

Progress Monitoring and Reporting Network (PMRN)
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SY0910 v1.6

FIELD CHARACTERISTICS: A = Alphabetic only A/N = Alphanumeric N = Numeric only R = Right justified, leading zeros L = Left justified	Date: Wednesday, March 24, 2010 Effective Date: Friday, March 26, 2010 Format No.: 8.6
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Item Number	From - To	Size	Field Charact.	Field Description						
1	1-4	4	N	Year This refers to the school year. Example: 0910						
2	5-6	2	N/R	District Number, Current Instruction/Service The two-digit number for the current school district providing instruction or services.						
3	7-16	10	A/N	Student Number Identifier, Florida A ten character code used to uniquely identify a student. If the district provided a Social Security number, the Student Number Identifier, Florida equals the Social Security number followed by a "X". nnnnnnnnX Example: 123456789X If a district <u>did not</u> provide a Social Security number, the number displayed is the number created using the common statewide method in which the first two numbers represent the district of initial entry into the Florida School System and the last eight (8) digits are district-defined to create a unique student number within the district.						
4	17-26	10	A/N	Student Number Identifier - Alias, Florida The ten character code used to uniquely identify a student. The number was created using the common statewide method in which the first two numbers represent the district of initial entry into the Florida School System and the last eight (8) digits are district-defined to create a unique student number within the district.						
5	27-65	39	A/N/L	Student Name, Legal The student's first, middle, and last names. These are fixed width fields: Last Name First Name Middle Name or Initial						
6	66-73	8	N	Birth Date The numeric representation of the date on which the student was born. MMDDYYYY Example: 12011969 = December 1, 1969						
7	74-74	1	A	Gender The student's gender. <table style="margin-left: 20px;"> <tr> <td><u>Code</u></td> <td><u>Definition</u></td> </tr> <tr> <td>M</td> <td>Male</td> </tr> <tr> <td>F</td> <td>Female</td> </tr> </table>	<u>Code</u>	<u>Definition</u>	M	Male	F	Female
<u>Code</u>	<u>Definition</u>									
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Item Number	From - To	Size	Field Charact.	Field Description														
8	75-75	1	A	<p>Racial/Ethnic Category</p> <p>Racial/ethnic group to which the student belongs or with which the student identifies:</p> <table border="0"> <tr> <td style="padding-right: 20px;"><u>Code</u></td> <td><u>Definition</u></td> </tr> <tr> <td>W</td> <td><u>White, Non-Hispanic</u>: Persons having origins in any of the original peoples of Europe, North Africa or the Middle East.</td> </tr> <tr> <td>B</td> <td><u>Black, Non-Hispanic</u>: Persons having origins in any of the black racial groups of Africa.</td> </tr> <tr> <td>H</td> <td><u>Hispanic</u>: Persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.</td> </tr> <tr> <td>A</td> <td><u>Asian or Pacific Islander</u>: Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands or the Indian subcontinent. This area includes for example, China, India, Japan, Korea, the Philippine Islands and Samoa.</td> </tr> <tr> <td>I</td> <td><u>American Indian or Alaskan Native</u>: Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.</td> </tr> <tr> <td>M</td> <td><u>Multiracial</u>: Persons having parents of different racial/ethnic categories.</td> </tr> </table>	<u>Code</u>	<u>Definition</u>	W	<u>White, Non-Hispanic</u> : Persons having origins in any of the original peoples of Europe, North Africa or the Middle East.	B	<u>Black, Non-Hispanic</u> : Persons having origins in any of the black racial groups of Africa.	H	<u>Hispanic</u> : Persons of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.	A	<u>Asian or Pacific Islander</u> : Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands or the Indian subcontinent. This area includes for example, China, India, Japan, Korea, the Philippine Islands and Samoa.	I	<u>American Indian or Alaskan Native</u> : Persons having origins in any of the original peoples of North America, and who maintain cultural identification through tribal affiliation or community recognition.	M	<u>Multiracial</u> : Persons having parents of different racial/ethnic categories.
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9	76-77	2	A	<p>English Language Learners, PK-12</p> <p>Using the definitions and the codes listed, indicate the status of the student who has been identified as an English Language Learner (ELL) student. An ELL student is one who:</p> <ul style="list-style-type: none"> Was not born in the U.S. and whose native language is not English; or Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English language proficiency; <u>and</u> <p>Who as a result of the above has sufficient difficulty speaking, reading, writing or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.</p> <p style="text-align: center;">(CONTINUED ON NEXT PAGE)</p>														

