

LEVEL 2 REPORTS (L2RPT)

(use SEDDAS credentials to login)



What is L2RPT?



Level 2 Reports (L2RPT) consists of data that is extracted from Level 2 and provided to the Regional Information Centers (RICs) by the New York State Department of Education (NYSED). The purpose of these reports is to allow districts easier access to their student level data and to assist them with the verification of data. (level2.nasboces.org)



Summary of Reports to Verify

Elementary & High Schools

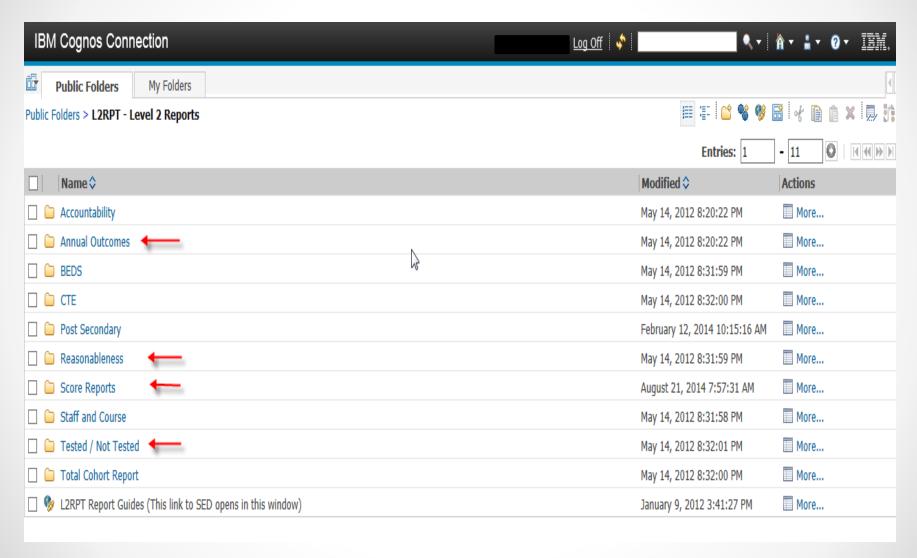
- NYSITELL Summary (SIRS-104) (NYS Identification Test for English Language Learners)
- Tested/Non-Tested Confirmation All Assessments (SIRS-302)
- Reasonableness Report (SIRS-401)
- Annual Dropout & Non-Completers (SIRS-307)
- Annual Regents Report (SIRS-309) (if Regents administered)
- Annual Regents Competency (SIRS-310)) (if RCT's administered)

Additional Reports for High Schools

- Annual Graduation and Post-Graduation Plans (SIRS-308)
- Career Pathways (SIRS-335)

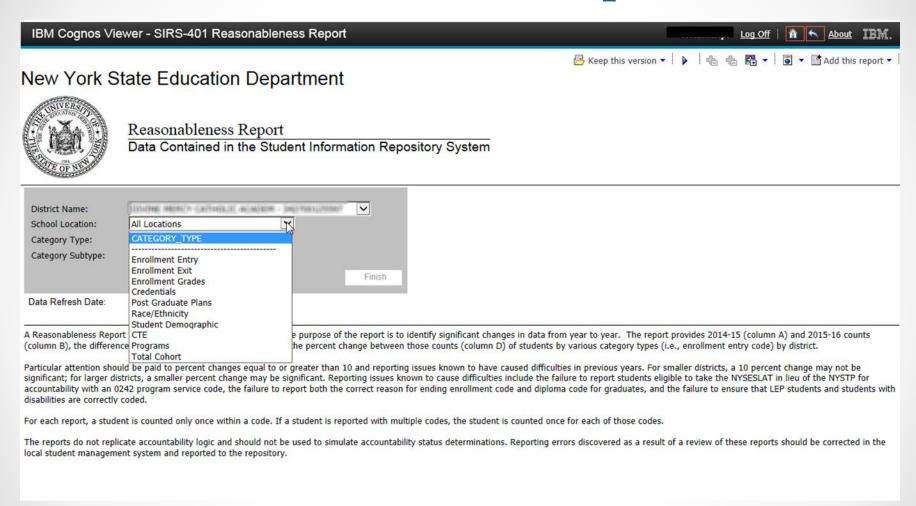


L2RPT Menu



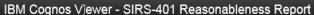


Reasonableness Report





Reasonableness Report







New York State Education Department



Reasonableness Report

Data Contained in the Student Information Repository System

District Name:	DEVINE WISDOM CATHOLIC ACADE	4 142500125901 V
School Location:	LOCATION_NAME_RSP_SCH	<u>~</u>
Category Type:	Enrollment Grades	<u>~</u>
Category Subtype:	All SubTypes	lacksquare
		F
		Finish

