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To: Chief Administrative Officers of Charter Schools
Special Education Data Managers of Charter Schools **Date:** September 2004

From: Inni Barone

Subject: PD-5C- Charter 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, 2004-2005. **Due between July 1, 2005 and July 15, 2005.**

The New York State Education Department collects data regarding the manner in which students with disabilities exit special education, including students who are declassified and returned to general education programs, and postsecondary education and employment plans of students with disabilities. Such data are collected annually from public school districts, Boards of Cooperative Educational Services (BOCES), approved private schools for students with disabilities, State agency programs and Charter Schools. The enclosed PD-5C report has been designed to collect such information from Charter Schools. This form is identical to the form used by other educational institutions.

Compared to the PD-5C form for 2003-2004, the PD-5C for 2004-2005 has been revised in the following ways:

- The “Moved, Not Known to be Continuing” basis of exit category is removed from Section A, Table 1. Such students are to be reported under the “Dropped Out” category.
- Directions are included to indicate that Local Certificates may not be issued after February 2005.

During 2004-2005, 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:

- Annual Performance Report for Special Education
- 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 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
- Summary reports for public information to be placed on the Department's website
- Evaluation of programs and policies

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

Attachment

cc: Rebecca H. Cort

PD-5C - Charter Schools Report of Students with Disabilities:
Section A: Exiting Special Education or Returning to School District Special Education Programs

Section B: Postsecondary Education and Employment Plans
July 1, 2004 to June 30, 2005

Instructions:

1. Return one copy of this report between July 1 and July 15, 2005 to the above address. Please do not submit this form before June 30, 2005.
2. Retain one copy (and supporting documentation) in your program files for reference and audit purposes. The required retention period ends June 30, 2011.
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 or returned to school district programs (including students declassified) between the ages of 4 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)											
CHARTER SCHOOL NAME											
ADDRESS											

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

*All correspondence from the address at the top of this page will be directed to the contact person reported in the PD web-based system at <http://pd.nysed.gov>. You may update the contact person at any time through the PD web-based system located at <http://pd.nysed.gov>.

Definitions and Instructions for Completing the PD-5C Report

1. This report should be completed in consultation with school districts of residence personnel to confirm the exit status of students with disabilities who were enrolled in your school and provided special education services and who left your school during the reporting period.
2. In Section A, Table 1, Column A, Line 7, report the number of students, ages 4-13 who were declassified. In Column A, Line 9, report the number of school-age students, ages 4-13, who were returned to school district special education programs. In Section A, Table 1, Columns B-I, report the number of school age students (ages 14-21) who exited special education through the basis listed. In Section B, report the postsecondary education and employment plans of students with disabilities who have completed their program or dropped out.
3. 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 1 of Section A.
4. The total number of students for whom race/ethnicity is provided in Section A, Table 1, Columns K-O must equal the total number of students reported in Column I of the same table.
5. Wherever data are requested by student age, the age should be reported as of December 1, 2004 (e.g., a student who is 14 years and 10 months of age on December 1, 2004, should be reported as age 14).
6. When reporting race/ethnicity of students, report the number which 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 consistently with how resident school districts report the race/ethnicity of such students on all Department data collection instruments. 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.
7. 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 Line 7 of Table 1, on page 5.
 - 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 page 5, Table 1.
 - A student who receives an IEP Diploma (Line 5) and Local Certificate (line 6) should be reported in Line 5 only, on page 5, Table 1. Please note, Local Certificates may not be issued after February 1, 2005.
 - 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 (HSE) Diploma, should be included in the count for the given diploma (Lines 1-4) on page 5, Table 1.
 - A student who previously dropped out of school, re-entered this program, and received a diploma or certificate should be reported in the count for the given diploma or certificate (Lines 1-6) on page 5, Table 1. If, however, the same student dropped out again, in a different school year, without receiving a diploma or certificate, the student should not be reported again.
8. 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 Unit by telephoning (518) 486-4678, or e-mail your questions to vesidcar@mail.nysed.gov

