



2026-2027 Student Interchange—Student Demographic File Layout

Purpose:

The purpose of the Student Demographic (DEM) file is to capture and verify the attributes of a student while they attended your Local Education Agency (LEA) in the current school year.

Dependencies:

Student has an assigned SASID and up-to-date RITS record.

Record Expectation:

In the Student Interchange—Student Demographic file, the LEA should submit 1 record per student per LEA for any student who enrolled at any point in the current school year.

Use Summary:

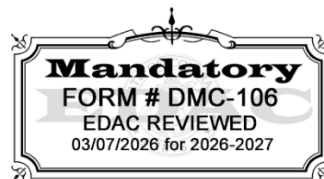
Fields from this file are used in the following CDE Collections, which require LEA/AU effort.

[Student October](#), [Student End of Year](#), [Student Attendance](#), [Student Discipline](#), [Special Education December Count](#), [Special Education End of Year](#), [Special Education Discipline](#), [WIDA ACCESS SBD](#), [Assessment Student Biographical Data \(SBD\)](#), [READ Spring Assessments](#), [Teacher Student Data Link Snapshot](#), [Postsecondary Workforce Readiness](#), [Student Restraint and Seclusion](#)

File Notes:

- Changes compared to 2025-2026 are emphasized with yellow shading.
- *Indicates primary key
- **Zero fill all non-applicable data fields**
- A header row is required for .csv and .xlsx files

All references to Local Education Agency (LEA) include district, BOCES, and CSI.





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Data Field List:

Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Example(s)	Remarks
*School District/BOCES Code	4	1	4	1	A2	0000	
*Student's State ID (SASID)	10	5	14	2	B2	0000000000	
Local ID (LASID)	10	15	24	3	C2	0000000000	Can be zero-filled if NA
Student's First Name	30	25	59	4	D2	Valid name	
Student's Middle Name	30	60	89	5	E2	Valid name	'NMN' for students that do not have a middle name
Student's Last Name	30	90	124	6	F2	Valid name	
Student's Gender	2	125	126	7	G2	01,02	
Student's Date of Birth	8	127	134	8	H2	12312013	Format is MMDDYYYY
Hispanic or Latino	1	135	135	9	I2	0	
American Indian or Alaska Native	1	136	136	10	J2	0	
Asian	1	137	137	11	K2	0	
Black or African American	1	138	138	12	L2	0	
White	1	139	139	13	M2	0	
Native Hawaiian or Other Pacific Islander	1	140	140	14	N2	0	
South Asian	1	141	141	15	O2	0	2026-2027 Added in response to state and federal legislation
Middle Eastern or North African	1	142	142	16	P2	0	2026-2027 Added in response to state and federal legislation
Free/Reduced Lunch Price Eligible	2	143	144	17	Q2	00	



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Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Example(s)	Remarks
At Risk Status	2	145	146	18	R2	00	2026-2027 Replaces Free Lunch Eligibility Identification due to additional needs for At-Risk Reporting
Section 504 Having a Disability: Current Status	1	147	147	19	S2	0	
Section 504 Having a Disability: Status This Year	1	148	148	20	T2		2026-2027 Added in response to reporting expectations for Abbreviated School Day Status
Immigrant	1	149	149	21	U2	0	
Language Background	3	150	152	22	V2	eng, spa, or vie	
Primary Disability	2	153	154	23	W2	00	
Attends District Funded HSED Program	1	155	155	24	X2	0	
Homeless	1	156	156	25	Y2	0	
Cause of Housing Crisis	2	157	158	26	Z2	00	
Additional Cause of Housing Crisis	2	159	160	27	AA2	00	
Primary Nighttime Residence	2	161	162	28	AB2	00	
Language Proficiency	1	163	163	29	AC2	0	
Language Instruction Education Program	2	164	165	30	AD2	00	
Special Education Transition	1	166	166	31	AE2	0	



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Name of Field	Field Length	Text Start Position	Text End Position	CSV Order	Excel Column	Example(s)	Remarks
Alternate Assessment Participant	1	167	167	32	AF2	0	
Military Connected	1	168	168	33	AG2	0	
Military Enlisted	1	169	169	34	AH2	0	

Retired Data Fields/Codes

Data Fields Retired:

Free Lunch Eligibility Identification

Codes Retired:

None

Data Field Descriptions:

School District/BOCES Code

A unique code assigned to a district by CDE. Refer to the [Data Pipeline Frequently Requested Codes and Resources](#) to review the [School District/BOCES Code list](#).

