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**To:** Special Education Data Managers of Public Schools Districts  
Superintendents of Public School Districts

**Date:** November 2005

**From:** Inni Barone

**Subject:** PD-1/4 – Public School District Report of Number of Students with Disabilities Provided Special Education on December 1, 2005 and Number of Students with Disabilities Provided Special Education in Regular School-Based Programs and in Separate Settings.

**Important: Due Date is Between December 1, 2005 and January 2, 2006.**

Attached is the PD-1/4 form for your use in recording child count and placement information for all students with disabilities (ages 3-21) who are the responsibility of your Committee on Preschool Special Education (CPSE) or Committee on Special Education (CSE) and receive special education programs and/or services on December 1, 2005. This form also requests the numbers of students with disabilities who are parentally placed in nonpublic elementary and secondary schools located in your school district. This count will be used by school districts to determine the minimum proportionate per-pupil amount of IDEA funds to be used for services for parentally placed students with disabilities in elementary and secondary nonpublic schools located in the school district during the 2006-07 school year. Beginning in the 2006-07 school year, the Department will request data on the numbers of parentally placed students in elementary and secondary nonpublic schools, located in your school district, who are referred for special education services, the numbers of such students who are determined to be eligible for special education services and the numbers of such students who are provided special education services during the entire school year. These data are required pursuant to sections 612 and 618 of Public Law 108-446.

The PD-1/4 data are to be submitted by all school districts by entering the data through the website at <http://pd.nysed.gov> or by using the File Transfer Protocol (FTP) process. Paper copies of this report are not accepted. The web-based PD data system provides immediate feedback on any data reporting errors and allows school districts to make any necessary corrections. A User ID and password to access the web-based system has been mailed to the latest contact person identified on the PD website. If your school district has a new contact person, or did not get this information, please contact my office. **Please note: if your school district has the capability of submitting PD-1/4 data through the FTP process, the User Name and password for that process are different from the User ID and password that has been assigned to the contact person to submit PD data through the PD website. If your school district needs a User Name and password to submit data through the FTP process, please contact this office. The due date for this report is between December 1, 2005 and January 2, 2006. Only the Certification and Assurance Form (page 1 of the PD-1/4 form), with an original ink signature, must be submitted through regular mail. Paper copies of this report will not be accepted.** Your timely and accurate completion of this report is required in order to ensure full compliance with federal reporting requirements.

The data entered on the PD-1/4 form will provide the December 1, 2005 count of students with disabilities and will indicate the extent to which students with disabilities are removed from regular education and are placed in separate educational settings outside of regular school facilities. **This report requests data regarding the settings in which students receive regular and special education services and will not affect**

**your State aid allocations in any way. (In contrast, the SA-100 form collects data for State aid purposes regarding the cumulative extent to which students receive special education programs and/or services.)**

Data from the PD-1/4 form, child count data from Charter Schools on the PD-1C/4C form, program expansion information from Charter Schools, and information provided on the SEDCAR-1 forms, which will be sent to school districts by approved special education programs (ASEP), will establish the number of school-age and preschool-age students with disabilities to be included in local level calculations to determine the school district's 2006-2007 federal fund allocation under IDEA sections 611 and 619. These data will also be useful in determining:

- The amount of Charter Schools' federal fund allocations;
- The amount of sub-allocations for ASEPs. ASEPs are all SED approved preschool and private school-age programs for students with disabilities, including State-supported (Section 4201) Schools; and
- The proportionate amount of federal funds available to serve parentally placed students with disabilities in nonpublic elementary and secondary schools located in the school district.

To be counted in this report, each student with a disability, must meet the following criteria as of December 1, 2005:

- The student must be the responsibility of your school district's CSE or CPSE. A student with a disability who relocates from your school district and becomes the responsibility of another school district's CSE or CPSE **before** December 1, 2005, may not be included in the count for your school district. A student who relocates from another school district and becomes the responsibility of your school district's CSE or CPSE **after** December 1, 2005 may not be included in the count for your school district.

OR

- The student is parentally placed in a nonpublic school located in this school district and has been determined to be a student with a disability by the CSE of the student's school district of residence.

AND

- The student must have an individualized education program (IEP) and be receiving special education programs and/or related services that meet State standards as of December 1, 2005.

Federal law and regulations require that State and local education agencies ensure an unduplicated count of students with disabilities. Before submitting the PD-1/4 report, please complete local verification procedures to ensure that each student is counted only once. Such verification procedures may include visual scans, computer scans or other methods; and are especially important for school districts having several school buildings and for students receiving multiple special education programs and/or services.

The State Education Department will confirm the accuracy of information included in this report as part of the program review process, or as is otherwise indicated. To facilitate such review of your school district, please maintain a list (hard copy or other readily retrievable format) of all students included in this report until June 30, 2013. Upon completing local verification procedures, if it is determined that one or more counts are incorrect, a revised report (i.e., PD-1/4 form) must be submitted to SED.

Compared to the PD-1/4 report for December 1, 2004, the December 1, 2005, PD-1/4 report is revised in the following ways:

- Section A, Table 2 is new and requests the numbers of preschool children reported in Section A, Table 1 who receive preschool special education and related services from approved preschool special education programs operated by Suffolk or Westchester counties. These data will be used by the State to determine a

minimum per-pupil amount of IDEA sub-allocation, which must be made available by school districts to approved special education programs.

