



- When more than one primary enrollment exists within the selected calendar(s), the enrollment record with the highest enrollmentID is used.
- All enrollment data is cumulative, including:
  - Days in Attendance
  - Days in Membership
- For No Show enrollment records:
  - When extract Effective Date < November 1st in the selected year, **AND** the SIMS Extract Editor has 'Pull No Shows (Summer Withdrawals)' = Checked, reports a record for the 'No Show' enrollment when this enrollment is the most recent (latest Start Date) Primary enrollment across all calendars selected on the SIMS Extract Editor.
  - When the SIMS extract Effective Date >= November 1st in the selected year, **AND** the following conditions are True, the student reports a record for this enrollment in the SIMS report:
    1. Student's most recent (latest Start Date) Primary enrollment across all calendars selected has No Show = Checked.
    2. The enrollment marked 'No Show' has Enrollment Status in the 20s or 30s.
      1. Current 20s values: 20, 21, 22, 23, 24.
      2. Current 30s values: 30, 31, 32, 33, 34, 35, 36.
    3. SIMS extract editor has 'Pulls No Shows (Summer Withdrawals)' = Checked.
  - When the SIMS extract Effective Date >= November 1st in the selected year, **AND** the student's most recent (latest Start Date) Primary enrollment across all calendars selected on the SIMS Extract Editor has 'No Show' = Checked, **AND** the 'No Show' enrollment does NOT have an Enrollment Status in the 20s or 30s, does NOT report a record for this student on the report, even when the SIMS Extract Editor has 'Pull No Shows (Summer Withdrawals)' = Checked.
  - When the most recent Primary enrollment is marked 'No Show' and satisfies the population criteria, Days in Attendance and Days in Membership fields will report '555' for the 'No Show' student.
  - When student has a Primary enrollment in the calendar year within one of the calendars selected on the SIMS Extract Editor that does NOT have 'No Show' = Checked, **AND** student has an earlier enrollment with 'No Show' = Checked, **AND** 'Pull No Shows (Summer Withdrawals)' = Checked on the SIMS Extract Editor, the earlier 'No Show' enrollment is ignored.
  - When there is > 1 enrollment in the same calendar, the report record sums the Days in Attendance and Days in Membership fields from all Primary enrollment records that do not have 'No Show' = Checked.
  - When there is > 1 enrollment in different calendars, the report record sums the Days in Attendance and Days in Membership fields from all Primary enrollment records that do not have 'No Show' = Checked.
  - When there is > 1 enrollment in the same OR different calendars, the report record sums the Days in Attendance and Days in Membership fields from all Primary enrollment records that do not have 'No Show' = Checked.

## Generating the SIMS Extract

1. Select *SIMS Extract* as the **Extract Type**.
2. Enter an **Effective Date** in *mmddyyyy* format or by clicking the calendar icon and selecting a date.
3. Select the **Format** in which the report should generate. Use *State Format (CSV)* for submission

to the state and *HTML* for data review and verification.

4. Mark **Pull No Shows (Summer Withdrawal)** if student's with *No Show* marked on their enrollments should still be included in the report.
5. Select an **Ad hoc Filter** to limit records reported.
6. If Cross-Site data should be excluded from the report, then mark the **Exclude Cross-Site Data** checkbox.
7. Indicate which **Calendar(s)** should be included in the report.
8. Click **Generate Extract** to view the report in the selected format or **Submit to Batch** to schedule when the report will generate.

Users have the option of submitting a SIMS report request to the batch queue by clicking **Submit to Batch** instead of Generate Extract. This process allows larger reports to generate in the background, without disrupting the use of Campus. For more information about submitting a report to the batch queue, see the [Batch Queue](#) article.

	A	B	C	D	E	F	G	H	I	J	K	L
1	12345	1234567890	Sophia	G.	Test	4/25/2007	D10	Weymout	F	33	1	4
2	23456	2345678901	Christoph	W	Test	2/15/1993	D10	Weymout	M	1	1	41
3	34567	3456789012	Michael	A	Test	3/18/1994	D10	Weymout	M	1	1	1
4	45678	4567890123	Zachary	E	Tester	11/23/1994	D10	Weymout	M	1	1	1
5	56789	5678901234	James	L	Tester	11/27/1995	D10	Boston	M	1	1	1
6	67890	6789012345	Amanda	J	Tester	9/11/1994	D10	Jersey Cit	F	33	1	1
7	78901	7890123456	Arianna	S.	Testing	1/26/1993	D10	Brockton	F	1	1	1
8	89012	8901234567	Mercy	R	Testing	2/27/1994	D10	BROCKTON	F	1	1	1
9	90123	9012345678	Cameron	C	Testing	4/6/1993	D10	Stoughton	M	1	1	1

*SIMS Extract - State Format (CSV)*

MA SIMS Report Records:6												
message												
Student Johnathan Testing has a SASID repeated:												
MA SIMS Report Records:1239												
localStudentNumber	stateStudentID	firstName	middleName	lastName	dob	dobFormat	CityTownOfBirth	gender	raceEthnicity	reasonForReporting		
12345	1234567890	Sophia	G	Test	04/25/2007	D10	Weymouth	F	33	01		
23456	2345678901	Chris	W	Test	02/15/1993	D10	Weymouth	M	01	01		
34567	3456789012	Michael	A	Tester	03/18/1994	D10	Weymouth	M	01	01		
45678	4567890123	Zach	E	Tester	11/23/1994	D10	Weymouth	M	01	01		
56789	5678901234	James	L	Testing	11/27/1995	D10	Boston	M	01	01		
67890	6789012345	Amanda	Ja	Testing	09/11/1994	D10	Jersey City	F	33	01		

*SIMS Extract - HTML Format*

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## SIMS Extract Report Layout

Element Name	Description	Campus Database and Location
<b>Local Student Number</b>	The identification number of the student maintained by the local school district.	Demographics > Local Student Number  Person.studentNumber
<b>State Student ID</b>	The unique identification number assigned to the student and maintained by the state.	Demographics > Student State ID  Person.stateID
<b>First Name</b>	The legal first name of the student.	Demographics > First Name  Identity.firstName
<b>Middle Name</b>	The legal middle name of the student.	Demographics > Middle Name  Identity.middleName
<b>Last Name</b>	The legal last name of the student.	Demographics > Last Name  Identity.lastName
<b>DOB</b>	The date the student was born.	Demographics > Date of Birth  Identity.birthDate
<b>DOB Format</b>	The format of the student's date of birth. Reports D10	Not dynamically stored
<b>City/Town of Birth</b>	The name of the city in which the student was born.	Demographics > Town of Birth  Identity.birthCity

