

## SASS Reporting

Agency Name	
Site Name	
SED Program Code (5 digit)	
Agency Contact Name	
Agency Contact Phone Number	
Agency Contact E-mail	

### TABLE for Reporting SASS Data

The table below has been provided for reporting SASS data. When completing the table, please be sure to indicate, by a check mark in the appropriate box, whether you are reporting for an AHSEP or a HSE program. Make additional copies of the table when reporting for multiple sites. Tables should be submitted during the first week of October subsequent to the conclusion of the program year. Please note that the data must be reported separately for students with a disability using the right-hand column under each of the groups.

The table should be completed for each site in the district or BOCES that has a program regardless of the number of students.

**Commissioner’s Regulations Section 102 (p) (12) (iv) indicates that, “The Commissioner may also place under high school equivalency review any program for which a district or Board of Cooperative Educational Services fails to provide in a timely manner the student performance data required by the Commissioner to conduct the annual assessment of the high school equivalency program.” Programs identified as under high school equivalency review status are required to submit a corrective action plan.**

The data below is for the following program (check one)

AHSEP

HSEP

#### Program Enrollment by Group July 1, 2008-June 30, 2009

Literacy Level	Group 1		Group 2		Group 3	
	Student without Disability	Student with Disability	Student without Disability	Student with Disability	Student without Disability	Student with Disability
0.0-1.9						
2.0-3.9						
4.0-5.9						
6.0-8.9						
9.0-10.9						
11 plus						
Passed GED						
Advanced Literacy Level						
Remained in Program						
Dropout						

**SED will calculate GED Success, Student Success and Dropout Rates based on the data submitted. For jail programs only, students who were actively engaged in the educational program at their discharge date should not be counted as dropouts.**

## **Instructions for Completing SASS Table**

**Group 1** - Report by literacy level, at point of entry to the program, all students who tested at 9.0 level or higher in reading and mathematics and received over 150 hours of instruction during the year. Use the lower level of mathematics or reading literacy if students test at different levels. Report the number of students without disabilities separate from students with disabilities.

**Group 2** - Report by literacy level, at point of entry to the program, all students who tested at 8.9 level or lower in reading or mathematics and received over 150 hours of instruction during the year.

**Group 3** - Report by literacy level, at point of entry to the program, all students who received 12 or more hours and less than 150 hours of instruction during the year.

**Passed GED** - Record the number of students in the total enrollment who passed the GED tests during the school year.

**Advanced Literacy Level** - Record the number of students who advanced a literacy level or more during the year. Literacy levels are 0.0-1.9, 2.0-3.9, 4.0-5.9, 6.0-8.9, 9.0-10.9, 11 plus. If a student tested at different literacy levels in mathematics and reading, the lowest level score should be used as the base level to determine if the student advanced in literacy level. Students who pass the GED tests and also advance a literacy level should only be reported as passing the GED tests.

**Remained in Program** - Record the number of students who continue to be enrolled for the next school year.

**Dropout** - Record the number of students who did not pass the GED and did not remain in the program. For example, students who left the program are considered dropouts. For jail programs only, students who were enrolled in the educational program but were not attending at their discharge date should be counted as dropouts.

## **Program Performance**

**GED Success Rate** – The Group 1 performance measure is obtained by dividing the number of students whom passed the GED tests and are eligible for a high school equivalency diploma by the total enrollment in the group. **This will be computed by the State Education Department.**

**Student Success Rate** – The Group 2 performance measure is obtained by dividing the number of students in the group passing the GED tests and is eligible for a high school equivalency diploma or advancing a literacy level by the total enrollment in the group. Students who do both should only be reported as passing the GED tests. **This will be computed by the State Education Department.**

**Dropout Rate** – The Group 3 performance measure is obtained by dividing the number of students recorded in the dropout column by the total enrollment in the group. **This will be computed by the State Education Department.**