

**Vermont Independent Student Census  
Fall Update  
School Year 2016-2017**

**Reporting Instructions**

**DUE**

**October 30, 2016**

**IT: Data Management & Analysis**

**(802) 479-1044**



## Table of Contents

Data Reporting Instructions for Independent Schools .....	4
What is the Collection?.....	4
Completing the Student Census .....	4
Who Belongs on Your Student Census? .....	5
Students to include in your census.....	5
Who does not belong on Your Student Census? .....	5
Students to exclude from your census.....	5
Confidentiality Issues to Consider .....	5
Completing the School/Organizational Profile.....	5
Mailing and physical addresses.....	5
Director/principal information.....	5
Updating/Adding Student Records.....	6
Student identification .....	6
Enrollment information.....	6
Source of funding.....	6
Source of funding options.....	7
Student addresses .....	7
-Additional Information Requested for Publicly Funded Students and for All Students	
Attending a School Participating in Federal Title Programs-.....	7
Race .....	7
Race options.....	7
Ethnicity .....	8
Socioeconomic status.....	8
School lunch eligibility .....	8
School lunch eligibility options.....	8
Service status .....	8
Section 504.....	8
EST student .....	8
Title I students receiving targeted assistance services status .....	9
Student Receiving TAS Title I Services .....	9
Student Receiving TAS Title I Services in Reading and/or Language Arts.....	9
Student Receiving TAS Title I Services in Mathematics.....	9
Student Receiving TAS Title I Services in Science.....	9

Student Receiving TAS Title I Services in Social Sciences.....	9
Student Receiving TAS Title I Services in Vocational and/or Career. ....	9
Student Receiving TAS Title I Services in an Other Instructional Service.....	9
Student Receiving TAS Title I Support Services in Health, Dental and/or Eye Care.....	10
Student Receiving TAS Title I Support Services in Guidance and/or Advocacy.....	10
Student Receiving TAS Title I assistance in an Other Support Service.....	10
Enter Contact Information .....	10
How to Submit Data .....	10
Electronic.....	10
Paper .....	10
Appendix A: Relevant Vermont Statutes .....	11
Appendix B: Instructions and Definitions.....	12

## Data Reporting Instructions for Independent Schools

### What is the Collection?

1. The fall update of the Student Census replaces previous October 1 student census and other enrollment collections. In this collection, we ask you to submit information on publicly-funded students, and the requirement to submit aggregate enrollment data if your school participates in federal title programs. The goal is to ask for student data in a particular format and use that data to meet all of the agency's needs rather than requesting the same data from schools in many different formats.
2. In addition to student data, we are requesting information about your school including addresses, phone numbers, and contact names. This information allows the AOE to maintain a current independent school directory that can be reported to the National Center of Education Statistics (NCES) and to create an updated list of certain school personnel.
3. Data obtained from the breakfast/lunch eligibility section is used in calculating the poverty level of your school. This information is used for ESEA (Elementary and Secondary Education Act) accountability and is used to determine your school's eligibility in the Teachers Cancellation Low Income student loan forgiveness program. The Teacher Loan Forgiveness Program is intended to encourage individuals to enter and continue in the teaching profession. Under this program, individuals who teach full time for five consecutive, complete academic years in certain elementary and secondary schools that serve low-income families and meet other qualifications may be eligible for forgiveness of up to a combined total of \$17,500 in principal and interest on their FFEL and/or Direct Loan program loans.
4. You have options for electronic reporting. This collection package includes data collection materials in the format you previously requested. Please contact the help desk at (802) 479-1044 if you have any questions about how to report your data.

### Completing the Student Census

The student census is a list of students with a specific set of information about each student. This data collection allows the AOE to satisfy many state and federal reporting requirements. These requirements include enrollment reports and allocation of state and federal funds based on student counts. In addition, we use the student census to create labels for the annual distribution of the student assessments.

We have preloaded the collection application with information about your students using the data you submitted last year. We are asking you to verify the information for each student listed and update or revise the information where necessary. Please add students who are enrolled in your school and are not in the list.

