

# 2023-24 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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Version 7.1  
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The most recent version of this guide can be found at [datacentral.esboces.org](https://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"> <li>Initial Publishing</li> </ul>
1.2	May 18, 2018	<ul style="list-style-type: none"> <li>Addition of ELL/MLL Student Counts for Title III Allocations.</li> </ul>
1.3	May 31, 2018	<ul style="list-style-type: none"> <li>Revision History page added.</li> <li>Change in deadline of reporting August Graduates to mid-October.</li> <li>Staff ePMF deadline - moved to December.</li> <li>ePMF review by administrators moved to begin mid-December.</li> <li>ePMF Certification moved to early February.</li> </ul>
1.4	July 6, 2018	<ul style="list-style-type: none"> <li>Addition of web location of guide to cover page and resources page.</li> </ul>
2.1	September 5, 2018	<ul style="list-style-type: none"> <li>Cover Page edited to add specific year "2018-19".</li> <li>Index edited to reflect Staff Evaluation Certification from November to October.</li> <li>Updating of dates throughout document to reflect 2018-19 data deadlines.</li> <li>Updated sample end of year certification form added, along with 2018-19 year-end deadline.</li> <li>Computer Based Testing support page link added to Resources page.</li> </ul>
2.2	September 7, 2018	<ul style="list-style-type: none"> <li>Index edited to reflect Staff Evaluation Certification from October to November.</li> <li>Update Staff Evaluation load deadline from October 18<sup>th</sup> to November 1<sup>st</sup>.</li> <li>Update Staff Evaluation Certification deadline from October 26<sup>th</sup> to November 9<sup>th</sup>.</li> </ul>
2.3	September 20, 2018	<ul style="list-style-type: none"> <li>Index edited to add IMF submission to November - p.5</li> <li>Update Staff Evaluation load deadline from November 1<sup>st</sup> to November 15<sup>th</sup> - p.11, 12, 16, 21</li> <li>Update Staff Evaluation Certification deadline from November 9<sup>th</sup> to November 30<sup>th</sup>. - p.11, 12, 16, 21</li> <li>Addition of IMF submission deadline to November 16<sup>th</sup> - p.22</li> </ul>

3.1	September 19, 2019	<ul style="list-style-type: none"> <li>• All deadlines adjusted for 2019-20</li> <li>• Staff Evaluation Certification moved from November to October - <i>p.17</i></li> <li>• New Staff Evaluation Requirements - <i>p.17</i></li> <li>• Staff Evaluation Verification changed from SIRS-325 to SIRS-326 - <i>p.17</i></li> <li>• ELL Students for NYSAA Testing moved from November to October - <i>p.23</i></li> <li>• Release of Out of Certification Reports moved to April - <i>p.44</i></li> <li>• Final TAA Certification moved to June - <i>p.47</i></li> <li>• Staff Student Course and Staff Assignment (Principals) Certification added to June - <i>p.48</i></li> <li>• CTE Reporting Update for 2019-20 - <i>p.62</i></li> </ul>
3.2	October 2, 2019	<ul style="list-style-type: none"> <li>• Addition of 2019-20 Special Ed. Reporting Dates - <i>p.22 &amp; p.50</i></li> </ul>
4.1	September 15, 2020	<ul style="list-style-type: none"> <li>• All deadlines adjusted for 2020-21</li> <li>• 2020-21 SIRS Deadlines - <i>p.12-15</i></li> <li>• 2020-21 Special Education Deadlines - <i>p.16</i></li> <li>• Staff Evaluation Certification suspended for 2019-20 - <i>p.17-18</i></li> <li>• June Regents Exemptions - <i>p.18</i></li> <li>• August Regents Exemptions - <i>p.19</i></li> <li>• New Staff Snapshot / Staff Certification &amp; Verification - <i>p.23-25 &amp; 32</i></li> </ul>
5.1	October 1, 2021	<ul style="list-style-type: none"> <li>• All deadlines adjusted for 2021-22</li> <li>• 2021-22 SIRS Deadlines - <i>p.12-15</i></li> <li>• 2021-22 Special Education Deadlines - <i>p.16</i></li> <li>• Staff Evaluation Certification suspended for 2021-22 - <i>p.17-18</i></li> <li>• June Regents Exemptions &amp; AP/IB scores - <i>p.18</i></li> <li>• August Regents Exemptions - <i>p.19</i></li> <li>• Digital Equity Data Collection - <i>p.29</i></li> <li>• Student Daily Attendance and Day Calendar moved from June to October - <i>p.30-31</i></li> <li>• Civil Rights Data Collection - <i>p.43</i></li> </ul>
5.2	March 1, 2022	<ul style="list-style-type: none"> <li>• Updated 2021-22 SIRS Deadlines - <i>p.12-17</i></li> <li>• Updated 2021-22 SE Deadlines - <i>p.18</i></li> <li>• Pre-K and UPK Students moved to March - <i>p.49</i></li> <li>• Added My Brother's Keeper Reporting - <i>p.51</i></li> <li>• New Deadline for Student Class Entry Exit - <i>p.54-55</i></li> </ul>

6.1	October 4, 2022	<ul style="list-style-type: none"> <li>• Updated 2022-23 SIRS Deadlines - p.14-20</li> <li>• Updated 2022-23 SE Deadlines - p.21</li> <li>• Update August Graduates verification to SIRS-308 Annual Graduation Report - p.24</li> <li>• Update August Regents Exemption verification to SIRS-653 Annual Regents Examination Report - p.25</li> <li>• Update Staff Evaluation verification to SIRS-331 Staff Evaluation Verification Rating Report - p.26</li> <li>• Preliminary Digital Resource data collected in late January - p.33</li> <li>• My Brother's Keeper data collection for those with active grants moved from March to January - p.49</li> <li>• UPK Final data collection for funding in June - p.61</li> <li>• Student Daily Attendance collection in June - p.63</li> </ul>
7.1	October 3, 2023	<ul style="list-style-type: none"> <li>• Updated 2023-24 SIRS Deadlines - p.13-19</li> <li>• Updated 2023-24 SE Deadlines - p.20</li> <li>• Staff Evaluation reporting - p.22</li> <li>• My Brother's Keeper data collection for those with active grants moved from January to March - p.55</li> <li>• Teacher out of Certification - p.59</li> <li>• Day Calendar, Student Daily Attendance and Course Instructor Assignment moved to May - p.59</li> <li>• Moved from March to late May to early June, SED will pull ELL/LEP data, which supplies part of the Title III Biennial Evaluation Report - p.62</li> </ul>



## Planning a Year in Data Reporting

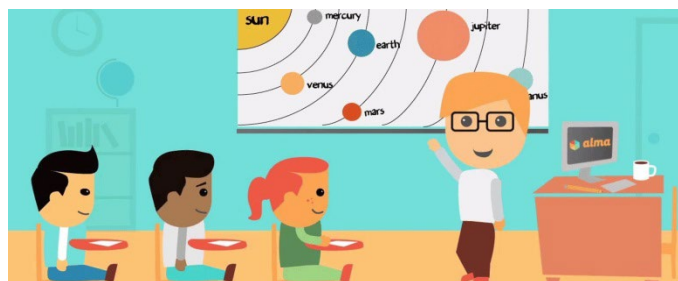
The task of accurately reporting the mountainous amounts of data that is required can be daunting for even the most seasoned District Data Coordinator. This guide is intended to be used by district staff responsible for reporting, verifying, and certifying required state data. It is not designed to be 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:

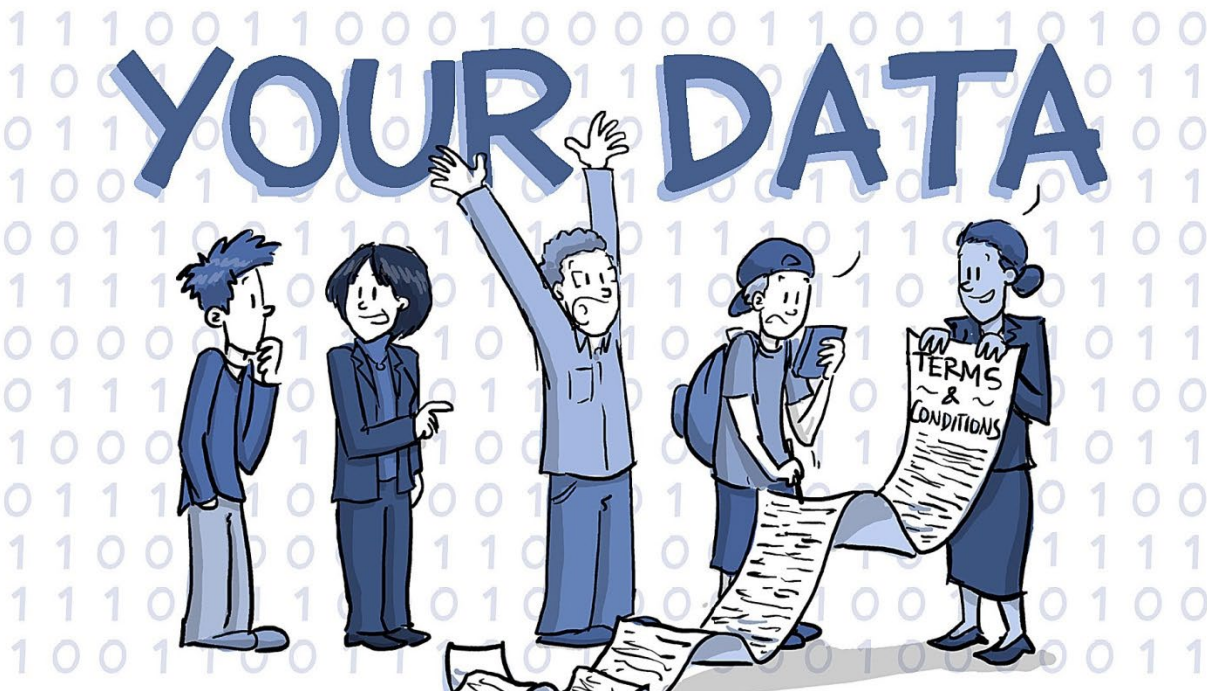
<http://www.p12.nysed.gov/irs/>



\*\*\*\*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 1<sup>st</sup> of any given year. Although the school year officially begins on July 1<sup>st</sup>, 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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  - iii. June Regents Exemptions and AP/IB Exam Results (data from prior year)
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- a. Special Education Reporting and Certification – VR 13, VR 15, VR 16, and PD8
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- i. NYSITELL Reporting
- j. End of Year Staff Reporting
- k. UIAS Reports
- l. Final reminders before Certification
- m. End of Year Certification submission

### **XIII. Resources**



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 and Information Reports

Reviewing the **Level 0 Dashboard Summary and Information Reports** 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.

**New York State Education Dept. - Level 0**

**Elect. Import   Manual Input   L1-Data Prep.   Reports   Admin   Help   Log Off**

User Account: **[redacted]** i. Current Password Expires on 4/3/2024 Level 0  
Current # of users logged on: **8**   [View All Users](#)   [View/Update My Profile Info](#)

District: **[redacted]**   School Year: **School Year Ending 2024-06-30**

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

☐ Include Student Daily Attendance for Run All Verification Checks

**District - Dashboard Stats:**  
*Mouseover column header for column data description:*

Data Domain:	Import Errors:	Verify Errors:	Valid Records:	Last Import:	Imp Msg:	Last Update:	Last Upload:	Del.
<a href="#">Demographics</a>	0	0	6212	2023-09-28 11:57:43 AM	0	2023-09-28 11:57:43 AM	2023-09-28 11:58:04 AM	
<a href="#">Enrollment</a>	0	0	6442	2023-09-28 11:57:54 AM	0	2023-09-28 11:57:54 AM	2023-09-28 11:58:27 AM	
<a href="#">Program Fact</a>	0	0	8729	--	0	--	--	
<a href="#">ELL Eligibility</a>	0	0	604	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">ELL Programs</a>	0	0	604	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">ESEA</a>	0	0	24	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">Type of Disability</a>	0	0	1148	2023-09-28 11:50:44 AM	--	2023-09-28 11:50:54 AM	2023-09-28 11:59:22 AM	--
<a href="#">0198::Poverty</a>	0	0	2503	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">0220::Alt. Assess.</a>	0	0	124	2023-09-28 11:32:56 AM	--	2023-09-28 11:32:57 AM	2023-09-28 11:59:22 AM	--
<a href="#">0242::NYSESLAT</a>	0	0	59	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">0264::Section 504 Plan</a>	0	0	331	2023-09-28 11:33:06 AM	--	2023-09-28 11:33:07 AM	2023-09-28 11:59:22 AM	--
<a href="#">Summer School Participation</a>	0	0	130	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">5806::Reduced Lunch</a>	0	0	289	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">5817::Free Lunch</a>	0	0	2212	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">UPK</a>	0	0	222	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">Prekindergarten Program</a>	0	0	220	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">Title 1 TAS</a>	0	0	23	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">1232::SIFE</a>	0	0	10	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">8282::Immigrant</a>	0	0	169	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">8292::Parent Armed Forces</a>	0	0	1	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">8300::Foster Care</a>	0	0	14	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">8262::Homeless</a>	0	0	42	2023-09-28 11:50:27 AM	--	2023-09-28 11:50:30 AM	2023-09-28 11:59:22 AM	--
<a href="#">Assessment</a>	0	0	0	--	0	--	--	
<a href="#">Assess/Acc/Mod</a>	0	0	0	None	0	None	None	
<a href="#">Course</a>	0	0	855	2023-09-28 1:10:11 PM	0	2023-09-28 1:10:11 PM	2023-09-28 1:10:47 PM	
<a href="#">Course Instr/Assign</a>	0	0	3122	2023-09-29 10:58:58 AM	24	2023-09-29 10:58:58 AM	2023-09-29 10:59:06 AM	
<a href="#">Day Calendar</a>	0	0	3390	2023-09-28 12:09:29 PM	1	2023-09-28 12:09:28 PM	2023-09-28 12:11:43 PM	
<a href="#">Location M P</a>	0	0	36	2023-09-28 12:11:57 PM	0	2023-09-28 12:11:57 PM	2023-09-28 12:12:02 PM	




## 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 for

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

Showing 1 to 5 of 5 entries Previous 1 Next

Show Recent Activity





## 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.

The screenshot shows the Eastern Suffolk BOCES dashboard. On the left is a navigation menu with 'Home', 'Search', 'My content', and 'Team content'. The 'Team content' section is expanded, showing a list of items: 'Level 2 Errors' (dated 2/28/2020 10:33 AM), 'NYSSIS-export' (dated 2/28/2020 10:33 AM), and 'SEDDAS' (dated 2/28/2020 10:33 AM). The 'Level 2 Errors' item is circled in blue. The main content area on the right is partially visible, showing a 'Welcome' message and a 'Regional' heading.

## Data Movement to Level 2 - Error Reporting



### District Errors by Data Domain

School Year: Jun 30, 2022																		
		<input type="radio"/> Show Most Current Errors <input checked="" type="radio"/> 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 SNAPSHOT	STUDENT
Sep 27, 2022	PROCESSED														61			



## 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.

### New York State Education Department



#### UIAS (Unique Identifier Audit System) Summary Report Data Contained in the Student Information Repository System

School Year: 2022-23

District Name: [District Name]

Finish

Data Refresh Date: Oct 2, 2023

Use Case Type	Use Case Subtype	Count
FT.153 Errors	153.03 - Enrolled in same school in district	2
<b>FT.153 Errors - Total</b>		<b>2</b>
FT.170 Errors	170.01 - No subsequent enrollment	8
	170.02 - Enrolled in same district	2
<b>FT.170 Errors - Total</b>		<b>10</b>
DS.EOY Errors	DS.01 - Enrolled in different district	1
<b>DS.EOY Errors - Total</b>		<b>1</b>
SE Errors	SE.01 - Concurrent Open Enrollment	1
	SE.02 - Concurrent (Other) Enrollment	11
<b>SE Errors - Total</b>		<b>12</b>
<b>All Use Case Types - Total</b>		<b>25</b>



## DEADLINES FOR VERIFICATION AND CERTIFICATION OF 2023-2024 SCHOOL YEAR DATA IN SIRS

9/07/2023 | 9/22/2023<sup>1</sup>

**Note to LEAs:** For **Data Due Dates**, Level 1 Centers establish earlier deadlines for reporting institutions to submit data, to allow time for processing. Please consult your L1's [NYSED Systems Support team](#) for your L1's local deadlines.

<b>Date/ Estimated Date:</b>	<b>Collection Open/Close; Type of Data Due; Extract Taken; Certification Due:</b>	<b>Purpose of Collection:</b>	<b>Applicable To:</b>
September 25, 2023	Level 2 SIRS data warehouse <b>Collection Opens</b>	L1 regional data warehouses may begin loading <b>2023-24 SY</b> student demographic, enrollment, program and associated eScholar CDW templates supporting SIRS data collection	Public School Districts, BOCES, Charter Schools, Religious and Independent (Nonpublic) Schools, Special Acts, Article 81, State Agencies, State Operated Schools
October 4, 2023	<b>BEDS Collection Opens</b>	For submitting 2023-24 BEDS IMF data.	BOCES, Public School Districts, Public Schools, Charter Schools, Religious and Independent (Nonpublic) Schools
October 5, 2023	EFT School/District <b>Collection Opens</b>	For submission of 2023-24 <a href="#">EFT</a> data in the IDEx.	Public School Districts, Public Schools
October 13, 2023	Immigrant indicator and Crisis Code <b>Preliminary Data Due</b>	To support supplementary Title III funding allocations for those most significantly impacted by newcomers/asylum seekers.	Public School Districts, Public Schools, Charter Schools
(TBD) Early mid-October 2023	PD Data System <b>Collection Opens</b> (VR1-9)	For review and certification of special education data. 2023-24 data are required to be certified <b>in the PD System</b> by January 8, 2024.	Public School Districts, Charter Schools, Religious and Independent (Nonpublic) Schools, Special Acts, Article 81, State Agencies, State Operated Schools
October 20, 2023	August Grads <b>Data Due</b>	Last date to submit <b>graduates as of August 31, 2023</b> , for Total Cohort Graduation Rate reporting. <b>L1s must have data in L2 by 11:59 P.M.</b>	Public School Districts, Charter Schools

<b>Date/ Estimated Date:</b>	<b>Collection Open/Close; Type of Data Due; Extract Taken; Certification Due:</b>	<b>Purpose of Collection:</b>	<b>Applicable To:</b>
October 20, 2023	Immigrant indicator and Crisis Code <b>Final</b> Data Due Date	To support supplementary Title III funding allocation for those most significantly impacted by newcomers/asylum seekers.	Public School Districts, Public Schools, Charter Schools
October 23, 2023	EFT Charter <b>Collection Opens</b>	For submission of 2023-24 <a href="#">EFT</a> data in the IDEX.	Charter Schools
November 17, 2023	Staff Snapshot, Staff Assignment <b>Data Due</b>	<b>Preliminary</b> 2023-24 data due. Staff Snapshot must be loaded to SIRS prior to loading any other staff or course data. <b>L1s must have data in L2 by 11:59 P.M.</b>	Public School Districts, BOCES, Charter Schools, State Operated Schools
November 17, 2023	BEDS <b>Collection Closes</b>	Last date to complete submission of IMF district and school forms on the IDEX.	Public School Districts, Public Schools, Charter Schools, Religious and Independent (Nonpublic) Schools
December 29, 2023	EFT <b>Data Due</b>	Initial due date of 2023-24 <a href="#">EFT</a> data in the IDEX.	Public School Districts, Public Schools, Charter Schools
January 5, 2024	BEDS Day Enrollment and FRPL <b>Data Due</b>	FRPL, enrollment by grade, district of residence, and supplemental enrollment counts <i>submitted via SIRS</i> are collected for calculating <b>preliminary</b> State Aid allocations. Enrollment counts are used to create the USED ED Facts Directory, which is the official directory of all schools and districts for federal reporting, 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. FRPL data are reported to USED and used primarily for the Non-Fiscal Survey of the CCD and other USED offices.	Public School Districts, Charter Schools

