

Progress Monitoring and Reporting Network (PMRN)

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SY0910 v1.3

September 29, 2009

<b>FIELD CHARACTERISTICS:</b>		Date: Tuesday, May 26, 2009
A = Alphabetic only		Effective Date: Wednesday, July 1, 2009
A/N = Alphanumeric		Format No.: v. 8.3
N = Numeric only		
R = Right justified, leading zeros		
L = Left justified		

Item Number	From - To	Size	Field Charact.	Field Description						
<b>1</b>	<b>1-4</b>	<b>4</b>	<b>N</b>	<b>Year</b> This refers to the school year. Example: 0910						
<b>2</b>	<b>5-6</b>	<b>2</b>	<b>N/R</b>	<b>District Number, Current Instruction/Service</b> The two-digit number for the current school district providing instruction or services.						
<b>3</b>	<b>7-16</b>	<b>10</b>	<b>A/N</b>	<b>Student Number Identifier, Florida</b> 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.						
<b>4</b>	<b>17-26</b>	<b>10</b>	<b>A/N</b>	<b>Student Number Identifier - Alias, Florida</b> 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.						
<b>5</b>	<b>27-65</b>	<b>39</b>	<b>A/N/L</b>	<b>Student Name, Legal</b> The student's first, middle, and last names. These are fixed width fields: Last Name First Name Middle Name or Initial						
<b>6</b>	<b>66-73</b>	<b>8</b>	<b>N</b>	<b>Birth Date</b> The numeric representation of the date on which the student was born. MMDDYYYY Example: 12011969 = December 1, 1969						
<b>7</b>	<b>74-74</b>	<b>1</b>	<b>A</b>	<b>Gender</b> The student's gender. <table border="0"> <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														
<b>8</b>	<b>75-75</b>	<b>1</b>	<b>A</b>	<b>Racial/Ethnic Category</b>														
				<p>Racial/ethnic group to which the student belongs or with which the student identifies:</p> <table> <thead> <tr> <th>Code</th> <th>Definition</th> </tr> </thead> <tbody> <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> </tbody> </table>	Code	Definition	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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<b>9</b>	<b>76-77</b>	<b>2</b>	<b>A</b>	<b>English Language Learners, PK-12</b>														
				<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"> <li>Was not born in the U.S. and whose native language is not English; or</li> <li>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</li> <li>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></li> </ul> <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>
<b>10</b>	<b>78-78</b>	<b>1</b>	<b>N</b>	<b>Lunch Status</b>
				<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																																				
<b>11</b>	<b>79-79</b>	<b>1</b>	<b>A</b>	<b>Exceptionality, Primary</b>																																				
				<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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<b>12</b>	<b>80-80</b>	<b>1</b>	<b>A/N</b>	<b>Migrant Status Term</b>																																				
				<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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<b>13</b>	<b>81-81</b>	<b>1</b>	<b>A/N</b>	<b>Section 504 Eligible</b> 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).  <table border="0"> <tr> <td><u>Code</u></td> <td><u>Definition</u></td> </tr> <tr> <td>Y</td> <td>Student was eligible under Section 504 of the Rehabilitation Act of 1973 and is not an eligible student with disabilities under IDEA.</td> </tr> <tr> <td>Z</td> <td>Not Eligible/Applicable.</td> </tr> </table>	<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.
<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.									
<b>14</b>	<b>82-91</b>	<b>10</b>	<b>N/R</b>	<b>Identifier - Local</b> Unique Identifier assigned by the district for internal use by the district.						
<b>15</b>	<b>92-94</b>	<b>3</b>	<b>N</b>	<b>Days Present, Annual</b> The total days the student was present in the district during the reporting year.						
<b>16</b>	<b>95-97</b>	<b>3</b>	<b>N</b>	<b>Days Absent, Annual</b> The total days the student was absent in the district during the reporting year.						
<b>17</b>	<b>98-101</b>	<b>4</b>	<b>A/N/R</b>	<b>School Number of Enrollment (AP1)</b> The state assigned four-digit school number in which the student was/is enrolled during the assessment period.						
<b>18</b>	<b>102-110</b>	<b>9</b>	<b>N</b>	<b>Responsible Instructor's State ID (AP1)</b> The number assigned to an individual by the Social Security Administration (left justified).						
<b>19</b>	<b>111-112</b>	<b>2</b>	<b>N</b>	<b>Grade Level (AP1)</b> The student's current grade level placement or the grade <table border="0"> <tr> <td><u>Code</u></td> <td><u>Grade or Level</u></td> </tr> <tr> <td>00</td> <td>Kindergarten</td> </tr> <tr> <td>01-12</td> <td>First through Twelfth Grade</td> </tr> </table>	<u>Code</u>	<u>Grade or Level</u>	00	Kindergarten	01-12	First through Twelfth Grade
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01-12	First through Twelfth Grade									
<b>20</b>	<b>113-113</b>	<b>1</b>	<b>N</b>	<b>Duplicate Score Flag (AP1)</b> Indicates that the student has progress monitoring scores at two (2) schools in the district for the assessment period.  <table border="0"> <tr> <td>0</td> <td>Student has scores at only one (1) school in the district for the assessment period</td> </tr> <tr> <td>1</td> <td>Student has scores at two (2) schools in the district for the assessment period</td> </tr> </table>	0	Student has scores at only one (1) school in the district for the assessment period	1	Student has scores at two (2) schools in the district for the assessment period		
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<b>21</b>	<b>114-115</b>	<b>2</b>	<b>N/R</b>	<b>PRS/FSP (AP1)</b> Leading Decimal <table border="0"> <tr> <td>K-2</td> <td>Probability of Reading Success</td> </tr> <tr> <td>3-12</td> <td>FCAT Success Probability</td> </tr> </table>	K-2	Probability of Reading Success	3-12	FCAT Success Probability		
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3-12	FCAT Success Probability									

