



Data Standards Document
STUDENTS

DOCUMENT VERSION: 2.7

Statewide Longitudinal Data System
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023
Help Desk: (207) 624-6896

This document is **valid until June 30, 2014**, unless a revision is published prior.

Document Change Control

The following is the revisions control log for updates/changes to this document.

This document is **valid until June 30, 2014**, unless a revision is published prior.

Version	Date	Primary Editor	Change Highlights
2.0	April 30, 2010	D. Chuhta	Version 2
2.1	June 8, 2010	D. Chuhta	Added definitions for Special Ed Exit Reasons
2.2	June 17, 2010	D. Chuhta	Updated PAAP contact and race/ethnicity
2.3	June 28, 2010	D. Chuhta	Clarified ability to enter multiple race identifications
2.4	June 29, 2010	D. Chuhta	Added R/E determination methods, removed identity standards
2.5	June 30, 2011	L. Gilman	Minor modifications, updates and formatting throughout document
2.5.1	May 15, 2012	T. Wood	Updated document with new MDOE icon
2.6	August 9, 2012	L. Gilman	Yearly document review/update
	Highlighted Changes for new version: <ul style="list-style-type: none"> • Minor modifications, updates and formatting throughout document; • A New LEP tab was added for 2012-13 SY, p8 and Manual LEP options information added pgs 8-9; • Homeschool codification updated p11; • LEP Program Status added to Special Enrollment Status p14; • Graduation data removed, hyperlink inserted p19; • User Reference Manual for CTE hyperlink added p20; • Student Data Upload hyperlink inserted p20 		
2.7	May 15, 2014	S.Wright	Updated Behavior Information

Purpose of this Document

The purpose of this document is to give Maine schools and districts a set of guidelines for collecting and entering required data into the state's student information system. Many of these fields are required by the Maine Department of Education for financial, assessment, and accountability purposes.

While this information is applicable to all data entry into the system (upload or direct entry), it has been designed to follow the user interface (logging in and viewing the screens). The data-standards, however, remain the same regardless of entry method.

The Maine Department of Education is responsible for preparing and maintaining this official document. Please feel free to submit your comments and/or questions in reference to this official document to brian.snow@maine.gov, or by calling (207) 624-6840.

Table of Contents

Infinite Campus – State Edition Contacts	4
Student Personal Fields	5-7
Personal Information Details	5-7
Identities.....	7
Student Enrollment Fields	8-13
General Enrollment Information.....	8
State Reporting Fields.....	8-12
Special Education Fields.....	12-13
Special Enrollment Changes	14
Incidents of Prohibited Behavior.....	15
Habitual Truancy.....	16
Graduation.....	17
Health Information	18
Career and Technical Education Information	18
Student Mailing Address.....	18
Student Data Uploading	18

Infinite Campus-State Edition Contacts

Support (207) 624-6896
[MEDMS Help Desk](#)

Training and Data Quality (207) 624-6681
[Lance Gilman](#)

Leadership (207) 624-6790
[Bill Hurwitch](#) (Project Director)
[Brian Snow](#) (Data Manager)

Program Specific Contacts

Assessment – MHSA (207) 624-6827

[Susan Fossett](#)

Assessment – NECAP/MEA (207) 624-6774

[Susan Fossett](#)

Assessment – PAAP (207) 624-6774

[Susan Fossett](#)

Assessment – ACCESS for ELL® (207) 624-6788

[Nancy Mullins](#)

AYP (Adequate Yearly Progress) (207) 624-6705

[Rachelle Tome](#)

Gifted and Talented (207) 624-6790

[Suzan Beaudoin](#)

Health Information (207) 624-6688

[Nancy Dube](#)

Homeless Students (207) 624-6637

[Jacinda Goodwin](#)

Behavior (207) 624-6685

[Stephanie Galeucia](#)

Special Education Services (207) 624-6650

[Shawn Collier](#)

Student Residency and Enrollment (207) 624-6799

[Richard Bergeron](#)

Title IA (Disadvantaged) (207) 624-6705

[Jackie Godbout](#)

Title IC (Migrant) (207) 624-6681

Vacant

Title III (Limited English Proficiency) (207) 624-6788

[Nancy Mullins](#)

Truancy (207) 624-6637

[Jacinda Goodwin](#)

Student Personal Fields

The following are required fields which create an identity for the student in Infinite Campus. Without creating this identity first, either by upload or manual entry, other processes may not work.