<b>Date/ Estimated Date:</b>	<b>Collection Open/Close; Type of Data Due; Extract Taken; Certification Due:</b>	<b>Purpose of Collection:</b>	<b>Applicable To:</b>
January 5, 2024	Special Ed <b>Data Due</b> (VR1-9)	Last date to submit data populating the VR1-9 reports. <b>L1s must have data in L2 by 11:59 P.M.</b> Official child count and LRE will be reported to USED.	Public School Districts, Religious and Independent (Nonpublic) Schools, Special Acts, Article 81, State Agencies, State Operated Schools
January 8, 2024	Special Ed <b>Certification Due</b> (VR1-6,8)	Districts and nonpublic schools are required to certify data <b>in the PD System</b> as Accurate or Not Accurate. Data reflects official child count and LRE reported to USED. Status will be defaulted to Not Accurate for entities that do not certify. (VR7 and VR9 do not need to be certified.)	Public School Districts, Religious and Independent (Nonpublic) Schools, Special Acts, Article 81, State Agencies, State Operated Schools
January 26, 2024	Student Digital Resources <b>Data Due</b>	<b>L1s must have preliminary data in L2 by 11:59 P.M.</b> This collection helps identify specific needs and target resources and funding opportunities when they become available.	Public School Districts, BOCES, Charter Schools
January 26, 2024	<b>Preliminary</b> Course Instructor Assignment, Student Class Entry Exit <b>Data Due</b>	All student course data <b>must be up to date L2 by 11:59 P.M.</b> and will be used by the Office of State Assessment for determining counts of students enrolled in courses leading to state assessments.	Public School Districts, BOCES, Charter Schools
February 7, 2024	NYSESLAT Pre-ID <b>Data Due</b>	L1s must have Student Enrollment, Program Service and Demographic data <b>L2 by 11:59 P.M.</b> L2 then creates the extract of 0231 Program Service Codes for schools administering the operational NYSESLAT and SAFT.	Public School Districts, Public Schools, BOCES, Charter Schools, Religious and Independent (Nonpublic) Schools, Special Acts, Article 81, State Agencies, State Operated Schools
March 1, 2024	<b>EFT Collection Closes</b>	Absolute last date for <a href="#">EFT</a> data collection. Most schools, districts, and charters will only be given an extension to January 31, 2024, but the Big 5 CSDs have until this date.	Public School Districts, Public Schools, Charter Schools

<b>Date/ Estimated Date:</b>	<b>Collection Open/Close; Type of Data Due; Extract Taken; Certification Due:</b>	<b>Purpose of Collection:</b>	<b>Applicable To:</b>
March 11, 2024	EFT Data Extract	The <a href="#">EFT</a> data in SV_REPORTS is extracted for further QA and creation of data tables to support the public data site.	Public School Districts, Public Schools, Charter Schools
March 15, 2024	BEDS Day Enrollment and FRPL Data Due	FRPL, enrollment by grade, district of residence, and supplemental enrollment counts <i>submitted via SIRS</i> are collected for calculating <b>preliminary</b> State Aid allocations. FRPL data are reported to the USED via ED Facts. All entities need to show FRPL counts in the March snapshot to be included in FRPL data submitted to USED. FRPL data are reported to USED and used primarily for the Non-Fiscal Survey of the CCD and other USED offices.	Public School Districts, Charter Schools
March 15, 2024	<sup>1</sup> UPK enrollment Data Due	<sup>1</sup> Counts of UPK students enrolled on March 13, 2024, collected for calculating UPK grant funding.	Public School Districts
March 22, 2024	MBK Grants Program Service records and Liberty Partnership Programs Preliminary Data Due.	All recipients of My Brother's Keeper with active grants must report complete data to SIRS using program service codes 4005–4009. Liberty Partnerships Program code 4004. <b>L1s must have data in L2 by 11:59 P.M.</b>	Public School Districts
May 17, 2024	Final Teacher Out of Certification data Extract Taken	<b>The official NYS Out of Certification match is performed at L2 based on data through May 17, 2024.</b> SIRS-328 Out of Certification report will be frozen as of this date.	Public School Districts, BOCES, Charter Schools
May 17, 2024	Day Calendar, Student Daily Attendance, Course Instructor Assignment, and Student Class Entry Exit Data Due	Student Daily Attendance, Day Calendar, and course data must be current <b>through May 3<sup>rd</sup> and in L2 by 11:59pm</b> and will be <b>extracted for the Office of Accountability on May 20, 2024</b> , for growth purposes.	Public School Districts, Public Schools, BOCES, Charter Schools



<b>Date/ Estimated Date:</b>	<b>Collection Open/Close; Type of Data Due; Extract Taken; Certification Due:</b>	<b>Purpose of Collection:</b>	<b>Applicable To:</b>
TBD Late-May, Early-June 2024	ELL Counts and Immigrant Student Counts <b>Data Due (final)</b>	Counts at time of <b>final</b> data pull of ELL students enrolled in district (for Title III ELL allocations) and immigrant students enrolled in district (for Title III immigrant allocations).	Public School Districts, Charter Schools
June 7, 2024	<sup>1</sup> UPK enrollment <b>Data Due (final)</b>	<sup>1</sup> Counts of UPK students enrolled on March 13, 2024, collected for calculating UPK grant funding. <b>L1s must have data in L2 by 11:59 P.M.</b>	Public School Districts
May 31, 2024	Summer EBT 2024 benefits initial pull <b>Data Due</b>	Initial student enrollment, address and FRPL eligibility data due to L2 to calculate Summer EBT 2024 benefits. <b>L1s must have data in L2 by 11:59 P.M.</b>	Public School Districts, Public Schools, Charter Schools
June 3, 2024	Summer EBT 2024 benefits initial pull <b>Extract Taken</b>	Initial student enrollment, address and FRPL eligibility data pulled to calculate Summer EBT 2024 benefits.	Public School Districts, Public Schools, Charter Schools
June 2024	Special Ed EOY PD data system reports <b>Collection Opens</b> (VR11-16)	For review and certification of special education data. 2023-24 data are required to be certified <b>in the PD System by two due dates:</b> August 5, 2024 (VR13,15,16) & September 16, 2024 (VR11,12,14).	Public School Districts
June 28, 2024	Summer EBT 2024 benefits FINAL pull <b>Data Due</b>	FINAL student enrollment, address and FRPL eligibility data due to L2 to calculate Summer EBT 2024 benefits. <b>L1s must have data in L2 by 11:59 P.M.</b>	Public School Districts, Public Schools, Charter Schools
July 1, 2024	Staff Evaluation <b>Collection Opens</b>	Overall ratings & subcomponent scores for districts and BOCES implementing an APPR plan under Education Law 3012-d. ( <b>Data Due</b> October 18, 2024)	Public School Districts, BOCES
July 1, 2024	Summer EBT 2024 benefits FINAL pull <b>Extract Taken</b>	FINAL student enrollment, address and FRPL eligibility data pulled to calculate Summer EBT 2024 benefits.	Public School Districts, Public Schools, Charter Schools

<b>Date/ Estimated Date:</b>	<b>Collection Open/Close; Type of Data Due; Extract Taken; Certification Due:</b>	<b>Purpose of Collection:</b>	<b>Applicable To:</b>
July 12, 2024	Regents Assessment <b>Data Due</b>	Regents data for State-provided Growth results. <b>L1s must have data in L2 by 11:59 P.M.</b>	Public School Districts, BOCES, Charter Schools
August 2, 2024	Special Ed <b>Data Due</b> (VR13,15,16)	Last date to submit data populating VR13,15,16 reports. <b>L1s must have data in L2 by 11:59 P.M.</b>	Public School Districts
August 5, 2024	Special Ed <b>Certification Due</b> (VR13,15,16)	Districts must certify data as Accurate or Not Accurate <b>in the PD System</b> . Status defaults to Not Accurate for entities that do not certify.	Public School Districts
August 16, 2024	Special Ed EOY Data Due	Last date to submit Special Ed enrollment, demographic, assessment (including COSF), Special Ed EOY Snapshot, and disability program service records for students with potential submission records for VR11-16 reports. LEAs use PD System <i>List of Potential Student Records</i> report to confirm all eligible students are reported accurately. <b>L1s must have data in L2 by 11:59 P.M.</b>	Public School Districts, BOCES, Charter Schools, Religious and Independent (Nonpublic) Schools, State Agencies
August 16, 2024	FINAL SIRS EOY <b>Data Due</b>	<b>L1s must have EOY data submitted to L2 by 11:59 P.M.</b> Used for federal and State reporting, State Aid allocations, and to make accountability status determinations. (Staff Eval not due until October, see below.)	Public School Districts, BOCES, Charter Schools, Religious and Independent (Nonpublic) Schools, State Agencies
August 30, 2024	SIRS EOY Data <b>Certification Due</b>	<b>Statement of Certification</b> certifies accuracy of data submitted by EOY reporting deadline, as applicable per institution type. (Staff Eval not due until October, see below.)	Public School Districts, BOCES, Charter Schools, Religious and Independent (Nonpublic) Schools

<b>Date/ Estimated Date:</b>	<b>Collection Open/Close; Type of Data Due; Extract Taken; Certification Due:</b>	<b>Purpose of Collection:</b>	<b>Applicable To:</b>
September 13, 2024	Special Ed <b>Data Due</b> (VR11, VR12, VR14)	Last date to submit Special Ed EOY data. <b>L1s must have data in L2 by 11:59 P.M.</b>	Public School Districts
September 16, 2024	Special Ed <b>Certification Due</b> (VR11, VR12, VR14)	Districts are required to certify data <b>in the PD System</b> as Accurate or Not Accurate. Status defaults to Not Accurate for entities that do not certify.	Public School Districts
October 4, 2024	August Grads, Total Cohort Grad Rate <b>Data Due</b>	Last day to submit <b>August 2024</b> diplomas for the 2018, 2019, and 2020 total cohorts. <b>L1s must have data in L2 by 11:59 P.M.</b>	Public School Districts, Charter Schools
October 18, 2024	Staff Evaluation Scores and Ratings <b>Data Due</b>	Overall ratings & subcomponent scores to fulfill reporting requirements under Education Law 3012-d. Staff Evaluation data are one factor in district eligibility for <b>2023-24 State Aid</b> . <b>L1s must have data in L2 by 11:59 P.M.</b>	Public School Districts, BOCES
October 25, 2024	Staff Eval Rating Verification Report <b>Certification Due</b>	Certify accuracy of Staff Evaluation data <b>by the due date</b> . The form is accessed and must be submitted via SEDMON in <a href="#">NYSED's Application Business Portal</a> .	Public School Districts, BOCES
November 2024	BEDS Day ELL Counts <b>Data Extract</b>	ELL data reported to USED via ED Facts supplies part of the Title III Biennial Evaluation Report. All entities with ELL enrollment must report all students with the appropriate ELL Eligible program service code in SIRS to be included in the file.	Public School Districts, Charter Schools

**Notes:**

- **LEAs:** For **Data Due Dates**, Level 1 Centers establish earlier deadlines for submitting data to them, to allow time for processing. Consult your [L1 NYSED Systems Support team](#) for your local L1 deadlines.
- **BEDS Day enrollment in the PD System VR1-6 and VR8 as of January 8, 2024, are reported to the USED.**
- A staff record must be present in Staff Snapshot before it can be loaded into other staff templates.
- SIRS 2023-24 **EOY Certification** information is available on the [IRS Verification and Certification web page](#).

## Certification and Due Dates At-A-Glance for the 2023-2024 School Year

These forms are entered directly into the PD Data System <sup>(1)</sup>	Due By
PD6: Personnel Form	March 1, 2024
PD8: Suspension Data	August 23, 2024
This form is sent directly to your Local Education Agency <sup>(1)</sup>	Due By
SEDCAR 1: Request for §4410(b) Vendor Funding	November 24, 2023 or subsequent date established by the district
These data are populated from SIRS and are certified in the PD Data System <sup>(1)</sup>	Date Data Must Be Certified By
VR1: Preschool Child Count Report by Race/Ethnicity	January 15, 2024
VR2: School Age Child Count by Age and Disability	January 15, 2024
VR3: School Age Students by Disability and Race/Ethnicity	January 15, 2024
VR4: Preschool LRE Setting Report	January 15, 2024
VR5: School Age LRE Setting Report	January 15, 2024
VR6: District Report of Preschool Students by Primary Service Provider	January 15, 2024
VR7: Provider Report of Preschool Students <sup>(2)</sup>	**
VR8: District Report of School Age Students by Building Where Enrolled	January 15, 2024
VR9: Provider Report of School Age Students <sup>(2)</sup>	**
VR10: Report of Students With Disabilities Exiting Special Education <sup>(2)</sup>	**
VR11: Notification to School District of Compliance Rate on SPP #11 <sup>(3)</sup>	<b>September 9, 2024<sup>(4)</sup></b>
VR12: Notification to School District of Compliance Rate on SPP #12 <sup>(3)</sup>	<b>September 9, 2024<sup>(4)</sup></b>
VR13: Preschool Children Provided Programs and Services during the 2023-24 School Year	August 5, 2024
VR14: District Report of Parentally Placed Students in Religious and Independent ( <i>Nonpublic</i> ) Schools Who Were Evaluated	<b>September 9, 2024<sup>(4)</sup></b>
VR15: Preschool Outcomes Report <sup>(3)</sup>	August 5, 2024
VR16: Students Receiving Coordinated Early Intervening Services	August 5, 2024
These forms notify districts regarding significant discrepancy, disproportionality, and significant disproportionality	Available in PD On or Before
NR4A, NR4B, NR SD-Suspension	November 10, 2023
NR9, NR10, NR SD-Identification, NR SD-Disability Category, NR SD-Placement	March 22, 2024
<b>The SR checklists (SR4, SRS, SR9, SR10 and SR13) have been changed from a self-review to a SEQA review. SEQA will work directly with districts to verify compliance.</b>	

<sup>1</sup> 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>

<sup>2</sup> The VR7 and VR9 are provider reports that do not require certification. The VR10 is informational and does not require certification. Districts should use the VR10 to understand how graduation and dropout rates are calculated for the Special Education Data posted at <https://data.nysed.gov/lists.php?type=district>

<sup>3</sup> 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/spps/schedule2017-2025.html>

<sup>4</sup> **Please note for all due dates in red:** Enrollment, demographic, assessment (including COSF), Special Education Snapshot (EOY) and disability program service records for those students who are potential submission records for the VR 11-16 reports must be migrated to the Level 2 Student Data Repository no later than **August 16, 2024**. Data is to be reviewed in the PD data system using the 'List of Potential Student Records' to determine that all students eligible to be included in these reports are included with accurate information. The L2 data repository **will be frozen after August 16, 2024**. No new data or changes to data will be allowed for enrollment, demographic, assessment, special education snapshot and disability program service records after this date.





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 18<sup>th</sup>. The deadline to load these data in Level 0 is Thursday, September 14<sup>th</sup>.***
- ***Staff Evaluation scores and ratings are due to be loaded in Level 0 by Thursday, October 19<sup>th</sup>. These data need to be certified by Friday, October 27<sup>th</sup>.***

### **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.

**District Compliance Report**  
**Indicator #11 - Percent of children with parental consent to evaluate, who were evaluated within State established timelines**  
**(Based on Consent to Evaluate the Child Received Between J Status of the Eligibility Determination Process a**

**District Compliance Report**  
**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**

**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**



## 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. The deadline to load Staff Evaluation data is **Thursday, October 19<sup>th</sup>**. Districts and schools should verify accuracy by reviewing the **SIRS-331 Staff Evaluation Rating Verification Report** in **L2RPT**.

## 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: Oct 3, 2023

Education Law 3012-d

Row Number	-a-	Count -b-	Rating -c-
1	Total Number of Educators Reported in Staff Evaluation Rating Table in SIRS	<a href="#">220</a>	
2	Total Number of Educators Reported with Required Student Performance Subcomponent (0 to 20)	<a href="#">215</a>	
3	Total Number of Educators Missing the Required Student Performance Subcomponent (0 to 20)	<a href="#">5</a>	
5	Total Number of Educators Reported with Required Teacher Observation/Principal School Visit Subcomponent (0.00 or 1.00 to 4.00)	<a href="#">215</a>	
6	Total Number of Educators Missing the Required Teacher Observation/Principal School Visit Subcomponent (0.00 or 1.00 to 4.00)	<a href="#">5</a>	
8	Total Number of Educators Reported with Overall Rating	<a href="#">210</a>	
9	Total Number of Educators Missing the Overall Rating	<a href="#">10</a>	
10	Educators Reported with Overall Rating	<a href="#">50</a>	Highly Effective
11	Educators Reported with Overall Rating	<a href="#">160</a>	Effective



## 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. Districts and schools should verify accuracy by reviewing the **SIRS-653 Annual Regents Examination Report in L2RPT**

### New York State Education Department



#### Annual Regents Examination Report

Data Contained in the Student Information Repository System

School Year:

School or District:

Examination:

Data Refresh Date: Oct 1, 2022 12:00:00 AM

Regents Common Core Algebra I		Number of Student Scoring**					Percentage of Tested Students Scoring**					Public Health Emergency (PHE) Exempt***				
Student Subgroup (accountability subgroups are marked by an asterisk(*)	Number Tested(a)	Performance Level 1(b)	Performance Level 2(c)	Performance Level 3(d)	Performance Level 4(e)	Performance Level 5(f)	Performance Level 1(g) (b)/(a)*100	Performance Level 2 (h) (c)/(a)*100	Performance Level 3 (i) (d)/(a)*100	Performance Level 4 (j) (e)/(a)*100	Performance Level 5 (k) (f)/(a)*100	PHE Exempt(l)	Number PHE Exempt & Tested (m)	Number PHE Exempt & Not Tested (n)	Percent PHE Exempt & Tested(o) (m)/(l)*100	Percent PHE Exempt & Not Tested(p) (n)/(l)*100
All Students *	20	2	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		
Female	9	0	3	3	0	0	0.0%	50.0%	50.0%	0.0%	0.0%	0	0	0		
Male	14	2	6	1	0	0	50.0%	42.9%	7.1%	0.0%	0.0%	0	0	0		
Black *	8	1	5	2	0	0	12.5%	62.5%	25.0%	0.0%	0.0%	0	0	0		
Asian/Pacific Islander *	2	1	1	0	0	0	50.0%	50.0%	0.0%	0.0%	0.0%	0	0	0		
Asian	2	1	1	0	0	0	50.0%	50.0%	0.0%	0.0%	0.0%	0	0	0		
White *	10	5	3	2	0	0	50.0%	30.0%	20.0%	0.0%	0.0%	0	0	0		
General Education Students	14	5	5	4	0	0	35.7%	35.7%	28.6%	0.0%	0.0%	0	0	0		
Students with Disabilities *	9	2	4	0	0	0	33.3%	66.7%	0.0%	0.0%	0.0%	0	0	0		
Not English Language Learner	18	5	9	4	0	0	27.8%	50.0%	22.2%	0.0%	0.0%	0	0	0		
English Language Learner *	2	2	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0	0	0		
Formerly English Language Learner	1	0	1	0	0	0	0.0%	100.0%	0.0%	0.0%	0.0%	0	0	0		
Economically Disadvantaged *	11	4	5	2	0	0	36.4%	45.5%	18.2%	0.0%	0.0%	0	0	0		
Not Economically Disadvantaged	9	3	4	2	0	0	33.3%	44.4%	22.2%	0.0%	0.0%	0	0	0		
Not Migrant	20	2	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		
Not Homeless	20	2	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		
Not in Foster Care	20	2	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		
Parent Not in Armed Forces	20	2	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		

Regents assessments first administered in 2014 or later have 5 performance levels; all others have 4. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/sirs/sirs/home.html>

If multiple administrations of the same assessment were taken, the assessment on which the student earned the highest performance level is displayed.

\*\*Includes students reported with a valid score on a Regents assessment even if they were also reported with an exemption for that assessment.

\*\*\*Public Health Emergency (PHE) Exempt is the total count of students reported as Exempt for the assessment, whether or not they also took the Regents examination.



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 late September, LEAs should begin loading demographic, enrollment, and programs fact data for 2023-24. August graduates cannot be reported without a demographic record for a given student.

### August Graduates and Regents Exams

Late September is a good time to start loading **August graduates**, as well as your LEA's **August Regents** results. 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 is **Thursday, October 19<sup>th</sup>**.

The best place to verify the accuracy of **August graduates** is via the **SIRS-308 Annual Graduation Report** in L2RPT.



### Annual Graduation Report

Data Contained in the Student Information Repository System

School Year:

School or District:

Data Refresh Date: Oct 4, 2022

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Total Graduates <small>a = (c+d+e+f+g)</small>	Total Completers <small>b = (c+d+e+f+g+i)</small>	Local Diplomas <small>c</small>	Regents Diplomas <small>d</small>	Regents Diplomas with Honors <small>e</small>	Regents with Advanced Designation <small>f</small>	Regents with Advanced Designation with Honors <small>g</small>	Regents with CTE Endorsement <small>h</small>	Commencement Credentials <small>i</small>	Seal of Biliteracy <small>j</small>	Seal of Civic Readiness <small>k</small>
*All Students	3	3	0	3	0	0	0	0	0	0	0
Female	1	1	0	1	0	0	0	0	0	0	0
Male	2	2	0	2	0	0	0	0	0	0	0
*American Indian/Alaska Native	1	1	0	1	0	0	0	0	0	0	0
*White	1	1	0	1	0	0	0	0	0	0	0
*Multiracial	1	1	0	1	0	0	0	0	0	0	0
General Education Students	3	3	0	3	0	0	0	0	0	0	0
Not English Language Learner	3	3	0	3	0	0	0	0	0	0	0
Formerly English Language Learner	1	1	0	1	0	0	0	0	0	0	0
Not Economically Disadvantaged	3	3	0	3	0	0	0	0	0	0	0
Not Migrant	3	3	0	3	0	0	0	0	0	0	0
Not Homeless	3	3	0	3	0	0	0	0	0	0	0
Not in Foster Care	3	3	0	3	0	0	0	0	0	0	0
Parent Not in Armed Forces	3	3	0	3	0	0	0	0	0	0	0



The best place to verify **August Regents** are via the **SIRS-653 Annual Regents Examination Report** in L2RPT.