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Item Number	From - To	Size	Field Charact.	Field Description
				<p><u>Code</u> <u>Definition</u></p> <p>LY The student is Limited English Proficient and is enrolled in classes specifically designed for ELL students.</p> <p>LN The student is Limited English Proficient and is not enrolled in classes specifically designed for ELL students.</p> <p>LF The student is being followed up for a two year period after having exited from the ESOL program.</p> <p>LZ The student is one for whom a two-year follow up period has been completed after the student has exited the ESOL program.</p> <p>LP The student is in the 4th-12th grade, tested fully English proficient on an Aural/Oral Test and is Limited English Proficient pending the Reading and Writing Assessment or the student is in K-12th grade, answered "yes" on the Home Language Survey question "Is a language other than English spoken in the Home?" and is pending assessment.</p> <p>ZZ Not applicable</p>
10	78-78	1	N	Lunch Status
				<p>Lunch status is defined as the student's eligibility for participation in the Free, Reduced, or Full-Price Lunch Program of the district as evidenced by submission of an application.</p> <p><u>Code</u> <u>Definition</u></p> <p>0 The student did not apply for free or reduced price lunch.</p> <p>1 The student applied for free or reduced price lunch but is not eligible.</p> <p>2 The student is eligible for free lunch.</p> <p>3 The student is eligible for reduced price lunch.</p> <p>4 The student is enrolled in a USDA-approved Provision Z school.</p>