Student's State ID (SASID)

A **unique** ten-digit number must be assigned to each student by CDE.

Local ID (LASID)

The student's Locally Assigned Student ID (LASID). LEAs may zero fill if they choose not to use a LASID.

Student's First Name

A name given to an individual at birth, baptism, or during another naming ceremony, or through legal change.



Student's Middle Name

A secondary name given to an individual at birth, baptism, or during another naming ceremony, or through legal change. Blanks are NOT allowed. Use NMN (no middle name) where appropriate.

Student's Last Name

The name borne in common by members of a family.

Student's Gender

An individual's sex.

Code	Description
01	Female – identified as female (including a transgender student who identifies exclusively as female)
02	Male – identifies as male (including a transgender student who identifies exclusively as male)
03	Nonbinary – does not identify as male or female. Nonbinary does not refer to a transgender student who identifies exclusively as either male or female

Student's Date of Birth

The month, day, and year in which an individual was born (i.e., 04101995).

Hispanic/Latino

Includes individuals of Mexican, Puerto Rican, Salvadoran, Cuban, Dominican, Guatemalan, and other Central or South American or Spanish culture or origin.

Code	Description
0	No – Not Hispanic or Latino
1	Yes – Hispanic or Latino

American Indian or Alaska Native

Individuals with origins in any of the original peoples of North, Central, and South America; for example: Navajo Nation, Blackfeet Tribe of the Blackfeet Indian Reservation of Montana, Native Village of Barrow Inupiat Traditional Government, Nome Eskimo Community, Aztec, and Mayan.



Code	Description
0	No – Not American Indian or Alaska Native
1	Yes – American Indian or Alaska Native

Asian

Individuals with origins in any of the original peoples of Central or East Asia, Southeast Asia; for example: Chinese, Filipino, Vietnamese, Korean, and Japanese.

Code	Description
0	No – Not Asian
1	Yes – Asian

Black or African American

A person having origins in any of the Black racial groups of Africa; for example: African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali.

Code	Description
0	No – Not Black or African American
1	Yes – Black or African American

White

Individuals with origins in any of the original peoples of Europe; for example: English, German, Irish, Italian, Polish, and Scottish.

Code	Description
0	No – Not White
1	Yes – White



Native Hawaiian or Other Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands; for example: Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, and Marshallese.

Code	Description
0	No – Not Native Hawaiian or Other Pacific Islander
1	Yes – Native Hawaiian or Other Pacific Islander

South Asian

Individuals with origins in any of the original peoples of South Asia; for example: Asian Indian, Pakistanis, Bangladeshis, Nepalese, Bhutanese, Sri Lankans, and Maldivians.

Code	Description
0	No – Not South Asian
1	Yes – South Asian

Middle Eastern or North African

Individuals with origins in any of the original peoples of the Middle East or North Africa; for example: Lebanese, Iranian, Egyptian, Syrian, Iraqi, and Israeli.

Code	Description
0	No – Not Middle Eastern or North African
1	Yes – Middle Eastern or North African

Free/Reduced Lunch Price Eligible

Student meets the current year federal eligibility criteria for free or reduced lunch price. Eligibility must be documented using one of the following methods (current year documentation):

- Direct Certification
 - Categorical Eligibility (can extend eligibility to other household members):
 - Medicaid (Free or Reduced)
 - SNAP - Supplemental Nutrition Assistance Program
 - TANF - Temporary Assistance for Needy Families



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- FDPIR - Food Distribution Program on Indian Reservations
- Other Source Categorical Eligibility (LEA lists, student specific eligibility):
 - Migrant
 - Homeless
 - Runaway
 - Foster
 - Head Start documented participation
- Application for Free and Reduced-Price Meals
- Family Economic Data Survey form
 - This is a state created form acceptable for documenting a student's federal free/reduced price lunch eligibility. However, it cannot be used to document claimed meals. Visit the [School Nutrition Unit: School Meal Eligibility](#) for more information.
- **Combination** "Combo" Application (Application for Free and Reduced-Price Meals and Family Economic Data Survey form)

LEAs should upload student enrollment data into the Colorado Nutrition Portal as much as possible to maximize the number of students that may be eligible for free or reduced-price meals. Visit the [School Nutrition Unit: School Meal Eligibility](#) for uploading instructions.

