

2020-21 Planning a Year in Data Reporting

A Guide to help District Data Coordinators map out an entire year of New York State Data Reporting



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The most recent version of this guide can be found at datacentral.esboces.org.
Once at the site navigate to Services > District Data Coordinators > Information > Planning a Year in Data Reporting

Revision History

<u>Version</u>	<u>Date</u>	<u>Revisions</u>
Changes from previous version are highlighted in yellow		
1.1	March 1, 2018	<ul style="list-style-type: none"> Initial Publishing
1.2	May 18, 2018	<ul style="list-style-type: none"> Addition of ELL/MLL Student Counts for Title III Allocations.
1.3	May 31, 2018	<ul style="list-style-type: none"> Revision History page added. Change in deadline of reporting August Graduates to mid-October. Staff ePMF deadline - moved to December. ePMF review by administrators moved to begin mid-December. ePMF Certification moved to early February.
1.4	July 6, 2018	<ul style="list-style-type: none"> Addition of web location of guide to cover page and resources page.
2.1	September 5, 2018	<ul style="list-style-type: none"> Cover Page edited to add specific year "2018-19". Index edited to reflect Staff Evaluation Certification from November to October. Updating of dates throughout document to reflect 2018-19 data deadlines. Updated sample end of year certification form added, along with 2018-19 year-end deadline. Computer Based Testing support page link added to Resources page.
2.2	September 7, 2018	<ul style="list-style-type: none"> Index edited to reflect Staff Evaluation Certification from October to November. Update Staff Evaluation load deadline from October 18th to November 1st. Update Staff Evaluation Certification deadline from October 26th to November 9th.
2.3	September 20, 2018	<ul style="list-style-type: none"> Index edited to add IMF submission to November - p.5 Update Staff Evaluation load deadline from November 1st to November 15th - p.11, 12, 16, 21 Update Staff Evaluation Certification deadline from November 9th to November 30th. - p.11, 12, 16, 21 Addition of IMF submission deadline to November 16th - p.22

3.1	September 19, 2019	<ul style="list-style-type: none"> • All deadlines adjusted for 2019-20 • Staff Evaluation Certification moved from November to October - <i>p.17</i> • New Staff Evaluation Requirements - <i>p.17</i> • Staff Evaluation Verification changed from SIRS-325 to SIRS-326 - <i>p.17</i> • ELL Students for NYSAA Testing moved from November to October - <i>p.23</i> • Release of Out of Certification Reports moved to April - <i>p.44</i> • Final TAA Certification moved to June - <i>p.47</i> • Staff Student Course and Staff Assignment (Principals) Certification added to June - <i>p.48</i> • CTE Reporting Update for 2019-20 - <i>p.62</i>
3.2	October 2, 2019	<ul style="list-style-type: none"> • Addition of 2019-20 Special Ed. Reporting Dates - <i>p.22 & p.50</i>
4.1	September 15, 2020	<ul style="list-style-type: none"> • All deadlines adjusted for 2020-21 • 2020-21 SIRS Deadlines - <i>p.12-15</i> • 2020-21 Special Education Deadlines - <i>p.16</i> • Staff Evaluation Certification suspended for 2019-20 - <i>p.17-18</i> • June Regents Exemptions - <i>p.18</i> • August Regents Exemptions - <i>p.19</i> • New Staff Snapshot / Staff Certification & Verification - <i>p.23-25 & 32</i>

Planning a Year in Data Reporting

The task of accurately reporting the mountainous amounts of data that is required can be daunting for even the most seasoned District Data Coordinator. This guide is intended to be used by district staff responsible for reporting, verifying, and certifying required state data. It is not designed to be a tool for how to load and lock various extracts, but rather act as a timeline for when data are due throughout the year.



The primary purpose of this manual is to offer a roadmap of what data should be reviewed during specific months, and when deadlines are **typically** set by the New York State Education Department. It will also offer best practices to help verify that your district/school data are as accurate as possible. It is important to note that the State Education Department often adjusts or extends timelines/deadlines throughout the year. This guide is meant to help you set a pace for the year, rather than being a definitive manual of specific deadlines.

To see specific published dates and deadlines, please refer to the New York State Education Department's Office of Information and Reporting page at:

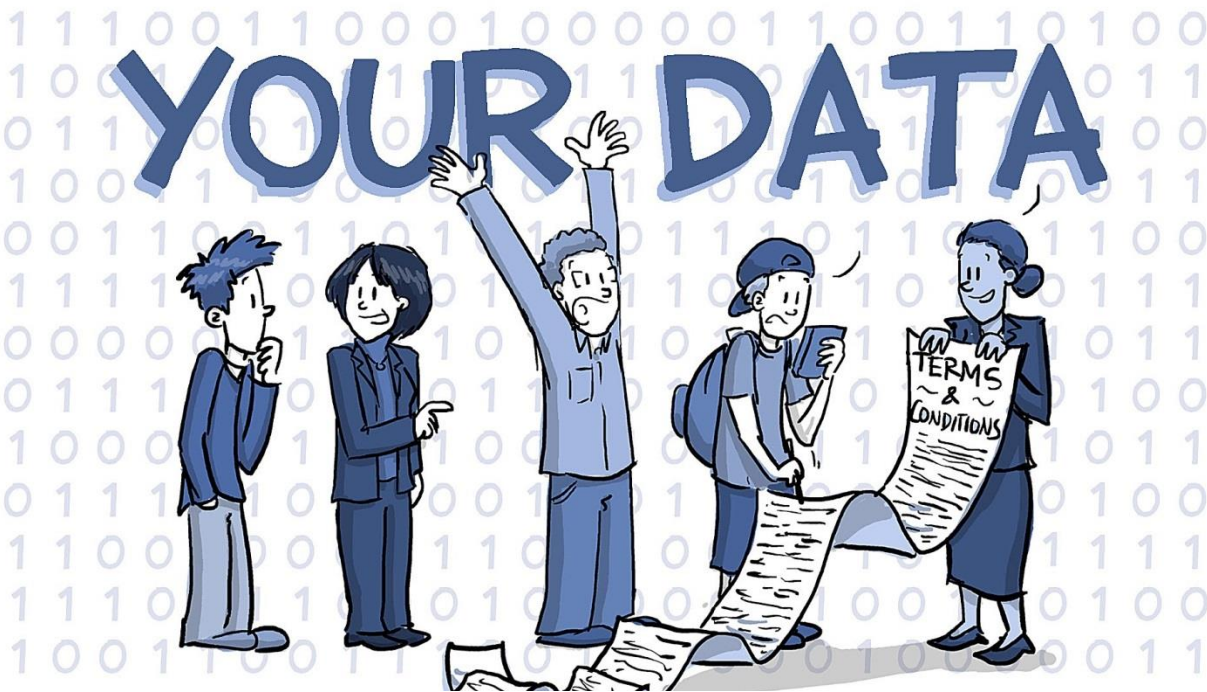
<http://www.p12.nysed.gov/irs/>



****Please note that there may be Level 0 loading deadlines listed in this manual that are specific to Suffolk County districts. Each Regional Information Center has its own weekly deadlines for locking and loading data****

Planning a Year in Data Reporting

It is always good practice to try and set a culture in your Local Education Agency (LEA) that data verification is a process, not an event. The process of accurately reporting data requires the involvement of multiple key staff in the LEA (ex: Special Ed. Directors, Personnel Directors, Building Principals, Assistant Principals, etc.). Reviewing data throughout the year on an ongoing basis will help best ensure your LEA's data is as current and accurate as possible.



The School Year

Keep in mind that although most people believe the school year begins with the opening of school in September, the school year actually begins on July 1st of any given year. Although the school year officially begins on July 1st, most of July and August are spent verifying and certifying data from the previous year. The actual loading and verifying of current year data generally begins in September. Therefore, for the purposes of this guide, we will begin with September and review all reporting reminders through August.

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Monthly Review



Before we look at each month individually, there are some data reports for which it is good practice to review on a regular basis throughout the year. These reports will help ensure data are accurate and current, and will allow District Data Coordinators an opportunity to fix errors regularly as they occur.

Level 0 Dashboard

Reviewing the **Level 0 Dashboard Summary** will allow users to regularly check for errors in all data categories. This report will display import errors, verification errors, valid record counts, locked status, as well as the date of last import, update, and upload.

Elect. Import

Manual Input

L1-Data Prep.

Reports

Admin

Log C

User Account: Charlie King (cking1). Current Password Expires on 3/19/2020

Current # of users logged on: 18

View All Users

Change My Password/Email

District:

School Year:

School Year Ending 2020-06-30

Update all verification error counts. Note: this process could take several minutes to complete.

Run All Verification Checks

- Dashboard Stats:

Red background in 'Last Upload' column indicates domain data has been updated since last Level 1 file was created.

Data Domain:	Import Errors:	Verif. Errors:	Valid Records:	Locked:	Last Import:	Last Update:	Last Upload:
Demographics	0	0	6075	NO	9/18/19 11:12 A	9/18/19 11:12 A	9/18/19 11:12 A
Enrollment	0	0	6225	NO	9/18/19 11:12 A	9/18/19 11:12 A	9/18/19 11:13 A
Program Fact	2	0	6906	--	--	--	--
ELL Eligibility	2	0	358	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
ELL Programs	0	0	365	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
ESEA	0	0	65	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
Type of Disability	0	0	1099	NO	9/16/19 09:57 A	9/16/19 09:57 A	9/16/19 10:00 A
0198::Poverty	0	0	2129	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
0220::Alt. Assess.	0	0	112	NO	9/16/19 09:58 A	9/16/19 09:57 A	9/16/19 10:00 A
0242::NYSESLAT	0	0	16	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
0264::Section 504 Plan	0	0	332	NO	9/16/19 09:58 A	9/16/19 09:58 A	9/16/19 10:00 A
Summer School Participation	0	0	114	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
5806::Reduced Lunch	0	0	262	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
5817::Free Lunch	0	0	1739	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
8272::Homeless Youth	0	0	2	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
Title 1 TAS	0	0	64	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
1232::SIFE	0	0	1	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
8282::Immigrant	0	0	218	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
8300::Foster Care	0	0	8	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
8262::Homeless	0	0	22	NO	9/18/19 11:13 A	9/18/19 11:13 A	9/16/19 10:00 A
Assessment	0	0	95	--	--	--	--
Regents	0	0	95	NO	9/11/19 10:44 A	9/11/19 10:43 A	9/11/19 12:22 P
Assess/Acc/Mod	0	0	88	NO	9/11/19 12:22 P	9/11/19 12:21 P	9/11/19 12:22 P
Staff/Stu/Course	0	0	0	--	--	--	--
Stu/Class/Gr/Detail	0	0	0	NO	None	None	None
Stu/Class/Entry/Exit	0	0	43045	NO	9/13/19 10:52 A	9/13/19 10:52 A	9/13/19 10:52 A
Stu/Credit/GPA	0	0	0	NO	None	None	None
Day Calendar	0	0	2977	NO	9/10/19 10:56 A	9/10/19 10:56 A	None
Stu/Daily/Attend	0	0	0	NO	None	None	None
Stu/Attend/Codes	0	0	129	NO	9/10/19 10:58 A	9/10/19 10:57 A	9/10/19 10:58 A
Course	0	0	835	NO	9/13/19 10:36 A	9/13/19 10:35 A	9/13/19 10:36 A
Location M.P.	0	0	34	NO	9/10/19 11:11 A	9/10/19 11:10 A	9/10/19 11:11 A
Course/Instr/Assign	0	0	2533	NO	9/13/19 10:44 A	9/13/19 10:44 A	9/13/19 10:44 A
Staff Snapshot	0	0	594	NO	9/13/19 10:41 A	9/13/19 10:41 A	9/13/19 10:42 A
Staff Evaluation	0	0	0	--	--	--	--
Staff Assignment	0	0	92	NO	9/11/19 02:01 P	9/11/19 02:00 P	9/11/19 02:01 P
Staff Attendance	0	0	0	NO	None	None	None
Staff Tenure Snapshot	0	0	0	NO	None	None	None
Staff Attend. Codes	0	0	6	NO	None	9/9/19 12:05 P	9/10/19 10:51 A


Monthly Review

NYSSIS - Queue Resolution List

NYSSIS stands for the New York State Student Identification System. The **NYSSIS – Queue Resolution List** (also referred to as NYSSIS Hold Queue) is where current school year student records submitted to the New York State Education Department end up when it could not be decided if:

- the current school year student record is a match to a previously submitted student record, or
- the current school year student record is being submitted for the first time, which means it is new to the NYSSIS system.

LEAs should review their NYSSIS queue regularly and determine if the student record listed is a match with other candidates presented.



Queue

Select LEA

Affiliates

ID Query

Audit

Response File

Job Status

Unlinks

Host Search

Users

My Activity

Sign Out

NYSSIS - Queue Resolution List

Copy Excel CSV Show 10 entries Search:

Hold Queue to

Local ID	First Name	Last Name	DOB	Grade	Building & Enrollment	Created By	Date Created	Actions
009000168			2006-07-15	6TH			2018-01-22	Candidates
009000211			2006-11-02	5TH			2018-01-22	Candidates
009000215			2008-07-18	4TH			2018-01-22	Candidates
009000220			2008-02-13	4TH			2018-01-22	Candidates
009000228			2007-09-12	4TH			2018-01-22	Candidates

Showing 1 to 5 of 5 entries

Previous 1 Next

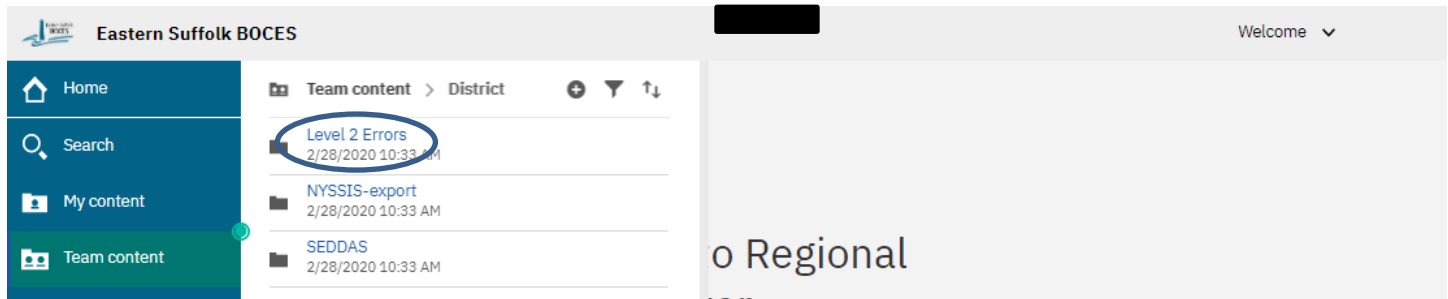
Show Recent Activity

Monthly Review

Level 2 Error Reports

LEAs should regularly check **Level 2 Error Reports** which indicate data that have successfully been loaded to Level 0, but due to an error, did not reach Level 2 and therefore have gone unreported to the State Education Department.

Level 2 errors are reported in most data categories and can be located via L2RPT.



Eastern Suffolk BOCES

Welcome ▾

Home

Search

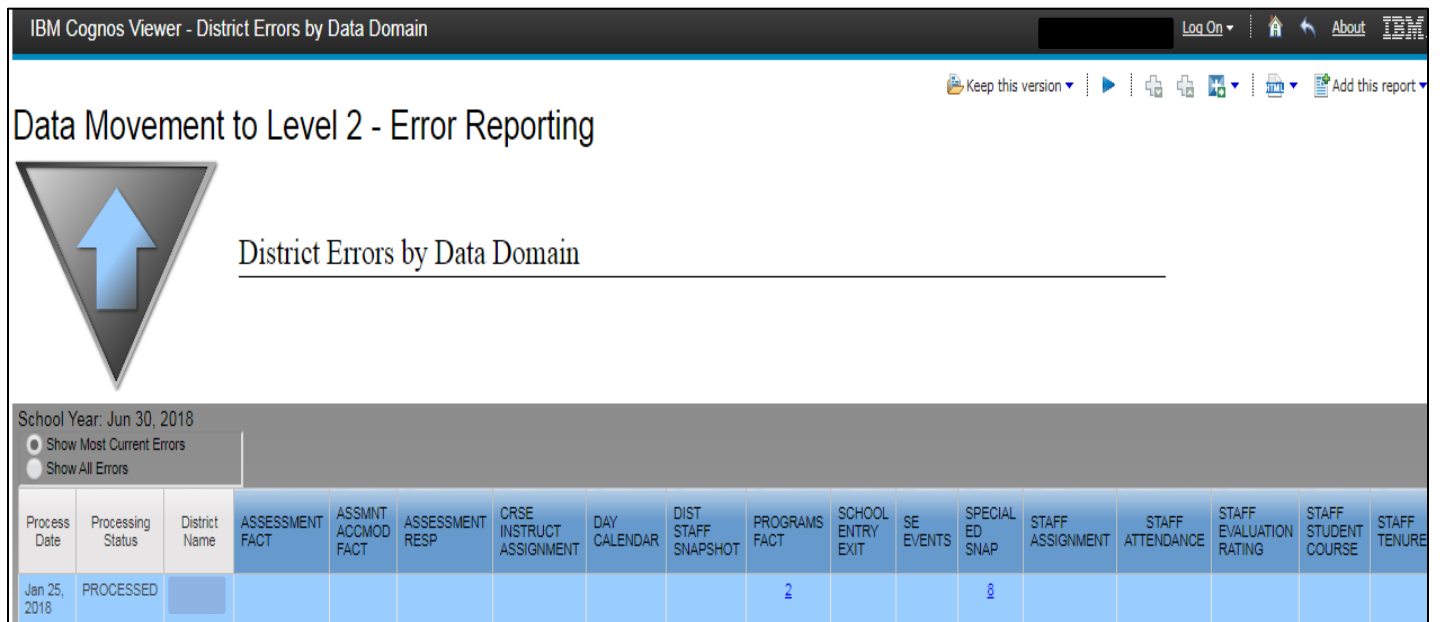
My content

Team content

Team content > District

- Level 2 Errors
2/28/2020 10:33 AM
- NYSSIS-export
2/28/2020 10:33 AM
- SEDDAS
2/28/2020 10:33 AM

o Regional




IBM Cognos Viewer - District Errors by Data Domain

Log On ▾

Keep this version ▾

Add this report ▾

Data Movement to Level 2 - Error Reporting



District Errors by Data Domain

School Year: Jun 30, 2018

☐ Show Most Current Errors

☐ Show All Errors

Process Date	Processing Status	District Name	ASSESSMENT FACT	ASSMNT ACCMOD FACT	ASSESSMENT RESP	CRSE INSTRUCT ASSIGNMENT	DAY CALENDAR	DIST STAFF SNAPSHOT	PROGRAMS FACT	SCHOOL ENTRY EXIT	SE EVENTS	SPECIAL ED SNAP	STAFF ASSIGNMENT	STAFF ATTENDANCE	STAFF EVALUATION RATING	STAFF STUDENT COURSE	STAFF TENURE
Jan 25, 2018	PROCESSED								2			8					

Monthly Review

UIAS Reports


Unique Identifier Audit System Reports (UIAS) are a series of reports that should be reviewed throughout the year, but paid very close attention to when verifying dropouts and graduates.

These reports can indicate that students reported as a dropout (which will count negatively in regards to the district's graduation rate) have been enrolled in another location. Under this circumstance, a student's exit enrollment record can be changed to reflect an accurate exit reason.

UIAS Reports are located in L2RPT via the **SIRS-701 UIAS Summary Report**. The intent of the UIAS SIRS-701 Summary Report is to help LEAs promote data quality and integrity by running a series of tests on select business rules governing proper use of enrollment and location codes in student records.

There are currently four broad categories of UIAS use cases:

- **Disappearing Students (DS):** Students expected to be continuously enrolled in a given location (an "empty" exit code value in the prior year enrollment record), but with no re-enrollment in that location in the new school year
- **False Dropouts (FD):** Students exited as dropouts but who may have subsequently reenrolled (within a given time frame or in a qualifying location) that would then suggest the dropout code be replaced with a more appropriate exit code
- **False Transfers (FT):** Students who were coded as having transferred to a new location but appear not to have re-enrolled under the requirements for that particular type of transfer (or, rarely, were reenrolled in the original location – i.e., did NOT transfer – but with no appropriate change in exit code)
- **Simultaneous Enrollments (SE):** Students who appear to be inappropriately enrolled in multiple locations.



UIAS (Unique Identifier Audit System) Summary Report

Data Contained in the Student Information Repository System

School Year:
District Name:

Finish

Data Refresh Date: Jan 20, 2018

Use Case Type	Use Case Subtype	Count
FT.153 Errors	153.02 - Enrolled in different district	1
FT.153 Errors - Total		1
FT.170 Errors	170.01 - No subsequent enrollment	24
	170.02 - Enrolled in same district	43
FT.170 Errors - Total		27
FT.323 Errors	323.01 - No subsequent enrollment	2
	323.02 - Enrolled in same district	3
FT.323 Errors - Total		5
FT.782 Errors	782.02 - Enrolled in different school	1
FT.782 Errors - Total		1
DS.EOY Errors	DS.01 - Enrolled in different district	24
DS.EOY Errors - Total		24
SE Errors	SE.01 - Concurrent Open Enrollment	14
	SE.02 - Concurrent (Other) Enrollment	27
SE Errors - Total		41
All Use Case Types - Total		149

**DEADLINES FOR VERIFICATION AND
CERTIFICATION OF 2020-21 SCHOOL YEAR DATA IN SIRS
06-18-2020**

Date/ Estimated Date:	Data Extract or Certification:	Purpose of Collection:	Applicable To:
October 9, 2020	August Graduates, Total Cohort Graduation Rate Reporting	Deadline for districts to submit graduates as of August 31, 2020 for Total Cohort Graduation Rate reporting.	Public School Districts, and Charter Schools
November 6, 2020	Staff Snapshot	Staff Snapshot data must be loaded prior to loading any other staff or course data to the SIRS.	Public School Districts, BOCES, Charter Schools, and State Operated Schools
January 4, 2021	2020-21 Data Certification of Special Education Data Elements VR 1-9 through PD Data System	Districts and nonpublic schools are required to certify data as Accurate or Not Accurate. Status will be defaulted to Not Accurate in the PD system for entities that do not certify.	Public School Districts, nonpublic schools, Special Acts, Article 81, State Agencies, and State Operated Schools
January 8, 2021	2020-21 BEDS Day Enrollment Data Extract	<p>Counts of UPK students are collected for calculating UPK grant funding.</p> <p>Enrollment by grade, district of residence, district Pre-K, and supplemental enrollment counts are collected for calculating preliminary State Aid allocations.</p> <p>Enrollment counts are also used to create the USED Directory, which is the official directory of all schools and districts for federal reporting which serves as a sampling frame for federal statistical studies, defines the universe for the CRDC, and populates the list of schools used on the FAFSA.</p>	Public School Districts and Charter Schools

Date/ Estimated Date:	Data Extract or Certification:	Purpose of Collection:	Applicable To:
January 8, 2021	2020-21 FRPL Data Extract	<p>FRPL, enrollment by grade, district of residence, district Pre-K, and supplemental enrollment counts are collected for calculating preliminary State Aid allocations.</p> <p>The FRPL data is reported to the US Department of Education (ED) and is used primarily for the Non-Fiscal Survey of the Common Core of Data (CCD). The data are also used by other offices of ED.</p>	Public School Districts and Charter Schools (BEDS online)
March 19, 2021	2020-21 BEDS Day Enrollment Data Extract	Enrollment by grade, district of residence, district Pre-K, and supplemental enrollment counts are collected for calculating preliminary State Aid allocations.	Public School Districts and Charter Schools
March 19, 2021	2020-21 BEDS Day FRPL Data Extract	<p>Used for calculating preliminary State Aid allocations. Also reported to USED via EDFacts. All entities need to show FRPL counts in the March snapshot to be included in the FRPL data submitted to USED.</p> <p>The FRPL data reported to the US Department of Education (ED) is used primarily for the Non-Fiscal Survey of the Common Core of Data (CCD). The data are also used by other offices of ED.</p>	Public School Districts and Charter Schools (BEDS online)
March/April 2021	2020-21 BEDS Day ELL Counts Data Extract	Reported to USED via EDFacts. This data supplies part of the Title III Biennial Evaluation Report. All entities with ELL enrollment must report these students in the SIRS with the appropriate ELL Eligible program service code in the March/April BEDS Day Enrollment snapshot to be included in the ELL data file submitted to USED.	Public School Districts and Charter Schools
May 14, 2021	2020-21 Course Instructor Assignment and Student Class Entry Exit Data Extract (Preliminary Data- Data must be complete by SIRS EOY)	All courses, students and teachers should be current to date. Data can be updated until the SIRS closes in August.	Public School Districts, BOCES, and Charter Schools

Date/ Estimated Date:	Data Extract or Certification:	Purpose of Collection:	Applicable To:
May/June 2021	<p>2020-21 ELL Counts for Title III ELL Funding Data Extract</p> <p>2020-21 Immigrant Student Counts for Title III Immigrant Funding Data Extract</p>	<p>Counts of ELL students are collected for calculating Title III ELL allocations. Count is ELL students enrolled in district at time of final data pull.</p> <p>Counts of immigrant students are collected for calculating Title III immigrant allocations. Count is immigrant students enrolled in district at time of final data pull.</p>	
August 20, 2021 Data Due	2020-21 Special Ed Data	2020-21 Special Education Data Elements: VR13, VR15, and VR16 through the PD Data System	Public School Districts
August 23, 2021 Certification	2020-21 Special Ed Data	2020-21 Special Education Data Elements: VR13, VR15, and VR16 through the PD Data System	Public School Districts
August 20, 2021	All Final 2020-21 SIRS EOY Data Due (except for Special Education Events, Staff Evaluation)	<p>Data must be submitted to Level 2 by 11:59 P.M. on due date.</p> <p>Used for federal and State reporting purposes, for State Aid allocations, and to make accountability status determinations.</p>	Public School Districts, Charter Schools, State Agencies, BOCES, and Nonpublic Schools
July 1, 2021 (Data Due: October 15, 2021)	Start of collection for 2020-21 Staff Evaluation Overall Ratings & Subcomponent scores	<p>Overall Ratings & Subcomponent scores for districts implementing an APPR plan under Education Law 3012-d.</p> <p>Staff Evaluation data submission is one factor in a school district's eligibility for 2021-22 State Aid.</p>	Public School Districts and BOCES
September 3, 2021	2020-21 SIRS EOY Data Statement of Certification Form (except for Special Education Events, Staff Evaluation)	Certify the accuracy of data submitted as of the end of year (EOY) reporting deadline as applicable per institution.	Public School Districts, Charter Schools, BOCES, and Nonpublic Schools

Date/ Estimated Date:	Data Extract or Certification:	Purpose of Collection:	Applicable To:
September 17, 2021 Data Due	2020-21 Data and Certification of Special Education Data Elements: VR 11-12 and VR 14 through PD Data System	Information relating to each VR	Public School Districts
September 20, 2021 Certification	2020-21 Data and Certification of Special Education Data Elements: VR 11-12 and VR 14 through PD Data System	Information relating to each VR	Public School Districts
October 8, 2021	August Graduates, Total Cohort Graduation Rate Reporting	Submission of August 2021 diplomas for students in the 2015, 2016, and 2017 total cohorts.	Public School Districts and Charter Schools
October 15, 2021	2020-21 Staff Evaluation Overall Ratings & Subcomponent scores due	2020-21 Staff Evaluation scores and ratings to fulfill data reporting requirements under Education Law 3012- d. Staff Evaluation data submission is one factor in a school district's eligibility for 2021-22 State Aid. Further information regarding Staff Evaluation data submission will be available in the fall of 2021.	Public School Districts and BOCES
October 22, 2021	2020-21 Statement of Confirmation of Staff Evaluation Rating Verification Report	Certify the accuracy of the Staff Evaluation data submitted <u>as of the October 15 deadline</u> . This form can be accessed and must be submitted via SED Monitoring in NYSED's Application Business Portal	Public School Districts and BOCES

Enrollment, demographic, assessment (including COSF), Special Education End of Year (EOY) Snapshot, and disability program service records for those students who are potential submission records for the VR 11-16 reports must be submitted by August 20, 2021. Districts should use the List of Potential Student Records report contained in the PD Data System to determine that all students eligible to be included in these reports have been reported with accurate information.

