

# Appendix D

## Export Specifications

### **Introduction**

The Bureau of Special Education Data Collection and Reporting System, managed by the Pennsylvania State Data Center, Penn State Harrisburg, collects student data in a specified format for the generation of federal and state reports. Pennsylvania Intermediate Units supply the individual student records and the required aggregate tables specified in this Resource Guide. Appendix D details the format of the data export files for submission to Penn State.

### **Sign off and validation of data**

The intermediate units will sign-off at the time of data submission that the export files that they have sent to the Pennsylvania State Data Center are true and accurate. They will also provide PSU with a count of the number of children contained in the export file. This can be incorporated as part of the message sent with the export file. PSU will send to each IU a file (contents and format still to be determined) for verification. Upon review of the data, a final sign-off will be required from all intermediate units. The IU Director will need to sign the final sign-off.

### **Corrections and updates of data during reporting phase**

PSU will notify any Intermediate Units if data that needs to be corrected. The entire export file will be sent back to the IU for corrections to be made. If after submission of data to the PSU and before the deadline for submitting data, an IU may submit a corrected or updated version of their database.

### **Confidentiality**

The PSU team assures that the information received from the IUs will be kept confidential.

### **IU data responsibilities**

The intermediate units will be responsible for the accuracy of the data that is sent to PSU. PSU will check for duplicates across Intermediate Units and for missing data. If there is missing data, PSU will send the file back to the IU for corrections.

### **Edit Checks IUs must perform prior to submission**

- The file must only have 30 data fields or items for each record.
- Only 29 commas per record.
- No extra spaces at the end of each line.

- No quotation marks or special characters are allowed.
- Middle initial must be 1 character only - error example "M." or Thomas."
- Parentheses are not allowed - error example "Smith (Jones)" in last name field.
- Jr., III in name field are allowed with a space after the last name and no punctuation. Example – "Smith Jr"
- Nicknames with quotation marks are not allowed in field with other first name – error example Thomas "TJ".
- Format the date fields as MMDDYYYY, for example – 02011990
- Include leading zeroes for all fields that require leading zeroes.
- If child is in Early Intervention then data items 27-30 must be completed
- Items 27-30 must be completed for all children in EI
- If the student is over 16 years of age then student must have Transition (Item 17)
- If Disability (Item 13) is Gifted then Type of Service (Item 21) must be gifted
- If the student is over 16 years of age then student must have Transition (Item 17)
- If the student is in Grades 5, 8, or 11 (Item 8), there must be an entry in PSSA/PASA (Item 9)
- The following items may be left blank for gifted without disability students (Code 05 in Item 13): Item 9 (PSSA), Item 16 (Services Plan), Item 17 (Transition), and Item 20 (LRE).

### **Adhoc Reports**

Adhoc reports may be requested of PSU by the Department of Education, Bureau of Special Education. All requests for reports must be submitted through BSE. PSU will complete the reports in a timely manner and send them to BSE. The reports will be in either Excel or Access format.

### **Timeline**

The intermediate units shall follow the timeline in Appendix B of the Resource Guide. (Reminder: December 1 count deadline is January 6, 2003. The revised count database and the seven aggregate tables are due on July 11, 2003.)

The Pennsylvania State Data Center will accept test files until December 20, 2002. The PSU encourages Intermediate Units to send files in December so when the final file is submitted by January 6, 2003 the chance of errors is eliminated.

### **Export Specifications - Details**

The specifications include information for submission of the individual records and the seven aggregate tables that need to be submitted to PSU by the intermediate units. In addition, each Intermediate Unit is required to send monthly preschool aggregate data. The data in the file is based on information starting July 1, 2002. It is sent to PSU based on data from July 1, 2002 to the end of the current month. The database file is due every month on the 5<sup>th</sup> of the month for the time period ending on the last day of the previous

month. For example, the September file would be due Oct 5<sup>th</sup> and contain data for July through September 30. The June file would be due July 5<sup>th</sup> and contain data for July through June 30, 2003.

The export files are to be sent to Pennsylvania State Data Center. They may be sent either via email to [bsedata@psu.edu](mailto:bsedata@psu.edu) or mailed to:

Penn Data 2002  
Pennsylvania State Data Center  
Penn State Harrisburg  
777 West Harrisburg Pike  
Middletown, PA 17057

This appendix is to be used in conjunction with the rest of the Penn Data 2002 Resource Guide, which details the data variables, data tables, timeline and data dictionary.