Notes:

- For specific guidelines in meeting the criteria for free/reduced lunch price, refer to the School Nutrition Unit-Free and Reduced-Price Processes web page. [School Nutrition Unit: School Meal Eligibility](#)
- For guidance on **federal** carryover for school nutrition purposes, see the [School Nutrition Unit: School Meal Eligibility](#).
- See the At-Risk Status data field description for information about reporting a student's at-risk funding status during the Student October collection for the school finance funding formula.

Code	Description
00	Not Eligible (Paid Lunch)
01	Free Lunch Eligible
02	Reduced Lunch Eligible



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At-Risk Status

An indicator that a student meets the criteria for at-risk funding within the School Finance formula as described in the Rules for the Administration of the Public School Finance Act ([1 CCR 301-39](#)). This includes an indication of eligible for funding (e.g., free or reduced-price eligibility) or not eligible for funding (paid) and the source of eligibility. For specific guidelines in meeting the criteria, refer to the [School Auditing Office: At-Risk Audit Resource Guide](#).

Code	Description
11	Free: Direct Certification – Current Year
12	Free: Direct Certification – Prior Year
13	Free: Direct Certification – Prior Year 2+ (CEP sites in years 2-5 only)
14	Free: Income Form – Current Year
15	Free: Income Form – Prior Year
16	Free: Income Form – Prior Year 2+ (CEP sites in years 2-5 only)
17	Free: Other Source Categorical – Current Year
18	Free: Other Source Categorical – Prior Year
19	Free: Other Source Categorical – Prior Year 2+ (CEP sites in years 2-5 only)
21	Reduced: Direct Certification – Current Year
22	Reduced: Direct Certification – Prior Year
23	Reduced: Direct Certification – Prior Year 2+ (CEP sites in years 2-5 only)
24	Reduced: Income Form – Current Year
25	Reduced: Income Form – Prior Year
26	Reduced: Income Form – Prior Year 2+ (CEP sites in years 2-5 only)
31	Paid: No Documentation
32	Paid: Income Form – Current Year



Section 504 Having a Disability: **Current Status**

The student is identified as having a disability under regulations implementing Section 504 of the Rehabilitation Act of 1973 but may or may not be eligible for special education placement under the Individuals with Disabilities Education Act. **This field captures whether the student has an active 504 plan on the reporting date.**

Code	Description
0	No
1	Yes

Section 504 Having a Disability: **Status This Year**

The student is identified as having a disability under regulations implementing Section 504 of the Rehabilitation Act of 1973 but may or may not be eligible for special education placement under the Individuals with Disabilities Education Act. This field captures whether the student has an active 504 at any point during the current year.

Code	Description
0	No
1	Yes

Immigrant (USDE Definition under Section 3301(6) Title III)

A child is an immigrant if their age is 3 through 21 and was not born in any state and has not been attending one or more schools in any one or more states for more than 3 full academic years. The term 'immigrant children' means individuals who:

1. Are ages 3 through 21; AND
2. Were not born in any state or U.S. territory; AND
3. Have not attended one or more schools in any one or more states for more than 3 full academic years.

Important items to note about immigrants:

- “States” are defined in legislation as the 50 states, Washington D.C., and Puerto Rico.
- Determining the legality of a student’s immigration status is not a duty of the LEA. Undocumented children have the same right to attend public schools as do U.S. citizens and permanent residents. In fact, the student’s parents and the LEA officials have an obligation to see that the students attend school as mandated by the Colorado School Attendance Law.
- “Three full academic years” (number 3 above in the definition) is cumulative.



