a religious or independent (nonpublic) school chooses not to administer the State assessments (and therefore does not contract with a RIC), the religious or independent (nonpublic) school cannot send their students to another school (public, charter, religious or independent) 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 religious or independent (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). 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. For staff that are out for the entire school year, a record is not required.

LEAs must submit race and 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, DECLINE, was implemented in 2018-19, for both the

code and the description. 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. Refer to the Staff Snapshot template for edits on the vendor support web page.

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.

Who Should Be Reported?

"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 (e.g. short-term substitutes), teachers working exclusively with non-public school students, teacher aides or assistants, or ROTC teachers. Only teachers should be reported with TEACHER in the job description field. Administrators not providing direct instruction to students should not be reported as teachers.

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., Course Instructor Assignment, Staff Evaluation) must be included in Staff Snapshot. Interim building principals subject to evaluation 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. Attention should be given to the reporting of school counselors, nurses, and social workers. Some of this information will be reported publicly on data.nysed.gov. These staff assigned specifically to a building should be reported using the building location code. Staff reported with the district code as the location will only be displayed on the public site at the district level.

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.

Scenario	What to Report	Annual Salary (field 52)	Employment (FTE) (field 60)	Contract Work Days (field 53)	Annual Contract Months (field 110)
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. 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?	Report the annual contract salary amount for the staff person; do not reduce the amount based on actual expenditures because the person departed early.	$40,000	1.0	# of days stated in the staff member's contract.	# of months staff member is expected to work.
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.	For hourly employees, use the actual number of hours worked (expected to work) as the multiplier. Work Days ×	$19,500	1.0	200	10

nurses, substitutes).	Hours Per Day × Hourly Rate.				
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 and Student Class Entry 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	
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	
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	
District A or BOCES Employs Non-Teaching Staff (Professional Counselor, Social Worker…) Not working 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				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	

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, religious and independent (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. The experience in higher education should be relatable to that in public school district. Classroom teaching, or a non-teaching position that could be mapped to one of the Staff Assignment non-teaching codes, would be considered relevant. Long-term substitute experience should be reported, this has generally been considered at least three (3) months or more in a school year. Experience should not be based on how prior teaching experience was compensated (per diem or contract). 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.

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. This includes pupil personnel (e.g. counselors, social workers) and health services staff (nurses). 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.

Who Should Be Reported?

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 they supervise to generate growth scores and for state and federal reporting 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). These codes should be used to report charter school leaders as well.

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, nurses 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). If they have more than one appointment, the tenure area is determined by the appointment that constitutes more than 40% of their time. The reported area of tenure should be consistent with their primary appointment(s) and certification area.

Who Should Be Reported?

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.

LEAs should determine which tenure area the teacher was awarded or is pursuing. Prior year tenure records for existing staff are present in the reports as the collection is not strictly school-year based. For example, a staff person reported in 2018-19 with the Tenure Area Code of TCH and then reported in 2019-20 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, 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) For additional information, please refer to the sections pertaining to the specific templates.

Requirements for reporting online or virtual 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 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]

School districts and BOCES involved in the collaboration of virtual instruction should determine which entity will report the course data. The most common reporting methodology would be where receiving districts report the course data and report the outside teacher providing the instruction as an Itinerant teacher in Staff Snapshot.

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) 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.

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

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 replaced the PMF BEDS assignment collection in TAA (discontinued in 2019-20) as the official source of course data. Teachers must be reported in this template as assigned to at least one course to be included in the teacher counts on data.nysed.gov.

To avoid sending duplicative course/sections in Student Class Entry Exit with the same students (in particular, grades 3-8 ELA) due to co-teaching situations, report one section with both teachers reported on the section.

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

Who Should Be Reported?

A record for all classroom teachers (district, BOCES, and, charter school teachers) must be reported here. All staff members reported in Staff Snapshot identified as “TEACHER” must be reported in this template. Do not report administrators not providing direct instruction to students as teachers in Staff Snapshot.

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.

Incidental Teaching Assignment Indicator: Districts and BOCES can select six sections that each teacher can teach outside their certification area (Y). All courses must be identified with a Y or N. Incidental teaching assignments should not exceed 10 hours of instruction per week during the school year. Please note that teachers who do not hold special education certification cannot have incidental teaching assignments where special education certification is required. For additional information regarding certification requirements, refer to the regulations of the Commissioner of Education 80-5.3.

The Commissioner of Education has delegated the approval of incidental teaching to the Boards of Cooperative Education (BOCES). School Districts should contact their local BOCES for information on requesting approval and should not report a Y without such approval.

Reporting Primary, ENL and Special Education Instructors in Course Instructor Assignment

It is important for school districts, BOCES and charter schools to appropriately apply the special education and ENL indicators for staff serving in these roles. If special education or ENL certified teachers are not identified as such in Course Instructor Assignment by using the indicators, they will be matched for the reported course using the general education content area certification requirements and may be flagged as out of certification.

Districts have the option of scheduling the Special Education and ENL teachers (push-ins) into the content area course using the Course Instructor Assignment indicators. In instances where an ENL teacher is pulling students from classes for ENL services and such services are rostered, districts should report the Course Instructor Assignment record using one of the ENL codes (01008 or 51008).

In cases where a student is receiving special education services outside of his or her regularly scheduled courses and such help is not regularly scheduled, course code 99008, Special Education Teacher – Unassigned should be reported. A Student Class Entry Exit record 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. Local courses should be mapped to the State-approved SIRS courses after consulting the course descriptions in the SCED course code catalog on the NYSED web site and the Course to Certification Crosswalk posted to districts, charter schools, and BOCES on the NYSED IRS Portal.

How are librarians reported?

New York State has created a course code specific to librarians. Use code:
99000- Library (Library Media Specialist).
Librarians should be reported in Course Instructor Assignment. NYSED would not expect a Student Class Entry Exit record for that course and section.
An elementary school library manager without library or school media certification should be reported using course code 99899 – Library Manager Elementary. This assignment identifies a staff person assigned to a prior to secondary building where no certified school media specialist exists. This staff person would be a person with another type of certification. Support staff are not required to be reported in SIRS.

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. Special education speech teachers should be reported in Course Instructor Assignment.

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 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. NYSED receives new AP and IB courses each fall from the SCED workgroup and will add them to the dimension tables made available to the school districts through their RICs. The assessment results would be reported in Assessment Fact. AP and IB course participation and assessment data reported to SIRS is made available on data.nysed.gov.

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. Code 99007 does not differentiate grade levels.

Districts may report self-contained and other specific 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
99007-Special Class (Self-Contained) All Alternate Assessments
99009 - Special Class (SelfContained) - PreK
99010 – Bilingual Special Education Elementary

99011 – Bilingual Special Education Secondary
99012 – Blind & Visually Impaired
99013 – Deaf & Hard of Hearing
99014 – Speech & Language Disabilities
99015 - Bilingual Speech & Language Disabilities

For special education teachers that are not rostered to a general education course or serving in a self-contained or resource room environment: Course code 99008 – Special Education Teacher – Unassigned can be used in situations where a special education teacher is providing instructional assistance to a student or students where such assistance is not scheduled in a resource room, self-contained setting, or scheduled to specific courses such as in a "push-in" situation.

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 a course code for a course?

If none of the listed course code titles correspond precisely with the title(s) of your assignment(s), 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. Consult the course to certification crosswalk posted to the NYSED IRSP for allowable course to certification combinations.

What course codes should districts use to report Academic Intervention Services (AIS) for Grades K-6?

Districts should use the following course code(s) based on the content area:

51996- Eng Lang & Lit- Supplemental
52996- Mathematics- Supplemental
53996- Life & Phys Sci- Supplemental
54996- Social Sci & Hist- Supplemental

Teacher certification for these courses is based on content area and grade level (Secondary or Prior-to-Secondary). If the student assistance aligns with the definition for Tutorial (course code 72005), districts may report that. Tutorial courses provide students with the assistance they need to successfully complete their coursework. Students may receive help in one or several subjects.

What course codes should districts use to report Academic Intervention Services (AIS) for Grades 7-12?
Districts should use the following course code(s) based on the content area:

01996- Eng Lang & Lit- Supplemental
02996- Mathematics- Supplemental
03996- Life & Phys Sci- Supplemental
04996- Social Sci & Hist- Supplemental

Teacher certification for these courses is based on content area and grade level (Secondary or Prior-to-Secondary). If the student assistance aligns with the definition for Tutorial (course code 22005), districts may report that. Tutorial courses provide students with the assistance they need to successfully complete their coursework. Students may receive help in one or several subjects.

How should Reading or Literacy certified teachers be reported?

They should be reported with one of the reading codes, strategic reading, corrective reading, assisted reading).

Do the Physical Education certifications differ for Primary and Secondary PE classes?
No, there are only two certifications in New York State:

Physical Education (Certification Code 6160)
Physical Education and Hygiene (Certification Code 6170)

What course codes do districts use for students taking the NYSAA?

Districts may use the Special Class (Self Contained) codes if that best represents the setting.

What certification is required for Braille- 24041?
This course is intended for students who are visually impaired. Teachers should hold a certificate in that related area (Blind, Blind and Partially Sighted, Partially Seeing Children or Youth Extension, Blind and Visually Impaired, Sight Saving Classes Physically Handicapped Child, Blind Children or Youth Extension, or Blind and Visually Handicapped).

What certification is required for Gifted and Talented- 99006?
This course must be taught by teachers holding a “Gifted Education Extension” certificate.

What is required to teach a Prior-to-Secondary Foreign Language?
In order to teach a foreign language at the prior-to secondary level, a teacher must hold one of the following:
K-6 certification in the foreign language; or
5-9/7-12 certification in the foreign language in addition to the Common Branch certification

How should two-year AP history courses be reported?
If students are enrolled in the course for two years, it should be reported as such.

What course code should be used for a Pre-K-8th grade foreign language?

- Please choose a Prior-to-Secondary foreign language code from one of the following listed below. Foreign languages should be taught by teachers certified in a foreign

language. Course code 56039, Foreign Lang (no grade diff) may be taught by any teacher with a foreign language certification or extension.

56100- Spanish
56120- French
56140- Italian
56160- Portuguese
56200- German
56280- Greek
56300- Latin
56400- Chinese
56420- Japanese
56440- Korean
56500- Vietnamese
56520- Filipino
56600- Russian
56700- Hebrew
56720- Arabic
56760- Swahili
56800- American Sign Language
56820- American Indian Language

What course code should be used if a course has a variety of foreign languages at the Prior-to-Secondary level?

- If there is a course that includes a variety of foreign languages at the Prior-to-Secondary level, please use:

  56999- Foreign Language and Literature- Other

Courses Reported in Course Instructor Assignment not Requiring a Corresponding Student Class Entry Exit Record			
Course Code	**Course Name**	**Subject Area**	**Course Level**
51066	Strategic Reading	ELA	PRIOR TO SECONDARY
51067	Assisted Reading	ELA	PRIOR TO SECONDARY
51068	Corrective Reading	ELA	PRIOR TO SECONDARY
51996	Eng Lang & Lit-Supplemental	ELA	PRIOR TO SECONDARY
52996	Mathematics-Supplemental	Mathematics	PRIOR TO SECONDARY
53996	Life & Phys Sci-Supplemental	Science	PRIOR TO SECONDARY
54996	Social Sci & Hist-Supplemental	Social Studies	PRIOR TO SECONDARY
01066	Strategic Reading	ELA	SECONDARY
01067	Assisted Reading	ELA	SECONDARY

Courses Reported in Course Instructor Assignment not Requiring a Corresponding Student Class Entry Exit Record			
01068	Corrective Reading	ELA	SECONDARY
01996	English Language and Literature - Supplemental	ELA	SECONDARY
02996	Mathematics - Supplemental	Mathematics	SECONDARY
03996	Life and Physical Sciences - Supplemental	Science	SECONDARY
04996	Social Sciences and History - Supplemental	Social Studies	SECONDARY
99899	Library Manager Elementary	Miscellaneous	PRIOR TO SECONDARY
99000	Library (Library Media Specialist)	Miscellaneous	ALL GRADES
99008	Special Education Teacher - Unassigned	Special Education	ALL GRADES
99012	Blind & Visually Impaired	Special Education	ALL GRADES
99013	Deaf & Hard of Hearing	Special Education	ALL GRADES
99014	Speech & Language Disabilities	Special Education	ALL GRADES
99015	Bilingual Speech & Language Disabilities	Special Education	ALL GRADES
The course codes above would not require a corresponding Student Class Entry Exit record when such service is provided in an ad hoc basis where scheduling of students is not practical. LEAs may create a course and schedule such students once for the entire year if that option is feasible.			

Course Instructor Assignment Data and the Annual Certification Match Process

Beginning in 2020-21, the NYSED annual teacher certification match process (previously done using data reported in the Teacher Access and Authorization application (TAA)), will be performed using data supplied in Course Instructor Assignment and data held in the NYSED teacher certification database. Districts, charter schools and BOCES should be diligent in flagging special education and ENL (ESL) certified teachers with the appropriate CIA indicators. Bilingual teachers should be reported using the Primary Instruction Language code other than English.