Last Name: The name borne in common by members of a student's family. (Do not include suffixes such as Jr., Sr., III, etc.) If this name changes, a new identity must be created on the Identities tab.

First Name: The first name given to a student at birth, baptism, or during another naming ceremony, or through legal change (no alias). If this name changes, a new identity must be created on the Identities tab.

Gender: The concept describing the biological traits of a student that distinguish the males and females of a species.

Birth Date: This is the month, day, and year on which an individual was born.

Note: if any of the above fields are changed (either intentionally or not), a new personal record will be created, essentially duplicating the student. If a change is necessary, see “Identities” on page 7.

Race/Ethnicity

Ethnicity:

Hispanic/Latino: An indication that the individual traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.

Race: The general racial category which most clearly reflects the individual's recognition of his or her community or with which the individual most identifies. (Select one or more of the following:)

Note: For federal reporting purposes, if the student selected “NO” for Hispanic ethnicity and has selected two or more of the race categories below, the student would be reported as “Two or More Races” and NOT counted in each of the individual races. If the student selected “YES” for Hispanic ethnicity and has selected one or more of the race categories below, the student would be reported as “Hispanic”.

- **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 cultural identification through tribal affiliations or community recognition.

- **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. This area includes, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, Thailand, and Vietnam.
- **Black or African American:** A person having origins in any of the black racial groups of Africa.
- **Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- **White** - A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Demographics

Summary

Race/Ethnicity Determination: The identification method by which an individual's race and ethnicity were identified.

Parent Identified – The identification method in which a parent makes an ethnicity and race identification on behalf of an elementary or secondary student.

Self Identified – The preferred identification method in which an individual identifies his or her own ethnicity and race.

Observer Identified – The identification method in which a school observer makes an ethnicity and race identification because an individual, or an individual's parent, refuses to make one.

Unknown – The identification method used to determine an individual's ethnicity and race is unknown.

Immigrant: This identification is used for students who (A) are aged 3 through 21; (B) were not born in any State; (C) have not been attending one or more schools in any one or more States for more than 3 full academic years; and (D) is not a US citizen.

Date Entered US School: This is the month, day, and year on which the student first entered a US school. *If the student is an immigrant or is identified as Limited English Proficient (LEP), then the Date Entered US School is required.*

If you are adding a student using direct entry, the following fields are also required to create an identity:

Calendar: This is the current school year.

Schedule: This is the default schedule.

Grade: This is the current grade level of the student.

Start Date: The month, day, and year on which an individual enters and begins to receive instructional services in a school or an institution during a given session.

Service Type: This is the enrollment type of the student.

P: Primary (used by most)

S: Partial - for Voc. Ed., etc.

N: Special Ed Services – for a student attending a private school within the town, is funded by parents, but is receiving public special education services only. This can also be used for a special education student who has been expelled from the public school, but is still receiving special services. Only use this designation if the student is not receiving any academic instruction at all.

Start Status: This indicates the student’s previous status, or describes the reason for creating the enrollment. For a complete list of start codes, see:

<http://www.maine.gov/education/medms/Data/ExitType/StartStatusCodes.htm>

Once the person has been created (by direct entry), the following fields applicable to students will also be on the Demographics page:

Local Student Number: This is the student’s identification number from the local student information system (SIS). This field is not required.

Student State ID: This is the student’s state identification number (often called the MEDMS number).

Note:

The “Personal Contact Information” section is for staff only and is not applicable for students. For Student Contact Information, enter address data on the Contact Tab which is found via: Index > Census > People.

The “Background” section is for staff only and is not applicable for students.

Identities



The Identities tab is found via: Index > Census > People.

Name Changes: If a student’s legal name changes (by adoption, court order, etc.), a new identity should be created, rather than editing the demographic information. Please refer to the fields under “[Student Personal](#)” above for standards.

Student Enrollment Fields

General Enrollment Information

Grade: This is the current grade level of the student.

Start Date: The month, day, and year on which an individual enters and begins to receive instructional services in a school or an institution during a given session.

Service Type: This is the enrollment type of the student.

P: Primary (used by most)

S: Partial - for Voc. Ed., etc.