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For more information regarding Immigrant students, please visit the [Federal Programs and Supports Unit: Title 3 Immigrant Set-Aside](#).

Code	Description
0	No
1	Yes

Multilingual Learner

The Colorado state definition state definition of a Multilingual Learner, as defined by the ELPA Act, is a student who is linguistically diverse and who is identified using the state-approved English Language Proficiency (ELP) assessment as having a level of English Language Proficiency that requires language support to achieve standards in grade-level content in English. This includes:

- Multilingual Learners speak a language other than English and do not comprehend or speak English,
- Multilingual Learners who comprehend or speak some English but whose primary comprehension or speech is in a language other than English,
- Multilingual Learners who comprehend and speak English and one or more other languages but whose English Language Development and comprehension is: at or below the mean of students enrolled in the local education provider or below the mean or equivalent on a nationally standardized test; or below the acceptable proficiency level based on the assessments identified by the Department pursuant to section 22-24-106 (1) (a)
- Multilingual Learners are represented by their English language proficiency in speaking, listening, reading, and writing
- Multilingual Learners are also referred to as Multilingual Learners. For more information about this terminology and when each are used, please see the Multilingual Learner (ML) Dear Colleague Letter on the CLDE website.

Students who have been identified as Multilingual Learners, either Non-English Proficient (NEP) or Limited-English Proficient (LEP), MUST be provided with some type of language services. (Note: LEAs are not required to test PK students for English skills, however, if an LEA administered local assessment is given and a student is found to be NEP or LEP, services must be provided).

For the Student End of Year (SEY) Collection:

Student End of Year for Multilingual Learners is a summation of the school year, not a reporting of the status of the student for the next year. If a student is reported as NEP or LEP in Student October and/or takes the WIDA/ACCESS (Kindergarten ACCESS, ACCESS of ELLs, Alternate ACCESS) English language proficiency test, then that student should be reported as NEP or LEP in the Student End of Year collection.



Language Background

This field captures the home language of the student as reported on a Home Language Survey (HLS). Any student, who has a language proficiency code of Non-English Proficient (NEP), Limited English Proficient (LEP), Fluent English Proficient (FEP), Primary or Home Language Other Than English (PHLOTE), or Former **Multilingual Learner (Former ML)**, must have a language background other than English (ENG). Refer to the [Data Pipeline Frequently Requested Codes and Resources](#) to review the list of active and inactive language codes.

Coding ASL (American Sign Language)

American Sign Language (ASL) is considered English. Students should not be considered a Multilingual Learner solely because of their reliance on ASL for communication due to deafness or hearing impairment. If it is determined there is a language influence other than English, 'ENG', **in addition to ASL, follow the ML Standardized Identification procedures to determine if the student is in fact eligible for English Language Development (ELD) instruction or programs. Administer the appropriate WIDA Screener (Screener for Kindergarten, Screener for grades 1-2, or Alternate Screener), building a local body of evidence, and determine language proficiency as NEP, LEP, or PHLOTE.**

Primary Disability

A 2-digit code representing the student's Primary Disability. If the student has more than one disability, the code number reported must be that of the student's major disability, as reflected on the student's Individualized Education Program (IEP). **This field captures the primary disability for a student with an IEP on the reporting date.**

Code	Description
00	None
01	Intellectual Disability
03	Serious Emotional Disability
04	Specific Learning Disability
05	Hearing Impairment, including Deafness or Hearing Disability
06	Visual Impairment, including Blindness or Visual Disability
08	Speech or Language impairment
09	Deaf-Blindness
10	Multiple Disabilities
11	Developmental Delay
13	Autism Spectrum Disorder



Code	Description
14	Traumatic Brain Injury (TBI)
15	Orthopedic Impairment
16	Other Health Impairment

Attends District Funded HSED Program

Student is enrolled in a High School Equivalency **Diploma** (HSED) program using state funds either in the form of an LEA run HSED program or tuition paid, by the LEA, to an external HSED program. **This field captures whether the student attended a district funded HSED program at any point during the current year, beginning with October Count.**