Special Education Certification and Due Dates for the 2020–21 School Year

These forms are entered directly into the PD Data System ^[1]		Due By
PD6: Personnel Form		February 1, 2021
PD8: Suspension Data		August 2, 2021
These forms are sent directly to your Local Education Agency ^[1]		Due By
SEDCAR 1: Request for IDEA Sub Allocation		November 27, 2020
SEDCAR 2: Request for IDEA Sub Allocation for Students Receiving Services Pursuant to Article 81 Only (This form is also sent to SEDCAR in NYSED)		November 27, 2020
These data are populated from SIRS and are certified in the PD Data System ^[1]		Date Data Must Be Certified By
VR1: Preschool Child Count Report by Race/Ethnicity		January 11, 2021
VR2: School Age Child Count by Age and Disability		January 11, 2021
VR3: School Age Students by Disability and Race/Ethnicity		January 11, 2021
VR4: Preschool LRE Setting Report		January 11, 2021
VR5: School Age LRE Setting Report		January 11, 2021
VR6: District Report of Preschool Students by Primary Service Provider		January 11, 2021
VR7: Provider Report of Preschool Students ^[2]		**
VR8: District Report of School Age Students by Building Where Enrolled		January 11, 2021
VR9: Provider Report of School Age Students ^[2]		**
VR11: Notification to School District of Compliance Rate on SPP #11 ^[3]		September 20, 2021 ^[5]
VR12: Notification to School District of Compliance Rate on SPP #12 ^[3]		September 20, 2021 ^[5]
VR13: Preschool Children Provided Programs and Services during 2020-21 School Year		August 23, 2021 ^[5]
VR14: District Report of Parentally Placed Students in Religious and Independent (Nonpublic) School Who Were Evaluated		September 20, 2021 ^[5]
VR15: Preschool Outcomes Report ^[3]		August 23, 2021 ^[5]
VR16: Students Receiving Coordinated Early Intervening Services		August 23, 2021 ^[5]
These data are entered directly into the PD Data System under Self Review Checklists ^[4]		Date Checklist Must Be Completed By
SR4: Suspension Rate for Students with Disabilities (significant discrepancy)		January 11, 2021
SRS: Suspension Rate for Students with Disabilities (significant disproportionality)		January 11, 2021
SR9: Disproportionate Identification of Racial and Ethnic Groups for Special Education and Related Services		May 31, 2021
SR10: Disproportionate Representation of Students with Disabilities by Classification		May 31, 2021
SR13: Secondary Transition IEP Review for Students with Disabilities		August 30, 2021

¹ For further information on any of the forms or data in the above table, please visit IRS Special Education's data collection requirements page located at: <http://www.p12.nysed.gov/sedcar/data.htm>.

² Verification reports 7 and 9 are provider reports that do not require certification.

³ See the schedule of submission to find the school year in which your district is required to submit data for these indicators: <http://www.p12.nysed.gov/sedcar/sppschedule2017-2025.html>

SEPTEMBER

The school year is under way, the previous year's data has all been verified and certified, and you're ready to start reporting for the current year. Where should you start?

Data from Prior Year

Although it is true that after certifying all L2RPT end of year reports in early September you are done with most of the data from the previous year, you can not quite move on from it just yet. There are two data elements that are typically certified in the current year based on the previous year's data:

- **Special Education Reports VR 11, VR 12, and VR 14** must be certified in the PD System by **September 21st**. The deadline to load these data in Level 0 is **Thursday, September 17th**.
- **Staff Evaluation** scores and ratings are typically certified in late October. Due to the COVID pandemic, Staff Evaluation data was not collected, and does not need to be certified for 2019-20.

Special Education Reports VR 11, VR 12, and VR 14

The **Special Education VR 11, VR 12, and VR 14 Reports** are populated through the Special Ed. Events Extract, which is pulled from the LEAs Special Education Management System. The Special Ed. Events Extracts for the previous year can still be loaded in Level 0 until the load deadline (for Suffolk, the Thursday prior to certification), however demographic, enrollment, and program service data needed to be loaded for reported students prior to the previous year's deadline in late August.

All districts must certify the **VR 14 Report**. Only those districts required to submit **Federal Indicators #11 (VR 11) or #12 (VR 12)** are required to certify those reports.

All verification and certification of these reports are done via the PD System. You must have specific SEDDAS rights that are provisioned from your CEO to view and/or certify these reports.

<p>District Compliance Report</p> <p>Indicator #11 - Percent of children with parental consent to evaluate, who were evaluated within State established timelines</p> <p>(Based on Consent to Evaluate the Child Received Between _____ and _____)</p> <p>Status of the Eligibility Determination Process : _____</p>

<p>District Compliance Report</p> <p>Indicator #12 - 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 Birthday</p>
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<p>Verification Report 14 Parentally Placed Students with Disabilities in Nonpublic Schools Located in the School District Who Were Evaluated During the 2017-18 School Year for Initial Determination of Special Education Eligibility and Services for those Found to be Eligible</p>
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SEPTEMBER

Data from Prior Year

Staff Evaluation Reporting

Staff Evaluation scores and ratings are loaded to Level 0 using the Staff Evaluation extract from your Human Resources System. Staff Evaluation data are typically certified in late October. Due to the COVID pandemic, Staff Evaluation data was not collected, and does not need to be certified for 2019-20

June Regents Exemptions and AP/IB Exam Scores

Typically June Regents exam results, as well as AP/IB exam results, are reported with the year-end deadline in August. Due to the current pandemic, the deadline to report June 2020 Regents exemptions, as well as 2020 AP and IB exam scores has been adjusted to **October 8th**. If not already done, districts should load all 2019-20 assessment data and verify accuracy by reviewing the **SIRS-309 Annual Regents Report in L2RPT**



Annual Regents Report

Data Contained in the Student Information Repository System

School Year:

School or District:

Examination:

Data Refresh Date: Sep 12, 2020 12:00:00 AM

Regents Common Core Algebra I		Number of Students Scoring					Percentage of Tested Students Scoring					
Student Subgroup (accountability subgroups are marked by an asterisk(*)) a	Number Tested b	Performance Level 1 c	Performance Level 2 d	Performance Level 3 e	Performance Level 4 f	Performance Level 5 (common core assessments only) g	PHE Exempt h	Performance Level 1 i	Performance Level 2 j	Performance Level 3 k	Performance Level 4 l	Performance Level 5 (common core assessments only) m
* All Students *	2	0	1	1	0	0	113	0.0%	50.0%	50.0%	0.0%	0.0%
Female	1	0	0	1	0	0	60	0.0%	0.0%	100.0%	0.0%	0.0%
Male	1	0	1	0	0	0	53	0.0%	100.0%	0.0%	0.0%	0.0%
* Black *	0	0	0	0	0	0	4					0.0%
* Hispanic *	2	0	1	1	0	0	13	0.0%	50.0%	50.0%	0.0%	0.0%
* Asian/Pacific Islander *	0	0	0	0	0	0	4					0.0%
Asian	0	0	0	0	0	0	4					0.0%
* White *	0	0	0	0	0	0	89					0.0%
* Multiracial *	0	0	0	0	0	0	3					0.0%
General Education Students	2	0	1	1	0	0	93	0.0%	50.0%	50.0%	0.0%	0.0%
* Students with Disabilities *	0	0	0	0	0	0	20					0.0%
Not English Language Learner	1	0	1	0	0	0	110	0.0%	100.0%	0.0%	0.0%	0.0%
* English Language Learner *	1	0	0	1	0	0	3	0.0%	0.0%	100.0%	0.0%	0.0%
Formerly English Language Learner	1	0	1	0	0	0	0	0.0%	100.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	1	0	1	0	0	0	21	0.0%	100.0%	0.0%	0.0%	0.0%
Not Economically Disadvantaged	1	0	0	1	0	0	92	0.0%	0.0%	100.0%	0.0%	0.0%
Not Migrant	2	0	1	1	0	0	113	0.0%	50.0%	50.0%	0.0%	0.0%
Homeless	0	0	0	0	0	0	1					0.0%
Not Homeless	2	0	1	1	0	0	112	0.0%	50.0%	50.0%	0.0%	0.0%
Not in Foster Care	2	0	1	1	0	0	113	0.0%	50.0%	50.0%	0.0%	0.0%

SEPTEMBER

Once Special Education VR 11, VR 12, and VR 14 and Staff Evaluation data has been certified for the previous year, LEAs should start beginning to load Staff and Student data for the current year in Level 0.

Data for Current Year

Demographic, Enrollment and Program Data

Once Level 0 opens for the new school year in mid-September, LEAs should begin loading demographic, enrollment, and programs fact data for 2020-21. August graduates cannot be reported without a demographic record for a given student.

August Graduates and Regents Exams

Mid to late September is a good time to start loading **August graduates**, as well as your LEA's **August Regents** results. **Due to the current pandemic, August Regents were cancelled and exemptions were permitted for those students who passed the course.** Accurate reporting of August graduates is extremely important as these students count as graduates in the four and five year total cohort graduation rate. These graduation rates help set accountability determinations and are released publicly via the NYS report card. The deadline to load August graduates and August Regents is **Thursday, October 8, 2020.**


The best place to verify the accuracy of **August graduates** is via the **SIRS-201 Total Cohort Summary Report** in L2RPT.

IBM Cognos Viewer - SIRS-201 Total Cohort - Summary

Log On | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 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SEPTEMBER

The best place to verify **August Regents exemptions** are via the **SIRS-309 Annual Regents Report** in L2RPT.

IBM Cognos Viewer - SIRS-309 Annual Regents Report											
<div> <div>  <div> <div>New York State Education Department</div> <div>Annual Regents Report</div> <div>Data Contained in the Student Information Repository System</div> </div> </div> <div> <div>School Year:</div> <div>School or District:</div> <div>Examination: Regents Common Core Algebra I</div> <div>Data Refresh Date: Jan 20, 2018 12:00:00 AM</div> <div>Finish</div> </div> </div>											
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Number of Students Scoring					Percentage of Tested Students Scoring				
		Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)
* All Students *	54	9	21	23	0	1	16.7%	38.9%	42.6%	0.0%	1.8%
Female	24	1	9	13	0	1	4.2%	37.5%	54.2%	0.0%	4.2%
Male	30	8	12	10	0	0	26.7%	40.0%	33.3%	0.0%	0.0%
* Black *	16	3	4	9	0	0	18.8%	25.0%	56.2%	0.0%	0.0%
* Hispanic *	32	5	14	12	0	1	15.6%	43.8%	37.5%	0.0%	3.1%
* White *	6	1	3	2	0	0	16.7%	50.0%	33.3%	0.0%	0.0%
General Education Students	36	8	18	12	0	1	13.9%	50.0%	33.3%	0.0%	2.8%
* Students with Disabilities *	18	4	3	11	0	0	22.2%	16.7%	61.1%	0.0%	0.0%
Not English Language Learner	43	7	15	20	0	1	16.3%	34.9%	46.5%	0.0%	2.3%
* English Language Learner *	11	2	6	3	0	0	18.2%	54.5%	27.3%	0.0%	0.0%
* Economically Disadvantaged *	40	8	12	20	0	0	20.0%	30.0%	50.0%	0.0%	0.0%
Not Economically Disadvantaged	14	1	9	3	0	1	7.1%	64.3%	21.4%	0.0%	7.1%
Not Migrant	54	9	21	23	0	1	16.7%	38.9%	42.6%	0.0%	1.8%
Homeless	2	1	1	1	0	0	33.3%	33.3%	33.3%	0.0%	0.0%
Not Homeless	51	8	20	22	0	1	15.7%	39.2%	43.1%	0.0%	2.0%
Not in Foster Care	54	9	21	23	0	1	16.7%	38.9%	42.6%	0.0%	1.8%
Parent Not in Armed Forces	54	9	21	23	0	1	16.7%	38.9%	42.6%	0.0%	1.8%

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/lrs/sirs/home.html>

Once settled into the new school year, mid to late September is a good time to start loading basic student data to Level 0, which includes:

- *Demographics (Student Lite)*
- *Enrollment (Student Entry/Exit)*
- *Program Services*

Often, many errors are present in demographic, enrollment, and program service data the first time loading to Level 0 for the current year. Loading these data in mid to late September will allow ample time to clean up errors as other deadlines approach throughout the year.

October

BEDS DAY

The school year is in full swing and we are approaching BEDS day. BEDS Day is always the first Wednesday in October (**October 7th for 2020-21**) and is an important day on the reporting calendar. 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.

If you have not done so already, October would be an essential time to begin loading the following:

- *Student Demographics*
- *Student Enrollment*
- *Student Program Services*
- *August Graduates*
- *August Regents Exams*
- *Staff Snapshot*

Staff Evaluation – Data from Previous Year

Under Education Law 3012d, all LEAs are required to submit Staff Evaluation data. Beginning with 2018-19, all teachers and principals must have **either** a transitional or original score reported based on the LEA's approved APPR Plan. State provided growth scores may no longer be used as part of a staff evaluation. Certification for Staff Evaluation data is **Friday, October 25th**. If not done so already, ensure that Staff Evaluation records be loaded in Level 0 by this point (early October). The deadline for data in Level 0 is **Thursday, October 17th**.

As referenced in September, Staff Evaluation data is verified via the **Staff Evaluation Verification Report** in L2RPT.

IBM Cognos Viewer - SIRS-326 Staff Evaluation Rating Table

New York State Education Department

Staff Evaluation Rating Table

School Year: 2019-20
District: [Dropdown]
Finish

-a-	Count -b-	Rating -c-
Number of Educators Reported in Staff Evaluation Rating Table in SIRS	651	
Educators Reported with Original Scores/Ratings	651	
Number of Educators Reported with Required Student Performance Subcomponent (0 to 20)	626	
Number of Educators Missing the Required Student Performance Subcomponent (0 to 20)	25	
Educators Reported with Required Teacher Observation/Principal School Visit Subcomponent (0.00 or 1.00 to 4.00)	640	
Number of Educators Missing the Required Teacher Observation/Principal School Visit Subcomponent (0.00 or 1.00 to 4.00)	11	
Total Number of Educators Reported with Overall Rating	615	
Total Number of Educators Missing the Overall Rating	36	
Educators Reported with Overall Rating	615	Highly Effective

Due to the current pandemic, Staff Evaluation data is not collected nor certified for 2019-20

October 

Staff Evaluation Certification

The form for certifying Staff Evaluation data is located in [SED Monitoring](#), which is the same location as where an APPR plan is submitted. The CEO and anyone else who has been granted access to the APPR plan should be able to view the form.

The deadline to certify 2018-19 Staff Evaluation data is **Friday, October 25th**.

2018-19 Statement of Confirmation of Staff Evaluation Rating Verification Report

The form should be completed and submitted by October 25, 2019.
For additional information on the submission and certification of staff evaluation data, please see the Resources for Closeout of 2018-19 APPR page on EngageNY.

This form serves two purposes:

1. to certify Staff Evaluation data, and
2. to submit any educator who was subject to evaluation under Education Law §3012-d, but for whom no staff evaluation data was reported.

Please keep copies of the confirmed 2018-19 Staff Evaluation Rating Verification Report on file.

If necessary, use the 'Educator Entry' section of this form to provide information for educators who were subject to evaluation.

Certification of Staff Evaluation Data

I have reviewed the Staff Evaluation Rating Verification Report(s) which was/were submitted to the State Repository System. I also understand that data submitted by my Local Education Agency is accurate and that teachers/principals in my district/BOCES were evaluated using this data.

Enter the date on which you viewed the 2018-19 Staff Evaluation Rating Verification Report(s):

Report Title: date

Click here to view the Staff Evaluation Rating Verification Report(s).

Educator Entry

The table below provides information for educators who were subject to evaluation under Education Law §3012-d, but for whom no staff evaluation data was reported.

List any educator(s) for whom no staff evaluation data was submitted, but who were subject to evaluation under Education Law §3012-d.

Report Title: educators

STAFF ID (TEACH ID, not local Staff ID)	Delete Row (Will be Deleted on Save)
Row: null, Column: Column: staffid	Select this to delete this row from the table
<input type="text"/>	<input type="checkbox"/>

October


Staff Snapshot

Staff Snapshot is an extract pulled from the LEAs Human Resources System and loaded in Level 0. This record is essentially the equivalent to a “demographic” record for all certified staff. It is important that Staff Snapshot be loaded early in the year, as no other staff data can be loaded prior to Staff Snapshot. In prior years, teachers were required to manually enter in their location, assignment, and registration before submitting their form via the Teacher Access and Authorization (TAA) site. 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 directly in SIRS through the Course Instructor Assignment extract, and data held in the NYSED teacher certification database. Beginning in 2020-21, the TAA/ePMF system will no longer be active as all staff data will be collected through SIRS.

Staff Snapshot records should be verified via the **SIRS-320 Staff Snapshot Verification Report** in L2RPT.

IBM Cognos Viewer - SIRS-320 Staff Snapshot Verification Report
charles.king2 Log On About

Keep this version
Add this report

New York State Education Department


Staff Snapshot Verification Report
Data Contained in the Student Information Repository System

School Year:
District:
School: All Schools
Staff Status: Active
Finish

Data Refresh Date: Jan 23, 2018

School Code a	Location b	Total Staff c	Teachers d	Principals e	Other f
		56	47	1	8
		70	45	0	25
		187	161	1	25
		32	28	1	3
		40	33	1	6
		35	29	1	5
		21	16	1	4
		19	15	1	3
		79	70	1	8
		79	71	1	7
		47	41	1	5
District Summary		665	556	10	99

October

The certification match process will be run weekly in SIRS and the data can be reviewed using the **SIRS-328 Staff Out of Certification Report** in L2RPT. Updated and corrected data in Course Instructor Assignment will be reflected in the SIRS-328 report. Teachers who do not have the appropriate certification for the reported course will be deemed to be teaching out of certification.

Beginning with the 2020-21 school year, the TAA system will no longer be active.



Staff Out of Certification Verification Report Data Contained in the Student Information Repository System

School Year: 2019-20
District Name:
School Name: All Locations
Certified Status: All Statuses
Finish

Data Refresh Date: Aug 31, 2020

Location Name - a -	Name - b -	Staff ID - c -	Course Code - d -	Course Name - e -	Course Section - f -	Local Course Name - g -	Primary Lang - h -	Certified - i -	Charter Exemption - j -	FTE - k -	Primary Ind - l -	Special Ed Ind - m -	ENL Ind - n -	Incidental - o -
			51031	Language Arts (grade 3)	03 ELA-202	03 ELA	ENG	Yes	No	1	Yes	No	No	No
			52033	Mathematics (grade 3)	03 MA-202	03 Math	ENG	Yes	No	1	Yes	No	No	No
			53233	Science (grade 3)	03 SCI-202	03 Science	ENG	Yes	No	1	Yes	No	No	No
			54433	Social Studies (grade 3)	03 SS-202	03 Social Studies	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	05 ELA-124	05 ELA	ENG	Yes	No	1	Yes	No	No	No
			52035	Mathematics (grade 5)	05 MA-124	05 Math	ENG	Yes	No	1	Yes	No	No	No
			53235	Science (grade 5)	05 SCI-124	05 Science	ENG	Yes	No	1	Yes	No	No	No
			54435	Social Studies (grade 5)	05 SS-124	05 Social Studies	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-46	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-47	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-48	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-49	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-50	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-46	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-47	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-48	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-49	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-50	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	05 ELA-118	05 ELA	ENG	Yes	No	1	Yes	No	No	No

October

Districts should review the course to certification crosswalk (Crosswalk) mapping distributed via the NYSED IRSP.

Course Code (Course I	Course Code Description	Certification Area Cox	Certification Area Description	Course Subject Area	Course Level	CTE_IND
01001	ELA I (9th grade)	9026	Students With Disabilities - Grades 5-9 - English	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	5315	N-6 & English 7-9 & Spanish	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	5319	N-6 & English 7-9 & Hebrew	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	4012	English Language Arts (Grades 5-9)	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	4010	Nursery, Kindergarten & Grades 1-6 & English 7-9 Extension	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	4069	English Language Arts 7-9 Extension	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	9051	Students With Disabilities - Grades 7-12 - English	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	5320	N-6 & English 7-9 & Latin	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	5381	Pre K-6 & English 7-9 Ext	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	0099	Students With Disabilities - English Language Arts (Grades 5-9)	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	5317	N-6 & English 7-9 & Italian	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	5316	N-6 & English 7-9 & German	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	5314	N-6 & English 7-9 & French	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	5100	English 7-12	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	5425	English 7-12 & 5-6 Ext	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	5344	N-6 & English 7-9 & Korean	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	4060	English 7-9 Extension	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	5013	English Language Arts 7-12	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	5318	N-6 & English 7-9 & Russian	English Language and Literature	Secondary	No
01001	ELA I (9th grade)	0124	English Language Arts (Grades 5-9)	English Language and Literature	Secondary	No

Certification data held by staff reported in Staff Snapshot can be reviewed using the **SIRS-329 Staff Certification Report** in L2RPT.



Staff Certification Report

Data Contained in the Student Information Repository System

School Year
District Name
School Name
Staff Name/ID

2019-20
All Locations
All Staff

Finish

Data Refresh Date: Aug 31, 2020

Location Code	Location Name	Staff ID	Name	Date of Birth	Job Description	Certification Area Code	Certification Area Description	Certification Effective Date	Certification Expiration Date	Certification Type Code	Certification Type Description
- a -	- b -	- c -	- d -	- e -	- f -	- g -	- h -	- i -	- j -	- k -	- l -
				978	TEACHER	6150	Music	Sep 1, 2004		0003	Permanent Certificate
				968	TEACHER	3010	Nursery, Kindergarten & Grades 1-6	Feb 1, 1997		0003	Permanent Certificate
				968	TEACHER	9010	Special Education	Feb 1, 1997		0003	Permanent Certificate
				979	TEACHER	1014	School District Leader	Feb 21, 2018		0084	Professional Certificate
				979	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Feb 1, 2008		0003	Permanent Certificate
				979	TEACHER	7061	Literacy (Birth-Grade 6)	Sep 1, 2008		0084	Professional Certificate
				968		9010	Special Education	Feb 1, 1998		0003	Permanent Certificate
				968		9020	Speech And Hearing Handicapped	Sep 1, 2000		0003	Permanent Certificate
				1977	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Sep 1, 2005		0003	Permanent Certificate
				1977	TEACHER	7060	Reading Teacher	Feb 1, 2004		0003	Permanent Certificate
				985	TEACHER	9014	Students With Disabilities (Grades 1-6)	Feb 1, 2011		0084	Professional Certificate
				985	TEACHER	9015	Students With Disabilities (Grades 5-9), Generalist	Sep 1, 2011		0084	Professional Certificate
				985	TEACHER	3013	Early Childhood Education (Birth-Grade 2)	Feb 1, 2011		0084	Professional Certificate
				985	TEACHER	3014	Childhood Education (Grades 1-6)	Feb 1, 2011		0084	Professional Certificate
				985	TEACHER	7061	Literacy (Birth-Grade 6)	Sep 1, 2011		0084	Professional Certificate
				985	TEACHER	7062	Literacy (Grades 5-12)	Sep 1, 2011		0084	Professional Certificate
				985	TEACHER	9013	Students With Disabilities (Birth-Grade 2)	Feb 1, 2011		0084	Professional Certificate
				953	TEACHER	3010	Nursery, Kindergarten & Grades 1-6	Sep 1, 1988		0003	Permanent Certificate
				1973	TEACHER	6160	Physical Education	Feb 1, 2004		0003	Permanent Certificate

October

Institutional Master File (IMF)

Beginning on BEDS Day (October 7th), LEAs can begin submitting the **Basic Educational Data System (BEDS) Institutional Master File (IMF) application**. All LEAs are required to submit both a district form, as well as school forms, for each individual school in their district. The IMF application is submitted through the IRS Data Exchange (IDEx). The deadline to complete the application is **Friday, November 20th**.