N: Special Ed Services – for a student attending a private school within the town, is funded by parents, but is receiving public special education services only. This must be used for a special education student who has been expelled from the public school, but is still receiving special services. Only use this designation if the student is not receiving any academic instruction at all.

End Date: The month, day, and year on which a student exits and stops receiving instructional services in a school or an institution during a given session. (This date must be the last date of attendance, not the date on which a request for records was received.)

Start Status: This indicates the student’s previous status, or describes the reason for creating the enrollment. For a complete list of start codes, see:

<http://www.maine.gov/education/medms/Data/ExitType/StartStatusCodes.htm>

End Status: This is the reason why the current enrollment ended. For a complete list of exit codes, see: <http://www.maine.gov/education/medms/Data/ExitType/ExitTypeCodes.htm>

State Reporting Fields *The following fields are required for all students:*

Note: *As of School Year 2012-13, LEP data is now collected in a separate LEP tab, at the following path: Index>Student Information>Program Participation>LEP*

English Proficiency: An individual's adeptness at English as indicated by: a) reading skills (the ability to comprehend and interpret text); b) listening skills (the ability to understand verbal expressions of the language); c) writing skills (the ability to produce written text with content and format); and d) speaking skills (the ability to use oral language appropriately and effectively).

Manual LEP Code Entry Options:

LEP

Not LEP

Exited LEP

Pending (**Please do not use this code**)

LEP Code Options – for Upload Only:

- 01 – Native English Speaker
- 02 – Bilingual-Never LEP
- 03 – Limited English Proficient
- 04 – Transitioned Back to LEP
- 05 – Former LEP
- 99 – Status unknown (**Please do not use this code**)

Home Language: The federal code for the specific language or dialect that an individual uses to communicate at home.

Resident Town Code: This is the town in which the student’s parent/guardian currently resides. (If this changes, see “Special Enrollment Changes” on page 14.) (A complete list can be found here: <http://www.maine.gov/education/medms/codelist.htm>)

Resident SAU: This is the district in which the student’s parent/guardian currently resides. (If this changes, see “Special Enrollment Changes” on page 14.) (A complete list can be found here: <http://www.maine.gov/education/medms/codelist.htm>)

FRAM (Economic Indicator): FRAM (Free and Reduced Application Management) is an indication of a student's qualification for free or reduced price lunch added thru the FRAM module. (If this changes, see "Special Enrollment Changes".)

Eligibility:

- F – Free
- R - Reduced
- N – Paid
- Non Reimbursable: (*Please Do Not Use*)

School Lunch Date: Start date for the student’s eligibility status

Fiscal Responsibility: This is the current fiscal responsibility for the student. (If this changes, see “Special Enrollment Changes” on page 14.) (A complete list can be found here: <http://www.maine.gov/education/medms/fiscalrespguide.pdf>)

- R – Resident of School Unit: Used when a student is attending a school in the resident district
- S – Superintendent Agreement: Used when a student is attending another district at no cost with an agreement between superintendents. Not to be used when a student is tuitioned to another district at resident district's expense.
- O – Paid by Resident SAU or EUT: Used when a student is tuitioned and paid by resident SAU (or EUT)
- P – Paid by Other Source: Used when a student is privately paid (e.g. parents)
- F – 100% State/Federal Funding: Used by state run schools (e.g. Maine School of Science and Mathematics, Long Creek). Also used for students that are state wards or state agency clients. If used by a school that is not a state run school, the student should be flagged in IC as a state ward or state agency client. This is not meant to be used for EUT students. In that case, use “O” - Paid by Resident SAU or EUT. This is **not** to be used for those students paid for by the use of ARRA Stabilization Funds.
- M – Paid by Maine Indian Education: Used for non-resident MIE students attending MIE schools, or when a student is attending a Non-MIE school, but is paid for by MIE.

Please check the following fields as applicable for students who participate in these programs:

Homeless Night-time Residence: The primary nighttime residence of the student at the time the student is identified as homeless. *This identification should remain for the duration of the school year, even if the student is no longer homeless.*

- 1 – Shelter: shelters transitional housing, awaiting foster care
- 2 – Doubled up: doubled up (e.g. living with another family, sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason)
- 3 – Unsheltered: unsheltered (e.g. cars, parks, campgrounds, temporary trailer, or abandoned buildings, FEMA trailer)
- 4 – Motel/hotel

Unaccompanied Youth: A youth who is not in the physical custody of a parent or guardian. If a student is identified as Homeless then Yes or No must be indicated in this field.