Code	Description
0	No
1	Yes

Homeless

Indicate if the student meets the criteria of a homeless individual according to Subtitle VII-B of the McKinney-Vento Homeless Assistance reauthorized in 2015 by the Title IX, Part A of the Every Student Succeeds Act. A homeless individual is one who lacks a “fixed, regular, and adequate primary nighttime residence,” including children and youth who are:

- Sharing housing due to loss of housing or economic hardship
- Living in motels, hotels, trailer parks, or camping grounds is due to lack of alternative adequate housing.
- Living in emergency or transitional housing.
- Abandoned in hospitals.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus or train stations.
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations.
- Migratory children who qualify as homeless because they are living in circumstances described above.

Notes:

- Homeless determinations are made by McKinney-Vento LEA liaisons and are conducted on a case-by-case basis. Not all persons living in the above situations would automatically be considered homeless. To find your LEA’s McKinney-Vento liaison, visit the [Office of Student supports: McKinney-Vento Homeless Education](#).



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- Students experiencing homelessness may or may not be in the physical custody of a parent or legal guardian. If the student meets the definition of homeless and is not in the physical custody of a parent or legal guardian, then they are considered unaccompanied homeless youth.
- Once a student is identified as homeless, they will remain identified and eligible for services throughout the school year regardless of housing status. **This field captures whether the student was homeless at any point during the current year.** For more information, visit the [Office of Student Supports: McKinney-Vento Homeless Education](#).

Code	Description
0	No
3	Yes, and is in the physical custody of a parent or legal guardian
4	Yes, and is not in the physical custody of a parent or legal guardian (unaccompanied homeless youth)

Cause of Housing Crisis

The primary cause behind a student being homeless. The Homeless field must be marked Yes ('3' or '4') to use a code other than N/A ('00').

Code	Description
00	N/A
01	Eviction/Foreclosure/Cannot afford housing
02	Household/Domestic Factor
03	Loss or decrease in income/Loss of job/Seasonal Employee
04	Natural Disaster
05	Pandemic
98	Prefer not to answer/Decline
99	None of the above

Additional Cause of Housing Crisis

The secondary cause behind a student being homeless. The Homeless field must be marked Yes ('3' or '4') to use a code other than N/A ('00'). N/A is also used when there is not a secondary cause.

Code	Description
00	N/A
01	Eviction/Foreclosure/Cannot afford housing



Code	Description
02	Household/Domestic Factor
03	Loss or decrease in income/Loss of job/Seasonal Employee
04	Natural Disaster
05	Pandemic
99	None of the above

Primary Nighttime Residence

According to the McKinney-Vento Homeless definition, indicate which of the following best describes the student's current living situation. The Homeless field must be marked Yes ('3' or '4') to use a code other than N/A ('00').

Code	Description
00	N/A
01	Shelters/Transitional Living
02	Doubled Up due to Economic Hardship
03	Unsheltered (Cars, Parks, Campgrounds)
04	Hotels/Motels

Language Proficiency

A student's English language proficiency describes their ability to speak, listen, read, and write in English. Multilingual Learners (MLs) are identified using the state's ML Standardized Identification process through screening and collecting a standardized body of evidence upon enrollment. MLs transition out of ELD instruction and programs using the state's ML Standardized Redesignation process through reviewing WIDA ACCESS scores and collecting a standardized body of evidence. LEAs are expected to annually review language proficiency of students to inform instructional and programming decisions. Visit the [Office of Culturally and Linguistically Diverse Education](#) for more information.

Notes:

Multilingual Learners (MLs) must have an English Proficiency rating entered (1, 2, 6, 7, 8, 9) and non-ML students must be coded as 0 or 4. Former English Learners are coded as 5.

The rules regarding FEP students (6, 7, 8, and 9) and Former ML students (5) changed in SY 2017-2018. Once a student has been FEP for four consecutive school years (two years monitored followed by two years exited) they should move to Former ML status.