## Who Belongs on Your Student Census?

### Students to include in your census

- Any student enrolled in your school on October 1, 2016.
- Students attending an alternative program operated by your school
- Students who are enrolled in your school (on your register) and receiving tutoring by school staff at home or in the hospital
- Students who are enrolled in your school and involved in an approved educational experience outside of your school (e.g., a page for the legislature)

## Who does not belong on Your Student Census?

### Students to exclude from your census

- Students who are not enrolled in your school on October 1, 2016.
- Students who are officially enrolled in a different school but receiving some services from your school (i.e., a student enrolled in a local middle school but taking high school math at your school)

## Confidentiality Issues to Consider

The student census contains confidential information about students. Accordingly, the VT Agency of Education adheres to the Family Educational Rights and Privacy Act (FERPA) - 34 C.F.R. Section 99.31. FERPA allows for the collection of data required to do the work of state and educational agencies. The principle of confidentiality underlies all policies and procedures for the collection, maintenance, disclosure and destruction of education records. Schools and districts also have a responsibility to protect the confidentiality of student records. Please be sure that proper policies and procedures are in place, and followed, to successfully complete this update.

**Please do not email identifiable student information to the AOE.**

## Completing the School/Organizational Profile

### Mailing and physical addresses

- a. Purpose
  - NCES requests this information about independent schools. In addition, we use this information to create mailing lists for the department.
- b. Instructions
  - The mailing and physical address of your school will be pre-filled with the information in the current AOE database. Please verify or update your school's mailing and physical address.

### Director/principal information

- a. Purpose
  - The AOE is asking for this staff information to develop up-to-date directories and mailing lists.

- b. Instruction
  - Enter the name and title of principal, director, or headmaster.
  - Enter an email address only if the address can be used for official communication. Please do not send personal email addresses.
  - If mailing and/or physical address is the same as the school click the checkbox to have those fields automatically filled. Otherwise, please enter the appropriate address.

## **Updating/Adding Student Records**

### **-Information Requested for All Students-**

#### **Student identification**

- a. Purpose
  - Identifying information, including names, date of birth, gender and grade for students allows us to discriminate between students with similar names.
- b. Instruction
  - Verify pre-filled records or enter the names, birth date, gender, and grade of all students. Name fields will not accept commas or apostrophes.

#### **Enrollment information**

- a. Purpose
  - We pre-fill the application with student names submitted to the AOE last year. The enrollment information allows us to identify which students are still in your school and where they are currently enrolled if they have transferred from your school. New this year; enrollment begin and end dates.
- b. Instruction
  - Enrolled: Please select "Y" if a student was enrolled in your school on October 1, 2016. If a student was not in your school or has never been enrolled in your school select "N". If a student was receiving services at your school, but enrolled elsewhere select "S"
  - New Place of Enrollment: If a student has transferred from your school please indicate where they are currently enrolled if known. This information is optional.

#### **Source of funding**

- a. Purpose
  - We ask you to report more information for publicly funded students. We use the Source of Funding field to identify these students. In addition, publicly funded students must be assessed. Schools will receive assessment materials for students attending independent schools using public funds.
- b. Instruction
  - Verify or update the Source of Funding for each student. Please select "VT School District" when a student's educational expenses (i.e., tuition) are paid by a Vermont school district. Otherwise, select "Other". Other includes students attending your school at their parent's expense, through a scholarship, or by any means other than public funds.

## Source of funding options

- VT School District
- Other

## Student addresses

- a. Purpose
  - Vermont Statute requires student addresses.
- b. Instruction
  - Verify pre-filled records or enter the street address, city, state, and zip code. We have provided a second address line for students with more than one address. The second address is optional.
  - For students whose addresses are out of the country, please following the following in recording their addresses:
    1. Street address = Street address
    2. City = City and State or Province
    3. State = Country code
    4. Zip code = 99999

## **-Additional Information Requested for Publicly Funded Students and for All Students Attending a School Participating in Federal Title Programs-**

### Race

- a. Purpose
  - The AOE is required to submit enrollment, dropout, graduation, and other data by racial/ethnic categories. In addition, we use the racial category in the student assessment and accountability system.
- b. Instruction
  - Select "Y" as many racial categories as applies to the student. For the first time this year, you may select more than one racial category.

### Race options

- American Indian or Alaskan Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains cultural identification through tribal affiliations or community recognition.
- Asian: A person having origins in any of the original people of the Far East, Southeast Asia, or the Indian Subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, and Vietnam.
- Black or African American: A person having origins in any of the black racial groups of Africa. Terms such as Haitian, or "Negro", can be used in addition to "Black or African American".
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: Indication of a person having origins in any of the peoples of Europe, North Africa, or the Middle East.

## **Ethnicity**

- a. Purpose
  - The AOE is required to submit enrollment, dropout, graduation, and other data by racial/ethnic categories. In addition, we use the racial category in the student assessment and accountability system.
- b. Instruction
  - Select “Y” if the student is Hispanic/Latino. A student is considered Hispanic/Latino if there is an indication that the individual traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

## **Socioeconomic status**

### **School lunch eligibility**

- a. Purpose
  - School breakfast/lunch eligibility is the basis for calculating poverty levels for schools. This information is used for ESEA (Elementary and Secondary Education Act) accountability and is used to determine your school’s eligibility in the Teachers Cancellation Low Income student loan forgiveness program.
- b. Instruction
  - If student is eligible for free or reduced price breakfast or lunch programs, please select the appropriate choice. The default value for this field is “not eligible”.