## New York State Education Department



### Annual Regents Examination Report

Data Contained in the Student Information Repository System

School Year:

School or District:

Examination:

Data Refresh Date:

Regents Common Core Algebra I		Number of Student Scoring**					Percentage of Tested Students Scoring**					Public Health Emergency (PHE) Exempt***				
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested(a)	Performance Level 1(b)	Performance Level 2(c)	Performance Level 3(d)	Performance Level 4(e)	Performance Level 5(f)	Performance Level 1(g) (b)/(a)*100	Performance Level 2 (h) (c)/(a)*100	Performance Level 3 (i) (d)/(a)*100	Performance Level 4 (j) (e)/(a)*100	Performance Level 5 (k) (f)/(a)*100	PHE Exempt(l)	Number PHE Exempt & Tested (m)	Number PHE Exempt & Not Tested (n)	Percent PHE Exempt & Tested(o) (m)/(l)*100	Percent PHE Exempt & Not Tested(p) (n)/(l)*100
All Students *	20	7	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		
Female	9	0	3	3	0	0	0.0%	50.0%	50.0%	0.0%	0.0%	0	0	0		
Male	14	7	6	1	0	0	50.0%	42.9%	7.1%	0.0%	0.0%	0	0	0		
Black *	8	1	5	2	0	0	12.5%	62.5%	25.0%	0.0%	0.0%	0	0	0		
Asian/Pacific Islander *	2	1	1	0	0	0	50.0%	50.0%	0.0%	0.0%	0.0%	0	0	0		
Asian	2	1	1	0	0	0	50.0%	50.0%	0.0%	0.0%	0.0%	0	0	0		
White *	10	5	3	2	0	0	50.0%	30.0%	20.0%	0.0%	0.0%	0	0	0		
General Education Students	14	5	5	4	0	0	35.7%	35.7%	28.6%	0.0%	0.0%	0	0	0		
Students with Disabilities *	6	2	4	0	0	0	33.3%	66.7%	0.0%	0.0%	0.0%	0	0	0		
Not English Language Learner	18	5	9	4	0	0	27.8%	50.0%	22.2%	0.0%	0.0%	0	0	0		
English Language Learner *	2	2	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0	0	0		
Formerly English Language Learner	1	0	1	0	0	0	0.0%	100.0%	0.0%	0.0%	0.0%	0	0	0		
Economically Disadvantaged *	11	4	5	2	0	0	36.4%	45.5%	18.2%	0.0%	0.0%	0	0	0		
Not Economically Disadvantaged	9	3	4	2	0	0	33.3%	44.4%	22.2%	0.0%	0.0%	0	0	0		
Not Migrant	20	7	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		
Not Homeless	20	7	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		
Not in Foster Care	20	7	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		
Parent Not in Armed Forces	20	7	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		

Regents assessments first administered in 2014 or later have 5 performance levels; all others have 4. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/sirs/sirs/home.html>

If multiple administrations of the same assessment were taken, the assessment on which the student earned the highest performance level is displayed.

\*\*Includes students reported with a valid score on a Regents assessment even if they were also reported with an exemption for that assessment.

\*\*\*Public Health Emergency (PHE) Exempt is the total count of students reported as Exempt for the assessment, whether or not they also took the Regents examination.

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.



## 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 4<sup>th</sup> for 2023-24**) 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. All teachers and principals must have **both** student performance and observation scores reported based on the LEA's approved APPR Plan. State provided growth scores may no longer be used as part of a staff member's evaluation.

The deadline to submit Staff Evaluation data is **Thursday, October 19<sup>th</sup>**. As referenced in September, Staff Evaluation data is verified via the **SIRS-331 Staff Evaluation Rating Verification Report** in L2RPT.



### Staff Evaluation Rating Verification Report

Data Contained in the Student Information Repository System

School Year:	2021-22
District or Charter Name:	0000
Data Refresh Date:	Oct 4, 2022
Education Law 3012-d	

Row Number	-a-	Count -b-	Rating -c-
1	Total Number of Educators Reported in Staff Evaluation Rating Table in SIRS	466	
2	Total Number of Educators Reported with Required Student Performance Subcomponent (0 to 20)	466	
5	Total Number of Educators Reported with Required Teacher Observation/Principal School Visit Subcomponent (0.00 or 1.00 to 4.00)	451	
6	Total Number of Educators Missing the Required Teacher Observation/Principal School Visit Subcomponent (0.00 or 1.00 to 4.00)	15	
8	Total Number of Educators Reported with Overall Rating	451	
9	Total Number of Educators Missing the Overall Rating	15	
10	Educators Reported with Overall Rating	451	Highly Effective





## 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 last day to load Staff Evaluation data is **October 19<sup>th</sup>**.

**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 submitted.

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 under Education Law §3012-d, but for whom no staff evaluation data was reported.

**Certification of Staff Evaluation Data**

I have reviewed the Staff Evaluation Rating Verification Report(s) which were generated using L2RPT on the date indicated in the table below for my LEA. I understand that the report(s) 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 as of October 18, 2019 is the final submission for Staff Evaluation Rating data.

Enter the date on which you viewed the 2018-19 Staff Evaluation Rating Verification Report in L2RPT (SIRS-326). \*

Report Title: date

Choose the option that best characterizes your staff evaluation data. \*

Report Title: option

☐ Option 1: I confirm the accuracy of the staff evaluation data on the SIRS-326 report as of the date identified above.

☐ Option 2: I cannot confirm my data, but I understand that the deadline for making corrections to staff evaluation data has passed and that teachers/principals in my district/BOCES were evaluated using this data.

**Educator Entry**

The table below provides space for a district/BOCES to provide 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 Staff evaluation data was not 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 <input type="text"/>	Select this to delete this row from the table <input type="checkbox"/>



## 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.

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



## Staff Snapshot Verification Report

Data Contained in the Student Information Repository System

School Year:	2021-22	▼
District:	0	▼
School:	All Schools	▼
Staff Status:	All Statuses	▼
<a href="#">Finish</a>		

Data Refresh Date: Sep 6, 2022

School Code a	Location b	Total Staff c	Teachers d	Principals e	Other f
		<a href="#">72</a>	<a href="#">70</a>	<a href="#">1</a>	<a href="#">1</a>
		<a href="#">46</a>	<a href="#">44</a>	<a href="#">1</a>	<a href="#">1</a>
		<a href="#">167</a>	<a href="#">160</a>	<a href="#">1</a>	<a href="#">6</a>
		<a href="#">14</a>	<a href="#">2</a>	<a href="#">0</a>	<a href="#">12</a>
		<a href="#">74</a>	<a href="#">71</a>	<a href="#">1</a>	<a href="#">2</a>
		<a href="#">49</a>	<a href="#">47</a>	<a href="#">1</a>	<a href="#">1</a>
		<a href="#">55</a>	<a href="#">52</a>	<a href="#">1</a>	<a href="#">2</a>
		<a href="#">47</a>	<a href="#">45</a>	<a href="#">1</a>	<a href="#">1</a>
		<a href="#">96</a>	<a href="#">92</a>	<a href="#">1</a>	<a href="#">3</a>
<b>District Summary</b>		<a href="#">620</a>	<a href="#">583</a>	<a href="#">8</a>	<a href="#">29</a>





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.



## Staff Out of Certification Verification Report

Data Contained in the Student Information Repository System

School Year: 2021-22  
 District Name:   
 School Name: All Locations  
 Certified Status: No  
 Finish

Data Refresh Date: May 16, 2022

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 -
St. Albans High School	William, D. Jones	9458-48	52037	Mathematics (grade 7)	6187-1	SIPE Math 7	ENG	No	No	1	Yes	No	No	No
St. Albans High School	William, D. Jones	9458-48	52038	Mathematics (grade 8)	6184-1	SIPE Math 8	ENG	No	No	1	Yes	No	No	No
St. Albans High School	William, D. Jones	9458-27	21009	Robotics	9458-1	Robotics	ENG	No	No	1	Yes	No	No	No
St. Albans High School	William, D. Jones	9458-27	21009	Robotics	9458-2	Robotics	ENG	No	No	1	Yes	No	No	No
St. Albans High School	William, D. Jones	9458-27	21009	Robotics	9458-3	Robotics	ENG	No	No	1	Yes	No	No	No
St. Albans High School	William, D. Jones	9458-27	21009	Robotics	9458-4	Robotics	ENG	No	No	1	Yes	No	No	No
St. Albans High School	William, D. Jones	9458-27	21009	Robotics	9462-1	College Robotics	ENG	No	No	1	Yes	No	No	No
St. Albans High School	William, D. Jones	9458-27	21009	Robotics	9462-2	College Robotics	ENG	No	No	1	Yes	No	No	No
St. Albans High School	William, D. Jones	9458-27	21009	Robotics	9462-3	College Robotics	ENG	No	No	1	Yes	No	No	No
St. Albans High School	William, D. Jones	9458-47	03005	Marine Science	9452-3	Marine Science	ENG	No	No	1	Yes	No	No	No
St. Albans High School	William, D. Jones	9458-47	03005	Marine Science	9463-3	Marine Science for ELL	ENG	No	No	1	Yes	No	No	No



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

Course Code (Course I	Course Code Description	Certification Area Co	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

2021-22  
All Locations  
All Staff

Finish

Data Refresh Date: Aug 22, 2022

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 -
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Aug 12, 1976	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Sep 1, 2005		0003	Permanent Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Jul 26, 1975	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Feb 1, 2004		0003	Permanent Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Jul 26, 1975	TEACHER	5100	English 7-12	Feb 1, 2004		0003	Permanent Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Sep 30, 1975	TEACHER	6013	Visual Arts	Feb 1, 2012		0084	Professional Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Oct 10, 1976	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Sep 1, 2004		0003	Permanent Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Aug 5, 1982	TEACHER	0002	Teaching Assistant	Sep 1, 2006		0072	Level III
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Aug 5, 1982	TEACHER	3013	Early Childhood Education (Birth-Grade 2)	Jan 20, 2022		0084	Professional Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Aug 5, 1982	TEACHER	9014	Students With Disabilities (Grades 1-6)	Sep 1, 2013		0084	Professional Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Aug 5, 1982	TEACHER	9013	Students With Disabilities (Birth-Grade 2)	Sep 1, 2013		0084	Professional Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Jan 1, 1982	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Sep 1, 2006		0003	Permanent Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Jan 1, 1982	TEACHER	9010	Special Education	Sep 1, 2006		0003	Permanent Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Nov 15, 1971	TEACHER	7060	Reading Teacher	Feb 1, 2002		0003	Permanent Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Nov 15, 1971	TEACHER	3010	Nursery, Kindergarten & Grades 1-6	Sep 1, 2001		0003	Permanent Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Jun 18, 1977	TEACHER	6160	Physical Education	Sep 1, 2003		0003	Permanent Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Jul 30, 1974	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Feb 1, 2004		0003	Permanent Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Apr 18, 1977	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Sep 1, 2003		0003	Permanent Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	Apr 18, 1977	TEACHER	9010	Special Education	Sep 1, 2003		0003	Permanent Certificate
00000000000000000000	00000000000000000000	00000000000000000000	00000000000000000000	May 26, 1970							



## Institutional Master File (IMF)

Beginning on BEDS Day (October 4<sup>th</sup>), 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 17<sup>th</sup>**.

The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Information and Reporting Services  
Albany, New York 12234

### BASIC EDUCATIONAL DATA SYSTEM SCHOOL DISTRICT SUMMARY FORM

District Name and Code

--

***This paper form should not be returned to SED.***

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.

#### Children Instructed at Home

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 ☐ No ☐

a. Enter the number of households in which instruction is taking place

--

b. Enter the number of children involved at the Elementary Level (grades K-6)

--

c. Enter the number of children involved at the Secondary Level (grades 7-12)

--

d. Of the total number of students reported in Items b and c above, how many students are known to have a disability?

--

#### Title I Paraprofessionals

2A. Number of Title I paraprofessionals and "qualified Title I paraprofessionals employed by this district.

1. Enter the total number of Title I paraprofessionals employed by this district as of October 4, 2017

--

2. Enter the number of "qualified" Title I paraprofessionals employed by this district as of October 4, 2017

--



## August Graduates

The deadline to load **August graduates and Regents** for inclusion in the four- and five-year cohort graduation rates is **Thursday, October 19<sup>th</sup>**. 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-308 Annual Graduation Report** in L2RPT.



### Annual Graduation Report

Data Contained in the Student Information Repository System

School Year:

School or District:

Data Refresh Date: Oct 4, 2022

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Total Graduates <small>a = (c+d+e+f+g)</small>	Total Completers <small>b = (c+d+e+f+g+i)</small>	Local Diplomas <small>c</small>	Regents Diplomas <small>d</small>	Regents Diplomas with Honors <small>e</small>	Regents with Advanced Designation <small>f</small>	Regents with Advanced Designation with Honors <small>g</small>	Regents with CTE Endorsement <small>h</small>	Commencement Credentials <small>i</small>	Seal of Biliteracy <small>j</small>	Seal of Civic Readiness <small>k</small>
*All Students	3	3	0	3	0	0	0	0	0	0	0
Female	1	1	0	1	0	0	0	0	0	0	0
Male	2	2	0	2	0	0	0	0	0	0	0
*American Indian/Alaska Native	1	1	0	1	0	0	0	0	0	0	0
*White	1	1	0	1	0	0	0	0	0	0	0
*Multiracial	1	1	0	1	0	0	0	0	0	0	0
General Education Students	3	3	0	3	0	0	0	0	0	0	0
Not English Language Learner	3	3	0	3	0	0	0	0	0	0	0
Formerly English Language Learner	1	1	0	1	0	0	0	0	0	0	0
Not Economically Disadvantaged	3	3	0	3	0	0	0	0	0	0	0
Not Migrant	3	3	0	3	0	0	0	0	0	0	0
Not Homeless	3	3	0	3	0	0	0	0	0	0	0
Not in Foster Care	3	3	0	3	0	0	0	0	0	0	0
Parent Not in Armed Forces	3	3	0	3	0	0	0	0	0	0	0



## 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 4<sup>th</sup>**. Certification of these data is done through the PD System, with a deadline of **Monday, January 8<sup>th</sup>**. 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.

### Certification and Due Dates At-A-Glance for the **2023-2024** School Year

These forms are entered directly into the PD Data System <sup>(1)</sup>	Due By
PD6: Personnel Form	March 1, 2024
PD8: Suspension Data	August 23, 2024
This form is sent directly to your Local Education Agency <sup>(1)</sup>	Due By
SEDCAR 1: Request for §4410(b) Vendor Funding	November 24, 2023 or subsequent date established by the district
These data are populated from SIRS and are certified in the PD Data System <sup>(1)</sup>	Date Data Must Be Certified By
VR1: Preschool Child Count Report by Race/Ethnicity	January 15, 2024
VR2: School Age Child Count by Age and Disability	January 15, 2024
VR3: School Age Students by Disability and Race/Ethnicity	January 15, 2024
VR4: Preschool LRE Setting Report	January 15, 2024
VR5: School Age LRE Setting Report	January 15, 2024
VR6: District Report of Preschool Students by Primary Service Provider	January 15, 2024
VR7: Provider Report of Preschool Students <sup>(2)</sup>	**
VR8: District Report of School Age Students by Building Where Enrolled	January 15, 2024
VR9: Provider Report of School Age Students <sup>(2)</sup>	**
VR10: Report of Students With Disabilities Exiting Special Education <sup>(2)</sup>	**
VR11: Notification to School District of Compliance Rate on SPP #11 <sup>(3)</sup>	September 9, 2024 <sup>(4)</sup>
VR12: Notification to School District of Compliance Rate on SPP #12 <sup>(3)</sup>	September 9, 2024 <sup>(4)</sup>
VR13: Preschool Children Provided Programs and Services during the 2023-24 School Year	August 5, 2024
VR14: District Report of Parentally Placed Students in Religious and Independent (Nonpublic) Schools Who Were Evaluated	September 9, 2024 <sup>(4)</sup>
VR15: Preschool Outcomes Report <sup>(3)</sup>	August 5, 2024
VR16: Students Receiving Coordinated Early Intervening Services	August 5, 2024
These forms notify districts regarding significant discrepancy, disproportionality, and significant disproportionality	Available in PD On or Before
NR4A, NR4B, NR SD-Suspension	November 10, 2023
NR9, NR10, NR SD-Identification, NR SD-Disability Category, NR SD-Placement	March 22, 2024
The SR checklists (SR4, SR5, SR9, SR10 and SR13) have been changed from a self-review to a SEQA review. SEQA will work directly with districts to verify compliance.	

<sup>1</sup> 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>

<sup>2</sup> The VR7 and VR9 are provider reports that do not require certification. The VR10 is informational and does not require certification. Districts should use the VR10 to understand how graduation and dropout rates are calculated for the Special Education Data posted at <https://data.nysed.gov/lists.php?type=district>

<sup>3</sup> See the schedule of submission to find the school year in which your district is required to submit data for these indicators: <https://www.p12.nysed.gov/sedcar/spschedule2017-2025.html>


<sup>4</sup> Please note for all due dates in red: Enrollment, demographic, assessment (including COSF), Special Education Snapshot (EOY) and disability program service records for those students who are potential submission records for the VR 11-16 reports must be migrated to the Level 2 Student Data Repository no later than **August 16, 2024**. Data is to be reviewed in the PD data system using the 'List of Potential Student Records' to determine that all students eligible to be included in these reports are included with accurate information. The L2 data repository **will be frozen after August 16, 2024**. No new data or changes to data will be allowed for enrollment, demographic, assessment, special education snapshot and disability program service records after this date.



## Digital Equity Data Collection

The Digital Equity data collection via SIRS is structured to provide a survey to parents as the critical first step in collecting student-level data. The student-level information will replace the Technology questions 8B and 8D previously collected as part of the Basic Education Data System (BEDS) Institutional Master File (IMF) BOCES, Public and Charter School Forms. The school and educator Digital Equity information will continue to be collected as part of the BEDS IMF.

LEAs are required to submit collection data in Level 0. The method by which LEAs collect data is a district level decision. Districts should have preliminary data loaded by **January 25<sup>th</sup>**.



14203

**2021-2022**

**Digital Equity Survey**

---

**Student** \_\_\_\_\_
**District** \_\_\_\_\_

*Collecting an accurate picture of the digital resources for our New York students will greatly help educators to better serve our students and families. In order to accomplish this, the New York State Education Department is asking parents to complete a Digital Equity survey (for each student in the family) in grades Kindergarten - Grade 12. This survey will provide information on student access to devices and internet access in their places of residence. To assist us in this process, **please answer each question below** and follow any additional instructions provided for submitting or returning the survey. Thank you for your time and cooperation.*

**Use blue or black ink.**

---

1. Did the school district issue your child a dedicated school or district owned device for their use during the school year?	<input type="radio"/> Yes <input type="radio"/> No
2. What is the device your child uses <b>most often</b> to complete learning activities away from school? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork.)	<input type="radio"/> Desktop <input type="radio"/> Chromebook <input type="radio"/> Laptop <input type="radio"/> Smartphone <input type="radio"/> Tablet <input type="radio"/> No Device
3. Who is the provider of the primary learning device identified in question 2? (This can be a school-provided device or another device, whichever the student is most often using to complete their schoolwork)	<input type="radio"/> School <input type="radio"/> Personal <input type="radio"/> No Device
4. Is the primary learning device (identified in question 2) shared with anyone else in the household?	<input type="radio"/> Shared <input type="radio"/> Not Shared <input type="radio"/> No Device
5. Is the primary learning device (identified in question 2) sufficient for your child to fully participate in all learning activities away from school?	<input type="radio"/> Yes <input type="radio"/> No
6. Is your child able to access the Internet in their primary place of residence?	<input type="radio"/> Yes <input type="radio"/> No
7. What is the primary type of internet service used in your child's primary place of residence?	<div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> Residential Broadband  <input type="radio"/> Cellular  <input type="radio"/> Mobile HotSpot  <input type="radio"/> Community Wi-Fi  <input type="radio"/> Satellite               </div> <div> <input type="radio"/> Dial Up  <input type="radio"/> DSL  <input type="radio"/> Other  <input type="radio"/> None               </div> </div>
8. In their primary residence, can your child complete the full range of learning activities, including video streaming and assignment uploads, without interruptions caused by slow or poor internet performance?	<input type="radio"/> Yes <input type="radio"/> No
9. What, if any, is the primary barrier to having sufficient and reliable internet access in your child's primary place of residence?	<div style="display: flex; justify-content: space-between;"> <div> <input type="radio"/> Availability  <input type="radio"/> Cost               </div> <div> <input type="radio"/> Other  <input type="radio"/> None               </div> </div>

---



## Student Daily Attendance and Day Calendar

In late fall of 2020, the New York State Education Department introduced new requirements for districts involving the reporting of Student Daily Attendance. For every instructional day reported on the Day Calendar, LEAs are now required to report both positive and negative attendance for all students in Level 0. There must be an attendance record for every student on all instructional days. In addition to an attendance record, LEAs are also required to report a student's modality as remote, in-person, or both. Failure to report a record (missing data) will default in an absence on that day.