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Code	Description
0	Not Applicable
1	NEP, Non-English Proficient: A student who speaks a language other than English and does not comprehend, speak, read, or write English.
2	LEP, Limited English Proficient: A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.
4	PHLOTE, English Proficient: A student who has a Primary or Home Language Other Than English (PHLOTE), has <i>never been identified as a Multilingual Learner</i> and after initial screening and review of a body of evidence, is determined to be proficient in English (in all four domains).
5	Former ML: A student who previously received language instruction in the reporting LEA or another LEA who has been exited from a ML program for two school years. <i>Students who transfer from another LEA and have Screener test scores indicating student is fluent in English (in all four domains) should no longer be automatically coded as Former ML, instead they should continue with their FEP progression.</i>
6	FEP MY1, Monitor Year 1: A student who has spoken, or currently speaks, a language other than English, but who can comprehend, speak, read, and write English comparable to their monolingual English-speaking peers. A Monitor Year 1 student should have been re-designated based upon assessments and a body of evidence from the previous school year.
7	FEP MY2, Monitor Year 2: A student who has spoken, or currently speaks, a language other than English, but who can comprehend, speak, read, and write English comparable to their monolingual English-speaking peers. A student in Monitor Year 2 should have been re-designated based upon assessments and a body of evidence and have been in Monitor year 1 during the previous school year.
8	FEP Exit 1, Exited Year 1: A student who has spoken, or currently speaks, a language other than English, but who can comprehend, speak, read, and write English comparable to their monolingual English-speaking peers. A student coded as Exited Year 1 should have been coded as Monitor Year 2 in the previous school year and determined to be exited.
9	FEP Exit 2, Exited Year 2: A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English comparable to their monolingual English-speaking peers. A student who is coded as Exited Year 2 should have been coded as Exited Year 1 in the previous school year and determined to be exited.



Language Instruction Education Program (LIEP)

Indicates the type of English language instructional program used to educate a student who is a Multilingual Learner.

- Students with a language background of English should be coded 00 (No or Not Applicable).
- Students with a language background that is not English and have a Language Proficiency code of NEP (1), LEP (2), or FEP Monitor Year 1 and Year 2 (6, or 7) should have a valid non-zero (00) code for this field.
- Students who have a Language Proficiency code of PHLOTE (4) or Former ML (5) should be coded as Not Applicable (00).
- Students who have a Language Proficiency code of FEP Exited Year 1 or Year 2 (8 or 9) may be coded using any LIEP value.
- Students may not be coded in more than one LIEP. If multiple programs are used to educate a student, please use the one that is predominately used to educate the student.
- Not enrolled in a Language Instruction Education Program, Parent Choice (98) is used when Multilingual Learners are not enrolled in LIP. This code is used only when parents/guardians refuse ELD instruction through the local education agencies LIEP. A documented refusal/decline of services for NEP/LEP students who are eligible for ELD program and instruction is required.

Code	Description
00	N/A
01	English as a Second Language (ESL) or English Language Development (ELD)
02	Dual Language or Two-way Immersion
03	Transitional Bilingual Education or Early-Exit Bilingual Education
04	Content Classes with integrated ESL Support
05	Newcomer programs
97	Other
98	Not enrolled in a Language Instruction Program, Parent Choice



Special Education Transition

Student participating in a program specifically designed for 12th grade Special Education students aged 18 to 21 to move students from educational environments to life skills and/or vocation. This field captures the year of transition for the current year.

Note:

4th year would apply when student's 21st birthday falls after the school year begins (based on LEA's adopted calendar) and the student will complete the semester in which they turn 21.

Code	Description
0	No
1	Year 1 of Transition
2	Year 2 of Transition
3	Year 3 of Transition
4	Year 4 of Transition

Alternate Assessment Participant

A student whose IEP Team has determined and documented in the student's IEP that the student meets participation requirements as a student with a **most significant cognitive disability**, who will receive modified instruction based upon alternate academic achievement standards (Extended Evidence Outcomes) and who will participate in state alternate assessments required in the student's enrolled grade level. If the student is not tested at grade level (e.g., 12th grade, in 18-21 transition program) and receives modified instruction based on alternate academic achievement standards (Extended Evidence Outcomes), please indicate "Yes". (This would include the Colorado Measures of Academic Success: Dynamic Learning Maps™ Alternate Assessment for English Language Arts/Literacy and Mathematics; CoAlt Science and Social Studies; Alternate ACCESS for English learners; DLM 10th Grade Alternate Assessment for the 10th grade preparatory exam; and the DLM 11th Grade Alternate for the 11th grade college entrance exam.) This field captures the alternate assessment participant status on the reporting date.