The certification match process will be run weekly in SIRS and the data can be reviewed using the SIRS 328 Cognos report until the final match is performed in the Spring. Updated and corrected data in CIA will be reflected in the 328. Teachers who do not have the appropriate certification for the reported course will be deemed to be teaching out of certification. As part of the match process, NYSED will perform a match on the latest primary

teacher assigned to the course/section. If multiple primary teachers are assigned to a section with the same start dates, match priority is given to a certified teacher over a non-certified teacher, excluding the latter from the SIRS report and subsequently, the out of certification reports. The same logic will be imposed for SWD and ENL teachers.

Teachers are required to have their certifications in place at the start of the school year. Due to a significant increase in certificate applications, including review of emergency certificates related to COVID-19, the department is not identifying teachers as out of certification for their courses if they have the appropriate certificate in place prior to the final certification match during the school year.

Districts should review the course to certification crosswalk (Crosswalk) mapping distributed via the NYSED IRSP. Certification data held by staff reported in Staff Snapshot can be reviewed using the SIRS 329 report. Teachers with expiring certifications during the school year, should ensure they make provisions several months in advance to provide the Office of Teaching Initiatives (OTI) with the necessary documentation needed to issue certifications.

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. Districts should report unique sections within buildings as this information is used to report average class sizes. Average class size is computed for the courses mapped to a State assessment. If districts are splitting grades K-2 into subject area courses, they should use the PRE-K-2 course codes (73029, 73030, 73031, 73032) and schedule a homeroom to allow for the calculation of an average class size at these grade levels. Courses should be reported using the location ID of the school. Districts should not report multiple sections of the same course with the same students. For grade 3-8 Math and ELA courses, if districts have been extracting both the Reading and Writing components of ELA with the same course code, they should suppress one or map the writing portion of the course to a Prior-to-Secondary writing course.

Who Should Be Reported?

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/Concurrent Credit Indicator: This code indicates that the student has completed a course that culminates in both postsecondary and high school credit, regardless of whether they actually obtain the postsecondary credit. Y=Yes, N=No. Dual/concurrent credit 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. The Dual/Concurrent Enrollment indicator should be set to “Y” for students who successfully complete all the academic requirements to be eligible to receive college credit. Report the course in the year that the credits are earned.

Note: If students receive college credit for the course, they should be reported as "yes." If they cannot receive college credit (because it requires payment or some other requirement that the student will not meet), yet they still completed all the academic requirements to be eligible to receive college credit, they should be reported as "yes."

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 credit 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 Evaluation Rating Template (SIRS 331)

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.

One set of scores and ratings should be submitted for each educator (see staff evaluation criteria codes). For evaluation plans approved prior to January 1, 2020, educators whose evaluations are based on grades 3-8 ELA/math state assessments or any state-provided growth scores reported data must include only transition scores and ratings (based on Alternate SLOs); those whose evaluations are not based on 3-8 ELA/math state assessments or state-provided growth scores reported data must include only original scores and ratings (based on Alternate SLOs). For evaluation plans approved after December 31, 2019, original scores and ratings based on the measures and assessments included in the approved evaluation plan/variance should be reported. Those entities submitting staff evaluation data must also submit staff tenure data.

For Staff Evaluation Data Template examples, please visit the Resources for Staff Evaluation Data Collection and Submission page.

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.

Student Class Grade Detail Template

Required fields for this template were streamlined in 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:

No grade or other outcome is awarded for the class;

No credit is earned for the class; and

The linkage is not reflected on the student's report card or transcript.

It is of particular importance to report data 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. In cases, where the BOCES reports the CTE SCGD records for dual credit courses, the CCCR credits will be attributed to the school district accountable for these students. 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 following table should be used as a guide for reporting grades and GPAs.

Grades and GPA Conversion Chart (Student Class Grade Detail and Student Credit GPA) For P-TECH, Smart Scholars ECHS, Smart Transfer

Letter Grade	Numeric Grade	GPA Scale
A+	97-100	4
A	93-96	4
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1
F	BELOW 65	0

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* 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 Credit GPA Student Daily Attendance Student Lite Student Digital Resources **Student Program Participation Data** Programs Fact Programs Partner Fact

*LEAs do not supply the Marking Period Code Template.

To report student data (School Entry Exit, Programs 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, and Staff Tenure 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.

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 Outcome Code (Program): Report the student’s program outcome code as of the end of the school year. For NYS P-TECH students. See Codes and Descriptions in Chapter 5: Codes and Descriptions. Programs Partner Fact, Field 14. (Note: NYSED will be calculating other outcomes for students related to graduation credentials and post-graduation plan data.) Partner Project Fact, Field 15).

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. Received Entirely Remote Instruction (Standard Achieved code “92”) indicates students who are unable to participate in the test due to receiving entirely remote instruction during the test administration and make-up periods during the pandemic. 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. 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. Administrative error (Standard Achieved code “97”) indicates an administrative error occurred that either invalidates the score achieved or prevents a score from being determined. For ELA/math and NYSESLAT the Standard Achieved code “99” indicates absent/no valid score. For science 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-IN, T-OUT codes indicate tardy, ISS indicates in-school suspension, and OSS indicates out-of-school suspension. PRSNT-IN, PRSNT-OUT codes indicate the student was present on that particular day. 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-IN, T-OUT, ISS, OSS, PRSNT-IN, PRSNT-OUT). 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 Instructional Modality: The code associated with the student's daily instructional modality IN (In-Person), R (Remote), B, (BOTH) Student Daily Attendance Template, Field 12.

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.

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.

Career Pathway Program Code: Code used to identify the major program of study for students enrolled in early college programs. Required for NYS P-TECH, Smart Transfer and Smart Scholars ECHS students. See Codes and Descriptions for additional information. Partner Project Fact, Field 25.

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. ***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.

Coordinated Early Intervening Services (CEIS) supported with IDEA funds: Indicates that the student is receiving Coordinated Early Intervening Services (CEIS) pursuant to Section 613(f) of the federal IDEA program and federal regulations in 34 CFR §300.226. See full description in Chapter 5, Program Service Codes and Descriptions.

Comprehensive Coordinated Early Intervening Services (CCEIS) supported with IDEA funds: Indicates that the student is receiving Comprehensive Coordinated Early Intervening Services (CCEIS) pursuant to Section 613(f) of the federal IDEA program and federal regulations in 34 CFR §300.646. See full description in Chapter 5, Program Service Codes and Descriptions.

County of Residence: Indicates the county where the student resides. See codes in Chapter 5: Codes and descriptions. Required for NYS P-TECH students. Student Lite, Field 56**.**

Course Code: Local course code that uniquely identifies the course. The local course code must be mapped to a State course code. Consult the course code document on the IRS web site a complete listing of SCED codes. For science courses that culminate in a Regents examination and where the lab is scheduled separately from the course or the teachers for the course and the lab are different, use both the science course codes and lab course codes. See State Codes and Descriptions in the New York State Comprehensive Course Catalog. Student Class Entry Exit, Field 3; Course Instructor Assignment, Field 4.

Course District Code: See Staff District Code. Course Instructor Assignment Template, Field 1.

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. 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 Curriculum and Instruction 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.

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

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

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

Crisis (Disaster) Code: This code is used for students presented at the school for registration who may or may not have documentation due to a disaster or crisis. Disasters may include but are not limited to natural, civil, or health crisis, conflict, or a disaster-induced event. This should include students who may have appropriate documentation but are still displaced due to a natural or civil disaster. Student Lite Template, Field 58.

Crisis Name (Disaster Name): Report the name of the crisis or disaster that led to the student being displaced. If unknown, leave blank. Student Lite Template, Field 59.

CTE Program Intensity: Program intensity is a measure of the student's progression through his or her CTE program. Programs Fact Template, Field 9.

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

Cumulative Credits Attempted: Total graduation credits attempted by the student to date. Report cumulative credits attempted for any student who has attempted to earn graduation credit. Required for NYS P-TECH, Smart Transfer and Smart Scholars ECHS students. Student Credit GPA Template, Field 19.

Cumulative Credits Earned: Total graduation credits earned by the student to date. Report cumulative credits earned for any student who has earned graduation credit. Required for NYS

P-TECH, Smart Transfer and Smart Scholars ECHS students. Student Credit GPA Template, Field 9.

Cumulative GPA: Total cumulative grade point average (GPA) earned by the student to date. Report cumulative GPA only on records with a Credit GPA Code of "TOTAL." Report cumulative GPA for any student who has earned graduation credit. Required for NYS P-TECH, Smart Transfer and Smart Scholars ECHS students. Student Credit GPA Template, Field 10.

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

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.

District of Responsibility Code: Eight-digit code used to identify a public school district, charter school, or religious and independent (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, religious and independent (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, Student Credit GPA Template, Field 1.

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/Concurrent Credit Indicator: This code indicates that the student has completed a course that culminates in both postsecondary and high school credit, regardless of whether

they obtain the postsecondary credit. Y=Yes, N=No. Dual/concurrent credit 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. The Dual/Concurrent Enrollment indicator should be set to "Y" for students who successfully complete all the academic requirements to be eligible to receive college credit. Report the course in the year that the credits are earned.
Note: If students receive college credit for the course, they should be reported as "yes." If they cannot receive college credit (because it requires payment or some other requirement that the student will not meet), yet they still completed all the academic requirements to be eligible to receive college credit, they should be reported as "yes."

Education Level of Parent: Report the highest education level of one parent or guardian. Required for NYS P-TECH (4026) and Smart Scholars (4037) and Smart Transfer (4047) students. See Codes and Descriptions in Chapter 5: Codes and Descriptions. Student Lite, Field 57.

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 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.

ELL Services Duration: ELL Services Duration will be calculated by NYSED beginning with the 2019-20 school year. In prior years this data element was provided by LEAs on the Student_Lite template as LEP Duration. This data element indicates the number of cumulative days and corresponding years that a student identified as ELL Eligible (Program Service Code 0231) has received ELL services in New York State public schools, as evidenced by having been reported with Program Service codes 5709 (English as a New Language), 5676 (Transitional Bilingual Education Program) or 5687 (One Way or Two Way Dual Language Program). The time in which a student is reported with Program Service Code 8239 (ELL Eligible but not in an ELL Program) are not counted. This data element will only be calculated for ELL eligible students.

Email Address (All reported staff): Include only valid work email addresses. 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.

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 must be a whole number. Required and optional teacher observation/principal school visit scores 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, 2023, since the status of students is to be reported as of August 31, 2023. 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:
Referral from Early Intervention (EI) to CPSE; receipt of parent consent to evaluate student; CPSE meeting to determine eligibility; and full implementation of IEP.
Referral of preschool student to CPSE; receipt of parent consent to evaluate; and CPSE meeting to discuss evaluation results.
Referral of school-age student to the CSE; receipt of parent consent to evaluate; and CSE meeting to discuss evaluation results.
Referral to CSE of school-age student parentally placed in an elementary or secondary religious or independent (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.

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. 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. This date should not be changed unless the student is an ELL with low literacy level (see Secondary-Level students in Chapter 2). 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.

Gender Code: Gender code (M = Male; F = Female; X = Nonbinary) 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 Valid codes are (M = Male; F = Female; X = Nonbinary). 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 Level 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 "GD." No other students should be reported with a grade level of "GD."

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. The home language reported to SIRS should be based on the administration of the Home Language Questionnaire (HLQ). The HLQ indicates a student's home or primary language. See Language Codes and Descriptions in Chapter 5: Codes and Descriptions. Student Lite Template, Field 13.
Homeless: 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)

Incidental Teaching Assignment Indicator: Districts and BOCES can select six sections that each teacher can teach outside their certification area (Y). Approval of incidental teaching from BOCES district superintendent is required. The Big Five school districts should have their own processes. All courses must be identified with a Y or N.

Industry Partner Name (1-4): Name of the industry partner the student works with during the current school year. For NYS P-TECH students. Partner Project Fact, Fields 17, 19, 21, 23.

Industry Partner Type (Codes, 1-4): Identifies the type of partnership for the corresponding Industry Partner Name that the student is involved with during the current school year. For NYS P-TECH students. See Codes and Descriptions in Chapter 5: Codes and Descriptions. Partner Project Fact, Fields 18, 20, 22, 24.

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 determining compliance with federal timelines for the evaluation of eligibility for special education services:

- For completing the timely evaluation of preschool children for special education eligibility determination, the first event in this sequence is CPSE01 - Initial referral to CPSE. This code is not used for children transitioning from Early Intervention to preschool special education. This data is used to determine compliance with the federal State Performance Plan (SPP) Indicator 11 and is used in the PD System VR11 form.
- For completing the timely evaluation of school-age students for special education eligibility determination, the first event in this sequence is CSE01 - Initial referral to

CSE. This data is used to determine compliance with the federal State Performance Plan (SPP) Indicator 11 and is used in the PD System VR11 form.

- For implementing a child's IEP by their third birthday for preschool children transitioning from Early Intervention to preschool special education, the first event in this sequence is EI01 (Initial referral to CPSE). This data is used to determine compliance with the federal SPP Indicator 12 and is used in the PD System VR12 form.
- For completing the evaluation of parentally placed students in elementary, middle, or secondary religious or independent (nonpublic) schools and the provision of special education services to parentally placed students. The first event for this sequence is CSENP01 – Initial referral to CSE. This data is an annual federal reporting requirement for all school districts and is used in the PD System VR14 form.

Include the Initial Event Type Code on each record as the first event in the sequence of events. For more information, visit the SEDCAR web page. Special Ed Events Template, Field 31.

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.

Internet Access Barrier Code: An indication of the primary barrier to having internet access in the student's primary place of residence. Student Digital Resources, Field 12.

