



MANAGER, STRATEGIC EVALUATION DATA COLLECTION, ANALYSIS AND REPORTING

1613 ONE COMMERCE PLAZA

ALBANY, NEW YORK 12234

Tel. (518) 486-4678

Fax (518) 408-3363

E-Mail: vesidcar@mail.nysed.gov

To: Special Education Data Managers and Chief School Officers of
Approved Private School Programs, Special Act School Districts
State-Supported (Section 4201) Schools, and State-Operated Schools

Date: November 2005

From: Inni Barone

Subject: PD-5B - Approved In-State and Out-of-State Private Schools, Special Act School Districts, State-Operated and State-Supported Schools Report of Students with Disabilities: Section A - Exiting Special Education or Returning to School District Special Education Programs and Section B - Postsecondary Education and Employment Plans, 2005-2006. **Due between July 1 and July 14, 2006.**

The New York State Education Department is designing a system of school accountability for student success to improve the provision of services and programs to students with disabilities. For this purpose, the State will continue to collect data regarding the manner in which students with disabilities, who receive special education programs/services through approved private schools, Special Act School Districts, State-operated and State-supported Schools exit special education programs.

Attached is a PD-5B form for your use in reporting the following data:

- If this program operates an approved preschool special education program, report the number of preschool children (ages 3-4) who were declassified.
- For school-age students, ages 4-13, report the number of students who were declassified or returned to school district special education programs.
- For school-age students, ages 14-21, report the number of students with disabilities who exited your special education program by any of the 11 basis of exiting listed on page 5.
- For school-age students, ages 14-21, report their postsecondary educational and employment plans.

Please note the following:

- Approved private schools that provide special education services to students with disabilities pursuant to Article 81 and by contracting with public school districts must complete this PD-5B form for all students with disabilities. (Private schools, located within New York State that provide educational services to students pursuant to Article 81 must also complete a PD-5 report.)
- Public school districts will also be reporting exiting data on behalf of all students with disabilities for whom they have Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) responsibility on their PD-5 report. However, the PD-5 report submitted by school districts does not contain the information needed regarding student participation in approved private schools.

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

- The “Local Certificates” basis of exit category has been removed from Section A, Table 2 and Section B 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 A, Table 2 and Section B to reflect the current high school graduation credentials.

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
- 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

PD-5B - Approved In-State and Out-of-State Private Schools, Special Act School Districts, State-Operated and State-Supported Schools Report of Students with Disabilities:
Section A- Exiting Special Education or Returning to School District Special Education Programs and
Section B- Postsecondary Education and Employment Plans
July 1, 2005 to June 30, 2006

Instructions:

1. Return one copy of this report between July 1 and July 14, 2006 to the above address. Please do not submit this form before June 30, 2006
2. Retain one copy (and supporting documentation) in your program files 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 yesidcar@mail.nysed.gov

Check this box if no student exited special education or returned to school district programs (including students declassified between the ages of 3 and 21) within the report period.

Note: If this box is checked, please complete this page only and return it to the address at the top of this page.

Program Information											
(Enter 12-digit SED Code Below)											
PROGRAM 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-5B Report