Code	Description
0	No
1	Yes



Military Connected

Student has a parent or guardian who is a member of the Armed Forces **on active service.** This field captures whether the student was military connected at any point during the current year.

- Students only need to be identified once per school year for this field. If the parent or guardian becomes a member of the Armed Forces **on active service,** they may move from 0 (No) to 1 (Yes). If the parent or guardian is no longer a member of the Armed Forces **on active service,** they do not need to have their coding changed from 1 (Yes) to 0 (No) during the current school year.
- The definition of Armed Forces (Army, Navy, Air Force, Marine Corps, Space Force, and Coast Guard, **which would also incorporate their reserve components [i.e., Army National Guard and Air National Guard, and Army, Navy, Air Force, Marine Corps, and Coast Guard Reserves]**) can be found in 10 U.S.C. 101(a)(4).
- The definition of active service (individuals on active duty, full-time or part-time National Guard duty, and full-time or part-time Reserve status) can be found in 10 U.S.C. 101(d)(3).
- This group does not include students with a parent or guardian who is a retiree, a veteran, or in the Retired Reserves or students with a family member other than a parent or guardian who meets the definition of being a member of the Armed Forces.

Code	Description
0	No
1	Yes

Military Enlisted

Student who has or will enlist in the military. **This field captures the military enlisted status on the reporting date.**

- This includes all branches of the military and full-time National Guard duty.
- Students only need to be identified if they are 17 years of age or older. Students may possibly be identified more than once.

Code	Description
0	No
1	Yes



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Document Changes:

Collection Year	Type of Change	Description of Change	Reason for Change	Element(s) Affected
2026-2027	Text	Updated Military Connected definition	Align with updated federal guidance regarding military connected reporting	Military Connected
2026-2027	Text	Updated verbiage to clarify data fields that reflect current status as of reporting date versus data fields that should reflect if the status was true at any point in the current year.	Provide clarity around demographic data expectations.	Military Enlisted, Alternate Assessment Participant, Special Education Transition, Homeless, Attends District Funded HSED Program, Primary Disability
2026-2027	Text	Updated collections in the use summary	Removed outdated collections, updated name for assessment SBD collections, and added PWR Collection	Use Summary
2026-2027	Text	Updated verbiage to ML fields	CDE unit request	Language Background, Language Proficiency, Language Instruction Education Program
2026-2027	Fields	Updated existing Section 504 data field and added a new Section 504 data field.	The existing Section 504 data field has historically captured a student's status as of the reporting date. However, some Spring collections need to know if the student had an active Section 504 plan at any point in the current year even if the student no longer has an active 504 as of the reporting, most notably for the Attendance collection. This will maintain the integrity of the existing field while providing the additional information needed.	Section 504 Having a Disability: Current Status, Section 504 Having a Disability: Status This Year
2026-2027	Text	Updated verbiage to FRL field due to the addition of the At-Risk status field.	Clarification of reporting expectations and removal of Student October notes due to the addition of the At-Risk Status field.	Free/Reduced Lunch Price Eligible
2026-2027	Fields	Removed Free Lunch Eligibility Identification field and added At-Risk Status field.	Audit/Finance request to improve data reporting the state finance/audit flexibilities for At-Risk students while ensuring the historical integrity and federal reporting expectations of the Free/Reduced Lunch Price Eligible field.	Free Lunch Eligibility Identification, At-Risk Status