Data Refresh Date: Oct 3, 2015

	SubType	Code	Description	Last Year (A)	This Year (B)	Change (C) (B)-(A)	Percent Change (D) ((C)/(A))*100
	Grade Level	04	4	<u>70</u>	<u>0</u>	-70	100%
I	Grade Level	06	6	<u>71</u>	<u>0</u>	-71	100%
	Grade Level	08	8	<u>78</u>	<u>0</u>	-78	100%

A Reasonableness Report is a data density or "red flag" report. The purpose of the report is to identify significant changes in data from year to year. The report provides 2014-15 (column A) and 2015-16 counts (column B), the difference between those counts (column C), and the percent change between those counts (column D) of students by various category types (i.e., enrollment entry code) by district.

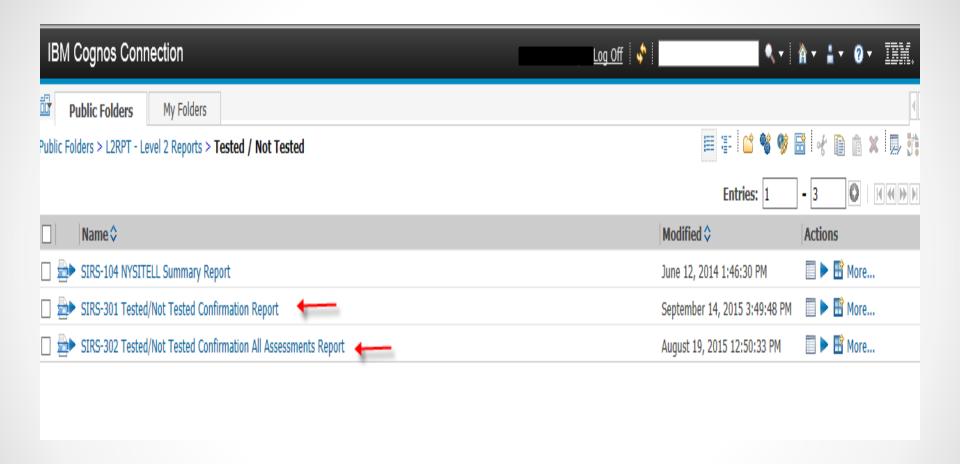
Particular attention should be paid to percent changes equal to or greater than 10 and reporting issues known to have caused difficulties in previous years. For smaller districts, a 10 percent change may not be significant; for larger districts, a smaller percent change may be significant. Reporting issues known to cause difficulties include the failure to report students eligible to take the NYSESLAT in lieu of the NYSTP for accountability with an 0242 program service code, the failure to report both the correct reason for ending enrollment code and diploma code for graduates, and the failure to ensure that LEP students and students with disabilities are correctly coded.

For each report, a student is counted only once within a code. If a student is reported with multiple codes, the student is counted once for each of those codes.

The reports do not replicate accountability logic and should not be used to simulate accountability status determinations. Reporting errors discovered as a result of a review of these reports should be corrected in the local student management system and reported to the repository.