Element Name	Description	Campus Database and Location
<b>Gender</b>	<p>Identification of the student as (M)ale or (F)emale. Gender is reported using the following logic:</p> <ul style="list-style-type: none"> <li>Report "F" when a non-binary flag does not exist and Gender (Census &gt; People &gt; Demographics &gt; Gender) = Female.</li> <li>Report "M" when a non-binary flag does not exist and Gender (Census &gt; People &gt; Demographics &gt; Gender) = Male.</li> <li>Report "N" when Gender = N: Non Binary.</li> <li>Report "N" when the student is assigned a Flag on the Flags tab (Student Information &gt; General &gt; Flags), where the following are true: <ul style="list-style-type: none"> <li>Start Date of flag is on or before extract Effective Date.</li> <li>End Date of flag is after extract Effective Date or is Null.</li> <li>The flag must have a code of "GndrNB" (Program Admin &gt; Flags &gt; Flags Detail &gt; Code).</li> <li>The flag must have State Reported checked.</li> </ul> </li> </ul>	<p>Demographics &gt; Gender</p> <p>Identity.gender</p>
<b>Race/Ethnicity</b>	<p>The general racial and ethnic category that most clearly reflects the student's origin.</p> <p>See the Race/Ethnicity Options table</p>	<p>Demographics &gt; Race/Ethnicity</p> <p>Identity.raceEthnicity</p>
<b>Reason For Reporting</b>	<p>Indicates why the student is being included in the report - such as financial responsibility, enrollment or receiving services. Options are:</p> <ul style="list-style-type: none"> <li>01: Resident and enrolled or receiving services</li> <li>02: Sending to private, collaborative or out of state</li> <li>03: Not resident/enrolled or receiving services</li> </ul>	<p>Enrollments &gt; State Reporting Fields &gt; Reporting Reason</p> <p>EnrollmentMA.reportingReason</p>

Element Name	Description	Campus Database and Location
<b>Enrollment Status</b>	<p>The end status of the student's enrollment.</p> <p>Reporting logic is as follows:</p> <ol style="list-style-type: none"> <li>If Enrollment Status has a value of 40, report 40. (old logic required an End Date) <ol style="list-style-type: none"> <li>End Date can be Null or contain a value but Enrollment Status must still report 40.</li> </ol> </li> <li>If Enrollment End Date is after the Effective Date and the State Enrollment End Status has a valid value of 41: transfer, then report a 40.</li> <li>Report State Enrollment End Status if State Enrollment End Status has a valid value of 04, 05, 06, 09, 10, 11, 36, or 41 AND extract Effective Date is = to enrollment End Date.</li> <li>Report State Enrollment End Status if Enrollment End Status has a valid value AND extract Effective Date &gt; Enrollment End Date.</li> <li>Otherwise report 01.</li> </ol> <p>See options in the following <a href="#">Enrollment End Status Options</a> table.</p>	<p>Enrollments &gt; End Status</p> <p>Enrollment.endStatus</p>
<b>Reason for Enrollment</b>	<p>The start status of the student's enrollment.</p> <p>See options in the following <a href="#">Enrollment Start Status Options</a> table.</p>	<p>Enrollments &gt; Start Status</p> <p>Enrollment.startStatus</p>
<b>City of Residence</b>	<p>The three-digit code for the city or town where the student lives at the time of reporting or the student's last known city or town of residence if the reporting district is no longer sending or receiving the student.</p> <ol style="list-style-type: none"> <li>When (Student Information &gt; General &gt; Enrollments &gt; State Reporting Fields &gt; City / Town of Residence) = NOT Null, report the code selected.</li> <li>When City / Town of Residence is Null, and a valid attribute default value exists in Default Value field on the attribute, report the value entered in Default Value (System Admin &gt; Custom&gt;Attribute/Dictionary&gt;Enrollment&gt;City / Town of Resident&gt;Campus Attribute Detail&gt;Default Value).</li> <li>Else report Null.</li> </ol>	<p>Enrollments &gt; State Reporting Fields &gt; City/Town of Residence</p> <p>EnrollmentMA.cityOfResidence</p>

Element Name	Description	Campus Database and Location
<b>Attending School</b>	<p>The school where the student is currently enrolled.</p> <p>Logic reports the first four characters of the District Number, left filling with zeros. Characters 5-8 are the first four characters of the School number, left filling with zeros. If Attending School Number ID is null, a value of 00000000 is reported.</p>	<p>Enrollments &gt; State Reporting Fields &gt; Attending School</p> <p>Enrollment. attendingSchool</p>
<b>Grade Level</b>	<p>The grade level of the student's current enrollment.</p>	<p>Enrollments &gt; Grade</p> <p>Enrollment.grade</p>

Element Name	Description	Campus Database and Location
<b>Days In Attendance</b>	<p>Cumulative number of days a member student has been present in the district from the beginning of the current school year to the time of reporting (e.g., October 1).</p> <p>Report the number of instructional days minus the number of instructional days the student was absent where the student attended in person (Absence Excuse code = Absent and Excuse = Unexcused, Excused, or Unknown) in Primary enrollments.</p> <p>Half Day Absence Calculation:</p> <ol style="list-style-type: none"> <li>1. If both <i>System Administration &gt; Calendar &gt; Grade Level &gt; Half Day Absence</i> and <i>System Administration &gt; Calendar &gt; Calendar Info &gt; Half Day Absence</i> are populated, use <i>Grade Level -&gt; Half Day Absence</i></li> <li>2. If only one of <i>System Administration &gt; Calendar &gt; Grade Level &gt; Half Day Absence</i> or <i>System Administration &gt; Calendar &gt; Calendar Info &gt; Half Day Absence</i> is populated, use the populated value</li> <li>3. Else, add up instructional minutes and divide by 2</li> </ol> <p>A day is counted as absent when the student has number of minutes absent &gt; the half day calculation.</p> <p>When the most recent enrollment is marked 'No Show' and satisfies the population criteria, Days In Attendance and Days In Membership will report '555' for the 'No Show' student.</p> <p>A student is considered in in-person if they are NOT in a blended learning group OR they are in a blended learning group where there is NOT a day event on that instructional day or there is NOT a Virtual Day Override Event on the calendar.</p>	Calculated, not dynamically stored



Element Name	Description	Campus Database and Location
<b>Days In Membership</b>	<p>The cumulative number of days a student has been enrolled in the district from the beginning of the school year to the reporting date. Only primary enrollments are included in this calculation.</p> <p>An Instructional Day is one where System Administration &gt; Calendar &gt; Calendar &gt; Days &gt; Day Detail &gt; Instruction = Checked.</p> <p>When the most recent enrollment is marked 'No Show' and satisfies the population criteria, a value of 555 is reported for the No Show student.</p>	Calculated, not dynamically stored
<b>Low Income Status</b>	<p>Indicates if the student is eligible for meal assistance. Options are:</p> <ul style="list-style-type: none"> <li>• 00: Not Eligible for Free/Reduced Price Lunch</li> <li>• 01: Eligible for Free Lunch</li> <li>• 02: Eligible for Reduced Price Lunch</li> </ul>	<p>FRAM &gt; Eligibility &gt; Eligibility</p> <p>POSEligibility.eligibility</p>
<b>Title I Participation</b>	<p>Indicates if the student is participating in Title I services. Reports based on the Title 1 settings for the School and for individual students.</p> <p>See options in the following <a href="#">Title I Participation Options</a> table.</p>	<p>School Information &gt; School History &gt; Title 1;</p> <p>Enrollments &gt; State Reporting Fields &gt; Title 1</p> <p>SchoolAttribute.title1 enrollment.title1</p>