2026-2027 Student Demographic File Layout

Collection Year	Type of Change	Description of Change	Reason for Change	Element(s) Affected
2026-2027	Fields	Added South Asian and Middle Eastern or Northern African	SB25-050 requires the additional race and ethnicity categories for all government forms	South Asian, Middle Eastern or North African
2025-2026	Text	Updated verbiage to various fields	CDE units updated verbiage	Free/Reduced Lunch Price Eligible, Free Lunch Eligibility Identification, Homeless
2025-2026	Text	Changed “English Learner” to “Multilingual Learner” throughout document	CDE units updated verbiage	Language Proficiency, Language Instruction Program, Language Background
2024-2025	Text	Updated “district” to “LEA” throughout document	Will better include BOCES and CSI in definitions	Across file
2023-2024	Field	Add field – Free Lunch Eligibility Designation	Added in response to House Bill 22-1202	Free Lunch Eligibility Designation
2023-2024	Text	Updated Verbiage to various fields	CDE units updated verbiage	Free/Reduced Lunch Price Eligible, Section 504, Immigrant, EL Fields, Homeless, Cause of Housing Crisis, Add. Cause of Housing Crisis, Primary Nighttime Residence, Special Education Transition, Alternate Assessment Participant, Military Connected
2023-2024	Code	Removed code 12 from Primary Disability	Per Preschool and Special Education Unit	Primary Disability
2023-2024	Code	Added new Gender code	CDE requirement	Gender
2023-2024	Field	Moved Postsecondary Program Enrollment to Student School Association File	Postsecondary Program Enrollment is not demographic information because it is based upon a student’s school/district enrollment	Postsecondary Program Enrollment
2022-2023	Code	Added new TREP year 5 Postsecondary Code	Postsecondary Unit Requirement	Postsecondary Program Enrollment
2021-2022	Text	Updated Verbiage to different fields	CDE Units updated verbiage	EL Fields, Cause of Housing Crisis, Add. Cause of Housing Crisis
2020-2021	Field	Added Housing Crisis Fields	Response to COVID-19	Cause of Housing Crisis, Additional Cause of Housing Crisis
2020-2021	Field	Added Military Enlisted data field	Statutory Requirement SB18-012	Military Enlisted



2026-2027 Student Demographic File Layout

Collection Year	Type of Change	Description of Change	Reason for Change	Element(s) Affected
2019-2020	Text	Updated referenced Homeless legislation	Updates to Homeless reference under McKinney-Vento Assistance Act reauthorized by the Title IX, Part A of ESSA	Homeless
2018-2019	Text	Update Primary Nighttime Residence	Provide clarification on code 01 to include transitional living	Primary Nighttime Residence
2017-2018	Code	Update Postsecondary Enrollment field to report P- TECH and ASCENT, and adding second character to field	Legislative and School Finance requests	Postsecondary Enrollment
2017-2018	Field	Remove Migrant filed	Tentatively approved last year, the migrant field is no longer necessary in this file.	Migrant
2017-2018	Fields	Changing method of reporting English Learners	ESSA requires more detailed program information prompting a change in data collection for EL Students. Removing ESL Status and Bilingual fields	ESL Status, Bilingual, Language Proficiency, LIP
2016-2017	Text	Update primary disability text values to match the IEP participation file	Consistency	Primary Disability
2016-2017	Field	Removed Refugee Field	CDE does not need this field as a part of any collection	Refugee Field
2016-2017	Text	Change text from Ascent to ASCENT	Text change requested by EDAC	Postsecondary Program Enrollment
2016-2017	Code	Add code 9 to postsecondary program enrollment for Carry Forward ASCENT	This change is required in order to identify students who are funded in the ASCENT program using a carry forward ASCENT slot	Postsecondary Program Enrollment
2016-2017	Field	Remove optional fields (address, email, etc.)	Special education has found another way to collect the students' address, email, etc.	Student's Address, Student's Address City, Student's Address State, Student's Address Zip, Student's Primary Telephone Number, Student's Secondary Telephone Number, Student's Email Address
2016-2017	Code	Remove primary disability 07	Special education requested the elimination of primary disability 07. Students must be retested and identified with 15 or other disability code.	Primary Disability



2026-2027 Student Demographic File Layout

Collection Year	Type of Change	Description of Change	Reason for Change	Element(s) Affected
2016-2017	Field FYI	Note: Migrant field will no longer be used in the 2017-18 school year	Beginning in 2017-18, Migrant will be a calculated value and districts do not need to load it.	Migrant