- Last year's Section A, Table 4 has been removed. It collected the count of preschool students with disabilities, ages 2 to 4, served in school district-operated approved preschool special education program. This is no longer a required reporting element.
- Section B, Table 1 has been revised to collect the counts of school-age students with disabilities who are parentally placed in nonpublic elementary and secondary schools located in the school district and those located outside of the school district and who are provided publicly funded special education services.
- Section B, Table 2, Line 2 has been removed. It collected the number of students with disabilities who were home-schooled at the parent's choice. These data are collected through the Basic Educational Data System (BEDS).
- Section B, Table 3 has been removed. It collected the number of students with disabilities who attended "home-school" buildings. This is no longer a required reporting element.
- Section B, Table 4 has been removed. It collected the number of students with disabilities provided testing accommodations. These data are collected through the individual student record system and through the System to Track Educational Performance (STEP) reporting system.
- Section B, Table 5 has been removed. It collected the number of school-age students with disabilities who are also Limited English Proficient. These data are collected through the individual student record system and through the STEP reporting system.
- Section B, Table 6 has been removed. It collected the number of students who are eligible for services and accommodations under Section 504. These data are collected through the individual student record system and through the STEP reporting system.
- Section B, Table 7 has been removed. It collected the number of students with disabilities by age and grade. These data are collected through the individual student record system and through the STEP reporting system.

During 2005-2006, Strategic Evaluation Data Collection Analysis and Reporting (SEDCAR) Unit personnel may be available to conduct a limited number of regional training programs regarding the various special education data forms (i.e., the PD forms). If you feel that such training would be useful to the data managers in your area, please contact your local Special Education Training and Resource Center (SETRC). The data collected through the PD forms are used in the following reports and activities:

- State Performance Plan and Annual Performance Report for Special Education
- Public reporting of LEA results against State targets established in the State Performance Report.
- Calculation of minimum amount of per-pupil IDEA funds to be sub-allocated or spent on services.
- Pocketbook of Goals and Results for Individuals with Disabilities
- Chapter 655 Report to the Governor and the Legislature on the Status of the State's Schools
- Special Education Quality Assurance Reviews
- School District Report Cards
- BOCES Report Cards
- Charter School Report Cards
- Calculations to identify instances of possible race/ethnicity disproportionality

- Required re-direction of IDEA funds for early intervening services
- Other reports required by State or federal statutes
- Evaluation of programs and policies

If you have any questions or are in need of assistance in completing this report, please contact the SEDCAR Unit by using the contact information provided in the letterhead. Thank you.

Attachment



## Instructions and Definitions for Completing the PD-1/4 Report

1. Report information for **all** students with disabilities (ages 3 to 21) who are the responsibility of this district's CPSE or CSE and receive special education programs and/or services on December 1, 2005. This includes:
  - Resident students with disabilities in district operated educational programs;
  - Resident students with disabilities in the New York State School for the Blind in Batavia and in the New York State School for the Deaf in Rome;
  - Resident students with disabilities in Charter Schools;
  - Students with disabilities who were residents of the school district at the time they were placed by the courts or State agencies in out-of-State approved residential schools;
  - Resident students with disabilities in BOCES programs;
  - Resident students with disabilities who are placed by the school district in Special Act School Districts;
  - Resident students with disabilities who are placed by the school district in approved private schools for students with disabilities;
  - Resident students with disabilities who are placed out-of-State as Emergency Interim Placements;
  - Resident students with disabilities who are parentally placed in nonpublic elementary and secondary schools located in the school district and in nonpublic elementary and secondary schools located in other school districts.
2. In Section B, Table 1, Line 3, school districts must report the number of students with disabilities who are residents of other school districts but are parentally placed in nonpublic elementary and secondary schools located in the school district and provided special education programs and/or services.
3. Students with disabilities' race/ethnicity must be reported consistently on all PD forms and other Department data collection instruments. Each student must be reported in a single category. We recommend the parents be provided an opportunity to designate their children as belonging to one of the five-race/ethnicity categories as described below. If they are unable to choose among the categories, school district personnel must use their best judgment and report the student in the category based on the group to which the student appears to belong, identifies with, or is regarded in the community as belonging. Please use the following definitions to assist you in determining the most appropriate category for reporting students:
  - American Indian/Alaskan 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.
  - Asian or Pacific Islander:** A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam. The Pacific Islands include Hawaii, Guam, and Samoa.
  - Black or African American (not Hispanic):** A person having origins in any of the Black racial groups of Africa.
  - Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
  - White (not Hispanic):** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
4. Wherever students are to be reported by age, please report age as of December 1, 2005.
5. If specific instructions for some tables are not provided below, they are included above each table of the PD-1/4 form.

### Directions for Section A

This section contains six Tables. **Tables 1 and 4** request placement information by age and by race/ethnicity category for all preschool students with disabilities, ages 3 to 4, who are the responsibility of the school district's CPSE. These students must be receiving preschool special education programs and/or services, pursuant to Sections 4201 or 4410 of the Education Law, on December 1, 2005. The total number of preschool students, ages 3-4, reported in each of these two tables must be identical. **Table 2** requests the counts of preschool students with disabilities who are provided preschool special education services by approved programs operated by Suffolk and Westchester counties. These data will be used by the Department to calculate the minimum per-pupil federal sub-

allocation, which school districts must provide to the approved special education programs. **Table 3** is to report the count of preschool students with disabilities, age 2, who are receiving preschool special education services, pursuant to Sections 4201 or 4410 of the Education Law, on December 1, 2005. **Table 5** is to report, by race/ethnicity, the total number of preschool students with disabilities who are residents of the school district, who are enrolled in regular parochial or other private schools at parents or guardians expense, but who are provided special education programs and/or services at public expense. Students reported in Table 5 are also reported in Tables 1 and 4. **Table 6** is to report the number of preschool students with disabilities who are reported in Tables 1 and 4, and who are also limited English proficient (or English language learners).