L2RPT





Tested Non-Tested SIRS - 301

IBM Cognos Viewer - SIRS-301 Tested/Not Tested Confirmation Report

New York State Education Department

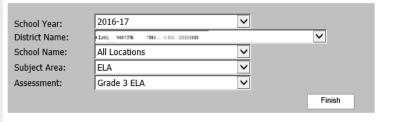
Oct 8, 2017



Data Refresh Date:

Tested/Not Tested Confirmation Report

Data Contained in the Student Information Repository System



<u></u>					<u> </u>				•					V
Student Subgroup					Tested			Not Tested						
(accountability subgroups are marked by an asterisk(*))	Level 1	Level 2	Level 3	Level 4	No Performance Level	Total Tested	Mean Score	Medically Excused	Administrative Error	Refusal	No Valid Score	Incomplete	No Assessment	Total Not Tested
*All Students	<u>31</u>	<u>55</u>	<u>91</u>	<u>16</u>	<u>0</u>	<u>193</u>	318	<u>0</u>	<u>0</u>	<u>172</u>	<u>0</u>	<u>0</u>	<u>12</u>	<u>184</u>
Female	<u>8</u>	<u>21</u>	<u>43</u>	<u>10</u>	<u>0</u>	<u>82</u>	325	<u>0</u>	<u>0</u>	<u>71</u>	<u>0</u>	<u>0</u>	<u>6</u>	<u>77</u>
Male	<u>23</u>	<u>34</u>	<u>48</u>	<u>6</u>	<u>0</u>	<u>111</u>	313	<u>0</u>	<u>0</u>	<u>101</u>	<u>0</u>	<u>0</u>	<u>6</u>	<u>107</u>
*Black	<u>15</u>	<u>35</u>	<u>45</u>	<u>10</u>	<u>0</u>	<u>105</u>	318	<u>0</u>	<u>0</u>	<u>57</u>	<u>0</u>	<u>0</u>	<u>6</u>	<u>63</u>
*Hispanic	<u>13</u>	<u>13</u>	<u>24</u>	<u>3</u>	<u>0</u>	<u>53</u>	312	<u>0</u>	<u>0</u>	<u>70</u>	<u>0</u>	<u>0</u>	2	<u>72</u>
*Asian/Pacific Islander	1	4	<u>6</u>	1	<u>0</u>	<u>12</u>	323	<u>0</u>	<u>0</u>	4	<u>0</u>	<u>0</u>	<u>1</u>	<u>5</u>
*White	<u>0</u>	2	<u>12</u>	1	<u>0</u>	<u>15</u>	332	<u>0</u>	<u>0</u>	<u>34</u>	<u>0</u>	<u>0</u>	<u>3</u>	<u>37</u>
*Multiracial	2	1	4	1	<u>0</u>	<u>8</u>	322	<u>0</u>	<u>0</u>	<u>Z</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>7</u>
General Education Students	<u>18</u>	<u>49</u>	<u>87</u>	<u>16</u>	<u>0</u>	<u>170</u>	322	<u>0</u>	<u>0</u>	<u>130</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>132</u>
*Students with Disabilities	<u>13</u>	<u>6</u>	4	<u>0</u>	<u>0</u>	<u>23</u>	287	<u>0</u>	<u>0</u>	<u>42</u>	<u>0</u>	<u>0</u>	<u>10</u>	<u>52</u>
Former Students with Disabilities	<u>0</u>	<u>0</u>	1	<u>0</u>	<u>0</u>	<u>1</u>	321	<u>0</u>	<u>0</u>	1	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
Not English Language Learner	<u>25</u>	<u>52</u>	<u>91</u>	<u>16</u>	<u>0</u>	<u>184</u>	320	<u>0</u>	<u>0</u>	<u>155</u>	<u>0</u>	<u>0</u>	<u>10</u>	<u>165</u>
*English Language Learner	<u>6</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>9</u>	276	<u>0</u>	<u>0</u>	<u>17</u>	<u>0</u>	<u>0</u>	<u>2</u>	<u>19</u>
Formerly English Language Learner	<u>0</u>	1	<u>0</u>	<u>0</u>	<u>0</u>	1	303	<u>0</u>	<u>0</u>	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>3</u>
*Economically Disadvantaged	<u>20</u>	<u>18</u>	<u>21</u>	2	<u>0</u>	<u>61</u>	302	<u>0</u>	<u>0</u>	<u>55</u>	<u>0</u>	<u>0</u>	<u>5</u>	<u>60</u>
Not Economically Disadvantaged	<u>11</u>	<u>37</u>	<u>70</u>	<u>14</u>	<u>0</u>	<u>132</u>	325	<u>0</u>	<u>0</u>	<u>117</u>	<u>0</u>	<u>0</u>	<u>Z</u>	<u>124</u>
Not Migrant	<u>31</u>	<u>55</u>	<u>91</u>	<u>16</u>	<u>0</u>	<u>193</u>	318	<u>0</u>	<u>0</u>	<u>172</u>	<u>0</u>	<u>0</u>	<u>12</u>	<u>184</u>

