



State of New Jersey

DEPARTMENT OF EDUCATION

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May 13, 2014

DAVID C. HESPE
Acting Commissioner

TO: Chief School Administrators
Charter School Lead Persons
Directors of Special Education

FROM: Peggy McDonald, Director
Office of Special Education Programs

SUBJECT: End of the Year Report

The purpose of this memo is to provide local school districts and charter schools with the directions and tables necessary for preparing the End of the Year (EOY) special education online data submissions. The EOY Report for 2013-2014 will **be open on June 2, 2014** and must be **submitted by June 30, 2014**, through the department's website at <http://homerom.state.nj.us>. **The directions and tables are the same as those used for last year's EOY submission.**

Attached you will find the following guidance regarding the EOY submission:

- General End of the Year Report Instructions (**ATTACHMENT A**)
- End of the Year Report Table Instructions (**ATTACHMENT B**)
- Federal Requirements for Determining Racial Classifications (**ATTACHMENT C**)
- Federal Eligibility Categories with State Definitions (**ATTACHMENT D**)
- Technical Manual for Accessing Web-based Applications (**ATTACHMENT E**)

Additionally, attached in MS EXCEL format, please find EOY sample tables that illustrate the on-line data submission.

Thank you for your anticipated cooperation in preparing the data report. Please call Andrew Samson at 609-633-6972, if you have any questions regarding the reporting process.

PM/AS

Attachments

c: Members, State Board of Education
Acting Commissioner David C. Hespe
Senior Staff
Susan Martz
Diane Shoener
Andrew Samson
Executive County Superintendent
County Supervisor of Child Study
Members, NJ LEE Group
Garden State Coalition of Schools

ATTACHMENT A

GENERAL END OF THE YEAR REPORT INSTRUCTIONS

New Jersey State Department of Education Office of Special Education Programs

Special Education End of the Year Report For the 2013-2014 School Year

The End of the Year Report must be submitted by each public school district and charter school.

- Districts should report data for their resident students who are not served by a state agency (Department of Children and Families, Department of Corrections and the Juvenile Justice Commission).
- Districts should include their resident students who were served by the Commission for the Blind and Visually Impaired, Marie Katzenbach School for the Deaf, and A. Harry Moore as of the previous October 15th.
- Data for students attending nonpublic schools are omitted from this report.

Students with disabilities that transition to a receiving or regional high school district are not considered exiters for the purpose of this report.

- a. K-8 districts **shall not** report as “Graduated” 8th grade resident students that have graduated from 8th grade.
- b. The receiving high school district or regional high school district shall report the exiting status of all students with disabilities being educated in the high school district. In addition to resident students with disabilities, the receiving or regional high school district shall report those students sent from K-8 districts.
- c. K-8 districts shall report the exiting status of those students that that are at least 14 years of age (as of the October 15 count) that either 1) Returned to General Education, 2) Died, 3) Moved and are Known to be Continuing, 3) Moved, and are not Known to be Continuing, or 4) Dropped Out. Students attending K-8 districts who are not at least 14 years of age (as of the October 15th count) should not be reported in Tables 2(A thru N) and 3.
- d. The sending district and the receiving or regional high school district shall collaborate to ensure an unduplicated count of students.

Data for this report must be submitted electronically by **June 30, 2014** through the Department’s website at <http://homeroom.state.nj.us>. The attached technical manual describes how to access the EOY web application.

Verify or update the district/charter school special education contact person, title, address, phone number, fax and email address. These data are used for mailings to special education coordinators during the year.

ATTACHMENT B

END OF THE YEAR REPORT TABLE INSTRUCTIONS

TABLE 1 NUMBER OF STUDENTS REFERRED, INITIAL CLASSIFICATIONS, REEVALUATIONS, DECLASSIFICATIONS AND HOME INSTRUCTION BY AGE GROUP AND FEDERAL DISABILITY CATEGORY BETWEEN JULY 1, 2013 AND JUNE 30, 2014