Internet Access in Residence Indicator: The student is able to access the internet in their primary place of residence to participate in school requirements. Student Digital Resources, Field 11.

Internet Access Type Code: The primary type of internet service used in the student's primary place of residence. Student Digital Resources, Field 13.

Internet Performance Code: Indicates whether the student can complete the full range of learning activities, including video streaming and assignment upload, without interruptions

caused by poor internet performance in their primary place of residence. Student Digital Resources, Field 14.

Internship or Apprenticeship Name: Report the name of the internship or apprenticeship the student is involved with during the current school year. For NYS P-TECH students. Programs Partner Fact, Field 27,

Internship or Apprenticeship Type: Report the type of internship or apprenticeship the student is involved with during the current school year. For NYS P-TECH students. See Partner Type and Internship Type Codes and Descriptions in Chapter 5: Codes and Descriptions. Programs Partner Fact, Field 26.

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, Staff ID, Birth Date, Staff First and Last Name, Snapshot Date, Position Title, email (fields 1, 2, 8, 14, 40, 41, 50, 56, 57, 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.

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 religious or independent (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 religious and independent (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; Student Credit GPA Template, Field 1. 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:
SPP 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."
SPP 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."
SPP 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, 2022, the Number of Days is the number of calendar days that August 31, 2022 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, 2022, the Number of Days is the number of calendar days that August 31, 2022 is past the child's third birthday. If the child's third birthday is ON August 31, 2022, 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, 2022; or
If the Event Outcome Code is "U" (eligibility decision is undetermined or meeting is not held by August 31, 2022).
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.

Paid Internship Indicator: Report Yes if the student was paid for an internship during the current school year. Otherwise leave blank. For NYS P-TECH students. Programs Partner Fact, Field 28.

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

Post Project (College) Employer Name: Report the name of the student's post-college employer if available. For NYS P-TECH students. Programs Partner Fact, Field 29.

Post Project (College) Job Title: Report the student's post-college job title if available. For NYS P-TECH students. Programs Partner Fact, Field 30.

Postgraduate Plan Description: Postgraduate activity planned by the student. See Postgraduate Plan Codes and Descriptions in Chapter 5: Codes and Descriptions. For NYS P-TECH, Smart Transfer and Smart Scholars ECHS students. Student Lite Template, Field 18.

Postsecondary Credit Units: Report the credits for each course awarded to the student during the school year by a higher education institution. The dual/concurrent 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.

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 Learning Device Access Code: The primary learning device is shared or not shared with another individual. Student Digital Resources, Field 9.

Primary Learning Device Provider Code: The provider of the primary learning device. Student Digital Resources, Field 8.

Primary Learning Device Sufficiency Indicator: The primary learning device is sufficient for the student to fully participate in learning activities away from school. Student Digital Resources, Field 10.

Primary Learning Device Type Code: The type of device the student uses most often to complete learning activities away from school. Student Digital Resources, Field 6.

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 5, 2022 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 5 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 1-8) 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, 6th, 7th or 8th year of high school. Partner Project Fact, Field 14.

Program Selection Criteria (Codes 1-5): Report at least one code that identifies a contributing factor concerning the student's enrollment in the program. For example, the program may be working to ensure student diversity and/or provide opportunities to disadvantaged students. This code would remain in place during the student's tenure in the program. For NYS P-TECH, Smart Transfer and Smart Scholars ECHS students. See Codes and Descriptions in Chapter 5: Codes and Descriptions. Partner Project Fact, Fields 9-13.

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. Partner Project Fact, Field 8.

Program Service Entry (Start) 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; Partner Project Fact, Field 5.

Program Service Exit (End) 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; Partner Project Fact, Field 8.

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.

Project ID or Number: The project number assigned to the lead grant agency by the NYSED program office. All P-TECH, Smart Transfer and Smart Scholars participating school districts should have the project number for students enrolled in the program. This number will be used to authorize the reporting of data in this template. Districts not identified as partners in a project by the NYSED program office, will not be able to report data in L0 or L2. Partnerships will be maintained by the Office of Postsecondary Access, Support, and Success (OPASS). Partner Project Fact, Field 4.

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.” For accountability purposes, the Asian and Native Hawaiian/Other Pacific Islander categories are combined. 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.

Reporting Date: In Student Class Grade Detail and Staff Evaluation Rating templates, June 30 of the reporting year (i.e., YYYY-06-30). Student Class Grade Detail Template, Field 9; 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; Student Daily Attendance Template, Field 3.

School Provided Device Indicator: Indication of whether the school or district issued the student a dedicated school- or district-owned device for the student’s use during the school year. Student Digital Resources, Field 7.

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., 2023-06-30 for academic school year 2022–23). 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; 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. 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 Level 1 and Level 2 DW.

Session Name: This field is used in the Assessment Session Fact Template, Field 7. Identification of the Session (Session 1 or Session 2) 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 is captured. This date is either October 1 of the reporting period (2022-10-01) or July 1 (End of Year) of the reporting year (2023-07-01). For Field 50 in Staff Snapshot Template, the last day of the school year for which the record is being reported (2023-06-30). 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 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; 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 present (PRSNT-IN, PRSNT-OUT), excused (E), unexcused (U), tardy (T-IN, T-OUT), 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 (present, 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 Credit GPA Comment: Information related to how the Grade Point Average (GPA) was calculated or what was included in the calculation. For NYS P-TECH, Smart Transfer and Smart Scholars ECHS students. Student Credit GPA Template, Field 15.
Student District Code: Student Class Entry Exit, Field 27. Also See Staff District Code.

Student GPA Range Maximum: Maximum possible Grade Point Average (GPA) value. For NYS P-TECH, Smart Transfer and Smart Scholars ECHS students. Student Credit GPA Template, Field 17.

Student GPA Range Minimum: Minimum possible Grade Point Average (GPA) value. For NYS P-TECH, Smart Transfer and Smart Scholars ECHS students. Student Credit GPA Template, Field 16.

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 residence should not be reported with a PO Box. Report "UNKNOWN" when address cannot be determined or cannot be released due to a confidentiality agreement. 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. If no guardian is applicable (e.g. student is independent), populate the field with the student's 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; Course Instructor Assignment, Field 5; Student Class Entry Exit, Field 5.

Survey Date: Report the actual date the survey information was collected. If portions of the survey were collected on different days, report the last day in which the survey was completed or current date. Date must fall within current school year. Student Digital Resources, Field 15.

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; 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 Years of Professional Educational Experience: Combination of all years of professional educational experience, including at other public school districts, religious and independent (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., 2022-06-30). Assessment Fact Template, Field 3; Assessment Response Template, Field 3.

Beginning Date of Latest Period of Continuous Enrollment in a United States School, K–12 (Including Puerto Rico)	Years of Enrollment
July 1, 2022 – June 30, 2023	1
July 1, 2021 – June 30, 2022	2
July 1, 2020 – June 30, 2021	3
July 1, 2019 – June 30, 2020	4
July 1, 2018 – June 30, 2019	5
July 1, 2017 – June 30, 2018	6
July 1, 2016 – June 30, 2017	7
July 1, 2015 – June 30, 2016	8
July 1, 2014 – June 30, 2015	9
July 1, 2013 – June 30, 2014	10
July 1, 2012 – June 30, 2013	11
July 1, 2011 – June 30, 2012	12
July 1, 2010 – June 30, 2011	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

2022-23 State Course Codes for Courses Ending in State Exams

Below are the course codes required for mapping courses ending with State exams for the **2022-23** 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
53238	Grade 8 Science
01003CC	English/Language Arts III
02052CC	Algebra I
02072CC	Geometry
02056CC	Algebra II
03001	Earth Science
03001L	Regents Earth Science Lab
03051	Biology/Living Environment
03051L	Regents Biology/Living Environment Lab
03101	Chemistry
03101L	Regents Chemistry Lab
03151	Physics
03151L	Regents Physics Lab
04101F	U.S. History and Government (Framework)
04052NF	World History and Geography

For the 2019-20 SY and beyond, all schools should provide grade 9 social studies course instruction that is aligned with the Social Studies Framework and report course code 04051 (World History-Overview).

For the 2021-22 SY and beyond, all schools providing course instruction aligned with U.S. History and Government (Framework) should report course code 04101F.

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.

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-checking device/software
11	Deletion of spelling
12	Next day completion testing

English Language Learner (ELL) Accommodation Codes and Descriptions

Code	Description
21	Time extension
22	Separate location
23	Third reading of listening selection
24	Bilingual dictionary/glossary
25	Translated edition
26	Oral translation
27	Responses written in native language (Leave blank for COSF)
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
BEN	Bengali
BUR	Burmese
CHI	Chinese (traditional)
ZHO	Chinese (simplified)
ENG	English
FAS	Farsi
FRE	French
GER	German
GRE	Greek
HAT	Haitian Creole
HEB	Hebrew

Code	Description
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

Paper-based tests – 8 alternate languages: CHI= Chinese (traditional), ZHO = Chinese (simplified), HAT = Haitian Creole, KOR = Korean, RUS = Russian, SPA = Spanish, ARA = Arabic, and BEN = Bengali

Computer-based tests – 5 alternate languages: CHI = Chinese (simplified), HAT = Haitian Creole, KOR = Korean, RUS = Russian, and SPA = Spanish

If a translation in a language other than these eight (PBT) or five (CBT) 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. 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 or re-entering a New York State school after having spent 3 or fewer semesters in a New York State high school 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 or twelfth grade or re-entering a New York State school after having spent three or fewer semesters in a New York State high school 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.

If a student took a Regents exam while enrolled in another district, charter or participating religious or independent (nonpublic) school and that LEA reported the exam in SIRS, the new (receiving) LEA does not need to re-report that exam to Level 2. Each assessment is linked to the student's NYSSIS ID for the entirety of their education in New York State.

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 the Interstate Compact web page.

Career and Technical Education (CTE): All career and technical education programs that have been approved under the 2001 Regents Policy on CTE 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 all parts of the three-part technical skill assessment of the program that obtained approval under the 2001 Regents approval process. These students must be reported with Assessment Measure Code 00199 for Approved CTE Program Technical Assessment.

For the CTE technical assessment, report "P" for passed and "F" for failed. A student must earn a passing grade on each of the three components of the technical skills assessment (i.e., written, student demonstration, and student project) to receive a “P” for the NYSED-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. Sampled school districts will report data for every preschool child who leaves preschool special education during the year and who received at least six months of services prior to leaving or exiting. Children leave preschool special education if they are declassified, withdrawn by their parents, or become eligible for school-age special education services. School districts must report on the COSF under each of the three early childhood outcome areas (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.

Data are reported only for preschool students with disabilities who received at least six months of services before leaving or exiting from preschool services. “COSF Entry” or “COSF Exit” scores must be reported separately; they are not dependent on each other. There may be circumstances when one score exists but the other does not. See Indicator 7 preschool outcomes for additional information on Indicator 7. For a description of all special education State Performance Indicators, see the Information on IDEA SPP/APR and Indicators.

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.

NYSED Approved Regents Examination Alternatives (approved 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 and can also be found in the SIRS-303 Annual Secondary Assessment 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. **Only report these codes when a student has passed the exam or met the requirements.**

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 LT000 – 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).

All LOTE Pathway exams fulfill the LOTE Checkpoint B requirement used to determine Advanced Designation; if the district reports that a student passed a LOTE Pathway exam there is no need to also report the LOTE Checkpoint B code. The LOTE Checkpoint B exam does not count as a LOTE Pathway exam.

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

Passing one of these assessments is not the only way for a student to meet the requirements for the CDOS Commencement Credential; a student may alternatively meet program-based requirements.

For all these pathway and sequence codes, report the Assessment Measure Code and either leave the assessment score field blank or record “P” (pass). 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.

Reporting August 2022 and January 2023 U.S. History & Government (Framework) Regents that was cancelled: for more information, see table below for guidance. For more information, see this May 2022 memo from Commissioner Rosa.