**General Formatting Information (for all export files – student database and Tables 1-7)**

All data export files must be in standard ASCII comma-separated variable (CSV) format, sometimes called “comma delimited text.” The data files shall consist of rows of integer data separated by commas. For data item 26, Related Services/Supplementary... for which multiple responses are allowed, a semi-colon (;) will separate the data variable within the data item. There must be no blank rows in the file; each line of the file will be treated as a row of data. For each blank data value make sure there is a comma to indicate a move to the next data value. There must be a total of 29 commas for each row of data. Each line must be terminated by a carriage return and line feed combination. All data values in the file must be integers with a value of zero or greater. Files shall be named as indicated in this document, and must be in an MS-DOS compatible file format.

A sample of the student database data format is shown below for a fictional file called SAMPLE.TXT.

123456789,Smith,John,A,01011993,,01,01,,101000000,JohnDoeElementary,,21,1,02,,,,,19,03,01,,,Black,01;02;04;06,,,,,

This file will contain a row of data for each student. The row contains 30 values, each separated by a comma (for a total of 29 commas per row). If there is not a value, a comma will indicate a value of ‘blank’.

A sample of the aggregate table (Table 1-7) data format is shown below for a fictional file called SAMPLE2.TXT:

0,1,2,3,4,5,6,7

2,4,6,7,8,5,6,10  
3,4,5,6,3,5,6,6

For this file, there are three rows of data and each row contains 8 values.

Tables 1-3 require teacher's full-time equivalency, the Intermediate Unit shall report the fraction of a teachers time to 2 decimal places, e.g., .34 = 1/3 time. The data format shown below is for fictional file called SAMPLE3.TXT:

3.34,4.00,6.67,9.00  
4.67,6.33,7.00,2.00

For this file, there are two rows of data and each row contains 4 values.

### **Transmission of Files**

Intermediate Units must submit the files to the system using one of two methods:

#### 1. Electronic mail

Intermediate Units may email the files to the system administrator (bsedata@psu.edu). The files must be sent to this address as electronic attachments to the email message, not in the body of the message. The files must be encoded using Internet standard MIME format (not Bin Hex or UUEncoded). Files should be named according to the format indicated in this document and zipped into a single file with the naming convention IU\*\*\_Date.zip, where “\*\*” is equal to the IU number and “Date” is equal to the current date in MMDDYYYY format (i.e., 02012002). Files that are not formatted in accordance with this specification will be returned to the sender for correction. The sender must include their name, address, telephone number and email address with all correspondence.

#### 2. Floppy Disk or CD-Rom

Intermediate Units may place the files on a floppy disk or CD-Rom and mail the disk to the system administrator (at the address listed above). The disk formatting must be MS-DOS compatible (if using a Macintosh, please write the files to a floppy disk using hardware/software that creates an MS-DOS compatible disk). Files should be named according to the format indicated in this document. The Intermediate Unit must mail the disk at a minimum of 5 days prior to the due date of the file.

### **File Formats**

The following section contains the formats and names for the student database, the preschool database and each of the 7 summary data files.

### **Data Assumptions**

1. All students will be counted by their home district.
2. APS students will be included unless otherwise noted.
3. Wards of State will be counted as a “Home District” in each IU.

### **Student Database**

The student database contains one record for each student who had a valid IEP on December 1, 2002. This includes all students in the early intervention and School Age programs. Each child will be counted in accordance to the specifications listed in the Resource Guide. Each record will include exactly 30 data items with each data item separated by a comma (total 29 commas per line). For data item 26, Related Services/Supplementary Aids and Services, for which multiple resources are allowed, a semi-colon (;) will separate the data variables within the data item. The Each record (or row) in the file represents a unique student. The last date to submit the initial count file to PSU via export file is January 6, 2003. The revised count file must be submitted to the PSU via export file by July 11, 2003.

The PSU encourages Intermediate Units to send test files in early December 2002 to help alleviate errors in the final submission.

File Name: **Student\_IU\*\*\_date.txt** where ‘\*\*’ is equal to the IU number and “date” is equal to the date of the month being reported in MMMYYYY format (i.e., Dec2002)

Report: Individual student data used to create federal reports, ad-hoc reports, and student monitoring reports

Number of Rows: Equal to the number of students in the database

Number of Values per Row:30

Details:

For data item 26, there can be multiple responses, which must be separated by a semi-colon.