Element Name	Description	Campus Database and Location
<b>LEP Status</b>	<p>A student who is an English Learners (EL) in grades K through 12 who has attended schools in the United States for less than twelve months.</p> <p>Reporting logic is as follows:</p> <ol style="list-style-type: none"> <li>1. When student has an LEP record on the extract Effective Date, where Identified Date is NOT Null, and Effective Date is on or between the Identified Date and the Program Exit Date/Program Exit Date is Null, AND Student Info &gt; Program Participation &gt; EL &gt; Identified Date falls within 1 year of the effective date, report 01.</li> <li>2. When student has an LEP record on the extract Effective Date, where Identified Date is NOT Null, and Effective Date is on or between the Identified Date and the Program Exit Date or Program Exit Date is Null, AND Student Info &gt; Program Participation &gt; EL &gt; Identified Date is greater than 1 year prior to the effective date, report 02. <ol style="list-style-type: none"> <li>1. If Date Entered US School is NULL and LEP Identified Date is greater than a year prior to the effective date, then report 02.</li> </ol> </li> <li>3. Else, when student does not have an LEP record, or when Effective Date is outside an LEP record's Identified Date and Program Exit Date range for the student, or when Date Entered US School is null, reports 00.</li> <li>4. If student grade level is PK or SP, report 00.</li> </ol>	<p>English Learners (EL) &gt; Identified Date, Program Exit Date; EL &gt; Identified Date</p> <p>MA State Reporting &gt; Extracts SIMS Extract &gt; Effective Date</p>
<b>Immigrant</b>	<p>The immigrant status of the student. Options are:</p> <ul style="list-style-type: none"> <li>• 0: Student is not an immigrant under the federal definition.</li> <li>• 1: Student is an immigrant under the federal definition.</li> </ul>	<p>Enrollments &gt; State Reporting Fields &gt; Immigrant Status</p> <p>Enrollment.immigrant</p>
<b>Country of Origin</b>	<p>The country in which the student was born.</p> <p>Reporting logic is as follows:</p> <ol style="list-style-type: none"> <li>1. When Student Information &gt; General &gt; Enrollment &gt; State Reporting Fields &gt; Immigration Status = 01, AND Census &gt; People &gt; Demographics &gt; Birth Country = NOT Null, report code selected in Birth Country.</li> <li>2. Else, reports 500.</li> </ol>	<p>Demographics &gt; Birth Country</p> <p>Identity.birthCountry</p>

Element Name	Description	Campus Database and Location
<b>Native Language</b>	The language first learned by the student or the language spoken in the child's home. Logic reports the standard code value. If null, a value of 'eng' is reported.	Demographics > Home Primary Language  Identity.home PrimaryLanguage
<b>LEP</b>	The student's status in an EL Program. Reporting logic is as follows: <ul style="list-style-type: none"> <li>When student has an EL record on the extract Effective Date, where Identified Date is NOT Null, and Effective Date is on or between the Identified Date and the Program Exit Date/Program Exit Date is Null, a value of 01 is reported.</li> <li>Else, when the above is NOT True, a value of 00 is reported.</li> </ul>	English Learners (EL) > Identified Date, Program Exit Date;  MA State Reporting > Extracts SIMS Extract > Effective Date
<b>ELL Program</b>	An indication of the type of English Language Learners Program in which a student is enrolled as of the time of reporting (e.g., October 1).  <ol style="list-style-type: none"> <li>When student has an EL record with a status of EL or Exited EL on the extract Effective Date, where Identified Date is NOT Null, and Effective Date is on or between the Identified Date and the EL Exit Date or the EL Exit Date is Null, use the following logic <ol style="list-style-type: none"> <li>When Student has an EL Services record , complete the following logic: <ol style="list-style-type: none"> <li>If Parent Refused services is checked and Date Refused is before or equal to the extract effective date, report 04</li> <li>Else, report EL Service Type code (01, 02, 03 or 05)</li> </ol> </li> <li>Else, reports 00.</li> </ol> </li> </ol> <p><b>Note:</b> If multiple service records meet the above requirement, report the most recent state service.</p> <ol style="list-style-type: none"> <li>If multiple services have the same start date then report the Service with the latest End Date. <ol style="list-style-type: none"> <li>When &gt; 1 service exists with the same latest Start and End Date, report the service with the highest Code (when 01 and 02 service exist, report 02).</li> </ol> </li> </ol>	English Learners (EL) > EL Services  LEPServiceType.code

Element Name	Description	Campus Database and Location
<b>Alternative Education</b>	<p>The code indicating the alternative education program in which the student is enrolled.</p> <p>If Alternative Education School Choice is null, a value of 00000000 is reported.</p>	<p>Enrollments &gt; State Reporting Fields &gt; Alternative Education School Choice</p> <p>EnrollmentMA. alternativeEducation</p>
<b>Seal of Biliteracy</b>	<p>An indicator as to whether a graduate has attained the Seal of Biliteracy. The Seal of Biliteracy recognizes graduates who speak, listen, read and write proficiently in another language in addition to English with a seal on their high school diploma.</p> <ol style="list-style-type: none"> <li>1. If Local Enrollment Status is 1921               <ol style="list-style-type: none"> <li>1. Report value selected in Seal of Biliteracy.                   <ol style="list-style-type: none"> <li>1. If multiple records exist, report the most recent based on date earned</li> <li>2. If multiple records exist with the same date, report based on the largest record id</li> </ol> </li> <li>2. If no value entered, report Default value set in Graduation State Seal dictionary</li> <li>3. If null, report 00.</li> </ol> </li> <li>2. Else, report 00</li> </ol>	<p>Graduation &gt; State Seal Information &gt; Seal of Biliteracy</p> <p>GraduationSeal. stateSeal</p>

Element Name	Description	Campus Database and Location
<b>Member of Military Family</b>	<p>An indication as to whether this student is eligible for assistance as a member of a military family as defined by the Interstate Compact on Educational Opportunity for Military Children.</p> <p>Reporting logic is as follows:</p> <ul style="list-style-type: none"> <li>• If a parent/guardian record exists in Military Connections where start date is on or before effective date and end date is null, or after current date, report the 2-digit (state) standard code based on the following values selected from Status (Census &gt; People &gt; Military Connections). <ul style="list-style-type: none"> <li>◦ When core Status code = 1, 2, or 8 ,report standard code 01.</li> <li>◦ When core Status code = 3, 5, or 7, report standard code 02</li> <li>◦ When core Status code = 6, report standard code 03</li> <li>◦ When core Status code = 4 or 9, report standard code 00.</li> </ul> </li> <li>• If no record exists or there is an end date before the current date, report 00.</li> <li>• If multiple records exist, report from the most recent record.</li> </ul>	Military Connections > Status
<b>Non-Instructional Title I</b>	<p>Identifies students who are receiving non-instructional Title I services.</p> <p>Reporting logic is as follows:</p> <ol style="list-style-type: none"> <li>1. When the latest (most recent Effective Date) School History record with an Effective Date &lt;= the extract Effective Date, has: <ol style="list-style-type: none"> <li>1. Non-Instructional Title I = TGELGBNOPROG, SWELIGNOPROG, SWELIGSWPROG, OR NOTTITLE1ELIG, report 00 for all students in the school.</li> <li>2. sNon-Instructional Title I = TGELGBTGPROG, SWELIGTGPROG, OR is Null: <ol style="list-style-type: none"> <li>1. Report the code selected in Enrollment. from the most recent Primary enrollment in the calendar year which is NOT marked No Show, State Exclude, Calendar Exclude, or has the student's Grade Level Excluded.</li> </ol> </li> </ol> </li> </ol>	<p>Enrollments &gt; State Reporting Fields &gt; Non-Instructional Title I</p> <p>EnrollmentMA. nonInstructionalTitleI</p>