- A. **Referrals.** Report the number of public resident students by age group (3-5; 6-21) who were referred to the child study team for evaluation. Do not include students who transferred into the district and who were already classified in another district. Do not include students who were referred only for speech-language services or those who attend nonpublic schools.
- B. **Initial Classifications.** Report the number of resident students by age group (3-5; 6-21) who were found eligible for special education and related services for the first time according to the federal disability category. This number should not be larger than the number of referrals unless some were carryover referrals from the previous year.
- C. **Reevaluations.** Report the number of resident students by age group (3-5; 6-21) who were reevaluated. If a student's eligibility category was changed, report that student by the new federal disability category. If a student was declassified, report that student using the previous eligibility category. If a reevaluation was started, but not completed before the end of the school year, count that student next year. Students who were eligible for speech-language services and were subsequently referred to a child study team for evaluation to determine their eligibility for special education and related services, should be reported as "Referred" and, if eligible, they should be reported under "Initial Classification," instead of "Reevaluated."
- D. **Declassified.** Report the number of resident students by age group (3-5; 6-21) who were declassified (returned to general education) according to the federal disability category from which they were declassified.
- E. **Home Instruction.** Report the unduplicated number of resident students by age group (3-5; 6-21) by federal disability category who received home instruction for a portion of the school year in accordance with an individualized education program (IEP).

TABLES 2A - 2N NUMBER OF STUDENTS WITH DISABILITIES, AGES 14-21, EXITING FROM SPECIAL EDUCATION

- A. Report by federal disability category and age as of the previous **October 15th** the number of resident public students with disabilities **who left special education between July 1, 2013 and June 30, 2014** according to the following reasons for exiting:
1. **Returned to general education** - The number of students with disabilities who were served in special education during the previous reporting year, but at some point during that 12 month period, returned to general education as a result of having met the objectives of their individualized education program (IEP). These are students who no longer have an IEP and are receiving all of their educational services in a general education program.
 2. **Graduated from High School** - The number of students with disabilities who received a high school diploma. K-8 districts **shall not** report as "Graduated" 8th grade resident students that have graduated from 8th grade.

3. **Reached Maximum Age** - The number of students with disabilities who exited special education because they reached age 21 during the school year and did not receive a high school diploma.
 4. **Deceased** - The number of students with disabilities who died.
 5. **Moved, known to be continuing** - The number of students with disabilities who moved their residence and are known to be continuing in another educational program, regular or special. This includes transfers to other districts and students who moved into residential drug/alcohol rehabilitation centers or correctional facilities. Do not report students who did not change their residence, but just moved to another grade level (e.g., grade 8 in an elementary school to grade 9 in a regional high school). These students are not considered to have exited.
 6. **Moved, not known to be continuing** - The number of students with disabilities who moved their residence and are not known to be continuing in another educational program, regular or special.
 7. **Dropped Out** - The number of students with disabilities who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year and did not exit through any of the other reasons described above. **Include students who were enrolled the previous year, but did not report to their school in the fall and did not exit by any other above reasons.** This row includes dropouts, runaways, GED recipients, or other exiters for whom the reason for exit is unknown.
- B. Report the row and column totals.** The total number of students on this table must equal the total number of students on Table 3 for each reason for exiting. The EOY application will automatically calculate these totals.

TABLE 3 THE NUMBER OF STUDENTS WITH DISABILITIES AGES 14-21 EXITING SPECIAL EDUCATION BY RACIAL-ETHNIC-GENDER GROUP AND LEP STATUS

- A. **Section A:** Report the number of students with disabilities ages 14-21 who left special education between July 1, 2013 and June 30, 2014 according to the basis of exiting and their **racial-ethnic-gender group**. Students must be reported in **only one** racial-ethnic-gender group.
- B. **Section B:** Report the number of students with disabilities from Section A ages 14-21 who left special education between July 1, 2013 and June 30, 2014 according to the basis of exiting and their **Limited English Proficiency Status**. Report the number of students that are Limited English Proficient under "Yes" Column. Report the number of students that are NOT Limited English Proficient in the "No" Column.

Report the total number of students ages 14-21 who exited special education by LEP status. These figures must equal the total data reported in Section B.

Limited English Proficient. A child who meets the definition of a limited English proficient child under the Elementary and Secondary Education Act, 20 U.S.C. Section 7801(A)(25):

“The term ‘limited English proficient,’ when used with respect to an individual, means an individual -

(A) who is aged 3 through 21;

- (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C)
 - (i) who was not born in the United States or whose native language is a language other than English;
 - (ii)
 - (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual -
 - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 6311(b)(3) of this title;
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.”

LEP status should reflect the child’s status as of the date of exit.

C. Report the row and column totals. Section A Column 1 totals for race must equal Section B Column 2 totals for LEP. Both column totals for Sections A and B must also equal Column totals on Table 2N for each basis of exit. The EOY application will automatically calculate these totals.

