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To: Special Education Data Managers and Chief School Officers of:
Public School Districts
Special Act School Districts
Approved In-State Private Schools that Provide Special
Education Pursuant to Article 81 of the Education Law.
Selected State-Agencies

Date: November 2005

From: Inni Barone

Subject: PD-5 - Report of Students with Disabilities: Sections A and B--Exiting Special Education and Section C--Postsecondary Education and Employment Plans, July 1, 2005 to June 30, 2006.

Important: Due Date is Between July 1, 2006 and August 11, 2006.

Attached is a PD-5 form for reporting declassification, exiting and postsecondary education and employment plans data for all students with disabilities (ages 3-21) who are the responsibility of your school district's/agency's Committee on Preschool Special Education (CPSE) or Committee on Special Education (CSE), during the period July 1, 2005 to June 30, 2006. For preschool students with disabilities, ages 3-4, and for school-age students with disabilities, ages 4-13, only declassification data are required. For students with disabilities, ages 14-21, data for all basis of exiting as well as data on postsecondary education and employment plans are required. Please note that Special Act School Districts and approved private schools located within New York State that provide educational services to students with disabilities pursuant to Article 81 of the Education Law as well as to students pursuant to a contract with public school districts, should complete the PD-5 report for students provided services pursuant to Article 81 only. In addition, such programs must report exiting and postsecondary education plans data for all students (contracts with school districts and services provided pursuant to Article 81) in the PD-5B report. New York State Education Department is required to submit these data to the United States Department of Education Pursuant to IDEA [P.L. 108-446, Section 618(a)(1)(A)(iv) and Section 618(a)(3)].

All school districts must submit this report electronically through the PD web-based system at <http://pd.nysed.gov> or through the File Transfer Protocol (FTP) process. **The due date for this report is between July 1, 2006 and August 11, 2006. Paper copies of this report will not be accepted.** A User ID and password to access the PD web-based system have been mailed to the contact person identified in the PD web based system. If your school has a new contact person, or did not get this information, please contact our office. **Please note, if your school district has the capability of submitting PD-5 data through the FTP process, the User Name and password for that process are different from the User ID and password that have been assigned to the contact person to submit PD data through the web-based system. If your school district needs a User Name and password to submit data through the FTP process, please contact this office.** Your timely and accurate completion of this report is required in order to ensure full compliance with federal reporting requirements.

Compared to the PD-5 form for 2004-2005, the 2005-2006, PD-5 has been revised in the following ways:

- The “Local Certificates” basis of exit category has been removed from Section B, Reports 1-14 and in Section C since local certificates could not be issued after February 1, 2005.
- The “Regents Diploma with Honors” exit category has been revised to “Regents Diploma with Advanced Designation and/or Honors” in Section B, Reports 1-14 and in Section C to reflect the current high school graduation credentials.

The Department considered using the data submitted through the STEP reporting system and discontinuing the separate PD-5 data collection for the 2005-06 school year and determined it is not feasible to do so this year. However, it is a goal of the Department to collect these data through the Department’s individual student record system once the system includes all the required data and students and can produce the required analysis and reports. We anticipate discontinuing the separate PD-5 report in 2006-07. We encourage special education personnel to collaborate with appropriate school district personnel (school district STEP coordinators) to ensure the same data are submitted through both PD-5 and the STEP reporting systems for the 2005-06 school year. If you have any questions regarding reporting consistent data for students with disabilities through both systems, please contact the Strategic Evaluation Data Collection, Analysis and Reporting (SEDCAR) Unit.

During 2005-2006, SEDCAR personnel may be available to conduct a limited number of regional training programs regarding the special education data forms addressed in this memorandum. 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 one or more of 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
- 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 Strategic Evaluation Data Collection, Analysis and Reporting (SEDCAR) Unit by using the contact information provided in the letterhead. Thank you.