File shall consist of rows (the number of rows must equal the number of students in the database) with each row containing 30 data values. A comma must separate each data value; therefore each row must contain 29 commas.

Row(s) = Number of Students

Value 1 – Student ID Number  
Value 2 – Last Name  
Value 3 – First Name  
Value 4 – Middle Initial  
Value 5 – Birth Date  
Value 6 – Residency  
Value 7 – Ethnic Background  
Value 8 – Grade  
Value 9 – Participation in PSSA/PASA  
Value 10 – Home District  
Value 11 – Building  
Value 12 – Area Academic Office  
Value 13 – Disability Category  
Value 14 – Secondary Disability Category  
Value 15 – Gender  
Value 16 – Services Plan for Students in Non-Public Schools  
Value 17 – Transition  
Value 18 – Date Exited Special Education  
Value 19 – Reason for Exiting Special Education  
Value 20 – LRE Category/Location of Intervention  
Value 21 – Type of Service  
Value 22 – Type of Support  
Value 23 – Service Provider  
Value 24 – Service/Support Location is out of District  
Value 25 – Teacher’s Last Name  
Value 26 – Related Services/Supplementary Aids and Services  
Value 27 – Program Status - EI  
Value 28 – Referral Source - EI  
Value 29 – Preschool Intervention Levels - EI  
Value 30 – Preschool Location of Intervention - EI

## **Preschool Report**

The monthly preschool aggregate database contains one record for each student in the Early Intervention program starting July 1, 2002 through the end of the month being reported. Each record will include exactly 30 data items with each data item separated by a comma (total 29 commas per line). For data item 26, Related Services/Supplementary Aids and Services, for which multiple resources are allowed, a semi-colon (;) will separate the data variables within the data item. The Each record (or row) in the file represents a unique student.

The database file is due every month on the 5<sup>th</sup> of the month for the time period starting on July 1, 2002 and ending on the last day of the previous month. For example, the September file would be due Oct 5<sup>th</sup> and contain data for July 1, 2002 through September 30, 2002. The June file would be due July 5<sup>th</sup> and contain data for July 1, 2002 through June 30, 2003.

File Name: **Preschool\_IU\*\*\_date.txt** where “\*\*” is equal to the IU number and “date” is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2002)

Report: Individual student data used to create federal reports, ad-hoc reports, and student monitoring reports

Number of Rows: Equal to the number of students in the database

Number of Values per Row: 30

Details:

For data item 26, there can be multiple responses, which must be separated by a semi-colon.

File shall consist of rows (the number of rows must equal the number of students in the database) with each row containing 30 data values. A comma must separate each data value; therefore each row must contain 29 commas.

Row(s) = Number of Students

Value 1 – Student ID Number

Value 2 – Last Name

Value 3 – First Name

Value 4 – Middle Initial

Value 5 – Birth Date

Value 6 – Residency

Value 7 – Ethnic Background

Value 8 – Grade

Value 9 – Participation in PSSA/PASA

Value 10 – Home District  
Value 11 – Building  
Value 12 – Area Academic Office  
Value 13 – Disability Category  
Value 14 – Secondary Disability Category  
Value 15 – Gender  
Value 16 – Services Plan for Students in Non-Public Schools  
Value 17 – Transition  
Value 18 – Date Exited Special Education  
Value 19 – Reason for Exiting Special Education  
Value 20 – LRE Category/Location of Intervention  
Value 21 – Type of Service  
Value 22 – Type of Support  
Value 23 – Service Provider  
Value 24 – Service/Support Location is out of District  
Value 25 – Teacher’s Last Name  
Value 26 – Related Services/Supplementary Aids and Services  
Value 27 – Program Status - EI  
Value 28 – Referral Source - EI  
Value 29 – Preschool Intervention Levels - EI  
Value 30 – Preschool Location of Intervention - EI



## **Tables 1 through Table 7**

Tables 1 through 7 are aggregate tables based on data from July 1, 2002 through June 30, 2003. The export files for Tables 1 through 7 must be submitted to the PSU by July 11, 2003.

### **Table 1 – Number and Type of Teachers Employed (in Full-Time Equivalency) to Provide Special Education and Related Services for Children With Disabilities, Ages 3-5**

This table includes a count of special education teachers (of students ages 3-5) in full-time equivalency that are fully certified and not fully certified. It does not include regular preschool teachers who work with students with disabilities.