### **Definitions for Section A, Tables 1 and 4**

#### **Line 1 - Early Childhood Setting**

Unduplicated total who received all of their special education and related services in programs designed primarily for children without disabilities. This may include, but is not limited to:

- private preschools,
- Head Start Centers,
- child care facilities,
- regular preschool classrooms open to an eligible pre-kindergarten population by the public school system,
- home/early childhood combinations,
- home/Head Start combinations,
- special class in an integrated setting, and
- other combinations of early childhood settings.

#### **Line 2 - Early Childhood Special Education Setting**

Unduplicated total who received **all** of their special education and related services in State Education Department approved programs designed primarily for children with disabilities housed in regular school buildings or other community based settings. This may include, but is not limited to:

- special education classrooms in regular public school buildings,
- special education programs and/or services in child care facilities or other community based settings,
- special education classrooms in trailers or portables outside regular school buildings,
- special education programs and/or services in neutral sites (e.g., libraries), and
- special education programs and/or services provided in the therapist's office.

#### **Line 3 - Home**

Unduplicated total who received special education itinerant teacher services and/or related services in the principal residence of the child's family or caregiver.

#### **Line 4 - Itinerant Services Outside the Home, in a Hospital**

Unduplicated total who received all of their special education and related services at a hospital for a short period of time, up to 3 hours per week on an outpatient basis. (This category does not include children receiving services at home.) These services may be provided individually or to a small group of children.

Please note that preschool students who received special education or related services at a hospital for more than 3 hours per week on an outpatient basis, should be reported in Line 5, Part-Time Early Childhood/Part-Time Early Childhood Special Education Setting, if a portion of services are provided at home or in a regular education program; or in Line 2, Early Childhood Special Education Setting, if all the special education is provided in the hospital setting.

Preschool students receiving special education or related services at a hospital on an inpatient basis, should be reported in Line 6, Residential Facility.

#### **Line 5 - Part-Time Early Childhood Setting/Part-Time Early Childhood Special Education Setting**

Unduplicated total who received **general and/or special education** services in multiple settings, such that: 1) a portion of their general education, special education and related services are provided at home or in programs designed primarily for children without disabilities, and 2) the remainder of their special

education and related services are provided in programs designed primarily for children with disabilities. This may include, but is not limited to:

- home/early childhood special education combinations,
- Head Start, child care, nursery school facilities, or other community based settings, with special education provided outside of the regular class,
- regular pre-kindergarten classes with special education provided outside of the regular class,
- separate school/early childhood combinations, and
- residential facility/early childhood combinations.

**Line 6 - Residential Facility**

Unduplicated total who received all of their special education and related services in publicly or privately operated residential schools, or residential medical facilities on an in-patient basis.

**Line 7 - Separate School**

Unduplicated total who received all of their special education and related services in educational programs in separate public or private day school buildings specifically for children with disabilities.

**Directions and Definitions for Section B, Table 1**

Section B, Table 1, requests the count of all school-age students for whom the district has CSE responsibility to provide special education services, and is providing such services on December 1, 2005. To comply with requirements of IDEA section 612(a)(10), this Table is also used to collect the numbers of students with disabilities who are parentally placed in nonpublic elementary and secondary schools, located in the school district, and provided publicly funded special education services. Additional directions to assist school districts to accurately complete this Table are provided above the Table. The school districts of residence maintain CSE responsibility for students except in the following circumstances:

- If students are placed by another agency (e.g., courts, social services, Office of Children and Family Services, etc.), in Child Care Institutions (CCI) located within New York State, the residential schools connected with the CCIs assume the CSE responsibility for such students and provide services pursuant to Article 81 of the Education Law. Therefore, such students are not to be reported by school districts in this report;
- Students who reside in State agency facilities of the Office of Children and Family Services, Office of Mental Health, Office of Mental Retardation and Developmental Disabilities or the Department of Correctional Services and attend State agency educational programs or other educational programs are the responsibility of the State agencies under section 112 of the Education Law and are not to be reported in this report;
- School districts that receive students through contract with less than K-12 school districts pursuant to sections 2040-2045 of the Education Law assume CSE responsibility. For example, once students leave a K-8 school district and attend a school district with grades 9-12, the district with grades 9-12 assumes CSE responsibility for such students (CR section 200.2(f)). The K-8 district is not to report students in grades 9-12;
- Students who reside in group homes, foster homes, community residences and other programs but attend public schools pursuant to section 3202.4 of the Education Law are the CSE responsibility of school districts in which such facilities are located; and
- Students who are incarcerated in county correctional facilities are the CSE responsibility of the school district in which the correctional facility is located (section 3202.7 of the Education Law).

**Directions and Definitions for Section C, Reports 1-14**

**Section C, Reports 1-14:** There are two tables for each disability category- Table 1 and Table 2. These tables request placement information for all school-aged students with disabilities, ages 4-21, who are the responsibility of your CSE and are provided school-age special education programs and/or services on December 1, 2005.