Tested Non-Tested SIRS - 301

IBM Cognos Viewer - Tested/Not Tested Confirmation Report - Student Detail

Log Off About











New York State Education Department



Tested/Not Tested Confirmation Report

Data contained in the Student Information Repository System - Student Detail

District: School Year: Data refresh date:

2016-17 Oct 7, 2017 School Selected:

All Locations

Testing Status:

MEADOW ELEMENTARY SCHOOL

Not Tested

Selection:

Total Not Tested

Subgroup:

All Students

\downarrow	
	\downarrow

Refusal

999

PBT

Report Assessment Economically ELL Former ELL NYSESLAT Former NYSAA Standard Student ID NYSSIS ID Student Location Grade Gender Ethnicity Disability Score Platform Subject Description Disadvantaged Eligible Duration Eligible Eligible Achieved Grade 3 ELA BROOKSIDE ELEMENTARY Black or African 999 PBT Female Speech or Language Refusal American ELA Grade 3 ELA STEELE ELEMENTARY SCHOOL 03 Male White YES Refusal 999 PBT PLAZA ELEMENTARY SCHOOL ELA Grade 3 ELA Hispanic or Latino Speech or Language Refusal 999 PBT Impairment Grade 3 ELA ELA MEADOW ELEMENTARY SCHOOL 03 Male White Autism Refusal 999 PBT ELA Grade 3 ELA PBT MEADOW ELEMENTARY SCHOOL White Refusal ELA Grade 3 ELA MEADOW ELEMENTARY SCHOOL Refusal 999 PBT 03 Hispanic or Latino Hispanic or Latino YES Grade 3 ELA MEADOW ELEMENTARY SCHOOL Refusal 999 PBT ELA Grade 3 ELA BROOKSIDE ELEMENTARY 03 Male Hispanic or Latino YES Refusal 999 PBT Industrial Principle SCHOOL Grade 3 ELA ELA STEELE ELEMENTARY SCHOOL 03 White PBT Male Refusal ELA Grade 3 ELA Male Black or African 999 PBT LENOX ELEMENTARY SCHOOL Refusal American Grade 3 ELA Multiple Disabilities ELA NASSAU BOCES 13 Female Black or African YES No Assessment Not Available American Grade 3 ELA ELA MEADOW ELEMENTARY SCHOOL 03 Male Hispanic or Latino Speech or Language Refusal 999 PBT Impairment ELA Grade 3 ELA MEADOW ELEMENTARY SCHOOL 03 Female Hispanic or Latino Refusal PBT

Hispanic or Latino



SIRS -309 ANNUAL REGENT REPORT





ANNUAL REGENTS REPORT

New York State Education Department



Annual Regents Report

Data Contained in the Student Information Repository System

School Year:	2016-17	<u> </u>	
School or District:	EAST-SANSE CRIEF SANS SERVICES		~
Examination:	All Exams	~	
Data Refresh Date:	Sep 10, 2017 12:00:00 AM	_	Finish