Migrant: Please call migrant education at (207) 624-6722 for further information.

Section 504: This identification is used if the student participates in a Chapter 504 program.

Refugee: This identification is used if the individual was granted refugee status overseas by the U.S. Department of Homeland Security and was brought to the United States for resettlement by the U.S. Department of State. If the student is a refugee, immigration information must also be filled out on the Demographics' tab.

State Agency Client/Ward of State: This identification is used if the student is in the care or custody of the Department of Health and Human Services, the Department of Behavioral and Developmental Services, or the Department of Corrections.

Supplemental Education Services: This identification is used for a student who is part of a supplemental education services program. Services that fall under this category might include: tutoring, remediation, academic intervention, or instruction that must take place outside of the regular school day as a requirement for Title I CIPS status.

GT – Intellectual/Academic: This identification is used if the student is identified as having general intellectual ability (having demonstrated significant achievement or potential for significant accomplishment above their peers in all academic areas) or specific academic aptitude (having demonstrated significant achievement or potential for significant accomplishment above their age peers in one or more academic areas).

GT – Artistic: This identification is used if the student is identified as having artistic ability (having demonstrated significant achievement or potential for significant accomplishment above their age peers in the literary, performing, and/or visual arts).

Title IA-Disadvantaged: This identification is used if the student meets the local Title IA selection criteria and receives supplemental Title IA services anytime during the

school year. (In a Title IA School-wide Program, all students are considered Title IA, and the school will be identified rather than students. – no action is required.) *This identification should remain for the duration of the school year, even if the student's status changes in the course of the year.*

Title IC-Migrant: Please call migrant education at (207) 624-6722 for further information.

Alternative Education: This identification is used if the student is participating in an Alternative Education program.

Date First Enrolled in ESL Program (in Maine): This is the month, day, and year on which the student first enrolled (or received services) in an ESL program in Maine.

LEP Exit Date: This is the month, day, and year on which the student was no longer classified as Limited English Proficient (attained Composite Score for Level 6 on ACCESS for ELLs®).

Sheltered English Push-in/Pull-out: This identification is used to indicate the implementation of an educational approach used to make academic instruction understandable to English language learners while at the same time helping them acquire proficiency in English. This approach focuses on academic content as the vehicle for developing the English language.

Heritage Language: This identification is used to indicate the implementation of an educational approach in which instruction is in the language a person regards as his/her native, home, and/or ancestral language.

Bilingual Ed: This identification is used to indicate the implementation of an educational approach designed to serve two language groups and instruction is delivered through both languages.

ESL Only: This identification is used to indicate the implementation of an educational approach in which instruction focuses on learning the English language (as opposed to content). This approach is designed to address the needs of a select group of newly-arrived students who are LEP and have limited or no prior school experience.

Foreign Exchange: This is used to identify a student from another country who is participating in an exchange program. This should not be used for Foreign Tuition students. An explanation of Foreign Exchange versus Foreign Tuition can be found here: http://www.maine.gov/education/forms/misteam/enrollment/foreignexchange_vs_foreign_tuition.htm .

Home-Schooled: This identification is used if the student is home-schooled but attends the school for one or more academic, on-site courses. *Note: use enrollment type “P” versus “S” or “N” for Home-Schooled students.*

SAU Percentage: This is the Full-Time-Equivalency (FTE) value of the home-schooled student's day in the school.

- 1 – 1-25% of educational time spent at school
- 2 – 26-50% of educational time spent at school
- 3 – 51-75% of educational time spent at school
- 4 – 76% plus of educational time spent at school
- 5 – Special Education only provided by school (*Do Not Use enrollment type "N" for this option*)

Military Family Member: This data collected will be used to proactively prepare to meet the needs of the children of those who serve us.

Special Ed Fields *The following fields are required only if the student has an active IEP:*

Special Ed Status: This identification is used if the student fits eligibility standards and has an IEP (Individualized Education Plan). (If this changes, see "Special Enrollment Changes" on page 14.)

Start Date: This is the month, day, and year on which the Special Ed Status became "Yes".

Special Ed Setting: This is the current special education setting.