Element Name	Description	Campus Database and Location
<b>CVTE Competency</b>	<p>A credential issued to a student enrolled in a specific career/vocational technical education program.</p> <p>A recognized private organization and/or a state or federal government department, agency, or board may issue the credential. It may also be a “Chapter 74 Certificate” that is issued by a vocational technical or comprehensive high school to a student enrolled in a specific career/vocational technical education program, known as a Chapter 74–approved vocational technical education program.</p> <p>Reported options include:</p> <ul style="list-style-type: none"> <li>• <b>01:</b> Chap 74 Certificate</li> <li>• <b>11:</b> Completed Non-Chapter 74 Program</li> </ul>	<p>Enrollments &gt; State Reporting Fields &gt; Competency Attainment</p> <p>EnrollmentMA. cvteCompetency</p>

Element Name	Description	Campus Database and Location
<b>SPED Placement 35</b>	<p>An indication of the educational environment of a student with disabilities, ages 3 - 5, at the specific time of reporting (e.g., October 1).</p> <p>The student must have an <u>IEP</u> or SPED state reporting record within the reporting range. This is determined by the following logic:</p> <ul style="list-style-type: none"> <li>• SPED State Reporting Tab <ul style="list-style-type: none"> <li>◦ The start date is <math>\leq</math> the extract Effective Date.</li> <li>◦ The end date is null or <math>\geq</math> extract Effective Date</li> <li>◦ If there is more than one active record returned, use the record with the most recent start date.</li> </ul> </li> <li>• IEP <ul style="list-style-type: none"> <li>◦ The IEP start date is <math>\leq</math> the extract Effective Date.</li> <li>◦ The IEP end date is null or <math>\geq</math> enrollment start date</li> <li>◦ If more than one active IEP is returned, use the IEP that has the highest planID.</li> </ul> </li> </ul> <p>When comparing the enrollment start date, use the primary enrollment with the most recent start date that is still <math>\leq</math> the extract Effective Date.</p> <ol style="list-style-type: none"> <li>1. When Special Ed Setting = 05, 30, 31, 32, 34, 36, 38, 42, 44, 45, 46, or 48, report the Sped Setting Code selected.</li> <li>2. When Special Ed Setting = 01, and student's age <math>\leq</math> 5 on the extract Effective Date, report 01.</li> <li>3. Otherwise report 00.</li> </ol> <p>See options in the following <a href="#">Special Education Placement Options</a> table.</p>	<p>Student Information &gt; General &gt; Special Ed &gt; State Reporting &gt; Special Ed Setting IEP &gt; Enrollment Information &gt; Special Ed Setting</p>
<b>Post Grad Plans</b>	<p>Indicates the student's plans for after graduation. If blank, reports 500.</p> <p>See options in the following <a href="#">Post Grad Plans Options</a> table.</p>	<p>Graduation &gt; High School Completer Plans</p> <p>Graduation. postGradPlans</p>

Element Name	Description	Campus Database and Location
<b>SPED Placement 621</b>	<p>Indicates the educational environment of a student with disabilities between ages 6 and 21.</p> <p>The student must have an <u>IEP</u> or SPED state reporting record within the reporting range. This is determined by the following logic:</p> <ul style="list-style-type: none"> <li>• SPED State Reporting Tab <ul style="list-style-type: none"> <li>◦ The start date is <math>\leq</math> the extract Effective Date.</li> <li>◦ The end date is null or <math>\geq</math> extract Effective Date.</li> <li>◦ If there is more than one active record returned, use the record with the most recent start date.</li> </ul> </li> <li>• IEP <ul style="list-style-type: none"> <li>◦ The IEP start date is <math>\leq</math> the extract Effective Date.</li> <li>◦ The IEP end date is null or <math>\geq</math> enrollment start date</li> <li>◦ If more than one active IEP is returned, use the IEP that has the highest planID.</li> </ul> </li> </ul> <p>When comparing the enrollment start date, use the primary enrollment with the most recent start date that is still <math>\leq</math> the extract Effective Date.</p> <ol style="list-style-type: none"> <li>1. When Special Ed Setting = 10, 20, 40, 41, 50, 60, 70, OR 90, report the Sped Setting Code selected.</li> <li>2. When Special Ed Setting = 01, and student's age <math>\geq</math> 6 on the extract Effective Date, report 01.</li> <li>3. Otherwise report 00.</li> </ol> <p>See options in the following <a href="#">Special Education Placement Options</a> table.</p>	<p>Student Information &gt; General &gt; Special Ed &gt; State Reporting &gt; Special Ed Setting</p> <p>IEP &gt; Enrollment Information &gt; Special Ed Setting</p>
<b>CVTE Program Type</b>	<p>Indicates the career/vocational technical education program type in which the student is enrolled.</p> <p>See options in the following <a href="#">Program Type Options</a> table.</p>	<p>Enrollments &gt; State Reporting Fields &gt; Program Type</p> <p>EnrollmentMA. programType</p>



Element Name	Description	Campus Database and Location
<b>Primary Disability</b>	<p>The primary disability of the special education student.</p> <p>The student must have an <u>IEP</u> or SPED state reporting record within the reporting range. This is determined by the following logic:</p> <ul style="list-style-type: none"> <li>• SPED State Reporting Tab <ul style="list-style-type: none"> <li>◦ The start date is <math>\leq</math> the extract Effective Date.</li> <li>◦ The end date is null or <math>\geq</math> extract Effective Date</li> <li>◦ If there is more than one active record returned, use the record with the most recent start date.</li> </ul> </li> <li>• IEP <ul style="list-style-type: none"> <li>◦ The IEP start date is <math>\leq</math> the extract Effective Date.</li> <li>◦ The IEP end date is null or <math>\geq</math> enrollment start date</li> <li>◦ If more than one active IEP is returned, use the IEP that has the highest planID.</li> </ul> </li> </ul> <p>When comparing the enrollment start date, use the primary enrollment with the most recent start date that is still <math>\leq</math> the extract Effective Date.</p> <ol style="list-style-type: none"> <li>1. If Sped Setting Code has a valid value, then report Primary Disability; otherwise, report 500.</li> </ol> <p>See options in the following <a href="#">Primary Disability Options</a> table.</p>	<p>Student Information &gt; General &gt; Special Ed &gt; State Reporting &gt; Primary Disability</p> <p>IEP &gt; Enrollment Information &gt; Primary Disability</p>
<b>Graduation Type</b>	<p>Indicates if the student has met the graduation requirements of the Massachusetts Core Curriculum, designed to prepare students for college, work and citizenship. Options are:</p> <ul style="list-style-type: none"> <li>• 00: Student is not a graduate</li> <li>• 01: Graduated; Completed MA Core Successfully</li> <li>• 02: Graduated; Didn't Complete MA Core Successfully</li> </ul>	<p>Graduation &gt; Graduation Type</p> <p>Graduation. diplomaType</p>