**Table 1:** Report the number of students with disabilities who are educated in regular school buildings and removed from regular classes for "Less than 20%", "21% to 60%", or "More than 60%" of the school day or

school week. "Regular school buildings" are buildings for both disabled and nondisabled school-age students. "Regular classes" are classes for both disabled and nondisabled school-age students. Time outside of regular classroom is a measure of the extent of removal from the regular classroom setting, NOT of the total amount of special education services provided. It is the percent of each school day or week that a student receives special education including related services, apart from nondisabled students while within a regular school building. For purposes of these data collection, students in the following settings should be reported in Table 1 (regular school buildings):

- Students who are home-schooled at their parent or guardian's choice.
- Students who are receiving transitional support services.
- Students who attend regular school buildings for at least 50 percent of the school day or school week, even though they may attend programs in separate settings, which include only students with disabilities for the rest of the day or week.
- All public school buildings, which are attended by both disabled and nondisabled school-age students.
- All BOCES buildings that are attended by both disabled and nondisabled school-age students.
- All nonpublic schools which both disabled and nondisabled school-age students attend. These are schools in which parents/guardians pay tuition for the basic program, and public school districts at public expense provide special education programs and/or services.
- All Special Act School Districts which both disabled and nondisabled school-age students attend.
- All approved private schools that are attended by both disabled and nondisabled school-age students.
- All State agency programs which both disabled and nondisabled school-age students attend.
- All Alternative High School programs which both disabled and nondisabled students attend.
- All age appropriate community-based settings that include individuals with and without disabilities, such as vocational sites, in which students with disabilities interact with nondisabled individuals other than nondisabled individuals who are providing services to the students.

In order to determine the percentage of time students receive services outside regular classrooms (i.e., in rooms/groupings attended by students with disabilities only), it is important to consider where the service is provided rather than the type of service that is provided. To calculate the percentage of time outside the regular classroom, divide the number of hours the student receives special education and related services outside the regular classroom each day or week by the total number of hours in the school day or school week. Use the length of the entire school day, including all periods and lunch. The following examples are provided for purpose of clarification:

- A student who attends a resource room for one period each day in which special education services are provided to a group of students with disabilities would be counted in Table 1, Line 1 since one period outside of regular classroom would constitute 20 percent or less of the school day.
- A student who is assigned a full-time, one-to-one teacher aide, but who attends regular classrooms for 80 percent or more of the school day should be included in Line 1 of Table 1.
- A student who receives special education services for two hours per day outside of regular classrooms would be reported on Table 1, Line 2. If the services are provided in the regular classroom, the student should be reported in Table 1, Line 1.
- A student whose first period begins at 8:30 a.m. and last period ends at 2:30 p.m. would have a six-hour day or 30-hour week. If the student attends a special class for four 45-minute periods daily and participates in the general education environment for the remainder of the day, that student's "time outside regular classroom" would be 15.0 hours per week or 50 percent of the week. Such a student would be reported in Table 1, Line 2.
- The special education services provided by a public school district to a student who attends a nonpublic school should be deemed outside regular classrooms if special education services are provided at a neutral site or in a public school outside of regular classrooms. These students should be reported in the appropriate line of Table 1.

- Special education services provided outside the normal school day (e.g., before school or after school) should not be considered time outside the regular classroom, regardless of the type of services or where they are provided. Such students should be counted in Table 1, Line 1.
- Students with disabilities who receive special education programs and/or services in regular classes that include nondisabled students should be reported in Table 1. This includes regular classrooms in which consultant teachers provide special education programs and/or services or regular classes in which special class programs are located.
- A student with a disability who is home-schooled at his/her parent's choice, and who receives one hour of special education service per day at the student's home, should be counted in Table 1, Line 1.

**Table 2:** Report the number of students with disabilities for whom the school district has CSE responsibility and who are educated in separate educational settings. These are settings, which are attended by students with disabilities only. The definition of each separate educational setting follows:

**Special Public Day Schools-** Include public day schools that are attended by students with disabilities only. These schools include public school district or BOCES buildings, which are attended by students with disabilities only. These schools also include Special Act School Districts if they are attended on a day school basis, and if they include students with disabilities only. Students with disabilities attending the two State-operated schools, on a day basis, would also be reported in this category.

**Special Private Day Schools-** Include approved private schools for students with disabilities, and State-supported schools (Section 4201 schools), which are attended, by students with disabilities only, on a day basis.

**Public Residential Facility-** Include public residential facilities in which students with disabilities are placed by the school district and attend an education program affiliated with the facility in buildings that serve only students with disabilities. Public residential facilities include the two State-operated schools, and the Special Act School Districts. Students with disabilities, who are in residential facilities but are provided special education services in buildings that include nondisabled students, should be reported in Table 1.

**Private Residential Facility-** Include private residential facilities in which students with disabilities are placed by the school district and attend an education program affiliated with the facility in buildings that serve only students with disabilities. Also, include students with disabilities who are placed in private residential facilities by the courts or State agencies, but for whom the district has CSE responsibility (e.g., students with disabilities who were residents of the district at the time they were placed by the courts or State agencies in private out-of-State residential facilities). Private residential facilities include State-supported schools (Section 4201 Schools) with a residential component and approved private schools (in-State and out-of-State). Students with disabilities, who are in residential facilities but are provided special education services in buildings that include nondisabled students, should be reported in Table 1.