- A Regular class 80% or more of the day
- B Regular class no more than 79% to 40% of the day
- C Regular class for less than 40% of the day
- D Separate School
- E Residential Facility
- F Homebound/Hospital
- G Correctional Facility
- H Parentally Placed in a Private School
- I Community-based Setting (CDS only)
- J Regular EC at least 10 hrs/wk in regular program (CDS only)
- K Regular EC at least 10 hrs/wk in other location (CDS only)
- L Regular EC less than 10 hrs/wk in regular program (CDS only)
- M Regular EC less than 10 hrs/wk in other location (CDS only)
- N Separate class (CDS only)
- O Other location (CDS only)
- P Home (CDS only)

Exit Reason: This is the reason why the student was exited from special education.

- 01 – Graduation with Diploma – Exited an educational program through receipt of a high school diploma identical to that for which non-disabled students are eligible. Met the same standards for graduation as those for students without disabilities.
- 02 – Graduation through Certificate/Fulfillment of IEP – Exited an educational program through receipt of a certificate of completion, modified diploma, or some similar mechanism.
- 03 – Reached Maximum Age – Exited special education as a consequence of reaching the maximum age (20 years old prior to June 30) for receipt of special education services and did not receive a diploma/certificate of completion.

- 04 – Dropped Out – Exited special education as a consequence of dropping out of school without completing the individual education program, were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year and did not exit by other means listed.
- 05 – Status Unknown - Exited the educational system but specific causes of departure could not be determined or were not known.
- 06 – Exited to Regular Education – Exited to regular education as a result of completion of an I.E.P. and termination of special education services.
- 07 – Moved Out-of-District, Known to be Continuing – Moved out of the school administrative unit and known to be continuing in another educational program.
- 08 – Still Receiving Special Education Services – **DO NOT USE**
- 09 – Deceased
- 10 – Moved, Not Known to be Continuing – Moved out of the school administrative unit, and not known to be continuing in another educational program.
- 11 – Exited to School Age Special Education Services (CDS use only)
- 12 – Parents Refused Services (CDS use only)

Exit Date: This is the month, day, and year (within the current school year) on which the student exited special education.

Exceptionality: This is the identified exceptionality of the student.

- 01 – Intellectual Disability
- 02 – Hearing Impairment
- 03 – Deafness
- 04 – Speech and Language Impairment
- 05 – Visual Impairment including Blindness
- 06 – Emotional Disability
- 07 – Orthopedic Impairment
- 08 – Other Health Impairment
- 09 – Specific Learning Disability
- 10 – Deaf-Blindness
- 11 – Multiple Disabilities
- 12 – Developmentally Delayed (valid only for 4yr Old, EK, K and a maximum age of 6 years old)
- 13 – Autism
- 14 – Traumatic Brain Injury

Note: When performing a file upload, these fields are also required:

School ID: This is the state-assigned ID number for the school. (A complete list can be found here: <http://www.maine.gov/education/medms/codelist.htm>)

Student State ID: This is the student’s state identification number (often called the MEDMS number).

YearCode: This is the year code used to identify the current school year. (2012 for 11-12, 2014 for 13-14, etc.)

Special Enrollment Changes

In order to preserve the history of program participation and identifications for financial and accountability purposes, updating certain fields will require enrollment changes. The fields which require this action include:

- Resident Town
- Resident SAU
- FRAM Eligibility (Economic Indicator)
- Fiscal Responsibility
- Special Ed Status
- LEP Program Status

Option A) District Edition and State Edition Users using manual entry:

After making updates to these fields and clicking “save”, you will be prompted to indicate if the update is:

- a) A Correction of Bad Data (will replace data in the existing enrollment)
- b) A Change of Status (will create a new enrollment using the Effective Date [mm/dd/yyyy] entered as the new enrollment Start Date.)

Option B) State Edition Users using Student Data Import:

If you attempt to make changes to these fields, an error will result, such as:

“Bad Data. Invalid Update: The field 'Special Ed Status' cannot be changed in an existing enrollment. For changes, end the current enrollment and create an enrollment with the new value. For incorrect data, delete the current enrollment and re-enter the enrollment with the correct value(s).”

There are two ways to handle this error message: 1) You can end the current enrollment as of the day before the change (use the End Status code of 99: State Reporting Field Change) and add a new enrollment (which includes the updated data) as of the effective date; or 2) You can set the “Action” field in the extract file to ‘S’ and enter an “EffectiveDate” representing the date of the status changed.