ATTACHMENT C

FEDERAL REQUIREMENTS FOR DETERMINING RACIAL CLASSIFICATIONS

In October 2007, the United States Department of Education published new and final guidance on maintaining, collecting, and reporting racial ethnic data to the U.S. Department of Education in the Federal Register (Vol. 72, No. 202, available at <http://www.gpoaccess.gov/nara/index.html>). This guidance is available to view online at the following address: <http://www.ed.gov/legislation/FedRegister/other/2007-4/101907c.html>. These new standards allow a respondent to self-identify his or her race and ethnicity and allow a respondent to select more than one racial or ethnic designation. The new standards require the use of a two-part question, focusing first on ethnicity and second on race when collecting the data from individuals. In addition, the new standards specify how long records regarding an individual's response to the two-part question must be retained by the local education agency (LEA).

As with the previous reporting year, please refer to the chart and additional federal guidance below:

7 Racial/Ethnic Categories for EOY Report	
Hispanic/Latino	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Refers to Hispanic and/or Latino
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment. <i>(Does not include persons of Hispanic/Latino ethnicity)</i>
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. <i>(Does not include persons of Hispanic/Latino ethnicity)</i>
Black or African American	A person having origins in any of the Black racial groups of Africa. <i>(Does not include persons of Hispanic/Latino ethnicity)</i>
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or the Pacific Islands. <i>(Does not include persons of Hispanic/Latino ethnicity)</i>
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. <i>(Does not include persons of Hispanic/Latino ethnicity)</i>
Two or more races	A person having origins in two or more of the five race categories listed immediately above. <i>(Does not include persons of Hispanic/Latino ethnicity)</i>
Total	The unduplicated total across the seven (7) race/ethnicity designations

What does the two-part question to be used for collection look like?

According to federal guidelines, there are two different parts to the question, requiring two distinct responses. The first part asks about the broad category of ethnicity, and the second part asks about the more narrow divisions of race. The first part asks the respondent to identify whether or not his or her ethnicity is Hispanic or Latino. The second part asks the respondent to identify his or her race or races. Provided below is an example (see http://nces.ed.gov/statprog/2002/std1_5.asp) of the questions.

The ethnicity question is:

What is this person's ethnicity?

Hispanic or Latino

Not Hispanic or Latino

The race question is:

What is this person's race?

Mark one or more races to indicate what this person considers him/herself to be.

White

Black or African American

Asian

American Indian or Alaska Native

Native Hawaiian or Other Pacific Islander

If the person responds that he or she is Hispanic or Latino and selects two or more races, the person would be reported in the category of Hispanic or Latino.

If the person responds that he or she is NOT Hispanic or Latino and selects two or more races, the person would be reported in the category of two or more races.

There is no "multiracial" or "other race" category used when collecting data from individuals using this two-part question for ethnicity and race. However, a respondent may report having more than one race.

Federal Requirements for Maintaining Racial Classification Data

For how long, and in what format, must an institution maintain the original responses to this data collection?

Because the collection of the data is associated with the disbursement of federal funds, the regulatory requirement for maintaining **original individual responses** is a minimum of three years unless there is an audit, inspection, review, or investigation that has not been resolved (in that case, the responses must be maintained until resolution is complete). Institutions must maintain the information in the responses as it was collected using the two-part question, in case the Department needs it in the exercise of its oversight and enforcement responsibilities.

ATTACHMENT D

FEDERAL ELIGIBILITY CATEGORIES WITH STATE DEFINITIONS

(Based on N.J.A.C. 6A:14, Effective September 5, 2006)

AUTISM (AUT) - "Autistic" means a pervasive developmental disability which significantly impacts verbal and nonverbal communication and social interaction that adversely affects a student's educational performance. Onset is generally evident before age three. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routine, unusual responses to sensory experiences and lack of responsiveness to others. The term does not apply if the student's adverse educational performance is due to emotional disturbance as defined below. A child who manifests the characteristics of autism after age three may be classified as autistic if the criteria in this paragraph are met. An assessment by a certified speech-language specialist and an assessment by a physician trained in neurodevelopmental assessment are required.

DEAF-BLINDNESS (DB) - "Multiple disabilities: Deaf/blindness" means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for students with deafness or students with blindness.

EMOTIONAL DISTURBANCE (ED) - "Emotionally disturbed" means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance due to:

An inability to learn that cannot be explained by intellectual, sensory or health factors;

- i. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- ii. Inappropriate types of behaviors or feelings under normal circumstances;
- iii. A general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems.