Reporting Canceled Regents Assessments (August 2022 and January 2023)

Test Group	Assessment (See SIRS Manual for list of Assessments by Test Group)	Template Assessment Fact (Field 9, Alpha Score)	Template Assessment Fact (Field 10, Numeric Score)	Template Assessment Fact (Field 17, Std Achieved Code)	Template Assessment Fact (Field 5, Test Date)	Notes
Regents	Regents US History&Gov't (Framework) – Aug	E	Leave Blank	86	2022-08-16	Report for students who qualified for an exemption
Regents	Regents US History&Gov't (Framework) – Jan	E	Leave Blank	86	2023-01-24	Report for students who qualified for an exemption

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
Test Group: "COSF" for Child Outcomes Summary Form for Preschool Students with Disabilities				
** 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.*				
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**

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
Test Group: "NYS" for Grade 3–8 Assessments				
**For these assessments, the scale will be computed from item data.*				
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 5 English Language Arts	Grade 5 ELA	ELA	00802	Numeric Scale *
Grade 5 Mathematics	Grade 5 Math	Math	00803	Numeric Scale *
Grade 6 English Language Arts	Grade 6 ELA	ELA	00804	Numeric Scale *
Grade 6 Mathematics	Grade 6 Math	Math	00805	Numeric Scale *
Grade 7 English Language Arts	Grade 7 ELA	ELA	00806	Numeric Scale *
Grade 7 Mathematics	Grade 7 Math	Math	00807	Numeric Scale *
Grade 8 English Language Arts	Grade 8 ELA	ELA	00009	Numeric Scale *
Grade 8 Mathematics	Grade 8 Math	Math	00010	Numeric Scale *
Grade 8 Science (Final Test Score)	Grade 8 Sci: Scale	Science	00034	Numeric Scale
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 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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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				
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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 Scale
Regents U.S. History & Government (Framework) - January	Regents US History&Gov't (Framework) - Jan	Social Studies	01072	**
Regents U.S. History & Government (Framework) - June	Regents US History&Gov't (Framework) - Jun	Social Studies	06072	Numeric Scale
Regents U.S. History & Government (Framework) - August	Regents US History&Gov't (Framework) - Aug	Social Studies	08072	**
New Framework Regents Examination in Global	Regents NF Global History – Jan	Global Studies	01208	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
History and Geography II – Grade 10				
New Framework Regents Examination in Global History and Geography II – Grade 10	Regents NF Global History – Jun	Global Studies	06208	Numeric Scale
New Framework Regents Examination in Global History and Geography II – Grade 10	Regents NF Global History – Aug	Global Studies	08208	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
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
Test Group: "CTE" for Career and Technical Education (see note above in Career and Technical Education section)				
Approved CTE Program Technical Assessment	Approved CTE Program Technical Assessment	Career and Technical Education	00199	Alpha
Test Group: “ALTREG” for NYSED Approved Regents Examination Alternatives				
** The College Board stopped offering the SAT Subject Tests in January 2021. These codes remain available for the 2022-23 SY for historical reporting only.*				
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
SAT Subject Test U.S. History**	SAT Subject Test US History	Social Studies	00134	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 Mathematics: Analysis and approaches - HL	IB Mathematics: Analysis and approaches - HL	Mathematics	0I290	Numeric Scale

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
IB Mathematics: Analysis and approaches – SL	IB Mathematics: Analysis and approaches – SL	Mathematics	0I291	Numeric Scale
IB Mathematics: Applications and interpretation – HL	IB Mathematics: Applications and interpretation – HL	Mathematics	0I292	Numeric Scale
IB Mathematics: Applications and interpretation – SL	IB Mathematics: Applications and interpretation – SL	Mathematics	0I293	Numeric Scale
IB Language A: Literature – English - HL	IB Language A: Literature – English - HL	ELA	0I225	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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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 Information Technology in a Global Society -HL	IB Information Technology in a Global Society -HL	Computer Sciences	00I18	Numeric Scale
IB Information Technology in a Global Society -SL	IB Information Technology in a Global Society - SL	Computer Sciences	00I19	Numeric Scale
IB 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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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 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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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 – Southeast Asian Language - SL	Second Languages	0I271	Numeric Scale
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

Assessment Name	Description (Subtest Identifier)	Subject Area	Code	Type
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
IB History HL: History of Africa and the Middle East	IB History HL: History of Africa and the Middle East	Social Studies	0I294	Numeric Scale
IB History HL: History of the Americas	IB History HL: History of the Americas	Social Studies	0I295	Numeric Scale
IB History HL: History of Asia and Oceania	IB History HL: History of Asia and Oceania	Social Studies	0I296	Numeric Scale
IB History HL: History of Europe	IB History HL: History of Europe	Social Studies	0I297	Numeric Scale

**The College Board stopped offering the SAT Subject Tests in January 2021. These codes remain available for the 2022-23 SY for historical reporting only.

Social Studies Course Code and Assessment Mapping

Course Code	Course	Action	Notes	Assessment	Assessment Code	Assessment Name
04051	World History—Overview	None	Districts will use this course for 9th grade Global courses.	None/Local	N/A	N/A
04052NF	World History and Geography (New Framework)	None	Districts will use this course for 10th grade Global courses.	New Framework Exam Global History and Geography II (Grade 10)	08208	Regents NF Global History – Aug
					01208	Regents NF Global History – Jan
					06208	Regents NF Global History – Jun
04101F	U.S. History and Government (Framework)	None	Districts will use this code for all students taking the exam.	Exam in United States History and Government (Framework)	08072	Regents US History&Gov't (Framework) – Aug
					01072	Regents US History&Gov't (Framework) - Jan
					06072	Regents US History&Gov't (Framework) – Jun

Staff 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
0719	DIRECTOR OF OPERATIONS
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
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
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)
1411	DATA COORDINATOR
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
1429	TEACHER ON SPECIAL ASSIGNMENT
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

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 Path Codes and Descriptions

Code	Description	**Definition:** Student passes one Regents exam (or an examination from the list of NYSED Approved Regents Examination Alternatives) in each of the following: English, math, science, and social studies *PLUS*:
ARTS	Arts	passes one NYSED-approved pathway assessment in the Arts
CIVIC	Civic Readiness	earns a New York State Seal of Civic Readiness.
CTE	Career and Technical Education	passes the technical pathway assessment approved with the program that received Department approval through the Regents CTE Program Policy *
HUM	Humanities	passes one additional Regents examination in social studies
HUMALT	Humanities Alternative	passes one additional examination from the list of NYSED-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 NYSED-approved alternative in Math
STEMSCIENCE	Science, Technology, and Engineering	passes one additional Regents exam or NYSED-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 NYSED Approved Regents Examination Alternatives.

For NYSED-approved pathway assessments, see Assessment Measure Standard Codes.

* Students may meet the fifth assessment required for graduation by passing the NYSED-approved program's assessment upon successful completion of a CTE program approved pursuant to §100.5(d)(6).

Career Pathways Program Codes - P-TECH, Smart Scholars, Smart Transfer

(Partner Project Fact, Field 25)

Career Pathway Program Code	Program Career Pathway Description
01	Accounting
02	Animal Science
03	Anthropology
04	Architecture
05	Astronomy
06	Biochemistry
07	Biological Sciences
08	Business
09	Chemistry
10	Cognitive Science
11	Computing
12	Criminal Justice
13	Economics
14	Engineering
15	Finance
16	Health Science
17	Law/Legal
18	Management Information Systems
19	Marketing
20	Mathematics
21	Nursing
22	Nutrition
23	Pharmacy
24	Physics
25	Physiology
26	Zoology
27	Other

Career and Technical Education Program Service Codes

Beginning with the 2020-21 school year, CTE Program Service Codes will be available on the vendor web page.

These codes are taken from the National Center for Educational Statistics Classification of Instructional Programs (CIP) manual. Starting with the 2019-20 school year, the subset of these CIP codes previously used for general CTE courses/sequences will no longer be used. Only NYSED-approved programs, which are given more content-specific CIP codes will be reported to the SIRS. Report NYSED-approved programs by using the CIP code assigned upon approval (found on program approval letter or CTE approved program webpage).

County of Residence Codes

Code	Description
01	ALBANY
02	ALLEGANY
32	BRONX
03	BROOME
04	CATTARAUGUS
05	CAYUGA
06	CHAUTAUQUA
07	CHEMUNG
08	CHENANGO
09	CLINTON
10	COLUMBIA
11	CORTLAND
12	DELAWARE
13	DUTCHESS
14	ERIE
15	ESSEX
16	FRANKLIN
17	FULTON
18	GENESEE
19	GREENE
20	HAMILTON
21	HERKIMER
22	JEFFERSON
33	KINGS
23	LEWIS
24	LIVINGSTON
25	MADISON
26	MONROE
27	MONTGOMERY
28	NASSAU
31	NEW YORK
40	NIAGARA
41	ONEIDA
42	ONONDAGA
43	ONTARIO
44	ORANGE
45	ORLEANS
46	OSWEGO
47	OTSEGO

48	PUTNAM
34	QUEENS
49	RENSSELAER
35	RICHMOND
50	ROCKLAND
52	SARATOGA
53	SCHENECTADY
54	SCHOHARIE
55	SCHUYLER
56	SENECA
51	ST. LAWRENCE
57	STEUBEN
58	SUFFOLK
59	SULLIVAN
60	TIOGA
61	TOMPKINS
62	ULSTER
63	WARREN
64	WASHINGTON
65	WAYNE
66	WESTCHESTER
67	WYOMING
68	YATES

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 through a Superintendent Determination	Local Diploma with Career Ed and Superintendent Determination	070	Yes: Local

Credential Type	Description	Code	Diploma
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 Adv Des & 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
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 Adv Des & Honors & Career Ed Math	357	Yes: Regents

Credential Type	Description	Code	Diploma
Regents Diploma with Advanced Designation with Honors with Career & Technical Education Endorsement with Science Endorsement	Regents Diploma with Adv Des & Honors & Career Ed 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 Adv Des & Honors & Career Ed 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.

Credit GPA Codes

(Student Credit GPA, Field 4)

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

*Language Other Than English

Crisis/Disaster Student Displacement Codes

(Student Lite, Field 58)

A youth of compulsory school age presented at the school for registration that may or may not have all required documentation due to a disaster must be reported with the appropriate crisis/disaster code (category) and when known, the name of the crisis or disaster that led to the student being displaced.

Code	Description	Definition
Natural	Natural disaster-induced	A natural disaster includes but is not limited to hurricanes, tropical storms, landslides, tornadoes, tsunamis, wildfire, sinkholes.
Civil	Civil conflict-induced	A civil disaster includes but is not limited to manmade intentional, accidental disasters such as war, fire accidents, and industrial accidents.
Health	Health crisis-induced	A health disaster includes but is not limited to pandemics and epidemics.
Other	Other crisis-induced	The crisis or disaster leading to the student being displaced is unclear.

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
	Pub health/inst	Public Health Event with continuity of learning provided	All students are expected to be engaged in the continuity of learning provided
Non-Instructional Day	Teacher only day	Teacher only day	
	Holiday	Holiday	
	Weather day	Weather day	
	Emergency day	Emergency day	
	Strike	Strike	
	Rgnts No Attendance	Regents-attendance not taken	Only students who are taking the exam

Day Type	Code	Level 2 Code Description	Notes
			are expected to be in attendance
	Super Conf Full Day	Superintendent Conference full-day	
	Other	Other	
	Pub health/no inst	Public Health Event with no continuity of learning provided	No instruction was provided

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. Half-days in which students receive instruction should be reported as late arrival/early dismissal. 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
Public health event with continuity of learning provided

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 day
Emergency
Strike
Regents-Only students who are taking the exam are expected to be in attendance
Superintendent Conference Full Day
Other
Public health event with no continuity of learning provided

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.

Public Health Event (PHE) Day Type Codes: Two Day Type codes (Pub health/inst and Pub health/no inst) were introduced in the 2019-20 reporting year to identify days when LEAs were closed due to local Department of Health directives or the Executive Order for school closure due to the Public Health Emergency resulting from the Coronavirus (COVID-19). In subsequent reporting years, Pub health/inst and Pub health/no inst are to be used only if there is a local Department of Health directive or Executive Order for school closure. For all other situations, use other existing Day Type codes.

For all public reporting purposes, Pub health/inst WILL be included in calculations (e.g., chronic absenteeism, suspensions, etc.) and negative attendance must be reported. Pub health/no inst will NOT be included in calculations and negative attendance should NOT be reported.

District of Residence Codes

(Student Class Grade Detail, Field 25)

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

Code	District of Residence Name
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
NY010201	Berne Knox
NY010306	Bethlehem
NY280521	Bethpage
NY030200	Binghamton
NY661905	Blind Brook-Rye
NY022902	Bolivar-Richburg
NY630101	Bolton
NY151801	Boquet Valley
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

Code	District of Residence Name
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
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

Code	District of Residence Name
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
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

Code	District of Residence Name
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	Fallsburg
NY280522	Farmingdale
NY421001	Fayettvlle-Manlius
NY022001	Fillmore
NY580514	Fire Island
NY581004	Fishers Island
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

Code	District of Residence Name
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
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

Code	District of Residence Name
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
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

Code	District of Residence Name
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
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	Manchester-Shortsville
NY280406	Manhasset
NY110901	Marathon
NY421101	Marcellus
NY121401	Margaretville
NY650701	Marion
NY621001	Marlboro
NY140702	Maryvale
NY280523	Massapequa
NY512001	Massena

Code	District of Residence Name
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
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

Code	District of Residence Name
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
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

Code	District of Residence Name
NY342800	NYC Geog Dist #28 - Queen
NY342900	NYC Geog Dist #29 - Queen
NY343000	NYC Geog Dist #30 - Queens
NY353100	NYC Geog Dist #31 - Si
NY333200	NYC Geog Dist #32 - Brooklyn
NY181101	Oakfield Alabama
NY280211	Oceanside
NY550101	Odessa Montour
NY512300	Ogdensburg
NY042400	Olean
NY251400	Oneida
NY471400	Oneonta
NY421201	Onondaga
NY621201	Onteora
NY271201	Oppenheim-Ephratah-St Johnsville
NY142301	Orchard Park
NY412901	Oriskany
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

Code	District of Residence Name
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
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

Code	District of Residence Name
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
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 River
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

Code	District of Residence Name
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
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

Code	District of Residence Name
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
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
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

Code	District of Residence Name
NY401501	Wilson
NY191401	Windham Ashland
NY031701	Windsor
NY472506	Worcester
NY580109	Wyandanch
NY490804	Wynantskill
NY671002	Wyoming
NY662300	Yonkers
NY241701	York
NY043501	Yorkshire-Pioneer
NY662402	Yorktown

Dual Credit Codes

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

Education Level of Parent - P-TECH, Smart Scholars, Smart Transfer

(Student Lite, Field 57)

Look_Up Name	Parent_Ed_Lvl_Code	Parent_Ed_Lvl_Desc
Parent Education Level	01	Less than high school
Parent Education Level	02	High school diploma or equivalent
Parent Education Level	03	Some college but no formal award
Parent Education Level	04	Certificate, less than Associate's degree
Parent Education Level	05	Associate's degree
Parent Education Level	06	Baccalaureate degree
Parent Education Level	07	Master's degree
Parent Education Level	08	Doctoral/Professional degree
Parent Education Level	09	Foreign higher education degree
Parent Education Level	10	Unknown

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 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

ELL Status Exit Program Service Codes

(in Programs Fact Template)

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 but tested out of ELL status using the NYSESLAT. These students will be considered ELL in the current school year, former ELL in the following four school years, and ever ELL in future years for reporting and research purposes.
Date: June 30 of the reporting year.