### **School lunch eligibility options**

- Free breakfast or lunch
- Reduced-price breakfast or lunch
- Declined (student was targeted for Direct Certification and declined)
- Not Eligible

## **Service status**

### **Section 504**

- a. Purpose
  - To identify students receiving 504 services.
- b. Instruction
  - Select “Y” if the student is qualified for and receiving services and/or accommodations under a 504 plan of the Rehabilitation Act of 1973. Select “N” if the student is not qualified for these services. If you have any questions about whether a student qualifies contact your school’s 504 coordinator.

## **EST student**

- a. Purpose
  - To identify students receiving Educational Support Services.
- b. Instruction
  - c. Select “Y” if the student receives services discussed and planned at an educational support team meeting, for which written documentation is maintained, whether or not there is a written plan. Select “N” if the student is not receiving these services.

## **Title I students receiving targeted assistance services status**

Default value for all students will be 'No'. If you have specific Title I questions, please contact Liz Rand (802)479-1370.

### **Student Receiving TAS Title I Services**

- a. Purpose
  - To identify students receiving TAS Title I Services.
- b. Instruction
  - Select "Y" if the student is receiving TAS Title I Services. Student Receiving TAS Title I Services

### **Student Receiving TAS Title I Services in Reading and/or Language Arts.**

- a. Purpose
  - To identify students receiving TAS Title I Services in Reading and/or Language Arts.
- b. Instruction
  - Select "Y" if the student is receiving TAS Title I Services in Reading and/or Language Arts.

### **Student Receiving TAS Title I Services in Mathematics.**

- a. Purpose
  - To identify students receiving TAS Title I Services in Mathematics.
- b. Instruction
  - Select "Y" if the student is receiving TAS Title I Services in Mathematics

### **Student Receiving TAS Title I Services in Science.**

- a. Purpose
  - To identify students receiving TAS Title I Services in Science.
- b. Instruction
  - Select "Y" if the student is receiving TAS Title I Services in Science.

### **Student Receiving TAS Title I Services in Social Sciences.**

- a. Purpose
  - To identify students receiving TAS Title I Services in Social Sciences.
- b. Instruction
  - Select "Y" if the student is receiving TAS Title I Services in Social Sciences.

### **Student Receiving TAS Title I Services in Vocational and/or Career.**

- a. Purpose
  - To identify students receiving TAS Title I Services in Vocational and/or Career.
- b. Instruction
  - Select "Y" if the student is receiving TAS Title I Services in Vocational and/or Career.

### **Student Receiving TAS Title I Services in an Other Instructional Service.**

- a. Purpose
  - To identify students receiving TAS Title I Services in Other Instructional Service.
- b. Instruction

- Select “Y” if the student is receiving TAS Title I Services in Other Instructional Service.

### **Student Receiving TAS Title I Support Services in Health, Dental and/or Eye Care.**

- a. Purpose
  - To identify students receiving TAS Title I Support Services in Health, Dental and/or Eye Care.
- b. Instruction
  - Select “Y” if the student is receiving TAS Title I Support Services in Health, Dental and/or Eye Care.

### **Student Receiving TAS Title I Support Services in Guidance and/or Advocacy.**

- a. Purpose
  - To identify students receiving TAS Title I Support Services in Guidance and/or Advocacy.
- b. Instruction
  - Select “Y” if the student is receiving TAS Title I Support Services in Guidance and/or Advocacy.

### **Student Receiving TAS Title I assistance in an Other Support Service.**

- a. Purpose
  - To identify students receiving TAS Title I assistance in an Other Support Service.
- b. Instruction
  - Select “Y” if the student is receiving TAS Title I assistance in an Other Support Service.

## **Enter Contact Information**

Enter the name of the person at your school/program that AOE can contact with questions concerning your data submission.

## **How to Submit Data**

The Student Census is due no later than **October 30, 2016**.

## **Electronic**

If you are submitting data electronically, please follow the instructions in the software manual for submitting data to the AOE. Mail the contact sheet to the address below.

## **Paper**

If you are submitting your data on paper please send the completed forms and contact sheet to the address below.