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:

School Location:   
 Attendance Through: Jun 30, 2022  
 Last Attendance Date Loaded: Jun 24, 2022  
 Data Refresh Date: Sep 3, 2022

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
KF	177	0	0	0	0	33	1	0	0	0	4	150	177	188	0	0
01	177	0	0	0	0	33	1	0	0	0	4	150	177	188	0	0
02	177	0	0	0	0	33	1	0	0	0	4	150	177	188	0	0
03	177	0	0	0	0	33	1	0	0	0	4	150	177	188	0	0
04	177	0	0	0	0	33	1	0	0	0	4	150	177	188	0	0
05	177	0	0	0	0	33	1	0	0	0	4	150	177	188	0	0
13	177	0	0	0	0	33	1	0	0	0	4	150	177	188	0	0

Day types "Public health/inst" and "Public health/no inst" are not included in any chronic absenteeism or suspension calculations in 2019-20 SY. In subsequent years, "Public health/inst" are considered instructional days and therefore included in those calculations.


Throughout the year, LEAs should review Level 2 Attendance Reports to track summary and detailed student attendance. Districts should monitor these reports for ongoing chronic absenteeism counts.





## 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: 2021-22

District Name: 0

School Location:

Finish

Data Refresh Date: Sep 3, 2022

Attendance Through: Jun 30, 2022

Last Attendance Date Loaded: Jun 24, 2022

Instructional Day as reported in Day Calendar Template		Total Number of Enrolled Students	Total Number of Students Absent (Excused, Unexcused and Missing)	Total Number of Students Present (Present & Tardy)	Excused Absences (E)	Unexcused Absences (U)	Tardy (T)	Tardy In School (T-IN)	Tardy Out of School (T-OUT)	Present	Present In School (PRSNT-IN)	Present Out of School (PRSNT-OUT)	Missing
Jun 24, 2022	Friday	1,522	88	1,431	54	43	0	116	0	0	1,272	2	1
Jun 23, 2022	Thursday	1,522	522	1,007	40	41	0	114	0	0	870	2	441
Jun 22, 2022	Wednesday	1,522	813	709	24	40	0	114	0	0	889	5	441
Jun 21, 2022	Tuesday	1,522	515	1,007	40	24	0	121	0	0	881	2	441
Jun 17, 2022	Friday	1,522	497	1,025	38	18	0	112	0	0	915	2	441
Jun 16, 2022	Thursday	1,522	515	1,007	24	40	0	116	0	0	884	5	441
Jun 15, 2022	Wednesday	1,522	518	1,004	47	30	0	113	0	0	882	5	441
Jun 14, 2022	Tuesday	1,522	75	1,447	49	26	0	114	0	0	1,302	8	0
Jun 13, 2022	Monday	1,522	85	1,437	46	39	0	114	0	0	1,285	5	0
Jun 10, 2022	Friday	1,522	68	1,454	44	24	0	116	0	0	1,303	5	0
Jun 9, 2022	Thursday	1,522	101	1,421	59	42	0	116	0	0	1,267	5	0
Jun 8, 2022	Wednesday	1,522	87	1,435	51	36	0	118	0	0	1,320	2	0
Jun 7, 2022	Tuesday	1,522	86	1,436	55	31	0	114	0	0	1,294	5	0
Jun 6, 2022	Monday	1,522	90	1,432	49	41	0	117	0	0	1,279	2	0
Jun 3, 2022	Friday	1,522	84	1,438	44	40	0	117	0	0	1,295	2	0
Jun 2, 2022	Thursday	1,522	80	1,442	27	53	0	115	0	0	1,251	5	0
Jun 1, 2022	Wednesday	1,522	89	1,433	48	47	0	116	0	0	1,295	2	0
May 31, 2022	Tuesday	1,522	85	1,437	50	35	0	117	0	0	1,291	2	0
May 27, 2022	Friday	1,522	89	1,433	48	41	0	115	0	0	1,289	8	0
May 26, 2022	Thursday	1,522	85	1,437	45	39	0	110	0	0	1,286	9	1

Above Counts are as of "Attendance Through"

\*Students with Missing attendance are considered Absent in all calculations.

## SIRS-361 Year-to-Date Student Attendance/Absenteeism Summary Report



### Year to Date Student Attendance/Absenteeism Summary Report

Data Contained in the Student Information Repository System

School Year:

2021-22

District Name:

School Location:

Finish

Data Refresh Date:

Sep 3, 2022

Attendance Through:

Jun 30, 2022

Last Attendance Date Loaded:

Jun 24, 2022

			Number and Percentage of Students Who Were Absent						Average Number of Days Absent to Date	
Subgroup Name a	Attendance Days to Date b	Students Enrolled for at Least One Day During the School Year c	0 - 4% of Enrolled School Days Number d	0-4% of Enrolled School Days Percent = (d/c) * 100 e	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 = (f/c) * 100 g	10% or More of Enrolled School Days (Chronically Absent) Number h	10% or More of Enrolled School Days (Chronically Absent) Percent = (h/c) * 100 i	All Students j	Chronically Absent Students Only k
All Students	180	365	181	49.6 %	124	34 %	60	16.4 %	11	26.92
Female	0	192	98	51 %	60	31.3 %	24	17.7 %	11.05	26.65
Male	0	173	83	48 %	64	37 %	26	15 %	10.94	27.27
Black	0	10	5	50 %	2	20 %	3	30 %	13.20	28.33
Hispanic	0	65	21	47.7 %	22	33.8 %	12	18.5 %	10.91	26.17
Asian/Pacific Islander	0	8	3	37.5 %	3	37.5 %	2	25 %	11.63	23
Asian	0	6	2	33.3 %	3	50 %	1	16.7 %	11.17	26
Native Hawaiian/Other Pacific Islander	0	2	1	50 %	0	0 %	1	50 %	13	20
White	0	262	130	49.6 %	93	35.5 %	39	14.9 %	10.96	27.67
Multiracial	0	20	12	60 %	4	20 %	4	20 %	10.40	22.75
General Education	0	311	157	50.5 %	106	34.1 %	48	15.4 %	10.62	26.19






## 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 **November 8<sup>th</sup> at 5:00pm**. 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:

Category Type:

Category Subtype:

All Locations

Programs

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	474	462	-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	0242	Eligible to take the NYSESLAT for ELA Accountability	4	2	-2	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%



## 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 17<sup>th</sup>**. 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><b>BASIC EDUCATIONAL DATA SYSTEM SCHOOL DISTRICT SUMMARY FORM FALL 2017</b></p>								
<p><b>District Name and Code</b></p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div>									
<p><b><i>This paper form should not be returned to SED.</i></b></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><b>Children Instructed at Home</b></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>
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>								
<p><b>Title I Paraprofessionals</b></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>				
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>								



## 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.



Data Contained in the Student Information Repository System

School Year:	2021-22	Grade Level:	All Grade Levels
District:	Albany	Cohort Year:	2019
School Location:	Albany, New York	Grad Requirement Met/Not:	All Students
Guidance Counselor:	All Guidance Counselors		

Finish

Data Refresh Date: Sep 3, 2022

										Diploma Exam Requirements Met											
Status	Student Name	Location	Student ID	NYSSIS ID	Grade	Cohort Year	Disability	ELL	Economically Disadvantaged	Four				+	Pathways						Projected Diploma Type
										ELA	Math	SS	Sci		HUM	STEM	LOTE	CTE	Arts	CDOS	
	Albany, New York	Albany, New York	20190001	20190001	14	2019	Y	N	N												
	Albany, New York	Albany, New York	20190002	20190002	14	2019	Y	N	N												
✓	Albany, New York	Albany, New York	20190003	20190003	12	2019	Y	N	N		✓	✓	✓	✓		✓				Regents	
✓	Albany, New York	Albany, New York	20190004	20190004	12	2019	N	N	Y						✓					Regents Diploma with Adv Designation	
✓	Albany, New York	Albany, New York	20190005	20190005	12	2019	Y	N	Y		✓	✓	✓	✓	✓	✓				Regents	
✓	Albany, New York	Albany, New York	20190006	20190006	12	2019	N	N	Y		✓	✓	✓	✓		✓				Regents Diploma with Adv Designation Math	
✓	Albany, New York	Albany, New York	20190007	20190007	11	2019	N	N	Y		✓	✓	✓	✓		✓				Regents Diploma with Adv Des & Honors Math and Sci	
	Albany, New York	Albany, New York	20190008	20190008	11	2019	N	N	N		✓	✓	✓	✓		✓				Regents Diploma with Adv Des & Honors Math and Sci	
✓	Albany, New York	Albany, New York	20190009	20190009	11	2019	N	N	N		✓	✓	✓	✓		✓				Regents Diploma with Adv Des & Honors Math and Sci	
✓	Albany, New York	Albany, New York	20190010	20190010	11	2019	N	N	N		✓	✓	✓	✓		✓				Regents	
	Albany, New York	Albany, New York	20190011	20190011	11	2019	N	N	N		✓	✓	✓	✓		✓				Regents Diploma with Adv Designation	
✓	Albany, New York	Albany, New York	20190012	20190012	11	2019	N	N	N		✓	✓	✓	✓		✓				Regents with Honors	
✓	Albany, New York	Albany, New York	20190013	20190013	11	2019	N	N	Y		✓	✓	✓	✓		✓				Regents Diploma with Adv Designation Math	
✓	Albany, New York	Albany, New York	20190014	20190014	11	2019	N	N	N		✓	✓	✓	✓		✓				Regents Diploma with Adv Des & Honors Math and Sci	
	Albany, New York	Albany, New York	20190015	20190015	11	2019	N	N	N		✓	✓	✓	✓		✓				Regents Diploma with Adv Designation	
✓	Albany, New York	Albany, New York	20190016	20190016	11	2019	Y	N	N		✗	✓	✓	✓		✓				Regents Diploma with Adv Designation	
✓	Albany, New York	Albany, New York	20190017	20190017	11	2019	N	N	N		✓	✓	✓	✓		✓				Regents	
✓	Albany, New York	Albany, New York	20190018	20190018	11	2019	N	N	N		✓	✓	✓	✓		✓				Regents Diploma with Adv Des & Honors Math and Sci	



## 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)**. November and December are 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 the deadline to load the BEDS Day Special Education Snapshot is **January 4<sup>th</sup>**. The deadline for these data to be certified in the PD System is **January 8<sup>th</sup>**.

## Staff Data

The NYSED annual teacher certification match process uses 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. Preliminary staff snapshot data are due on **November 16<sup>th</sup>**.



### Staff Out of Certification Verification Report

Data Contained in the Student Information Repository System

School Year:   
 District Name:   
 School Name:   
 Certified Status:   
 Finish

Data Refresh Date: May 16, 2022

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 -
SIFE (SIFE) (SIFE)	Math 7 (SIFE)	20048	52037	Mathematics (grade 7)	6187-1	SIFE Math 7	ENG	No	No	1	Yes	No	No	No
	Math 8 (SIFE)	20048	52038	Mathematics (grade 8)	6184-1	SIFE Math 8	ENG	No	No	1	Yes	No	No	No
	Robotics (SIFE)	21009	9458-1	Robotics	9458-1	Robotics	ENG	No	No	1	Yes	No	No	No
	Robotics (SIFE)	21009	9458-2	Robotics	9458-2	Robotics	ENG	No	No	1	Yes	No	No	No
	Robotics (SIFE)	21009	9458-3	Robotics	9458-3	Robotics	ENG	No	No	1	Yes	No	No	No
	Robotics (SIFE)	21009	9458-4	Robotics	9458-4	Robotics	ENG	No	No	1	Yes	No	No	No
	Robotics (SIFE)	21009	9462-1	Robotics	9462-1	College Robotics	ENG	No	No	1	Yes	No	No	No
	Robotics (SIFE)	21009	9462-2	Robotics	9462-2	College Robotics	ENG	No	No	1	Yes	No	No	No
	Robotics (SIFE)	21009	9462-3	Robotics	9462-3	College Robotics	ENG	No	No	1	Yes	No	No	No
	Marine Science (SIFE)	03005	9452-3	Marine Science	9452-3	Marine Science	ENG	No	No	1	Yes	No	No	No
SIFE (SIFE)	Marine Science (SIFE)	03005	9463-3	Marine Science	9463-3	Marine Science for ELL	ENG	No	No	1	Yes	No	No	No



## 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 4<sup>th</sup>**), and the ending enrollment date must be on or after BEDS Day.

## 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 4<sup>th</sup>**.

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.



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

School Year: 2021-22 District Name: <input type="text"/> <input type="button" value="Finish"/>											
Reporting Date: October 06, 2021 (BEDS Day) Data Refresh Date: Sep 3, 2022											
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)		
		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 Blind at Batavia 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)	Students who are not residents of this district that are participating in the voluntary Inter-District Urban-Suburban Transfer Program (k)
*All Students	0	0	0	3	29	11	0	0	2	0	0
Female	0	0	0	2	9	7	0	0	1	0	0
Male	0	0	0	1	20	4	0	0	1	0	0
*American Indian/Alaska Native	0	0	0	0	1	0	0	0	0	0	0
*Black	0	0	0	0	1	0	0	0	0	0	0
*Hispanic	0	0	0	0	2	2	0	0	0	0	0
*Asian/Pacific Islander	0	0	0	0	1	1	0	0	0	0	0
Asian	0	0	0	0	2	1	0	0	0	0	0
*White	0	0	0	2	22	8	0	0	2	0	2
*Multiracial	0	0	0	1	0	0	0	0	0	0	0
*Students with Disabilities	0	0	0	3	29	11	0	0	2	0	0
Not English Language Learner	0	0	0	3	29	11	0	0	2	0	0
*Economically Disadvantaged	0	0	0	0	10	0	0	0	0	0	0
Not Economically Disadvantaged	0	0	0	3	19	8	0	0	2	0	0
Not Migrant	0	0	0	3	29	11	0	0	2	0	0
Not Homeless	0	0	0	3	29	11	0	0	2	0	0
Not in Foster Care	0	0	0	3	29	11	0	0	2	0	0
Parent Not in Armed Forces	0	0	0	3	29	11	0	0	2	0	0



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 4<sup>th</sup>** for preliminary state aid calculations.



**BEDS Day Enrollment Verification Report by Location of Enrollment & Student Subgroup**  
Data Contained in the Student Information Repository System

School Year:   
District Name:   
School Location:

Reporting Date: October 06, 2021 (BEDS Day)  
Data Refresh Date: Sep 3, 2022

Student Subgroup (accountability subgroups are marked with an asterisk (*))	BEDS DAY ENROLLMENT by GRADE																			Enrollment in HS Grades
	Total (PreK-12, UGE, UGS)	Pre- Kinder- garten Half-day	Pre- Kinder- garten Full-day	Kinder- garten Half-day	Kinder- garten 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)	
<b>*All Students</b>	<b>5,775</b>	<b>149</b>	<b>0</b>	<b>0</b>	<b>356</b>	<b>359</b>	<b>392</b>	<b>363</b>	<b>398</b>	<b>412</b>	<b>425</b>	<b>13</b>	<b>413</b>	<b>453</b>	<b>515</b>	<b>494</b>	<b>473</b>	<b>519</b>	<b>41</b>	<b>2,035</b>
Female	2,813	70	0	0	169	160	199	187	197	196	215	1	192	241	264	242	219	250	11	985
Male	2,961	79	0	0	187	199	193	176	201	216	210	12	221	212	251	251	254	269	30	1,049
Nonbinary	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
*American Indian/Alaska Native	4	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	1	0	2
*Black	100	3	0	0	6	3	5	3	10	8	6	1	10	11	12	8	7	6	1	34
*Hispanic	544	18	0	0	39	42	45	35	43	41	45	2	36	46	47	42	26	33	4	152
*Asian/Pacific Islander	777	20	0	0	46	54	70	55	54	53	50	3	72	53	72	55	54	63	3	245
Asian	726	20	0	0	46	54	70	55	54	53	50	3	72	53	72	55	54	62	3	244
Native Hawaiian/Other Pacific Islander	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
*White	4,154	97	0	0	238	244	256	249	278	292	307	6	277	331	374	383	379	410	33	1,574
*Multiracial	196	11	0	0	27	16	16	21	13	18	16	1	18	11	10	6	6	6	0	28
General Education Students	4,981	135	0	0	289	326	333	318	332	342	366	0	366	401	454	432	414	463	0	1,763
*Students with Disabilities	794	14	0	0	57	33	59	45	66	70	59	13	47	52	61	62	59	56	41	272
Former Students with Disabilities	125	0	0	0	4	20	5	3	6	8	9	0	12	8	5	9	12	14	0	40
Not English Language Learner	5,688	149	0	0	344	346	386	357	390	406	423	13	407	449	509	489	467	513	40	2,011
*English Language Learner	87	0	0	0	12	13	6	6	8	6	2	0	6	4	6	5	6	6	1	24
Formerly English Language Learner	70	0	0	0	0	1	3	10	9	3	9	0	8	6	10	4	4	3	0	21
*Economically Disadvantaged	844	16	0	0	43	54	53	51	59	61	56	6	51	62	76	68	64	95	29	330
Not Economically Disadvantaged	4,931	133	0	0	313	305	339	312	339	351	369	7	362	391	439	426	409	424	12	1,705





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.



### BEDS Day Enrollment Verification Report by District of Residence

Data Contained in the Student Information Repository System

School Year:

District Name:

School Location:

Reporting Date: October 06, 2021 (BEDS Day)  
Data Refresh Date: Sep 3, 2022

		BEDS DAY ENROLLMENT																		
District of Residence	District Code	Total (PreK-12, UGE, UGS)	Pre-Kinder-garten Half-day	Pre-Kinder-garten Full-day	Kinder-garten Half-day	Kinder-garten 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)
Albany	000	1,490	0	65	0	114	112	99	101	85	97	101	6	108	114	127	133	111	106	11
		1	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	0	0	0	1
		1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
		4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
Albany	000	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
	000	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Albany	000	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Albany	000	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Albany	000	61	0	0	0	0	0	0	0	0	0	1	1	0	0	9	8	20	22	0
Albany	000	3	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2

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 Stat NCLB (Victim of a Serious Violent Incident))).



## Review the **SIRS-319 BEDS Day Enrollment in Public and Charter Schools by Resident District** in L2RPT.

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



### BEDS Day Enrollment in Public and Charter Schools by Resident District

Data Contained in the Student Information Repository System

School Year:

District of Residence Name and Code:

School Name and Code:

Finish

Reporting Date: October 06, 2021 (BEDS Day)  
Data Refresh Date: Sep 3, 2022

		BEDS DAY ENROLLMENT																		
District or Charter School of Enrollment	Bedscodes of District or Charter School of Enrollment	Total (PreK-12, UGE, UGS)	Pre- Kinder- garten Half-day	Pre- Kinder- garten Full-day	Kinder- garten Half-day	Kinder- garten 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)
District of Columbia	0000000000	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
District of Columbia	0000000000	12,293	80	313	0	859	764	815	768	844	875	914	31	934	954	979	1,008	975	1,110	70
District of Columbia	0000000000	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
District of Columbia	0000000000	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
District of Columbia	0000000000	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0
District of Columbia	0000000032	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
All Students		12,299	80	313	0	859	764	816	768	844	875	915	31	934	954	980	1,008	977	1,111	70

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)); 7000 (Transferred under NCLB (Persistently Dange NCLB (Victim of a Serious Violent Incident)).

Counts reflected in this report were determined based on student enrollment records reported in SIRS by your entity or another public school district, charter school or by the School for the Blind or School for the Deaf that indicates your district as the District of Residence. If information as they may have a consequence for district State Aid allocations. Concerns about the accuracy of this information should be directed to the entity reporting the student record (school district, charter school or School for the Blind or School for the Deaf).