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 a NYSED Approved Regents Examination Alternative in English.

For more information, see Commissioner's Regulations Part 154-2.3(m)(1)(ii).
Purpose: Identifies students who were identified as ELL but tested out of ELL status using the NYSESLAT and NYSTP or a Regents or NYSED Approved Regents Examination Alternative. These students will be considered ELL in the current school year, former ELL in the following four school years, and ever ELL in future years for reporting and research purposes. Students taking the August Regents who scored expanding on the NYSESLAT in the spring of the prior school year must be exited from ELL status in the school year in which they took the ELA Regents and scored proficient. Students who are granted an Appeal to Graduate with a Lower Score in Regents ELA do not meet the proficiency requirement and therefore cannot be exited from ELL status by this method.
Date: Any time during the school year.

ELL Eligibility Exit based on review of identification determination — Code 3045
Description: Identifies a student whose ELL 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 and who were removed from ELL status based on re-evaluation of ELL appropriateness. These students will NOT be considered ELL in the current school year and will NOT be considered ever ELL or former ELL 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 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)* and 5709 – *English as a New Language*. (Program Service Code 5709 indicates an ELL student is in an ENL program. Non- ELLs 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*.

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 student must have at least one enrollment record.

Each Enrollment Entry Date must also have a Reason for Beginning Enrollment Code. 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. 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 religious and independent (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 may, but is not required to, report graduation, diploma, type of credential, and career pathway for these students; however, these data are only used to calculate accountability and total cohort outcomes for the LEA reporting the 0011 enrollment. The district that submits the 5905 Reason for Beginning Enrollment record should

not report any program service record other than the special education program service record.

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 1. 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 except students who transferred between schools under an ESEA Title I transfer option. Enrollment for home schooled students must be reported under certain scenarios; see Home Schooled Student section. Religious and independent (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.

Reason for Beginning Enrollment

Code	Reason
0011	Enrollment in building or grade
0021	Over 21 enrollment
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
8250	HSE outcome reporting only
8294	Census only
8300	Compulsory age student, not attending, no documentation

*See list of approved AHSEP programs.

Code 0011 — Enrollment in building or grade: This code is used by public schools, religious and independent (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 students enrolled by parental choice in a religious and independent (nonpublic) school that is participating in SIRS.

Code 0021 — Over 21 enrollment: This code should be used to report any student who turned 21 in the previous school year and who is returning to school for either compensatory or recovery educational services. This code can be reported by any LEA providing instruction to this population of students and should be the only entry enrollment used for these students.

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 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 into 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 schooling or parentally placed non-participating religious or independent (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 religious or independent (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 into 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 into 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 8250 – HSE Outcome Reporting Only: This code is used only for the purpose of recording students without a current active enrollment who exited school within the prior 24 months and subsequently earned a high school equivalency diploma. This enrollment code should only be reported by the high school the student last attended and will only be used for calculating the school's Career, College and Civic Readiness index. The enrollment and demographic records must be reported, the student may only be reported with a grade of "GD"

and can only be exited with an exit enrollment of *816 – Earned a High School Equivalency (HSE) Diploma*, a Credential Code of *738 – High School Equivalency (HSE) Diploma* and a Career Path Code of "None." The student must be included in a cohort that is active during the school year in which the enrollment is reported.

Code 8294 – Census only: This code is used locally to track students prior to compulsory age to assist districts with planning for incoming kindergarten class size. It may also be used to identify students who reside in the district and attend a religious or independent school.

Code 8300 — Compulsory age student, not attending, no documentation: This code is used for children of compulsory attendance age who are not enrolled in any public or religious or independent (nonpublic) school and not registered for home schooling. These students must remain on the district's register until the student is beyond compulsory age, enrolled in another LEA, or documentation has been received that the student is being home instructed. A grade level code of UNK (unknown) was created for use with the 8300 code only. The UNK grade level should not be used with any other enrollment code. These students should be reported with a district-level location BEDS code (ending in '0000') and not with the location of their last regular enrollment.

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
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 religious and independent (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

Code	Reason
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 Circumstances 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*
400	Compulsory age student, stopped attending
430	Excluded pursuant to PHL 2164
442	Left the U.S.
459	Deceased
461	Prior graduate from outside U.S. enrolled without documentation
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
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 religious and independent (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., 2022–23) 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 age 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 a Skills and Achievement Commencement credential, use *Code 085 — Earned commencement credential.* This code should not be used if the student earned a CDOS **in addition to** a local or Regents diploma.

- ***Code 629 — Previously earned commencement credential:*** This code is used for students who earned a 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 a 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) or those students reported with an enrollment entry code *8250 – HSE Outcome Reporting Only*. 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. This code can be used to end a record with a Beginning Enrollment code of 8300 – *Compulsory age student, stopped attending* if the student returns to the same district.

Code 170 — Transferred to another NYS public school outside this district with documentation: This code is used when a student, parent(s), or guardian(s) initiates a transfer to another public school outside the district or to a charter 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. Documentation is ***not*** required for preschool students with disabilities

who relocate to another school district. Charter schools should use this code when students transfer to another charter or public school.

Code 204 — Transferred to a NYS religious and independent (nonpublic) school with documentation: This code is used when a student, parent(s), or guardian(s) initiates a transfer to a religious or independent (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 ***not*** required for preschool students with disabilities who relocate to another school district.

Code 238 — Transferred to homebound instruction provided by the district: This code is used when a district transfers a student to long-term homebound instruction (the student is unable to attend school for the remainder of the school year) and the student is no longer included on the register of a district school. Such students continue to be the responsibility of the district for accountability purposes.

Code 255 — Transferred to home schooling by parent or guardian: This code is used when the student is transferred to instruction being provided by parents or guardians or by instructors employed by parents or guardians. Documentation of transfer to home schooling should include a formal notice of intent to instruct at home.

Code 272 — Transferred to a postsecondary school prior to earning a diploma: This code is used when a student is completing his or her high school graduation requirement while attending a postsecondary institution. Documentation should include a copy of an admission notification as well as a schedule of courses taken. If this student is later granted a diploma from a high school in the district of residence, the student must be recorded as being re-enrolled in the high school for at least one day (beginning and ending dates must be at least one day apart). All required demographic, assessment, and program service data for that student must be reported. The Program Service Provider BEDS Code on program service records should be the BEDS code of the school awarding the diploma. The Enrollment Exit Date should be the date the diploma was awarded. The Reason for Beginning Enrollment code should be 0011 (Enrollment in building or grade), not 5555 (Student enrolled for the purpose of recording a test score—walk-in).

Code 5927 — Leaving a school under 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 over compulsory age who left school prior to graduation for any reason except leaving the country, earning a commencement credential or death, 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. Any student of compulsory age may never be reported as a dropout. Any student of compulsory age must remain on the school/district's attendance register until an official request for records is received and an appropriate enrollment exit reason and date is reported.

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: A student beyond compulsory age finished grade 11 at District High School in June but did not return to school in the fall. Unless this student can be documented to have transferred to another school, died, or left the country, the student must be counted as a dropout from District High School in the fall. District High School must submit an enrollment record with the appropriate reason for leaving.

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 only for students who have exceeded compulsory age.

Students are counted as dropouts if they are beyond compulsory age and 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 289 *— Transferred to an approved AHSEP program **

Code 306 *— Transferred to other high school equivalency preparation (HSE) program;*

Code 340 *— Left school: first-time dropout;*

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 391 *— Long-term absence - 20 consecutive unexcused days;*

Code 408 *— Permanent expulsion (student must be over compulsory age);*

Code 425 *— Left school, no documentation of transfer;*

Code 430 *– Excluded pursuant to PHL 2164;*

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. 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 beyond compulsory age 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 beyond compulsory age has been reported with a reason for ending enrollment codes that previously identified the student as a dropout in that LEA.

Code 391 — Long-term absence-20 consecutive unexcused days: This code is used when a student beyond compulsory age 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. 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 beyond compulsory age and 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.

Other Circumstances 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 is found eligible for 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. This code is also used when a student transfers from a charter school to an approved AHSEP program. 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 400 – Compulsory age student, stopped attending: This code is used when a student of compulsory age stops attending school and there is no documentation of a new enrollment at an LEA and no documentation of transfer to home schooling. The district/school of the student's last enrollment must perform due diligence in locating the student. This student should subsequently be reported with a beginning enrollment code of *8300 – Compulsory age student, not attending, no documentation* through the end of the school year in which the student exceeds compulsory age or until another exit code becomes applicable. If there is no subsequent entry enrollment reported after exiting the student with code 400 and the student has already been reported with a date of entry into grade 9, the student will count as a dropout in the 4-year outcomes for Total Cohort Graduation Rate.

Code 430 – Excluded pursuant to PHL 2164: This code is used when a student has not received the required vaccinations after 15 days of school enrollment and, pursuant to Public Health Law 2164, are no longer allowed to attend school. Districts should report a student with this code if after 15 days of enrollment the required documentation of vaccination has not been provided and the student has not been transferred to approved home schooling (Exit Enrollment Code 255). Once a student is exited with this code, the student will not be included in the following accountability calculations: chronic absenteeism; suspensions; Career, College and Civic Readiness; and performance. This exit code *does not* exclude the student from either graduation cohort (accountability or total cohort). These students will be counted as dropouts. If a student is exited with a Code 430 and the parent subsequently becomes approved to home school the student, the district must re-enroll the student with one of the regular entry enrollment codes and exit the student to home schooling (Code 255). *See Public Health Law 2164 (Failure to Immunize) section in Chapter 2.* ***Note****:* A student who is of compulsory school age excluded pursuant to PHL 2164 should be enrolled, home schooled or enrolled with 8300 (compulsory age student, not attending, no documentation).

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. Districts must keep documentation of the student's graduation credentials from outside the U.S.

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 and Career Pathway Code. To continue in the program, these students should be re-enrolled with Reason for Beginning Enrollment Code 0011 the following school year and reported with the appropriate program service code.

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 associate degree). The student should have already been exited with a 0065 and been counted as a graduate.

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. This code is also used to end enrollment for charter students who are similarly placed.

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 0033 — *Part-time student pursuing a high school diploma*.

***Code 8338 – Incarcerated student, no participation in a program culminating in a regular diploma*:** Students who are reported as entering grade 9 in the 2007–08 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.*

Evaluation Group Code

Code
3012d

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

Grade Level Code	Grade Group	Grade Ordinal	Grade Description
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
*UNK	UNK	UNKN	Unknown

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.

*** UNK grade can only be used with Entry Enrollment Code 8300 – Compulsory age student, not attending, no documentation.**

Language Codes and Descriptions

Code	Language Description
AAR	Afar
ABK	Abkhazian
ACE	Achinese
ACH	Acoli
ADA	Adangme
ADY	Adyghe; Adygei
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

Code	Language Description
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
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

Code	Language Description
CHR	Cherokee
CHY	Cheyenne
CHB	Chibcha
CHG	Chagatai
CHI	Chinese (traditional)
ZHO	Chinese (simplified)
CHN	Chinook jargon
CHP	Chipewyan
CHO	Choctaw
CHU	Church Slavic
CHK	Chuukese
CHV	Chuvash
	N
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
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

Code	Language Description
EST	Estonian
EWE	Ewe
EWO	Ewondo
FAN	Fang
FAT	Fanti
FAO	Faroese
FAS	Farsi
FIJ	Fijian
FIL	Filipino
FIN	Finnish
FIU	Finno-Ugrian
FON	Fon
FRE	French
FRY	Frisian
FUR	Friulian
FUL	Fulah
GAA	Ga
GAE	Gaelic
GLG	Gallegan
LUG	Ganda
GAY	Gayo
GBA	Gbaya
GEZ	Geez
GWO	Georgian
GER	German
GEM	Germanic
GIL	Gilbertese
GON	Gondi
GOR	Gorontalo
GOT	Gothic
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

Code	Language Description
IBA	Iban
ICE	Icelandic
IDO	Ido
IBO	Igbo
IJO	Ijo
ILO	Iloko
SMN	Inari Sami
INC	Indic
INE	Indo-European
IND	Indonesian
INH	Ingush
INA	Interlingua
ILE	Interlingue
IKU	Inuktitut
IPK	Inupiaq
IRA	Iranian
GLE	Irish
IRO	Iroquoian
ITA	Italian
JPN	Japanese
JAV	Javanese
JRB	Judeo-Arabic
JPR	Judeo-Persian
KBD	Kabardian
KAB	Kabyle
KAC	Kachin
KAL	Kalaallisut
XAL	Kalmyk
KAM	Kamba
KAN	Kannada
KAU	Kanuri
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