**Home-** Use this setting if the school district Committee on Special Education has determined the home as the student's placement on December 1. Students who are home-schooled by parent's choice should not be reported in this category, but rather in Table 1.

**Hospital or Other Non-School-** These are settings in which students with disabilities are provided special education services based on their unique needs.

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**Section A: Students Receiving Preschool Special Education Programs and/or Services**

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**Table 1: Educational Placements of Preschool Students with Disabilities (Ages 3-4\*).**

Enter the total number of preschool students with disabilities for whom this school district has CPSE responsibility to ensure the provision of special education programs and/or services. Report preschool students who were 3 to 4 years of age and who received preschool special education programs and/or services on December 1, 2005. In Column D, report the number of students who were provided related services only. Students reported in Column D are a subset of Column C. Column D cannot be greater than Column C. Only count students who were served pursuant to Sections 4410 or 4201 of the Education Law. Please determine age as of December 1, 2005. Counts reported in Tables 1, 2 and 4 of this section and information contained on the SEDCAR-1 forms which school districts will receive from approved special education programs, will assist school districts in determining the amount of federal IDEA funds, under sections 611 and 619, which must be sub-allocated to other programs, and the amount to be retained by your school district, for preschool students with disabilities, ages 3-4. Important information for completing this section is included in the Directions and Definitions for Section A, beginning on page 2.

Line Number	Settings <sup>1</sup>	A	B	C	D
		Age 3	Age 4	Total Ages 3 to 4	Subset of Column C Students Receiving Related Services Only
01	Early Childhood Setting				
02	Early Childhood Special Education Setting				
03	Home				
04	Itinerant Service Outside of Home (in Hospital)				
05	Part-Time Early Childhood Setting/Part-Time Early Childhood Special Education Setting				
06	Residential Facility				
07	Separate School				
08	<b>Total</b>				

\*Children who are 5 years of age on December 1 are “school-age” children, and must be reported in Sections B and C of this report and not in Section A.

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<sup>1</sup> The order of these settings does not reflect a continuum from least to most restrictive. These settings are alphabetized.

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**Section A: Students Receiving Preschool Special Education Programs and/or Services**

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**Table 2: Preschool Students in Specific Preschool Programs (Ages 3-4\*)**

Of the preschool students reported in Table 1, Line 8, enter the number of preschool students with disabilities, by age as of December 1, 2005, provided preschool special education programs and/or services in the two approved preschool special education programs listed below. The information entered in this table is a subset of data provided in Table 1 above **(All students reported in this Table must also be reported in Table 1 above.)** The information provided below will be used by the State to calculate the minimum per-pupil amount of federal IDEA funds to be sub-allocated by school districts to approved special education programs in the 2006-07 school year. The methodology for calculating the per-pupil amount of federal funds for sub-allocation to approved special education programs was revised for the 2006-07 and subsequent school years and is described in **Chapter 437 of the Laws of 2005**.

Line Number	Specific Preschool Programs	A	B	C	D
		Age 3	Age 4	Total Ages 3 to 4	Subset of Column C Students Receiving Related Services Only
01	Suffolk County Preschool Program				
02	Westchester County Preschool Program				
03	<b>Total</b>				

**Table 3: Count of Preschool Students with Disabilities, Age 2.**

Line Number	Description	Age 2*
1	Provide the count of preschool students with disabilities, who were 2 years old on December 1, 2005, and were receiving preschool special education programs and/or services on December 1, 2005. Report students who were the responsibility of your school district's CPSE, and who were provided services pursuant to sections 4410 or 4201 of the Education Law.	

\*Students who are 2 years old on December 1, 2005 (who will turn 3 years of age by December 31, 2005) and are receiving preschool special education services, pursuant to section 4410 of the Education Law, should be included in this column.

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**Section A: Students Receiving Preschool Special Education Programs and/or Services**

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**Table 4: Educational Placements of Preschool Students with Disabilities (Ages 3-4),  
According to Race/Ethnicity Category**

In the Table below, report race/ethnicity data for all preschool students reported in Column C of Table 1. The Total (Column C) for each Line in Table 1 must match the Total (Column F) for each Line in this Table.

For all preschool students reported in Table 1, enter the number, which appear to belong, identify with, or are regarded in the community as belonging to one race/ethnic group. (Each student should be counted once.) See definition of each race/ethnic group on page 2, under Instructions and Definitions for Completing the PD-1/4 report.

Line Number	Settings	A	B	C	D	E	F
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	White (not of Hispanic origin)	Total
01	Early Childhood Setting						
02	Early Childhood Special Education Setting						
03	Home						
04	Itinerant Service Outside of Home (in Hospital)						
05	Part-Time Early Childhood Setting/Part-Time Early Childhood Special Education Setting						
06	Residential Facility						
07	Separate School						
08	<b>Total</b>						

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**Section A: Students Receiving Preschool Special Education Programs and/or Services**

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**Table 5: Race/Ethnicity of Preschool Students with Disabilities Enrolled by Their Parents or Guardians in Regular Parochial or Other Private Schools.**

In the Table below, report the number of preschool students with disabilities **(who are also reported in Tables 1 and 4)** whose basic education is paid through private resources and who receive special education programs and/or services at public expense.