Element Name	Description	Campus Database and Location
<b>SPED Level of Need</b>	<p>Indicates the amount and type of service that a student receives inside and outside of the general education environment as determined by the school district upon review of the student's IEP.</p> <p>The student must have an <u>IEP</u> or SPED state reporting record within the reporting range. This is determined by the following logic:</p> <ul style="list-style-type: none"> <li>• SPED State Reporting Tab <ul style="list-style-type: none"> <li>◦ The start date is <math>\leq</math> the extract Effective Date.</li> <li>◦ The end date is null or <math>\geq</math> extract Effective Date</li> <li>◦ If there is more than one active record returned, use the record with the most recent start date.</li> </ul> </li> <li>• IEP <ul style="list-style-type: none"> <li>◦ The IEP start date is <math>\leq</math> the extract Effective Date.</li> <li>◦ The IEP end date is null or <math>\geq</math> enrollment start date</li> <li>◦ If more than one active IEP is returned, use the IEP that has the highest planID.</li> </ul> </li> </ul> <p>When comparing the enrollment start date, use the primary enrollment with the most recent start date that is still <math>\leq</math> the extract Effective Date.</p> <ol style="list-style-type: none"> <li>1. Report Special Ed Level Of Need, if populated.</li> <li>2. Otherwise report 500.</li> </ol>	<p>Student Information &gt; Special Ed &gt; General &gt; State Reporting &gt; Special Ed Level of Need</p> <p><b>For IEP:</b> Student Information &gt; Special Ed &gt; General &gt; Documents &gt; IEP &gt; Enrollment Status &gt; Special Ed Level of Need</p>
<b>504 Plan Status</b>	<p>Indicates if the student had a 504 Plan at any point during the year.</p> <ul style="list-style-type: none"> <li>• Section 504 = Null, report 00.</li> <li>• Section 504 = 00: No, report 00.</li> <li>• Section 504 = 01: Yes, report 01.</li> <li>• Section 504 = 02: Previously, report 02.</li> </ul>	<p>Enrollments &gt; State Reporting Fields &gt; Section 504</p> <p>Enrollment. section504</p>

Element Name	Description	Campus Database and Location
<b>SPED Eval Results</b>	<p>Indicates the result of a special education evaluation since the end of the last school year.</p> <ol style="list-style-type: none"> <li>The student must have an <u>IEP</u> or SPED state reporting record within the reporting range. This is determined by the following logic: <ul style="list-style-type: none"> <li>SPED State Reporting Tab <ul style="list-style-type: none"> <li>The start date is <math>\leq</math> the extract Effective Date.</li> <li>The end date is null or <math>\geq</math> extract Effective Date</li> <li>If there is more than one active record returned, use the record with the most recent start date.</li> </ul> </li> <li>IEP <ul style="list-style-type: none"> <li>The IEP start date is <math>\leq</math> the extract Effective Date.</li> <li>The IEP end date is null or <math>\geq</math> enrollment start date</li> <li>If more than one active IEP is returned, use the IEP that has the highest planID.</li> </ul> </li> </ul> </li> </ol> <p>When comparing the enrollment start date, use the primary enrollment with the most recent start date that is still <math>\leq</math> the extract Effective Date.</p> <ol style="list-style-type: none"> <li>If Sped Setting Code has a valid value then report Eval Results.</li> <li>Otherwise reports 00.</li> </ol> <p>See options in the following <a href="#">Eval Results Options</a> table following.</p>	<p>Student Information &gt; Special Ed &gt; General &gt; State Reporting &gt; Eval Results</p> <p>IEP &gt; Enrollment Information &gt; Eval Results</p>
<b>SLIFE</b>	Indicates English Language Learner students who have limited or interrupted formal education (SLIFE student).	<p>English Learners (EL) &gt; EL &gt; SLIFE</p> <p>Lep.slife</p>
<b>CVTE Spec Pop</b>	<p>Indicates the status of the single parent student enrolled in a career/vocational technical education program.</p> <p>If Program Type is not 00 and Single Parent is marked, reports as 02; otherwise, reports as 500.</p>	<p>Enrollments &gt; State Reporting Fields &gt; Program Type and Single Parent</p> <p>EnrollmentMA. programType EnrollmentMA. singleParent</p>

Element Name	Description	Campus Database and Location
<b>CVTE Ch 74</b>	<p>The CIP (Classification of Instructional Program) code of the student's Chapter 74 career/vocational technical education program.</p> <p>See options in the following <a href="#">CVTE 74 Program Code Options</a> table.</p>	<p>Enrollments &gt; State Reporting Fields &gt; Chap 74 Approved Program Code</p> <p>EnrollmentMA. cipCode</p>
<b>CVTE Not Ch 74</b>	<p>The CIP (Classification of Instructional Program) code of the student's non-Chapter 74 approved career/vocational technical education program.</p> <p>See options in the following <a href="#">CVTE Non-74 Program Code Options</a> table.</p>	<p>Enrollments &gt; State Reporting Fields &gt; Non Chap 74 Program Code</p> <p>EnrollmentMA. cvteNonCh74</p>
<b>HQCP Program Type</b>	<p>Identifies the type of High Quality Career Pathway in which a student is enrolled.</p> <p>Logic reports the value selected in the HQCP Program field. If null, a value of 500 is reported.</p>	<p>Enrollments &gt; Enrollment &gt; State Reporting Fields &gt; Career Vocational Technical Education &gt; HQCP Program Type</p> <p>Enrollment. hqcpProgramType</p>
<b>HQCP Program Participation</b>	<p>Identifies the specific High Quality Career Pathway program in which a student is enrolled.</p> <p>Logic reports the value selected in the HQCP Program Participation field. If null, a value of 500 is reported.</p>	<p>Enrollment &gt; State Reporting Fields &gt; Career Vocational Technical Education &gt; HQCP Program Participation</p> <p>Enrollment. hqcpProgram Participation</p>
<b>Industry Recognized Cred 1</b>	<p>Identifies a specific Industry Recognized Credential (IRC) that the student has earned.</p> <p>Logic reports the value selected in the Industry Recognized Cred 1 field. If null, a value of 500 is reported.</p>	<p>Enrollment &gt; State Reporting Fields &gt; Career Vocational Technical Education &gt; Industry Recognized Cred 1</p> <p>Enrollment. credential1</p>

