

**Report of Children with Disabilities (IDEA) Exiting Special Education
by Basis of Exit and Sex (OSEP050)**

EDFacts Reporting System

This report provides the U.S. Department of Education, Office of Special Education Programs, and state education agencies (SEAs) with the student counts for Children with Disabilities (IDEA) ages 14 through 21 by basis of exit and sex. This report shows a cross-tab for each disability category. These data come from File Spec C009: Children with Disabilities (IDEA) Exiting Special Education. This is Data Group 85: Children with Disabilities (IDEA) Exiting Special Education Tables, Category Set C, Subtotal 1 (Basis of Exit), Subtotal 4 (Sex (Membership)) and Education Unit Total.

School Year:

2014-2015

State:

NORTH CAROLINA

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These data come from File Spec C009: Children with Disabilities (IDEA) Exiting Special Education. This is Data Group 85, Category Set C. Subtotal 1 (Basis of Exit), Subtotal 4 (Sex (Membership)) and Education Unit Total is used for SY 2008-09 and beyond.

Student counts for Children with Disabilities (IDEA) exiting special education by basis of exit and sex.

Student counts by basis of exit and sex	Male	Female	Total
Transferred to regular education	901	511	1,412
Graduated with regular high school diploma	5,142	2,734	7,876
Received a certificate	331	214	545
Reached maximum age	43	26	69
Died	38	13	51
Moved, known to be continuing	4,069	1,958	6,027
Dropped out	1,693	658	2,351
Total	12,217	6,114	18,331

Source: U.S. Department of Education, EDFacts (SY 2014-2015)

Percentages for Children with Disabilities (IDEA) exiting special education by basis of exit and sex.

Percentages by basis of exit and sex	Male (Percent)	Female (Percent)	Total (Percent)
Transferred to regular education	*	*	*
Graduated with regular high school diploma	42.09%	44.72%	42.97%
Received a certificate	*	*	*
Reached maximum age	*	*	*
Died	*	*	*
Moved, known to be continuing	33.31%	32.02%	32.88%
Dropped out	13.86%	10.76%	12.83%
Total	100.00%	100.00%	100.00%

Source: U.S. Department of Education, EDFacts (SY 2014-2015)