Vermont Department of Education  
IT Team: Data Management & Analysis  
219 N. Main Street, Suite 402  
Barre, VT 05641  
(802) 479-1044

## Appendix A: Relevant Vermont Statutes

### 16 V.S.A. § 166. Approved and recognized independent schools

(4) Each approved independent school shall provide to the commissioner on October 1 of each year the names, genders, dates of birth, and addresses of its enrolled pupils. Within seven days of the termination of a pupil's enrollment, the approved independent school shall notify the commissioner of the name and address of the pupil. The commissioner shall forthwith notify the appropriate school officials as provided in section 1126 of this title.

(5) The state board may revoke or suspend the approval of an approved independent school, after opportunity for hearing, for substantial failure to comply with the minimum course of study, for failure to comply with the board's rules for approved independent schools, or for failure to report under subdivision (b)(4) of this section. Upon revocation or suspension, students required to attend school who are enrolled in that school shall become truant unless they enroll in an approved public school, approved or recognized independent school or approved home instruction program.

(6) This subdivision applies to an independent school located in Vermont that offers a distance learning program and that, because of its structure, does not meet some or all the rules of the state board for approved independent schools. In order to be approved under this subdivision, a school shall meet the standards adopted by rule of the state board for approved independent schools that can be applied to the applicant school and any other standards or rules adopted by the state board regarding these types of schools. A school approved under this subdivision shall not be eligible to receive tuition payments from public school districts under chapter 21 of this title.

## Appendix B: Instructions and Definitions

Data Element	Instructions/Definitions	Format	Watch out for these Common Mistake(s)
<b>General Information</b>			
Last Name	Student's last name as the name currently exists in your school's system	No character limit	Transposing first & last names
First Name	A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change. Student's first name as the name currently exists in your school's system.	No character limit	Transposing first & last names.
Middle Name/Initial	A secondary name given to an individual at birth, baptism, or during another naming ceremony, or through legal change. Student's middle name or initial	No character limit	
Post Name	An appendage, if any, used to denote an individual's generation in family if applicable, JR, SR, III, etc.	4 character limit	
Date of Birth	Date of Birth is important so the AOE can check or match student information during the verification process.	MM/DD/YYYY format Example: 07/01/1999	Transposing numbers
Gender	A student's gender.	1 character code <ul style="list-style-type: none"> <li>F = Female</li> <li>M = Male</li> </ul>	
Grade	The current reported grade level or primary instruction level at which a student is receiving services in a school or an educational institution. The grade level as of October 1, 2012.	Drop Down List <ul style="list-style-type: none"> <li>IT=Family Infant Toddler Program</li> <li>EE = Essential Early Ed</li> <li>PK = PreKindergarten</li> <li>KP - Kindergarten - Part Time</li> <li>KF = Kindergarten - Full Time</li> <li>01-12 = 1st - 12th grade</li> <li>AW = Adult Without Diploma</li> <li>PD =Post Graduate/ Adult With Diploma</li> </ul>	
<b>Enrollment Information</b>			
Enrolled	Indication of whether the student was enrolled in this school on October 1, 2012.	1 character code <ul style="list-style-type: none"> <li>Y = Student was enrolled in this school on October 1, 2012</li> <li>N = Student was NOT enrolled in this school on October 1, 2012</li> </ul>	

Data Element	Instructions/Definitions	Format	Watch out for these Common Mistake(s)
		<ul style="list-style-type: none"> <li>S = Receiving services at the school on Oct 1, 2012, but enrolled elsewhere</li> </ul>	
Enrollment Begin Date	Date the student enrolled in your school	Prefilled all students to 07/01/2012, we are collecting this date from here forward, you are not required to revise the 07/01/2012 date.	
Enrollment End Date	Date the student exited your school	Please enter the date this student exited your school.	
New Place of Enrollment	Optional. Enter the organization an exiting student is attending if known.	Drop Down List	
Source of Funding	The person, group, or organizational entity paying for a student's educational expenditures.	Drop Down List <ul style="list-style-type: none"> <li>VT School District</li> <li>Other</li> </ul>	
<b>Information Required for Publicly Funded Students or All Students Attending a School Participating in Federal Title Programs</b>			
Race	<p><u>American Indian or Alaskan Native</u>: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.</p> <p><u>Asian</u>: A person having the origins or nay of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.</p> <p><u>Black or African American</u>: A person having origins in any of the black racial groups of Africa.</p> <p><u>Native Hawaiian or Other Pacific Islander</u>: A person having the origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.</p> <p><u>White</u>: A person having origins in any of the original peoples of Europe, North Africa, or Middle East.</p>	Check boxes, 1 character code each Select all that apply. <ul style="list-style-type: none"> <li>American Indian/Alaskan Native</li> <li>Asian</li> <li>African-American</li> <li>Native Hawaiian or Pacific Islander</li> <li>White</li> </ul>	
Ethnicity	<u>Hispanic or Latino</u> : An indication that the individual traces his or her origin or descent of Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.	1 character code <ul style="list-style-type: none"> <li>Y = Student is of Hispanic or Latino origin</li> </ul>	

