

Summary of Supplemental Information Tables for Federal Reporting
Information for these tables is an aggregate count from July 1, 2007 through June 30, 2008
DATA FOR ALL TABLES TO BE REPORTED BY LEA

TABLE 1	Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities, Ages 3-5 (OSEP Table 2, Section A)
TABLE 2	Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities, Ages 6-21 (OSEP Table 2, Section B)
TABLE 3	Personnel (in Full-Time Equivalency of Assignment) Employed to Provide Special Education and Related Services for Children with Disabilities, Ages 3-21 (OSEP Table 2, Section C)
TABLE 4	Report of Children with Disabilities Exiting Special Education From July 1, 2007 through June 30, 2008 by Age and Disability by Basis of Exit (OSEP Table 4, Section A/B)
TABLE 5	Report of Children with Disabilities Exiting Special Education From July 1, 2007 through June 30, 2008 by Race/Ethnicity by Basis of Exit (OSEP Table 4, Section C)
TABLE 6	Report of Children with Disabilities Exiting Special Education From July 1, 2007 through June 30, 2008 by Gender by Basis of Exit (OSEP Table 4, Section D)
TABLE 7	Report of Children with Disabilities Exiting Special Education From July 1, 2007 through June 30, 2008 by Limited English Proficiency by Basis of Exit (OSEP Table 4, Section E)
TABLE 8A	Report of Children with Disabilities Evaluated, July 1, 2007 through June 30, 2008. (Initial Evaluations Completed by the LEA – <i>does not include re-evaluation</i>) Data will be Collected by LEA for School Age Students
TABLE 8B	Report of Children with Disabilities Evaluated, July 1, 2007 through June 30, 2008. (Initial Evaluations Completed by the LEA – <i>does not include re-evaluation</i>) Data will be Collected by MAWA for Preschool Students
TABLE 9	Report of Children with Disabilities Subject to Disciplinary Removal by Disability (OSEP Table 5, Section A)