## 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 4<sup>th</sup>** for preliminary state aid calculations.



### Free and Reduced Price Lunch Eligible Students Enrolled on BEDS Day

Data Contained in the Student Information Repository System

School Year:

District Name:

School Location:

Reporting Date: October 06, 2021 (BEDS Day)  
Data Refresh Date: Sep 3, 2022

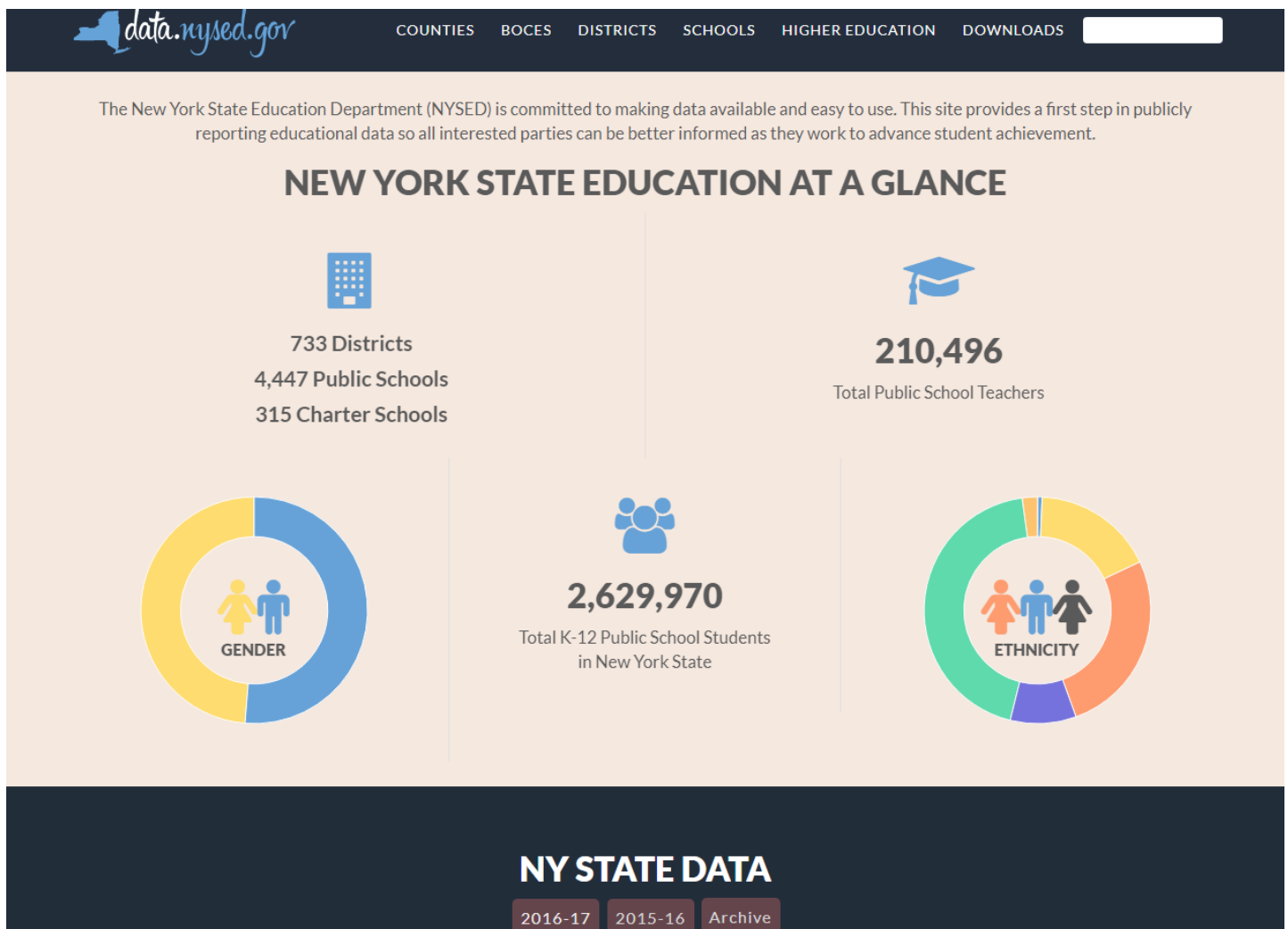
Student Subgroup (accountability subgroups are marked with an asterisk (*)) a	Number of Students Reported in SIRS as Eligible on BEDS day for :										Total Students Eligible for Free and Reduced Price Lunch in Grades K-12		Total Enrollment in Grades K-12, Ungraded Elementary and Ungraded Secondary (from SIRS 313 - BEDS Day Enrollment in SIRS Verification Report)	
	Free Lunch					Reduced Price Lunch					Total Eligible (excluding Pre K) l = (e + j)	% Eligible m = (l/n)*100	Total Enrollment n	
	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				
<b>*All Students</b>	<b>46</b>	<b>704</b>	<b>737</b>	<b>1,441</b>	<b>38.28%</b>	<b>6</b>	<b>65</b>	<b>72</b>	<b>137</b>	<b>3.64%</b>	<b>1,578</b>	<b>41.92%</b>	<b>3,764</b>	
Female	25	346	322	673	37.19%	4	28	32	61	3.35%	728	40.54%	1,823	
Male	21	358	415	793	39.31%	2	37	40	79	3.92%	829	43.23%	1,941	
*American Indian/Alaska Native	0	0	1	1	12.50%	0	0	0	0	0.00%	1	12.50%	8	
*Black	5	149	153	307	37.61%	2	14	16	30	3.74%	322	41.34%	801	
*Hispanic	22	284	263	517	47.96%	1	21	16	37	3.43%	554	51.39%	1,079	
*Asian/Pacific Islander	11	121	118	250	44.34%	2	12	15	27	4.66%	287	48.79%	590	
Asian	10	119	124	253	43.65%	2	12	15	27	4.68%	280	48.53%	577	
Native Hawaiian/Other Pacific Islander	1	2	1	3	100.00%	0	0	0	0	0.00%	3	100.00%	3	
*White	8	133	179	312	26.69%	1	16	22	39	2.25%	350	29.94%	1,169	
*Multiracial	0	27	16	53	42.06%	0	2	3	5	3.97%	58	46.03%	126	
General Education Students	43	543	605	1,148	36.17%	6	56	64	120	3.78%	1,268	39.95%	3,174	
*Students with Disabilities	3	161	132	293	49.66%	0	9	8	17	2.88%	210	52.54%	399	
Former Students with Disabilities	0	2	2	11	35.48%	0	1	2	3	9.68%	24	45.16%	21	
Not English Language Learner	46	539	674	1,222	36.77%	6	58	69	127	3.67%	1,400	40.44%	2,463	
*English Language Learner	0	105	63	168	55.63%	0	7	3	10	3.31%	178	58.94%	302	
Formerly English Language Learner	0	26	27	73	57.02%	0	2	1	3	6.25%	81	63.28%	128	
*Economically Disadvantaged	46	704	727	1,441	82.91%	6	65	72	127	7.88%	1,578	90.76%	1,728	
Not Economically Disadvantaged	0	0	0	0	0.00%	0	0	0	0	0.00%	0	0.00%	2,036	
Not Migrant	46	704	727	1,441	38.28%	6	65	72	127	3.64%	1,578	41.92%	3,764	
Homeless	0	2	2	9	60.00%	0	0	0	0	0.00%	9	60.00%	15	



## 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/>





## Civil Rights Data Collection

Although the Civil Rights Data Collection (CRDC) is not collection through SIRS, the collection and reporting of these data often falls under the responsibility of the District Data Coordinator. The Civil Rights Data Collection is a universal collection in which every public school district, that receives federal financial assistance from the State Education Department, is required to participate. Data that is submitted is for the prior year and is reported to the Department's Office for Civil Rights (OCR).

Each school district may begin submitting data for the 2023–24 school year to the Office of Civil Rights on **TBD**. The data submission period will end on **TBD**.

LEAs are encouraged to visit the CRDC reporting website (<https://ocrdata.ed.gov>) to access information and survey forms for the collection, and to view their school district's data. The CRDC is used regularly by OCR and other Department offices, as well as policymakers, researchers, parents, and many others in the education community.

The screenshot shows the CRDC website interface. At the top, the browser address bar displays [ocrdata.ed.gov](https://ocrdata.ed.gov). The page header includes the title "CIVIL RIGHTS Data Collection" and the CRDC logo with the tagline "Wide-Ranging Education Data Collected from our Nation's Public Schools". A left sidebar contains navigation links: Home, School & District Search, Detailed Data Tables, Data Analysis Tools, Special Reports, State and National Estimations, Data Reports and Presentations, Downloadable Data Files, Additional Resources, FAQ/Tutorial, Office for Civil Rights (OCR), OCR Home Page, Civil Rights Data Collection (CRDC), and Contact. The main content area features a "Quick Search" section with input fields for "School Name" and "State (Choose 1 or more)", and buttons for "Find School(s)", "Find District(s)", and "Search". Below this are three featured sections: "School and District Search" (with a house icon and description: "View a summary of selected facts about a school or district as well as tables and graphs of reported data"), "Detailed Data Tables" (with a magnifying glass icon and description: "Explore and analyze data across schools or districts"), and "Data Analysis Tools" (with a bar chart icon and description: "Explore discipline data across schools, districts and/or states" and "Analyze trends in students characteristic data for schools or districts"). On the right side, there is a "Did You Know?" section titled "The CRDC includes data about:" followed by a list of data elements: Enrollment Demographics, Preschool, Math & Science Courses, Advanced Placement, SAT & ACT, Student Retention, Harassment or Bullying, Discipline, Restraint or Seclusion, School Staff, and School Expenditures. At the bottom right, a note states "2017–18 CRDC data are now available at this site and at <https://crdc.ed.gov>" with a link to "Tweets by @EDcivilrights". The footer of the page displays "ED.gov".

For a General Overview, Changes, and list of data elements for the Civil Rights Data Collection, please visit: <https://www2.ed.gov/about/offices/list/ocr/docs/2023-24-crdc-ga.pdf>



## Special Education Reporting

**Thursday, January 4<sup>th</sup>** 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 8<sup>th</sup>**.

PD FORMS							
Forms	Status	Due Date	Date Certified				
PD-6	Incomplete	2/1/2013	<a href="#">Submit PD-6</a>				
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	<a href="#">Certify VR-1</a>	N/A	N/A	N/A	N/A
VR-2	Incomplete	1/7/2013	<a href="#">Certify VR-2</a>	N/A	N/A	N/A	N/A
VR-3	Incomplete	1/7/2013	<a href="#">Certify VR-3</a>	N/A	N/A	N/A	N/A
VR-4	Incomplete	1/7/2013	<a href="#">Certify VR-4</a>	N/A	N/A	N/A	N/A
VR-5	Incomplete	1/7/2013	<a href="#">Certify VR-5</a>	N/A	N/A	N/A	N/A
VR-6	Incomplete	1/7/2013	<a href="#">Certify VR-6</a>	N/A	N/A	N/A	N/A
VR-7	Incomplete	No certification required	<a href="#">View VR-7</a>	N/A	N/A	N/A	N/A
VR-8	Incomplete	1/7/2013	<a href="#">Certify VR-8</a>	N/A	N/A	N/A	N/A
VR-9	Incomplete	No certification required	<a href="#">View VR-9</a>	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 1<sup>st</sup> time by SED for federal reporting purposes.



### Staff Assignment Verification Report

Data Contained in the Student Information Repository System

School Year: 2021-22

District Name: 0000

School Name: All Locations

Assignment Category: All Categories

Staff Name: All Staff Members

Finish

Data Refresh Date: Sep 6, 2022

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 -
	1208 Asst Principal Senior High School	0007	PMF	1108	PRINCIPAL SENIOR HIGH SCHOOL	1208 Asst Principal Senior High School	0007	ALL	Jul 1, 2021	Jun 30, 2022
	1208 Asst Principal Senior High School	0007	PMF	1208	ASST PRINCIPAL SENIOR HIGH SCH	1208 Asst Principal Senior High School	0007	ALL	Jul 1, 2021	Jun 30, 2022
	1208 Asst Principal Senior High School	0007	PMF	1208	ASST PRINCIPAL SENIOR HIGH SCH	1208 Asst Principal Senior High School	0007	ALL	Jul 1, 2021	Jun 30, 2022
	1208 Asst Principal Senior High School	0007	PMF	1208	ASST PRINCIPAL SENIOR HIGH SCH	1208 Asst Principal Senior High School	0007	ALL	Jul 1, 2021	Jun 30, 2022
	1506 Special Education Supervisor	0007	PMF	1506	SPECIAL EDUCATION SUPERVISOR	1506 Special Education Supervisor	0007	ALL	Jul 1, 2021	Jun 30, 2022
	1522 Speech Lang Pathologist	0007	PMF	1522	SPEECH LANG PATHOLOGIST	1522 Speech Lang Pathologist	0007	ALL	Sep 1, 2021	Jun 30, 2022
	1522 Speech Lang Pathologist	0007	PMF	1522	SPEECH LANG PATHOLOGIST	1522 Speech Lang Pathologist	0007	ALL	Jul 1, 2021	Jun 30, 2022
	2017 School Psychologist	0007	PMF	2017	SCHOOL PSYCHOLOGIST	2017 School Psychologist	0007	ALL	Jul 1, 2021	Jun 30, 2022
	2017 School Psychologist	0007	PMF	2017	SCHOOL PSYCHOLOGIST	2017 School Psychologist	0007	ALL	Jul 1, 2021	Jun 30, 2022
	2022 School Social Worker	0007	PMF	2022	SCHOOL SOCIAL WORKER	2022 School Social Worker	0007	ALL	Jul 1, 2021	Jun 30, 2022
	2022 School Social Worker	0007	PMF	2022	SCHOOL SOCIAL WORKER	2022 School Social Worker	0007	ALL	Jul 1, 2021	Jun 30, 2022
	2113 Senior High School Counselor	0007	PMF	2113	SENIOR HIGH SCHOOL COUNSELOR	2113 Senior High School Counselor	0007	ALL	Jul 1, 2021	Jun 30, 2022
	2113 Senior High School Counselor	0007	PMF	2113	SENIOR HIGH SCHOOL COUNSELOR	2113 Senior High School Counselor	0007	ALL	Jul 1, 2021	Jun 30, 2022
	2113 Senior High School Counselor	0007	PMF	2113	SENIOR HIGH SCHOOL COUNSELOR	2113 Senior High School Counselor	0007	ALL	Jul 1, 2021	Jun 30, 2022
	2113 Senior High School Counselor	0007	PMF	2113	SENIOR HIGH SCHOOL COUNSELOR	2113 Senior High School Counselor	0007	ALL	Jul 1, 2021	Jun 30, 2022
	2113 Senior High School Counselor	0007	PMF	2113	SENIOR HIGH SCHOOL COUNSELOR	2113 Senior High School Counselor	0007	ALL	Jul 1, 2021	Jun 30, 2022
	2113 Senior High School Counselor	0007	PMF	2113	SENIOR HIGH SCHOOL COUNSELOR	2113 Senior High School Counselor	0007	ALL	Jul 1, 2021	Jun 30, 2022
	2211 School Nurse (RN)	0007	PMF	2211	SCHOOL NURSE (RN)	2211 School Nurse (RN)	0007	ALL	Jul 1, 2021	Jun 30, 2022
	2211 School Nurse (RN)	0007	PMF	2211	SCHOOL NURSE (RN)	2211 School Nurse (RN)	0007	ALL	Jul 1, 2021	Jun 30, 2022



## 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.



### Total Cohort - Summary

Data Contained in the Student Information Repository System

School Year:

School or District:

Cohort Membership:

Enrollment Duration:

Data Refresh Date: Oct 1, 2022

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)	Skill 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
*All Students	127	119	0	30	89	0	4	2	1	1	93.7%	0.0%	3.1%	1.6%	0.8%
Female	52	50	0	11	39	0	1	1	0	0	96.2%	0.0%	1.9%	1.9%	0.0%
Male	75	69	0	19	50	0	3	1	1	1	92.0%	0.0%	4.0%	1.3%	1.3%
*Black	3	3	0	2	1	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%
*Hispanic	18	13	0	3	10	0	2	1	1	1	72.2%	0.0%	11.1%	5.6%	5.6%
*Asian/Pacific Islander	4	4	0	1	3	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%
Asian	4	4	0	1	3	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%
*White	100	97	0	22	75	0	2	1	0	0	97.0%	0.0%	2.0%	1.0%	0.0%
*Multiracial	2	2	0	2	0	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	105	100	0	17	83	0	1	2	1	1	95.2%	0.0%	1.0%	1.9%	1.0%
*Students with Disabilities	22	19	0	13	6	0	3	0	0	0	86.4%	0.0%	13.6%	0.0%	0.0%
Former Students with Disabilities	2	1	0	1	0	0	1	0	0	0	50.0%	0.0%	50.0%	0.0%	0.0%
Not English Language Learner	126	119	0	30	89	0	4	1	1	1	94.4%	0.0%	3.2%	0.8%	0.8%
*English Language Learner	1	0	0	0	0	0	0	1	0	0	0.0%	0.0%	0.0%	100.0%	0.0%
*Economically Disadvantaged	22	21	0	9	12	0	1	0	0	0	95.5%	0.0%	4.5%	0.0%	0.0%
Not Economically Disadvantaged	105	98	0	21	77	0	3	2	1	1	93.3%	0.0%	2.9%	1.9%	1.0%
Not Migrant	127	119	0	30	89	0	4	2	1	1	93.7%	0.0%	3.1%	1.6%	0.8%
Homeless	2	1	0	1	0	0	0	1	0	0	50.0%	0.0%	0.0%	50.0%	0.0%
Not Homeless	125	118	0	29	89	0	4	1	1	1	94.4%	0.0%	3.2%	0.8%	0.8%
Not in Foster Care	127	119	0	30	89	0	4	2	1	1	93.7%	0.0%	3.1%	1.6%	0.8%
Parent Not in Armed Forces	127	119	0	30	89	0	4	2	1	1	93.7%	0.0%	3.1%	1.6%	0.8%



## 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 is a header with the application name and the NYSED logo. Below the header, a navigation bar contains links for 'Student', 'Staff Eval', 'Summer Cleanup', 'Summer Cleanup SED', and 'Log Out'. The main content area starts with a 'Welcome,' message followed by a dropdown menu for 'District:'. Below this are fields for 'School Year Ending:' (a dropdown) and 'Student ID:' (a text input). There are two buttons: 'Get Student' and 'Clear Student'. At the bottom, there is a horizontal menu with four tabs: '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\*\***



## Pre-K and UPK Students

Start out by verifying the number of Pre-K and UPK students that have been reported. On **March 15<sup>th</sup>**, SED will pull counts of UPK students as of **March 13<sup>th</sup>**, 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.



## BEDS Day Enrollment Verification Report for District Pre-K

### Data Contained in the Student Information Repository System

School Year:

2021-22

District Name:

Finish

Reporting Date: October 06, 2021 (BEDS Day)

Data Refresh Date: Sep 3, 2022

Program Description	Half-Day				Full-Day			
	3 Year Old	4 Year Old	Other Age	Total	3 Year Old	4 Year Old	Other Age	Total
<b>Total Pre-K Students</b>	0	80	0	80	0	313	0	313
UPK Funded Students in CBO Operated Settings	0	80	0	80	0	313	0	313
Other	0	80	0	80	0	313	0	313

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





## 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 late April / 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:	2021-22	▼
District:		▼
School Location:	All Locations	▼
Subject Area:	All Subject Areas	▼
Snapshot Date:	Jun 30, 2022	▼
<b>Finish</b>		

Data Refresh Date: Sep 14, 2022

Location	Subject	Course Code	Course Name	Course Section	Term	Total Students	Total Teachers in Course
	Architecture	17002	Construction-Comprehensive	741-9912	4	<a href="#">25</a>	<a href="#">1</a>
	Architecture	17002	Construction-Comprehensive	741-9932	4	<a href="#">23</a>	<a href="#">1</a>
	Architecture	17002	Construction-Comprehensive	741-9942	4	<a href="#">25</a>	<a href="#">1</a>
	Architecture	17002	Construction-Comprehensive	741-9962	4	<a href="#">24</a>	<a href="#">1</a>
	Architecture	17002	Construction-Comprehensive	741-9972	4	<a href="#">26</a>	<a href="#">1</a>
	Architecture	17002	Construction-Comprehensive	748-9962	4	<a href="#">27</a>	<a href="#">1</a>
	Architecture	17006	Woodworking	745-9911	2	<a href="#">24</a>	<a href="#">1</a>
	Architecture	17006	Woodworking	745-9931	2	<a href="#">30</a>	<a href="#">1</a>
	Architecture	17006	Woodworking	745-9941	2	<a href="#">25</a>	<a href="#">1</a>
	Architecture	17006	Woodworking	745-9961	2	<a href="#">28</a>	<a href="#">1</a>
	Architecture	17006	Woodworking	745-9971	2	<a href="#">29</a>	<a href="#">1</a>
	Business and Marketing	12005	Keyboarding	523-9912	4	<a href="#">26</a>	<a href="#">1</a>
	Business and Marketing	12009	Business Communications	521-9921	4	<a href="#">28</a>	<a href="#">1</a>
	Business and Marketing	12009	Business Communications	521-9931	4	<a href="#">31</a>	<a href="#">1</a>
	Business and Marketing	12009	Business Communications	521-9961	4	<a href="#">25</a>	<a href="#">1</a>
	Business and Marketing	12051	Introductory Business	512-9941	2	<a href="#">36</a>	<a href="#">1</a>
	Business and Marketing	12051	Introductory Business	512-9942	4	<a href="#">31</a>	<a href="#">1</a>
	Business and Marketing	12051	Introductory Business	512-9961	2	<a href="#">33</a>	<a href="#">1</a>
	Business and Marketing	12051	Introductory Business	512-9962	4	<a href="#">31</a>	<a href="#">1</a>
	Business and Marketing	12052	Business Management	510-9911	2	<a href="#">39</a>	<a href="#">1</a>





## 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**.

**Reasonableness Report**  
Data Contained in the Student Information Repository System

District Name:   
 School Location:   
 Category Type:   
 Category Subtype:   
 Finish

Data Refresh Date: Oct 6, 2022

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	96	0	-96	100%
Type of Disability	PS	Preschool Disability	202	0	-202	100%
Type of Disability	SA	School Age Disability	1,061	0	-1,061	100%

## Pre-K and UPK Students

On **March 15<sup>th</sup>**, SED will pull counts of UPK students as of **March 13<sup>th</sup>**, 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.