<p>The University of the State of New York THE STATE EDUCATION DEPARTMENT Information and Reporting Services Albany, New York 12234</p>	<p>BASIC EDUCATIONAL DATA SYSTEM SCHOOL DISTRICT SUMMARY FORM</p>								
<p>District Name and Code</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>									
<div style="border: 1px solid black; padding: 10px; background-color: #f0f0f0;"><p><i>This paper form should not be returned to SED.</i> This paper form must only be used for the local gathering of data. Data represented in this form are required to be submitted to SED via the On-line BEDS IMF Application. Your district's BEDS Coordinator or Superintendent will have details for entering data into the On-line BEDS IMF Application and your district's protocol for doing so.</p></div>									
<p>Children Instructed at Home</p> <div style="border: 1px solid black; padding: 10px;"><p>1. Are there children of compulsory school age in this district being educated at home by parents or a parent-employed tutor? Do not include children receiving home- or hospital-bound instruction by the district or BOCES. (Read complete definition in the instructions before completing this item.) Yes <input type="checkbox"/> No <input type="checkbox"/></p><table style="width: 100%;"><tr><td style="width: 80%;">a. Enter the number of households in which instruction is taking place</td><td style="width: 20%; text-align: center;"><div style="border: 1px solid black; height: 20px; width: 100%;"></div></td></tr><tr><td>b. Enter the number of children involved at the Elementary Level (grades K-6)</td><td style="text-align: center;"><div style="border: 1px solid black; height: 20px; width: 100%;"></div></td></tr><tr><td>c. Enter the number of children involved at the Secondary Level (grades 7-12)</td><td style="text-align: center;"><div style="border: 1px solid black; height: 20px; width: 100%;"></div></td></tr><tr><td>d. Of the total number of students reported in Items b and c above, how many students are known to have a disability?</td><td style="text-align: center;"><div style="border: 1px solid black; height: 20px; width: 100%;"></div></td></tr></table></div>		a. Enter the number of households in which instruction is taking place	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	b. Enter the number of children involved at the Elementary Level (grades K-6)	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	c. Enter the number of children involved at the Secondary Level (grades 7-12)	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	d. Of the total number of students reported in Items b and c above, how many students are known to have a disability?	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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<p>Title I Paraprofessionals</p> <div style="border: 1px solid black; padding: 10px;"><p>2A. Number of Title I paraprofessionals and "qualified Title I paraprofessionals employed by this district.</p><table style="width: 100%;"><tr><td style="width: 80%;">1. Enter the total number of Title I paraprofessionals employed by this district as of October 4, 2017</td><td style="width: 20%; text-align: center;"><div style="border: 1px solid black; height: 20px; width: 100%;"></div></td></tr><tr><td>2. Enter the number of "qualified" Title I paraprofessionals employed by this district as of October 4, 2017</td><td style="text-align: center;"><div style="border: 1px solid black; height: 20px; width: 100%;"></div></td></tr></table></div>		1. Enter the total number of Title I paraprofessionals employed by this district as of October 4, 2017	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	2. Enter the number of "qualified" Title I paraprofessionals employed by this district as of October 4, 2017	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>				
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October

August Graduates

The deadline to load **August graduates** and **August Regents exemptions** for inclusion in the four and five year cohort graduation rates is **Thursday, October 8th**. These graduation rates affect accountability determinations and are released publicly via the NYS Report Card. The best place to verify the accuracy of August graduates is via the **SIRS-201 Total Cohort Summary Report** in L2RPT.

IBM Cognos Viewer - SIRS-201 Total Cohort - Summary

Log On | Home | About | Help

Keep this version | Print | Export | Add this report



Total Cohort - Summary

Data Contained in the Student Information Repository System

School Year: 2018-19
 School or District:
 Cohort Membership: 2015 Total Cohort - 4 Year Outcome
 Enrollment Duration: All Outcomes

Finish

Data Refresh Date: Sep 7, 2019

Student Subgroup (accountability subgroups are marked with an asterisk (*) (a))	Cohort Enrollment as of June (b)	Total Number of Graduates (c) = (b) - (d)	Local Diplomas (d)	Regents Diplomas without Advanced Designation (e)	Regents Diplomas with Advanced Designation (f)	IEP Diplomas and Commencement Credentials (g)	Still Enrolled (h)	Transferred to AH/SEPP/H/SEPP (i)	Dropped Out (j)	Unknown Outcome (k)	% Graduated (l) = ((d+f+g)/b)*100	% IEP Diplomas and Commencement Credentials (m) = (g/b)*100	% Still Enrolled (n) = (h/b)*100	% Transferred to AH/SEPP (o) = (i/b)*100	% Dropped Out (p) = (j/b)*100	% Unknown Outcome (q) = (k/b)*100
*All Students	188	188	4	24	148	1	1	0	0	0	98.9%	0.5%	0.5%	0.0%	0.0%	0.0%
Female	95	95	0	9	86	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	93	91	4	25	62	1	1	0	0	0	97.8%	1.1%	1.1%	0.0%	0.0%	0.0%
*Black	1	1	0	0	1	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
*Hispanic	9	9	0	1	8	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
*Asian/Pacific Islander	4	4	0	2	2	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	4	4	0	2	2	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
*White	173	171	4	20	137	1	1	0	0	0	98.8%	0.6%	0.6%	0.0%	0.0%	0.0%
*Multiracial	1	1	0	1	0	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	168	168	0	22	146	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
*Students with Disabilities	20	18	4	12	2	1	1	0	0	0	90.0%	5.0%	5.0%	0.0%	0.0%	0.0%
Former Students with Disabilities	3	3	0	0	3	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not English Language Learner	188	188	4	24	148	1	1	0	0	0	98.9%	0.5%	0.5%	0.0%	0.0%	0.0%
*Economically Disadvantaged	24	24	0	9	15	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Economically Disadvantaged	164	162	4	25	133	1	1	0	0	0	98.8%	0.6%	0.6%	0.0%	0.0%	0.0%
Not Migrant	188	188	4	24	148	1	1	0	0	0	98.9%	0.5%	0.5%	0.0%	0.0%	0.0%
Homeless	1	1	0	1	0	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not Homeless	187	185	4	23	148	1	1	0	0	0	98.9%	0.5%	0.5%	0.0%	0.0%	0.0%
Not in Foster Care	188	188	4	24	148	1	1	0	0	0	98.9%	0.5%	0.5%	0.0%	0.0%	0.0%
Parent Not in Armed Forces	188	188	4	24	148	1	1	0	0	0	98.9%	0.5%	0.5%	0.0%	0.0%	0.0%

October

Special Education Student Reporting

LEAs should begin loading their **Special Education BEDS Day Snapshot** records in Level 0 sometime in late October or early November. This extract is pulled from the Special Education Management System. This specific extract is referred to either as the BEDS Day Snapshot, Fall Snapshot, or October Snapshot. Data in these extracts will be used to populate the following **BEDS Day VR Reports (VR Reports 1-6, & 8)**:

- *VR 1: Preschool Child Count Report by Race/Ethnicity*
- *VR 2: School Age Child Count by Age and Disability*
- *VR 3: School Age Students by Disability and Race/Ethnicity*
- *VR 4: Preschool LRE Setting Report*
- *VR 5: School Age LRE Setting Report*
- *VR 6: District Report of Preschool Students by Primary Service Provider*
- *VR 8: District Report of School Age Students by Building Where Enrolled*

The deadline to load data to support the BEDS Day VR Reports is **Thursday, January 7th**. Certification of these data is done through the PD System, with a deadline of **Monday, January 11th**. The PD System refreshes twice a week on Mondays and Wednesdays, so LEAs will want to load data early enough to make corrections as needed.

Special Education Certification and Due Dates for the 2020–21 School Year

These forms are entered directly into the PD Data System ^[1]	Due By
PD6: Personnel Form	February 1, 2021
PD8: Suspension Data	August 2, 2021
These forms are sent directly to your Local Education Agency ^[1]	Due By
SEDCAR 1: Request for IDEA Sub Allocation	November 27, 2020
SEDCAR 2: Request for IDEA Sub Allocation for Students Receiving Services Pursuant to Article 81 Only (This form is also sent to SEDCAR in NYSED)	November 27, 2020
These data are populated from SIRS and are certified in the PD Data System ^[1]	Date Data Must Be Certified By
VR1: Preschool Child Count Report by Race/Ethnicity	January 11, 2021
VR2: School Age Child Count by Age and Disability	January 11, 2021
VR3: School Age Students by Disability and Race/Ethnicity	January 11, 2021
VR4: Preschool LRE Setting Report	January 11, 2021
VR5: School Age LRE Setting Report	January 11, 2021
VR6: District Report of Preschool Students by Primary Service Provider	January 11, 2021
VR7: Provider Report of Preschool Students ^[2]	**
VR8: District Report of School Age Students by Building Where Enrolled	January 11, 2021
VR9: Provider Report of School Age Students ^[2]	**
VR11: Notification to School District of Compliance Rate on SPP #11 ^[3]	September 20, 2021 ^[5]
VR12: Notification to School District of Compliance Rate on SPP #12 ^[3]	September 20, 2021 ^[5]
VR13: Preschool Children Provided Programs and Services during 2020-21 School Year	August 23, 2021 ^[5]
VR14: District Report of Parentally Placed Students in Religious and Independent (Nonpublic) School Who Were Evaluated	September 20, 2021 ^[5]
VR15: Preschool Outcomes Report ^[3]	August 23, 2021 ^[5]
VR16: Students Receiving Coordinated Early Intervening Services	August 23, 2021 ^[5]
These data are entered directly into the PD Data System under Self Review Checklists ^[4]	Date Checklist Must Be Completed By
SR4: Suspension Rate for Students with Disabilities (significant discrepancy)	January 11, 2021
SR5: Suspension Rate for Students with Disabilities (significant disproportionality)	January 11, 2021
SR9: Disproportionate Identification of Racial and Ethnic Groups for Special Education and Related Services	May 31, 2021
SR10: Disproportionate Representation of Students with Disabilities by Classification	May 31, 2021
SR13: Secondary Transition IEP Review for Students with Disabilities	August 30, 2021

¹ For further information on any of the forms or data in the above table, please visit IRS Special Education's data collection requirements page located at: <http://www.p12.nysed.gov/sedcar/data.htm>

² Verification reports 7 and 9 are provider reports that do not require certification.

³ See the schedule of submission to find the school year in which your district is required to submit data for these indicators: <http://www.p12.nysed.gov/sedcar/sppschedule2017-2025.html>

October

ELL Students for NYSAA Testing

If you have not yet loaded Program Service data in Level 0, it is essential that LEAs begin loading these data extracts, specifically for those students that are **NYSAA (New York State Alternate Assessment) eligible**. The deadline to load NYSAA eligible students (0220) in Level 0 for population in KITE (online platform where NYSAA exam is administered) is **typically in early November**. Any student that is not loaded by this deadline will have to be manually entered in KITE to take the exam.

At this time also begin reviewing **ELL students reported**. Beginning this early will help to assure that all students have been reported for the NYSESLAT (New York State English as a Second Language Achievement Test) later in the year.

NYSAA and ELL eligible students and can be verified by reviewing the **SIRS-401 Reasonableness Report** in L2RPT.

IBM Cognos Viewer - SIRS-401 Reasonableness Report

Data Contained in the Student Information Repository System

District Name:

School Location:

All Locations

Category Type:

Programs

Category Subtype:

All SubTypes

Finish

Data Refresh Date: Jan 20, 2018

SubType	Code	Description	Last Year (A)	This Year (B)	Change (C) (B)-(A)	Percent Change (D) ((C)/(A))*100
Type of Disability	0351	Former Student with a Disability	14	22	8	57%
Type of Disability	PS	Preschool Disability	80	69	-11	14%
Type of Disability	SA	School Age Disability	274	265	-6	2%
ELL Eligibility	0231	ELL Eligible	112	108	-4	4%
ELL Eligibility	0232	Former ELL Student	7	3	-4	57%
ELL Eligibility	0233	Ever ELL Student	89	95	6	7%
ELL Programs	5709	English as a New Language	112	108	-4	4%
NCLB	0286	Title I - Part A: Improving Basic Programs (other than 5533)	115	21	-94	82%
NCLB	5720	Title III: Services to Non-Immigrant ELL Students	54	0	-54	100%
NCLB	5731	Title III: Language Instruction Immigrant ELL Students	18	0	-18	100%
Other	0198	Poverty - from low-income family	544	576	32	6%
Other	0220	Eligible for Alternate Assessment	27	24	-3	11%
Other	0240	Eligible to take the NYSESLAT for ELA Accountability	4	0	-4	100%
Other	0264	Section 504 Plan	96	93	-3	3%
Other	5753	Coordinated Early Intervening Services supported with IDEA funds	46	46	0	0%
Other	5806	Reduced-Price Lunch Program	110	94	-16	15%
Other	5817	Free Lunch Program	476	511	35	7%
Other	8271	Student Working Toward a CDOS Credential	1	0	-1	100%
Other	8272	Homeless Unaccompanied Youth Status	1	1	0	0%
Other	8282	Immigrant Children and Youth Status	32	33	1	3%
Other	8292	Student with a Parent on Active Duty in the Armed Forces	0	2	2	100%
Other	8300	Child in Foster Care	5	4	-1	20%
Other	8312	Received Seal of Biliteracy	6	0	-6	100%
Summer School Participation	SSP	Summer School Participation	63	10	-53	84%
Title 1 TAS	0803	Reading/Language Arts	80	1	-79	99%
Title 1 TAS	0814	Mathematics	35	20	-15	43%

November

Institutional Master File (IMF)

The deadline for districts and schools to submit the **Basic Educational Data System (BEDS) Institutional Master File (IMF) application** is **Friday, November 20th**. All LEAs are required to submit both a district form, as well as school forms, for each individual school in their district. The IMF application is submitted through the IRS Data Exchange (IDEx).


<p>The University of the State of New York THE STATE EDUCATION DEPARTMENT Information and Reporting Services Albany, New York 12234</p>	<p>BASIC EDUCATIONAL DATA SYSTEM SCHOOL DISTRICT SUMMARY FORM FALL 2017</p>								
<p>District Name and Code</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>									
<p><i>This paper form should not be returned to SED.</i></p> <p>This paper form must only be used for the local gathering of data. Data represented in this form are required to be submitted to SED via the On-line BEDS IMF Application. Your district's BEDS Coordinator or Superintendent will have details for entering data into the On-line BEDS IMF Application and your district's protocol for doing so.</p>									
<p>Children Instructed at Home</p> <div style="border: 1px solid black; padding: 5px;"><p>1. Are there children of compulsory school age in this district being educated at home by parents or a parent-employed tutor? Do not include children receiving home- or hospital-bound instruction by the district or BOCES. (Read complete definition in the instructions before completing this item.) Yes <input type="checkbox"/> No <input type="checkbox"/></p><table style="width: 100%;"><tr><td style="width: 80%;">a. Enter the number of households in which instruction is taking place</td><td style="width: 20%; text-align: center;"><div style="border: 1px solid black; height: 20px; width: 100%;"></div></td></tr><tr><td>b. Enter the number of children involved at the Elementary Level (grades K-6)</td><td style="text-align: center;"><div style="border: 1px solid black; height: 20px; width: 100%;"></div></td></tr><tr><td>c. Enter the number of children involved at the Secondary Level (grades 7-12)</td><td style="text-align: center;"><div style="border: 1px solid black; height: 20px; width: 100%;"></div></td></tr><tr><td>d. Of the total number of students reported in Items b and c above, how many students are known to have a disability?</td><td style="text-align: center;"><div style="border: 1px solid black; height: 20px; width: 100%;"></div></td></tr></table></div>		a. Enter the number of households in which instruction is taking place	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	b. Enter the number of children involved at the Elementary Level (grades K-6)	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	c. Enter the number of children involved at the Secondary Level (grades 7-12)	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	d. Of the total number of students reported in Items b and c above, how many students are known to have a disability?	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
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<p>Title I Paraprofessionals</p> <div style="border: 1px solid black; padding: 5px;"><p>2A. Number of Title I paraprofessionals and "qualified Title I paraprofessionals employed by this district.</p><table style="width: 100%;"><tr><td style="width: 80%;">1. Enter the total number of Title I paraprofessionals employed by this district as of October 4, 2017</td><td style="width: 20%; text-align: center;"><div style="border: 1px solid black; height: 20px; width: 100%;"></div></td></tr><tr><td>2. Enter the number of "qualified" Title I paraprofessionals employed by this district as of October 4, 2017</td><td style="text-align: center;"><div style="border: 1px solid black; height: 20px; width: 100%;"></div></td></tr></table></div>		1. Enter the total number of Title I paraprofessionals employed by this district as of October 4, 2017	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	2. Enter the number of "qualified" Title I paraprofessionals employed by this district as of October 4, 2017	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>				
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November

Graduation Exam Requirements

November is a good time to work with the High School administration and guidance counselors to help determine which exams students may still need to pass in order to meet specific diploma requirements. Reviewing this information early in the year will help to determine if students need to take specific exams in January or June.

By reviewing the **SIRS-340 Graduation Exam Requirements Summary Report** in L2RPT, the LEA can view students by location, grade, cohort, and guidance counselor. This report is to be used for informational purposes only and is not intended to be prescriptive. This report displays all exam requirements met and those that may qualify for an appeal. **It does not take course credits into account, nor does it ensure that a student has met all criteria for an appeal.** Exam data on this report only reflect the highest score for each exam.



Graduation Exam Requirements Summary Report

Data Contained in the Student Information Repository System

School Year: 2017-18

District:

School Location:

Guidance Counselor: All Guidance Counselors

Grade Level: All Grade Levels

Cohort Year: 2014

Grad Reqment Met/Not: All Students

Finish

Data Refresh Date: Jan 20, 2018

Status	Student Name a	Location b	Student ID c	NYSSIS ID d	Grade e	Cohort Year f	Disability g	ELL h	Diploma Exam Requirements Met											Projected Diploma Type s	
									Four				+	Pathways							
									ELA i	Math j	SS k	Sci l		HUM m	STEM n	LOTE n/a o	CTE p	Arts q	CDOS r		
					14	2014	Y	N													
					14	2014	Y	N													
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents with Honors	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents with Honors	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents with Honors	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents with Honors	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents with Honors	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents with Honors	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents with Honors	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents with Honors	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents with Honors	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents with Honors	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents with Honors	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents	
✓					12	2014	N	N	✓	✓	✓	✓	✓	✓	✓					Regents	

This report is to be used for informational purposes only and is not intended to be prescriptive. This report displays all exam requirements met and those that may qualify for an appeal. It does not take course credits into account, nor does it ensure that a student has met all criteria for an appeal. For more information on diploma requirements, see: <http://www.p12.nysed.gov/ciai/gradreq/Documents/CurrentDiplomaCredentialSummary.pdf>. Exam data on this report only reflect the highest score for each exam. This is not a comprehensive

December

Special Education Reporting

If not already done, LEAs should load their **Special Education BEDS Day Snapshot** records in Level 0. Data in these extracts will be used to populate **BEDS Day VR Reports (VR Reports 1-6, & 8)**. December is the time when District Data Coordinators should be working with the district's Special Education or PPS Director to verify the accuracy of the VR Reports 1-6 & 8, as these are due to be certified on **January 11th**.

Staff Data

Prior to 2020-21, teaching staff was required to enter and certify data in the TAA system. The deadline for teachers to certify forms would typically be in late December. 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 directly in SIRS through the Course Instructor Assignment extract, and data held in the NYSED teacher certification database.

The certification match process will be run weekly in SIRS and the data can be reviewed using the **SIRS-328 Staff Out of Certification Report** in L2RPT. Updated and corrected data in Course Instructor Assignment will be reflected in the SIRS-328 report. Teachers who do not have the appropriate certification for the reported course will be deemed to be teaching out of certification.

If not already done, Staff Snapshot records should be loaded for all certified staff and review of Level 2 reports should begin.



Staff Out of Certification Verification Report Data Contained in the Student Information Repository System

School Year	2019-20
District Name	
School Name	All Locations
Certified Status	All Statuses
Finish	

Data Refresh Date: Aug 31, 2020

Location Name - a -	Name - b -	Staff ID - c -	Course Code - d -	Course Name - e -	Course Section - f -	Local Course Name - g -	Primary Lang - h -	Certified - i -	Charter Exemption - j -	FTE - k -	Primary Ind - l -	Special Ed Ind - m -	ENL Ind - n -	Incidental - o -
			51031	Language Arts (grade 3)	03 ELA-202	03 ELA	ENG	Yes	No	1	Yes	No	No	No
			52033	Mathematics (grade 3)	03 MA-202	03 Math	ENG	Yes	No	1	Yes	No	No	No
			53233	Science (grade 3)	03 SCI-202	03 Science	ENG	Yes	No	1	Yes	No	No	No
			54433	Social Studies (grade 3)	03 SS-202	03 Social Studies	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	05 ELA-124	05 ELA	ENG	Yes	No	1	Yes	No	No	No
			52035	Mathematics (grade 5)	05 MA-124	05 Math	ENG	Yes	No	1	Yes	No	No	No
			53235	Science (grade 5)	05 SCI-124	05 Science	ENG	Yes	No	1	Yes	No	No	No
			54435	Social Studies (grade 5)	05 SS-124	05 Social Studies	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-46	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-47	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-48	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-49	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-50	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-46	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-47	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-48	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-49	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-50	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	05 ELA-118	05 ELA	ENG	Yes	No	1	Yes	No	No	No

December

BEDS Day Reports

Based on data that has been loaded in Level 0 through your demographic, enrollment, and program service extracts, begin reviewing reports in the **BEDS folder** in L2RPT. Each BEDS Report has two versions. The regular report updates all year as data is updated in Level 0. The reports that end in .1 are BEDS reports that display data from a given snapshot date.

To be included in the BEDS enrollment count, a student's beginning enrollment date must be on or before BEDS Day (**Wednesday, October 7th**), and the ending enrollment date must be on or after BEDS Day.

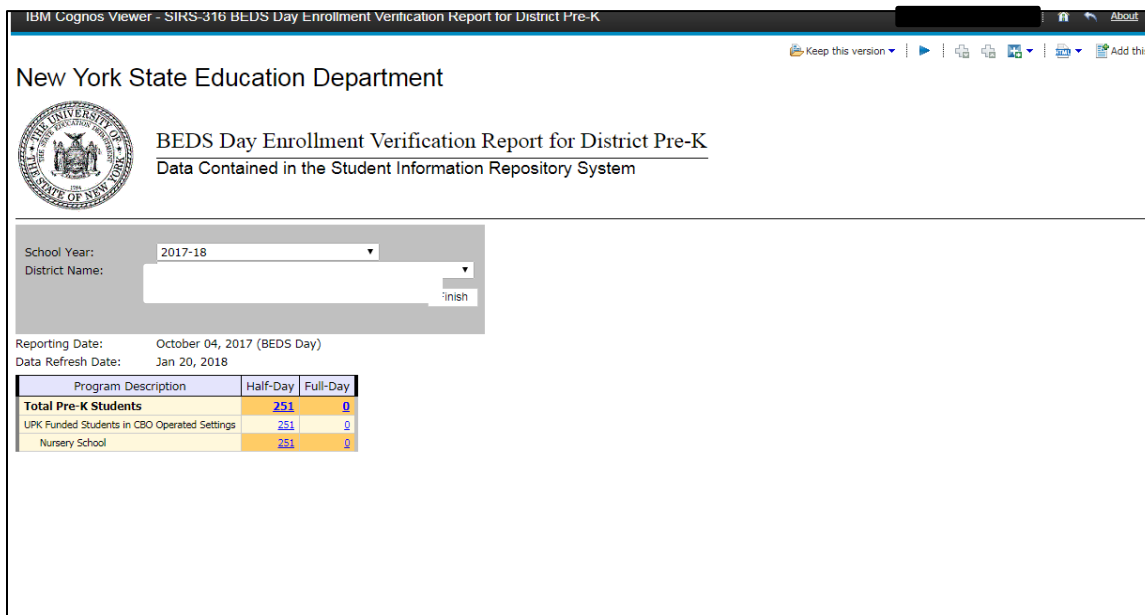
Pre-K and UPK Students

Start out by verifying the number of Pre-K and UPK students that have been reported. On **Friday, January 8th**, SED will pull counts of UPK students, which are collected for calculating UPK grant funding as well as eligibility for mid-year expansion funding. **Enrollment counts are collected for calculating preliminary State Aid allocations. The accuracy of these data is very important as grant funding is determined by these counts.**

Failure to report all UPK students may result in a reduction of the district's UPK grant. Two circumstances may lead to the reduction of a district's UPK grant payable for a given year.