1. This report should be completed in consultation with school district personnel to confirm the exit status of students with disabilities who were placed by the school districts in your program and provided special education services and who left your school during the reporting period.
2. Report information for all students with disabilities (ages 3-21) who were provided special education programs/services through this program. In Section A, Table 1, report the number of students, ages 3-13, who were declassified; In Section A, Table 2, report the number of school age students (ages 14-21) who exited special education through the basis listed, and school age students, ages 4-21, who returned to school district special education programs. In Section B, report the postsecondary education and employment plans of the students with disabilities who have completed their program or dropped out.
3. If this program does not operate an approved preschool program (pursuant to Section 4410 or 4201 of the Education Law), enter "NA" in columns A and B of Table 1 of Section A.
4. For purposes of this report, students with disabilities provided evaluation services only are not to be included in this report. Also, students provided summer school special education programs only are not to be included.
5. Data should be reported for all New York State students with disabilities regardless of whether such students attended on a day or residential basis. Do not report students placed in this program by student's parents (at the parent's expense).
6. The total number of students with disabilities for each exit category in Section B must equal the total number of such students reported in Table 2 of Section A.
7. The total number of students for whom race/ethnicity is provided in Section A, Table 2, Columns K-0 must equal the total number of students reported in Column J of the same table.
8. 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).
9. When reporting race/ethnicity of students, report the number that appear to belong, identify with, or are regarded in the community as belonging to each race/ethnic group. Please report the race/ethnicity of students with disabilities consistently on all Department data collection instruments and report consistent with how public school districts report each student's race/ethnicity. Each student should be counted once, in one of the following categories:
 - 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.
10. In general, exiting students with disabilities should be reported once, with few exceptions. The following examples are provided for purposes of clarification.
 - 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 page 4, Section A, Columns C and D of Table 1; and in Line 7 of Table 2, on page 5.
 - A student who receives a local diploma with a Regents endorsement should be reported in either Line 2 (Regents Diploma-Regular) or Line 1 (Regents Diploma with Advanced Designation and/or Honors) on page 5, Table 2.
 - A student, who previously received an IEP Diploma or Local Certificate, has continued in the special education program and does not receive a higher diploma should **NOT** be reported again.
 - A student who previously received an IEP Diploma or Local Certificate has continued in their special education program and received a Regents, Local or High School Equivalency Diploma, should be included in the count for the given diploma (Lines 1-4) on page 5, Table 2.
 - A student who previously dropped out of school, re-entered this program, and received a diploma should be reported in the count for the given diploma (Lines 1-4) on page 5, Table 2. If, however, the same student dropped out again, in a different school year, without receiving a diploma the student should not be reported again.
11. If you have any questions or are in need of assistance in completing this report, please contact SEDCAR by telephoning (518) 486-4676 or e-mail your questions to vesidcar@mail.nysed.gov

Section A Definitions

Item	Definition
Declassified While Still of Preschool Age (Section A, Table 1, Column A)	For programs operating an approved preschool special education program, report the total number of students, ages 3-4 who received special education services during July 1, 2005 - June 30, 2006 pursuant to Section 4410 or 4201 of the Education Law, but were declassified while still of preschool age, and no longer have an Individualized Education Program (IEP).
Enrolled in General Education Without a Disability Classification When Transitioning from Preschool to School Age Programs (Section A, Table I, Column B)	For programs operating an approved preschool special education program, report the total number 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 enrolled in general education without a disability classification and IEP by the CSE, upon transitioning from the preschool to school-age program. Report students in this column if they were declassified in May or June 2006 even though they were of preschool age during July and August preceding their entrance into school-age programs. Declassification data for preschool students receiving special education services during July and August 2006 should be reported in next year's PD-5B report.
Total (Section A, Table 2, Column J, Line 14, on page 5)	This total should represent all students (ages 4-13) who returned to school district special education programs and all students (ages 14-21) who exited special education.
Regents Diploma with Advanced Designation and/or Honors (Section A, Table 2, Line 1, on page 5)	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 A, Table 2, Line 2, on page 5)	Students who received a local high school diploma with a "Regular" Regents endorsement (8 NYCRR 100.5).
Local Diploma (Section A, Table 2, Line 3, on page 5)	Students who received a local high school diploma without a Regents endorsement (8 NYCRR 100.5).
High School Equivalency Diploma (Section A, Table 2, Line 4, on page 5)	Students who received a State High School Equivalency (HSE) diploma.
Individualized Education Program Diploma (Section A, Table 2, Line 5, on page 5)	Students who received a high school Individualized Education Program (IEP) diploma (8 NYCRR 100.9).
Declassified and Returned to General Education (Section A, Table 1 Columns C and D; and Section A, Table 2, Line 6)	Students who were classified by the CSE due to a disability and received special education from this program between July 1, 2005 - June 30, 2006, and were declassified and returned to general education. These students no longer have an IEP and receive all educational services from the general education program including testing accommodations if indicated on the last IEP as recommended upon declassification.
Reached Maximum Age (Section A, Table 2, Line 7, on page 5)	Students, who were enrolled in this program at the age of 21, turned 21 after September 1, 2005, and who did not receive a diploma or certificate or exit special education by any other basis of exiting.
Returned to School District Special Education Programs (Section A, Table 2, Line 8, on page 5)	Students who were not declassified but whose placement was changed so that a public school district provided all services. Also include in this category, students whose parents have placed them (at the parents' expense) in general education private/parochial schools.
Died (Section A, Table 2, Line 9, on page 5)	Report the number of students who died during this report period.
Moved - Known to be Continuing (Section A, Table 2, Line 10, on page 5)	Students whose parents/caregiver have relocated or been re-assigned resulting in the transfer of the students to another school for the provision of educational services, and the students are known to be continuing in the other educational program. There need not be evidence that such students are continuing in special education, only that they are continuing in an educational program. Include in this line, students who are placed in Child Care Institutions by the courts or social service agencies. It is the responsibility of school districts to maintain some documentation of students' continuing participation in other educational programs. Approved private schools will need to consult with school districts to determine who to report in this category.