Data Element	Instructions/Definitions	Format	Watch out for these Common Mistake(s)
		<ul style="list-style-type: none"> <li>N = Student in NOT of Hispanic or Latino origin</li> </ul>	
School Lunch Eligibility	School breakfast/lunch eligibility is the basis for calculating poverty levels for schools. This information is used for ESEA (Elementary and Secondary Education Act) accountability and is used to determine your school's eligibility in the Teachers Cancellation Low Income student loan forgiveness program.	Drop Down List <ul style="list-style-type: none"> <li>Free breakfast or lunch</li> <li>Reduced-price breakfast or lunch</li> <li>Declined</li> <li>Not Eligible</li> </ul>	
Section 504	Any student who is qualified for and receiving service and/or accommodations under an S504 plan or the Rehabilitation Act of 1973.	1 character code <ul style="list-style-type: none"> <li>Y = Yes</li> <li>N = No</li> </ul>	
EST/ 230/157	Any student who is receiving services which were discussed and planned at an educational support team meeting, for which written documentation is maintained, whether or not there is a written plan.	1 character code <ul style="list-style-type: none"> <li>Y = Yes</li> <li>N = No</li> </ul>	
Receiving TAS Title I Services (T1SERVICES)	An indication of whether a particular student is receiving any Target Assistance Services	1 character code <ul style="list-style-type: none"> <li>Y = Yes</li> <li>N = No</li> </ul>	
Reading/Language Arts (IST1RLA)	An indication of whether a particular student is receiving supplemental instructional services in Reading/Language Arts.	<ul style="list-style-type: none"> <li>Acceptable Values: Y or N</li> <li>If Y must have Y in T1SERVICES</li> </ul> If Y must have Y in at least one	
Mathematics (IST1MATH)	An indication of whether a particular student is receiving supplemental instructional services in Mathematics.	<ul style="list-style-type: none"> <li>Acceptable Values: Y or N</li> <li>If Y must have Y in T1SERVICES</li> </ul> If Y must have Y in at least one	
Science (IST1SCIENCE)	An indication of whether a particular student is receiving supplemental instructional services in Science.	<ul style="list-style-type: none"> <li>Acceptable Values: Y or N</li> <li>If Y must have Y in T1SERVICES</li> </ul> If Y must have Y in at least one	
Social Sciences (IST1SOCIAL)	An indication of whether a particular student is receiving supplemental instructional services in Social Sciences.	<ul style="list-style-type: none"> <li>Acceptable Values: Y or N</li> <li>If Y must have Y in T1SERVICES</li> </ul> If Y must have Y in at least one	
Vocational/Career (IST1VOC)	An indication of whether a particular student is receiving supplemental instructional services in Vocational/Career.	<ul style="list-style-type: none"> <li>Acceptable Values: Y or N</li> <li>If Y must have Y in T1SERVICES</li> </ul> If Y must have Y in at least one	
Other Instructional	An indication of whether a particular student is receiving other types of supplemental instructional services.	<ul style="list-style-type: none"> <li>Acceptable Values: Y or N</li> <li>If Y must have Y in T1SERVICES</li> </ul>	

Data Element	Instructions/Definitions	Format	Watch out for these Common Mistake(s)
Service (IST1OTHER)		If Y must have Y in at least one	
Health, Dental, and Eye Care (SST1HEALTH)	An indication of whether a particular student is receiving support services such as health, dental, and eye care.	<ul style="list-style-type: none"> <li>• Acceptable Values: Y or N</li> <li>• If Y must have Y in T1SERVICES</li> </ul> If Y must have Y in at least one	
Supporting Guidance/Advocacy (SST1GUID)	An indication of whether a particular student is receiving supporting guidance / advocacy support services	<ul style="list-style-type: none"> <li>• Acceptable Values: Y or N</li> <li>• If Y must have Y in T1SERVICES</li> </ul> If Y must have Y in at least one	
Other Support Service (SST1OTHER)	An indication of whether a particular student is receiving other types of support services.	<ul style="list-style-type: none"> <li>• Acceptable Values: Y or N</li> <li>• If Y must have Y in T1SERVICES</li> </ul> If Y must have Y in at least one	