1. If a district's enrollment on BEDS Day is less than the maximum funded pupils, the maximum grant payable will be prorated based on the number of students actually enrolled.
2. The maximum grant payable will be further reduced if a district fails to meet its Maintenance of Effort (MOE). Such reduction will be proportional to number of children less than the MOE that the district had enrolled on BEDS Day.

BEDS Day UPK Data should be verified by reviewing the **SIRS-316 BEDS Day Enrollment Verification Report for District Pre-K** in L2RPT.



IBM Cognos Viewer - SIRS-316 BEDS Day Enrollment Verification Report for District Pre-K

New York State Education Department

 BEDS Day Enrollment Verification Report for District Pre-K
Data Contained in the Student Information Repository System

School Year: 2017-18
District Name: Finish

Reporting Date: October 04, 2017 (BEDS Day)
Data Refresh Date: Jan 20, 2018

Program Description	Half-Day	Full-Day
Total Pre-K Students	251	0
UPK Funded Students in CBO Operated Settings	251	0
Nursery School	251	0

There is no specific certification for UPK data submission, only a deadline when the data will be pulled by SED.

December


BEDS Day Enrollment

Begin reviewing BEDS Day Reports for enrollment accuracy. This is an ongoing verification process that should be done throughout the year, however the earlier verification is begun, the easier it will be to make corrections later in the year. SED performs periodic pulls of these data during the year for preliminary state aid calculations, the first of which is **January 8th**.

The **SIRS-312 BEDS Day Enrollment Verification Report for State Aid** should be reviewed for resident students who are enrolled outside of the district and non-resident students who are enrolled in the district.

IBM Cognos Viewer - SIRS-312 BEDS Day Enrollment Verification Report for State Aid

New York State Education Department

 BEDS Day Enrollment Verification Report for State Aid Calculation
Data Contained in the Student Information Repository System

School Year: 2017-18
District Name: Finish

Reporting Date: October 04, 2017 (BEDS Day)
Data Refresh Date: Jan 20, 2018

Student Subgroup (accountability subgroups are marked with an asterisk(*))	Incarcerated youth in correctional facilities operated by a county or the City of New York for whom this district is providing educational services regardless of district of residence (a)	Resident students not included on any regular day school register enrolled in approved AHSEP programs operated by		Resident students for whom this district is paying tuition or could be charged tuition (exclude Preschool, PreK, AHSEP)					Students who are not residents of this district and for whom tuition is or could be charged (exclude Preschool, PreK, AHSEP and homeless)		Students who are not residents of this district that are participating in the voluntary Inter-District Urban-Suburban Transfer Program (k)
		This District (b)	Other Provider (c)	Students enrolled full-time in other public school districts (d)	Students enrolled full-time at BOCES (e)	Students with disabilities attending schools under Sections 4201, 4402 or 4407 of Education Law (include placements at Special Act Districts and state-supported nonpublic schools) (f)	Students with disabilities attending the NYS School for the Blind at Betaville or the NYS School for the Deaf at Rome (g)	Resident students unable to be present in school who are instructed at home or in a hospital setting at district expense (h)	Residents of New York State (i)	Not residents of New York State (j)	
*All Students	0	0	0	1	26	5	0	1	3	0	0
Female	0	0	0	0	2	4	0	1	1	0	0
Male	0	0	0	1	24	1	0	0	2	0	0
*Black	0	0	0	0	1	0	0	0	0	0	0
*Hispanic	0	0	0	0	3	0	0	0	0	0	0
*White	0	0	0	1	21	5	0	1	3	0	0
*Multiracial	0	0	0	0	1	0	0	0	0	0	0
General Education Students	0	0	0	0	0	0	0	0	1	0	0
*Students with Disabilities	0	0	0	1	26	5	0	1	2	0	0
Not English Language Learner	0	0	0	1	26	5	0	1	3	0	0
*Economically Disadvantaged	0	0	0	0	6	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	0	1	20	5	0	1	2	0	0
Not Migrant	0	0	0	1	26	5	0	1	3	0	0
Not Homeless	0	0	0	1	26	5	0	1	3	0	0
Not in Foster Care	0	0	0	1	26	5	0	1	3	0	0
Parent Not in Armed Forces	0	0	0	1	26	5	0	1	3	0	0

December

Review the **SIRS-313 – BEDS Day Enrollment by Location of Enrollment & Student Subgroup Report** in L2RPT.

This report presents counts of students by grade (preschool and pre-kindergarten to grades 12, ungraded elementary and secondary and GED) for all students and for the student subgroups of gender, race/ethnicity, disability status, English proficiency status, and economic status.

Around this time, District Data Coordinators should start distributing these to schools for verification of subgroup counts. These counts will determine if a school or district is accountable for specific subgroups. Data in the District BEDS Total will be recognized as official BEDS grade-by-grade enrollment for all districts.

Enrollment counts will be pulled for the first time on **January 8th** for preliminary state aid calculations.

IBM Cognos Viewer - SIRS-313 BEDS Day Enrollment by Location of Enrollment & Student Subgroup

Log On

New York State Education Department

BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup

Data Contained in the Student Information Repository System

School Year: 2017-18

District Name:

School Location: District BEDS Total

Finish

Reporting Date: October 04, 2017 (BEDS Day)
Data Refresh Date: Jan 20, 2018

	BEDS DAY ENROLLMENT by GRADE																			
Student Subgroup (accountability subgroups are marked with an asterisk (*)) (a)	Total (PreK-12, UGE, UGS) (b)	Pre- Kinder- garten Half-day (c)	Pre- Kinder- garten Full-day (d)	Kinder- garten Half-day (e)	Kinder- garten Full-day (f)	Grade 1 (g)	Grade 2 (h)	Grade 3 (i)	Grade 4 (j)	Grade 5 (k)	Grade 6 (l)	Ungraded Elementary (UGE) (m)	Grade 7 (n)	Grade 8 (o)	Grade 9 (p)	Grade 10 (q)	Grade 11 (r)	Grade 12 (s)	Ungraded Secondary (UGS) (t)	Enrollment in HS Grades (u)
*All Students	7,615	156	72	0	534	607	548	599	563	596	574	18	525	515	573	562	557	587	29	2,300
Female	3,667	71	35	0	264	285	252	287	278	288	266	6	263	253	271	288	261	288	11	1,114
Male	3,948	85	37	0	270	322	296	312	285	308	308	12	262	262	302	274	296	299	18	1,186
*Black	1,253	17	8	0	70	90	76	91	87	98	93	3	96	88	105	115	92	117	7	433
*Hispanic	5,816	121	60	0	421	483	445	475	448	465	396	14	372	385	438	415	422	437	18	1,726
*Asian/Pacific Islander	153	7	1	0	16	5	9	12	12	7	8	0	8	11	11	12	21	13	0	57
*White	366	9	3	0	24	24	18	21	15	23	76	1	45	30	19	18	20	17	3	76
*Multiracial	27	2	0	0	3	5	0	0	1	3	1	0	3	1	0	2	2	3	1	8
General Education Students	6,787	149	66	0	483	552	484	517	489	528	499	0	468	455	527	518	509	543	0	2,097
*Students with Disabilities	828	7	6	0	51	55	64	82	74	68	75	18	57	60	46	44	48	44	29	203
Former Students with Disabilities	90	1	0	0	4	15	2	1	5	2	2	0	12	3	10	3	10	5	0	28
Not English Language Learner	5,297	156	72	0	290	343	301	364	367	439	421	12	385	390	430	438	427	440	22	1,752
*English Language Learner	2,318	0	0	0	244	264	247	235	196	157	153	6	140	125	143	124	130	147	7	548
Formerly English Language Learner	53	0	0	0	0	4	2	3	1	2	5	0	0	0	3	1	2	25	0	31
*Economically Disadvantaged	6,080	66	38	0	365	484	452	499	475	495	476	12	431	437	469	438	441	465	27	1,833
Not Economically Disadvantaged	1,535	90	34	0	169	113	96	100	88	101	98	6	94	78	104	124	116	122	2	467
Migrant	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Not Migrant	7,613	156	72	0	533	607	548	599	563	596	574	18	525	515	573	562	556	587	29	2,299
Homeless	213	1	2	0	8	9	18	17	17	20	17	1	13	16	17	14	20	23	0	74
Not Homeless	7,402	155	70	0	526	598	530	582	546	576	557	17	512	499	556	548	537	564	29	2,226

SIRS-313 Summary
Jan 23, 2018

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SIRS-313 Summary
Jan 23, 2018

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December

Review the **SIRS-314 – BEDS Day Enrollment Verification Report by District of Residence Report** in L2RPT.

This report presents counts of enrolled students by grade and by their District of Residence. The District of Residence is the district that a school-age child is entitled to attend based on the location of the child's residence.


District of Residence is used to determine which students should be counted in the following general categories:

- Resident students enrolled outside of the district and for whom the district is paying or could be charged tuition.
- Non-resident students enrolled in the district and for whom tuition is or could be charged.

IBM Cognos Viewer - SIRS-314 BEDS Day Enrollment Verification Report by District of Residence
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New York State Education Department



BEDS Day Enrollment Verification Report by District of Residence
Data Contained in the Student Information Repository System

School Year: 2017-18
District Name:
School Location: DISTRICT BEDS TOTAL

Finish

Reporting Date: October 04, 2017 (BEDS Day)
Data Refresh Date: Jan 20, 2018

District of Residence	District Code	BEDS DAY ENROLLMENT																		
		Total (PreK-12, UGE, UGS)	Pre-Kindergarten Half-day	Pre-Kindergarten Full-day	Kindergarten Half-day	Kindergarten Full-day	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Ungraded Elementary (UGE)	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded Secondary (UGS)
1		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
1		0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
1		0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
		9,744	66	444	0	507	663	665	636	648	700	646	67	731	727	734	783	770	786	71

Students with the following beginning enrollment codes in SIRS are included: 0011 (Enrollment in Building or grade); 0022 (Foreign Exchange Student); 5544 (Transferred under NCLB Title 1 (School in Improvement Status) (Transferred under NCLB (Persistently Dangerous School)); 7011 (Transferred under NCLB (Victim of a Serious Violent Incident)).

This report presents counts of resident students by grade and by their charter school or school district of enrollment. Schools in the District of Residence as well as schools outside of that district where a particular student is enrolled are counted. This report is provided as an informational report as charter school and non-resident student enrollment counts have financial implications for resident district student aid distribution



December

Review the **SIRS - 323 Free and Reduced Price Lunch Eligible Students Enrolled on BEDS Day Report** in L2RPT.

Free and Reduced Price Lunch (FRPL) eligible student counts are calculated from the Student Information Repository System (SIRS). FRPL eligible student counts are calculated as of BEDS Day each school year. This report presents district and school-level counts of students by grade cluster: for Pre-Kindergarten alone; for Grades K-6 and ungraded elementary together; and for Grades 7-12 and ungraded secondary together.

FRPL counts are extremely important as they are used to calculate State Aid. They are determined by students that are FRPL eligible on BEDS Day. These counts will be pulled for the first time on **January 8th** for preliminary state aid calculations.

IBM Cognos Viewer - SIRS-323 Free and Reduced Price Lunch Eligible Students Enrolled on BEDS Day

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Keep this version | | | | | | | | | | Add this report |

School Year: 2017-18

District Name:

School Location: District BEDS Total

Finish

Reporting Date: October 04, 2017 (BEDS Day)

Data Refresh Date: Jan 20, 2018

Student Subgroup (accountability subgroups are marked with an asterisk (*)) a	Number of Students Reported in SIRS as Eligible on BEDS day for :										Total Students Eligible for Free and Reduced Price Lunch in Grades K-12		Total Enrollment in Grades K-12, Ungraded Elementary and Ungraded Secondary (from SIRS 313 - BEDS Day Enrollment in SIRS Verification Report)
	Free Lunch					Reduced Price Lunch							
	Pre K b	Grades K-6 and Ungraded Elementary c	Grades 7-12 and Ungraded Secondary d	Total Eligible (excluding Pre K) e = (c + d)	% Eligible f = (e/n)*100	Pre K g	Grades K-6 and Ungraded Elementary h	Grades 7-12 and Ungraded Secondary i	Total Eligible (excluding Pre K) j = (h + i)	% Eligible k = (j/n)*100	Total Eligible (excluding Pre K) l = (e + j)	% Eligible m = (l/n)*100	
*All Students	40	1,097	922	2,019	68.74%	5	125	100	225	7.66%	2,244	76.40%	2,937
Female	24	508	427	935	69.47%	4	56	40	96	7.13%	1,031	76.60%	1,346
Male	16	589	495	1,084	68.13%	1	69	60	129	8.11%	1,213	76.24%	1,591
*American Indian/Alaska Native	0	6	5	11	91.67%	0	0	0	0	0.00%	11	91.67%	12
*Black	13	364	353	717	61.07%	1	49	51	100	8.52%	817	69.59%	1,174
*Hispanic	26	664	509	1,173	77.43%	3	71	41	112	7.39%	1,285	84.82%	1,515
*Asian/Pacific Islander	0	9	6	15	51.72%	0	0	1	1	3.45%	16	55.17%	29
*White	0	24	32	56	44.80%	1	4	2	6	4.80%	62	49.60%	125
*Multiracial	1	30	17	47	57.32%	0	1	5	6	7.32%	53	64.63%	82
General Education Students	37	966	763	1,729	68.12%	5	115	94	209	8.23%	1,938	76.36%	2,538
*Students with Disabilities	3	131	159	290	72.68%	0	10	6	16	4.01%	306	76.69%	399
Former Students with Disabilities	0	2	3	5	54.55%	0	1	1	2	18.18%	8	72.73%	11
Not English Language Learner	40	787	691	1,478	64.65%	5	104	92	196	8.57%	1,674	73.23%	2,286
*English Language Learner	0	310	231	541	83.10%	0	21	8	29	4.45%	570	87.56%	651
*Economically Disadvantaged	40	1,097	922	2,019	86.80%	5	125	100	225	9.67%	2,244	96.47%	2,326
Not Economically Disadvantaged	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0.00%	611
Not Migrant	40	1,097	922	2,019	68.74%	5	125	100	225	7.66%	2,244	76.40%	2,937
Homeless	2	69	73	142	95.30%	0	1	0	1	0.67%	143	95.97%	149
Not Homeless	38	1,028	849	1,877	67.32%	5	124	100	224	8.03%	2,101	75.36%	2,788
In Foster Care	1	8	5	13	100.00%	0	0	0	0	0.00%	13	100.00%	13

SIRS-323 Summary
Jan 24, 2018

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SIRS-323 Summary
Jan 24, 2018

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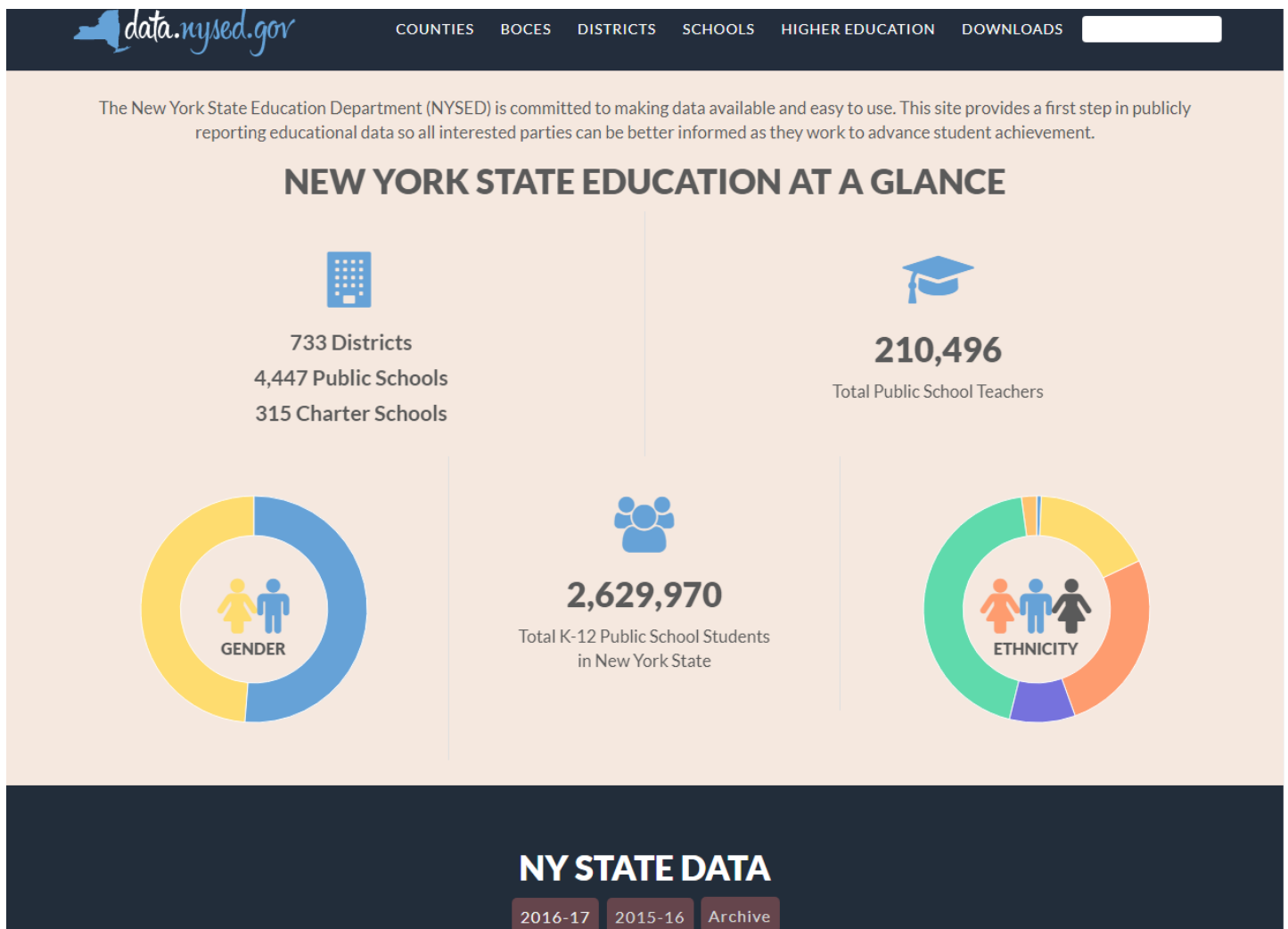
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December

New York State Report Cards

The New York State School Report Cards are released in stages throughout the year, the first of which is typically released publicly in December. The first release of the Report Card includes the following data: Enrollment, FRPL, Attendance, Suspensions, Staff, Completers, Non-completers, Post-graduation Plans of Completers, Regents, RCT, Total Cohort, 3-8 ELA/Math, 4 & 8 Science, NYSESLAT, NYSAA, Accountability, and Fiscal Supplements.

All NYS Report Cards are released via <https://data.nysed.gov/>



January



Special Education Reporting

Thursday, January 7th is the deadline to load the Special Education BEDS Day Snapshot, and supporting student demographic, enrollment, and program service data to Level 0 for population of the **Special Education VR 1-6, & 8 Reports** in the PD System.

Certification of these BEDS Day Special Education Reports are due in the PD system by those with “PD Contact” rights by **Monday, January 11th**.

PD FORMS							
Forms	Status	Due Date	Date Certified				
PD-6	Incomplete	2/1/2013	Submit PD-6				
PD-8	N/A	8/9/2013	N/A				

VR FORMS							
Forms	Status	Due Date	Date Certified	Certification Status	Assurance Status	Appeal Received	Appeal Status
VR-1	Incomplete	1/7/2013	Certify VR-1	N/A	N/A	N/A	N/A
VR-2	Incomplete	1/7/2013	Certify VR-2	N/A	N/A	N/A	N/A
VR-3	Incomplete	1/7/2013	Certify VR-3	N/A	N/A	N/A	N/A
VR-4	Incomplete	1/7/2013	Certify VR-4	N/A	N/A	N/A	N/A
VR-5	Incomplete	1/7/2013	Certify VR-5	N/A	N/A	N/A	N/A
VR-6	Incomplete	1/7/2013	Certify VR-6	N/A	N/A	N/A	N/A
VR-7	Incomplete	No certification required	View VR-7	N/A	N/A	N/A	N/A
VR-8	Incomplete	1/7/2013	Certify VR-8	N/A	N/A	N/A	N/A
VR-9	Incomplete	No certification required	View VR-9	N/A	N/A	N/A	N/A
VR-10	N/A	9/31/2013	N/A	N/A	N/A	N/A	N/A
VR-11	N/A	9/31/2013	N/A	N/A	N/A	N/A	N/A
VR-12	N/A	9/31/2013	N/A	N/A	N/A	N/A	N/A
VR-13	N/A	9/31/2013	N/A	N/A	N/A	N/A	N/A
VR-14	N/A	9/31/2013	N/A	N/A	N/A	N/A	N/A
VR-15	N/A	9/31/2013	N/A	N/A	N/A	N/A	N/A
VR-16	N/A	9/31/2013	N/A	N/A	N/A	N/A	N/A



Certified Staff that are non-Teachers

At this point, LEAs should be reviewing certified staff who are not teachers. For PMF (BEDS) purposes, all certified non-teachers are reported through Staff Snapshot and Staff Assignment extracts. The official source of Staff Assignment data should be verified through the **SIRS-318 – Staff Assignment Verification Report** in L2RPT. Typically in mid-February, Staff Assignment data is pulled for the 1st time by SED for federal reporting purposes.

Staff Assignment Verification Report

Data Contained in the Student Information Repository System

School Year: 2017-18

District Name:

School Name: All Locations

Assignment Category: PMF

Staff Name: All Staff Members

Finish

Data Refresh Date: Jan 24, 2018

District Name - a -	School Name - b -	School Code - c -	Category - d -	Assignment Code - e -	Assignment Desc - f -	Staff Name - g -	Staff ID - h -	Grade Level - i -	Start Date - j -	End Date - k -
			PMF	1102	PRINCIPAL ELEMENTARY SCHOOL			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1522	SPEECH LANG PATHOLOGIST			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2017	SCHOOL PSYCHOLOGIST			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2210	SCHOOL NURSE-TEACHER			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2211	SCHOOL NURSE (RN)			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1102	PRINCIPAL ELEMENTARY SCHOOL			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2017	SCHOOL PSYCHOLOGIST			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2211	SCHOOL NURSE (RN)			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	3110	OTHER ENGLISH ADMINISTRATOR			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	4110	OTHER ADMIN-MATHEMATICS			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	7408	CHAIRPERSON-LIBRARY			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1102	PRINCIPAL ELEMENTARY SCHOOL			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1522	SPEECH LANG PATHOLOGIST			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2017	SCHOOL PSYCHOLOGIST			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2210	SCHOOL NURSE-TEACHER			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1102	PRINCIPAL ELEMENTARY SCHOOL			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1522	SPEECH LANG PATHOLOGIST			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2017	SCHOOL PSYCHOLOGIST			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1102	PRINCIPAL ELEMENTARY SCHOOL			ALL	Jul 1, 2017	Jun 30, 2018

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(hold CTRL when clicking to open in new)

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January



Total Cohort Reports

January is a good time to start reviewing **Total Cohort Reports**. These are data that basically will not change drastically for the remainder of the year. These data should be shared with key contact people in the High School to verify the accuracy of students listed in the 4-year cohort.

These reports will also offer the opportunity to review any non-completers. Since graduation rate is based on students in the 4 and 5 year cohort, inaccurate counts will affect graduation rates and could affect accountability designations.

Total cohort counts and students should be reviewed through the **SIRS-201 Total Cohort Summary Report**, **SIRS-202 Total Cohort – Assessment Summary Report**, and **SIRS-203 Total Cohort Career Pathways Summary Report** in L2RPT.