Section A, Table 1 Definitions

Item	Definition
Regents Diploma (Honors) (Section A, Table 1, Line 1, on page 5)	Students who received a Local High School Diploma with the Regents endorsement "With Honors." (As per requirements in the Regents Examinations, Regents Competency Tests and Proficiency Examinations: School Administrator's Manual).
Regents Diploma (Regular) (Section A, Table 1, 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 1, 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 1, Line 4, on page 5)	Students who received a State High School Equivalency Diploma
Individualized Education Program Diploma (Section A, Table 1, Line 5, on page 5)	Students who received a High School Individualized Education Program Diploma (8 NYCRR 100.9).
Local Certificate (Section A, Table 1, Line 6, on page 5)	Students who received a Local Certificate (8 NYCRR 100.6). Local Certificates may not be issued after February 1, 2005.
Declassified and Returned to General Education (Section A, Table 1, Line 7, on page 5)	Students who were classified by the CSE due to a disability and received special education from this program between July 1, 2004 - June 30, 2005 and were declassified and returned to general education. These students no longer have an IEP and receive all educational services in the general education program including testing accommodations if indicated on the last IEP as recommended upon declassification. Report students declassified between ages 4-13 on Column A, and between ages 14-21 in Columns B through I.
Reached Maximum Age (Section A, Table 1, Line 8, on page 5)	Students, who were enrolled in this program 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.
Returned to School District Special Education Programs (Section A, Table 1, Line 9, 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 1, Line 10, on page 5)	Report the number of students who died during this report period.
Moved - Known to be Continuing (Section A, Table 1, Line 11, on page 5)	<p>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.</p> <p>It is the responsibility of school districts to maintain some documentation of students' continuing participation in other educational programs. Charter schools will need to consult with school districts to determine which students to report in this category.</p>
Dropped Out (Section A, Table 1, Line 12, on page 5)	Students who were enrolled at some point in the reporting year and did not exit through any of the other basis described (lines 1-12 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.
Total (Section A, Table 1, Column J, Line 13, on page 5)	This total should represent all students (ages 4-13) who returned to school district special education programs and all students (ages 4-13) who were declassified and all students (ages 14-21) who exited special education by all basis of exiting listed on Lines 1-12.

Section A, Table 1

Report of School-Age Students with Disabilities Exiting Special Education or Returned to School District (Ages 4-21) July 1, 2004 to June 30, 2005

	Basis of Exit	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P*	
		Age as of December 1, 2004										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 (Honors)																	
2	Regents Diploma (Regular)																	
3	Local Diploma																	
4	High School Equivalency Diploma																	
5	Individualized Education Program Diploma																	
6	Local Certificate																	
7	Declassified and Returned to General Education																	
8	Reached Maximum Age																	
9	Returned to School District Special Education Programs																	
10	Died																	
11	Moved - Known to be Continuing																	
12	Dropped Out																	
13	Total - Lines 1-13																	

*The number of students reported in Column P on each Line must be equal to the number of students reported in Column J on each Line.

Section B, Table 1 - Report of Students with Disabilities Postsecondary Education and Employment Plans

For all students with disabilities reported in Section A, Table 1 (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 1 (ages 14-21) who exited with a Regents Diploma-Honors, Regents Diploma-Regular, Local Diploma, High School Equivalency (HSE) Diploma, Individualized Education Program (IEP) Diploma, Local Certificate, 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 on Table 2 on Page 5
	4-Year College	2-Year College	Other Post-secondary							
Regents Diploma-Honors										Must equal the total reported on Line 1 of Table 1 on Page 5
Regents Diploma-Regular										Must equal the total reported on Line 2 of Table 1 on Page 5
Local Diploma										Must equal the total reported on Line 3 of Table 1 on Page 5
HSE Diploma										Must equal the total reported on Line 4 of Table 1 on Page 5
IEP Diploma										Must equal the total reported on Line 5 of Table 1 on Page 5
Local Certificate										Must equal the total reported in Line 6 of Table 1 on Page 5
Reached Maximum Age										Must equal the total reported on Line 8 of Table 1 on Page 5
Dropped Out										Must equal the total reported on Line 12 of Table 1 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.