File Name: **Table1\_IU\*\*\_date.txt** where ‘\*\*’ is equal to the IU number and “date” is equal to the date of the month being reported in the format MMYYYY (i.e., Dec2002)

Report: Number and Type of Teachers Employed (in Full- Time Equivalency) to Provide Special Education and Related Services for Children With Disabilities, Ages 3-5 (OSEP Report Table 2, Section A)

Number of Rows: 2

Number of Values per Row: 1

Details:

File shall consist of 2 rows (Special Education Teachers) with each row containing 1 element or data values (Full Time Equivalency Totals) The Intermediate Unit must report the fraction of the teacher’s time to 2 decimal places, eg., .34 = 1/3 time.

Row 1 contains number of Special Education Teachers Employed Fully Certified

Value 1 – Full-Time Equivalency Totals

Row 2 contains number of Special Education Teachers Employed Not Fully Certified

Value 1 – Full-Time Equivalency Totals

**To view Table 1, refer to the Resource Guide.**

## **Table 2 – Number and Type of Teachers Employed (in Full-Time Equivalency) To Provide Special Education and Related Services For Children With Disabilities, Ages 6-21**

This table includes a count of special education teachers (of students ages 6-21) in full-time equivalency that are fully certified and not fully certified. It breaks down the count into teacher area of specialization (Speech Impaired, Hearing Impaired, Visually Impaired, and Comprehensive Certification). The fraction of the teacher's time must be reported to 2 decimal places.

File Name: **Table2\_IU\*\*\_date.txt** where “\*\*” is equal to the IU number and “date” is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2002)

Report: Number and Type of Teachers Employed (in Full- Time Equivalency) To Provide Special Education and Related Services For Children With Disabilities, Ages 6-21 (OSEP Report Table 2, Section B)

Number of Rows: 4

Number of Values per Row: 2

Details:

File shall consist of 4 rows (Area of Specialization) with each row containing 2 elements or data values (Number of Teachers Employed), with the values in each row separated by a comma. The Intermediate Unit must report the fraction of the teacher's time to 2 decimal places, eg., .34 = 1/3 time.

Row 1 contains number of Special Education Teachers with Area of Specialization Speech Impaired Certification

Value 1 – Number of Teachers Employed Fully Certified

Value 2 – Number of Teachers Employed Not Fully Certified

Row 2 contains number of Special Education Teachers with Area of Hearing Impaired Certification

Value 1 – Number of Teachers Employed Fully Certified

Value 2 – Number of Teachers Employed Not Fully Certified

Row 3 contains number of Special Education Teachers with Area of Visually Impaired Certification

Value 1 – Number of Teachers Employed Fully Certified

Value 2 – Number of Teachers Employed Not Fully Certified

Row 4 contains number of Special Education Teachers with Area of Specialization Comprehensive Certification

Value 1 – Number of Teachers Employed Fully Certified

Value 2 – Number of Teachers Employed Not Fully Certified

**To view Table 2, refer to the Resource Guide.**

**Table 3 – Number and Types of Other Personnel Employed (In Full-Time Equivalency) To Provide Special Education And Related Services For Children With Disabilities, Ages 3-21**

This table includes the number and types of other personnel employed (in full-time equivalency) to provide special education and related services for children with disabilities, ages 3-21 that are fully certified and not fully certified. The fraction of the teacher's time must be reported to 2 decimal places.

File Name: **Table3\_IU\*\*\_date.txt** where ‘\*\*’ is equal to the IU number and “date” is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2002)

Report: Number and Type of Other Personnel Employed (In Full -Time Equivalency) To Provide Special Education And Related Services For Children With Disabilities, Ages 3-21 (OSEP Report Table 2, Section C)

Number of Rows: 19

Number of Values per Row: 2

Details:

File shall consist of 19 rows (Type of Personnel) with each row containing 2 elements or data values (Number of Other Special Education and Related Service Personnel), with the values in each row separated by a comma. The Intermediate Unit must report the fraction of the teacher's time to 2 decimal places, eg., .34 = 1/3 time.