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Item Number	From - To	Size	Field Charact.	Field Description																																				
11	79-79	1	A	Exceptionality, Primary																																				
				<p>A code to identify the primary exceptionality for a student enrolled the schools who requires special instruction or services because of a physical, mental, emotional, social or learning exceptionality. Primary indicates that exceptionality which most affects the student's ability to learn. The codes to be used follow:</p> <table> <thead> <tr> <th><u>Code</u></th> <th><u>Exceptionality</u></th> </tr> </thead> <tbody> <tr> <td>C</td> <td>Orthopedically Impaired</td> </tr> <tr> <td>F</td> <td>Speech Impaired</td> </tr> <tr> <td>G</td> <td>Language Impaired</td> </tr> <tr> <td>H</td> <td>Deaf or Hard of Hearing</td> </tr> <tr> <td>I</td> <td>Visually Impaired</td> </tr> <tr> <td>J</td> <td>Emotionally Handicapped</td> </tr> <tr> <td>K</td> <td>Specific Learning Disabled</td> </tr> <tr> <td>L</td> <td>Gifted</td> </tr> <tr> <td>M</td> <td>Hospital/Homebound</td> </tr> <tr> <td>O</td> <td>Dual-Sensory Impaired</td> </tr> <tr> <td>P</td> <td>Autistic</td> </tr> <tr> <td>S</td> <td>Traumatic Brain Injured</td> </tr> <tr> <td>T</td> <td>Developmentally Delayed</td> </tr> <tr> <td>U</td> <td>Established Conditions</td> </tr> <tr> <td>V</td> <td>Other Health Impaired</td> </tr> <tr> <td>W</td> <td>Intellectual Disability</td> </tr> <tr> <td>Z</td> <td>Not Applicable</td> </tr> </tbody> </table>	<u>Code</u>	<u>Exceptionality</u>	C	Orthopedically Impaired	F	Speech Impaired	G	Language Impaired	H	Deaf or Hard of Hearing	I	Visually Impaired	J	Emotionally Handicapped	K	Specific Learning Disabled	L	Gifted	M	Hospital/Homebound	O	Dual-Sensory Impaired	P	Autistic	S	Traumatic Brain Injured	T	Developmentally Delayed	U	Established Conditions	V	Other Health Impaired	W	Intellectual Disability	Z	Not Applicable
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12	80-80	1	A/N	Migrant Status Term																																				
				<p>Migrant Status Term codes are to be used to indicate which term(s) a migrant student was served and/or identified.</p> <table> <thead> <tr> <th><u>Code</u></th> <th><u>Definition</u></th> </tr> </thead> <tbody> <tr> <td>D</td> <td>Enrolled only in regular 180 day school year with services provided during the regular school day only.</td> </tr> <tr> <td>E</td> <td>Enrolled in regular 180 day school year with some or all services provided during an extended day/week.</td> </tr> <tr> <td>S</td> <td>Enrolled only in summer term</td> </tr> <tr> <td>B</td> <td>Served in both the regular 180 day and summer term</td> </tr> <tr> <td>X</td> <td>Identified, NOT Served</td> </tr> <tr> <td>Z</td> <td>Not applicable</td> </tr> </tbody> </table>	<u>Code</u>	<u>Definition</u>	D	Enrolled only in regular 180 day school year with services provided during the regular school day only.	E	Enrolled in regular 180 day school year with some or all services provided during an extended day/week.	S	Enrolled only in summer term	B	Served in both the regular 180 day and summer term	X	Identified, NOT Served	Z	Not applicable																						
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13	81-81	1	A/N	Section 504 Eligible The student, at the time of the survey, was eligible under Section 504 of the Rehabilitation Act of 1973 and is not a student with disabilities eligible under the Individuals with Disabilities Education Act (IDEA). <u>Code</u> <u>Definition</u> Y Student was eligible under Section 504 of the Rehabilitation Act of 1973 and is not an eligible student with disabilities under IDEA. Z Not Eligible/Applicable.
14	82-91	10	N/R	Identifier - Local Unique Identifier assigned by the district for internal use by the district.
15	92-94	3	N/R	Days Present, Annual The total days the student was present in the district during the reporting year.
16	95-97	3	N/R	Days Absent, Annual The total days the student was absent in the district during the reporting year.
17	98-101	4	A/N	School Number of Enrollment (AP1) The state assigned four-digit school number in which the student was/is enrolled during the assessment period.
18	102-110	9	N	Responsible Instructor's State ID (AP1) The number assigned to an individual by the Social Security Administration (left justified).
19	111-112	2	N	Grade Level (AP1) The student's current grade level placement or the grade <u>Code</u> <u>Grade or Level</u> 00 Kindergarten 01-12 First through Twelfth Grade
20	113-113	1	N	Duplicate Score Flag (AP1) Indicates that the student has original (not copied) progress monitoring scores at two (2) schools in the state for the assessment period. 0 Student has scores at only one (1) school t for the assessment period 1 Student has scores at two (2) schools for the assessment period
21	114-115	2	N/R	PRS/FSP (AP1) Leading Decimal K-2 Probability of Reading Success 3-12 FCAT Success Probability

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Item Number	From - To	Size	Field Charact.	Field Description
22	116-116	1	A/N	Filler
23	117-129	13	N	K-2 Comprehension (AP1)
	117-119	3		Fluency (Correct Words per Minute) (does not apply to KG Listening Comprehension)
	120-122	3		Filler
	123-125	3		Percent Accuracy
	126-127	2		Grade of Final Passage
	128-128	1		Passage Number
	129-129	1		Target Passage Number (1-6 at grade level)
24	130-131	2	N	Listening and Reading Comprehension Questions (sum = 5)
	130-130	1		Explicit (total = 3)
	131-131	1		Implicit (total = 2)
25	132-135	4	N/R	Grade 1-2 Vocabulary Percentile (AP1)
	132-133	2		Raw Score
	134-135	2		Percentile
26	136-139	4	N/R	Grade 2 Spelling Percentile (AP1)
	136-137	2		Raw Score
	138-139	2		Percentile
27	140-152	13	N/R	3-12 Reading Comprehension (AP1)
	140-141	2		Percentile
	142-144	3		Standard Score
	145-148	4		Ability Score
	149-152	4		Lexile
28	153-156	4	N	Cluster/Strand Scores (AP1)
	153-153	1		Words and Phrases in Context (WP)
	154-154	1		Main Idea, Plot, Purpose (MI)
	155-155	1		Comparisons/Contrast & and Cause/Effect (CC)
	156-156	1		Reference/Research (RR)
				0 Not Enough Information - student presented fewer than 3 questions in the cluster
				1 Low (Low)
				2 Moderate (M)
				3 High (H)
29	157-164	8	N/R	3-12 Maze (AP1)
	157-158	2		Percentile
	159-161	3		Standard Score
	162-164	3		Adjusted Maze Score
30	165-173	9	N/R	3-12 Word Analysis (AP1)
	165-166	2		Percentile
	167-169	3		Standard Score
	170-173	4		Ability Score