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<b>22</b>	<b>116-116</b>	<b>1</b>	<b>A/N</b>	<b>Filler</b>
<b>23</b>	<b>117-129</b>	<b>13</b>	<b>N</b>	<b>K-2 Comprehension (AP1)</b>
	117-119	3		Fluency (Correct Words per Minute) (does not apply to KG)
	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)
<b>24</b>	<b>130-131</b>	<b>2</b>	<b>N</b>	<b>Listening and Reading Comprehension Questions (sum = 5)</b>
	130-130	1		Explicit (total = 3)
	131-131	1		Implicit (total = 2)
<b>25</b>	<b>132-135</b>	<b>4</b>	<b>N</b>	<b>Grade 1-2 Vocabulary Percentile (AP1)</b>
	132-133	2		Raw Score
	134-135	2		Percentile
<b>26</b>	<b>136-139</b>	<b>4</b>	<b>N</b>	<b>Grade 2 Spelling Percentile (AP1)</b>
	136-137	2		Raw Score
	138-139	2		Percentile
<b>27</b>	<b>140-152</b>	<b>13</b>	<b>N</b>	<b>3-12 Reading Comprehension (AP1)</b>
	140-141	2		Percentile
	142-144	3		Standard Score
	145-148	4		Ability Score
	149-152	4		Lexile
<b>28</b>	<b>153-156</b>	<b>4</b>	<b>N</b>	<b>Cluster/Strand Scores (AP1)</b>
	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)
<b>29</b>	<b>157-164</b>	<b>8</b>	<b>N</b>	<b>3-12 Maze (AP1)</b>
	157-158	2		Percentile
	159-161	3		Standard Score
	162-164	3		Adjusted Maze Score
<b>30</b>	<b>165-173</b>	<b>9</b>	<b>N</b>	<b>3-12 Word Analysis (AP1)</b>
	165-166	2		Percentile
	167-169	3		Standard Score
	170-173	4		Ability Score

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<b>31</b>	<b>174-177</b>	<b>4</b>	<b>A/N/R</b>	<b>School Number of Enrollment (AP2)</b> The state assigned four-digit school number in which the student was/is enrolled during the assessment period.
<b>32</b>	<b>178-186</b>	<b>9</b>	<b>N</b>	<b>Responsible Instructor's State ID (AP2)</b> The number assigned to an individual by the Social Security Administration (left justified).
<b>33</b>	<b>187-188</b>	<b>2</b>	<b>N</b>	<b>Grade Level (AP2)</b> 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
<b>34</b>	<b>189-189</b>	<b>1</b>	<b>N</b>	<b>Duplicate Score Flag (AP2)</b> Indicates that the student has progress monitoring scores at two (2) schools in the district for the assessment period.  0    Student has scores at only one (1) school in the district for the assessment period 1    Student has scores at two (2) schools in the district for the assessment period
<b>35</b>	<b>190-191</b>	<b>2</b>	<b>N/R</b>	<b>PRS/FSP (AP2)</b> Leading Decimal (implied) K-2        Probability of Reading Success 3-12      FCAT Success Probability
<b>36</b>	<b>192-192</b>	<b>1</b>	<b>A/N</b>	<b>Filler</b>
<b>37</b>	<b>193-205</b>	<b>13</b>	<b>N</b>	<b>1-2 Comprehension (AP2)</b> 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)
<b>38</b>	<b>206-207</b>	<b>2</b>	<b>N</b>	<b>Listening and Reading Comprehension Questions (sum = 5)</b> 206-206    1    Explicit (total = 3) 207-207    1    Implicit (total = 2)
<b>39</b>	<b>208-211</b>	<b>4</b>	<b>A/N</b>	<b>Filler</b>
<b>40</b>	<b>212-215</b>	<b>4</b>	<b>N</b>	<b>Grade 2 Spelling Percentile (AP2)</b> 212-213    2    Raw Score 214-215    2    Percentile
<b>41</b>	<b>216-228</b>	<b>13</b>	<b>N</b>	<b>3-12 Reading Comprehension (AP2)</b> 216-217    2    Percentile 218-220    3    Standard Score 221-224    4    Ability Score 225-228    4    Lexile