HEARING IMPAIRMENTS (HI) - "Auditorily impaired" corresponds to "auditorily handicapped" and further corresponds to the Federal eligibility categories of deafness or hearing impairment. "Auditorily impaired" means an inability to hear within normal limits due to physical impairment or dysfunction of auditory mechanisms characterized by (c)1i or ii below. An audiological evaluation by a specialist qualified in the field of audiology and a speech and language evaluation by a certified speech-language specialist are required.

i. "Deafness" - The auditory impairment is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification and the student's educational performance is adversely affected.

ii. "Hearing impairment" - An impairment in hearing, whether permanent or fluctuating which adversely affects the student's educational performance.

MULTIPLE DISABILITIES (MD) - corresponds to "multiply handicapped" and "multiple disabilities," and means the presence of two or more disabling conditions, the combination of which causes such severe educational needs that they cannot be accommodated in a program designed solely to address one of the impairments. Multiple disabilities includes cognitively impaired-blindness, cognitively impaired-orthopedic impairment, etc. The existence of two disabling conditions alone shall not serve as a basis for a classification of multiply disabled. Eligibility for speech-language services as defined in this section shall not be one of the disabling conditions for classification based on the definition of "multiply disabled." Multiply disabled does not include deaf-blindness.

INTELLECTUAL DISABILITY (MR) Formerly MENTAL RETARDATION - "Cognitively impaired" corresponds to "intellectual disability" and means a disability that is characterized by significantly below average general cognitive functioning existing concurrently with deficits in adaptive behavior; manifested during the developmental period that adversely affects a student's educational performance and is characterized by one of the following:

i. "Mild cognitive impairment" corresponds to "educable" and means a level of cognitive development and adaptive behavior in home, school and community settings that are mildly below age expectations with respect to all of the following:

- (1) The quality and rate of learning;
- (2) The use of symbols for the interpretation of information and the solution of problems; and
- (3) Performance on an individually administered test of intelligence that falls within a range of two to three standard deviations below the mean.

ii. "Moderate cognitive impairment" corresponds to "trainable" and means a level of cognitive development and adaptive behavior that is moderately below age expectations with respect to the following:

- (1) The ability to use symbols in the solution of problems of low complexity;
- (2) The ability to function socially without direct and close supervision in home, school and community settings; and
- (3) Performance on an individually administered test of intelligence that falls three standard deviations or more below the mean.

iii. "Severe cognitive impairment" corresponds to "eligible for day training" and means a level of functioning severely below age expectations whereby in a consistent basis the student is incapable of giving evidence of understanding and responding in a positive manner to simple directions expressed in the child's primary mode of communication and cannot in some manner express basic wants and needs.

OTHER HEALTH IMPAIRMENTS (OHI) - "Other health impaired" corresponds to "chronically ill" and means a disability characterized by having limited strength, vitality or alertness, including a heightened alertness with respect to the educational environment, due to chronic or acute health problems, such as attention deficit disorder or attention deficit hyperactivity disorder, a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or any other medical condition, such as Tourette Syndrome, that adversely affects a student's educational performance. A medical assessment documenting the health problem is required.

ORTHOPEDIC IMPAIRMENTS (OI) - "Orthopedically impaired" corresponds to "orthopedically handicapped" and means a disability characterized by a severe orthopedic impairment that adversely affects a student's educational performance. The term includes malformation, malfunction or loss of bones, muscle or tissue. A medical assessment documenting the orthopedic condition is required.

PRESCHOOL DISABLED (PRE) - "Preschool disabled" corresponds to preschool handicapped and means an identified disabling condition and/or a measurable developmental impairment which occurs in children between the ages of three and five years and requires special education and related services.

SOCIAL MALADJUSTMENT (SM) - "Social maladjustment" means a consistent inability to conform to the standards for behavior established by the school. Such behavior is seriously disruptive to the education of the student or other students and is not due to emotional disturbance as defined in emotional disturbance above. **SM is not a reportable federal category.**

SPECIFIC LEARNING DISABILITIES (SLD) – “Specific learning disability” corresponds to “perceptually impaired” and means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. It is characterized by a severe discrepancy between the student's current achievement and intellectual ability in one or more of the following areas:

- (1) Basic reading skills;
- (2) Reading comprehension;
- (3) Oral expression;
- (4) Listening comprehension;
- (5) Mathematical computation;
- (6) Mathematical reasoning; and
- (7) Written expression.

i. The term does not apply to students who have learning problems that are primarily the result of visual, hearing, or motor disabilities, general cognitive deficits, emotional disturbance or environmental, cultural or economic disadvantage.

ii. The district shall adopt procedures that utilize a statistical formula and criteria for determining severe discrepancy. Evaluation shall include assessment of current academic achievement and intellectual ability.