## My Brother's Keeper

All recipients of My Brother's Keeper with active grants must report complete data to SIRS using program service codes 4005 – 4009. SED will pull data on **March 21<sup>st</sup>**



### **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. For federal reporting, the preliminary data extract for these data will be **May 17<sup>th</sup>**, with a final certification in August. Official teacher certification match (out of certification data) is based on **May 17<sup>th</sup>** data.



### Student Class Entry Exit and Student Attendance Data

If not already done, be sure to load Student Class Entry Exit and Student Attendance Data. All student course data and attendance data must be loaded by **May 16<sup>th</sup>** and will be extracted from SIRS on **May 17<sup>th</sup>**, for growth purposes. LEAs can verify these data by reviewing the **SIRS-330 Student Class and Course Instructor Summary Report**.

School Year:

District:

School Location:

Subject Area:

Snapshot Date:

Data Refresh Date: Mar 5, 2022

Location	Subject	Course Code	Course Name	Course Section	Term	Total Students	Total Teachers in Course
	Business and Marketing	12103	Finance	BU610FA-1	4	24	1
	Business and Marketing	12103	Finance	BU610FA-2	4	24	1
	Business and Marketing	12103	Finance	BU610FA-3	4	25	1
	Business and Marketing	12104	Accounting	BU639F-1	4	14	1
	Business and Marketing	12104	Accounting	BU639F-2	4	22	1
	Business and Marketing	12164	Principles of Marketing	BU630F-2	4	22	1
	ELA	01001	ELA I (9th grade)	EN111F-2	4	21	1
	ELA	01001	ELA I (9th grade)	EN111F-3	4	13	2
	ELA	01001	ELA I (9th grade)	EN111F-7	4	19	1
	ELA	01001	ELA I (9th grade)	EN113F-1	4	16	1
	ELA	01001	ELA I (9th grade)	EN113F-2	4	18	1
	ELA	01001	ELA I (9th grade)	EN113F-3	4	19	1

District Name/Code:	
School Location:	
School Year:	2021-22
Data Refresh Date:	Mar 5, 2022
Drill Down Subject/Course Desc:	ELA - ELA 1 (9th grade)
Drill Down Course/Section:	01001 - EN111F-2
Drill Down Snapshot Date:	Mar 5, 2022

Building		Student Information			Course Information					Student/Course Information					
Location	Name	Local ID	NYSSIS ID	Grade Level	Subject	Course Code	Course Name	Course Section	Term	Class Entry Date	Class Exit Date	Dual Credit Yes/No	Homeless	In Foster Care	Parent In Armed Forces
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Sep 2, 2021	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 2, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Sep 12, 2021	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 9, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			
Albion	Albion			10	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 17, 2021	Oct 15, 2021	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 13, 2021	Sep 13, 2021	No			
Albion	Albion			09	ELA	01001	ELA I (9th grade)	EN111F-2	4	Sep 1, 2021	Jun 30, 2022	No			



## 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: 2021-22

District Name: [Dropdown]

School Name: All Locations

Assignment Category: All Categories

Staff Name: All Staff Members

Finish

Data Refresh Date: Sep 6, 2022

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 -
		007	PMF	1108	PRINCIPAL SENIOR HIGH SCHOOL			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	1208	ASST PRINCIPAL SENIOR HIGH SCH			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	1208	ASST PRINCIPAL SENIOR HIGH SCH			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	1208	ASST PRINCIPAL SENIOR HIGH SCH			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	1506	SPECIAL EDUCATION SUPERVISOR			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	1522	SPEECH LANG PATHOLOGIST			ALL	Sep 1, 2021	Jun 30, 2022
		007	PMF	1522	SPEECH LANG PATHOLOGIST			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	2017	SCHOOL PSYCHOLOGIST			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	2017	SCHOOL PSYCHOLOGIST			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	2022	SCHOOL SOCIAL WORKER			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	2022	SCHOOL SOCIAL WORKER			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	2113	SENIOR HIGH SCHOOL COUNSELOR			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	2113	SENIOR HIGH SCHOOL COUNSELOR			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	2113	SENIOR HIGH SCHOOL COUNSELOR			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	2113	SENIOR HIGH SCHOOL COUNSELOR			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	2113	SENIOR HIGH SCHOOL COUNSELOR			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	2113	SENIOR HIGH SCHOOL COUNSELOR			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	2211	SCHOOL NURSE (RN)			ALL	Jul 1, 2021	Jun 30, 2022
		007	PMF	2211	SCHOOL NURSE (RN)			ALL	Jul 1, 2021	Jun 30, 2022

## Student Class Entry Exit and Student Attendance Data

If not already done, be sure to load Student Class Entry Exit and Student Attendance Data. All student course data and attendance data must be loaded by **May 16<sup>th</sup>** and will be extracted from SIRS on **May 17<sup>th</sup>**, for growth purposes. LEAs can verify these data by reviewing the **SIRS-330 Student Class and Course Instructor Summary Report**.





## **English Language Learners/Multilingual Learners (ELLs/MLLs) Student Counts for 2023–24 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 2023-24 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.**





## 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 May to early June, 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 to be included in the ELL data file submitted to USED.

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



### Reasonableness Report

Data Contained in the Student Information Repository System

District Name:

School Location:

Category Type:

Category Subtype:

Finish

Data Refresh Date: Oct 6, 2022

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	96	0	-96	100%
Type of Disability	PS	Preschool Disability	202	0	-202	100%
Type of Disability	SA	School Age Disability	1,061	0	-1,061	100%
ELL Eligibility	0231	ELL Eligible	231	0	-231	100%
ELL Eligibility	0232	Former ELL Student	30	0	-30	100%
ELL Eligibility	0233	Ever ELL Student	188	0	-188	100%
ELL Programs	5709	English as a New Language	231	0	-231	100%
ESEA	0286	Title I - Part A: Improving Basic Programs (other than 5533)	2	0	-2	100%
Other	0198	Poverty - from low-income family	1,647	0	-1,647	100%



## June Regents Exams

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

Verify the accuracy of all June Regents exams via the **SIRS-653 Annual Regents Report** in L2RPT.



### Annual Regents Examination Report

Data Contained in the Student Information Repository System

School Year:

School or District:

Examination:

Data Refresh Date: Sep 3, 2022 12:00:00 AM

Regents Common Core Algebra I		Number of Student Scoring**					Percentage of Tested Students Scoring**					Public Health Emergency (PHE) Exempt***				
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested(a)	Performance Level 1(b)	Performance Level 2(c)	Performance Level 3(d)	Performance Level 4(e)	Performance Level 5(f)	Performance Level 1(g) (b)/(a)*100	Performance Level 2 (h) (c)/(a)*100	Performance Level 3 (i) (d)/(a)*100	Performance Level 4 (j) (e)/(a)*100	Performance Level 5 (k) (f)/(a)*100	PHE Exempt(l)	Number PHE Exempt & Tested (m)	Number PHE Exempt & Not Tested (n)	Percent PHE Exempt & Tested(o) (m)/(l)*100	Percent PHE Exempt & Not Tested(p) (n)/(l)*100
All Students *	422	22	15	84	142	159	5.2%	3.6%	19.9%	33.6%	37.7%	2	0	2	0.0%	100.0%
Female	207	9	3	37	73	85	4.3%	1.4%	17.9%	35.3%	41.1%	2	0	2	0.0%	100.0%
Male	215	13	12	47	69	74	6.0%	5.6%	21.9%	32.1%	34.4%	0	0	0		
American Indian/Alaska Native *	1	0	0	0	0	1	0.0%	0.0%	0.0%	0.0%	100.0%	0	0	0		
Black *	9	2	2	1	0	1	33.3%	33.3%	16.7%	0.0%	16.7%	0	0	0		
Hispanic *	49	9	4	15	12	12	12.2%	8.2%	30.6%	24.5%	24.5%	1	0	1	0.0%	100.0%
Asian/Pacific Islander *	38	0	0	10	11	17	0.0%	0.0%	26.3%	28.9%	44.7%	0	0	0		
Asian	38	0	0	10	11	17	0.0%	0.0%	26.3%	28.9%	44.7%	0	0	0		
White *	321	14	9	58	118	124	4.4%	2.8%	18.1%	36.1%	38.6%	1	0	1	0.0%	100.0%
Multiracial *	7	0	0	0	3	4	0.0%	0.0%	0.0%	42.9%	57.1%	0	0	0		
General Education Students	334	1	4	54	125	150	0.3%	1.2%	16.2%	37.4%	44.9%	0	0	0		
Students with Disabilities *	88	21	11	30	17	9	23.9%	12.5%	34.1%	19.3%	10.2%	2	0	2	0.0%	100.0%
Former Students with Disabilities	1	0	0	0	0	1	0.0%	0.0%	0.0%	0.0%	100.0%	0	0	0		
Not English Language Learner	418	22	15	81	142	158	5.3%	3.6%	19.5%	34.1%	37.5%	2	0	2	0.0%	100.0%
English Language Learner *	9	0	0	3	0	3	0.0%	0.0%	50.0%	0.0%	50.0%	0	0	0		
Formerly English Language Learner	3	0	0	0	0	3	0.0%	0.0%	0.0%	0.0%	100.0%	0	0	0		
Economically Disadvantaged *	57	8	2	12	20	15	14.0%	3.5%	21.1%	35.1%	26.3%	2	0	2	0.0%	100.0%
Not Economically Disadvantaged	365	14	13	72	122	144	3.8%	3.6%	19.7%	33.4%	39.5%	0	0	0		
Not Migrant	422	22	15	84	142	159	5.2%	3.6%	19.9%	33.6%	37.7%	2	0	2	0.0%	100.0%
Homeless	2	0	1	0	1	0	0.0%	50.0%	0.0%	50.0%	0.0%	0	0	0		
Not Homeless	420	22	14	84	141	159	5.2%	3.3%	20.0%	33.6%	37.9%	2	0	2	0.0%	100.0%
Not in Foster Care	422	22	15	84	142	159	5.2%	3.6%	19.9%	33.6%	37.7%	2	0	2	0.0%	100.0%
Parent Not in Armed Forces	422	22	15	84	142	159	5.2%	3.6%	19.9%	33.6%	37.7%	2	0	2	0.0%	100.0%

Regents assessments first administered in 2014 or later have 5 performance levels; all others have 4. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/irs/sirs/home.html>

If multiple administrations of the same assessment were taken, the assessment on which the student earned the highest performance level is displayed.

\*\*Includes students reported with a valid score on a Regents assessment even if they were also reported with an exemption for that assessment.

\*\*\*Public Health Emergency (PHE) Exempt is the total count of students reported as Exempt for the assessment, whether or not they also took the Regents examination.



## UPK Students

On **June 7<sup>th</sup>**, SED will pull FINAL counts of UPK students enrolled through **March 13<sup>th</sup>**, which are collected for calculating UPK grant funding as well as eligibility for mid-year expansion funding.

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.



## BEDS Day Enrollment Verification Report for District Pre-K

Data Contained in the Student Information Repository System

School Year:

District Name:

Reporting Date: October 06, 2021 (BEDS Day)

Data Refresh Date: Sep 3, 2022

Program Description	Half-Day				Full-Day			
	3 Year Old	4 Year Old	Other Age	Total	3 Year Old	4 Year Old	Other Age	Total
<b>Total Pre-K Students</b>	<u>0</u>	<u>86</u>	<u>0</u>	<u>86</u>	<u>0</u>	<u>614</u>	<u>0</u>	<u>614</u>
UPK Funded Students in CBO Operated Settings	<u>0</u>	<u>86</u>	<u>0</u>	<u>86</u>	<u>0</u>	<u>614</u>	<u>0</u>	<u>614</u>
Day care center	<u>0</u>	<u>35</u>	<u>0</u>	<u>35</u>	<u>0</u>	<u>467</u>	<u>0</u>	<u>467</u>
Religious and independent (nonpublic) school	<u>0</u>	<u>51</u>	<u>0</u>	<u>51</u>	<u>0</u>	<u>147</u>	<u>0</u>	<u>147</u>



## Student Daily Attendance

The deadline to load Student Daily Attendance for State-provided Growth results is typically early June. Attendance records should include all instructional days. Student Attendance data should be verified by reviewing the SIRS-360 Attendance Absence Summary Report and instructional days should be verified using the SIRS-370 Day Calendar Summary Report.



### Student Attendance Daily Summary Report

Data Contained in the Student Information Repository System

School Year:

District Name:

School Location:

Finish

Data Refresh Date: Sep 3, 2022  
 Attendance Through: Jun 30, 2022  
 Last Attendance Date Loaded: Jun 24, 2022

Instructional Day as reported in Day Calendar Template a	b	Total Number of Enrolled Students c	Total Number of Students Absent (Excused, Unexcused and Missing) d	Total Number of Students Present (Present & Tardy) e	Excused Absences (E) f	Unexcused Absences (U) g	Tardy (T) h	Tardy In School (T-IN) i	Tardy Out Of School (T-OUT) j	Present k	Present In School (PRSNT-IN) l	Present Out Of School (PRSNT-OUT) m	Missing n
Jun 24, 2022	Friday	453	0	453	0	0	0	0	0	0	453	0	0
Jun 23, 2022	Thursday	453	53	400	0	53	0	11	0	0	389	0	0
Jun 22, 2022	Wednesday	453	53	400	0	53	0	6	0	0	394	0	0
Jun 21, 2022	Tuesday	453	41	412	2	39	0	9	0	0	403	0	0
Jun 17, 2022	Friday	453	31	422	3	28	0	12	0	0	410	0	0
Jun 16, 2022	Thursday	453	40	413	5	35	0	17	0	0	396	0	0
Jun 15, 2022	Wednesday	453	21	432	3	18	0	26	0	0	406	0	0
Jun 14, 2022	Tuesday	453	28	425	2	26	0	15	0	0	410	0	0
Jun 13, 2022	Monday	453	16	437	0	16	0	21	0	0	416	0	0
Jun 10, 2022	Friday	453	29	424	1	28	0	10	0	0	414	0	0
Jun 9, 2022	Thursday	453	33	420	6	27	0	19	0	0	401	0	0
Jun 8, 2022	Wednesday	453	26	427	1	25	0	13	0	0	414	0	0
Jun 7, 2022	Tuesday	453	20	433	3	17	0	6	0	0	426	1	0
Jun 6, 2022	Monday	453	32	421	8	24	0	16	0	0	404	1	0
Jun 3, 2022	Friday	455	35	420	7	28	0	13	0	0	407	0	0
Jun 2, 2022	Thursday	455	33	422	6	27	0	13	0	0	409	0	0
Jun 1, 2022	Wednesday	454	28	426	6	22	0	11	0	0	415	0	0
May 31, 2022	Tuesday	454	36	418	6	30	0	15	0	0	403	0	0
May 26, 2022	Thursday	454	20	434	4	16	0	15	0	0	419	0	0
May 25, 2022	Wednesday	454	23	431	9	14	0	11	0	0	420	0	0



## **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](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 2023-24 data, with the exception of Staff Evaluation and Special Ed. Events, is **August 15<sup>th</sup>**. After this load deadline, no data from 2023-24 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 **August 30<sup>th</sup>**.

## 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*

The deadline to load the Special Education End of Year Snapshot to populate the VR 13, VR 15, and VR 16 reports is **August 1<sup>st</sup>**, with a certification deadline of **August 5<sup>th</sup>** in the PD System

**Certification of Special Education VR11, VR 12, and VR14 Reports for the 2023-24 school year is Monday, September 16, 2024. Although Special Ed. Events extracts can be loaded until September 12, 2024 to populate these reports, demographic, enrollment, and program service data for all students must be reported by the August 15<sup>th</sup> year-end deadline. Beginning with the 2023-24 school year, ALL DISTRICTS will be required to submit Special Ed. Events, regardless of whether or not they need to certify the VR 11 & 12.**

Certification and Due Dates At-A-Glance  
for the 2023-2024 School Year

These forms are entered directly into the PD Data System <sup>(1)</sup>	Due By
PD6: Personnel Form	March 1, 2024
PDB: Suspension Data	August 23, 2024
This form is sent directly to your Local Education Agency <sup>(1)</sup>	Due By
SED CAR 1: Request for §4410(b) Vendor Funding	November 24, 2023 or subsequent date established by the district
These data are populated from SIRS and are certified in the PD Data System <sup>(1)</sup>	Date Data Must Be Certified By
VR1: Preschool Child Count Report by Race/Ethnicity	January 15, 2024
VR2: School Age Child Count by Age and Disability	January 15, 2024
VR3: School Age Students by Disability and Race/Ethnicity	January 15, 2024
VR4: Preschool LRE Setting Report	January 15, 2024
VR5: School Age LRE Setting Report	January 15, 2024
VR6: District Report of Preschool Students by Primary Service Provider	January 15, 2024
VR7: Provider Report of Preschool Students <sup>(2)</sup>	**
VR8: District Report of School Age Students by Building Where Enrolled	January 15, 2024
VR9: Provider Report of School Age Students <sup>(2)</sup>	**
VR10: Report of Students With Disabilities Exiting Special Education <sup>(2)</sup>	**
VR11: Notification to School District of Compliance Rate on SPP #11 <sup>(3)</sup>	September 9, 2024 <sup>(4)</sup>
VR12: Notification to School District of Compliance Rate on SPP #12 <sup>(3)</sup>	September 9, 2024 <sup>(4)</sup>
VR13: Preschool Children Provided Programs and Services during the 2023-24 School Year	August 5, 2024
VR14: District Report of Parentally Placed Students in Religious and Independent (Nonpublic) Schools Who Were Evaluated	September 9, 2024 <sup>(4)</sup>
VR15: Preschool Outcomes Report <sup>(3)</sup>	August 5, 2024
VR16: Students Receiving Coordinated Early Intervening Services	August 5, 2024
These forms notify districts regarding significant discrepancy, disproportionality, and significant disproportionality	Available in PD On or Before
NR4A, NR4B, NR SD-Suspension	November 10, 2023
NR9, NR10, NR SD-Identification, NR SD-Disability Category, NR SD-Placement	March 22, 2024
The SR checklists (SR4, SR5, SR9, SR10 and SR13) have been changed from a self-review to a SEQA review. SEQA will work directly with districts to verify compliance.	

<sup>(1)</sup> 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: <https://www.p12.nysed.gov/sedcar/data.htm>

<sup>(2)</sup> The VR7 and VR9 are provider reports that do not require certification. The VR10 is informational and does not require certification. Districts should use the VR10 to understand how graduation and dropout rates are calculated for the Special Education Data posted at <https://data.nysed.gov/sirs/sirs-data/district>

<sup>(3)</sup> See the schedule of submission to find the school year in which your district is required to submit data for these indicators: <https://www.p12.nysed.gov/sedcar/sedschedule2017-2023.htm>

<sup>(4)</sup> Please note for all due dates in red: Enrollment, demographic, assessment (including COSF), Special Education Snapshot (EOT) and disability program service records for those students who are potential submission records for the VR 11-16 reports must be migrated to the Level 2 Student Data Repository no later than August 16, 2024. Data is to be reviewed in the PD data system using the 'List of Potential Student Records' to determine that all students eligible to be included in these reports are included with accurate information. The L2 data repository will be frozen after August 16, 2024. No new data or changes to data will be allowed for enrollment, demographic, assessment, special education snapshot and disability program service records after this date.