Regents Algebra2/Trigonometry		Number of Students Scoring						Percentage of Tested Students Scoring					
Student Subgroup (accountability subgroups are marked by an asterisk(*)) a	Number Tested b	Perfomance Level 1 c	Perfomance Level 2 d	Perfomance Level 3 e	Perfomance Level 4	Perfomance Level 5 (common core assessments only)	Perfomance Level 1 h	Perfomance Level 2 i	Perfomance Level 3 j	Perfomance Level 4 k	Perfomance Level 5 (common core assessments only)		
* All Students *	41	<u>28</u>	9	<u>3</u>	1	<u>0</u>	68.3%	22.0%	7.3%	2.4%	0.0%		
Female	<u>20</u>	<u>13</u>	4	2	1	<u>0</u>	65.0%	20.0%	10.0%	5.0%	0.0%		
Male	<u>21</u>	<u>15</u>	<u>5</u>	1	<u>0</u>	<u>0</u>	71.4%	23.8%	4.8%	0.0%	0.0%		
* Black *	<u>23</u>	<u>15</u>	<u>5</u>	2	1	<u>0</u>	65.2%	21.7%	8.7%	4.3%	0.0%		
* Hispanic *	9	8	<u>0</u>	1	<u>0</u>	<u>0</u>	88.9%	0.0%	11.1%	0.0%	0.0%		
* Asian/Pacific Islander *	1	<u>0</u>	1	<u>0</u>	<u>0</u>	<u>0</u>	0.0%	100.0%	0.0%	0.0%	0.0%		
* White *	<u>7</u>	4	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	57.1%	42.9%	0.0%	0.0%	0.0%		
* Multiracial *	1	1	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	100.0%	0.0%	0.0%	0.0%	0.0%		
General Education Students	<u>41</u>	<u>28</u>	9	<u>3</u>	1	<u>0</u>	68.3%	22.0%	7.3%	2.4%	0.0%		
Not English Language Learner	<u>41</u>	<u>28</u>	9	<u>3</u>	1	<u>0</u>	68.3%	22.0%	7.3%	2.4%	0.0%		
* Economically Disadvantaged *	<u>11</u>	8	2	<u>0</u>	1	<u>0</u>	72.7%	18.2%	0.0%	9.1%	0.0%		
Not Economically Disadvantaged	<u>30</u>	<u>20</u>	7	<u>3</u>	<u>0</u>	<u>0</u>	66.7%	23.3%	10.0%	0.0%	0.0%		
Not Migrant	<u>41</u>	<u>28</u>	<u>9</u>	<u>3</u>	1	<u>0</u>	68.3%	22.0%	7.3%	2.4%	0.0%		

Regents Assessments based on Common Core Learning Standards have 5 performance levels; Regents Assessments based on 2005 Learning Standards have 4 performance levels. Please refer to ti



Annual Regents Detail

IBM Cognos Viewer - SIRS-309 Annual Regents Student Detail Report

New York State Education Department



School Location:

Annual Regents Detail Report

Data Contained in the Student Information Repository System

School Year: Regents Common Core Algebra I Examination Subgroup: All Students Selected Column: Number Tested (b) Data Refresh Date Oct 21, 2017 Regents Administration and Score Economically Date of Standard Student ID NYSSIS ID Student Name Gender Ethnicity ELL Eligible Former ELL Migrant Disability Examination Score Disadvantaged Administration 4 8 1 Achieved Regents Common Core Algebra I 65 - 79 Black or African American Female Black or African American N/A N/A Regents Common Core Algebra I 65 - 79 Male Black or African American N/A Regents Common Core Algebra I 65 - 79 Male White N/A N/A Aug 16, 2017 Regents Common Core Algebra I 65 - 79 N/A N/A Aug 16, 2017 Regents Common Core Algebra I Male Black or African American below 55 White N/A N/A Aug 16, 2017 Regents Common Core Algebra I 65 - 79 Male Male Black or African American N/A Aug 16, 2017 Regents Common Core Algebra I 65 - 79Female N/A N/A Regents Common Core Algebra I 91 85 - 100 Hispanic or Latino Aug 16, 2017 Aug 16, 2017 N/A Regents Common Core Algebra I Male Black or African American N/A 55 - 64 Female Hispanic or Latino N/A N/A Aug 16, 2017 Regents Common Core Algebra I below 55 Aug 16, 2017 Regents Common Core Algebra I Male Black or African American N/A N/A Aug 16, 2017 Regents Common Core Algebra I Aug 16, 2017 Regents Common Core Algebra I N/A Male Black or African American N/A Regents Common Core Algebra I below 55 N/A N/A Female Black or African American Regents Common Core Algebra I 55 - 64 Female Black or African American N/A N/A Regents Common Core Algebra I 65 - 79N/A N/A Aug 16, 2017 Regents Common Core Algebra I 65 - 79Female Black or African American N/A N/A Regents Common Core Algebra I 80 - 84 Male Black or African American Aug 16, 2017 Male Black or African American N/A N/A Regents Common Core Algebra I 65 - 79 Female Black or African American N/A Regents Common Core Algebra I 55 - 64