Attachment

cc: Rebecca H. Cort

**PD-5 - Report of Students with Disabilities:
 Sections A and B: Exiting Special Education
 Section C: Post Secondary Education and Employment Plans
 July 1, 2005 to June 30, 2006**

Instructions:

1. Please submit these data electronically at <http://pd.nysed.gov> or through the FTP process between July 1, 2006 and August 11, 2006. Paper copies of this report will not be accepted.
2. Retain one copy (and supporting documentation) in your district/agency for reference and audit purposes. The required retention period ends June 30, 2013.
3. Carefully read the Instructions and Definitions on the following pages.
4. If you have questions about this report, please call (518) 486-4678, or e-mail your questions to vesidcar@mail.nysed.gov

Check this box if no students exited special education (including students declassified) between the ages of 3 and 21 within the report period. If this box is checked, and you have submitted this information through our website at <http://pd.nysed.gov> your report is complete.

District/School/Agency Information											
(Enter 12-digit SED Code Below)											
DISTRICT/SCHOOL/AGENCY NAME											
ADDRESS											

Contact Person Information*	
NAME	
TITLE	
TELEPHONE	FAX
E-MAIL ADDRESS	

*All correspondence from SEDCAR will be directed to the contact person identified in the PD web based data entry system at <http://pd.nysed.gov> Please keep the contact person information current, including the e-mail address as most communication will occur via e-mail.

Definitions and Instructions for Completing the PD-5 Report

1. Report information for all students with disabilities (ages 3-21) who were the responsibility of your CPSE or CSE. For public school districts, this includes students who are provided special education in approved private schools, other public school districts, BOCES, State-Operated and State-Supported Schools, and Charter Schools. Public school districts should also include data for students with disabilities who resided in the district at the time they were placed in out-of-State approved residential schools by the courts or other agencies. In Sections A and B, report the number who exited special education through the basis listed. In Section C, report the postsecondary education and employment plans of students with disabilities by the basis of exiting. Please note that Special Act School Districts and other approved private schools that are located within New York State and provide special education services for students with disabilities pursuant to Article 81 and through contracting with public school districts should complete the PD-5 report for students with disabilities that are provided special education pursuant to Article 81 only. In addition, these schools must also complete a PD-5B report for students provided special education pursuant to Article 81 and through contracting with public school districts.
2. Wherever data is requested by student age, the age should be reported as of December 1, 2005 (e.g., a student who is 14 years and 10 months of age on December 1, 2005, should be reported as age 14).
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 only one of the race/ethnicity categories described below. We recommend the parents be provided an opportunity to designate their children as belonging to the one category. If they are unable to choose among the categories, school district personnel must use their best judgement 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.

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. For pages 5-18 of the report, the totals for Age (Column I), Gender (Columns K and L), and Race/Ethnicity (Columns M-Q) must be equal.
5. In general, exiting students with disabilities should be reported once, with few exceptions; as provided in the following examples:
 - A student who is declassified and returned to general education several times, should be reported once each year that he or she is returned to general education, on pages 4-18.
 - A student who receives a local diploma with a Regents endorsement should be reported in either Line 1 (Regents Diploma-Honors) or Line 2 (Regents Diploma-Regular) on pages 5-18.
 - A student, who previously received an IEP diploma, has continued in the special education program and does not receive a higher diploma should **NOT** be counted again.
 - A student who previously received an IEP diploma, has continued in their special education program and receives a Regents, local or High School Equivalency diploma, should be included in the count for the given diploma (Lines 1-4) on pages 5-18. A student who previously dropped out of school, re-enters school or some other State agency program, and receives a diploma from this school district should be reported in the count for the given diploma (Lines 1-6) on pages 5-18. If, however, the same student drops out again, in a different school year, without receiving a diploma or certificate, the student should not be reported again.
6. If you have any questions or are in need of assistance in completing this report, please contact the SEDCAR by telephoning (518) 486-4678, or e-mail your questions to vesidcar@mail.nysed.gov

Sections A and B Instructions and Definitions

Item	Definition
Declassified While Still of Preschool Age. (Section A, Column A)	Report the total only of all preschool age students who were declassified by a Committee on Preschool Special Education during July 1, 2005 - June 30, 2006. These declassified preschool-age students are not age eligible to enroll in kindergarten programs during the 2006-2007 school year.