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Item Number	From - To	Size	Field Charact.	Field Description
31	174-177	4	A/N	School Number of Enrollment (AP2)
				The state assigned four-digit school number in which the student was/is enrolled during the assessment period.
32	178-186	9	N	Responsible Instructor's State ID (AP2)
				The number assigned to an individual by the Social Security Administration (left justified).
33	187-188	2	N	Grade Level (AP2)
				The student's current grade level placement or the grade level for which data are being reported. <u>Code</u> <u>Grade or Level</u> 00 Kindergarten 01-12 First through Twelfth Grade
34	189-189	1	N	Duplicate Score Flag (AP2)
				Indicates that the student has original (not copied) progress monitoring scores at two (2) schools in the state for the assessment period. 0 Student has scores at only one (1) school for the assessment period 1 Student has scores at two (2) schools for the assessment period
35	190-191	2	N/R	PRS/FSP (AP2)
				Leading Decimal (implied) K-2 Probability of Reading Success 3-12 FCAT Success Probability
36	192-192	1	A/N	Filler
37	193-205	13	N/R	1-2 Comprehension (AP2)
	193-195	3		Fluency (Correct Words per Minute)
	196-198	3		Filler
	199-201	3		Percent Accuracy
	202-203	2		Grade of Final Passage
	204-204	1		Passage Number
	205-205	1		Target Passage Number (1-6 at grade level)
38	206-207	2	N	Listening and Reading Comprehension Questions (sum = 5)
	206-206	1		Explicit (total = 3)
	207-207	1		Implicit (total = 2)
39	208-211	4	A/N	Filler
40	212-215	4	N/R	Grade 2 Spelling Percentile (AP2)
	212-213	2		Raw Score
	214-215	2		Percentile
41	216-228	13	N/R	3-12 Reading Comprehension (AP2)
	216-217	2		Percentile
	218-220	3		Standard Score
	221-224	4		Ability Score
	225-228	4		Lexile

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Item Number	From - To	Size	Field Charact.	Field Description
42	229-232	4	N	Cluster/Strand Scores (AP2)
	229-229	1		Words and Phrases in Context (WP)
	230-230	1		Main Idea, Plot, Purpose (MI)
	231-231	1		Comparisons/Contrast & and Cause/Effect (CC)
	232-232	1		Reference/Research (RR)
				0 Not Enough Information - student presented fewer than 3 questions in the cluster
				1 Low (Low)
				2 Moderate (M)
				3 High (H)
43	233-240	8	N/R	3-12 Maze (AP2)
	233-234	2		Percentile
	235-237	3		Standard Score
	238-240	3		Adjusted Maze Score
44	241-249	9	N/R	3-12 Word Analysis (AP2)
	241-242	2		Percentile
	243-245	3		Standard Score
	246-249	4		Ability Score
45	250-253	4	A/N	School Number of Enrollment (AP3)
				The state assigned four-digit school number in which the student was/is enrolled during the assessment period.
46	254-262	9	N	Responsible Instructor's State ID (AP3)
				The number assigned to an individual by the Social Security
47	263-264	2	N	Grade Level (AP3)
				The student's current grade level placement or the grade
				<u>Code</u> <u>Grade or Level</u>
				00 Kindergarten
				01-12 First through Twelfth Grade
48	265-265	1	N	Duplicate Score Flag (AP3)
				Indicates that the student has original (not copied) progress monitoring scores at two (2) schools in the state for the assessment period.
				0 Student has scores at only one (1) school for the assessment period
				1 Student has scores at two (2) schools for the assessment period
49	266-267	2	N/R	PRS/FSP (AP3)
				Leading Decimal (implied)
				K-2 Probability of Reading Success
				3-12 FCAT Success Probability
50	268-268	1	A/N	Filler