Code	Language Description
KOK	Konkani
KOR	Korean
KOS	Kosraean
KPE	Kpelle
KRO	Kru
KUA	Kuanyama
KUM	Kumyk
KUR	Kurdish
KRU	Kurukh
KUT	Kutenai
LAD	Ladino
LAH	Lahnda
LAM	Lamba
LAO	Lao
LAT	Latin
LAV	Latvian
LTZ	Letzeburgesch
LEZ	Lezghian
LIM	Limgurgan
LIN	Lingala
LIT	Lithuanian
JBO	Lojban
LOZ	Lozi
LUB	Luba-Katanga
LUA	Luba-Lulua
LUI	Luiseno
SMJ	Lule Sami
LUN	Lunda
LUO	Luo
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

Code	Language Description
MAX	Manx
MAO	Maori
MAR	Marathi
CHM	Mari
MAH	Marshallese
MWR	Marwari
MAS	Masai
MYN	Mayan
MEN	Mende
MIC	Micmac
MIN	Minangkabau
MWL	Mirandese
MIS	Miscellaneous
MOH	Mohawk
MDF	Moksha
MOL	Moldavian
LOL	Mongo
MON	Mongolian
MKH	Mon-Khmer
MOS	Mossi
MUL	Multiple
MUN	Munda
NAH	Nahuatl
NAU	Nauru
NAV	Navajo
NDO	Ndonga
NAP	Neapolitian
NEP	Nepali
NEW	Newari
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

Code	Language Description
NUB	Nubian
NUS	Nuer
NYM	Nyamwezi
NYA	Nyanja
NYN	Nyankole
NYO	Nyoro
NZI	Nzima
OJI	Ojibwa
ORI	Oriya
ORM	Oromo
OSA	Osage
OSS	Ossetian
OTH	Other Language
OTO	Otomian
PAL	Pahlavi
PAU	Palauan
PLI	Pali
PAM	Pampanga
PAG	Pangasinan
PAP	Papiamento
PAA	Papuan
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

Code	Language Description
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
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

Code	Language Description
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
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

Code	Language Description
UIG	Uighur
UKR	Ukrainian
UMB	Umbundu
UND	Undetermined
HSB	Upper Sorbian
URD	Urdu
UZB	Uzbek
VAI	Vai
VEN	Venda
VIE	Vietnamese
VOL	Volapuk
VOT	Votic
WAK	Wakashan
WAL	Walamo
WLN	Walloon
WAR	Waray
WAS	Washo
WEL	Welsh
WOL	Wolof
XHO	Xhosa
SAH	Yakut
YAO	Yao
YAP	Yapese
YID	Yiddish
YOR	Yoruba
YPK	Yupik
ZND	Zande
ZAP	Zapotec
ZZA	Zazaki
ZEN	Zenaga
ZHA	Zhuang
ZUL	Zulu
ZUN	Zuni

Industry Partner Type Codes

(Partner Project Fact, Fields 18, 20, 22, 24)

Partner Type Code	Partner Type Description
01	Agriculture
02	Applied Science
03	Automotive
04	Construction
05	Engineering
06	Finance Business
07	Health Sciences
08	Information Technology
09	Legal
10	Manufacturing
11	STEM
12	Other

Internship/Apprenticeship Type Codes

(Partner Project Fact, Field 26)

Internship/Apprenticeship Codes	Internship/Apprenticeship Description
01	Agriculture
02	Applied Science
03	Automotive
04	Construction
05	Engineering
06	Finance Business
07	Health Sciences
08	Information Technology
09	Legal
10	Manufacturing
11	STEM
12	Other

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 - P-TECH, Smart Scholars, Smart Transfer
(Student Lite, Field 18)

For P-TECH students, report when they have met all the requirements of the P-TECH program or graduated high school and left the P-TECH program.

(Student Lite, Field 18) LOOKUP_NAME	POST_GRAD_PLAN_CODE	POST_GRAD_PLAN_DESCRIPTION
POST_GRAD_PLAN	1	4-year college in NYS
POST_GRAD_PLAN	2	2-year college in NYS
POST_GRAD_PLAN	3	Other postsecondary school in NYS
POST_GRAD_PLAN	4	4-year college outside NYS
POST_GRAD_PLAN	5	2-year college outside NYS
POST_GRAD_PLAN	6	Other postsecondary school outside NYS
POST_GRAD_PLAN	7	Seek employment
POST_GRAD_PLAN	8	Enlist in the military
POST_GRAD_PLAN	9	Other plan
POST_GRAD_PLAN	10	Adult Services (students with disabilities only)
POST_GRAD_PLAN	11	Unknown

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.

***Note**:* If the initial course instruction delivery method has changed due to a public health event or other unforeseen circumstance, it is not required that the reported delivery method be changed. For example, if a course was developed to be delivered as a Face-to-Face course,

the district, BOCES, or charter school would not have to change the method to distance learning because students would be receiving the instruction from home.

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 Programs 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 following codes must be used. These codes are used at Level 2 of SIRS.

Code	Description
Type: English Language Learner Eligibility	
0231	ELL Eligible
Type: English Language Learner Proficiency Programs	
5709	English as a New Language (ENL)
5676	Transitional Bilingual Education (TBE) Program
5687	One Way or Two Way Dual Language Program
8239	ELL Eligible but not in an ELL 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
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	

Code	Description
5786	Preschool Student with a Disability
0352	Autism
0363	Emotional Disability
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	Religious and Independent (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

Code	Description
Type: Higher Education	
4004	Liberty Partnerships Program (LPP)
4005	MBK Challenge
4006	MBK Family and Community Engagement (FCEP)
4007	MBK Exemplary School Models and Practices (ESMP)
4008	MBK Native American (NAP)
4009	MBK Fellows (FP)
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*
4047	Smart Transfer*
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	Coordinated Early Intervening Services (CEIS) supported with IDEA funds
5754	Comprehensive Coordinated Early Intervening Services (CCEIS) supported with IDEA funds
5817	Free Lunch Program
5806	Reduced-Price Lunch Program
8262	Homeless Student Status
8271	CDOS Credential Eligible Coursework
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
8313	Received Seal of Civic Readiness
Type: Restricted	
8265	Absence Due to Executive Order

* Code reported in Project Partner Fact Template

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.

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 in the current school year.
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.

Single Parent/Pregnant Status — Code 8261.
Level Designation: District-level service.

Description: Reporting this code is optional and no longer required.21 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. **This is the only way to indicate that a student satisfied the requirements for the CDOS credential when it's earned in addition to a local or Regents diploma.**

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 ***not*** be coded as Migrant students in SIRS, particularly for purposes of the assessment, but they should be coded as receiving migrant services under Title I Part C in Code 0330.

Students in grades 9-12 are eligible to be served by programs and services supported with Title I Part C funds for 36 consecutive months from their qualifying date or move, when they have a Certificate of Eligibility (COE) that is signed by a parent or guardian and filed with the superintendent of schools. This Certificate of Eligibility (COE) remains in effect for 36 consecutive months while a student is eligible in grades 9-12 until high school graduation. A student in grades 9-12 whose eligibility, based on the signed and

approved Certificate of Eligibility (COE), has expired may continue to receive credit accrual programs and services through Continuation of Services and pending funding, under the initial signed and filed Certificate of Eligibility (COE). These students in grades 9-12 who are served under the Continuation of Services provision for additional school years should ***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: Date service ended.
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.

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.

English Language Learner Eligibility

ELL Eligible — Code 0231
Level Designation: District-level service.
Description: Identifies the student as an English Language Learner (ELL) and, therefore, eligible for ELL services. Students identified as ELL eligible should have a specific ELL program service identified, as described under English Language Learner Programs.
Purpose: Identifies ELLs for accountability, reporting, and research purposes. An "Exit Date" and "Reason for Ending Code" is used to identify ELLs who have achieved English proficiency. Part 154 of Commissioner's Regulations defines English Language 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 identification procedures.
***Entry Date*:** Date of eligibility decision.
***Exit Date*:** Required if the student exited ELL status. The date recorded should be June 30 of the academic year in which the student exited ELL status. Students who test out of ELL are still entitled to accommodations and some types of services for two years; however, once the students have tested out of ELL, they must NOT be recorded as ELL 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 status.
Reason for Ending Code: Use 3011, 3022, or 3045, as applicable. See ELL Status Exit Program Service Codes in Chapter 5: Codes and Descriptions.

English Language 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 program service the student is in (i.e., English as a New Language, Transitional Bilingual Education (TBE) Program, or One Way or Two Way Dual Language Program) or that the ELL eligible student is not being served. Students identified as ELL eligible under Program Service Code 0231 (see above) should have a specific ELL program service identified here. These program services are mutually exclusive but can be offered at different points throughout the academic year. Multiple ELL 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 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 program service the student participates in.
Entry Date: Date ELL program service begins.
Exit Date: Date that student tests above a State-designated level of proficiency or changes ELL programs.
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.
MBK Challenge Program – Code 4005
Level Designation: District-level service.
Description: Indicates participation in the My Brother's Keeper (MBK) Challenge Program. The purpose of this program is to implement coherent, outcomes-based, cradle-to-college strategies aimed at improving the life outcomes for youth, particularly for boys and young men of color.
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.

MBK Family and Community Engagement (FCEP) Program - Code 4006
Level Designation: District-level service.

Description: Indicates participation in the My Brother's Keeper (MBK) Family and Community Engagement Program. The purpose of this program is to increase academic achievement and college and career readiness of boys and young men of color, by developing and sustaining effective relationships with family, extended family, and the larger community.
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.

MBK Exemplary School Models and Practices (ESMP) Program – Code 4007
Level Designation: District-level service.
Description: Indicates participation in the My Brother's Keeper (MBK) Exemplary School Models and Practices Program. This purpose of this program is to close the achievement gap and increase college and career readiness, with an emphasis on boys and young men of color, by replicating the exemplary school models, programs, and practices of higher-performing schools.
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.

MBK Native American (NAP) Program – Code 4008
Level Designation: District-level service.
Description: Indicates participation in the My Brother's Keeper (MBK) Native American Program. The purpose of this program is to increase academic achievement and college and career readiness of Native American students, with an emphasis on boys and young men.
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.

MBK Fellows (FP) Program – Code 4009
Level Designation: District-level service.
Description: Indicates participation in the My Brother's Keeper (MBK) Fellows Program. The purpose of this program is to provide rising 12th grade high school students, with an emphasis on boys and young men of color, with opportunities to gain authentic leadership experience(s) and develop service projects beneficial to the schools they attend and communities they live in.
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 Associate-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 associate-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.

Smart Transfer Early College High School (ST-ECHS) — Code 4047
Level Designation: District-level service.
Description: In the Smart Transfer Early College High School Program, institutions of higher education (IHEs) partner with public school districts to create early college high schools that provide students with the opportunity and preparation to accelerate the completion of their high school studies while earning 60 transferable college credits or an Associate degree at the same time. This program is targeted to students who are historically underrepresented in postsecondary education and/or economically disadvantaged.
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.

PreK Program

Universal PreK program —902
Level Designation: District-level service.
Description: Indicates participation in a Universal Prekindergarten State Funded Grant 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

Type: Universal PreK Provider	
1342	Family or Group Day Care
1353	Nursery School
1364	BOCES
1375	Special Ed 4410 Preschool
1386	Religious and Independent (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.

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.
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.

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: Day after the 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 2020 (end of the school year), but the effective date of the declassification is September 2020 (start of the following school year), the student's disability exit date must be the August 31, 2020, allowing the student to have an active disability record in July and August 2020 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.

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:

- Free or Reduced-Price Lunch Program (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.)
- Social Security Insurance (SSI);
- Supplemental Nutrition Assistance Program (SNAP);
- 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).

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.

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 ELLs 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 eligible students (including those from Puerto Rico) who on April 1, 2023 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: Identifies students who have a Section 504 plan under the Rehabilitation Act of 1973, as amended (Section 504) in the area of public elementary and secondary education.
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. Do not enter a Section 504 program service code for students identified as students with disabilities under IDEA. Students with 504 plans are not considered students with disabilities under IDEA and for data reporting purposes are considered general education students.
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: Students identified upon initial enrollment as an English Language Learner who have attended school in the United States (the 50 States and the District of Columbia) for less than twelve months and are two or more years below grade level in literacy in their home language and/or math due to inconsistent or interrupted schooling prior to arrival in the United States (the 50 States and the District of Columbia). Students identified as a Student as SIFE continue to be identified as such until the student scores at the Transitioning level on the NYSESLAT. 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 scores at the Transitioning level on the NYSESLAT.
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.

Coordinated Early Intervening Services (CEIS) 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 and federal regulations in 34 CFR §300.226. School districts may use up to 15 percent of their annual IDEA allocations to provide Coordinated Early Intervening 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 comparison of CEIS and CCEIS for more information.
Purpose: This data element must be reported for each student served with CEIS funds in order 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.

Comprehensive Coordinated Early Intervening Services (CCEIS) supported with IDEA funds — Code 5754
Level Designation: District-level service.
Description: Indicates that the student is receiving Comprehensive Coordinated Early Intervening Services (CCEIS) pursuant to federal regulations in 34 CFR §300.646. School districts whose data indicate significant disproportionality based on race and ethnicity in special education, identification by a specific disability, placement in a particular setting, or in suspension rates are required to use exactly 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 currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment. These funds may also be used to serve students currently identified as needing special education or related services, as long as the funds are not used exclusively for students with disabilities. See the comparison of CEIS and CCEIS for more information.
Purpose: This data element must be reported for each student served with CCEIS funds in order 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 Provision 2 or Community Eligibility Provision (CEP), report only those students who would qualify to participate in the federal Free Lunch Program independent of Provision 2 or CEP. For example, do not report students who participate solely because the LEA is Provision 2 or CEP 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.