Dropped Out (Section A, Table 2, Line 11, on page 5)

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 1-11 on page 5). This line includes dropouts, students who moved and are 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.

Section A, Table 1

Report of Students with Disabilities Declassified (Ages 3-13) July 1, 2005 to June 30, 2006

Report the number of students who were declassified between the ages of 3 and 13. Report each student only once in the appropriate column.

	A	B	C	D
	Preschool* Declassified while still of Preschool Age (Ages 3-4)	Preschool to School-Age Transition* Enrolled in General Education Without a Disability Classification When 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
Number of Students				

*Only programs which operate approved preschool education programs, pursuant to Section 4410 or 4201 of the Education Law, should enter data in Columns A and B. All other programs should enter "NA" (Not Applicable).

Section A, Table 2

Report of School-Age Students with Disabilities Exiting Special Education or Returned to School District (Ages 4-21) July 1, 2005 to June 30, 2006

	Bases of Exit	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P*	
		Age as of December 1, 2005										Total (A-I)	Race/Ethnicity					
		4-13	14	15	16	17	18	19	20	21	Amer. Ind. Alas. Nat.		Asian/Pac. Islander	Black	Hispanic	White	Total (K-O)	
1	Regents Diploma with Advanced Designation and/or Honors																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma																	
5	Individualized Education Program Diploma																	
6	Declassified and Returned to General Education																	
7	Reached Maximum Age																	
8	Returned to School District Special Education Programs																	
9	Died																	
10	Moved – Known to be Continuing																	
11	Dropped Out																	
12	Total – Lines 1-11																	

*Column P total must equal Column J total on each Line.

Section B - Report of Students with Disabilities Postsecondary Education and Employment Plans

For all students with disabilities reported in Section A, Table 2 (ages 14-21), indicate their intended postsecondary plans. (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 A, Table 2 (ages 14-21) who exited with a Regents Diploma with Advanced Designation and/or Honors, Regents Diploma-Regular, Local Diploma, High School Equivalency (HSE) Diploma, Individualized Education Program (IEP) Diploma, Reached Maximum Age, or Dropped Out.

	No. to Postsecondary Education			Number to Employment*	Number to Military Service	Number to Adult Services	Other	Unknown	Total	Guidelines for Matching Numbers Reported in Table 2 on Page 5
	4-Year College	2-Year College	Other Post-secondary							
Regents Diploma with Advanced Designation and/or Honors										The total must equal the total reported on Line 1 of Table 2 on Page 5
Regents Diploma-Regular										The total must equal the total reported on Line 2 of Table 2 on Page 5
Local Diploma										The total must equal the total reported on Line 3 of Table 2 on Page 5
HSE Diploma										The total must equal the total reported on Line 4 of Table 2 on Page 5
IEP Diploma										The total must equal the total reported on Line 5 of Table 2 on Page 5
Reached Maximum Age										The total must equal the total reported on Line 7 of Table 2 on Page 5
Dropped Out										The total must equal the total reported on Line 11 of Table 2 on Page 5
Total										

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