<b>American Indian/ Alaskan Native</b>	<b>Asian or Pacific Islander</b>	<b>Black (Not Hispanic)</b>	<b>Hispanic</b>	<b>White (Not Hispanic)</b>	<b>Total</b>

**Table 6: Preschool-age Students with Disabilities who are also Students with Limited English Proficiency**

Of the preschool-age students with disabilities reported in Section A-Tables 1 and 3 (i.e., all preschool-age students with disabilities for whom the school district has CPSE responsibility), report the subset of such students having limited English proficiency (LEP) in Line 1. Such students should be reported based on LEP designation, regardless of the extent or type(s) of LEP services provided. Preschool students with disabilities are considered to be limited in English proficiency if the primary language spoken at home is other than English (excluding manual methods of communication). December 1, 2005 should be used in determining student age.

Students determined to have a disability pursuant to Section 504 only, and do not have an IEP developed by a Committee on Preschool Special Education, should not be reported in this section, regardless of LEP status.

<b>Line No.</b>	<b>Description</b>	<b>2 – 4 Years</b>
1	Preschool LEP Students with Disabilities	

## Section B: Students Receiving School-age Programs or Services

**Table 1: Provision of Special Education Services to School-age Students with Disabilities**

Provide an unduplicated count of all **school-age** students with disabilities who are the responsibility of this school district's CSE or are parentally placed in nonpublic elementary and secondary schools located in this school district and receiving special education programs and/or services on December 1, 2005.

School districts will use the counts reported in Lines 1-7 in this section, child count data from Charter Schools on the PD-1C/4C forms, any enrollment expansion information from Charter Schools, and information in the SEDCAR-1 forms from approved special education programs to determine the per-pupil amount of 2006-07, federal IDEA funds under sections 611 and 619 to be sub-allocated to approved special education programs, charter schools, and the per-pupil amount to be available to serve students who are parentally placed in nonpublic elementary and secondary schools located in the school district and the amount to be retained by school districts for school-age students with disabilities.

In addition to the description provided for each Line below, the following are additional clarifications:

- Do not include in this report students who are receiving declassification support services on December 1, 2005.
- Include in Line 1, all students with disabilities for whom the school district has CSE responsibility and provides special education services directly or through contracting with other service providers. Examples include: students with disabilities in drug or alcohol rehabilitation facilities regardless of where such facilities are located; students with disabilities who are in county correctional facilities, located in the school district; students with disabilities who are hospitalized, regardless of where the hospital is located; and students with disabilities who are "home-schooled" if some special education service is provided by the school district.
- Include in Line 2, students with disabilities who are residents of the school district and parentally placed in nonpublic elementary and secondary schools located in this school district and who are provided publicly funded special education programs and/or services (i.e., consultant teacher services related services, etc.)
- Include in Line 3, students with disabilities who are not residents of the school district but are parentally placed in nonpublic schools located in this district and who are provided publicly funded special education programs and/or services as of December 1, 2005.
- Include in Line 1, students with disabilities for whom transitional support services are provided on December 1, 2005.
- Include in Line 7, students with disabilities who resided in this school district at the time they were placed in out-of-State residential schools by the courts or State agencies.

Please see additional directions and definitions for Section B, Table 1 on page 4 of 24 for information regarding CSE responsibility and school district's responsibilities related to students who are parentally placed in nonpublic elementary and secondary schools located in the school district. If you have specific questions regarding school district's responsibilities please contact your regional associate.

Line No.	Report Each Student Only Once	Ages 4-5	Ages 6-21
1	Count of school-age students provided special education services in district-operated programs. (See above directions for additional guidance on who to include.)		
2	Count of school-age students who are <b>residents of this school district and are parentally placed in nonpublic schools located in this school district</b> and who are provided publicly funded special education services as of December 1, 2005.		
3	Count of students with disabilities who are <b>residents of other school districts and parentally placed in nonpublic schools located in this school district</b> and who are provided publicly funded special education services as of December 1, 2005.		
4	Count of school-age students placed by the CSE in other public school district programs and provided special education programs and/or services. (Do not include in this line students placed in a Special Act School District).		
5	Count of school-age students provided special education services full-time in programs operated by a Board of Cooperative Educational Services (BOCES).		
6	Count of school-age students provided special education services while enrolled in a Charter School.		
7	Count of school-age students provided special education services in approved private schools for students with disabilities, and State-supported schools listed in Section 4201 of the Education Law. Include students with disabilities who were resident to this district at the time they were placed in out-of-State residential schools by courts or other State agencies. Also include in this line, all other out-of-State placements.		
8	<b>Subtotal (Sum of Lines 1-7):</b> This number and information received by school districts on the SEDCAR-1 forms and information from Charter Schools will assist school districts to		

	determine a per pupil amount of 2006-2007IDEA funds to be sub-allocated to approved special education programs, Charter Schools and proportionate amount of IDEA funds that will be available for students with disabilities who are parentally placed in nonpublic elementary and secondary schools located in this school district.		
9	Count of school-age students, provided special education services by contracting with Special Act School Districts, or in the New York State School for the Blind in Batavia or the New York State School for the Deaf in Rome.		
10	Numbers of students with disabilities who are <b>residents of this school district and are parentally placed in nonpublic schools located in other school districts</b> and who are provided publicly funded special education services as of December 1, 2005.		
11	<b>Sum of Lines 1, 2, 4, 5, 6, 7, 9 and 10):</b> This number represents the total number of school-age students who are the responsibility of this school district's CSE and are provided special education programs and/or services on December 1, 2005. (The number entered for this line must match the number entered in Section C, Report 14 of this form.)		