Element Name	Description	Campus Database and Location
<b>Industry Recognized Cred 2</b>	<p>Identifies a specific Industry Recognized Credential (IRC) that the student has earned.</p> <p>Logic reports the value selected in the Industry Recognized Cred 2 field. If null, a value of 500 is reported.</p>	<p>Enrollment &gt; State Reporting Fields &gt; Career Vocational Technical Education &gt; Industry Recognized Cred 2</p> <p>Enrollment. credential2</p>
<b>Industry Recognized Cred 3</b>	<p>Identifies a specific Industry Recognized Credential (IRC) that the student has earned.</p> <p>Logic reports the value selected in the Industry Recognized Cred 3 field. If null, a value of 500 is reported.</p>	<p>Enrollment &gt; State Reporting Fields &gt; Career Vocational Technical Education &gt; Industry Recognized Cred 3</p> <p>Enrollment. credential3</p>
<b>Early Childhood Experience</b>	<p>Indicates the student's early childhood education experience.</p> <p>The program includes a demanding academic course of study in college-level subjects such as physics, biology, calculus, and foreign languages, among others. A student who performs above a specified level on the assessment may be awarded college credit for certain courses upon entry to the institution, as defined by NCES.</p> <p>Logic is as follows:</p> <ol style="list-style-type: none"> <li>1. If a student is in grade PK, report 99</li> <li>2. If a student is not in PK, report the value based selected Student Information &gt; Program Participation &gt; Early Learning &gt; EC Education Experience. <ul style="list-style-type: none"> <li>◦ If multiple records exist, report from the record that is active during the State Reporting Date.</li> </ul> </li> </ol>	<p>Early Learning &gt; EC Education Experience</p> <p>EarlyLearning.setting</p>

Element Name	Description	Campus Database and Location
<b>Postal Code</b>	<p>The student's postal code. Reporting logic is as follows:</p> <ol style="list-style-type: none"> <li>1. Reports based off of zip code from the student's primary address (Address &gt; Address info &gt; Zip Code)</li> <li>2. If a student has multiple primary addresses with different zip codes and one zip code matches the city of enrollment, report that zip code (System Administration &gt; Resources &gt; District Information &gt; Zip Code)</li> <li>3. If a student has multiple primary addresses with different zip codes and one address contains the city that the district resides in, report that zip code (Address &gt; Address Info &gt; City)( (System Administration &gt; Resources &gt; District Info &gt; City)</li> <li>4. If a student has multiple primary addresses with different zip codes and none match the city zip code, report the zip code based on the most recently modified address. <ol style="list-style-type: none"> <li>1. If all addresses have the same modified date, use the most recent start date in comparison to the state reporting date.</li> </ol> </li> <li>5. Else, report null</li> </ol>	<p>Address &gt; Address info &gt; Zip Code</p> <p>District Information &gt; Zip Code</p> <p>Address.zip</p>

Element Name	Description	Campus Database and Location
<b>Student Truancy</b>	<p>The number of school days a student was recorded as truant.</p> <p>Acceptable Values/Code Description: 000-261 Number of days truant.</p> <p>Use Federal Chronic Absenteeism calculation</p> <p>Attendance will be calculated as follows:</p> <ul style="list-style-type: none"> <li>• Sum of minutes scheduled</li> <li>• Minus minutes with an "Unexcused Absence" marked attendance code</li> <li>• If value is greater than or equal to 1/2 the scheduled then day is counted as 1</li> <li>• If the returned value is NULL, report 000</li> <li>• Only calculate for in-person days. <ul style="list-style-type: none"> <li>◦ A student is considered in in-person if they are NOT in a blended learning group OR they are in a blended learning group where there is NOT a day event on that instructional day Or there is NOT a Virtual Day Override Event on the calendar.</li> </ul> </li> </ul> <p>Notes:</p> <ol style="list-style-type: none"> <li>1. Truancy is defined as an unexcused absence based on local school district definition.</li> <li>2. Truancy is cumulative throughout the school year. If the student had four days by October 1st and accumulated four more in January, March data should report eight days.</li> </ol> <p>Dependencies:</p> <ul style="list-style-type: none"> <li>• The sum of days truant plus the number of days in attendance (DOE017) cannot be greater than the number of days in membership (DOE018).</li> </ul>	<p>Attendance &gt; Attendance Codes &gt; State Attendance Code &gt; "Absent / Unexcused"</p> <p>Student Information &gt; Attendance</p>

Element Name	Description	Campus Database and Location
<b>Civics Project</b>	<p>A new civics law (<a href="#">Chapter 296 of 2018, Section 4(c)</a>) requires all students in grade 8 to complete a civics project. The law similarly has a requirement that students must complete a second civics project at some point during grades 9-12.</p> <ol style="list-style-type: none"> <li>1. For grades <b>PK-7</b> regardless of the choice, always report <b>500</b>.</li> <li>2. For <b>grade 8</b> <ul style="list-style-type: none"> <li>◦ if Grade 8 Civics Project Complete checkbox is checked, report 01</li> <li>◦ if Grade 8 Civics Project Complete checkbox is NOT checked, report 00</li> </ul> </li> <li>3. For <b>grades 9-12</b> <ul style="list-style-type: none"> <li>◦ if Grade 9-12 Civics Project Complete checkbox is checked, report 01</li> <li>◦ if Grade 9-12 Civics Project Complete checkbox is NOT checked, report 00</li> </ul> </li> </ol>	<p>Enrollment &gt; State Reporting Fields &gt; General &gt; Grade 8 Civics Project Complete</p> <p>Enrollment &gt; State Reporting Fields &gt; General &gt; Grade 9-12 Civics Project Complete</p>



Element Name	Description	Campus Database and Location
<b>Days Attended Remote</b>	<p>The number of days the student was in attendance in a remote instruction mode.</p> <ol style="list-style-type: none"> <li>Report the number of instructional days the student was enrolled and was flagged as attending virtual MINUS the number of instructional days the student was flagged as virtual with unexcused absent days and excused absent days as of the State Reporting Date. <ol style="list-style-type: none"> <li>Calculated attended minutes should be <math>\geq</math> the half day absence calculation</li> </ol> </li> </ol> <p>Half Day Absence Calculation:</p> <ol style="list-style-type: none"> <li>If both <i>System Admin&gt;Calendar&gt;Grade Level&gt;Half Day Absence</i> and <i>System Admin&gt;Calendar&gt;Calendar Info&gt;Half Day Absence</i> are populated, use <i>Grade Level -&gt; Half Day Absence</i></li> <li>If only one of <i>System Admin&gt;Calendar&gt;Grade Level&gt;Half Day Absence</i> or <i>System Admin&gt;Calendar&gt;Calendar Info&gt;Half Day Absence</i> is populated, use the populated value</li> <li>Else, add up instructional minutes and divide by 2</li> </ol> <p>Note:</p> <ol style="list-style-type: none"> <li>To determine virtual, look at the blended learning group the student is in and the instructional days the blended learning group is added to the calendar as a day event OR there is a Virtual Day Override Event on the calendar.</li> <li>If a student is not in a blended learning group, report 0</li> <li>When "No Show" is checked on the enrollment, report 0</li> <li>For Instructional Days where a student is enrolled <ol style="list-style-type: none"> <li>Count instructional days between start and end date of the current enrollment</li> <li>An Instructional Day is one where Instruction = Checked.</li> </ol> </li> <li>For Absence days calculated, see DaysAbsentRemote element.</li> </ol>	<p>Enrollment &gt; Start Date</p> <p>Enrollment &gt; End Date</p> <p>Calendar Information &gt; Calendar Days &gt; Instruction</p> <p>Attendance</p> <p>Attendance Codes &gt; Status = Absent &gt; Excuse = Anything BUT Exempt</p> <p>Calendar Information &gt; Half Day Absence (minutes)</p>