For additional information, please visit our FRPL Reporting Guidance for Food Service Vendors.

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. If the student became homeless before enrollment in the district, enter the date the student enrolled in the district.
Exit Date: Date student became permanently housed and is no longer homeless.
Reason for Ending Code: Not used.

Absence Due to Executive Order — Code 8265
Level Designation: District-level service.
Description: Indicates that the student is not allowed to attend school due to a state or county governmental executive directive made by an elected official and identified as such by the New York State Education Department.
Purpose: This data element must be collected for each student, if applicable, to identify students who cannot attend school due to an executive order. Students reported with the 8265 code will not be counted against the school for assessment performance and chronic absenteeism for accountability purposes.
Entry Date: Date of executive order.
Exit Date: Date executive order lifted or expired.
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. Foster care does not include children living in Certified Residential Opportunities (CROs) as defined by the NYS Office of People with Developmental Disabilities (OPWDD).
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 earned a Regents diploma and 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.

Received Seal of Civic Readiness – Code 8313
Level Designation: District-level service.
Description: This program service is used to identify students who have earned a Regents diploma and received a New York State Seal of Civic Readiness (NYSSCR), which is an award given by a school or district in recognition of students who have studied and attained high level of proficiency in civic knowledge, civic skills, civic mindset and civic experiences.
Purpose: Not used.
Exit Date: Not used.
Reason for Ending Code: Not used.

Program Annual Outcome Codes

(Partner Project Fact, Field 15)

Program Outcome Code	Annual Outcome Description	Definition
01	New school	Student elected to attend Non-PTECH high school
02	Left pathway	Graduated P-TECH high school component (Earned high school credential), but left P-TECH college pathway (program)
03	College standards	Student asked to leave P-TECH program by college (Not meeting standards)
04	High school standards	Student asked to leave P-TECH program by high school (Not meeting standards)
05	Met credentials industry partner	Graduated from P-TECH program with a P-TECH high school credential, P-TECH 2-year college degree, and started working for industry partner
06	Met credentials non-industry partner	Graduated from P-TECH program with a P-TECH high school credential, P-TECH 2-year college degree, and started working for non-industry partner.
Report one of the above codes when applicable, during the school year the student exited the program.		

Ending Enrollment and Annual Outcome Relationship

(Partner Project Fact, Field 15)

Ending Enrollment Code	Ending Enrollment Desc	Usage	Project Partner Annual Outcome Code
0065	Fulfilled HS Grad Req for Extended Integrated HS Program	Used when student fulfills the requirements for a Regents diploma and ***are remaining in the program***	No annual outcome code required
799	local or Regents diploma	Used when the student fulfills the requirements for a Regents diploma but ***are exiting the P-Tech program***	02-Left pathway
0067	Completed Extended Integrated HS Program	Used when the student in year 6 ***completes all 3 parts of the P-Tech program*** (Regents diploma, workplace experience and associate's degree). No other graduation exit data needed.	05- Met credentials industry partner or 06- Met credentials non-industry partner
0068	Exited Extended Integrated HS Program After Fulfilling HS Grad Req	Used when the student in years 5-6, has met the HS grad requirements, and exited the program ***without completing it.***	02-Left pathway

Program Selection Criteria Codes for P-TECH, Smart Scholars, Smart Transfer

(Partner Project Fact, Field 9-13)

Criteria Code	Criteria Description
Academic	Academic Achievement Concerns
Attendance	Attendance Concerns
Behavior	Behavior
Disability	Individual with Disability
Economically	Economically Disadvantaged
ELL	English Language Learner
Ethnicity	Underrepresented Ethnicity
FirstGen	First Generation College
Foster	Foster Care Youth
Homeless	Homeless Youth
Social	Social-Emotional
Other	Other

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

Code	Description	To End Program Service 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 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	Bachelor's+30 or more hours
7	Master's degree
8	Master's+30 or more hours
9	Doctorate

Staff Evaluation Criteria Codes and Descriptions (3012-d)

For each educator, report subcomponent scores and the overall rating using the following codes:

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

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)
92	Received entirely remote instruction
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
92	Received entirely remote instruction
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
92	Received entirely remote instruction
93	Medically excused from testing
96	Refused entire test
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 — Grade 8

Code	Description
21	Level 1
22	Level 2
23	Level 3
24	Level 4
92	Received entirely remote instruction
93	Medically excused from testing
96	Refused entire test
97	Administrative error

** For SY 2022-23, grade 4 science will not be administered. In the 2023-24 SY, grade 5 and grade 8 science operational tests will be administered.*

Report students with valid scores on Regents examinations and 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.

Four-Level Regents Examinations (Living Environment, Earth Science, Physics, Chemistry)

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

Five-Level Regents Examinations

Code	Description	Assessments & Scores
31	Does not demonstrate knowledge and skills for Level 2	ELA, Algebra I, Geometry, Algebra II, NF Global, US History & Gov't Framework 0-54
32	(Safety Net) - Partially meets Common Core expectations	ELA, Algebra I, Geometry, Algebra II, NF Global, US History & Gov't Framework 55-64
33	Partially meets Common Core expectations	ELA & NF Global 65-78 Algebra I 65-79 Geometry 65-79 Algebra II 65-77 US History & Gov't Framework 65-75
34	Meets Common Core expectations	ELA & NF Global 79-84 Algebra I 80-84 Geometry 80-84 Algebra II 78-84 US History & Gov't Framework 76-84
35	Exceeds Common Core expectations	ELA, Algebra I, Geometry, & Algebra II, NF Global, US History & Gov't Framework 85-100

NYSED Approved Regents Examination Alternatives

Code	Description
01	Fail
03	Pass

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

Code	Level	Assessments and Scores
41	Level 1	ELA, NF Global, Algebra I, Geometry, Algebra II, US History & Gov't Framework (0–64)
42	Level 2	ELA, NF Global (65–78) Algebra I & Geometry (65–79) Algebra II (65-77) US History & Gov't Framework (65-75)
43	Level 3	ELA, NF Global (79–84) Algebra I & Geometry (80–84) Algebra II (78-84) US History & Gov't Framework (76-84)
44	Level 4	ELA, NF Global, Algebra I, Geometry, & Algebra II, US History & Gov't Framework (85–100)

Note: Regents exams with five performance levels will be converted to Alternate Standard Achieved codes 41–44 for accountability purposes at Level 2.

Exemptions from Regents examinations for Global History and for Science (i.e., assessment measure codes 00401-Global Hist Exempt and 00402-Science Exempt, respectively) – for students who first enter a New York State school from outside the state in eleventh or twelfth grade or re-entering a New

York State school after having spent three or fewer semesters in a New York State high school – 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.

Attendance Instructional Modality Codes and Descriptions

Code	Description
R	Remote
IN	In-Person
B	Both

Student Attendance Codes and Descriptions

Code	Description
PRSNT-IN	Present In School
PRSNT-OUT	Present Out Of School
E	Excused
ISS	In-School Suspension
OSS	Out-of-School Suspension
T-IN	Tardy In School
T-OUT	Tardy Out Of School
U	Unexcused

Student Digital Resources Codes and Descriptions

Field	Field Name	Code	Description
7	SCHOOL PROVIDED DEVICE INDICATOR	Y	YES
7	SCHOOL PROVIDED DEVICE INDICATOR	N	NO
6	PRIMARY LEARNING DEVICE TYPE CODE	DESKTOP	DESKTOP
6	PRIMARY LEARNING DEVICE TYPE CODE	LAPTOP	LAPTOP
6	PRIMARY LEARNING DEVICE TYPE CODE	TABLET	TABLET
6	PRIMARY LEARNING DEVICE TYPE CODE	CHROMEBOOK	CHROMEBOOK
6	PRIMARY LEARNING DEVICE TYPE CODE	SMARTPHONE	SMARTPHONE
6	PRIMARY LEARNING DEVICE TYPE CODE	NO DEVICE	NO DEVICE
8	PRIMARY LEARNING DEVICE PROVIDER CODE	PERSONAL	PERSONAL
8	PRIMARY LEARNING DEVICE PROVIDER CODE	SCHOOL	SCHOOL

Field	Field Name	Code	Description
8	PRIMARY LEARNING DEVICE PROVIDER CODE	NO DEVICE	NO DEVICE
9	PRIMARY LEARNING DEVICE ACCESS CODE	NO DEVICE	NO DEVICE
9	PRIMARY LEARNING DEVICE ACCESS CODE	SHARED	SHARED
9	PRIMARY LEARNING DEVICE ACCESS CODE	NOT SHARED	NOT SHARED
10	PRIMARY LEARNING DEVICE SUFFICIENCY INDICATOR	Y	YES
10	PRIMARY LEARNING DEVICE SUFFICIENCY INDICATOR	N	NO
11	INTERNET ACCESS IN RESIDENCE INDICATOR	Y	YES
11	INTERNET ACCESS IN RESIDENCE INDICATOR	N	NO
12	INTERNET ACCESS BARRIER CODE	AVAILABILITY	AVAILABILITY
12	INTERNET ACCESS BARRIER CODE	COST	COST
12	INTERNET ACCESS BARRIER CODE	OTHER	OTHER
12	INTERNET ACCESS BARRIER CODE	NONE	NONE
13	INTERNET ACCESS TYPE CODE	RESBROADBAND	RESIDENTIAL BROADBAND
13	INTERNET ACCESS TYPE CODE	CELLULAR	CELLULAR
13	INTERNET ACCESS TYPE CODE	MOBILEHOTSPOT	MOBILEHOTSPOT
13	INTERNET ACCESS TYPE CODE	COMMUNITYWIFI	COMMUNITYWIFI
13	INTERNET ACCESS TYPE CODE	SATELLITE	SATELLITE
13	INTERNET ACCESS TYPE CODE	DIALUP	DIALUP
13	INTERNET ACCESS TYPE CODE	NONE	NONE
13	INTERNET ACCESS TYPE CODE	DSL	DSL
13	INTERNET ACCESS TYPE CODE	OTHER	OTHER
14	INTERNET PERFORMANCE CODE	Y	YES
14	INTERNET PERFORMANCE CODE	N	NO

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

Code	Description
SEH	Special education-speech and hearing
SEG	Special education-general
HTA	Health
HEG	Home economics-general
IAG	Industrial arts-general
MTA	Music
OTH	Other
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

Chapter 6: New York State Accountability

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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 13, 2023
Administration Period for ELA, Math, and Science (Computer-Based Testing)	March 13 – June 9, 2023

New York State English as a Second Language Achievement Test (NYSESLAT) Grades K-12	
First Date of Administration Period	April 17, 2023
Speaking administration	April 17 – May 26, 2023
Listening, Reading, and Writing administration	May 15 – May 26, 2023
Scoring of Listening, Reading, and Writing	May 30 – June 9, 2023
Final Date to Submit Answer Sheets to Scanning Centers	June 12, 2023
Final Date to Submit First File to Level 2	June 23, 2023
Final Date to Submit Straggler File to Level 2	July 14, 2023

New York State Testing Program Test in English Language Arts (NYSTP) Grades 3–8	
First Date of Administration Period	April 19, 2023
Administration (Computer-Based Testing (CBT))	April 19 – April 26, 2023
Administration (Paper-Based Testing (PBT))	April 19 – April 21, 2023*
Final Date to Submit PBT Answer Sheets to Scanning Centers	May 4, 2023 (close of business)
Final Date to Submit First File to Level 2	May 26, 2023
Final Straggler File Due to Level 2	June 23, 2023
*In spring 2023, some schools may be closed Friday, April 21st in recognition of Eid al-Fitr. Schools that are closed on Friday, April 21st may use Monday, April 24th as an administration date for these exams.	

New York State Testing Program Test in Mathematics (NYSTP) Grades 3–8	
First Date of Administration Period	May 2, 2023
Administration (Computer-Based Testing (CBT))	May 2 – May 9, 2023
Administration (Paper-Based Testing (PBT))	May 2 – May 4, 2023
Final Date to Submit PBT Answer Sheets to Scanning Centers	May 17, 2023 (close of business)
Final Date to Submit First File to Level 2	June 9, 2023
Final Straggler File Due to Level 2	July 7, 2023

New York State Grade 8 Intermediate-Level Science Tests	
First Date of Administration Period	May 23, 2023
Performance Test Administration	May 23 – June 2, 2023
Written Test Administration	June 5, 2023
Scoring of Constructed Responses	Following administration, but no later than June 15, 2023
Final Date to Submit Answer Sheets to Scanning Centers	June 15, 2023 (close of business)
Final Date to Submit File to Level 2	August 18, 2023

Regents Examinations	
First Date of Administration Period	•August 16, 2022 •January 24, 2023 •June 1, 2023*
Administration	August 16 – August 17, 2022 January 24 – January 27, 2023 June 1, 2023 (U.S. History and Government) * June 14 – June 22, 2023
Scan sheets or test scores to scan centers	Determined by scan centers No later than July 7, 2023 Item responses due: June – August 4, 2023 August & January – within 3 months after test administration

Field Test	Administration Dates
Grades 3-8 English Language Arts and Mathematics (CBT)	May 15 – June 2, 2023
Grades 3-8 English Language Arts and Mathematics (PBT)	May 22 – June 2, 2023
NYSESLAT	May 30 – June 13, 2023
Grades 5 and 8 Science (CBT)	May 15 – June 2, 2023
Grades 5 and 8 Science (PBT)	May 1 – May 19, 2023

Deadlines for Verification and Certification of 2022-23 School Year Data in SIRS:

The 2022-23 SIRS Reporting Timeline is available on the IRS Web main landing page. (See Quick Links, below Data Collection & Reporting column.)