**Table 2: School-age Students with Disabilities Whose Basic Education Costs are Paid by Private Resources**

Enter by race/ethnicity the total number of school-age students with disabilities who are reported in Section B-Table 1, Lines 2 and 10. These students are residents of the school district and are **enrolled by their parents or guardians in a nonpublic elementary or secondary school** and whose basic education is paid through private resources and who receive special education programs and/or services at public expense through a public school district. The total number of students reported below must be equal to the total number of students reported in Section B, Table 1, Lines 2 and 10 combined.

Line No.	American Indian/ Alaskan Native	Asian or Pacific Islander	Black (Not Hispanic)	Hispanic	White (Not Hispanic)	Total
1						

**Section C: Educational Placement of School-age Students by Disability and Race/Ethnicity Information**

**Directions:** Please review directions and definitions for completing reports 1-14 beginning on page 4.

**Report 1: Report of Students with Autism Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students** (Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	A	B	C			D	E	F
		Age Group						Total	
		4-5	6-11	12-13	14-17	18-21			
01	20% or less								
02	21% to 60%								
03	More than 60%								
04	<b>Total</b>								

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	A	B	C			D	E	F
		Age Group						Total	
		4-5	6-11	12-13	14-17	18-21			
01	Special Public Day School								
02	Special Private Day School								
03	Public Residential Facility								
04	Private Residential Facility								
05	Home								
06	Hospital or Other Non-school								
07	<b>Total</b>								

**Report 2: Report of Students with Emotional Disturbance Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students** (Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	A	B	C			D	E	F
		Age Group						Total	
		4-5	6-11	12-13	14-17	18-21			
01	20% or less								
02	21% to 60%								
03	More than 60%								
04	<b>Total</b>								

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	A	B	C			D	E	F
		Age Group						Total	
		4-5	6-11	12-13	14-17	18-21			
01	Special Public Day School								
02	Special Private Day School								
03	Public Residential Facility								
04	Private Residential Facility								
05	Home								
06	Hospital or Other Non-school								
07	<b>Total</b>								

**Section C: Educational Placement of School-age Students by Disability and Race/Ethnicity Information**

**Report 3: Report of Students with Learning Disabilities Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students**  
(Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

**Report 4: Report of Students with Mental Retardation Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students**  
(Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

**Section C: Educational Placement of School-age Students by Disability and Race/Ethnicity Information**

**Report 5: Report of Students with Deafness Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students** (Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	Age Group					Total
		A 4-5	B 6-11	C 12-13	D 14-17	E 18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings which that attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	Age Group					Total
		A 4-5	B 6-11	C 12-13	D 14-17	E 18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

**Report 6: Report of Students with Hearing Impairments Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students** (Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	Age Group					Total
		A 4-5	B 6-11	C 12-13	D 14-17	E 18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	Age Group					Total
		A 4-5	B 6-11	C 12-13	D 14-17	E 18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

**Section C: Educational Placement of School-age Students by Disability and Race/Ethnicity Information**

**Report 7: Report of Students with Speech or Language Impairments Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students (Consultant Teacher, Resource Room, Special Class, et. al.)**

Line Number	Time OUTSIDE Regular Classroom	Age Group					Total
		A 4-5	B 6-11	C 12-13	D 14-17	E 18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	Age Group					Total
		A 4-5	B 6-11	C 12-13	D 14-17	E 18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

**Report 8: Report of Students with Visual Impairments (including Blindness) Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students (Consultant Teacher, Resource Room, Special Class, et. al.)**

Line Number	Time OUTSIDE Regular Classroom	Age Group					Total
		A 4-5	B 6-11	C 12-13	D 14-17	E 18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	Age Group					Total
		A 4-5	B 6-11	C 12-13	D 14-17	E 18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

**Section C: Educational Placement of School-age Students by Disability and Race/Ethnicity Information**

**Report 9: Report of Students with Orthopedic Impairments Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students** (Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

**Report 10: Report of Students with Other Health Impairments Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students** (Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

**Section C: Educational Placement of School-age Students by Disability and Race/Ethnicity Information**

**Report 11: Report of Students with Multiple Disabilities Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students** (Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	Age Group					Total
		A 4-5	B 6-11	C 12-13	D 14-17	E 18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	Age Group					Total
		A 4-5	B 6-11	C 12-13	D 14-17	E 18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

**Report 12: Report of Students with Deaf - Blindness Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students** (Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	Age Group					Total
		A 4-5	B 6-11	C 12-13	D 14-17	E 18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	Age Group					Total
		A 4-5	B 6-11	C 12-13	D 14-17	E 18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

**Section C: Educational Placement of School-age Students by Disability and Race/Ethnicity Information**

**Report 13: Report of Students with Traumatic Brain Injury Placed as of December 1, 2005**

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students** (Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

**Section C: Educational Placement of School-age Students by Disability and Race/Ethnicity Information**

**Report 14: Summary Report of All Students with Disabilities Placed as of December 1, 2005**

The two sections below aggregate the data reported in Reports 1 to 13 to facilitate State and local data verification procedures. Completing these two tables will facilitate the reporting of race/ethnicity data in Reports 15 and 16.

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students** (Consultant Teacher, Resource Room, Special Class, et. al.)