Row 1 contains number of Vocational Education Teachers

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 2 contains number of Physical Education Teachers

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 3 contains number of Work-Study Coordinators

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 4 contains number of Psychologists

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 5 contains number of School Social Workers

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 6 contains number of Occupational Therapists

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 7 contains number of Audiologists

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 8 contains number of Teacher Aides

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 9 contains number of Recreation and Therapeutic Recreation Specialists

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 10 contains number of Diagnostic and Evaluation Staff

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 11 contains number of Physical Therapists

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified  
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 12 contains number of Counselors

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified  
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 13 contains number of Speech Pathologists

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified  
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 14 contains number of Supervisors/Administrators (LEA)

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified  
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 15 contains number of Supervisors/Administrators (SEA)

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified  
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 16 contains number of Interpreters

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified  
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 17 contains number of Rehabilitation Counselors

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified  
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 18 contains number of Other Professional Staff

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified  
Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

Row 19 contains number of Non-Professional Staff

Value 1 – Number of Other Special Education and Related Service Personnel Employed Fully Certified

Value 2 – Number of Other Special Education and Related Service Personnel Employed Not Fully Certified

To view Table 3, refer to the Resource Guide.

#### **Table 4 – Report of Children With Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled**

This table is a count of the number of children with disabilities, ages 3-21, broken down into three categories: number of children removed to an interim alternative educational setting by school personnel and number of removals for drugs and weapons, number of children removed to an interim alternative educational setting based on a hearing officer determination regarding likely injury, and number of children suspended or expelled greater than ten days and number of suspension/expulsions. Each category has an unduplicated count of children. The table is listed by disability.

File Name: **Table4\_IU\*\*\_date.txt** where ‘\*\*’ is equal to the IU number and “date” is equal to the date of the month being reported in the format MMYYYY (i.e., Dec2002)

Report: Children With Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled (OSEP Report Table 5, Section A)

Number of Rows: 13

Number of Values per Row: 7

Details:

File shall consist of 13 rows (Major Disabilities) with each row containing 7 elements or data values (Number of Children), with the values in each row separated by a comma.

Row 1 contains number of students with Mental Retardation

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 2 contains number of students with Hearing Impairment

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 3 contains number of students with Speech or Language Impairments

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 4 contains number of students with Visual Impairments

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons  
Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting  
Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting  
Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury  
Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days  
Value 6 - Number of Single Suspension/Expulsions > 10 days  
Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 5 contains number of students with Emotional Disturbance

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons  
Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting  
Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting  
Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury  
Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days  
Value 6 - Number of Single Suspension/Expulsions > 10 days  
Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 6 contains number of students with Orthopedic Impairments

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons  
Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting  
Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting



Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 7 contains number of students with Other Health Impairments

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 8 contains number of students with Specific Learning Disabilities

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 9 contains number of students with Deaf-Blindness

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 10 contains number of students with Multiple Disabilities

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 11 contains number of students with Autism

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 12 contains number of students with Traumatic Brain Injury

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 13 contains number of students with Developmental Delay

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

**To view Table 4, refer to the Resource Guide.**

## **Table 5 – Report of Children with Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled by Race/Ethnicity**

This table is listed by race/ethnicity. It is a count of the number of children with disabilities, ages 3-21, broken down into three categories: number of children removed to an interim alternative educational setting by school personnel and number of removals for drugs and weapons, number of children removed to an interim alternative educational setting based on a hearing officer determination regarding likely injury, and number of children suspended or expelled greater than ten days and number of suspension/expulsions. Each category has an unduplicated count of children.

File Name: **Table5\_IU\*\*\_date.txt** where ‘\*\*’ is equal to the IU number and “date” is equal to the date of the month being reported in the format MMYYYY (i.e., Dec2002)

Report: Children With Disabilities Unilaterally Removed to an Interim Alternative Educational Setting, or Suspended or Expelled by Race/Ethnicity (OSEP Report Table 5, Section A)

Number of Rows: 5

Number of Values per Row: 7

Details:

File shall consist of 5 rows (Race/Ethnicity) with each row containing 7 elements or data values (Number of Children), with the values in each row separated by a comma.