Notes (for Option A and B):

- Be sure that when you do create a new enrollment, all other data (especially active special education data, if applicable) is re-entered into the new enrollment.
- Because the Special Ed section has exit information, it is not absolutely necessary to add a new “No” enrollment. If a local decision is made to add a Special Ed Status= “No”, be sure to include all Special Ed exit information on the enrollment where Special Ed Status= “Yes”.)

Incidents of Prohibited Behavior



Guidance on determining what should be reported can be found at:

<http://www.maine.gov/education/medms/BehaviorGuidance/behaviorguidance.htm>

The data collected on this tab is organized into three categories. Each is required:

1. Incident Information
2. Event/Participant
3. Resolution

These are required fields:

Incident Details Information

Alignment: Identifies the incident as discipline or award. Only discipline is required to be reported.

Date of Incident: This is the month, day, and year on which the event occurred.

Time of Incident: This is the clock time at which the event occurred.

Event and Participant Details

Event Type: This identifies which of the reportable incident types occurred. (See <http://www.maine.gov/education/medms/Data/BehaviorIncidentCodes.htm>)

Add Participant: To add participants to the event, please follow these steps:

1. Select the proper “Filter” to limit the list of participants to students, staff, etc.
2. Begin typing in the name or ID of the student (or staff, based on what was selected in the Filter) and click search to select a list of available names.

Resolution Details

Resolution Type: This identifies the resolution involving removal for the event. (See <http://www.maine.gov/education/medms/Data/BehaviorIncidentCodes.htm>)

Resolution Assign Date: This is the month, day, and year on which the resolution was determined.

Apply To: Select participant from the list on the screen. This list is automatically generated from the participants that were added on the previous screen.

When a student meets the criteria for “Habitually Truant”, school administrative units must maintain the student’s enrollment and also enter the progress into the Truancy tab while the school follows the necessary protocol for habitual truants. Each incremental step in the process should be documented with a new Truancy entry.

Truancy: This is the current stage in the truancy procedure.

- 1A: Identified but not resolved
- 1B: Resolved by informal administrative action
- 1C: Official Parent Notification (MRSA 20A 5051A 2C)
- 2A: Compulsory attendance waived by School Board
- 2B: Parent has appealed to Commissioner for waiver
- 2C: Waiver request granted by the Commissioner
- 2D: Parents referred to District Attorney
- 3A: Denied by District Attorney
- 3B: Pending District Attorney Decision
- 3C: Prosecuted by formal Court action
- 3D: Pending Court action
- 4: Resolved

Status Date: This is the effective date of the truancy stage.

Note: Once a truancy entry has been created, do not edit it to reflect procedural advancements; instead, create a new entry.

Truancy Upload: There is a Habitual Truancy data upload capability in Infinite Campus. Visit the Student Data Upload page at <http://www.maine.gov/education/medms/StudentUploadFormat.htm> for the Truancy Data Dictionary and upload file examples.

Graduation*

The MDOE determines graduation through the actual enrollment records in Infinite Campus. For more information on this process, visit the following website:

<http://www.maine.gov/education/gradrates/index.html>

**Note: the information on the IC Graduation tab is not currently being used by the MDOE for the calculation of the Adjusted Cohort Graduation Rate (ACGR).*

Health Information



Information related to the collection of student health data (e.g. immunization, health screenings) is provided in separate documentation.

Career and Technical Education Information

Path: Student Information > General > CTE

Information related to the collection of career and technical education data is provided in the document entitled “[User Reference: Maine Career and Technical Education \(CTE\)](#)”.

Student Contacts Tab

Path: Index>Census>People>Contacts

A mailing address is necessary for two different subgroups of students:

- Education in Unorganized Territory (EUT) – mailing addresses are required for students who are funded by EUT
- For students who participate in the Maine High School Assessment (MHSA), mailing addresses entered in Infinite Campus will alleviate the need to have students log into College Board.Com to enter this information for SAT registration purposes

Address: This is the mailing address, accepted by the US Postal Service, for the student.

City: This is the mailing city, accepted by the US Postal Service, for the student.

State: This is the mailing state, accepted by the US Postal Service, for the student.

Zip: This is the mailing zip code, accepted by the US Postal Service, for the student.

Student Upload Information

Student Data Upload: To access the information for student data uploading visit the following website:

<http://www.maine.gov/education/medms/StudentUploadFormat.htm>