## **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 1<sup>st</sup> – June 30<sup>th</sup> 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 1<sup>st</sup>, with a deadline of **TBD**.

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						



## 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 - 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 - 653 Annual Regents Examination 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.



#### Annual Dropout and NonCompleter Report

Data Contained in the Student Information Repository System

School Year:	2021-22	▼
School or District:	<div style="border: 1px solid black; height: 15px; width: 100%;"></div>	
<input type="button" value="Finish"/>		

Data Refresh Date: September 6, 2022

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	32	32	0	0	0	7	5	9	9	2	0
Female	14	14	0	0	0	3	3	4	4	0	0
Male	18	18	0	0	0	4	2	5	5	2	0
*Black	9	9	0	0	0	0	1	2	1	2	0
*Hispanic	24	24	0	0	0	7	3	6	8	0	0
*Asian/Pacific Islander	1	1	0	0	0	0	1	0	0	0	0
Asian	1	1	0	0	0	0	1	0	0	0	0
*White	1	1	0	0	0	0	0	1	0	0	0
General Education Students	21	21	0	0	0	4	4	9	7	0	0
*Students with Disabilities	11	11	0	0	0	3	1	3	2	2	0
Not English Language Learner	25	25	0	0	0	7	2	8	8	2	0
*English Language Learner	7	7	0	0	0	0	3	1	3	0	0
Formerly English Language Learner	1	1	0	0	0	0	0	1	0	0	0
*Economically Disadvantaged	29	29	0	0	0	7	4	9	4	2	0
Not Economically Disadvantaged	0	0	0	0	0	0	1	0	5	0	0
Not Migrant	32	32	0	0	0	7	5	9	9	2	0
Homeless	3	3	0	0	0	0	1	2	0	0	0
Not Homeless	29	29	0	0	0	7	4	7	9	2	0
In Foster Care	3	3	0	0	0	0	1	2	0	0	0
Not in Foster Care	29	29	0	0	0	7	4	7	9	2	0



## 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: 2021-22

School or District: [blurred]

[Finish](#)

Data Refresh Date: Sep 6, 2022

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Total Graduates	Total Completers	Local Diplomas	Regents Diplomas	Regents Diplomas with Honors	Regents with Advanced Designation	Regents with Advanced Designation with Honors	Regents with CTE Endorsement	Commencement Credentials	Seal of Biliteracy	Seal of Civic Readiness
	a = (c+d+e+f+g)	b = (c+d+e+f+g+h)	c	d	e	f	g	h	i	j	k
*All Students	180	180	1	27	0	94	58	10	0	14	0
Female	94	94	1	9	0	54	30	6	0	9	0
Male	86	86	0	18	0	40	28	4	0	5	0
*Black	8	8	0	0	0	8	0	0	0	0	0
*Hispanic	26	26	0	7	0	13	6	1	0	5	0
*Asian/Pacific Islander	17	17	1	1	0	7	8	0	0	1	0
Asian	17	17	1	1	0	7	8	0	0	1	0
*White	126	126	0	17	0	66	43	9	0	8	0
*Multiracial	3	3	0	2	0	0	1	0	0	0	0
General Education Students	161	161	1	10	0	92	58	8	0	14	0
*Students with Disabilities	19	19	0	17	0	2	0	2	0	0	0
Former Students with Disabilities	2	2	0	0	0	1	1	0	0	0	0
Not English Language Learner	177	177	0	25	0	94	58	10	0	14	0
*English Language Learner	3	3	1	2	0	0	0	0	0	0	0
Formerly English Language Learner	2	2	0	0	0	1	1	1	0	0	0
*Economically Disadvantaged	34	34	1	13	0	17	3	2	0	2	0
Not Economically Disadvantaged	146	146	0	14	0	77	55	8	0	12	0
Not Migrant	180	180	1	27	0	94	58	10	0	14	0
Not Homeless	180	180	1	27	0	94	58	10	0	14	0
Not in Foster Care	180	180	1	27	0	94	58	10	0	14	0



## 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 Districts  
 School Location: All Locations  
 Guidance Counselor: All Guidance Counselors  
 Grade Level: All Grade Levels  
 Cohort Year: 2017  
 Grad Reqmet Met/Not: All Students  
 Finish

Data Refresh Date: Sep 12, 2020

Status	Student Name	Location	Student ID	NYSSIS ID	Grade	Cohort Year	Disability	ELL	Economically Disadvantaged	Diploma Exam Requirements Met										Projected Diploma Type	Review for Earned Endorsements	
										Four				+	Pathways							
										ELA	Math	SS	Sci	HUM	STEM	LOTE	CTE	Arts	CDOS			
					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 Districts  
 School: All Locations  
 Grade: 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



## 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

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School Year:	2021-22	▼
District:	▼	
<div>Finish</div>		

Data Refresh Date: June 13, 2022

Grades	ELL Count	Immigrant Count
All Grades	<a href="#">782</a>	<a href="#">247</a>
KF	<a href="#">71</a>	<a href="#">21</a>
01	<a href="#">74</a>	<a href="#">25</a>
02	<a href="#">84</a>	<a href="#">24</a>
03	<a href="#">80</a>	<a href="#">14</a>
04	<a href="#">75</a>	<a href="#">10</a>
05	<a href="#">70</a>	<a href="#">15</a>
06	<a href="#">60</a>	<a href="#">15</a>
07	<a href="#">39</a>	<a href="#">18</a>
08	<a href="#">45</a>	<a href="#">22</a>
09	<a href="#">44</a>	<a href="#">14</a>
10	<a href="#">55</a>	<a href="#">27</a>
11	<a href="#">55</a>	<a href="#">31</a>
12	<a href="#">22</a>	<a href="#">10</a>
13	<a href="#">3</a>	<a href="#">0</a>
14	<a href="#">5</a>	<a href="#">1</a>

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## SIRS-653 Annual Regents Examination 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.

### New York State Education Department



#### Annual Regents Examination Report

Data Contained in the Student Information Repository System

School Year:	2022-23
School or District:	0000
Examination:	All Exams
Data Refresh Date:	Oct 1, 2022 12:00:00 AM
<a href="#">Finish</a>	

Regents Common Core Algebra I		Number of Student Scoring**					Percentage of Tested Students Scoring**					Public Health Emergency (PHE) Exempt***				
Student Subgroup (accountability subgroups are marked by an asterisk(*))	Number Tested(a)	Performance Level 1(b)	Performance Level 2(c)	Performance Level 3(d)	Performance Level 4(e)	Performance Level 5(f)	Performance Level 1(g) (b)/(a)*100	Performance Level 2 (h) (c)/(a)*100	Performance Level 3 (i) (d)/(a)*100	Performance Level 4 (j) (e)/(a)*100	Performance Level 5 (k) (f)/(a)*100	PHE Exempt(l)	Number PHE Exempt & Tested (m)	Number PHE Exempt & Not Tested (n)	Percent PHE Exempt & Tested(o) (m)/(l)*100	Percent PHE Exempt & Not Tested(p) (n)/(l)*100
All Students *	20	7	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		
Female	6	0	3	3	0	0	0.0%	50.0%	50.0%	0.0%	0.0%	0	0	0		
Male	14	7	6	1	0	0	50.0%	42.9%	7.1%	0.0%	0.0%	0	0	0		
Black *	8	1	5	2	0	0	12.5%	62.5%	25.0%	0.0%	0.0%	0	0	0		
Asian/Pacific Islander *	2	1	1	0	0	0	50.0%	50.0%	0.0%	0.0%	0.0%	0	0	0		
Asian	2	1	1	0	0	0	50.0%	50.0%	0.0%	0.0%	0.0%	0	0	0		
White *	10	5	3	2	0	0	50.0%	30.0%	20.0%	0.0%	0.0%	0	0	0		
General Education Students	14	5	5	4	0	0	35.7%	35.7%	28.6%	0.0%	0.0%	0	0	0		
Students with Disabilities *	6	2	4	0	0	0	33.3%	66.7%	0.0%	0.0%	0.0%	0	0	0		
Not English Language Learner	18	5	9	4	0	0	27.8%	50.0%	22.2%	0.0%	0.0%	0	0	0		
English Language Learner *	2	2	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0	0	0		
Formerly English Language Learner	1	0	1	0	0	0	0.0%	100.0%	0.0%	0.0%	0.0%	0	0	0		
Economically Disadvantaged *	11	4	5	2	0	0	36.4%	45.5%	18.2%	0.0%	0.0%	0	0	0		
Not Economically Disadvantaged	9	3	4	2	0	0	33.3%	44.4%	22.2%	0.0%	0.0%	0	0	0		
Not Migrant	20	7	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		
Not Homeless	20	7	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		
Not in Foster Care	20	7	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		
Parent Not in Armed Forces	20	7	9	4	0	0	35.0%	45.0%	20.0%	0.0%	0.0%	0	0	0		

Regents assessments first administered in 2014 or later have 5 performance levels; all others have 4. Please refer to the SIRS Manual for current score ranges for each performance level. <http://www.p12.nysed.gov/sirs/sirs/home.html>  
If multiple administrations of the same assessment were taken, the assessment on which the student earned the highest performance level is displayed.

\*\*Includes students reported with a valid score on a Regents assessment even if they were also reported with an exemption for that assessment.

\*\*\*Public Health Emergency (PHE) Exempt is the total count of students reported as Exempt for the assessment, whether or not they also took the Regents examination.





## 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)
<b>*All Students</b>	<b>192</b>	<b>186</b>	<b>6</b>	<b>96.88%</b>	<b>190</b>	<b>179</b>	<b>11</b>	<b>94.21%</b>	<b>201</b>	<b>195</b>	<b>6</b>	<b>97.02%</b>
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	3	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%



## 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 (j+2k+2.5)/h*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	1,172	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	122	36	98.13	113.70
*Hispanic	1,442	1,212	229	84.12%	1,350	1,283	1,126	1,283	292	241	230	102	91.66	104.44
*Asian/Pacific Islander	35	24	1	97.14%	32	30	31	31	4	12	7	8	148.39	148.39
Asian	20	29	1	96.67%	27	26	26	26	2	10	6	7	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	35	46	8	8	12	5	106.52	140.00
General Education Students	1,990	1,652	338	83.02%	1,879	1,785	1,551	1,785	415	460	482	189	106.81	122.92
*Students with Disabilities	379	296	83	78.10%	266	348	288	348	162	29	29	8	50.86	61.46
Former Students with Disabilities	7	6	1	85.71%	7	7	6	7	2	1	3	0	100.00	116.67
Not English Language Learner	1,971	1,581	390	80.21%	1,912	1,817	1,537	1,817	268	468	507	184	108.26	127.98
*English Language Learner	398	367	31	92.21%	332	315	302	315	209	71	19	3	36.98	38.58
Formerly English Language Learner	8	7	1	87.50%	8	6	5	6	2	0	2	0	66.67	80.00
*Economically Disadvantaged	1,829	1,501	328	82.07%	1,727	1,650	1,422	1,650	491	437	367	127	90.21	104.68
Not Economically Disadvantaged	540	447	93	82.78%	518	483	417	483	86	102	159	70	123.19	142.69
Not Migrant	2,269	1,948	421	82.23%	2,245	2,133	1,839	2,133	577	539	526	197	97.68	113.30



## 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
<b>*All Students</b>	<b>510</b>	<b>34</b>	<b>6.7%</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>
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	13	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%



## 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)	
<b>*All Students</b>	<b>459</b>	<b>0</b>	<b>201</b>	<b>30</b>	<b>175</b>	<b>1</b>	<b>52</b>	<b>135.62</b>
Female	223	0	110	16	77	1	18	144.17
Male	236	0	91	14	98	0	32	127.54
*Black	89	0	28	6	51	1	13	117.68
*Hispanic	194	0	73	15	77	0	29	126.55
*Asian/Pacific Islander	12	0	12	0	5	0	0	170.59
Asian	12	0	12	0	5	0	0	170.59
*White	144	0	86	8	49	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



## 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)	
<b>*All Students</b>	<b>51</b>	<b>48</b>	<b>3</b>	<b>14</b>	<b>23</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>48</b>
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



## 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			
<b>*All Students</b>	<b>22</b>	<b>55</b>	<b>77</b>	<b>38</b>	<b>211</b>	<b>249</b>	<b>1,268</b>	<b>1.7</b>	<b>4.3</b>
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	33	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





## 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	<a href="#">5,808</a>	49.1	2	N	N
American Indian/Alaska Native		<a href="#">8</a>			N	N
Black	17,828	<a href="#">387</a>	45.8	2	N	N
Hispanic	147,547	<a href="#">2,982</a>	49.5	2	N	N
Asian/Pacific Islander	8,072	<a href="#">148</a>	55.3	4	N	N
White	103,414	<a href="#">2,115</a>	48.9	2	N	N
Multiracial	8,374	<a href="#">172</a>	48.7	2	N	N
Students with Disabilities	38,154	<a href="#">750</a>	50.9	3	N	Y
English Language Learner	59,278	<a href="#">1,172</a>	50.6	3	Y	N
Economically Disadvantaged	181,022	<a href="#">3,274</a>	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.



## 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	<a href="#">133</a>	0.41	0.28	0.68	2	No	No
American Indian/Alaska Native	<a href="#">0</a>					No	No
Black	<a href="#">7</a>					No	No
Hispanic	<a href="#">126</a>	0.40	0.27	0.68	2	No	No
Asian/Pacific Islander	<a href="#">0</a>					No	No
White	<a href="#">0</a>					No	No
Multiracial	<a href="#">0</a>					No	No
Students with Disabilities	<a href="#">57</a>	0.32	0.16	0.50	2	Yes	Yes
English Language Learner	<a href="#">133</a>	0.41	0.28	0.68	2	No	No
Economically Disadvantaged	<a href="#">120</a>	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. If former students with disabilities were included in the Students with Disabilities subgroup data, the "Former SWD Included" field will indicate "Yes."



## 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 2022-23 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:

Data Refresh Date: Oct 8, 2022

Student Subgroup (accountability subgroups are marked with an asterisk (*)	Cohort Enrollment as of June (a)	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	182	175	0	24	151	0	0	0	1	0	96.2%	0.0%	3.3%	0.0%	0.5%	0.0%
Female	89	83	0	10	73	0	2	0	1	0	96.9%	0.0%	2.1%	0.0%	1.0%	0.0%
Male	93	92	0	14	78	0	4	0	0	0	95.3%	0.0%	4.7%	0.0%	0.0%	0.0%
*Black	10	8	0	0	8	0	2	0	0	0	80.0%	0.0%	20.0%	0.0%	0.0%	0.0%
*Hispanic	30	26	0	7	19	0	3	0	1	0	86.7%	0.0%	10.0%	0.0%	3.3%	0.0%
*Asian/Pacific Islander	14	14	0	0	14	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	14	14	0	0	14	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
*White	125	124	0	15	109	0	1	0	0	0	99.2%	0.0%	0.8%	0.0%	0.0%	0.0%
*Multiracial	3	3	0	2	1	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
General Education Students	182	180	0	11	169	0	2	0	0	0	98.2%	0.0%	1.8%	0.0%	0.0%	0.0%
*Students with Disabilities	19	18	0	1	17	0	2	0	1	0	78.9%	0.0%	15.8%	0.0%	5.3%	0.0%
Former Students with Disabilities	2	2	0	0	2	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Not English Language Learner	173	172	0	21	151	0	3	0	1	0	97.7%	0.0%	1.7%	0.0%	0.6%	0.0%
*English Language Learner	6	3	0	3	0	0	3	0	0	0	50.0%	0.0%	50.0%	0.0%	0.0%	0.0%
Formerly English Language Learner	2	2	0	0	2	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
*Economically Disadvantaged	32	31	0	12	19	0	0	0	1	0	96.9%	0.0%	0.0%	0.0%	3.1%	0.0%
Not Economically Disadvantaged	150	144	0	12	132	0	2	0	0	0	98.0%	0.0%	4.0%	0.0%	0.0%	0.0%
Not Migrant	182	175	0	24	151	0	0	0	1	0	96.2%	0.0%	3.3%	0.0%	0.5%	0.0%
Not Homeless	182	175	0	24	151	0	0	0	1	0	96.2%	0.0%	3.3%	0.0%	0.5%	0.0%
Not in Foster Care	182	175	0	24	151	0	0	0	1	0	96.2%	0.0%	3.3%	0.0%	0.5%	0.0%
Parent Not in Armed Forces	182	175	0	24	151	0	0	0	1	0	96.2%	0.0%	3.3%	0.0%	0.5%	0.0%

Please note that the data for non-enrolled students is provided in this configuration to assist in data analysis and is not intended for public release.



## 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: 2021-22  
 School or District:   
 Cohort Membership: 2018 Total Cohort - 4 Year Outcome  
 Finish

Data Refresh Date: Oct 8, 2022

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)	CTE (g)	HUM (h)	HUMALT (i)	LOTE (j)	STEMMATH (k)	STEMSCIENCE (l)
*All Students	127	119	0	0	0	0	119	0	0	0	2
Female	52	50	0	0	0	0	50	0	0	0	1
Male	75	69	0	0	0	0	69	0	0	0	1
*Black	3	3	0	0	0	0	3	0	0	0	0
*Hispanic	16	13	0	0	0	0	13	0	0	0	1
*Asian/Pacific Islander	4	4	0	0	0	0	4	0	0	0	0
Asian	4	4	0	0	0	0	4	0	0	0	0
*White	100	87	0	0	0	0	87	0	0	0	1
*Multiracial	2	2	0	0	0	0	2	0	0	0	0
General Education Students	108	100	0	0	0	0	100	0	0	0	2
*Students with Disabilities	22	19	0	0	0	0	19	0	0	0	0
Former Students with Disabilities	2	1	0	0	0	0	1	0	0	0	0
Not English Language Learner	128	119	0	0	0	0	119	0	0	0	1
*English Language Learner	1	0	0	0	0	0	0	0	0	0	1
*Economically Disadvantaged	22	21	0	0	0	0	21	0	0	0	0
Not Economically Disadvantaged	105	98	0	0	0	0	98	0	0	0	2
Not Migrant	127	119	0	0	0	0	119	0	0	0	2
Homeless	2	1	0	0	0	0	1	0	0	0	1
Not Homeless	125	118	0	0	0	0	118	0	0	0	1
Not in Foster Care	127	119	0	0	0	0	119	0	0	0	2
Parent Not in Armed Forces	127	119	0	0	0	0	119	0	0	0	2

## SIRS-204 Total Cohort Assessment Report

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 Report

Data Contained in the Student Information Repository System

School Year: 2021-22  
 School or District:   
 Cohort Membership: 2018 Total Cohort - 4 Year Outcome  
 Subject: All Subjects  
 Finish