New York State Education Department

Total Cohort - Summary
Data Contained in the Student Information Repository System

School Year: 2017-18
School or District:
Cohort Membership: 2014 Total Cohort - 4 Year Outcome - August 2018
Enrollment Duration: All Outcomes

Finish

Data Refresh Date: Jan 20, 2018


Student Subgroup (accountability subgroups are marked with an asterisk (*) (a))	Cohort Enrollment as of June (b)	Total Number of Graduates (c) = d+e+f	Local Diplomas (d)	Regents Diplomas without Advanced Designation (e)	Regents Diplomas with Advanced Designation (f)	IEP Diplomas and Commencement Credentials (g)	Still Enrolled (h)	Transferred to AHSEPP/ HSEPP (i)	Dropped Out (j)	Unknown Outcome (k)	% Graduated (l) = ((d+e+f)/b)*100	% IEP Diplomas and Commencement Credentials (m) = (g/b)*100	% Still Enrolled (n) = (h/b)*100	% Transferred to AHSEPP (o) = (i/b)*100	% Dropped Out (p) = (j/b)*100	% Unknown Outcome (q) = (k/b)*100
*All Students	867	3	0	1	2	0	860	1	3	0	0.3%	0.0%	99.2%	0.1%	0.3%	0.0%
Female	419	2	0	0	2	0	415	1	0	0	0.5%	0.0%	99.3%	0.2%	0.0%	0.0%
Male	449	1	0	1	0	0	445	0	3	0	0.2%	0.0%	99.1%	0.0%	0.7%	0.0%
*American Indian/Alaska Native	3	0	0	0	0	0	3	0	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
*Black	107	0	0	0	0	0	107	0	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
*Hispanic	74	0	0	0	0	0	71	1	2	0	0.0%	0.0%	95.9%	1.4%	2.7%	0.0%
*Asian/Pacific Islander	109	2	0	0	2	0	107	0	0	0	1.8%	0.0%	98.2%	0.0%	0.0%	0.0%
*White	551	1	0	1	0	0	549	0	1	0	0.2%	0.0%	99.6%	0.0%	0.2%	0.0%
*Multiracial	23	0	0	0	0	0	23	0	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
General Education Students	698	3	0	1	2	0	694	1	0	0	0.4%	0.0%	99.4%	0.1%	0.0%	0.0%
*Students with Disabilities	169	0	0	0	0	0	166	0	3	0	0.0%	0.0%	98.2%	0.0%	1.8%	0.0%
Not English Language Learner	861	3	0	1	2	0	855	0	3	0	0.3%	0.0%	99.3%	0.0%	0.3%	0.0%
*English Language Learner	6	0	0	0	0	0	5	1	0	0	0.0%	0.0%	83.3%	16.7%	0.0%	0.0%
Formerly English Language Learner	1	0	0	0	0	0	1	0	0	0	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%
*Economically Disadvantaged	176	0	0	0	0	0	173	1	2	0	0.0%	0.0%	98.3%	0.6%	1.1%	0.0%
Not Economically Disadvantaged	691	3	0	1	2	0	687	0	1	0	0.4%	0.0%	99.4%	0.0%	0.1%	0.0%

February

Level 0 Historical

Early February is typically the time when Level 0 Historical opens for the loading of data from the previous year. This gives districts an opportunity to correct inaccurate data from the previous year.

Be aware that although previous year's data may be loaded into Level 0 Historical, reports at L2RPT will not update, **with the exception of the 5-year and 6-year Total Cohort.**



The screenshot shows the 'LEVEL 0 HISTORICAL' web application. At the top, there's a header with the NYS logo and 'NYS ED .gov'. Below the header, a red banner reads 'NEW YORK STATE - LEVEL 0 HISTORICAL'. A navigation bar contains links: 'Student', 'Staff Eval', 'Summer Cleanup', 'Summer Cleanup SED', 'Log Out', and 'Need It?'. The main content area starts with a 'Welcome,' message followed by a 'District:' dropdown menu. Below that are 'School Year Ending:' and 'Student ID:' input fields. There are 'Get Student' and 'Clear Student' buttons. At the bottom, a horizontal menu bar includes 'Demographics', 'Enrollment', 'Programs Fact', and 'Assessment Fact'.

Student Reporting

During this month, you should continue verifying:


- *L2RPT Total Cohort data (SIRS-201)*
- *Program Services data via the Reasonableness Report (ex: LEP/ELL/Poverty/Homeless) (SIRS-401)*
- *BEDS Enrollment/FRPL data (SIRS-312, 313, 314, 316, 319 & 323)*

****On-going review of these reports will make end of the year verification much more manageable****

Tested/Not Tested Reports

Late February to early March is a good time to start reviewing **Tested/Not Tested Reports**. Although these reports will not yet be populated with student scores, all students will be listed by school, grade, and subgroup. Work with key contact people at each school to make sure students are reported in the correct subgroup. When these subgroups include 30 or more students, they become an accountability subgroup and can have an impact on accountability designations.

Verify your subgroup data by reviewing the **SIRS-301 Tested/Not Tested Confirmation Report** in L2RPT.



New York State Education Department

Tested/Not Tested Confirmation Report

Data Contained in the Student Information Repository System

School Year: 2017-18

District Name:

School Name:

Subject Area: ELA

Assessment: All Assessments

Finish

Data Refresh Date: Jan 20, 2018

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Tested							Not Tested						
	Level 1	Level 2	Level 3	Level 4	No Performance Level	Total Tested	Mean Score	Medically Excused	Administrative Error	Refusal	No Valid Score	Incomplete	No Assessment	Total Not Tested
*All Students	0	0	0	0	0	0		0	0	0	0	0	317	317
Female	0	0	0	0	0	0		0	0	0	0	0	147	147
Male	0	0	0	0	0	0		0	0	0	0	0	170	170
*Black	0	0	0	0	0	0		0	0	0	0	0	13	13
*Hispanic	0	0	0	0	0	0		0	0	0	0	0	45	45
*Asian/Pacific Islander	0	0	0	0	0	0		0	0	0	0	0	60	60
*White	0	0	0	0	0	0		0	0	0	0	0	188	188
*Multiracial	0	0	0	0	0	0		0	0	0	0	0	11	11
General Education Students	0	0	0	0	0	0		0	0	0	0	0	282	282
*Students with Disabilities	0	0	0	0	0	0		0	0	0	0	0	35	35
Former Students with Disabilities	0	0	0	0	0	0		0	0	0	0	0	7	7
Not English Language Learner	0	0	0	0	0	0		0	0	0	0	0	292	292
*English Language Learner	0	0	0	0	0	0		0	0	0	0	0	25	25
Formerly English Language Learner	0	0	0	0	0	0		0	0	0	0	0	2	2
*Economically Disadvantaged	0	0	0	0	0	0		0	0	0	0	0	52	52
Not Economically Disadvantaged	0	0	0	0	0	0		0	0	0	0	0	265	265
Not Migrant	0	0	0	0	0	0		0	0	0	0	0	317	317
Homeless	0	0	0	0	0	0		0	0	0	0	0	2	2
Not Homeless	0	0	0	0	0	0		0	0	0	0	0	315	315
Not in Foster Care	0	0	0	0	0	0		0	0	0	0	0	317	317

BEDS Day Reports

Continue to regularly review BEDS Day reports in the BEDS folder in L2RPT (SIRS-312, 313, 314, 316, 319 & 323). SED will extract BEDS Day Enrollment and BEDS Day FRPL data for the second time on **Friday, March 19th**. These data are used for calculating preliminary State Aid allocations. All districts need to show FRPL counts in the March snapshot to be included in the FRPL data submitted to the United States Department of Education (USED). **On-going review of these reports will make end of the year verification much more manageable.**


March

Course and Instructor Data

If not already done, March is a good time to start loading **Course Instructor Assignment and Student Class Entry/Exit** extracts in Level 0. These data are required for the reporting of course and staff data for state and federal purposes. Typically, these data are pulled by SED in early May.

Data must be reported for all K-12 courses, unless the course has no grade/other outcome and no credit earned and the course is not reported on the student's transcript and report card.

Begin to review Course data via the **SIRS - 330 Student Class and Course Instructor Summary Report** in L2RPT.



Student Class and Course Instructor Summary Report

Data Contained in the Student Information Repository System

School Year:

District:

School Location:

Subject Area:

Snapshot Date:

[Finish](#)

Data Refresh Date: Jan 20, 2018

Location	Subject	Course Code	Course Name	Course Section	Term	Total Students	Total Teachers in Course
	ELA	51008	English as a Second Language	6530-1	2	20	1
	ELA	51008	English as a Second Language	6531-1	2	15	1
	ELA	51008	English as a Second Language	6532-1	2	13	1
	ELA	51008	English as a Second Language	6533-1	2	23	1
	ELA	51008	English as a Second Language	6533-2	2	23	1
	ELA	51008	English as a Second Language	6535-1	2	5	2
	ELA	51008	English as a Second Language	6536-1	2	20	1
	ELA	51008	English as a Second Language	6537-1	2	14	1
	ELA	51008	English as a Second Language	6537-2	2	11	1
	ELA	51008	English as a Second Language	6538-3	2	15	1
	ELA	51008	English as a Second Language	6538-4	2	14	1
	ELA	51008	English as a Second Language	6540-1	2	3	1
	ELA	51008	English as a Second Language	6540-2	2	6	1
	ELA	51008	English as a Second Language	6540-3	2	8	1
	ELA	51008	English as a Second Language	6540-4	2	9	1
	ELA	51009	Language Arts Laboratory	6012-1	2	20	1
	ELA	51009	Language Arts Laboratory	6012-2	2	18	1
	ELA	51009	Language Arts Laboratory	6012-3	2	21	1
	ELA	51034	Language Arts (grade 6)	6101-1	2	28	1
	ELA	51034	Language Arts (grade 6)	6101-10	2	28	1

SIRS-330 Student Class Course Instructor

March

ELL Students

Verify your ELL counts. All LEAs with ELL enrollment are required to report students with the appropriate ELL/LEP eligible program codes. Be sure all students that are included have accurate start dates, as those enrolled on or before BEDS Day will be included in these counts. Late March to early April, SED will pull ELL/LEP data, which supplies part of the Title III Biennial Evaluation Report. All LEAs with ELL enrollment need to report these students in SIRS with the appropriate ELL/LEP Eligible program service code in the March/April BEDS Day Enrollment snapshot to be included in the ELL data file submitted to USED.

Verify LEP/ELL counts using the **SIRS-401 Reasonableness Report** in L2RPT.

District Name:							
School Location:	All Locations						
Category Type:	Programs						
Category Subtype:	All SubTypes						
Finish							
Data Refresh Date: Jan 20, 2018							
SubType	Code	Description	Last Year (A)	This Year (B)	Change (C) (B)-(A)	Percent Change (D) ((C)/(A))*100	
Type of Disability	0351	Former Student with a Disability	14	22	8	57%	
Type of Disability	PS	Preschool Disability	80	69	-11	14%	
Type of Disability	SA	School Age Disability	271	265	-6	2%	
ELL Eligibility	0231	ELL Eligible	112	108	-4	4%	
ELL Eligibility	0232	Former ELL Student	7	3	-4	57%	
ELL Eligibility	0233	Ever ELL Student	89	95	6	7%	
ELL Programs	5709	English as a New Language	112	108	-4	4%	
NCLB	0288	Title I - Part A: Improving Basic Programs (other than 5533)	115	21	-94	82%	
NCLB	5720	Title III: Services to Non-Immigrant ELL Students	54	0	-54	100%	
NCLB	5731	Title III: Language Instruction Immigrant ELL Students	18	0	-18	100%	
Other	0198	Poverty - from low-income family	544	576	32	6%	
Other	0220	Eligible for Alternate Assessment	27	24	-3	11%	

Students with Disabilities

Continue to review students with disabilities. Verify that all students are listed accurately with appropriate type of disability and program service codes. These data will be used to determine accountability subgroups and will be used when reporting end of the year Special Education data.

Verify students with disabilities using the **SIRS-401 Reasonableness Report** or **SIRS-301 Tested/Not Tested Report** in L2RPT.

District Name:							
School Location:	All Locations						
Category Type:	Programs						
Category Subtype:	All SubTypes						
Finish							
Data Refresh Date: Jan 20, 2018							
SubType	Code	Description	Last Year (A)	This Year (B)	Change (C) (B)-(A)	Percent Change (D) ((C)/(A))*100	
Type of Disability	0351	Former Student with a Disability	14	22	8	57%	
Type of Disability	PS	Preschool Disability	80	69	-11	14%	
Type of Disability	SA	School Age Disability	271	265	-6	2%	
ELL Eligibility	0231	ELL Eligible	112	108	-4	4%	

April 

Tested/Not Tested Reports

We've officially entered testing season. If you have not already done so, review your Tested/Not Tested Reports for accuracy via the **SIRS-301 Tested/Not Tested Confirmation Report in L2RPT**. Pay particular attention to student counts within each subgroup. It is good practice to work closely with each individual school in your district to ensure accuracy.

Course Data

Continue to review Course data via the **SIRS - 330 Student Class and Course Instructor Report** in L2RPT. The preliminary data extract for these data will be May 14th, with a final certification in August.



Staff Assignment

It is good practice to begin continue to review Staff Assignment data throughout the year so that you can make any edits as needed.

Verify Staff Assignment data via the **SIRS-318 Staff Assignment Verification Report** in L2RPT.



Staff Assignment Verification Report

Data Contained in the Student Information Repository System

School Year	2017-18
District Name	
School Name	All Locations
Assignment Category	PMF
Staff Name	All Staff Members
Finish	

Data Refresh Date: Jan 24, 2018

District Name - a -	School Name - b -	School Code - c -	Category - d -	Assignment Code - e -	Assignment Desc - f -	Staff Name - g -	Staff ID - h -	Grade Level - i -	Start Date - j -	End Date - k -
			PMF	1102	PRINCIPAL ELEMENTARY SCHOOL			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2211	SCHOOL NURSE (RN)			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1104	PRINCIPAL MIDDLE SCHOOL			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1204	ASST PRINCIPAL MIDDLE SCHOOL			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2017	SCHOOL PSYCHOLOGIST			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2022	SCHOOL SOCIAL WORKER			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2109	MIDDLE SCHOOL COUNSELOR			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2211	SCHOOL NURSE (RN)			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1102	PRINCIPAL ELEMENTARY SCHOOL			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2017	SCHOOL PSYCHOLOGIST			ALL	Sep 1, 2017	Jun 30, 2018
			PMF	2211	SCHOOL NURSE (RN)			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1104	PRINCIPAL MIDDLE SCHOOL			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1204	ASST PRINCIPAL MIDDLE SCHOOL			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1204	ASST PRINCIPAL MIDDLE SCHOOL			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1300	OTHER SCHOOL OR BLDG ADMINISTR			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2017	SCHOOL PSYCHOLOGIST			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2022	SCHOOL SOCIAL WORKER			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2109	MIDDLE SCHOOL COUNSELOR			ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2109	MIDDLE SCHOOL COUNSELOR			ALL	Jul 1, 2017	Jun 30, 2018

SIRS-318 Summary
Jan 24, 2018

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(hold CTRL when clicking to open in new tab) [Report Do](#)



English Language Learners/Multilingual Learners (ELLs/MLLs) Student Counts for 2020–21 ESSA Title III ELL/MLL Allocations

Typically in mid-May, NYSED prepares to calculate allocations to Local Education Agencies (LEAs) for ESSA Title III ELLs/MLLs. The allocations for the following school year are based on the number of ELLs/MLLs in each LEA reported by the established deadline

Beginning in mid-May through early June, public ELL counts by district and charter school in Level 2 from the previous Friday's data refresh, and nonpublic school ELL/MLL counts by district in the Basic Educational Data System (BEDS), become available to authorized users in the "Title III ELL/MLL Counts Report" on the Information and Reporting Services Portal (IRSP) at <http://portal.nysed.gov>.

*****Student counts posted on the IRS Portal **do not include students in nonpublic schools**. BEDS data are the source for nonpublic school ELL/MLL student counts. Nonpublic school ELL/MLL counts should reflect students who were enrolled on BEDS day. Districts should work with nonpublic schools to ensure that inaccurate data are identified before the reporting deadline*****

Students must have a 0231 ELL/MLL Eligible program service code in order to be counted for the school.

Students must have an enrollment record in the 2020-21 school year with one of the following enrollment codes:

0011	Enrollment in building or grade
5544	Transferred in under the NCLB Title I "School in Improvement Status" transfer option
7000	Transferred in under the NCLB "Persistently Dangerous School" transfer option
7011	Transferred in under the NCLB "Victim of Serious Violent Incident" transfer option

The deadline to load ELL/MLL students to be included in Title III counts is typically early to mid-June.



June Regents Exams

Once June Regents Exams and approved alternatives for Regents scores are complete, it is important to load scores to Level 0 ASAP.

Verify the accuracy of all June Regents exams via the **SIRS-309 Annual Regents Report** in L2RPT.

Annual Regents Report											
Data Contained in the Student Information Repository System											
School Year: <input type="text"/> School or District: <input type="text"/> Examination: <input type="text" value="Regents Common Core Algebra I"/> Data Refresh Date: Sep 10, 2017 12:00:00 AM <input type="button" value="Finish"/>											
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Number of Students Scoring					Percentage of Tested Students Scoring				
		Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l
* All Students *	152	7	3	23	40	79	4.6%	2.0%	15.1%	26.3%	52.0%
Female	84	2	0	17	27	38	2.4%	0.0%	20.2%	32.1%	45.2%
Male	68	5	3	6	13	41	7.4%	4.4%	8.8%	19.1%	60.3%
* Black *	8	3	1	3	1	0	37.5%	12.5%	37.5%	12.5%	0.0%
* Hispanic *	19	2	1	3	7	6	10.5%	5.3%	15.8%	36.8%	31.6%
* Asian/Pacific Islander *	6	0	0	0	2	4	0.0%	0.0%	0.0%	33.3%	66.7%
* White *	117	2	1	17	28	68	1.7%	0.9%	14.5%	24.8%	58.1%
* Multiracial *	2	0	0	0	1	1	0.0%	0.0%	0.0%	50.0%	50.0%
General Education Students	122	2	1	8	33	78	1.6%	0.8%	6.6%	27.0%	63.9%
* Students with Disabilities *	30	5	2	15	7	1	16.7%	6.7%	50.0%	23.3%	3.3%
Former Students with Disabilities	2	0	0	0	1	1	0.0%	0.0%	0.0%	50.0%	50.0%
Not English Language Learner	148	5	2	22	40	79	3.4%	1.4%	14.9%	27.0%	53.4%
* English Language Learner *	4	2	1	1	0	0	50.0%	25.0%	25.0%	0.0%	0.0%
* Economically Disadvantaged *	23	2	2	6	4	9	8.7%	8.7%	26.1%	17.4%	39.1%
Not Economically Disadvantaged	129	5	1	17	36	70	3.9%	0.8%	13.2%	27.9%	54.3%
Not Migrant	152	7	3	23	40	79	4.6%	2.0%	15.1%	26.3%	52.0%

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to ranges for each performance level. <http://www.p12.nysed.gov/lrs/sirs/home.html>



June

School Safety and the Educational Climate (SSEC) Data Collection

Formerly VADIR/DASA

The New York State Education Department's (SEDs) School Safety and the Educational Climate (SSEC) Summary Data Collection Form is a part of SED's implementation of the Dignity for All Students Act (DASA) and Violent or Disruptive Incident Reporting (VADIR). Data regarding violent or disruptive incidents, as well as incidents of, discrimination, harassment, bullying, and cyberbullying, is compiled to comply with New York State reporting requirements and to designate schools that are persistently dangerous.

School Safety and the Educational Climate (SSEC) incident data for schools and districts must be submitted to the State Education Department via the NYSED Application Business Portal between late June and late July. LEAs typically have approximately 30 days to enter and submit these data.

School Year _____: School Safety and the Educational Climate (SSEC) Summary Data Collection Form (Revised 2/23/18)													
Part 1: Dignity for All Student Act (DASA) and Violent and Disruptive Incident Reporting (VADIR)*	1. Homicide	2. Sexual Offenses		3. Assault		4. Weapons Possession Only		5. Material Incidents of Discrimination, Harassment, and Bullying		6. Bomb Threat	7. False Alarm	8. Use, Possession or Sale of Drugs	9. Use, Possession or Sale of Alcohol
		2a. Forcible Sex Offenses	2b. Other Sex Offenses	3a. Physical Injury	3b. Serious Physical Injury	4a. Routine Security Check	4b. Other	5a. All Excluding Cyberbullying	5b. Cyberbullying				
Report the total number of incidents. Count each incident only one time regardless of the number of offenders or targets/victims involved. For incidents that fit more than one category, choose the most serious (higher weighted category).													
Total Number of Incidents	a												
Report if the offense listed in row (a) was related to a bias. * Note that if appropriate, an incident may be reported for more than one bias (duplicated count). For example, if an Assault with Physical Injury was related to the Victim/Target's Religion and Gender, it should be reported in both rows. See directions for additional information.													
Total Number of Biased-Related Incidents	b												
Race	c												
Ethnic Group	d												
National Origin	e												
Color	f												
Religion	g												
Religious Practices	h												
Disability	i												
Gender	j												
Sexual Orientation	k												
Sex	l												
Weight	m												
Other	n												
Report the number of incidents in row (a) that were gang/group related.													
Gang or Group Related	o												
Report the number of incidents in row (a) that involved a weapon, alcohol, and/or drugs. The sum of rows (p) and (q) must equal the number reported in row (a). * Note rows (q1-q3) may be duplicated counts if an incident involved more than one weapon.													
Total Number of Incidents Not Involving a Weapon	p												
Total Number of Incidents Involving Weapons	q												
Number Reported in row q that Involved Firearms	q1												
Number Reported in row q that Involved Knives	q2												
Number Reported in row q that Involved Other Weapons	q3												
Number of Incidents Involving Alcohol	r												
Number of Incidents Involving Drugs	s												
Report the location where incidents reported in row (a) occurred - report each incident only one time. The sum of rows (t), (u), and (v) must equal the number reported in row (a).													
On School Property (including on school transportation)	t												
At School Function Off Grounds	u												
Off School Property (that creates a risk of disruption within the school environment)	v												
Of the incidents reported in Row (t) above,													

Detailed information including directions on completing the form and FAQs can be found at http://www.p12.nysed.gov/irs/school_safety/school_safety_data_collection.htm

July – August



The school year has ended for students, but July and August are the time when District Data Coordinators must work with other district/school leaders to verify all required data elements in preparation for year-end certification. The deadline to load all 2020-21 data, with the exception of Staff Evaluation and Special Ed. Events, is **Thursday, August 19th**. After this load deadline, no data from 2020-21 will move to Level 2 with the exception of Staff Evaluation data and Special Education Events. The deadline for the CEO to certify these data is **Friday, September 3rd**.

Special Education Reporting

Once the school year ends, LEAs should load Special Education End of Year extracts in Level 0 from their Special Education Management System. These extracts will populate the following reports in the PD System:

- **VR13:** *Preschool Children Provided Programs and Services during the School Year- (ALL DISTRICTS)*
- **VR15:** *Preschool Outcomes Report (SPP Indicator #7) – Only those districts that are required to report Federal Indicator 7 - Requires submission of Assessment Services Extract*
- **VR16:** *Students Receiving Coordinated Early Intervening Services - For school districts that used up to 15% of IDEA federal funds to provide CEIS during the previous three years*

Certification of Special Education VR11, VR 12, and VR14 Reports for the 2019-20 school year is Monday, September 20, 2021. Although Special Ed. Events extracts can be loaded until September 16, 2021 to populate these reports, demographic, enrollment, and program service data for all students must be reported by the August 19th year-end deadline.

Special Education Certification and Due Dates for the 2020–21 School Year

These forms are entered directly into the PD Data System ^[1]	Due By
PD6: Personnel Form	February 1, 2021
PD8: Suspension Data	August 2, 2021
These forms are sent directly to your Local Education Agency ^[1]	Due By
SEDCAR 1: Request for IDEA Sub Allocation	November 27, 2020
SEDCAR 2: Request for IDEA Sub Allocation for Students Receiving Services Pursuant to Article 81 Only (This form is also sent to SEDCAR in NYSED)	November 27, 2020
These data are populated from SIRS and are certified in the PD Data System ^[1]	Date Data Must Be Certified By
VR1: Preschool Child Count Report by Race/Ethnicity	January 11, 2021
VR2: School Age Child Count by Age and Disability	January 11, 2021
VR3: School Age Students by Disability and Race/Ethnicity	January 11, 2021
VR4: Preschool LRE Setting Report	January 11, 2021
VR5: School Age LRE Setting Report	January 11, 2021
VR6: District Report of Preschool Students by Primary Service Provider	January 11, 2021
VR7: Provider Report of Preschool Students ^[2]	**
VR8: District Report of School Age Students by Building Where Enrolled	January 11, 2021
VR9: Provider Report of School Age Students ^[2]	**
VR11: Notification to School District of Compliance Rate on SPP #11 ^[3]	September 20, 2021^[5]
VR12: Notification to School District of Compliance Rate on SPP #12 ^[3]	September 20, 2021^[5]
VR13: Preschool Children Provided Programs and Services during 2020-21 School Year	August 23, 2021^[5]
VR14: District Report of Parentally Placed Students in Religious and Independent (Nonpublic) School Who Were Evaluated	September 20, 2021^[5]
VR15: Preschool Outcomes Report ^[3]	August 23, 2021^[5]
VR16: Students Receiving Coordinated Early Intervening Services	August 23, 2021^[5]

PD8 - Report of Students with Disabilities Subject of Disciplinary Removal

The PD8 form is a report of in-school suspensions, out-of-school suspensions and removals to interim alternative education settings (IAES) of preschool and school-age students with disabilities who are the Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) responsibility of your LEA during the period of July 1st – June 30th of a given year.

Unlike the Special Education VR Reports which are populated through SIRS, data to support the PD8 Report is submitted electronically through the PD system at <http://pd.nysed.gov>.

LEAs may begin entering data on the PD 8 Report on July 1st, with a deadline of **August 2nd**.

Students with Disabilities Ages 3-21	4. In-School Suspensions		5. Disciplinary Removals			
Disability	A. Number of Students with Disabilities with In-School Suspensions Totalling 10 Days or Less	B. Number of Students with Disabilities with In-School Suspensions Totalling More Than 10 Days	A. Total Number of Disciplinary Removals	B. Number of Students with Disabilities with Disciplinary Removals Totalling 1 Day	C. Number of Students with Disabilities with Disciplinary Removals Totalling 2-10 Days	D. Number of Students with Disabilities with Disciplinary Removals Totalling More Than 10 Days
1. Autism						
2. Emotional Disturbance						
3. Learning Disability						
4. Intellectual Disability						
5. Deafness						
6. Hearing Impairment						
7. Speech or Language Impairment						
8. Visual Impairment including Blindness						
9. Orthopedic Impairment						
10. Other health Impairment						
11. Multiple Disabilities						
12. Deaf-Blindness						
13. Traumatic Brain Injury						
14. Preschool Student with a Disability						
15. Total						

July – August



Annual Outcomes

District Data Coordinators should work closely with High School administration and guidance counselors to assure the accuracy of Annual Outcomes Reports in L2RPT. All graduates must have a diploma type, credential type, career pathway and post-graduation plan reported. The verification of the following L2RPT reports should be done prior to year-end certification.