Enrolled in General Education Without a Disability Classification After Transitioning from Preschool Special Education to School Age Programs (Section A, Column B)	Report the total only of all students who received preschool special education services pursuant to Section 4410 or 4201 of the Education Law just prior to becoming school age and were either not referred to CSE for school age special education or if referred were determined to be ineligible for school age special education services. Report students in this column if they were declassified by May or June 2006, and were not provided preschool services during July and August preceding their entrance into school age programs. Declassification data for preschool students who were provided special education services during July and August 2006 should be reported in next year's PD-5 report.
Column J – CTE Credential Section B, Reports 1-14	<p><u>CTE Technical Endorsement</u>: Report the number of students with disabilities who earned a Local or Regents diploma with a Career and Technical Education (CTE) Technical endorsement. Requirements for earning a CTE Technical endorsement may be found in 8NYCRR 100.5</p> <p><u>Career and Technical Education (CTE) Skills Achievement Profile</u>: Report the number of students with disabilities who received an Individualized Education Program (IEP) Diploma or Local Certificate, who participated in a Career and Technical Education program, and received a CTE Skills Achievement Profile. See information about this credential at http://www.emsc.nysed.gov/workforce/cteskillsachievementprofile/home.html</p>
Regents Diploma with Advanced Designation and/or Honors (Section B, Line 1 on pages 5-18)	Students who received a local high school diploma with the Regents endorsement with Advanced Designation and/or with Honors. See 8NYCRR 100.5 for diploma requirements.
Regents Diploma (Regular) (Section B, Line 2 on pages 5-18)	Students who received a local high school diploma with a "Regular" Regents endorsement (8 NYCRR 100.5).
Local Diploma (Section B, Line 3 on pages 5-18)	Students who received a local high school diploma without a Regents endorsement (8 NYCRR 100.5).
High School Equivalency Diploma (Section B, Line 4 on pages 5-18)	Students who received a State High School Equivalency Diploma who were dually enrolled in a secondary education and an Alternative High School Equivalency Preparation Program or a High School Equivalency Preparation Program (8NYCRR 100.7). These Diplomas are also referred to as GED Diplomas.
Individualized Education Program Diploma (Section B, Line 5 on pages 5-18)	Students who received a High School Individualized Education Program Diploma (8 NYCRR 100.9).
Declassified and Returned to General Education (Section A, Columns C & D and Section B, Line 6 on pages 5-18)	Students who were classified by the CSE due to a disability and received special education between July 1, 2004 - June 30, 2005, and are declassified between July 1, 2004 - June 30, 2005 and returned to general education. These students no longer have an IEP and receive all educational services from a general education program including testing accommodations if indicated on the last IEP as recommended upon declassification. Report students who were declassified during this time period, even though they will begin general education programs during the next time period. If the student is receiving "declassification support services", the student should be reported declassified only in the year in which declassification occurred. If the student is getting "transitional support services", the student has not been declassified, so should not be reported as declassified.
Reached Maximum Age (Section B, Line 7 on pages 5-18)	Students who were enrolled in school at the age of 21 (turned 21 after September 1, 2004, and who did not receive a diploma or certificate or exit special education by any other basis of exiting.)
Died (Section B, Line 8 on pages 5-18)	Report the number of students who died during this report period.
Moved - Known To Be Continuing (Section B, Line 9 on pages 5-18)	Students who moved out of the school district's catchment area, or left the State agency program and are known to be continuing in another educational program. A student should be reported here if another school district or program has requested a transcript or if the school has other documentation indicating students' continuing enrollment. There need not be evidence that such students are continuing in special education, only that they are continuing in another educational program. This line includes students who are placed in Child Care Institutions by the courts or social service agencies. In the absence of any documentation, the student should be reported in Line 11, Dropped Out.
Dropped Out (Section B, Line 10 on pages 5-18)	Students who were enrolled at some point in the reporting year, were not enrolled at the end of the reporting year, and did not exit through any of the other basis described (lines 1-10 on pages 5-18). This line includes dropouts, moved, not known to be continuing, runaways, expulsions, status unknown, and other students who left school. Dropouts at ages 14 and 15 should only be reported after all attempts to enforce attendance requirements have failed.
Total (Section B, Line 11, Column I on pages 5-18)	This total should represent all students (age 14-21) who exited.