Data Refresh Date: Oct 8, 2022

Assessment Description		Number of Students**										Percentage of Total Cohort**										Public Health Emergency (PHE) Exempt***			
		Cohort Enrollment (a)	Not Tested (b)	Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	Scoring at level 4 or 5 (g)	Receiving Regents Credit for an Approved Alternative (h)	Not Tested (i)	Tested (j)	Scoring at level 1 (k)	Scoring at level 2 (l)	Scoring at level 3 (m)	Scoring at level 4 or 5 (n)	Receiving Regents Credit for an Approved Alternative (o)	PHE Exempt & Tested (p)	Number PHE Exempt & Not Tested (q)	Percent PHE Exempt & Tested (r) = (p)/(p+q)*100						
Regents English																									
*All Students		273	263	70	2	8	6	21	43	74.4%	25.6%	0.7%	0.0%	1.5%	7.7%	15.8%	262	67	195	25.6%	74.4%				
Female		140	92	42	1	3	1	12	20	69.9%	30.1%	0.8%	0.0%	0.6%	7.9%	21.1%	120	38	82	35.2%	64.8%				
Male		133	110	30	1	5	5	10	23	78.9%	21.4%	0.7%	0.0%	2.1%	7.9%	15.7%	118	22	140	21.3%	78.7%				
*Black		21	19	1	0	0	0	0	0	90.9%	9.1%	0.0%	0.0%	0.0%	0.0%	0.0%	9	11	1	91%	9.0%				
*Hispanic		50	38	14	1	3	3	8	5	72.0%	28.0%	2.0%	0.0%	6.0%	12.0%	18.0%	41	12	25	25.5%	74.5%				
*Asian/Pacific Islander		10	8	0	0	0	0	0	0	20.0%	80.0%	0.0%	0.0%	0.0%	20.0%	80.0%	10	0	0	100.0%	0.0%				
Asian		10	8	0	0	0	0	0	0	20.0%	80.0%	0.0%	0.0%	0.0%	20.0%	80.0%	10	0	0	100.0%	0.0%				
*White		193	145	47	1	3	1	13	22	75.9%	24.4%	0.9%	0.0%	0.5%	6.7%	16.6%	137	45	141	24.6%	75.4%				
*Multiracial		8	8	0	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7	1	0	100.0%	100.0%				
General Education Students		244	177	67	2	8	6	19	43	72.5%	27.5%	0.8%	0.0%	1.6%	7.4%	17.6%	197	64	133	27.0%	73.0%				
*Students with Disabilities		25	25	3	0	0	0	3	0	88.0%	12.0%	0.0%	0.0%	0.0%	12.0%	0.0%	25	0	25	100.0%	0.0%				
Former Students with Disabilities		2	2	0	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2	0	2	100.0%	0.0%				
Not English Language Learner		267	198	58	1	9	6	21	43	74.5%	25.5%	0.4%	0.0%	1.1%	7.6%	15.1%	195	67	128	25.0%	74.1%				
*English Language Learner		6	6	2	1	0	1	0	0	66.7%	33.3%	16.7%	0.0%	16.7%	0.0%	0.0%	3	3	0	50.0%	100.0%				
Formerly English Language Learner		1	1	0	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1	0	1	100.0%	0.0%				
*Economically Disadvantaged		74	49	26	0	2	2	10	13	86.2%	13.8%	0.0%	0.0%	2.7%	13.8%	17.8%	38	23	5	35.4%	64.6%				
Not Economically Disadvantaged		199	154	45	2	6	4	10	30	77.4%	22.6%	1.0%	0.0%	1.0%	5.5%	15.1%	137	44	133	22.3%	77.7%				
Not Migrant		273	253	70	2	8	6	21	43	74.4%	25.6%	0.7%	0.0%	1.5%	7.7%	15.8%	252	67	185	25.6%	74.4%				
Homeless		1	1	0	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1	0	0	100.0%	0.0%				
Not Homeless		272	252	70	2	8	6	21	43	74.3%	25.7%	0.7%	0.0%	1.5%	7.7%	15.9%	251	67	185	25.6%	74.4%				
Not in Foster Care		273	253	70	2	8	6	21	43	74.4%	25.6%	0.7%	0.0%	1.5%	7.7%	15.8%	252	67	185	25.6%	74.4%				
Parent Not in Armed Forces		273	253	70	2	8	6	21	43	74.4%	25.6%	0.7%	0.0%	1.5%	7.7%	15.8%	252	67	185	25.6%	74.4%				
Regents Global History																									
*All Students		273	221	52	0	0	3	0	49	81.0%	19.0%	0.0%	0.0%	1.1%	0.0%	17.9%	268	49	217	15.4%	84.6%				
Female		132	102	30	0	0	1	0	28	77.4%	22.6%	0.0%	0.0%	0.8%	0.0%	21.8%	122	22	100	22.5%	77.5%				
Male		141	118	22	0	0	2	0	21	84.3%	15.7%	0.0%	0.0%	1.4%	0.0%	14.3%	137	20	117	14.6%	85.4%				
*Black		11	11	0	0	0	0	0	0	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11	0	0	100.0%	100.0%				



## 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:

Data Refresh Date: Oct 6, 2022

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	96	0	-96	100%
Type of Disability	PS	Preschool Disability	202	0	-202	100%
Type of Disability	SA	School Age Disability	1,061	0	-1,061	100%
ELL Eligibility	0231	ELL Eligible	231	0	-231	100%
ELL Eligibility	0232	Former ELL Student	30	0	-30	100%
ELL Eligibility	0233	Ever ELL Student	188	0	-188	100%
ELL Programs	5709	English as a New Language	231	0	-231	100%
ESEA	0286	Title I - Part A: Improving Basic Programs (other than 5533)	2	0	-2	100%
Other	0198	Poverty - from low-income family	1,647	0	-1,647	100%
Other	0220	Eligible for Alternate Assessment	100	0	-100	100%
Other	0242	Eligible to take the NYSESLAT for ELA Accountability	6	0	-6	100%
Other	0264	Section 504 Plan	355	0	-355	100%
Other	5753	Coordinated Early Intervening Services supported with IDEA funds	66	0	-66	100%
Other	5806	Reduced-Price Lunch Program	184	0	-184	100%
Other	5817	Free Lunch Program	1,489	0	-1,489	100%
Other	8262	Homeless Student Status	82	0	-82	100%
Other	8272	Homeless Unaccompanied Youth Status	11	0	-11	100%
Other	8282	Immigrant Children and Youth Status	71	0	-71	100%
Other	8300	Child in Foster Care	13	0	-13	100%
Other	8312	Received Seal of Bilingual	85	0	-85	100%
Safety Net	SN	Safety Net	7	0	-7	100%
Prekindergarten Program	902	Universal Prekindergarten Program	190	0	-190	100%
UPK	1353	Nursery School	190	0	-190	100%
Title 1 TAS	0803	Reading/Language Arts	1	0	-1	100%
Title 1 TAS	0814	Mathematics	1	0	-1	100%



## 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)



### Year to Date Student Attendance/Absenteeism Summary Report

Data Contained in the Student Information Repository System

School Year:

District Name:

School Location:

Data Refresh Date: Sep 3, 2022  
 Attendance Through: Jun 30, 2022  
 Last Attendance Date Loaded: Jun 24, 2022

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	180	5,005	1,930	38.6 %	1,568	31.3 %	1,507	30.1 %	13.05	25.91
Female	0	2,536	979	38.6 %	807	31.8 %	750	29.6 %	13.15	26.47
Male	0	2,469	951	38.5 %	761	30.8 %	757	30.7 %	12.95	25.35
American Indian/Alaska Native	0	4	2	75 %	0	0 %	1	25 %	5	20
Black	0	991	432	43.6 %	313	31.6 %	246	24.8 %	11.78	25.97
Hispanic	0	3,360	1,217	36.2 %	1,060	31.5 %	1,083	32.2 %	13.45	25.59
Asian/Pacific Islander	0	87	53	60.9 %	18	20.7 %	16	18.4 %	8.40	21.06
Asian	0	73	44	60.3 %	15	20.5 %	14	19.2 %	8.40	21.14
Native Hawaiian/Other Pacific Islander	0	14	8	64.3 %	3	21.4 %	2	14.3 %	8.43	20.50
White	0	495	198	40 %	155	31.3 %	142	28.7 %	13.58	28.17
Multiracial	0	68	27	39.7 %	22	32.4 %	19	27.9 %	14.37	30.58
General Education Students	0	4,253	1,688	39.7 %	1,336	31.4 %	1,229	28.9 %	12.80	25.96
Students with Disabilities	0	752	242	32.2 %	232	30.9 %	278	37 %	14.45	25.67
Former Students with Disabilities	0	11	5	45.5 %	5	45.5 %	1	9.1 %	9.45	29
Not English Language Learner	0	3,973	1,577	39.7 %	1,256	31.6 %	1,140	28.7 %	12.94	26.22





## 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 were required to 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:	<div>2021-22</div>	
District / BOCES:	<div></div>	
Location:	<div>All Locations</div>	
Subgroup:	<div>All Students</div>	
Program:	<div>All Programs</div>	
<div>Finish</div>		

Data refresh date: Sep 3, 2022

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 Exempted from Technical Skills Assessment
	2	0	0	2	0
	1	0	0	1	0
	4	4	0	0	0
	144	139	138	5	0
<b>Total</b>	<b>151</b>	<b>143</b>	<b>138</b>	<b>8</b>	<b>0</b>



## 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:	2021-22
District:	
School:	All Locations
Grade:	All Grades
Assessment:	All Tests
Finish	

Student Subgroup a	Students Tested Total Students Tested With a Valid Total Score (Valid Raw Score on all Required Modalities**) b	Number of Students Reported With a Total Score but Do Not Have All Required Parts c	Performance as a Percentage of Total Students Tested with a Valid Total Score									
			Entering		Emerging		Transitioning		Expanding		Commanding	
			Number # d	Percentage of Total % e = (d/b) * 100	Number # f	Percentage of Total % g = (f/b) * 100	Number # h	Percentage of Total % i = (h/b) * 100	Number # j	Percentage of Total % k = (j/b) * 100	Number # l	Percentage of Total % m = (l/b) * 100
*All Students	208	0	90	43.3%	16	7.7%	22	10.6%	42	20.2%	38	18.3%
Female	95	0	26	37.9%	5	6.3%	14	14.7%	22	23.2%	17	17.9%
Male	113	0	54	47.8%	10	8.8%	8	7.1%	20	17.7%	21	18.6%
*American Indian/Alaska Native	1	0	0	0.0%	0	0.0%	1	100.0%	0	0.0%	0	0.0%
*Black	10	0	1	10.0%	0	0.0%	3	30.0%	3	30.0%	3	30.0%
*Hispanic	194	0	88	45.4%	16	8.2%	18	9.3%	37	19.1%	35	18.0%
*Asian/Pacific Islander	1	0	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Asian	1	0	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
*White	1	0	0	0.0%	0	0.0%	0	0.0%	1	100.0%	0	0.0%
*Multiracial	1	0	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
General Education Students	189	0	85	45.0%	14	7.4%	19	10.1%	38	20.1%	33	17.5%
*Students with Disabilities	19	0	5	26.3%	2	10.5%	3	15.8%	4	21.1%	5	26.3%
Not English Language Learner	34	0	0	0.0%	0	0.0%	0	0.0%	0	0.0%	34	100.0%
*English Language Learner	174	0	90	51.7%	16	9.2%	22	12.6%	42	24.1%	4	2.3%
*Economically Disadvantaged	107	0	26	24.3%	2	6.5%	12	12.1%	23	30.8%	28	26.2%
Not Economically Disadvantaged	101	0	64	63.4%	2	8.9%	2	8.9%	2	8.9%	10	9.9%
Not Migrant	208	0	90	43.3%	16	7.7%	22	10.6%	42	20.2%	38	18.3%
Homeless	1	0	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Not Homeless	207	0	89	43.0%	16	7.7%	22	10.6%	42	20.3%	38	18.4%



## End of Year Staff Reporting

In addition to student data, LEAs are required to verify and certify staff data. 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:

District Name:

School Name:

Assignment Category:

Staff Name:

Finish

Data Refresh Date: Sep 6, 2022

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	1108	PRINCIPAL SENIOR HIGH SCHOOL		0714	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	1208	ASST PRINCIPAL SENIOR HIGH SCH		4140	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	1208	ASST PRINCIPAL SENIOR HIGH SCH		5541	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	1208	ASST PRINCIPAL SENIOR HIGH SCH		3586	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	1506	SPECIAL EDUCATION SUPERVISOR		9016	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	1522	SPEECH LANG PATHOLOGIST		9483	ALL	Sep 1, 2021	Jun 30, 2022
			PMF	1522	SPEECH LANG PATHOLOGIST		755	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	2017	SCHOOL PSYCHOLOGIST		3661	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	2017	SCHOOL PSYCHOLOGIST		2826	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	2022	SCHOOL SOCIAL WORKER		9421	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	2022	SCHOOL SOCIAL WORKER		9561	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	2113	SENIOR HIGH SCHOOL COUNSELOR		3613	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	2113	SENIOR HIGH SCHOOL COUNSELOR		9922	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	2113	SENIOR HIGH SCHOOL COUNSELOR		5770	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	2113	SENIOR HIGH SCHOOL COUNSELOR		846	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	2113	SENIOR HIGH SCHOOL COUNSELOR		9988	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	2113	SENIOR HIGH SCHOOL COUNSELOR		3819	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	2211	SCHOOL NURSE (RN)		4099	ALL	Jul 1, 2021	Jun 30, 2022
			PMF	2211	SCHOOL NURSE (RN)		734	ALL	Jul 1, 2021	Jun 30, 2022



## Staff Tenure

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	2021-22
District Name	
School Location	All Locations
Tenure Area	All Tenure Areas
Finish	

Data Refresh Date: Sep 6, 2022

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	3	0	0	0	3	0
Art	10	0	2	0	8	0
Elementary tenure area	106	0	18	0	88	0
English as a second language	17	0	5	0	12	0
General business education	6	0	0	0	6	0
Health	3	0	0	0	3	0
Home economics-general	3	0	1	0	2	0
Music	13	0	1	0	12	0
Physical education	16	0	1	0	15	0
Remedial reading	15	0	3	0	12	0
School media specialist (including library or educational communications)	1	0	1	0	0	0
Secondary English	18	0	0	0	18	0
Secondary Foreign Languages	13	0	2	0	11	0
Secondary Mathematics	20	0	1	0	19	0
Secondary Science	22	0	7	0	15	0
Secondary Social Studies	17	0	1	0	16	0
Special education-general	59	0	9	0	50	0
Speech	1	0	0	0	1	0
Technical/Trade subjects	6	0	4	0	2	0
<b>Overall - Total</b>	<b>349</b>	<b>0</b>	<b>56</b>	<b>0</b>	<b>293</b>	<b>0</b>



## 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: 2021-22 ▼

District Name: [REDACTED] ▼

[Finish](#)

Data Refresh Date: Sep 6, 2022 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
[REDACTED]	001	172	162	5	1	0	4	0
[REDACTED]	006	952	885	31	2	0	29	5
[REDACTED]	008	901	676	176	7	16	20	6
[REDACTED]	000	137	102	29	0	0	1	5
[REDACTED]	003	308	253	33	4	0	16	2
[REDACTED]	007	137	129	0	1	0	7	0
[REDACTED]	004	147	137	0	5	0	5	0



## 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: 2021-22  
 District Name:   
 School Name:   
 Certified Status:   
 Finish

Data Refresh Date: May 16, 2022

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 -
SCHOOL OF DISTANCE EDUCATION	ALAN, ALAN	48	52037	Mathematics (grade 7)	6187-1	SIFE Math 7	ENG	No	No	1	Yes	No	No	No
	ALAN, ALAN	48	52038	Mathematics (grade 8)	6184-1	SIFE Math 8	ENG	No	No	1	Yes	No	No	No
	ALAN, ALAN	22	21009	Robotics	9458-1	Robotics	ENG	No	No	1	Yes	No	No	No
	ALAN, ALAN	22	21009	Robotics	9458-2	Robotics	ENG	No	No	1	Yes	No	No	No
	ALAN, ALAN	22	21009	Robotics	9458-3	Robotics	ENG	No	No	1	Yes	No	No	No
	ALAN, ALAN	22	21009	Robotics	9458-4	Robotics	ENG	No	No	1	Yes	No	No	No
	ALAN, ALAN	22	21009	Robotics	9462-1	College Robotics	ENG	No	No	1	Yes	No	No	No
	ALAN, ALAN	22	21009	Robotics	9462-2	College Robotics	ENG	No	No	1	Yes	No	No	No
	ALAN, ALAN	22	21009	Robotics	9462-3	College Robotics	ENG	No	No	1	Yes	No	No	No
	ALAN, ALAN	47	03005	Marine Science	9452-3	Marine Science	ENG	No	No	1	Yes	No	No	No
	ALAN, ALAN	47	03005	Marine Science	9463-3	Marine Science for ELL	ENG	No	No	1	Yes	No	No	No



### Staff Certification Report

Data Contained in the Student Information Repository System

School Year: 2021-22  
 District Name:   
 School Name:   
 Staff Name/ID:   
 Finish

Data Refresh Date: Aug 22, 2022

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 -
SCHOOL OF DISTANCE EDUCATION	SCHOOL OF DISTANCE EDUCATION	48	ALAN, ALAN	Aug 12, 1976	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Sep 1, 2005		0003	Permanent Certificate
		48	ALAN, ALAN	Jul 26, 1975	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Feb 1, 2004		0003	Permanent Certificate
		48	ALAN, ALAN	Jul 26, 1975	TEACHER	5100	English 7-12	Feb 1, 2004		0003	Permanent Certificate
		48	ALAN, ALAN	Sep 30, 1975	TEACHER	6013	Visual Arts	Feb 1, 2012		0084	Professional Certificate
		48	ALAN, ALAN	Oct 10, 1976	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Sep 1, 2004		0003	Permanent Certificate
		48	ALAN, ALAN	Aug 5, 1982	TEACHER	0002	Teaching Assistant	Sep 1, 2006		0072	Level III
		48	ALAN, ALAN	Aug 5, 1982	TEACHER	3013	Early Childhood Education (Birth-Grade 2)	Jan 20, 2022		0084	Professional Certificate
		48	ALAN, ALAN	Aug 5, 1982	TEACHER	9014	Students With Disabilities (Grades 1-6)	Sep 1, 2013		0084	Professional Certificate
		48	ALAN, ALAN	Aug 5, 1982	TEACHER	9013	Students With Disabilities (Birth-Grade 2)	Sep 1, 2013		0084	Professional Certificate
		48	ALAN, ALAN	Jan 1, 1982	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Sep 1, 2006		0003	Permanent Certificate
SCHOOL OF DISTANCE EDUCATION	SCHOOL OF DISTANCE EDUCATION	48	ALAN, ALAN	Jan 1, 1982	TEACHER	9010	Special Education	Sep 1, 2006		0003	Permanent Certificate
		48	ALAN, ALAN	Nov 15, 1971	TEACHER	7060	Reading Teacher	Feb 1, 2002		0003	Permanent Certificate
		48	ALAN, ALAN	Nov 15, 1971	TEACHER	3010	Nursery, Kindergarten & Grades 1-6	Sep 1, 2001		0003	Permanent Certificate
		48	ALAN, ALAN	Jun 18, 1977	TEACHER	6160	Physical Education	Sep 1, 2003		0003	Permanent Certificate
		48	ALAN, ALAN	Jul 30, 1974	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Feb 1, 2004		0003	Permanent Certificate
		48	ALAN, ALAN	Apr 18, 1977	TEACHER	3011	Pre Kindergarten, Kindergarten And Grades 1-6	Sep 1, 2003		0003	Permanent Certificate
		48	ALAN, ALAN	Apr 18, 1977	TEACHER	9010	Special Education	Sep 1, 2003		0003	Permanent Certificate
		48	ALAN, ALAN	May 26, 1970	TEACHER						
		48	ALAN, ALAN	Jun 23, 1966	TEACHER	2070	School Psychologist	May 17, 2017		0003	Permanent Certificate
		48	ALAN, ALAN								



## 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.

For the 2023-24 School year, Staff Evaluation data will need to be loaded by **October 17<sup>th</sup>**, with a certification deadline of **October 27<sup>th</sup>**. Although the deadline to certify Staff Evaluation is not until **October 25<sup>th</sup>**, 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-331 Staff Evaluation Rating Verification Report in L2RPT.**



### Staff Evaluation Rating Verification Report

Data Contained in the Student Information Repository System

School Year:

District or Charter Name:

Data Refresh Date: Oct 4, 2022

Education Law 3012-d

Row Number	-a-	Count -b-	Rating -c-
1	Total Number of Educators Reported in Staff Evaluation Rating Table in SIRS	<a href="#">466</a>	
2	Total Number of Educators Reported with Required Student Performance Subcomponent (0 to 20)	<a href="#">466</a>	
5	Total Number of Educators Reported with Required Teacher Observation/Principal School Visit Subcomponent (0.00 or 1.00 to 4.00)	<a href="#">451</a>	
6	Total Number of Educators Missing the Required Teacher Observation/Principal School Visit Subcomponent (0.00 or 1.00 to to 4.00)	<a href="#">15</a>	
8	Total Number of Educators Reported with Overall Rating	<a href="#">451</a>	
9	Total Number of Educators Missing the Overall Rating	<a href="#">15</a>	
10	Educators Reported with Overall Rating	<a href="#">451</a>	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.





## 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

School Year:

2017-18

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	<a href="#">1</a>
FT.153 Errors - Total		<a href="#">1</a>
FT.170 Errors	170.01 - No subsequent enrollment	<a href="#">34</a>
	170.02 - Enrolled in same district	<a href="#">43</a>
FT.170 Errors - Total		<a href="#">77</a>
FT.323 Errors	323.01 - No subsequent enrollment	<a href="#">2</a>
	323.02 - Enrolled in same district	<a href="#">3</a>
FT.323 Errors - Total		<a href="#">5</a>
FT.782 Errors	782.02 - Enrolled in different school	<a href="#">1</a>
FT.782 Errors - Total		<a href="#">1</a>
DS.EOY Errors	DS.01 - Enrolled in different district	<a href="#">24</a>
DS.EOY Errors - Total		<a href="#">24</a>
SE Errors	SE.01 - Concurrent Open Enrollment	<a href="#">14</a>
	SE.02 - Concurrent (Other) Enrollment	<a href="#">27</a>
SE Errors - Total		<a href="#">41</a>
All Use Case Types - Total		<a href="#">149</a>



## **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.*



## 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

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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 2023-24 year-end data in Level 0 is August 15, 2024. The deadline for CEOs to certify the accuracy of these data is August 30, 2024\*\*\*\***

## Resources

The most recent version of this guide can be found at [datacentral.esboces.org](http://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/>