- SIRS - 307 Annual Dropout & Non Completer Report
- SIRS - 308 Annual Graduation Report
- SIRS - 309 Annual Regents Report
- SIRS - 340 & 341 Graduation Exam Requirement Summary and Detail Report
- SIRS - 650 English Language Learner Profile Summary
- SIRS - 652 Annual Title III Allocation ELL and Immigrant Counts Summary Report

SIRS-307 Annual Dropout & Non Completer Report

It is vitally important to closely review this report, as these are students who will directly affect graduation rates. Students are included on the Annual Dropout and Non Completer report if during the school year being reported, they had a regular enrollment record with an ending date between July 1 and June 30 AND the reason for ending enrollment code is listed in SIRS as a dropout or non-completer code.

Data Contained in the Student Information Repository System

School Year: 2016-17

School or District:

Finish

Data Refresh Date: September 9, 2017

Student Subgroup (accountability subgroups are marked with an asterisk (*))	DROPOUT - COUNT										
	Total Non-Completers	Total Dropouts Grades 7-12 and Ungraded Secondary	Below Grade 7 and Ungraded Elementary (Grades K-6 + UE)	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Ungraded Secondary	Transfers to AHSEPP or HSEPP
	a = (b+k)	b = (d+e+f+g+h+i+j)	c	d	e	f	g	h	i	j	k
*All Students	20	20	0	0	0	2	7	3	7	1	0
Female	11	11	0	0	0	1	3	3	3	1	0
Male	9	9	0	0	0	1	4	0	4	0	0
*Black	1	1	0	0	0	0	0	0	0	1	0
*Hispanic	2	2	0	0	0	0	1	0	1	0	0
*Asian/Pacific Islander	2	2	0	0	0	0	1	0	1	0	0
*White	15	15	0	0	0	2	5	3	5	0	0
General Education Students	11	11	0	0	0	1	5	0	5	0	0
*Students with Disabilities	9	9	0	0	0	1	2	3	2	1	0
Former Students with Disabilities	1	1	0	0	0	0	1	0	0	0	0
Not English Language Learner	19	19	0	0	0	2	6	3	7	1	0
*English Language Learner	1	1	0	0	0	0	1	0	0	0	0
*Economically Disadvantaged	8	8	0	0	0	2	4	1	1	0	0
Not Economically Disadvantaged	12	12	0	0	0	0	3	2	6	1	0
Not Migrant	20	20	0	0	0	2	7	3	7	1	0

The Total Non-Completers counts includes all students reported as dropouts and students who were reported as transferring to an AHSEP or HSEP Program (Reason for Ending Enrollment code 289 and 10)
The Total Dropout count includes students with the following reason for Ending Enrollment codes:

136 - reached maximum legal age and has not earned a Diploma or Certificate
306 - transferred to another High School equivalency (GED) preparation program
340 - left school, first time dropout
391 - long term absence
408 - permanent expulsion
425 - left school no documentation of transfer
8338 - incarcerated student, no participation in a program culminating in a regular Diploma

July – August

SIRS-308 Annual Graduation Report

Students are included on the Annual Graduation Report if their last regular enrollment record during the school year had an ending date between July 1 and June 30 of the school year being reported AND the reason for ending enrollment code was one of the following ending enrollment codes: 799 graduated (earned a Regents or local diploma) or 085 earned commencement credential.

This report will allow LEAs to verify all graduates, along with which accountability subgroups each student falls into. LEAs will want to carefully verify all graduates, so that graduation rate is accurately determined.



Annual Graduation Report

Data Contained in the Student Information Repository System

School Year:

School or District:

Data Refresh Date: Aug 29, 2020

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Total Graduates <i>a = (c+d+e+f+g)</i>	Total Completers <i>b = (c+d+e+f+g+j)</i>	Local Diplomas <i>c</i>	Regents Diplomas <i>d</i>	Regents Diplomas with Honors <i>e</i>	Regents with Advanced Designation <i>f</i>	Regents with Advanced Designation with Honors <i>g</i>	Regents with CTE Endorsement <i>h</i>	Seal of Biliteracy <i>i</i>	Commencement Credentials <i>j</i>
*All Students	216	216	10	50	0	116	40	0	0	0
Female	93	93	2	19	0	56	16	0	0	0
Male	123	123	8	31	0	60	24	0	0	0
*American Indian/Alaska Native	1	1	0	1	0	0	0	0	0	0
*Black	2	2	0	1	0	0	1	0	0	0
*Hispanic	11	11	0	8	0	2	1	0	0	0
*Asian/Pacific Islander	4	4	0	0	0	3	1	0	0	0
Asian	3	3	0	0	0	3	0	0	0	0
Native Hawaiian/Other Pacific Islander	1	1	0	0	0	0	1	0	0	0
*White	194	194	9	40	0	110	35	0	0	0
*Multiracial	4	4	1	0	0	1	2	0	0	0
General Education Students	185	185	2	36	0	108	39	0	0	0
*Students with Disabilities	31	31	8	14	0	8	1	0	0	0
Not English Language Learner	216	216	10	50	0	116	40	0	0	0
Formerly English Language Learner	1	1	0	0	0	1	0	0	0	0
*Economically Disadvantaged	37	37	4	18	0	13	2	0	0	0
Not Economically Disadvantaged	179	179	6	32	0	103	38	0	0	0
Not Migrant	216	216	10	50	0	116	40	0	0	0
Homeless	2	2	0	1	0	1	0	0	0	0
Not Homeless	214	214	10	49	0	115	40	0	0	0

July – August



SIRS-309 Annual Regents Report

The Annual Regents Reports show district and school Regents examination performance results, score interval, and percentages of students scoring at each performance level. Students are included on the Annual Regents Report if during the school year being reported, they had a Regents assessment score reported in SIRS and were enrolled with a regular enrollment record at the time the assessment was administered.

In circumstances when a student takes the same assessment more than one time during the school year being reported, only the highest score is reported.



Annual Regents Report

Data Contained in the Student Information Repository System

School Year:

School or District:

Examination:

Data Refresh Date: Sep 12, 2020 12:00:00 AM

Regents Common Core Algebra I		Number of Students Scoring					Percentage of Tested Students Scoring					
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)	PHE Exempt	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Performance Level 5 (common core assessments only)
a	b	c	d	e	f	g	h	i	j	k	l	m
* All Students *	2	0	1	1	0	0	113	0.0%	50.0%	50.0%	0.0%	0.0%
Female	1	0	0	1	0	0	60	0.0%	0.0%	100.0%	0.0%	0.0%
Male	1	0	1	0	0	0	53	0.0%	100.0%	0.0%	0.0%	0.0%
* Black *	0	0	0	0	0	0	4					0.0%
* Hispanic *	2	0	1	1	0	0	13	0.0%	50.0%	50.0%	0.0%	0.0%
* Asian/Pacific Islander *	0	0	0	0	0	0	4					0.0%
Asian	0	0	0	0	0	0	4					0.0%
* White *	0	0	0	0	0	0	89					0.0%
* Multiracial *	0	0	0	0	0	0	3					0.0%
General Education Students	2	0	1	1	0	0	93	0.0%	50.0%	50.0%	0.0%	0.0%
* Students with Disabilities *	0	0	0	0	0	0	20					0.0%
Not English Language Learner	1	0	1	0	0	0	110	0.0%	100.0%	0.0%	0.0%	0.0%
* English Language Learner *	1	0	0	1	0	0	3	0.0%	0.0%	100.0%	0.0%	0.0%
Formerly English Language Learner	1	0	1	0	0	0	0	0.0%	100.0%	0.0%	0.0%	0.0%
* Economically Disadvantaged *	1	0	1	0	0	0	21	0.0%	100.0%	0.0%	0.0%	0.0%
Not Economically Disadvantaged	1	0	0	1	0	0	92	0.0%	0.0%	100.0%	0.0%	0.0%
Not Migrant	2	0	1	1	0	0	113	0.0%	50.0%	50.0%	0.0%	0.0%
Homeless	0	0	0	0	0	0	1					0.0%
Not Homeless	2	0	1	1	0	0	112	0.0%	50.0%	50.0%	0.0%	0.0%
Not in Foster Care	2	0	1	1	0	0	113	0.0%	50.0%	50.0%	0.0%	0.0%

July – August



SIRS-340 & 341 Graduation Exam Requirement Summary and Detail Report

These reports are to be used for informational purposes only and is not intended to be prescriptive. These reports display all exam requirements met and those that may qualify for an appeal. It does not take course credits into account, nor does it ensure that a student has met all criteria for an appeal.



Graduation Exam Requirements Summary Report

Data Contained in the Student Information Repository System

School Year: 2019-20
 District: All Locations
 School Location: All Locations
 Guidance Counselor: All Guidance Counselors
 Grade Level: All Grade Levels
 Cohort Year: 2017
 Grad Reqmet Met/Not: All Students
 Finish

										Diploma Exam Requirements Met											
										Four +					Pathways						
Status	Student Name	Location	Student ID	NYSSIS ID	Grade	Cohort Year	Disability	ELL	Economically Disadvantaged	ELA	Math	SS	Sci	HUM	STEM	LOTE	CTE	Arts	CDOS	Projected Diploma Type	Review for Earned Endorsements
					14	2017	Y	N	N												
					14	2017	Y	N	Y												
					12	2017	N	N	N												
					11	2017	N	N	N												
					11	2017	N	N	Y												
					14	2017	Y	N	N												
✓					11	2017	N	N	N	✓	✓	✓	✓		✓					Regents	Yes
✓					11	2017	N	N	N	✓	✓	✓	✓		✓					Regents	
✓					11	2017	Y	N	N	✓	LPSN	✓	LPSN	CSN						Local Diploma	
✓					11	2017	N	N	N	✓	✓	✓	✓		✓					Regents	
✓					11	2017	N	N	N	✓	✓	✓	✓	✗	✓					Regents	
✓					11	2017	N	N	Y	✓	✓	✓	✓	✗	✓					Regents	
					11	2017	N	N	N	✓	✓	✓	✓	✗	App						
✓					11	2017	N	N	N	✓	✓	✓	✓	✗	✓					Regents	
✓					11	2017	Y	N	N	LPSN	✓	✓	✓	LP App						Local Diploma	
✓					11	2017	N	N	Y	✓	✓	✓	✓		✓					Regents with Honors	Yes
✓					11	2017	N	N	N	✓	✓	✓	✓		✓					Regents	Yes
✓					11	2017	N	N	N	✓	✓	✓	✓		✓					Regents with Honors	Yes
✓					11	2017	Y	N	N	LP App	App	App	✓	CSN						Review with Appeal	
✓					11	2017	N	N	Y	✓	✓	✓	✓		✓					Regents	

SIRS 650 English Language Learner Profile Summary

Students are included on the English Language Learner Profile report if their record contains Program Service Code 0231 – ELL Eligible, indicating the student is eligible for ELL services, anytime during the school year or as of the date of their last enrollment record.



English Language Learner Profile Summary

Data Contained in the Student Information Repository System

School Year: 2019-20
 District: All Locations
 School: All Grades
 Enrollment Status: All Statuses
 Finish

Data Refresh Date: Aug 31, 2020 12:00:00 AM

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Program Participation									
	Total Enrolled	Newcomer (1 to 3 years)	Developing (4 to 6 years)	Longterm (7+ years)	Students with Interrupted Formal Education (SIFE)	5709 - English as New Language	5676 - Transitional Bilingual Ed	5687 - One way/Two Way Dual Language	8329 - ELL/MLL Eligible, but Not in Program	Missing Program Participation Code
*All Students	52	25	12	2	0	26	0	0	0	16
Female	27	11	8	0	0	18	0	0	0	9
Male	25	14	4	2	0	18	0	0	0	7
*Hispanic	43	22	10	0	0	29	0	0	0	14
*Asian/Pacific Islander	5	1	2	2	0	5	0	0	0	0
Asian	5	1	2	2	0	5	0	0	0	0
*White	4	2	0	0	0	2	0	0	0	2
General Education Students	48	25	10	1	0	23	0	0	0	15
*Students with Disabilities	4	0	2	1	0	2	0	0	0	1
*English Language Learner	52	25	12	2	0	26	0	0	0	16
*Economically Disadvantaged	19	12	6	1	0	19	0	0	0	0
Not Economically Disadvantaged	33	13	6	1	0	17	0	0	0	16
Not Migrant	52	25	12	2	0	26	0	0	0	16
Homeless	2	1	0	0	0	1	0	0	0	1
Not Homeless	50	24	12	2	0	25	0	0	0	15
Not in Foster Care	52	25	12	2	0	26	0	0	0	16
Parent Not in Armed Forces	52	25	12	2	0	26	0	0	0	16

July – August



SIRS-652 Annual Title III Allocation ELL and Immigrant Counts Summary Report

The Annual Title III Allocation ELL and Immigrant Counts Summary Report displays all district reported ELL (Program Service code 0231) and Immigrant (Program Service code 8282) students that are eligible for Title III allocations.



SIRS-652 Annual Title III Allocation ELL and Immigrant Counts Summary Report Data Contained in the Student Information Repository System

School Year:
District:

Data Refresh Date: June 8, 2020

Grades	ELL Count	Immigrant Count
All Grades	317	115
KF	34	8
01	47	8
02	29	8
03	26	9
04	21	4
05	26	6
06	17	7
07	21	12
08	17	10
09	15	9
10	21	10
11	18	11
12	18	13
13	4	0
14	3	0

July – August

Accountability Reports

Accountability data are reported on an annual basis and separated into High School Accountability and Elementary/Middle-Level Accountability. These data need to be verified as part of year-end certification.

Accountability reports that should be verified include:

- *SIRS 105 – High School Achievement & Graduation Rate Accountability Report*
- *SIRS 106 – Elementary / Middle Level Achievement Accountability Report*
- *SIRS 107 – Chronic Absenteeism Accountability Report*
- *SIRS 108 – College, Career, and Civic Readiness Accountability Report*
- *SIRS 109 – Recently Arrived ELL Students Accountability Report*
- *SIRS 111 – School Year Suspension Accountability Report*
- *SIRS 112 – Student Growth Accountability Report*
- *SIRS 113 – English Language Proficiency Accountability Report*

SIRS-105 High School Achievement & Graduation Rate Accountability Verification Report

This report includes data that will be used to determine Participation Rate as well as Composite Performance, Progress, and Graduation Rate accountability measure outcomes at the secondary level for making accountability status determinations under New York State's State Plan to comply with the Every Student Succeeds Act (ESSA).



Run as

High School Achievement & Graduation Rate Accountability Report

Data Contained in the Student Information Repository System

School Year:

School or District:

Data Refresh Date: September 12, 2020

* Please click page down for Mathematics, Science, Social Studies and Graduation Rate data

Graduates

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Accountability Graduation Rate											
	2015 4-Year Total Cohort				2014 5-Year Total Cohort				2013 6-Year Total Cohort			
	Cohort Enrolled (a)	Graduates (b)	Non Graduates (c)	Estimated Graduation Rate d = ((b/a)*100)	Cohort Enrolled (e)	Graduates (f)	Non Graduates (g)	Estimated Graduation Rate h = ((f/e)*100)	Cohort Enrolled (i)	Graduates (j)	Non Graduates (k)	Estimated Graduation Rate l = ((j/i)*100)
*All Students	192	186	6	96.88%	190	179	11	94.21%	201	195	6	97.02%
Female	97	95	2	97.94%	81	78	3	96.30%	105	102	3	97.14%
Male	95	91	4	95.79%	109	101	8	92.66%	96	93	3	96.88%
*American Indian/Alaska Native	0	0	0		0	0	0	0.00%	1	1	0	100.00%
*Black	1	1	0	100.00%	2	2	1	66.67%	4	2	1	75.00%
*Hispanic	11	9	2	81.82%	10	8	2	80.00%	8	7	1	87.50%
*Asian/Pacific Islander	4	4	0	100.00%	8	8	0	100.00%	1	1	0	100.00%
Asian	4	4	0	100.00%	8	8	0	100.00%	1	1	0	100.00%
*White	175	171	4	97.71%	169	161	8	95.27%	186	183	3	98.39%
*Multiracial	1	1	0	100.00%	0	0	0	0.00%	1	0	1	0.00%
General Education Students	170	168	2	98.82%	164	158	6	96.34%	177	177	0	100.00%
*Students with Disabilities	22	18	4	81.82%	26	21	5	80.77%	24	18	6	75.00%
Former Students with Disabilities	2	2	0	100.00%	2	2	0	100.00%	2	2	0	100.00%
Not English Language Learner	191	186	5	97.38%	189	179	10	94.71%	201	195	6	97.02%
*English Language Learner	1	0	1	0.00%	1	0	1	0.00%	0	0	0	0.00%
Formerly English Language Learner	0	0	0		1	1	0	100.00%	0	0	0	0.00%
*Economically Disadvantaged	25	24	1	96.00%	24	22	2	91.67%	21	19	2	90.48%
Not Economically Disadvantaged	167	162	5	97.01%	166	157	9	94.58%	180	176	4	97.78%
Not Migrant	192	186	6	96.88%	190	179	11	94.21%	201	195	6	97.02%
Homeless	2	1	1	50.00%	0	0	0	0.00%	2	1	1	50.00%

July – August

SIRS-106 Elementary/Middle-Level Achievement Accountability Report

This report includes data used to determine Participation Rate as well as Performance and Progress for making elementary/middle-level accountability determinations under New York State's State Plan to comply with the Every Student Succeeds Act (ESSA).



Elementary/Middle-Level Achievement Accountability Report
Data Contained in the Student Information Repository System

School Year: 2018-19
School or District:
Select Subject: ELA
Select Grade: All Grades
Finish

Data Refresh Date: September 7, 2019

Student Subgroup (accountability subgroups are marked with an asterisk (*))	2019 Participation				2019 Performance									
	Participation Rate Enroll (a)	Tested (b)	Not Tested (c)	Estimated Participation Rate ((b)/(a))*100 (d)	Continuously Enrolled Tested & Not Tested (e)	95% of Continuously Enrolled Tested & Not Tested (f)	Continuously Enrolled & Tested (g)	Greater of f and g (h)	Level 1 (i)	Level 2 (j)	Level 3 (k)	Level 4 (l)	Estimated Weighted Average Index ((i)+2k+2.5)/(j)*100 (m)	Estimated Core Subject Index ((j)+2k+2.5)/(g)*100 (n)
*All Students	2,369	1,948	421	82.23%	2,245	2,133	1,839	2,133	577	539	526	197	97.68	113.30
Female	1,122	961	211	82.00%	1,112	1,056	909	1,056	222	282	282	122	109.00	126.62
Male	1,197	987	210	82.46%	1,133	1,076	930	1,076	354	257	244	75	86.66	100.27
*American Indian/Alaska Native	1	1	0	100.00%	1	1	1	1	0	0	0	1	250.00	250.00
*Black	535	434	101	81.12%	507	482	416	482	129	119	132	26	98.13	113.70
*Hispanic	1,442	1,212	229	84.12%	1,359	1,283	1,126	1,283	393	241	290	102	91.66	104.44
*Asian/Pacific Islander	25	24	1	97.14%	24	30	21	31	6	12	2	8	148.39	148.39
Asian	30	29	1	96.67%	27	26	26	26	3	10	6	2	151.92	151.92
Native Hawaiian/Other Pacific Islander	5	5	0	100.00%	5	5	5	5	1	2	1	1	130.00	130.00
*White	308	231	77	75.00%	307	292	230	292	43	59	84	44	115.41	146.52
*Multiracial	48	35	13	72.92%	46	46	25	46	8	8	13	6	106.52	140.00
General Education Students	1,990	1,652	338	83.02%	1,879	1,785	1,551	1,785	415	460	487	189	106.81	122.92
*Students with Disabilities	309	296	83	78.10%	266	348	288	348	162	79	39	8	90.86	61.46
Former Students with Disabilities	2	5	1	85.71%	2	7	5	7	2	1	2	0	100.00	116.67
Not English Language Learner	1,971	1,581	290	80.21%	1,812	1,817	1,527	1,817	268	468	507	194	108.26	127.98
*English Language Learner	398	267	21	92.21%	332	315	302	315	209	71	19	3	36.98	38.58
Formerly English Language Learner	8	2	1	87.50%	6	6	5	6	2	0	2	0	66.67	80.00
*Economically Disadvantaged	1,629	1,501	238	82.07%	1,727	1,650	1,422	1,650	491	432	367	127	90.21	104.68
Not Economically Disadvantaged	540	447	93	82.78%	508	483	417	483	86	102	159	70	123.19	142.69
Not Migrant	2,369	1,948	421	82.23%	2,245	2,133	1,839	2,133	577	539	526	197	97.68	113.30

July – August

SIRS-107 Chronic Absenteeism Accountability Report

This report displays data that will be used to determine Chronic Absenteeism at the elementary/middle level (grades 1-8 and ungraded age equivalent) and the secondary level (grades 9-12 and ungraded age equivalent).



Chronic Absenteeism Accountability Report

Data Contained in the Student Information Repository System

School Year: 2018-19
District Name:
School Location:

Finish

Data Refresh Date: Sep 7, 2019
Attendance Through: Jun 30, 2019

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Elementary/Middle Level Chronic Absenteeism for Accountability (Grades 1-8 & Ungraded Age Equivalent Students)			High School Level Chronic Absenteeism for Accountability (Grades 9-12 & Ungraded Age Equivalent Students)		
	Number of Students Enrolled 10 or More Instructional Days** (a)	Students Absent 10% or More of Enrolled Instructional Days (b)	Percentage of Students Chronically Absent (c) = ((b)/(a))*100	Number of Students Enrolled 10 or More Instructional Days** (d)	Students Absent 10% or More of Enrolled Instructional Days (e)	Percentage of Students Chronically Absent (f) = ((e)/(d))*100
*All Students	510	34	6.7%	0	0	0.0%
Female	244	22	9.0%	0	0	0.0%
Male	266	12	4.5%	0	0	0.0%
*American Indian/Alaska Native	1	0	0.0%	0	0	0.0%
*Black	1	0	0.0%	0	0	0.0%
*Hispanic	54	6	11.1%	0	0	0.0%
*Asian/Pacific Islander	9	1	11.1%	0	0	0.0%
Asian	9	1	11.1%	0	0	0.0%
*White	432	26	6.0%	0	0	0.0%
*Multiracial	12	1	7.7%	0	0	0.0%
General Education Students	426	26	6.1%	0	0	0.0%
*Students with Disabilities	84	8	9.5%	0	0	0.0%
Former Students with Disabilities	6	0	0.0%	0	0	0.0%
Not English Language Learner	510	34	6.7%	0	0	0.0%
*Economically Disadvantaged	92	14	15.2%	0	0	0.0%
Not Economically Disadvantaged	418	20	4.8%	0	0	0.0%
Not Migrant	510	34	6.7%	0	0	0.0%
Homeless	1	1	100.0%	0	0	0.0%
Not Homeless	509	33	6.5%	0	0	0.0%
Not in Foster Care	510	34	6.7%	0	0	0.0%

July – August



SIRS-108 College, Career, and Civic Readiness Accountability Report

This report allows districts and schools to view data they reported in SIRS that will be used to determine outcomes for the College, Career, and Civic Readiness (CCCR) indicator for making secondary-level accountability status determinations under New York State's State Plan to comply with the Every Student Succeeds Act (ESSA). The data in these reports are that used to make accountability determinations that cannot be viewed in other verification reports include: score of 3 or higher on an AP exam, score of 4 or higher on an IB exam, high school credit earned through participation in an AP, IB, or dual enrollment course, Regents diploma with CDOS endorsement, and Seal of Biliteracy.



College, Career, and Civic Readiness Accountability Report Data Contained in the Student Information Repository System

School Year:
School or District:

Data Refresh Date: Sep 7, 2019

Student Subgroup (accountability subgroups are marked with an asterisk (*))	College, Career and Civic Readiness (CCCR)							CCCR Index (h) = ((2.0(c) + 1.5(d)+1.0(e)+0.5(f)) / (a+b)) *100
	Number of Cohort Members (a)	Annual (NON-COHORT) Regents w/Seal of Biliteracy (b)	Students Weighted at 2.0 (c)	Students Weighted at 1.5 (d)	Students Weighted at 1.0 (e)	Students Weighted at 0.5 (f)	Students Weighted at 0.0 (g)	
*All Students	459	0	201	30	175	1	52	135.62
Female	223	0	110	16	77	1	18	144.17
Male	236	0	91	14	98	0	32	127.54
*Black	99	0	28	6	51	1	13	127.68
*Hispanic	194	0	73	15	77	0	29	126.55
*Asian/Pacific Islander	17	0	12	0	5	0	0	170.59
Asian	17	0	12	0	5	0	0	170.59
*White	144	0	86	8	50	0	10	155.56
*Multiracial	8	0	2	1	2	0	0	150.00
General Education Students	288	0	158	28	106	0	26	145.36
*Students with Disabilities	71	0	2	2	59	1	16	82.39
Former Students with Disabilities	1	0	1	0	0	0	0	200.00
Not English Language Learner	431	0	201	30	162	1	27	141.42
*English Language Learner	28	0	0	0	13	0	15	46.43
*Economically Disadvantaged	255	0	84	16	118	0	27	121.57
Not Economically Disadvantaged	204	0	117	14	57	1	15	153.19
Not Migrant	459	0	201	30	175	1	52	135.62
Homeless	10	0	1	1	7	0	1	105.00
Not Homeless	449	0	200	29	168	1	51	136.30
In Foster Care	2	0	0	0	1	1	0	75.00

July – August



SIRS-109 Recently Arrived ELL Students Accountability Report

This report displays data that allows districts and schools to review counts of recently arrived English Language Learner (ELL) students who took the New York State English as a Second Language Achievement Test (NYSESLAT) in lieu of the New York State Testing Program (NYSTP) test in English language arts (ELA) to fulfill the testing requirement in English in grades 3 through 8 for making elementary/middle-level accountability determinations under New York State's State Plan to comply with the Every Student Succeeds Act (ESSA).