Section A, Table 1

Report of Students with Disabilities Exiting Special Education Between Ages 3-13
July 1, 2005 to June 30, 2006

		A	B	C	D
Line No.	Disability Category	PRESCHOOL Declassified While Still of Preschool Age (Ages 3-4)	PRESCHOOL to SCHOOL- AGE TRANSITION Enrolled in General Education Without a Disability Classification After Transitioning from Preschool Special Education to School-Age Programs	SCHOOL-AGE Declassified and Returned to General Education Between Ages 4-8	SCHOOL-AGE Declassified and Returned to General Education Between Ages 9-13
1	Autism				
2	Emotional Disturbance				
3	Learning Disability				
4	Mental Retardation				
5	Deafness				
6	Hearing Impairment				
7	Speech or Language Impairment				
8	Visual Impairment (includes Blindness)				
9	Orthopedic Impairment				
10	Other Health Impairment				
11	Multiple Disabilities				
12	Deaf –Blindness				
13	Traumatic Brain Injury				
14	Preschool Students with a Disability				
15	Column Totals				

Section B

Report of Students with Disabilities Exiting Special Education July 1, 2005 to June 30, 2006

Report 1: Report of Students with Autism

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005								Total (A-H)	CTE Credential	Gender		Race/Ethnicity				
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer. Ind. Alas. Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be Continuing																	
10	Dropped Out																	
11	Total Lines 1-10																	

NOTE: The totals for Age, Gender, and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006**

Report 2: Report of Students with Emotional Disturbance

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005								Total (A-H)	CTE Creden- -tial	Gender		Race/Ethnicity				
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer.Ind. Alas.Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be Continuing																	
10	Dropped Out																	
11	Total Lines 1-10																	

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006**

Report 3: Report of Students with Learning Disabilities

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005									Total (A-H)	CTE Credential	Gender		Race/Ethnicity			
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer.Ind. Alas.Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be Continuing																	
10	Dropped Out																	
11	Total Lines 1-10																	

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006**

Report 4: Report of Students with Mental Retardation

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005								Total (A-H)	CTE Creden- -tial	Gender		Race/Ethnicity				
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer.Ind. Alas.Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be Continuing																	
10	Dropped Out																	
11	Total Lines 1-10																	

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006**

Report 5: Report of Students with Deafness

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005								Total (A-H)	CTE Credential	Gender		Race/Ethnicity				
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer. Ind. Alas. Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be Continuing																	
10	Dropped Out																	
11	Total Lines 1-10																	

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006**

Report 6: Report of Students with Hearing Impairments

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005								Total (A-H)	CTE Credential	Gender		Race/Ethnicity				
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer.Ind. Alas.Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be Continuing																	
10	Dropped Out																	
11	Total Lines 1-10																	

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006**

Report 7: Report of Students with Speech or Language Impairments

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005								Total (A-H)	CTE Credential	Gender		Race/Ethnicity				
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer.Ind. Alas.Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be Continuing																	
10	Dropped Out																	
11	Total Lines 1-10																	

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006**

Report 8: Report of Students with Visual Impairments (includes Blindness)

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005									Total (A-H)	CTE Credential	Gender		Race/Ethnicity			
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer. Ind. Alas. Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be Continuing																	
10	Dropped Out																	
11	Total Lines 1-10																	

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006**

Report 9: Report of Students with Orthopedic Impairments

Basis of Exit		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005									Total (A-H)	CTE Credential	Gender		Race/Ethnicity			
		14	15	16	17	18	19	20	21			Male	Female	Amer.Ind. Alas.Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be continuing																	
10	Dropped Out																	
11	Total Lines 1-10																	