SPEECH-LANGUAGE IMPAIRMENTS - Divided into two categories as follows:

"Language Impaired" (LI) - "Communication impaired" corresponds to "communication handicapped" and means a language disorder in the areas of morphology, syntax, semantics and/or pragmatics/discourse which adversely affects a student's educational performance and is not due primarily to an auditory impairment. The problem shall be demonstrated through functional assessment of language in other than a testing situation and performance below 1.5 standard deviations, or the 10th percentile on at least two standardized oral language tests, where such tests are appropriate. When the area of suspected disability is language, assessment by a certified speech-language specialist and assessment to establish the educational impact are required. The speech-language specialist shall be considered a child study team member.

- i. When it is determined that the student meets the eligibility criteria according to the definition for language impaired above, but requires instruction by a speech-language specialist only, the student shall be classified as eligible for speech-language services.**
- ii. When the area of suspected disability is a disorder of articulation, voice or fluency, the student shall be evaluated according to N.J.A.C. 6A:14-3.4(e) and if eligible, classified as eligible for speech-language services according to N.J.A.C. 6A:14-3.6(a).**

SPEECH ONLY (SP) - "Eligible for speech-language services" means a speech and/or language disorder as follows: A speech disorder in articulation, phonology, fluency, voice, or any combination, unrelated to dialect, cultural differences or the influence of a foreign language, which adversely affects a student's educational performance; and/or a language disorder which meets the criteria for language impaired and the student requires speech-language services only.

TRAUMATIC BRAIN INJURY (TBI) - "Traumatic brain injury" corresponds to "neurologically impaired" and means an acquired injury to the brain caused by an external physical force or insult to the brain, resulting in total or partial functional disability or psychosocial impairment, or both. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

VISUAL IMPAIRMENTS (VI) – “Visually impaired” corresponds to “visually handicapped” and means an impairment in vision that, even with correction, adversely affects a student’s educational performance. The term includes both partial sight and blindness. An assessment by a specialist qualified to determine visual disability is required. Students with visual impairments shall be reported to the Commission for the Blind and Visually Impaired.

CROSSWALK OF ELIGIBILITY CATEGORIES

STUDENTS CLASSIFIED UNDER NJ DEFINITION OF:		SHOULD BE REPORTED UNDER FEDERAL DEFINITION OF:
Auditorily Impaired	→	Hearing Impairment
Autistic	→	Autism
Cognitively Impaired Mild Cognitive Impairment Moderate Cognitive Impairment Severe Cognitive Impairment	→	Intellectual Disability (formerly Mental Retardation)
Communication Impaired	→	Speech or Language Impairments
Emotionally Disturbed	→	Emotional Disturbance
Multiply Disabled	→	Multiple Disabilities
Deaf-Blindness	→	Deaf-Blindness
Orthopedically Impaired	→	Orthopedic Impairments
Other Health Impaired (formerly Chronically Ill)	→	Other Health Impairment
Preschool Disabled	→	Developmental Delay
Social Maladjustment	n/a	NOT REPORTED
Specific Learning Disability (formerly Perceptually Impaired)	→	Specific Learning Disability
Traumatic Brain Injury (formerly Neurologically Impaired)	→	Traumatic Brain Injury
Visually Impaired	→	Visual Impairments

ATTACHMENT E

TECHNICAL MANUAL FOR ACCESSING WEB-BASED APPLICATIONS

1. Introduction

This document describes how users can gain access to web-based applications hosted by the New Jersey Department of Education. Primarily, these users are staff members in school districts, charter schools, and county offices of the Department of Education. This document is available on the department's home page (<http://www.state.nj.us/education/data/collections/>)

2. Overview

To successfully login, a user must provide his or her district code, user ID and password. The login requirement prevents unauthorized persons from gaining access to or modifying data for a particular district or charter school.

Individuals who use an internet-based application must have their own personal account, consisting of their district code (9999 for county office staff), name, and an individual password. Each user may be authorized to access several data collections.