Recently Arrived ELL Students Accountability Report

Data Contained in the Student Information Repository System

School Year:

District Name:

School Location:

Grade Equivalent:

Data Refresh Date: Sep 7, 2019

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total Number of Recently Arrived ELL Students (a)	NYSESLAT Results for Recently Arrived ELLs							Total Tested on NYSESLAT & NOT NYSTP (Used NYSESLAT for Accountability Participation) (i)
		Total Tested on NYSESLAT (b)	Total Not Tested on NYSESLAT (c)	Entering (d)	Emerging (e)	Transitioning (f)	Expanding (g)	Commanding (h)	
*All Students	51	48	3	14	23	7	4	0	48
Female	23	23	0	4	14	4	1	0	23
Male	28	25	3	10	9	3	3	0	25
*Black	3	3	0	0	0	1	2	0	3
*Hispanic	47	44	3	13	23	6	2	0	44
*White	1	1	0	1	0	0	0	0	1
General Education Students	51	48	3	14	23	7	4	0	48
*English Language Learner	51	48	3	14	23	7	4	0	48
*Economically Disadvantaged	31	30	1	6	17	6	1	0	30
Not Economically Disadvantaged	20	18	2	8	6	1	3	0	18
Not Migrant	51	48	3	14	23	7	4	0	48
Not Homeless	51	48	3	14	23	7	4	0	48
Not in Foster Care	51	48	3	14	23	7	4	0	48
Parent Not in Armed Forces	51	48	3	14	23	7	4	0	48

July – August



SIRS-111 School Year Suspension Accountability Report

This report displays data that allows districts and schools to review the:

- Number of Students Suspended 1 or more school days during the school year (each student is counted only one time regardless of the number of suspension days)
- Number of Suspension Days During the School Year
- BEDS Day Enrollment
- In School Suspension Rate
- Out of School Suspension Rate



School Year Suspension Accountability Report
Data Contained in the Student Information Repository System

School Year:

District Name:

School Location:

Data Refresh Date: Aug 29, 2020
Attendance Through: Jun 30, 2020

Student Subgroup (accountability subgroups are marked with an asterisk (*)) a	Number of Students Suspended 1 or more school days during the school year (each student is counted only one time regardless of the number of suspension days)			Number of Suspension Days During the School Year			BEDS Day Enrollment h	In School Suspension Rate (ISS) i=(b/h)*100 i	Out of School Suspension Rate (OSS) j=(c/h)*100 j
	In School b	Out of School* c	In and Out of School Combined d	In School e	Out of School* f	In and Out of School Combined g			
*All Students	22	55	77	38	211	249	1,268	1.7	4.3
Female	8	19	27	14	80	94	620	1.3	3.1
Male	14	36	50	24	131	155	648	2.2	5.6
*American Indian/Alaska Native	0	0	0	0	0	0	1	0	0
*Black	5	9	14	11	48	59	107	4.7	8.4
*Hispanic	9	18	27	14	54	68	318	2.8	5.7
*Asian/Pacific Islander	0	0	0	0	0	0	65	0	0
Asian	0	0	0	0	0	0	62	0	0
Native Hawaiian/Other Pacific Islander	0	0	0	0	0	0	3	0	0
*White	8	28	36	13	109	122	765	1	3.7
*Multiracial	0	0	0	0	0	0	12	0	0
General Education Students	14	32	47	19	121	140	1,031	1.4	3.2
*Students with Disabilities	8	22	30	19	90	109	237	3.4	9.3
Former Students with Disabilities	0	0	0	0	0	0	11	0	0
Not English Language Learner	22	55	77	38	211	249	1,228	1.8	4.5
*English Language Learner	0	0	0	0	0	0	40	0	0
Formerly English Language Learner	0	0	0	0	0	0	20	0	0
*Economically Disadvantaged	13	31	44	24	117	141	563	2.3	5.5
Not Economically Disadvantaged	9	24	33	14	94	108	705	1.3	3.4
Not Migrant	22	55	77	38	211	249	1,268	1.7	4.3

July – August

SIRS-112 Student Growth Accountability Report

This report displays data that allows districts and schools to review the:

- Number of Students Suspended 1 or more school days during the school year (each student is counted only one time regardless of the number of suspension days)
- Number of Suspension Days During the School Year
- BEDS Day Enrollment
- In School Suspension Rate
- Out of School Suspension Rate



Student Growth Accountability Report

Data Contained in the Student Information Repository System

School Year:

School or District:

Select Subject:

Finish

Data Refresh Date: January 2, 2020

Student Subgroup	Sum of SGPs (a)	Number of SGPs (b)	Growth Index $c = (a/b)$	Growth Level (d)	Former ELL	Former SWD
All Students	285,203	5,808	49.1	2	N	N
American Indian/Alaska Native		6			N	N
Black	17,628	387	45.6	2	N	N
Hispanic	147,547	2,982	49.5	2	N	N
Asian/Pacific Islander	8,072	145	55.3	4	N	N
White	103,414	2,115	48.9	2	N	N
Multiracial	8,374	172	48.7	2	N	N
Students with Disabilities	38,154	750	50.9	3	N	Y
English Language Learner	59,276	1,172	50.6	3	Y	N
Economically Disadvantaged	161,022	3,274	49.2	2	N	N

SGP - Student Growth Percentile

Demographic data are based on data in SIRS when data were pulled to calculate Growth outcomes.

July – August

SIRS-113 English Language Proficiency Accountability Report

The English Language Proficiency (ELP) Accountability Report allows districts and schools to view data they reported in the Student Information Repository System (SIRS) that was used to calculate ELP levels for making school and district accountability determinations under New York State's Plan to comply with the Every Student Succeeds Act (ESSA).



English Language Proficiency Accountability Report

Data Contained in the Student Information Repository System

School Year:	2018-19	▼
School or District:		▼
Select Subject:	HS ELP	▼
Finish		

Data Refresh Date: November 22, 2019

Student Subgroup	ELL Student Count (a)	Benchmark (b)	Progress Rate (c)	Success Ratio (d) = c/b	ELP Level (e)	Two Years Data Used (f)	Former SWD Included (g)
All Students	133	0.41	0.28	0.68	2	No	No
American Indian/Alaska Native	0					No	No
Black	7					No	No
Hispanic	126	0.40	0.27	0.68	2	No	No
Asian/Pacific Islander	0					No	No
White	0					No	No
Multiracial	0					No	No
Students with Disabilities	57	0.32	0.16	0.50	2	Yes	Yes
English Language Learner	133	0.41	0.28	0.68	2	No	No
Economically Disadvantaged	120	0.41	0.24	0.59	2	No	No

Demographic data are based on data in SIRS when data were pulled to calculate ELP outcomes.

If there were not enough students in the current year to calculate an ELP Level for a subgroup, the previous year's data was combined with the current year's data to determine ELP Level. If former students with disabilities were included in the Students with Disabilities subgroup data, the "Former SWD Included" field will indicate "Yes."

July – August



Total Cohort Reports

Student placement in the correct cohort is vitally important as graduation rates and accountability groups are determined by inclusion in a specific cohort. 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 or, for ungraded students with disabilities, 4 years after turning seventeen years old. Total Cohort reports that should be verified include:

- *SIRS 201 – Total Cohort Summary Report*
- *SIRS 202 – Total Cohort – Assessment Summary*
- *SIRS 203 – Total Cohort Career Pathways Summary Report*

SIRS-201 Total Cohort Summary Report

The 2019-20 Total Cohort Summary Reports show total cohort enrollment, district and school enrollment outcomes, and percentages of students identified with these outcomes.

Total Cohort - Summary

Data Contained in the Student Information Repository System

School Year:

School or District:

Cohort Membership:

Enrollment Duration:

[Finish](#)

Data Refresh Date: Sep 12, 2020

Student subgroup (accountability subgroups are marked with an asterisk (*)	Cohort Enrollment as of June (a)	Total Number of Graduates (b) (a+b+c+d)	Local Diplomas (c)	Regents Diplomas without Advanced Designation (d)	Regents Diplomas with Advanced Designation (e)	IEP Diplomas and Commencement Creditable (f)	SRII Enrolled (g)	Transferred to AHSIPP/IEPP (h)	Dropped Out (i)	Unknown Outcome (j)	% Graduated (k) = (b-e+f)/a*100	% IEP Diplomas and Commencement Creditable (m) = (f)/b*100	% SRII Enrolled (n) = (g)/b*100	% Transferred to AHSIPP (o) = (h)/b*100	% Dropped Out (p) = (i)/b*100	% Unknown Outcome (q) = (j)/b*100
*All Students	143	133	3	38	92	0	0	0	1	0	93.0%	0.0%	0.0%	0.0%	0.7%	0.0%
Female	63	60	1	13	46	0	0	0	0	0	95.2%	0.0%	0.0%	0.0%	0.0%	0.0%
Male	80	73	2	25	46	0	0	0	1	0	91.2%	0.0%	7.5%	0.0%	1.2%	0.0%
*American Indian/Alaska Native	3	3	1	2	0	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
*Black	12	9	0	4	5	0	0	0	1	0	75.0%	0.0%	10.7%	0.0%	8.3%	0.0%
*Hispanic	17	13	0	8	5	0	0	0	0	0	76.9%	0.0%	23.5%	0.0%	0.0%	0.0%
*Asian/Pacific Islander	2	2	0	1	1	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	2	2	0	1	1	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
*White	109	106	2	23	81	0	0	0	0	0	97.2%	0.0%	2.8%	0.0%	0.0%	0.0%
General Education Students	122	114	0	26	88	0	7	0	1	0	92.4%	0.0%	5.7%	0.0%	0.8%	0.0%
*Students with Disabilities	21	19	3	12	4	0	0	0	0	0	60.5%	0.0%	6.5%	0.0%	0.0%	0.0%
Not English Language Learner	139	130	3	35	92	0	0	0	1	0	95.6%	0.0%	3.7%	0.0%	0.7%	0.0%
*English Language Learner	4	3	0	3	0	0	0	0	0	0	42.0%	0.0%	57.1%	0.0%	0.0%	0.0%
*Economically Disadvantaged	38	32	1	18	13	0	0	0	0	0	84.2%	0.0%	15.8%	0.0%	0.0%	0.0%
Not Economically Disadvantaged	105	101	2	20	79	0	0	0	1	0	96.2%	0.0%	2.9%	0.0%	1.0%	0.0%
Not Migrant	143	133	3	38	92	0	0	0	1	0	93.0%	0.0%	0.0%	0.0%	0.7%	0.0%
Not Homeless	143	133	3	38	92	0	0	0	1	0	93.0%	0.0%	0.0%	0.0%	0.7%	0.0%
Not in Foster Care	143	133	3	38	92	0	0	0	1	0	93.0%	0.0%	0.0%	0.0%	0.7%	0.0%
Parent Not in Armed Forces	143	133	3	38	92	0	0	0	1	0	93.0%	0.0%	0.0%	0.0%	0.7%	0.0%

July – August



SIRS-202 Total Cohort – Assessment Summary

The Total Cohort Assessment Summary Reports show total cohort enrollment, Regents examination results for members of a cohort, and percentages of students identified with these results.



Total Cohort - Assessment Summary

Data Contained in the Student Information Repository System

School Year:

School or District:

Cohort Membership:

Enrollment Duration:

Subject:

Data Refresh Date: Sep 12, 2020

Assessment Description	Student Subgroup (accountability subgroups are marked with an asterisk (*))	Cohort Enrollment as of June (a)	Cohort Enrollment excluding PHE Exempt (b)	Number of Students							Percentage of Total Cohort					
				Not Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	Scoring at level 4 or 5 (g)	PHE Exempt (h)	Receiving Regents Credit for an Approved Alternative (i)	Not Tested (b)/(a)*100 (j)	Scoring at level 1 (d)/(a)*100 (k)	Scoring at level 2 (e)/(a)*100 (l)	Scoring at level 3 (f)/(a)*100 (m)	Scoring at level 4 or 5 (g)/(a)*100 (n)	Receiving Regents Credit for an Approved Alternative (i)/(a)*100 (o)
Regents English	*All Students	578	578	15	2	8	67	488	0	0	2.60%	0.35%	1.04%	11.59%	84.43%	0.00%
	Female	284	284	1	0	2	17	244	0	0	0.35%	0.00%	0.70%	5.44%	92.42%	0.00%
	Male	314	314	14	2	4	50	244	0	0	4.45%	0.64%	1.27%	15.92%	77.71%	0.00%
	*Black	11	11	0	0	0	1	10	0	0	0.00%	0.00%	0.00%	9.09%	90.91%	0.00%
	*Hispanic	46	46	4	0	4	8	30	0	0	8.70%	0.00%	8.70%	17.39%	65.22%	0.00%
	*Asian/Pacific Islander	44	44	0	0	0	2	42	0	0	0.00%	0.00%	0.00%	4.55%	95.45%	0.00%
	Asian	44	44	0	0	0	2	42	0	0	0.00%	0.00%	0.00%	4.55%	95.45%	0.00%
	*White	474	474	11	2	2	59	460	0	0	2.32%	0.42%	0.42%	11.81%	85.02%	0.00%
	*Multiracial	3	3	0	0	0	0	3	0	0	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%
	General Education Students	477	477	3	0	0	25	450	0	0	0.63%	0.00%	0.00%	7.55%	91.82%	0.00%
	*Students with Disabilities	101	101	12	2	0	21	66	0	0	11.88%	1.98%	5.94%	30.69%	49.50%	0.00%
	Former Students with Disabilities	9	9	0	0	0	1	4	0	0	0.00%	0.00%	0.00%	20.00%	80.00%	0.00%
	Not English Language Learner	571	571	12	2	4	65	488	0	0	2.10%	0.35%	0.70%	11.55%	85.29%	0.00%
	*English Language Learner	7	7	3	0	0	1	1	0	0	42.86%	0.00%	28.57%	14.29%	14.29%	0.00%
	Formerly English Language Learner	1	1	0	0	0	0	1	0	0	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%
	*Economically Disadvantaged	94	94	5	1	3	23	65	0	0	5.32%	1.06%	3.19%	25.00%	64.29%	0.00%
	Not Economically Disadvantaged	484	484	10	1	5	44	424	0	0	2.07%	0.20%	0.81%	9.31%	87.85%	0.00%
	Not Migrant	570	570	15	2	8	67	488	0	0	2.60%	0.35%	1.04%	11.59%	84.43%	0.00%
	Homeless	2	2	0	0	0	0	0	0	0	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%
	Not Homeless	576	576	15	2	8	67	488	0	0	2.60%	0.35%	1.04%	11.28%	84.72%	0.00%

SIRS-203 Total Cohort Career Pathways Summary Report

The Total Cohort Career Pathways Report show student pathway options for graduation.



SIRS-203 Total Cohort Career Pathways Summary Report

Data Contained in the Student Information Repository System

School Year:

School or District:

Cohort Membership:

Data Refresh Date: Sep 12, 2020

Student Subgroup (accountability subgroups are marked by an asterisk (*))	Cohort Enrollment as of June (b)	Total Number of Graduates (c)	Commencement Credentials (d)	Career Pathways								
				ARTS (e)	CDOS (f)	GTE (g)	HUM (h)	HUMALT (i)	LOTE (j)	STEMMATH (k)	STEMSCIENCE (l)	NONE (m)
*All Students	258	217	1	1	21	0	195	0	0	0	0	1
Female	114	99	1	1	8	0	90	0	0	0	0	1
Male	144	118	0	0	13	0	105	0	0	0	0	0
*American Indian/Alaska Native	1	1	0	0	0	0	1	0	0	0	0	0
*Black	118	101	1	0	3	0	98	0	0	0	0	1
*Hispanic	111	81	0	0	18	0	73	0	0	0	0	0
*Asian/Pacific Islander	4	2	0	0	0	0	2	0	0	0	0	0
Asian	4	2	0	0	0	0	2	0	0	0	0	0
*White	19	15	0	1	0	0	14	0	0	0	0	0
*Multiracial	5	5	0	0	0	0	5	0	0	0	0	0
General Education Students	214	183	0	0	13	0	170	0	0	0	0	0
*Students with Disabilities	44	24	1	1	8	0	25	0	0	0	0	1
Not English Language Learner	212	192	0	1	20	0	170	0	0	0	0	0
*English Language Learner	41	20	1	0	1	0	19	0	0	0	0	1
Formerly English Language Learner	10	10	0	0	0	0	0	0	0	0	0	0
*Economically Disadvantaged	155	156	1	0	17	0	138	0	0	0	0	1
Not Economically Disadvantaged	73	61	0	1	4	0	50	0	0	0	0	0
Not Migrant	255	217	1	1	21	0	195	0	0	0	0	1
Homeless	13	10	0	0	1	0	8	0	0	0	0	0
Not Homeless	245	207	1	1	20	0	188	0	0	0	0	1


July – August



Reasonableness Report

Closely review the **SIRS-401 Reasonableness Report** for accuracy. This report provides counts of last year's and this year's data, the difference between these counts, and the percentage change between the counts of students by various category types (e.g., enrollment ending code).

LEAs should pay particular attention to large discrepancies between last year's and the current year's data. If not able to be explained, large discrepancies could indicate under or over reporting of specific programs. This report is also a valuable tool to help verify enrollment and students reported in various subtypes including Type of Disability, Poverty, LEP eligible, etc.



Reasonableness Report

Data Contained in the Student Information Repository System

District Name:

School Location:

Category Type:

Category Subtype:

Finish

Data Refresh Date: Aug 31, 2020

SubType	Code	Description	Last Year (A)	This Year (B)	Change (C) (B)-(A)	Percent Change (D) ((C)/(A)) *100
Type of Disability	0351	Former Student with a Disability	89	93	4	4%
Type of Disability	PS	Preschool Disability	192	194	2	1%
Type of Disability	SA	School Age Disability	1,068	1,058	-10	1%
ELL Eligibility	0231	ELL Eligible	174	171	-3	2%
ELL Eligibility	0232	Former ELL Student	15	22	7	47%
ELL Eligibility	0233	Ever ELL Student	203	216	13	6%
ELL Programs	5709	English as a New Language	174	171	-3	2%
ESEA	0286	Title I - Part A: Improving Basic Programs (other than 5533)	24	22	-12	35%
ESEA	5720		98	0	-98	100%
ESEA	5731		74	0	-74	100%
Other	0198	Poverty - from low-income family	1,480	1,597	107	7%
Other	0220	Eligible for Alternate Assessment	88	93	5	6%
Other	0242	Eligible to take the NYSESLAT for ELA Accountability	17	5	-12	71%
Other	0264	Section 504 Plan	302	305	3	1%
Other	1232	Students with Interrupted Formal Education (SIFE)	0	1	1	100%
Other	5753	Coordinated Early Intervening Services supported with IDEA funds	67	111	44	66%
Other	5806	Reduced-Price Lunch Program	266	291	25	9%
Other	5817	Free Lunch Program	1,306	1,404	98	8%
Other	8262	Homeless Student Status	118	101	-17	14%
Other	8272	Homeless Unaccompanied Youth Status	7	15	8	114%
Other	8282	Immigrant Children and Youth Status	115	105	-10	9%
Other	8300	Child in Foster Care	9	6	-3	33%
Other	8312	Received Seal of Biliteracy	0	41	41	100%
Safety Net	SN	Safety Net	3	6	3	100%
Prekindergarten Program	902	Universal Prekindergarten Program	152	147	-5	3%
UPK	1320	Day care center	33	33	0	0%
UPK	1353	Nursery School	83	81	-2	2%
UPK	1375	Special Ed 4410 Preschool	38	34	-4	11%
Title 1 TAS	0803	Reading/Language Arts	25	16	-9	36%
Title 1 TAS	0814	Mathematics	22	15	-7	32%
Title 1 TAS	0858	Other Instructional Services	10	6	-4	40%
Title 1 TAS	0869	Health, Dental and Eye Care	1	1	0	0%
Title 1 TAS	0880	Supporting Guidance/Advocacy	1	1	0	0%
Title 1 TAS	0891	Other Support Services	2	2	0	0%

July – August

Student Attendance and Day Calendar

SED collects student attendance data, specifically those that are deemed to be chronically absent. There are a series of reports in L2RPT that need to be verified in regards to student attendance for year-end certification.

Prior to student attendance being reported, the Day Calendar extract must be loaded from your Student Management System to Level 0. The Day Calendar reports all instructional days for a given district and/or school. This calendar can be verified via the **SIRS-370 Day Calendar Summary Report** in L2RPT.



Day Calendar Summary Report

Data Contained in the Student Information Repository System

School Year:

District:

School Location:

Data Refresh Date: Aug 29, 2020

Grade reported in Day Calendar Template a	Instructional Day b	Make-up day c	Late Arriv/ Early Dism d	Regents Attendance e	Teacher only day f	Holiday g	Weather day h	Emergency day i	Strike j	Regents No Attendance k	Supt. Conference Full Day l	Other m	Total instructional days n=(b+c+d+e)	Total Non-instructional days o=(f+g+h+i+j+k+l+m)	Public Health/Inst	Public Health/No Inst
07	116	0	0	0	0	24	0	0	0	8	1	151	116	184	64	2
08	116	0	0	0	0	24	0	0	0	8	1	151	116	184	64	2
09	116	0	0	0	0	24	0	0	0	8	1	151	116	184	64	2
10	116	0	0	0	0	24	0	0	0	8	1	151	116	184	64	2
11	116	0	0	0	0	24	0	0	0	8	1	151	116	184	64	2
12	116	0	0	0	0	24	0	0	0	8	1	151	116	184	64	2
14	116	0	0	0	0	24	0	0	0	8	1	151	116	184	64	2

Day types "Public healt/inst" and "Public health/no inst" are not included in any chronic absenteeism or suspension calculations.

SIRS-360 Attendance Absence Summary Report

This report provides a daily summary count of students enrolled, absent and tardy. This report is intended to provide a simplified summary of the daily student attendance records being reported in SIRS to assist in the task of verification.

School Year:

District Name:

School Location:

Data Refresh Date: Oct 7, 2017

Instructional Day as reported in Day Calendar Template a	b	Total Number of Enrolled Students c	Total Number of Students Absent (Excused and Unexcused) d	Total Number of Students Present (Total number of students not absent) e	Excused Absences (E) f	Unexcused Absences (U) g	Tardy (T) h
Jun 23, 2017	Friday	302	42	260	4	38	2
Jun 22, 2017	Thursday	302	28	274	2	21	2
Jun 21, 2017	Wednesday	302	19	283	3	16	10
Jun 20, 2017	Tuesday	302	12	290	2	10	10
Jun 19, 2017	Monday	302	21	281	13	8	8
Jun 16, 2017	Friday	302	12	290	5	2	5
Jun 15, 2017	Thursday	302	13	289	8	5	5
Jun 14, 2017	Wednesday	302	10	292	4	5	4
Jun 13, 2017	Tuesday	302	11	291	9	2	6
Jun 12, 2017	Monday	302	10	292	6	4	9
Jun 9, 2017	Friday	303	9	294	6	3	2
Jun 8, 2017	Thursday	302	10	292	2	3	4
Jun 7, 2017	Wednesday	302	3	299	2	0	4
Jun 6, 2017	Tuesday	302	11	291	9	2	4
Jun 5, 2017	Monday	302	16	286	10	6	1
Jun 2, 2017	Friday	302	14	288	2	2	5
Jun 1, 2017	Thursday	301	14	287	10	4	3
May 31, 2017	Wednesday	301	10	291	2	3	1
May 30, 2017	Tuesday	301	12	289	11	1	6
May 26, 2017	Friday	301	13	288	9	4	3

July – August

SIRS-361 Year to Date Attendance/Absenteeism Summary Report

The chronic absenteeism rate for a school is the number of students who have been identified as chronically absent (excused and unexcused absences numbering ten percent or more of enrolled school days) as a percentage of the total number of students enrolled during the school year (denominator).