Element Name	Description	Campus Database and Location
<b>Days Absent Remote</b>	<p>The number of days the student was absent in a remote instruction mode.</p> <ol style="list-style-type: none"> <li>Count the number of days where a student is attending virtually and has an Attendance Code with the Status of "Absent" where they have been marked for greater than the half day absence calculation as of the extract report date.</li> </ol> <p><b>Note:</b> If there is more than one enrollment, calculate each enrollment absent count, then sum across the enrollments.</p> <p>Half Day Absence Calculation:</p> <ol style="list-style-type: none"> <li>If both <i>System Admin&gt;Calendar&gt;Grade Level&gt;Half Day Absence</i> and <i>System Admin&gt;Calendar&gt;Calendar Info&gt;Half Day Absence</i> are populated, use <i>Grade Level -&gt;Half Day Absence</i></li> <li>If only one of <i>System Admin&gt;Calendar&gt;Grade Level&gt;Half Day Absence</i> or <i>System Admin&gt;Calendar&gt;Calendar Info&gt;Half Day Absence</i> is populated, use the populated value</li> <li>Else, add up instructional minutes and divide by 2</li> </ol> <p>Note:</p> <ol style="list-style-type: none"> <li>the calculation will look at "Present Minutes" if using the Check In/Check Out function in the Attendance Wizard (If nothing filled out, assumes student is gone the entire period)</li> <li>To determine virtual, look at the blended learning group the student is in and the instructional days the blended learning group is added to the calendar as a day event OR there is a Virtual Day Override Event on the calendar.</li> </ol>	<p>Enrollment &gt; Core Elements &gt; Active</p> <p>Blended Learning &gt; All Group Assignment &gt; groupName</p> <p>Enrollment &gt; Start Date</p> <p>Enrollment &gt; End Date</p> <p>Calendar Information &gt; Days &gt; Instruction</p> <p>Attendance &gt; Attendance Day Detail - Exact &gt; unexcusedAbsentDay</p>
<b>Supplemental Low Income Indicator</b>	<p>An indication of whether the district is submitting a student to be considered for the supplemental low-income process.</p> <p>If null, report 00</p>	<p>Enrollment &gt; Supplemental Low-Income Indicator</p>

## Enrollments End Status Options

Code	Description
<b>04</b>	Graduate w/Competency Determination
<b>05</b>	Expelled
<b>06</b>	Deceased
<b>09</b>	Max Age - Non Graduate No Receive Cert of Attain
<b>10</b>	Certificate of Attainment
<b>11</b>	Completed Grade 12 and District Approved Program
<b>20</b>	Transfer - In State Public
<b>21</b>	Transfer - In State Private
<b>22</b>	Transfer - Out of State (Public or Private)
<b>23</b>	Transfer - Home Schooled
<b>24</b>	Transfer - Adult Diploma Program
<b>30</b>	Dropout - Non Diploma Adult Ed Program
<b>31</b>	Dropout - Entered Job Corps
<b>32</b>	Dropout - Entered Military
<b>33</b>	Dropout - Incarcerated - No Ed Services
<b>34</b>	Dropout - Left for Employment
<b>35</b>	Dropout - Confirmed - Plans Unknown
<b>36</b>	Dropout - Status/Location Unknown
<b>40</b>	Not Enrolled - Receiving SPED Services Only
<b>41</b>	Transfer - No Longer SPED Services Only

## Enrollment Start Status Options

Code	Description
<b>01</b>	Resident/Member
<b>02</b>	School Choice - DOE Program
<b>03</b>	Charter School
<b>04</b>	METCO
<b>05</b>	Tuitioned In - Chapter 74
<b>06</b>	Tuitioned - Out of State
<b>07</b>	Tuitioned Out - Private School/Collab Program
<b>08</b>	Tuitioned In - Parent/Guard Paid

Code	Description
<b>09</b>	Tuitioned In - Waived by Local Agreement
<b>10</b>	Tuitioned In - Agreement Other In-State
<b>11</b>	Foreign Exchange Student

## Title I Participation Options

When the most recent Effective Date for the a School History record is on or before the extract Effective Date, this field will report as follows:

School History Title 1	Definition	Logic
TGELGBNOPROG	Targeted Assistance Eligible - No Program	Reports as <b>00</b> for all students at the school.
SWELIGNOPROG	Schoolwide Eligible - No Program	Reports as <b>00</b> for all students at the school.
NOTITLE1ELIG	Not a Title I School	Reports as <b>00</b> for all students at the school.
SWELIGSWPROG	Schoolwide Programe	Reports as <b>01</b> for all students at the school.
TGELGBTGPROG	Targeted Assistance Program	Reports the code selected on the individual student's enrollment. See options in the next table.
SWELIGTGPROG	Schoolwide Eligible - Targeted Assistance	Reports the code selected on the individual student's enrollment. See options in the next table.
null	null	Reports the code selected on the individual student's enrollment. See options in the next table.

Any enrollments marked as No Show or State Exclude or in a Calendar or Grade Level marked as Exclude will not be reported.

## Enrollment Title 1 Options

Code	Description
<b>00</b>	Not Title I
<b>01</b>	School-Wide
<b>02</b>	Reading
<b>03</b>	Math
<b>04</b>	Reading, Math
<b>05</b>	Science
<b>06</b>	Social Studies
<b>07</b>	Vocational Career

Code	Description
<b>08</b>	Reading, Science
<b>09</b>	Reading, Social Studies
<b>10</b>	Reading, Vocational Career
<b>11</b>	Math, Science
<b>12</b>	Math, Social Studies
<b>13</b>	Math, Vocational Career
<b>14</b>	Science, Social Studies
<b>15</b>	Science, Vocational Career
<b>16</b>	Social Studies, Vocational Career
<b>17</b>	Reading, Math, Science
<b>18</b>	Reading, Math, Social Science
<b>19</b>	Reading, Math, Vocational Career
<b>20</b>	Reading, Science, Social Studies
<b>21</b>	Reading, Science, Vocational Career
<b>22</b>	Reading, Math, Science, Social Studies
<b>23</b>	Reading, Math, Science, Vocational Career
<b>24</b>	Math, Science, Social Studies
<b>25</b>	Math, Science, Vocational Career
<b>26</b>	Science, Social Studies, Vocational Career
<b>27</b>	Other

## Special Education Placement Options

Code	Description
<b>00</b>	Not a Special Education Student, age 3-5
<b>01</b>	All: Not - Was Previously in Current Year
<b>05</b>	3-5: GE Student Role Model in PreK Classes
<b>10</b>	6-21: Full <21% Services Outside GE Class
<b>20</b>	6-21: Partial 21-60% Services Outside Class
<b>30</b>	3-5: Regular ECFE Program >80%
<b>32</b>	3-5: Regular ECFE Program 40-79%
<b>34</b>	3-5: Regular ECFE Program <40%
<b>36</b>	3-5: Substantially Separate Class