The creation, authorization and modification of these individual user IDs are managed within each district or charter school by a single individual. This individual is referred to as the Web Administrator of a district or charter school. **Specific, written authorization from the school business administrator or charter school lead person is required to establish an internet-based account for the administrator.**

Once an account for the web administrator has been established, the web administrator can create and maintain individual User accounts using an online application. Maintaining user accounts includes authorizing the use of, and access to, individual data collection applications.

It is extremely important that administrator and user account passwords not be shared with any other staff. Accounts are established for the use of a specific individual; the individual's identity will be associated with all data created or modified during a session initiated by his or her login.

It is important to keep your list of accounts current. To do this:

- Each web administrator can delete or add user accounts as staff members are hired, leave, or change roles. This person has access to user account passwords and the ability to modify them.
- Web administrator accounts should be modified appropriately whenever the person responsible for this role changes.

3. The Web Administrator Role

To access the User Administration application, choose the "Web Administration" link on the data collections home page (<http://homerom.state.nj.us>).

To login as the web administrator for your district or charter school, type the appropriate District ID (your district code), user ID and password.

Once you have logged in to the application, you have access to the following two parts of the application:

- User Administration- this section lets you update or delete existing user accounts, add or delete authority for each account to use "Projects" (data collection applications), and add new user accounts;

- Change Administrator Information- this section lets you transfer the web administrator role to another individual, if necessary, or update phone number and email information.

4. Establishing User Accounts

Within the web administration application, you may create new user accounts with the following information: user name, password, first name, last name, phone number, fax number, email address. A second, alternative email address can be provided.

To create a user account, choose the "User Administration" button and locate and click the "Add New User" Button at the bottom of the User table (scroll down, if necessary). You must enter the appropriate information into the "Add User" form and click the "Add" button when finished.

Please note that each account can be authorized as either a District-level or a School-level user. In some cases, data entry may be done by personnel who are authorized only for data related to a certain school. If you want to make certain that a User account will have access to all of your district's data, accept the default and create the user as a District Level user. **This particular decision cannot be modified later, so choose carefully.**

When you create a User account, you must select a single data collection application that this user will be authorized to access. Others may be added later. We have included the first authorization in the process for creating accounts for your convenience. Please note which application is selected by default as you create a new account. You may wish to select a different application instead.

5. Authorizing Users For an Application

Each user is authorized for a single application during the process of creating the User account, as described above. Additional applications can be added later, as needed. **Each user must be explicitly authorized for each application to which they should have access.**

To add authorization for additional applications, find the account you wish to modify under User Administration (User ID is shown in the 2nd column of the User Administration table). Click on the "+" sign in the "Add Project" column of the row corresponding to this User ID.

This will bring up a new page. Unauthorized applications are shown on the left; applications for which this User account has already been authorized are shown on the right. Select a "Project" (application) you would like to add from the list on the left and click "Add Project." Do this once for each "Project" you want to authorize. When you are finished, click "Back to Previous Page."

6. Changing or Deleting User Accounts

To change or delete a User account, find that User in the User ID column of the User Administration table. Click on the User ID. This brings up a Modify User form where user information can be modified. Password, Last Name, First Name, Phone Number, Fax Number, Email Address and Alternative Email Address can all be modified on this page. Click into each field to modify the information, then click the "Update" button at the bottom of this page (the changes will not be implemented until after this button is clicked). To delete an account, click on the User ID to bring up the same Modify User form. Click the "Delete" button at the bottom of this page. **Warning: pressing the Delete button will permanently delete the User account currently selected. This action cannot be undone.**

7. Establishing Administrator Accounts

Each School District or Charter School must have only one Administrator account. Until this account has been established, none of the functions described here can be carried out. To

create an initial Web Administrator account, the Create Administrator form should be filled out, signed by the School Business Administrator or Charter School Lead Person, and faxed to the Office of Information Technology at (609) 633-9865. A PDF version of this form is available on the department's website at http://state.nj.us/education/data_collect. An email will be sent to the address given on this form to notify you that the Administrator account has been created.

8. Changing Administrator Accounts

Transfers of responsibility for the Web Administrator role from one individual to another can be accomplished online. **Please note that this should be done while the outgoing administrator is still available.**

Login to the User Administration application using the Web Administrator's User ID and Password and select "Change Administrator Information". In much the same way as User account information can be modified (see above), this function can be used to change the Administrator's Password, Last Name, First Name, Phone Number, Fax Number, Email Address and Alternative Email Address.

Select the appropriate fields, change the information and click "Update" (the changes will not be implemented until after this button is clicked).