Line Number	Time OUTSIDE Regular Classroom	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	A	B	C	D	E	F
		Age Group					Total
		4-5	6-11	12-13	14-17	18-21	
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

Notes for Reviewing Data Reported in Report 14 Above:

- The Report 14 total in Table 1, Line 4, Column F, plus the total in Table 2, Line 7, Column F must equal the total in Section B, Table 1, Line 11 (sum of Ages 4-5 and 6-21) of this PD-1/4 form.
- The total in each cell of Tables 1 and 2 of Report 14 should be the cumulative total of the corresponding cells from Reports 1-13.
- The totals on each line of Column F in Tables 1 and 2 above should be identical to the totals in Column F of each line in Tables 1 and 2 of Report 15.
- The total for Table 1 plus Table 2 above should equal the total reported in Line 14 of Column F of Report 16.

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**Section C: Educational Placement of School-age Students by Disability and Race/Ethnicity Information**

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**Report 15: Report of All Students with Disabilities as of December 1, 2005, According to Race/Ethnicity Category and Type of Placement**

For all students reported in Table 1 and Table 2 of Report 14, enter the number, which appear to belong, identify with, or are regarded in the community as belonging to each race/ethnic group. (Each student should be counted once.) The Total (Column F) for each Line in this Report must match the Total (Column F) for each Line in Report 14.

**Table 1: In Regular School-Based Programs in buildings attended by disabled and nondisabled students (Consultant Teacher, Resource Room, Special Class, et. al.)**

Line Number	Settings	A	B	C	D	E	F
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	White (not of Hispanic origin)	Total
01	20% or less						
02	21% to 60%						
03	More than 60%						
04	<b>Total</b>						

**Table 2: In Separate Settings** Outside of regular school facilities, in buildings that are attended by students with disabilities only. In Line 5, include students who are placed on home instruction by the CSE. Students who are home-schooled by parent choice should be reported in Table 1.

Line Number	Type of Setting	A	B	C	D	E	F
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	White (not of Hispanic origin)	Total
01	Special Public Day School						
02	Special Private Day School						
03	Public Residential Facility						
04	Private Residential Facility						
05	Home						
06	Hospital or Other Non-school						
07	<b>Total</b>						

**Section C: Educational Placement of School-age Students by Disability and Race/Ethnicity Information**

**Report 16: Report of All Students with Disabilities as of December 1, 2005, According to Race/Ethnicity Category and Type of Disability**

In the table below, report race/ethnicity data by disability for all students reported in Tables 1 and 2 of Reports 1 to 13.

The total reported below in Column F for each disability must match the sum of totals reported in Tables 1 and 2 under the corresponding disability in Reports 1 to 13. Also, the total reported in Line 14 for each column must match the sum of corresponding columns of Tables 1 and 2 of Report 15.

**Racial/Ethnic Group**

Line Number	Disability	A	B	C	D	E	F
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	White (not of Hispanic origin)	Total
01	Autism						
02	Emotional Disturbance						
03	Learning Disability						
04	Mental Retardation						
05	Deafness						
06	Hearing Impairment						
07	Speech or Language Impairment						
08	Visual Impairment (includes Blindness)						
09	Orthopedic Impairment						
10	Other Health Impairment						
11	Multiple Disabilities						
12	Deaf-Blindness						
13	Traumatic Brain Injury						
14	<b>Total (Lines 1-13)</b>						

**Section C: Educational Placement of School-age Students by Disability and Race/Ethnicity Information**

**Report 17: Report of Students with Disabilities Who are 14 to 21 Years of Age as of December 1, 2005 According to Race/Ethnicity Category.** (These students are also reported in Reports 15 and 16 of this report.)

In the table below, report race/ethnicity data for students with disabilities (ages 14-21) for whom the school district has CSE Responsibility. The total number of students reported in Column F of this report must be the same as the total number of students reported in Report 14, Tables 1 and 2, Columns D plus E.

Line Number	Category of Students	A	B	C	D	E	F
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	White (not of Hispanic origin)	Total
01	Students with Disabilities, Ages 14-21						

**Report 18: Report of School-age Students with Disabilities In Specific Types of Schools, as of December 1, 2005, by Race/Ethnicity.** (These students are also reported in Reports 15 and 16 and, if applicable, in Report 17.)

In the table below, report race/ethnicity data for school-age students with disabilities, enrolled in Charter Schools, BOCES, approved private schools, Special Act School Districts, State-Operated, and State-Supported Schools, and in out-of-State court placements and emergency interim placements as of December 1, 2005. The total reported in Line 7, Column F below must be the same as the sum of numbers reported in Section B, Table 1, Lines 5, 6, 7 and 9 of this PD-1/4 form. Furthermore, Line 1 below should equal Section B, Table 1, Line 6; Line 2 below should equal Section B, Table 1, Line 5; Line 3 plus Line 6 below should equal the number of students reported in Section B, Table 1, Line 7; Line 4 plus Line 5 below should equal the number of students reported in Section B, Table 1, Line 9.

Line Number	Type of Setting	A	B	C	D	E	F
		American Indian or Alaskan Native	Asian or Pacific Islander	Black (not of Hispanic origin)	Hispanic	White (not of Hispanic origin)	Total
01	Charter Schools						
02	BOCES						
03	Approved Private Schools						
04	Special Act School Districts						
05	State-Operated Schools (in Rome and Batavia)						
06	State-Supported Schools (Section 4201)						
07	Total						