Code	Description
<b>38</b>	3-5: Public Separate Day School
<b>40</b>	6-21: Substantial Separation 60%< Services
<b>41</b>	6-21: Public Separate Day School
<b>42</b>	3-5: Private Separate Day School
<b>44</b>	3-5: Residential Facility
<b>45</b>	3-5: Public Residential Institutional Facility
<b>46</b>	3-5: Home
<b>48</b>	3-5: Service Provider Location
<b>50</b>	6-21: Private Separate Day School
<b>60</b>	6-21: Residential School
<b>70</b>	6-21: Homebound/Hospital
<b>90</b>	6-21: Public Residential Institutional Facility

## Post Grad Plans Options

Code	Description
<b>01</b>	Four Year Public College
<b>02</b>	Two-Year Public College
<b>03</b>	Four-Year Private College
<b>04</b>	Two-Year Private College
<b>05</b>	Other Post-Secondary (Trade School)
<b>06</b>	Work
<b>07</b>	Military
<b>08</b>	Other (e.g., travel, family)
<b>09</b>	Plans Unknown

## Program Type Options

Code	Description
<b>00</b>	Not Enrolled in CVTE Program
<b>01</b>	Not Currently Enrolled Was Previously in Same Year
<b>02</b>	Chap 74 - Secondary Cooperative Education
<b>03</b>	Chap 74 - Secondary Tech Prep

Code	Description
<b>04</b>	Chap 74 - Secondary Regular
<b>05</b>	Chap 74 - Secondary Coop Educ & Tech Prep
<b>13</b>	Non Chap 74 - Secondary Tech Prep
<b>14</b>	Non Chap 74 - Secondary Regular

## Primary Disability Options

Code	Description
<b>01</b>	Intellectual
<b>02</b>	Sensory/Hearing
<b>03</b>	Communication
<b>04</b>	Sensory/Vision
<b>05</b>	Emotional
<b>06</b>	Physical
<b>07</b>	Health
<b>08</b>	Specific learning Disabilities
<b>09</b>	Sensory/Deaf-Blind
<b>10</b>	Multiple Disabilities
<b>11</b>	Autism
<b>12</b>	Neurological
<b>13</b>	Developmental Delay

## Eval Results Options

Code	Description
<b>00</b>	Not SPED Student - No Evaluation Current Year
<b>01</b>	Continuting SPED - No Eval Current Year
<b>02</b>	Initial Eval - Not Eligible
<b>03</b>	Re-Eval - No Longer Eligible
<b>04</b>	Init Eval - Eligible Instruction w/wo Services
<b>05</b>	Init Eval - Eligible Related Services Only
<b>06</b>	Re-Eval - Eligible Instruction w/wo Services
<b>07</b>	Re-Eval - Eligible Related Services Only
<b>08</b>	Init Eval in Process

Code	Description
<b>09</b>	Evaluated and Eligible for Srvc/Parents Declined

## CVTE 74 Program Code Options

Code	Description
<b>010201</b>	Agricultural Mechanics
<b>010599</b>	Animal Science
<b>010601</b>	Horticulture
<b>090701</b>	Radio & Television Broadcasting
<b>100301</b>	Graphic Communications
<b>110201</b>	Programming & Web Development
<b>110401</b>	Information Support Services & Networking
<b>120401</b>	Cosmetology
<b>120500</b>	Culinary Arts
<b>131210</b>	Early Education and Care
<b>150000</b>	Engineering Technology
<b>150303</b>	Electronics
<b>150305</b>	Telecommunications — Fiber Optics
<b>150401</b>	Biotechnology
<b>150403</b>	Robotics and Automation Technology
<b>150507</b>	Environmental Science & Technology
<b>151301</b>	Drafting
<b>190203</b>	Marketing
<b>460101</b>	Masonry & Tile Setting
<b>460201</b>	Carpentry
<b>460302</b>	Electricity
<b>460401</b>	Facilities Management
<b>460408</b>	Painting & Design Technologies
<b>460503</b>	Plumbing
<b>470106</b>	Major Appliance Installation/Repairing
<b>470201</b>	Heating — Ventilation — Air Conditioning — Refrigeration
<b>470603</b>	Automotive Collision Repair & Refinishing



Code	Description
<b>470604</b>	Automotive Technology
<b>470605</b>	Diesel Technology
<b>470606</b>	Power Equipment Technology
<b>470616</b>	Marine Service Technology
<b>479999</b>	Stationary Engineering
<b>480501</b>	Machine Tool Technology
<b>480506</b>	Sheet Metalworking
<b>480599</b>	Metal Fabrication & Joining Technologies
<b>480703</b>	Cabinetmaking
<b>500401</b>	Design & Visual Communications
<b>500407</b>	Fashion Technology
<b>510000</b>	Health Assisting
<b>510601</b>	Dental Assisting
<b>510801</b>	Medical Assisting
<b>520407</b>	Office Technology
<b>520901</b>	Hospitality Management
<b>990100</b>	Exploratory

## CVTE Non-74 Program Code Options

Code	Description
<b>0121</b>	Agricultural Mechanics
<b>0159</b>	Animal Science
<b>0161</b>	Horticulture
<b>0971</b>	Radio & Television Broadcasting
<b>1031</b>	Graphic Communications
<b>1121</b>	Programming & Web Development
<b>1141</b>	Information Support Services & Networking
<b>1241</b>	Cosmetology
<b>1250</b>	Culinary Arts
<b>1320</b>	Early Education and Care
<b>1500</b>	Engineering Technology
<b>1531</b>	Drafting

Code	Description
<b>1533</b>	Electronics
<b>1535</b>	Telecommunications - Fiber Optics
<b>1541</b>	Biotechnology
<b>1543</b>	Robotics and Automation Technology
<b>1557</b>	Environmental Science & Technology
<b>1907</b>	Family & Consumer Studies (former vocational home)
<b>1923</b>	Marketing/Finance
<b>4300</b>	Criminal Justice
<b>4611</b>	Masonry & Tile Setting
<b>4621</b>	Carpentry
<b>4648</b>	Painting & Design Technologies
<b>4716</b>	Major Appliance Installation/Repairing
<b>4721</b>	Heating/Ventilation/Air Conditioning/Refrigeration
<b>4761</b>	Marine Service Technology
<b>4763</b>	Automotive Collision Repair & Refinishing
<b>4764</b>	Automotive Technology
<b>4765</b>	Diesel Technology
<b>4766</b>	Power Equipment Technology
<b>4799</b>	Stationary Engineering
<b>4851</b>	Machine Tool Technology
<b>4856</b>	Sheet Metalworking
<b>4859</b>	Metal Fabrication & Joining Technologies
<b>4873</b>	Cabinetmaking
<b>5041</b>	Design & Visual Communication
<b>5047</b>	Fashion Technology
<b>5100</b>	Health Assisting
<b>5161</b>	Dental Assisting
<b>5181</b>	Medical Assisting
<b>5247</b>	Office Technology
<b>5291</b>	Hospitality Management
<b>9900</b>	Exploratory

## Previous Versions

[SIMS Extract \(Massachusetts\) \[.2144 - .2235\]](#)

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