This report provides, by grade and by student subgroup, a year-to-date summary of attendance days, students enrolled during the school year, the number and percentage of students absent between:

- 0-4% of enrolled school days
- 5-9% of enrolled school days (at-risk of becoming chronically absent)
- 10% or more of enrolled school days (chronically absent)

Data Contained in the Student Information Repository System

School Year: 2016-17
 District Name:
 School Location:

Data Refresh Date: Oct 7, 2017

Subgroup Name a	Attendance Days to Date b	Students Enrolled for at Least One Day During the School Year c	Number and Percentage of Students Who Were Absent						Average Number of Days Absent to Date	
			0 - 4% of Enrolled School Days Number d	0-4% of Enrolled School Days Percent e = (d/c) * 100	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Number f	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Percent g = (f/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Number h	10% or More of Enrolled School Days (Chronically Absent) Percent i = (h/c) * 100	All Students j	Chronically Absent Students Only k
All Students	178	351	218	62 %	107	30 %	26	7 %	7.69	20.08
Female	0	162	105	65 %	49	30 %	8	5 %	7.48	19.38
Male	0	189	113	60 %	58	31 %	18	10 %	7.87	20.39
American Indian/Alaska Native	0	3	2	67 %	0	0 %	1	33 %	9	20
Black	0	3	1	33 %	2	67 %	0	0 %	8.33	0
Hispanic	0	31	19	61 %	9	29 %	2	10 %	7.06	14.33
Asian/Pacific Islander	0	5	2	60 %	0	0 %	2	40 %	5.20	10
White	0	300	188	63 %	93	31 %	19	6 %	7.73	22.16
Multiracial	0	9	5	56 %	3	33 %	1	11 %	9.11	18
General Education Students	0	300	197	66 %	84	28 %	19	6 %	7.38	20.05
Students with Disabilities	0	51	21	41 %	23	45 %	7	14 %	9.51	20.14
Former Students with Disabilities	0	8	5	63 %	3	38 %	0	0 %	6.75	0
Not English Language Learner	0	347	216	62 %	106	31 %	25	7 %	7.66	19.96
English Language Learner	0	4	2	50 %	1	25 %	1	25 %	10.50	23
Economically Disadvantaged	0	23	8	35 %	10	43 %	5	22 %	11.13	21.60
Not Economically Disadvantaged	0	328	210	64 %	97	30 %	21	6 %	7.45	19.71
Not Migrant	0	351	218	62 %	107	30 %	26	7 %	7.69	20.08
Grade KF	0	48	33	69 %	12	25 %	3	6 %	7.88	19.67

July – August



Career and Technical Education Reporting

SED requires that LEAs report and certify students that are enrolled in any Career and Technical Education (CTE) courses. Beginning in 2019-20, CTE program and course data will be submitted by the **location that provides the CTE program**. In previous years, these data were submitted by the student's district of residence.

CTE data should be verified using the **SIRS-305 Career and Technical Education Report** in L2RPT. This report allows LEAs to review CTE and Tech Prep data reported in the Student Information Repository System (SIRS) statewide "Level 2" data warehouse. Data found in this report can be disaggregated by District, Service Provider (School), and program.



Career and Technical Education Report Data Contained in the Student Information Repository System

School Year:
 District / BOCES:
 Location:
 Subgroup:
 Program:
 Finish

Data refresh date: Sep 2, 2020

Service Provider	Sum of Concentrators and Participants reported in CTE programs	CTE Program Concentrators	Number of Concentrators Passing Technical Skills Assessment	CTE Programs Participants	Number of Concentrators Exempt from Technical Skills Assessment
	32	0	0	23	0
	24	0	0	15	4
	43	13	1	30	0
	10	0	0	10	0
	247	0	0	152	0
Total	362	128	1	234	18

Concentrator = student whose highest level of intensity for the school year was Concentrator. Participant = student whose highest level of intensity for the school year was Participant. Only approved CTE programs are included in this report.

NYSITELL

LEAs are required to report all NYSITELL exams that are administered during the school year. NYSITELL exams should be verified via the **SIRS-104 NYSITELL Summary Report** in L2RPT.

For each student taking the NYSITELL assessment, an assessment Services record must be reported in SIRS for the Total Score and each of the required components of the assessment (Listening, Speaking, Reading, and Writing).

NYSITELL Summary Report
Data Contained in the Student Information Repository System

School Year:
 District:
 School:
 Grade:
 Assessment:
 Finish

Student Subgroup	Students Tested			Performance as a Percentage of Total Students Tested with a Valid Total Score									
	Total Students Tested With a Valid Total Score (Valid Raw Score on all Required Modalities)**	Total Students Tested Without a Valid Total Score	Number of Students Reported With a Total Score but Do Not Have All Required Parts	Entering		Emerging		Transitioning		Expanding		Commanding	
				Number #	Percentage of Total % f = (e/b) * 100	Number #	Percentage of Total % h = (g/b) * 100	Number #	Percentage of Total % j = (i/b) * 100	Number #	Percentage of Total % l = (k/b) * 100	Number #	Percentage of Total % n = (m/b) * 100
*All Students	87	0	1	2	12.3%	2	5.3%	8	14.0%	6	10.5%	22	57.9%
Female	27	0	0	2	7.4%	2	11.1%	2	7.4%	5	14.8%	15	58.3%
Male	30	0	1	0	16.7%	0	0.0%	6	20.0%	2	6.7%	12	56.7%
*American Indian/Alaska Native	1	0	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
*Black	1	0	0	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
*Hispanic	15	0	1	2	20.0%	1	6.7%	2	13.3%	3	20.0%	5	40.0%
*Asian/Pacific Islander	29	0	0	2	6.9%	2	6.9%	6	20.7%	2	10.3%	16	55.2%
*White	11	0	0	1	9.1%	0	0.0%	0	0.0%	0	0.0%	10	90.9%
General Education Students	86	0	1	2	14.0%	2	6.0%	7	14.0%	5	10.0%	20	56.0%
*Students with Disabilities	2	0	0	0	0.0%	0	0.0%	1	14.3%	1	14.3%	0	0.0%
Former Students with Disabilities	2	0	0	0	0.0%	0	0.0%	1	33.3%	0	0.0%	2	66.7%
Not English Language Learner	24	0	0	0	0.0%	0	0.0%	0	0.0%	1	2.9%	23	97.1%
*English Language Learner	23	0	1	2	30.4%	2	13.0%	8	34.8%	5	21.7%	6	30.0%
*Economically Disadvantaged	20	0	0	5	25.0%	2	10.0%	5	25.0%	1	5.0%	2	35.0%
Not Economically Disadvantaged	27	0	1	2	5.4%	1	2.7%	2	8.1%	5	13.5%	20	70.3%
Not Migrant	87	0	1	2	12.3%	2	5.3%	8	14.0%	6	10.5%	22	57.9%

July – August



End of Year Staff Reporting

In addition to student data, LEAs are required to verify and certify staff data. In previous years, certain staff snapshot and staff assignment deadlines occurred in mid-June. In 2020-21, staff deadlines will align with end of the year certifications in August. In addition to the SIRS-320 Staff Snapshot Verification Report, the following staff reports should be reviewed and verified:

- *SIRS 318 – Staff Assignment Verification Report*
- *SIRS 322 – Staff Tenure Verification Report*
- *SIRS 324 – Staff Attendance Summary Report*
- *SIRS 328 – Staff Out of Certification Verification Report*
- *SIRS 329 – Staff Certification Report*

Staff Assignment

For PMF (BEDS) purposes, all certified non-teachers are reported though Staff Snapshot and Staff Assignment extracts. The official source of Staff Assignment data should be verified through the **SIRS-318 – Staff Assignment Verification Report** in L2RPT.

Staff Assignment Verification Report

Data Contained in the Student Information Repository System

School Year: 2017-18

District Name:

School Name: All Locations

Assignment Category: PMF

Staff Name: All Staff Members

Finish

Data Refresh Date: Jan 24, 2018

District Name - a -	School Name - b -	School Code - c -	Category - d -	Assignment Code - e -	Assignment Desc - f -	Staff Name - g -	Staff ID - h -	Grade Level - i -	Start Date - j -	End Date - k -
			PMF	1102	PRINCIPAL ELEMENTARY SCHOOL	ACOCCELLA, PATRICIA	001442104	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1522	SPEECH LANG PATHOLOGIST	BAVOLAR, CAITLIN	002341860	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2017	SCHOOL PSYCHOLOGIST	OVIADIA, SHARENE	001116271	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2210	SCHOOL NURSE-TEACHER	WEISBECKER, ROBERTA	001759289	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2211	SCHOOL NURSE (RN)	BARON, CARA	003668347	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1102	PRINCIPAL ELEMENTARY SCHOOL	CUNNINGHAM, GREGG	001280224	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2017	SCHOOL PSYCHOLOGIST	SAUMELL, EILEEN	001489703	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2211	SCHOOL NURSE (RN)	DALY, ADAIR	002299140	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	3110	OTHER ENGLISH ADMINISTRATOR	HOFFMAN, JENNIFER	001145861	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	4110	OTHER ADMIN-MATHEMATICS	TAPLIN, THERESA	001473394	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	7408	CHAIRPERSON-LIBRARY	NEVILLE, PATRICIA	001025705	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1102	PRINCIPAL ELEMENTARY SCHOOL	CARERE, JENNIFER	001648065	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1522	SPEECH LANG PATHOLOGIST	NOWISZSKI, ALISON	001731270	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2017	SCHOOL PSYCHOLOGIST	KUNCMAN, LAUREN	002420990	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2210	SCHOOL NURSE-TEACHER	CLARK, JULIA	001760011	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1102	PRINCIPAL ELEMENTARY SCHOOL	SCOTT, JO ANN	001514834	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1522	SPEECH LANG PATHOLOGIST	DELUCA, JILL	001079210	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	2017	SCHOOL PSYCHOLOGIST	LOUGHLIN KLOPIS, LAURE	001695861	ALL	Jul 1, 2017	Jun 30, 2018
			PMF	1102	PRINCIPAL ELEMENTARY SCHOOL	GERMANO, CHARLES	001444155	ALL	Jul 1, 2017	Jun 30, 2018

SIRS-318 Summary

- 1 -

(hold CTRL when clicking to open in new)

July – August

Staff Tenure

As of 2020-21, Staff Tenure is to be reported for teachers and principals only. Staff Tenure data that needs to be reported includes each staff member's current tenure status as teacher and/or principal, effective date of the tenure status, and when their probation ends. Staff Tenure data should be verified via the **SIRS-322 Staff Tenure Verification Report** in L2RPT.



Staff Tenure Verification Report

Data Contained in the Student Information Repository System

School Year: 2019-20
 District Name:
 School Location: All Locations
 Tenure Area: All Tenure Areas

Finish

Data Refresh Date: Aug 31, 2020

Tenure Area a	Total Educators Reported in Staff Tenure Template in SIRS b = (c+d+e+f+g)	Not Tenure Eligible c	Probationary d	Probation Extended e	Tenure Granted f	Tenure Denied g
Administrative	5	0	2	0	3	0
Art	2	0	0	0	2	0
Elementary tenure area	62	0	2	0	60	0
English as a second language	4	0	2	0	1	0
General business education	2	0	1	0	1	0
Health	2	0	0	0	2	0
Home economics-general	2	0	0	0	2	0
Industrial arts-general	2	0	0	0	2	0
Music	12	0	1	0	11	0
Physical education	14	0	0	0	14	0
Remedial reading	4	0	0	0	4	0
Secondary English	13	0	0	0	13	0
Secondary Foreign Languages	9	0	0	0	9	0
Secondary Mathematics	14	0	0	0	14	0
Secondary Science	16	0	0	0	16	0
Secondary Social Studies	11	0	0	0	11	0
Special education-general	35	0	2	0	32	0
Special education-speech and hearing	2	0	0	0	2	0
Overall - Total	222	0	12	0	210	0


July – August

Staff Attendance

LEAs are required to report individual staff attendance via a Staff Attendance extract from their Human Resources System. An end of school year count of “full days absent” will be provided for each teacher. This collection does not pertain to teaching assistants, teacher aides, or other staff.

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. This includes both days taken for sick leave and days taken for personal leave. Teacher absenteeism does not include administratively approved leave for professional development, field trips, or other off-campus activities with students.

LEAs should verify Teacher Attendance via the **SIRS-324 Staff Attendance Summary Report** in L2RPT.



Staff Attendance Summary Report

Data Contained in the Student Information Repository System

School Year: 2016-17

District Name:

Finish

Data Refresh Date: Sep 11, 2017 12:00:00 AM

School Name a	Location Code b	Total Absences c	Sick Leave d	Personal Leave e	Jury Duty Leave f	Maternity/Paternity Leave g	Bereavement Leave h	Other Leave i
		856	356	0	11	0	27	462
		2,609	1,355	171	7	0	117	959
		2,499	1,264	29	15	0	66	1,125
		774	277	28	3	0	20	446
		337	128	0	0	0	8	201
		545	263	0	5	0	30	247
		351	152	10	1	0	10	178
		711	379	0	6	0	33	293
		402	201	0	2	0	14	185

July – August



Staff Certification

Staff Certification should be reviewed at the end of the year using the **SIRS-328 Staff Out of Certification Report** and the **SIRS-329 Staff Certification Report** in L2RPT. Teachers who do not have the appropriate certification for the reported course will be deemed to be teaching out of certification.



Staff Out of Certification Verification Report Data Contained in the Student Information Repository System

School Year: 2019-20
District Name:
School Name: All Locations
Certified Status: All Statuses
Finish

Data Refresh Date: Aug 31, 2020

Location Name - a -	Name - b -	Staff ID - c -	Course Code - d -	Course Name - e -	Course Section - f -	Local Course Name - g -	Primary Lang - h -	Certified - i -	Charter Exemption - j -	FTE - k -	Primary Ind - l -	Special Ed Ind - m -	ENL Ind - n -	Incidental - o -
			51031	Language Arts (grade 3)	03 ELA-202	03 ELA	ENG	Yes	No	1	Yes	No	No	No
			52033	Mathematics (grade 3)	03 MA-202	03 Math	ENG	Yes	No	1	Yes	No	No	No
			53233	Science (grade 3)	03 SCI-202	03 Science	ENG	Yes	No	1	Yes	No	No	No
			54433	Social Studies (grade 3)	03 SS-202	03 Social Studies	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	05 ELA-124	05 ELA	ENG	Yes	No	1	Yes	No	No	No
			52035	Mathematics (grade 5)	05 MA-124	05 Math	ENG	Yes	No	1	Yes	No	No	No
			53235	Science (grade 5)	05 SCI-124	05 Science	ENG	Yes	No	1	Yes	No	No	No
			54435	Social Studies (grade 5)	05 SS-124	05 Social Studies	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-46	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-47	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-48	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-49	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51031	Language Arts (grade 3)	AISR 03-50	03 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-46	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-47	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-48	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-49	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	AISR 05-50	05 AIS Reading	ENG	Yes	No	1	Yes	No	No	No
			51033	Language Arts (grade 5)	05 ELA-118	05 ELA	ENG	Yes	No	1	Yes	No	No	No



Staff Certification Report Data Contained in the Student Information Repository System

School Year: 2019-20
District Name:
School Name: All Locations
Staff Name/ID: All Staff
Finish

Data Refresh Date: Aug 31, 2020

Location Code - a -	Location Name - b -	Staff ID - c -	Name - d -	Date of Birth - e -	Job Description - f -	Certification Area Code - g -	Certification Area Description - h -	Certification Effective Date - i -	Certification Expiration Date - j -	Certification Type Code - k -	Certification Type Description - l -
				Dec 14, 1971	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Feb 1, 2002		0003	Permanent Certificate
				Dec 14, 1971	TEACHER	9010	Special Education	Sep 1, 1999		0003	Permanent Certificate
				Aug 14, 1972	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Sep 1, 2006		0003	Permanent Certificate
				Aug 14, 1972	TEACHER	9010	Special Education	Sep 1, 2006		0003	Permanent Certificate
				Oct 29, 1965	TEACHER	3010	Nursery, Kindergarten & Grades 1-6	Sep 1, 2000		0003	Permanent Certificate
				Oct 29, 1965	TEACHER	9010	Special Education	Sep 1, 2000		0003	Permanent Certificate
				Feb 3, 1961	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Feb 1, 2003		0003	Permanent Certificate
				Feb 3, 1961	TEACHER	9010	Special Education	Feb 1, 2003		0003	Permanent Certificate
				May 19, 1965	TEACHER	3010	Nursery, Kindergarten & Grades 1-6	Sep 1, 2001		0003	Permanent Certificate
				Jun 22, 1975	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Sep 1, 2005		0003	Permanent Certificate
				Jul 9, 1977	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Sep 1, 2004		0003	Permanent Certificate
				Nov 15, 1985	TEACHER	3013	Early Childhood Education (Birth-Grade 2)	Feb 1, 2012		0084	Professional Certificate
				Nov 15, 1985	TEACHER	3014	Childhood Education (Grades 1-6)	Feb 1, 2012		0084	Professional Certificate
				Nov 15, 1985	TEACHER	7061	Literacy (Birth-Grade 6)	Feb 1, 2012		0084	Professional Certificate
				Nov 15, 1985	TEACHER	9013	Students With Disabilities (Birth-Grade 2)	Feb 1, 2012		0084	Professional Certificate
				Nov 15, 1985	TEACHER	9014	Students With Disabilities (Grades 1-6)	Feb 1, 2012		0084	Professional Certificate
				Jul 10, 1976	TEACHER	3014	Childhood Education (Grades 1-6)	Sep 1, 2011		0084	Professional Certificate
				Jul 10, 1976	TEACHER	9014	Students With Disabilities (Grades 1-6)	Sep 1, 2011		0084	Professional Certificate
				Mar 20, 1972	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Feb 1, 2002		0003	Permanent Certificate

July – August



Staff Evaluation

Staff Evaluation data is one of two data sets, along with Special Ed. Events, that gets reported after the August year-end deadline and certification. Due to the current pandemic, Staff Evaluation data was not required to be reported for the 2019-20 School year.

For the 2020-21 School year, Staff Evaluation data will need to be loaded by **Thursday, October 14, 2021**, with a certification deadline of **October 22, 2021**. Although the deadline to certify Staff Evaluation is not until **October 22nd**, it is good practice to begin loading Staff Evaluation extracts as early as possible, to verify the data and assure its accuracy before certification.

All LEAs are required to report Staff Evaluation data under Education Law 3012-d. Staff Evaluation data should be verified for accuracy using the **SIRS-326 Staff Evaluation Rating Verification Report in L2RPT**.

IBM Cognos Viewer - SIRS-326 Staff Evaluation Rating Verification Report

New York State Education Department



Staff Evaluation Rating Verification Report Data Contained in the Student Information Repository System

School Year:
District or Charter Name:

Data Refresh Date: Sep 19, 2019
Education Law 3012-d

Row Number	-a-	Count -b-	Rating -c-
1	Total Number of Educators Reported in Staff Evaluation Rating Table in SIRS	651	
2	Educators Reported with Original Scores/Ratings	651	
3	Total Number of Educators Reported with Required Student Performance Subcomponent (0 to 20)	626	
4	Total Number of Educators Missing the Required Student Performance Subcomponent (0 to 20)	25	
6	Total Number of Educators Reported with Required Teacher Observation/Principal School Visit Subcomponent (0.00 or 1.00 to 4.00)	640	
7	Total Number of Educators Missing the Required Teacher Observation/Principal School Visit Subcomponent (0.00 or 1.00 to 4.00)	11	
9	Total Number of Educators Reported with Overall Rating	615	
10	Total Number of Educators Missing the Overall Rating	36	
11	Educators Reported with Overall Rating	615	Highly Effective

The form for certifying Staff Evaluation data is located in [SED Monitoring](#), which is the same location as where an APPR plan is submitted. The CEO and anyone else who has been granted access to the APPR plan should be able to view the form.

July – August



UIAS Reports

Unique Identifier Audit System Reports (UIAS) are a series of reports that should be reviewed throughout the year, but paid very close attention to when verifying dropouts and graduates.

These reports can indicate that students reported as a dropout (which will count negatively in regards to the LEA's graduation rate) have been enrolled in another location. Under this circumstance a student's exit enrollment record can be changed to reflect the accurate reason.

UIAS Reports are located in L2RPT under the **SIRS-701 UIAS Summary Report**. The intent of the UIAS SIRS-701 Report is to help Local Education Agencies (LEAs) promote data quality and integrity by running a series of tests on select business rules governing proper use of enrollment and location codes in student records.

There are currently four broad categories of UIAS use cases:

- **Disappearing Students (DS):** Students expected to be continuously enrolled in a given location (an "empty" exit code value in the prior year enrollment record), but with no re-enrollment in that location in the new school year.
- **False Dropouts (FD):** Students exited as dropouts but who may have subsequently reenrolled (within a given time frame or in a qualifying location) that would then suggest the dropout code be replaced with a more appropriate exit code.
- **False Transfers (FT):** Students who were coded as having transferred to a new location but appear not to have re-enrolled under the requirements for that particular type of transfer (or, rarely, were reenrolled in the original location – i.e., did NOT transfer – but with no appropriate change in exit code).
- **Simultaneous Enrollments (SE):** Students who appear to be inappropriately enrolled in multiple locations.

UIAS (Unique Identifier Audit System) Summary Report Data Contained in the Student Information Repository System		
<div>School Year: 2017-18 District Name: Finish</div> <div>Data Refresh Date: Jan 20, 2018</div>		
Use Case Type	Use Case Subtype	Count
FT.153 Errors	153.02 - Enrolled in different district	1
FT.153 Errors - Total		1
FT.170 Errors	170.01 - No subsequent enrollment	24
	170.02 - Enrolled in same district	43
FT.170 Errors - Total		77
FT.323 Errors	323.01 - No subsequent enrollment	2
	323.02 - Enrolled in same district	3
FT.323 Errors - Total		5
FT.782 Errors	782.02 - Enrolled in different school	1
FT.782 Errors - Total		1
DS.EOY Errors	DS.01 - Enrolled in different district	24
DS.EOY Errors - Total		24
SE Errors	SE.01 - Concurrent Open Enrollment	14
	SE.02 - Concurrent (Other) Enrollment	27
SE Errors - Total		41
All Use Case Types - Total		149

July – August



Final Reminders before Certification

So you've finally reached mid-August and you are prepared to have your CEO certify all year-end data and essentially close the data door for the current year. Before your CEO submits the certification, be sure:

- *Every student who was enrolled for at least one day in your district has a demographic, enrollment and program service record. **There are Special Education VR Reports (VR11, VR12, and VR 14) that are due in late September. Although Special Ed. Events extracts can be loaded in September, demographic, enrollment, and program service data for all students must be reported by the year-end deadline in August.***
- *Every graduate has a diploma type, credential type, and career pathway.*
- *All Regents, NYSESLAT, NYSAA, NYSITELL, 3-8 assessments, and approved alternative to Regents exams have been reported.*
- *All Special Education and ELL students have been reported.*
- *All students have been reported in the correct cohort.*
- *All students have been reported in the correct subgroup.*
- *All Staff have been reported including tenure and attendance.*
- *All courses and instructors have been reported.*

August



Year-End Certification

In late August, SED will publish the **End of Year (EOY) Statement of Certification of Verification Reports**. The CEO will be responsible for completing the form by the established deadline. The certification form can be found on the Information and Reporting Services Data Exchange (IDEx).

End of Year (EOY) Statement of Certification of Verification Reports 2019-2020

for [REDACTED]

(Bedcode: [REDACTED])

End of Year (EOY) Statement of Certification of Verification Reports

Default View

End of Year (EOY) Statement of Certification of Verification Reports

School districts, charter schools and BOCES must certify the accuracy of the data in their 2019-20 End of Year (EOY) Verification Reports in the Level 2 Reporting (L2RPT) environment as of the August 21, 2020 data refresh and submit a completed 2019-20 EOY Statement of Certification of Verification Reports form.

This certification form must be completed by the chief school officer via the **Information and Reporting Services Data Exchange (IDEx) no later than September 4, 2020**. Public school districts must certify all the reports listed below. Charter schools must certify all reports **except** the SIRS 312 - BEDS Day Enrollment Verification Report for State Aid, SIRS 316 - BEDS Day Enrollment Verification Report for District, PreK, and SIRS 323 - Free and Reduced-Price Lunch Eligible Students Enrolled on BEDS Day. Additional information is available at:
<http://www.p12.nysed.gov/irs/documents/EndofYearSIRSDataReports.pdf>
(<http://www.p12.nysed.gov/irs/documents/EndofYearSIRSDataReports.pdf>)

Red text indicates which entities are required to certify.

I have reviewed the L2RPT verification reports indicated below, which were generated for my entity as of the August 21, 2020 data refresh. I understand that the reports were generated from data in Level 2 of the Student Information Repository System. I also understand that **data submitted by my Level 1 to Level 2 of the SIRS as of August 21, 2020** will be the final submission and the data in the repository as of this date will be used for accountability determinations, State Aid calculations and to populate the New York State Report Cards and may be used for additional reports to the Board of Regents or for other policy purposes. These data are also considered public information and may be provided to any requestor on demand. With certifying the data, the LEA guarantees all required official written documentation in accordance with 2CFR 200 and may be required to immediately produce upon request.

******The deadline to load all 2020-21 year-end data in Level 0 is Thursday, August 19, 2021. The deadline for CEOs to certify the accuracy of these data is Friday, September 3, 2021******

Resources

The most recent version of this guide can be found at datacentral.esboces.org.

Once at the site navigate to Services > District Data Coordinators > Information > Planning a Year in Data Reporting

- *Datacentral (Student Data Services) Website* - <https://datacentral.esboces.org>
- *ES BOCES Student Data Services Twitter* - @ESBSDS
- *New York State Education Department (NYSED) home* – <http://www.nysed.gov/>
- *SIRS (Student Information Repository System) Manual* - <http://www.p12.nysed.gov/irs/sirs/>
- *NYSED Information and Reporting Services* - <http://www.p12.nysed.gov/irs/>
- *NYSED Teacher and Staff Reporting Guidance* - <http://www.p12.nysed.gov/irs/beds/PMF/>
- *NYSED Business Portal* - <https://portal.nysed.gov/abp>
- *Computer Based Testing Support* - <https://cbtsupport.nysed.gov/hc/en-us>
- *EngageNY* - <https://www.engageny.org/>
- *New York State Report Cards* - <https://data.nysed.gov/>