Special Education Certification and Due Dates for the 2022-23 school year:

For further information on any of the PD forms or reporting special education data, please visit IRS Special Education's data collection requirements at SEDCAR.

Verification reports 7 and 9 are provider reports that do not require certification.

See the schedule of submission to find the school year in which your district is required to submit data for certain indicators.

For further information on SPP Indicators, please visit the: SPP/APR web page.

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.

Section 1003 School Improvement Funds data are submitted to SED's Office of Accountability by schools and districts.

Accountability, inexperienced teachers and principals, teachers teaching out of their field of certification, assessment, and graduation rate data are collected using the Student Information Repository System (SIRS).

Expenditures per Pupil data are reported in the Information and Reporting Services (IRS) Data Exchange (IDEx).

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

Civil Rights Data Collection (CRDC) data are reported by districts directly to the National Center for Educational Statistics (NCES).

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	evaldata@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	rose.leroy@nysed.gov
Test Administration	Clara DeSorbo	518-474-5902	cdesorbo@mail.nysed.gov
Students with Disabilities	Joanne LaCrosse	518-473-2878	joanne.lacrosse@nysed.gov
NYS Alternate Assessment (NYSAA)	Vanessa Lee Mercado	518-474-5902	vanessalee.mercado@nysed.gov
New York State English as a Second Language Test (NYSESLAT)	Vanessa Lee Mercado	518-474-5902	vanessalee.mercado@nysed.gov
System of Accountability for Student Success	Lisa Long	518-722-4553	lisa.long@nysed.gov
Local Assistance Plans	Shibu Joseph	518-722-8556	shibu.joseph@nysed.gov
Migrant Education Program	Kin Chee	518-473-0295	kin.chee@nysed.gov
Child Nutrition Program	Kimberly Vumbaco	518-473-8781	kimberly.vumbaco@nysed.gov
NYS Technical & Education Assistance Center for Homeless Education	Melanie Faby	518-473-0295	melanie.faby@nysed.gov
Career and Technical Education	Deb Reiter	518-486-1547	deborah.reiter@nysed.gov
Computer-Based Testing Administration	Clara DeSorbo Emily Bryans	518-474-8220	cdesorbo@mail.nysed.gov emily.bryans@nysed.gov
Computer-Based Testing Technical (First contact Questar [3-8] or DLM [NYSAA] Customer Service. See information below.)	Office of State Assessment	518-474-4902	
P-Tech & Smart Scholars	Office of Postsecondary Access Support and Success (OPASS)	518-474-3719	KIAP@nysed.gov or NYSPTECH@nysed.gov ; SMARTSCHOLARS@nysed.gov

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.

Questions related to teacher certification should be directed to the Office of Teaching Initiatives.

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	http://www.nysed.gov/budget-coordination/academic-intervention-services
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.nysed.gov/career-technical-education
Teacher Certifications: Office of Teaching Initiatives	http://www.highered.nysed.gov/tcert/contact.html
Teacher Discipline and Fingerprinting	http://www.nysed.gov/educator-integrity/contact-us

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.

Every Student Succeeds Act (ESSA)

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.

Every Student Succeeds Act

Approved New York State ESSA Plan

State Public Reporting Requirements

Commissioners Regulations Section 100.2 (m) — Public reporting requirements

(1) The New York State report card for each public school, charter school, and school district, except the New York City school district, shall be prepared by the Education Department. The chancellor of the New York City School District shall produce a New York City 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 report card to the board of education of such district at a public meeting within 30 calendar days of the commissioner's release of the report. In New York City, the chancellor shall present, in this same time period, the New York City report card to the New York City Board of Education. In a charter school, the charter school leader shall present, in this same time period, the charter school report card to the charter school board of trustees.
(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 of 1965, as amended by the Every Student Succeeds Act of 2015, each report card for a local educational agency, as defined in section 100.21(b)(1) of this Title shall be placed on the website of the local educational agency or, in any case in which a local educational agency does not operate a website, provided to the public in another manner determined by the local educational agency. Each public school principal and each school leader of a charter school receiving Federal funding under title 1 shall also distribute, within 30 calendar days of the commissioner's release of such reports, copies of the New York State report card 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, including but not limited to measures of school climate and safety; access to specific learning opportunities, such as physical education; and teacher turnover and absences. 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 report and additional information in a language that the parents can understand (*e.g.*, in the most frequently used languages in the district).

(5) The comprehensive information report for each religious or independent (nonpublic) school will include the following information, for each school building:
(i) student test data on the New York State elementary and middle-level ELA, mathematics, and science assessments, all Regents examinations, New York State English as a Second Language Achievement test;
(ii) student enrollment by grade, racial/ethnic group and English language learner status;
(iii) data, as required by the commissioner, on diplomas and certificates awarded;
(iv) any additional information prescribed by the commissioner on educational equity and other issues; and
(v) any additional information which the chief administrative officer of the religious or independent (nonpublic) school believes will reflect the relative assessment of a school building or district. The chief administrative officer of each religious or independent (nonpublic) school shall initiate measures designed to improve student results wherever it is warranted. The chief administrative officer of each religious or independent (nonpublic) school shall be responsible for making the comprehensive information report accessible to parents.

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 website, 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 2022–23 school year. **** Information on accountability cohorts will be forthcoming.***

Cohort	Consists of	Reporting Date	Used for
2019 Total Cohort (4-Year June)	Students who first entered grade 9 in the 2019-20 school year	June 30, 2023	Graduation rate to inform policy decisions
2019 Total Cohort (4-Year August)	Students who first entered grade 9 in the 2019-20 school year	June 30, 2023 count of students, includes diplomas awarded through August 31, 2023	Graduation-rate reporting and to inform policy decisions
2018 Total Cohort (5-Year June)	Students who first entered grade 9 in the 2018-19 school year	June 30, 2023	Graduation-rate reporting and to inform policy decisions
2018 Total Cohort (5-Year August)	Students who first entered grade 9 in the 2018-19 school year	June 30, 2023 count of students, includes diplomas awarded through August 31, 2023	Graduation-rate reporting and to inform policy decisions
2017 Total Cohort (6-Year June)	Students who first entered grade 9 in the 2017-18 school year	June 30, 2023	Graduation-rate reporting and to inform policy decisions
2017 Total Cohort (6-Year August)	Students who first entered grade 9 in the 2017–18 school year	June 30, 2023 count of students, includes diplomas awarded through August 31, 2023	Graduation-rate reporting and to inform policy decisions

General Definitions

**** Information on accountability cohorts will be forthcoming.***

2019 Total Cohort as of June and August of the 4th Year of School

The 2019 total cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year (July 1, 2019 – June 30, 2020), 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.

2018 Total Cohort as of June and August of the 5th Year of School

The 2018 total cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2018-19 school year (July 1, 2018 – June 30, 2019), 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.

2017 Total Cohort as of June and August of the 6th Year of School

The 2017 total cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2017-18 school year (July 1, 2017 – June 30, 2018), 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
8300 - Compulsory age student – not in attendance

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
8250 – HSE Outcome Reporting Only
8294 – Census only

0033 - Part-time students pursuing a HS diploma

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.

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	2019 Total Cohort after 4 Years 2018 Total Cohort after 5 Years 2017 Total Cohort after 6 Years
085	Earned commencement credential	included
136	Reached maximum legal age and has not earned a diploma or certificate	included
153	Transferred to another school in this district or to an out-of-district placement	included
170	Transferred to another NYS public school outside this district with documentation	excluded
204	Transferred to a NYS religious and independent (nonpublic) school with documentation	excluded
221	Transferred to a school outside NYS with documentation	excluded
238	Transferred to homebound instruction provided by this district	included
255	Transferred to home schooling by parent or guardian	excluded
272	Transferred to a postsecondary school prior to earning a diploma	excluded
289	Transferred to an approved AHSEP program	included
306	Transferred to other high school equivalency (HSE) preparation program	included
323	Transferred outside district by court order	excluded
340	Left school: first-time dropout	included
357	Left school: previously counted as a dropout	included
391	Long-term absence (20 consecutive unexcused days)	included

Exit Enrollment Code	Reason	2019 Total Cohort after 4 Years 2018 Total Cohort after 5 Years 2017 Total Cohort after 6 Years
400	Compulsory age student, stopped attending	included
408	Permanent expulsion (student must be over compulsory attendance age)	included
425	Left school, no documentation of transfer	included
442	Left the U.S.	excluded
459	Deceased	excluded
461	Prior graduate from outside U.S. enrolled without documentation	excluded
629	Previously earned commencement credential or IEP	included
799	Graduated (earned a Regents or local diploma)	included
0065	Fulfilled HS Grad Req for Extended Integrated HS Program	included
0067	Completed Extended Integrated HS Program	included
0068	Exited Extended Integrated HS Program After Fulfilling HS Grad Req	included
1089	Transferred to an approved HSE program outside this district	included
5927	Leaving a school under ESEA – a victim of a serious violent incident	included
5938	Leaving a NYC community district under ESEA a victim of a serious violent incident	included
8338	Incarcerated student, no participation in a program culminating in a regular diploma.	excluded
EOY	End of Year	included

Appendix VI: Terms and Acronyms

504 Plan: Section 504 of the Rehabilitation Act of 1973 (Section 504) is a federal law that prohibits discrimination based on disability in programs and activities that receive Federal financial assistance. A 504 plan describes the regular or special education and related aids and services a qualified student with a disability under Section 504 needs and the appropriate setting in which to receive those services. Students who have been classified as a student with a disability under one of the thirteen disability categories specified in the Individuals with Disabilities Education Act are protected by Section 504 but receive special education programs and related services under an individualized education program. See the Frequently Asked Questions About Section 504 and the Education of Children with Disabilities and the Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools (December 2016) from the U.S. Department of Education for additional information on Section 504.

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.

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 in SEDREF.

Big 5: Buffalo, New York City, Rochester, Syracuse, and Yonkers.

CBVH: Commission for the Blind and Visually Handicapped.

CDOS (Career Development and Occupational Studies) Credential: All New York State students may exit high school with the CDOS Commencement Credential if they're unable to meet the diploma requirements. Any student, who meets all the credential requirements pursuant to section 100.6(b) of the Regulations of the Commissioner of Education, is eligible to earn a CDOS Commencement Credential, except for those students with disabilities deemed eligible for a Skills and Achievement Commencement Credential. Students exiting with only a CDOS Credential are not counted as graduates; these students are completers.

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.

Commencement Credential: New York State offers two credentials for students who are unable to meet the requirements for graduating with a local or Regents diploma: The Career Development and Occupational Studies (CDOS) commencement credential and the Skills & Achievement commencement credential. Students who exit their enrollment with a commencement in lieu of a local or Regents diploma are not counted as graduates; these students are completers.

Community Residence: An Office of Mental Health (OMH) program that provides a therapeutic environment for six to eight children and adolescents with serious emotional disabilities (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)).

Completer: A completer is any student, regardless of age, who graduated with a local or Regents diploma or who earned a commencement credential. Students exiting with a commencement credential and no local or Regents diploma remain in the cohort (denominator) but are not included in the numerator for either graduation rate or dropout rate calculations.

Compulsory Age: For information about attendance rules, see Section 3205 - Title IV, Article 65, Part I.

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).

Diploma Type: All New York State students have access to the local diploma, the Regents diploma, and the Regents diploma with advanced designation. Any diploma type requires the successful completion of the appropriate 22 units of credits. The difference between diploma types lies in the number of assessments the student passed and the required passing score(s). Reference Diploma Types for more information.

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 leaving the country, earning a commencement credential or death 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: English Language Learner. A student who, by foreign birth or ancestry, speaks or understands a language other than English and who scores below a NYS designated level of proficiency on the NYSITELL or the NYSESLAT. The federal Every Student Succeeds Act (ESSA) refers to ELLs as "English Learners," and ELLs are also sometimes referred to as Emergent Bilinguals or Dual Language Learners.

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: See English Language Learners in Chapter 2: Student Reporting Rules. ELLs 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 (ELLs) (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 ELLs (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 disabilities (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 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 if they take a State assessment, or if they are referred to the CSE for determination of eligibility for special education or 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 homeschooled students, but the districts will not have accountability responsibility for these other students.

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:

- are aged 3 through 21;
- were not born in any State; and
- 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.

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.

Skills & Achievement Commencement Credential: Students in New York State who are assessed using the New York State Alternate Assessment (NYSAA) may exit high school with the Skills & Achievement Commencement Credential.

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. Received Entirely Remote Instruction (Standard Achieved code "92"), Medically excused (Standard Achieved code "93"), Refusals (Standard Achieved code "96"), Administrative errors (Standard Achieved code "97"), and Absent/No Valid Score (Standard Achieved code "99) are not considered valid scores.

VESID: Vocational and Educational Services for Individuals with Disabilities.