SIRS – 405 ANNUAL ASSESSMENT AT –A-GLANCE REPORT

(Click on Reasonableness on the Main Menu to see SIRS-405)

IBM Cognos Viewer - SIRS-405 Annual Assessment At-A-Glance Report New York State Education Department Annual Assessment At-A-Glance Report Data Contained in the Student Information Repository System District Name: $\overline{\mathbf{v}}$ (8)04-1-44(40) -------Finish District Name: Data Refresh Date: Nov 5, 2017 The information shown below reflects the overall record counts for selected L2RPT Verification Reports (SIRS- 301Tes are shown as well. Please use the information provided below in conjunction with other verification reports in L2RPT to historical application, records in L2RPT for years prior to 2017-18 are frozen and will not change. SIRS-301 Tested/Not Tested Confirmation Report/hold CTRL when clicking to open in new tab)

Assessment Description	Two Years Ago	Last Year	Current Year
Grade 3 ELA	41	29	0
Grade 3 Math	41	29	0
Grade 4 ELA	58	38	0
Grade 4 Math	60	38	0
Grade 4 Sci: Scale	56	38	0
Grade 5 ELA	50	55	0
Grade 5 Math	50	55	0
Grade 6 ELA	79	50	0
Grade 6 Math	82	50	0
Grade 7 ELA	77	75	0
Grade 7 Math	79	70	0
Grade 8 ELA	56	63	0
Grade 8 Math	58	62	0
Grade 8 Sci: Scale	49	53	0



SIRS-307 Annual Dropout & Non-Completer Report





SIRS 307 Annual Dropout and Non-Completer Report



School Year: 2017-18

School or District: Finish

Data Refresh Date:

September 30, 2017

	DROPOUT - COUNT										
Student Subgroup (accountability subgroups are marked with an asterisk (*))	Total Non- Completers a = (b+k)	Total Dropouts Grades 7-12 and Ungraded Secondary b = (d+e+f+g+h+i+j)	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
*All Students	<u>6</u>	<u>6</u>	<u>6</u>	4	2	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Female	<u>4</u>	4	2	2	2	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Male	2	2	<u>4</u>	2	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	0	<u>0</u>
*Asian/Pacific Islander	<u>3</u>	<u>3</u>	4	<u>3</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
*White	<u>3</u>	<u>3</u>	2	1	2	<u>0</u>	<u>0</u>	<u>0</u>	0	<u>0</u>	<u>0</u>
General Education Students	<u>6</u>	<u>6</u>	<u>6</u>	4	2	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	0	<u>0</u>
Not English Language Learner	<u>6</u>	<u>6</u>	<u>6</u>	4	2	<u>0</u>	<u>0</u>	<u>0</u>	0	0	<u>0</u>
Not Economically Disadvantaged	<u>6</u>	<u>6</u>	<u>6</u>	4	2	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Not Migrant	<u>6</u>	<u>6</u>	<u>6</u>	4	2	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Not Homeless	<u>6</u>	<u>6</u>	<u>6</u>	<u>4</u>	2	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Not in Foster Care	<u>6</u>	<u>6</u>	<u>6</u>	4	2	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Parent Not in Armed Forces	<u>6</u>	<u>6</u>	<u>6</u>	4	2	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

The Total Non-Completers counts includes all students reported as dropouts and students who were reported as transferring to an AHSEP or HSEP Program (Reason for Ending Enrollment code 289 and 1089). The Total Dropout count includes students with the following reason for Ending Enrollment codes:

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



SIRS-307 Annual Dropout & Non-Completer Report

Dropot	uts
136	Reached maximum legal age and has not earned a diploma or
100	certificate
340	Left school: first-time dropout
391	Long-term absence (20 consecutive unexcused days)
408	Permanent expulsion (student must be over compulsory attendance
400	age)
	Left school, no documentation of transfer
425	(Note: Includes students who are not yet of compulsory school age and
720	who have been withdrawn from school by a parent/guardian and
	preschool children who are declassified by the CPSE.)
306	Transferred to other high school equivalency (GED) preparation
300	program
357	Left school: previously counted as a dropout
0000	Incarcerated student, no participation in a program culminating in a
8338	regular diploma*