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51	269-281	13	N/R	1-2 Comprehension (AP3)
	269-271	3		Fluency (Correct Words per Minute)
	272-274	3		Filler
	275-277	3		Percent Accuracy
	278-279	2		Grade of Final Passage
	280-280	1		Passage Number
	281-281	1		Target Passage Number (1-6 at grade level)
52	282-283	2	N	Listening and Reading Comprehension Questions (sum = 5)
	282-282	1		Explicit (total = 3)
	283-283	1		Implicit (total = 2)
53	284-287	4		Grade 1-2 Vocabulary (AP3)
	284-285	2		Raw Score
	286-287	2		Percentile
54	288-291	4	N/R	Grade 2 Spelling Percentile (AP3)
	288-289	2		Raw Score
	290-291	2		Percentile
55	292-304	13	N/R	3-12 Reading Comprehension (AP3)
	292-293	2		Percentile
	294-296	3		Standard Score
	297-300	4		Ability Score
	301-304	4		Lexile
56	305-308	4	N	Cluster/Strand Scores (AP3)
	305-305	1		Words and Phrases in Context (WP)
	306-306	1		Main Idea, Plot, Purpose (MI)
	307-307	1		Comparisons/Contrast & and Cause/Effect (CC)
	308-308	1		Reference/Research (RR)
				0 Not Enough Information - student presented fewer than 3 questions in the cluster
				1 Low (Low)
				2 Moderate (M)
				3 High (H)
57	309-316	8	N/R	3-12 Maze (AP3)
	309-310	2		Percentile
	311-313	3		Standard Score
	314-316	3		Adjusted Maze Score
58	317-325	9	N/R	3-12 Word Analysis (AP3)
	317-318	2		Percentile
	319-321	3		Standard Score
	322-325	4		Ability Score

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Item Number	From - To	Size	Field Charact.	Field Description
59	326-327	2	N/R	End of Year FCAT Grade
				Grade of FCAT <u>Code</u> <u>Grade or Level</u> 03-10 Third through Tenth Grade
60	328-335	8	N/R	End of Year FCAT Results
	328-330	3		SSS Standard Score
	331-331	1		SSS Level
	332-335	4		DSS Score
61	336-345	10	A/N	Filler
62	346-355	10	N	Filler
63	356-376	21	N	Within Norming Window
				Indicates if the score was Submitted during the norming window. 0 Score achieved outside of norming window 1 Score achieved inside the norming window Null if no score
				AP1
	356-356	1		Probability of Success (PRS or FSP)
	357-357	1		K-2 Comprehension
	358-358	1		K-2 Vocabulary
	359-359	1		K-2 Spelling
	360-360	1		3-12 Reading Compehension
	361-361	1		3-12 Maze
	362-362	1		3-12 Word Analysis
				AP2
	363-363	1		Probability of Success (PRS or FSP)
	364-364	1		K-2 Comprehension
	365-365	1		K-2 Vocabulary
	366-366	1		K-2 Spelling
	367-367	1		3-12 Reading Compehension
	368-368	1		3-12 Maze
	369-369	1		3-12 Word Analysis
				AP3
	370-370	1		Probability of Success (PRS or FSP)
	371-371	1		K-2 Comprehension
	372-372	1		K-2 Vocabulary
	373-373	1		K-2 Spelling
	374-374	1		3-12 Reading Compehension
	375-375	1		3-12 Maze
	376-376	1		3-12 Word Analysis