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<b>42</b>	<b>229-232</b>	<b>4</b>	<b>N</b>	<b>Cluster/Strand Scores (AP2)</b>
	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)
<b>43</b>	<b>233-240</b>	<b>8</b>	<b>N</b>	<b>3-12 Maze (AP2)</b>
	233-234	2		Percentile
	235-237	3		Standard Score
	238-240	3		Adjusted Maze Score
<b>44</b>	<b>241-249</b>	<b>9</b>	<b>N</b>	<b>3-12 Word Analysis (AP2)</b>
	241-242	2		Percentile
	243-245	3		Standard Score
	246-249	4		Ability Score
<b>45</b>	<b>250-253</b>	<b>4</b>	<b>A/N/R</b>	<b>School Number of Enrollment (AP3)</b>
				The state assigned four-digit school number in which the student was/is enrolled during the assessment period.
<b>46</b>	<b>254-262</b>	<b>9</b>	<b>N</b>	<b>Responsible Instructor's State ID (AP3)</b>
				The number assigned to an individual by the Social Security
<b>47</b>	<b>263-264</b>	<b>2</b>	<b>N</b>	<b>Grade Level (AP3)</b>
				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
<b>48</b>	<b>265-265</b>	<b>1</b>	<b>N</b>	<b>Duplicate Score Flag (AP3)</b>
				Indicates that the student has progress monitoring scores at two (2) schools in the district for the assessment period.
				0 Student has scores at only one (1) school in the district for the assessment period
				1 Student has scores at two (2) schools in the district for the assessment period
<b>49</b>	<b>266-267</b>	<b>2</b>	<b>N/R</b>	<b>PRS/FSP (AP3)</b>
				Leading Decimal (implied)
				K-2      Probability of Reading Success
				3-12     FCAT Success Probability
<b>50</b>	<b>268-268</b>	<b>1</b>	<b>A/N</b>	<b>Filler</b>

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Item Number	From - To	Size	Field Charact.	Field Description
<b>51</b>	<b>269-281</b>	<b>13</b>	<b>N</b>	<b>1-2 Comprehension (AP3)</b>
	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)
<b>52</b>	<b>282-283</b>	<b>2</b>	<b>N</b>	<b>Listening and Reading Comprehension Questions (sum = 5)</b>
	282-282	1		Explicit (total = 3)
	283-283	1		Implicit (total = 2)
<b>53</b>	<b>284-287</b>	<b>4</b>		<b>Grade 1-2 Vocabulary (AP3)</b>
	284-285	2		Raw Score
	286-287	2		Percentile
<b>54</b>	<b>288-291</b>	<b>4</b>	<b>N</b>	<b>Grade 2 Spelling Percentile (AP3)</b>
	288-289	2		Raw Score
	290-291	2		Percentile
<b>55</b>	<b>292-304</b>	<b>13</b>	<b>N</b>	<b>3-12 Reading Comprehension (AP3)</b>
	292-293	2		Percentile
	294-296	3		Standard Score
	297-300	4		Ability Score
	301-304	4		Lexile
<b>56</b>	<b>305-308</b>	<b>4</b>	<b>N</b>	<b>Cluster/Strand Scores (AP3)</b>
	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)
<b>57</b>	<b>309-316</b>	<b>8</b>	<b>N</b>	<b>3-12 Maze (AP3)</b>
	309-310	2		Percentile
	311-313	3		Standard Score
	314-316	3		Adjusted Maze Score
<b>58</b>	<b>317-325</b>	<b>9</b>	<b>N</b>	<b>3-12 Word Analysis (AP3)</b>
	317-318	2		Percentile
	319-321	3		Standard Score
	322-325	4		Ability Score
<b>59</b>	<b>326-327</b>	<b>2</b>	<b>N/R</b>	<b>FCAT Grade</b>
				Grade of FCAT
				<u>Code</u> <u>Grade or Level</u>
				03-10    Third through Tenth Grade
<b>60</b>	<b>328-335</b>	<b>8</b>	<b>N/R</b>	<b>FCAT Results</b>
	328-330	3		SSS Standard Score
	331-331	1		SSS Level
	332-335	4		DSS Score