Row 1 contains number of students that are White, non-Hispanic

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 2 contains number of students that are Black, non-Hispanic

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 3 contains number of students that are Hispanic

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting

Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting

Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury

Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days

Value 6 - Number of Single Suspension/Expulsions > 10 days

Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 4 contains number of students that are Asian/Pacific Islander

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons

Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting  
Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting  
Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury  
Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days  
Value 6 - Number of Single Suspension/Expulsions > 10 days  
Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

Row 5 contains number of students that are Native American

Value 1 – Unduplicated Count of the Number of Children Removed to an Interim Alternative Educational Setting by School Personnel and Number of Removals for Drugs and Weapons  
Value 2 - Number of Unilateral Removals by School Personnel for Drugs of Children Removed to an Interim Alternative Educational Setting  
Value 3 - Number of Unilateral Removals by School Personnel for Weapons of Children Removed to an Interim Alternative Educational Setting  
Value 4 – Unduplicated Count of Children Removed to an Interim Alternative Educational Setting Based on a Hearing Officer Determination Regarding Likely Injury  
Value 5 - Unduplicated Count of Children Suspended or Expelled > 10 Days  
Value 6 - Number of Single Suspension/Expulsions > 10 days  
Value 7 - Number of Children with Multiple Suspension/Expulsions Summing to > 10 Days

**To view Table 5, refer to the Resource Guide.**

### **Table 6 – Children With Disabilities Exiting Special Education by Single Years of Age (14-21) and Disabilities**

This table is a count of the number of children with disabilities exiting special education for single years of age (14-21). Each disability has its own report for basis of exit. There should be a total of 12 reports, one for each disability in this table.

File Name: **Table6\_IU\*\*\_date.txt** where ‘\*\*’ is equal to the IU number and “date” is equal to the date of the month being reported in the format MMYYYY (i.e., Dec2002)

Required for Report: Children With Disabilities Exiting Special Education by Single Years of Age (14-21) and Disabilities (OSEP Report Table 4, section A) (as of December 1). Age 22+ must always have a value of zero.

Number of Rows: 8

Number of Values per Row: 108

Details:

File shall consist of 8 rows (Basis of Exit) with each row containing 108 elements or data values (Number of Children), with the values in each row separated by a comma.

Row 1 contains number of Children with Basis of Exit as No Longer Received Special Education

Value 1- Number of Children with Traumatic Brain Injury Age 14  
Value 2- Number of Children with Traumatic Brain Injury Age 15  
Value 3- Number of Children with Traumatic Brain Injury Age 16  
Value 4- Number of Children with Traumatic Brain Injury Age 17  
Value 5- Number of Children with Traumatic Brain Injury Age 18  
Value 6- Number of Children with Traumatic Brain Injury Age 19  
Value 7- Number of Children with Traumatic Brain Injury Age 20  
Value 8- Number of Children with Traumatic Brain Injury Age 21  
Value 9- Number of Children with Traumatic Brain Injury Age 22+

Value 10- Number of Children with Hearing Impairment Age 14  
Value 11- Number of Children with Hearing Impairment Age 15  
Value 12- Number of Children with Hearing Impairment Age 16  
Value 13- Number of Children with Hearing Impairment Age 17  
Value 14- Number of Children with Hearing Impairment Age 18  
Value 15- Number of Children with Hearing Impairment Age 19  
Value 16- Number of Children with Deafness of Hearing Impairment Age 20  
Value 17- Number of Children with Deafness of Hearing Impairment Age 21  
Value 18- Number of Children with Deafness of Hearing Impairment Age 22+

Value 19- Number of Children with Specific Learning Disability Age 14  
Value 20- Number of Children with Specific Learning Disability Age 15  
Value 21- Number of Children with Specific Learning Disability Age 16  
Value 22- Number of Children with Specific Learning Disability Age 17  
Value 23- Number of Children with Specific Learning Disability Age 18  
Value 24- Number of Children with Specific Learning Disability Age 19  
Value 25- Number of Children with Specific Learning Disability Age 20  
Value 26- Number of Children with Specific Learning Disability Age 21  
Value 27- Number of Children with Specific Learning Disability Age 22+

Value 28- Number of Children with Mental Retardation Age 14  
Value 29- Number of Children with Mental Retardation Age 15  
Value 30- Number of Children with Mental Retardation Age 16  
Value 31- Number of Children with Mental Retardation Age 17  
Value 32- Number of Children with Mental Retardation Age 18  
Value 33- Number of Children with Mental Retardation Age 19  
Value 34- Number of Children with Mental Retardation Age 20  
Value 35- Number of Children with Mental Retardation Age 21  
Value 36- Number of Children with Mental Retardation Age 22+