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006
Report 10: Report of Students with Other Health Impairments**

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	
		Age as of December 1, 2005								Total (A-H)	CTE Credential	Gender		Race/Ethnicity					
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer. Ind. Alas. Nat.	Asian/Pac. Islander	Black	Hispanic	White	
1	Regents Diploma with Advanced Designation and/or Honors																		
2	Regents Diploma (Regular)																		
3	Local Diploma																		
4	High School Equivalency Diploma (Also referred to as GED Diploma)																		
5	Individualized Education Program Diploma																		
6	Declassified and Returned to General Education																		
7	Reached Maximum Age																		
8	Died																		
9	Moved, Known to be continuing																		
10	Dropped Out																		
11	Total Lines 1-10																		

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006**

Report 11: Report of Students with Multiple Disabilities

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005									Total (A-H)	CTE Credential	Gender		Race/Ethnicity			
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer.Ind. Alas.Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be Continuing																	
10	Dropped Out																	
11	Total Lines 1-11																	

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006**

Report 12: Report of Students with Deaf-Blindness

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005								Total (A-H)	CTE Credential	Gender		Race/Ethnicity				
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer.Ind. Alas.Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be Continuing																	
10	Dropped Out																	
11	Total Lines 1-10																	

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006**

Report 13: Report of Students with Traumatic Brain Injury

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005								Total (A-H)	CTE Credential	Gender		Race/Ethnicity				
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer.Ind. Alas.Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be Continuing																	
10	Dropped Out																	
11	Total Lines 1-10																	

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

Section B (continued)

**Report of Students with Disabilities Exiting Special Education
July 1, 2005 to June 30, 2006**

Report 14: Summary Report of All Disabilities*

		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
		Age as of December 1, 2005								Total (A-H)	CTE Credential	Gender		Race/Ethnicity				
Basis of Exit		14	15	16	17	18	19	20	21			Male	Female	Amer.Ind. Alas.Nat.	Asian/Pac. Islander	Black	Hispanic	White
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma (Also referred to as GED Diploma)																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Died																	
9	Moved, Known to be Continuing																	
10	Dropped Out																	
11	Total Lines 1-11																	

NOTE: The totals for Age, Gender and Race/Ethnicity must be equal.

*The number reported in each cell of this table must represent the cumulative total of all the corresponding cells in reports 1-13.

**Section C - Report of Students with Disabilities
Postsecondary Education and Employment Plans
2005-2006**

Instructions:

For all disability categories (classifications) of students with disabilities reported in Section B, Report 14, indicate their intended postsecondary plans. (School districts/programs are not required to verify that such plans were actually achieved/implemented by students.) Students should be reported once by their primary plan. (Students intending to enter postsecondary education programs and employment should be reported in the appropriate postsecondary education category.) The total number of students entered in this section should be equal to the total number of students in Section B, Report 14 who exited with a Regents Diploma (with Advanced Designation and/or Honors), Regents Diploma (Regular), Local Diploma, High School Equivalency Diploma, Individualized Education Program Diploma, Reached Maximum Age, or Dropped Out.

	Number to Postsecondary Education			Number To Employment*	Number to Military Service	Number To Adult Services	Other	Unknown	Total	Guidelines for Matching Numbers Reported on Page 18 of Section B
	4-Year College	2-Year College	Other Post-Secondary							
Regents Diploma with Advanced Designation and/or Honors										The total number must equal the total reported on Line 1 of Page 18
Regents Diploma (Regular)										The total number must equal the total reported on Line 2 of Page 18
Local Diploma										The total number must equal the total reported on Line 3 of Page 18
HSE Diploma (Also referred to as GED Diploma)										The total number must equal the total reported on Line 4 of Page 18
IEP Diploma										The total number must equal the total reported on Line 5 of Page 18
Reached Maximum Age										The total number must equal the total reported on Line 7 of Page 18
Dropped Out										The total number must equal the total reported on Line 10 of Page 18
Total										

*Employment can include regular competitive employment, or supported employment, or sheltered employment as long as the student will receive some compensation for work.