Value 37- Number of Children with Orthopedic Impairments Age 14  
Value 38- Number of Children with Orthopedic Impairments Age 15  
Value 39- Number of Children with Orthopedic Impairments Age 16  
Value 40- Number of Children with Orthopedic Impairments Age 17  
Value 41- Number of Children with Orthopedic Impairments Age 18  
Value 42- Number of Children with Orthopedic Impairments Age 19  
Value 43- Number of Children with Orthopedic Impairments Age 20  
Value 44- Number of Children with Orthopedic Impairments Age 21  
Value 45- Number of Children with Orthopedic Impairments Age 22+

Value 46- Number of Children with Emotional Disturbance Age 14  
Value 47- Number of Children with Emotional Disturbance Age 15



Value 48- Number of Children with Emotional Disturbance Age 16  
Value 49- Number of Children with Emotional Disturbance Age 17  
Value 50- Number of Children with Emotional Disturbance Age 18  
Value 51- Number of Children with Emotional Disturbance Age 19  
Value 52- Number of Children with Emotional Disturbance Age 20  
Value 53- Number of Children with Emotional Disturbance Age 21  
Value 54- Number of Children with Emotional Disturbance Age 22+

Value 55- Number of Children with Speech and Language Impairment Age 14  
Value 56- Number of Children with Speech and Language Impairment Age 15  
Value 57- Number of Children with Speech and Language Impairment Age 16  
Value 58- Number of Children with Speech and Language Impairment Age 17  
Value 59- Number of Children with Speech and Language Impairment Age 18  
Value 60- Number of Children with Speech and Language Impairment Age 19  
Value 61- Number of Children with Speech and Language Impairment Age 20  
Value 62- Number of Children with Speech and Language Impairment Age 21  
Value 63- Number of Children with Speech and Language Impairment Age 22+

Value 64- Number of Children with Visual Impairment Age 14  
Value 65- Number of Children with Visual Impairment Age 15  
Value 66- Number of Children with Visual Impairment Age 16  
Value 67- Number of Children with Visual Impairment Age 17  
Value 68- Number of Children with Visual Impairment Age 18  
Value 69- Number of Children with Visual Impairment Age 19  
Value 70- Number of Children with Visual Impairment Age 20  
Value 71- Number of Children with Visual Impairment Age 21  
Value 72- Number of Children with Visual Impairment Age 22+

Value 73- Number of Children with Deaf-Blindness Age 14  
Value 74- Number of Children with Deaf-Blindness Age 15  
Value 75- Number of Children with Deaf-Blindness Age 16  
Value 76- Number of Children with Deaf-Blindness Age 17  
Value 77- Number of Children with Deaf-Blindness Age 18

Value 78- Number of Children with Deaf-Blindness Age 19  
Value 79- Number of Children with Deaf-Blindness Age 20  
Value 80- Number of Children with Deaf-Blindness Age 21  
Value 81- Number of Children with Deaf-Blindness Age 22+

Value 82- Number of Children with Multiple Disabilities Age 14  
Value 83- Number of Children with Multiple Disabilities Age 15  
Value 84- Number of Children with Multiple Disabilities Age 16  
Value 85- Number of Children with Multiple Disabilities Age 17  
Value 86- Number of Children with Multiple Disabilities Age 18  
Value 87- Number of Children with Multiple Disabilities Age 19  
Value 88- Number of Children with Multiple Disabilities Age 20  
Value 89- Number of Children with Multiple Disabilities Age 21  
Value 90- Number of Children with Multiple Disabilities Age 22+

Value 91- Number of Children with Autism Age 14  
Value 92- Number of Children with Autism Age 15  
Value 93- Number of Children with Autism Age 16  
Value 94- Number of Children with Autism Age 17  
Value 95- Number of Children with Autism Age 18  
Value 96- Number of Children with Autism Age 19  
Value 97- Number of Children with Autism Age 20  
Value 98- Number of Children with Autism Age 21  
Value 99- Number of Children with Autism Age 22+

Value 100- Number of Children with Other Health Impairments Age 14  
Value 101- Number of Children with Other Health Impairments Age 15  
Value 102- Number of Children with Other Health Impairments Age 16  
Value 103- Number of Children with Other Health Impairments Age 17  
Value 104- Number of Children with Other Health Impairments Age 18  
Value 105- Number of Children with Other Health Impairments Age 19  
Value 106- Number of Children with Other Health Impairments Age 20  
Value 107- Number of Children with Other Health Impairments Age 21

Value 108- Number of Children with Other Health Impairments Age 22+

Row 2 contains number of Children with Basis of Exit as Graduated with Regular High School Diploma

Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15

Value 3- Number of Children with Traumatic Brain Injury Age 16

...

Value 106- Number of Children with Other Health Impairments Age 20

Value 107- Number of Children with Other Health Impairments Age 21

Value 108- Number of Children with Other Health Impairments Age 22+

Row 3 contains number of Children with Basis of Exit as Received a Certificate

Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15

Value 3- Number of Children with Traumatic Brain Injury Age 16

...

Value 106- Number of Children with Other Health Impairments Age 20

Value 107- Number of Children with Other Health Impairments Age 21

Value 108- Number of Children with Other Health Impairments Age 22+

Row 4 contains number of Children with Basis of Exit as Reached Maximum Age

Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15

Value 3- Number of Children with Traumatic Brain Injury Age 16

...

Value 106- Number of Children with Other Health Impairments Age 20

Value 107- Number of Children with Other Health Impairments Age 21

Value 108- Number of Children with Other Health Impairments Age 22+

Row 5 contains number of Children with Basis of Exit as Died

Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15

Value 3- Number of Children with Traumatic Brain Injury Age 16

...

Value 106- Number of Children with Other Health Impairments Age 20

Value 107- Number of Children with Other Health Impairments Age 21

Value 108- Number of Children with Other Health Impairments Age 22+

Row 6 contains number of Children with Basis of Exit as Moved, Known to be Continuing

Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15

Value 3- Number of Children with Traumatic Brain Injury Age 16

...

Value 106- Number of Children with Other Health Impairments Age 20

Value 107- Number of Children with Other Health Impairments Age 21

Value 108- Number of Children with Other Health Impairments Age 22+

Row 7 contains number of Children with Basis of Exit as Moved, Not Known to be Continuing

Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15

Value 3- Number of Children with Traumatic Brain Injury Age 16

...

Value 106- Number of Children with Other Health Impairments Age 20

Value 107- Number of Children with Other Health Impairments Age 21

Value 108- Number of Children with Other Health Impairments Age 22+

Row 8 contains number of Children with Basis of Exit as Dropped Out

Value 1- Number of Children with Traumatic Brain Injury Age 14

Value 2- Number of Children with Traumatic Brain Injury Age 15

Value 3- Number of Children with Traumatic Brain Injury Age 16

...

Value 106- Number of Children with Other Health Impairments Age 20

Value 107- Number of Children with Other Health Impairments Age 21

Value 108- Number of Children with Other Health Impairments Age 22+

To view Table 6, refer to the Resource Guide. (When viewing this table, please keep in mind that due to the width of this data file, it was necessary to split the file for documentation purposes only. Even though the table appears to have more than one section, it is one data file.)

### **Table 7 – Report of Children With Disabilities Exiting Special Education by Race/Ethnicity**

This table includes the number of students ages 14-21 exiting special education by race/ethnicity.

File Name: **Table7\_IU\*\*\_date.txt** where ‘\*\*’ is equal to the IU number and “date” is equal to the date of the month being reported in the format MMMYYYY (i.e., Dec2002)

Report: Children With Disabilities Exiting Special Education Ages 14-21 by Race/Ethnicity (OSEP Table4, Section C)

Number of Rows: 8

Number of Values per Row: 5

Details:

File shall consist of 8 rows (Basis of Exit) with each row containing 5 elements or data values (Number of Children), with the values in each row separated by a comma.

Row 1 contains number of Children with Basis of Exit as No Longer Received Special Education

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 2 contains number of Children with Basis of Exit as Graduated with Regular High School Diploma

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 3 contains number of Children with Basis of Exit as Received a Certificate

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 4 contains number of Children with Basis of Exit as Reached Maximum Age

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 5 contains number of Children with Basis of Exit as Died

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 6 contains number of Children with Basis of Exit as Moved, Known to be Continuing

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 7 contains number of Children with Basis of Exit as Moved, Not Known to be Continuing

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

Row 8 contains number of Children with Basis of Exit as Dropped Out

Value 1 - Number of Children that are American Indian or Alaska Native

Value 2 - Number of Children that are Asian or Pacific Islander

Value 3 - Number of Children that are Black or African-American (Non-Hispanic)

Value 4 – Number of Children that are Hispanic

Value 5 – Number of Children that are White (Non-Hispanic)

**To view Table 7, refer to the Resource Guide.**