

the condition of education 2008



INDICATOR 8

Children and Youth With Disabilities in Public Schools

The indicator and corresponding tables are taken directly from *The Condition of Education 2008*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2008*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008031>) or contact ED PUBs at 1-877-4ED-PUBS.

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Elementary/Secondary Education

Children and Youth With Disabilities in Public Schools

The number and percentage of children and youth receiving special education services increased nearly every year between 1976–77 and 2004–05. Since 2004–05, the number of students receiving services has declined.

¹ Race categories exclude persons of Hispanic ethnicity. Data from reference below.

² A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

³ "Other" disability types include mental retardation, emotional disturbance, hearing impairments, orthopedic impairments, other health impairments, visual impairments, multiple disabilities, deaf-blindness, autism, traumatic brain injury, and developmental delay. There is a wide range of disabilities included in this category; they are included together here to represent cases contributing to the total not otherwise presented in this graph due to their relatively low prevalence in the population.

NOTE: Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible children and youth identified by a team of qualified professionals as having a disability that adversely affects their academic performance and as in need of special education and related services. The total is the number and percentage of children and youth receiving special education services through IDEA in early education centers and public schools in the 50 states and the District of Columbia and in Bureau of Indian Affairs (BIA) schools through 1993–94. Beginning in 1994–95, estimates exclude BIA schools. See *supplemental note 8* for more information about the student disabilities presented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP). (2006a, b). *26th Annual (2004) Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, vols. 1 and 2, data from OSERS, OSEP, Data Analysis System (DANS), 1976–2006. Retrieved November 29, 2007 from <http://www.ed.gov/about/reports/annual/osep/2004/introduction.html> and <https://www.ideadata.org/index.html>.



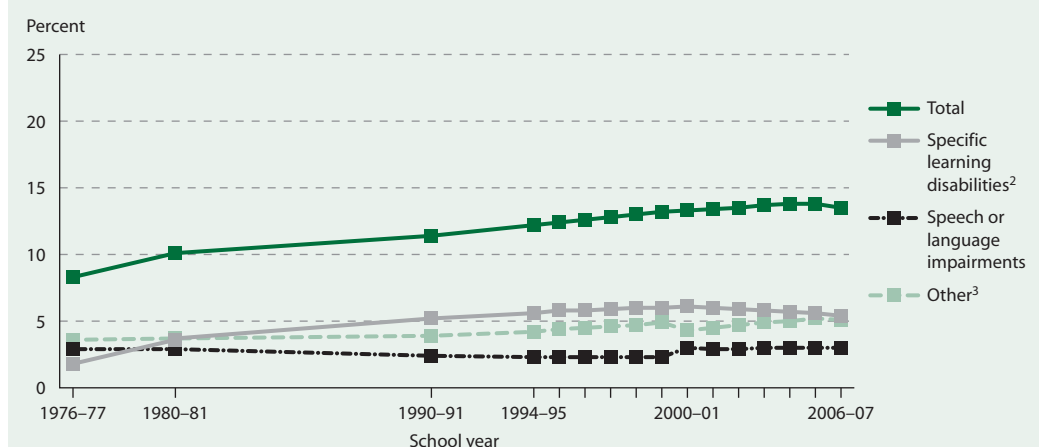
FOR MORE INFORMATION:
Supplemental Note 8
Supplemental Tables 8-1, 8-2
U.S. Department of
Education 2006c

The Individuals with Disabilities Education Act (IDEA), first enacted in 1975, mandates that children and youth ages 3–21 with disabilities be provided a free and appropriate public school education. Data collection activities to monitor compliance with IDEA began in 1976.

The number and percentage of children and youth ages 3–21 receiving special education services increased nearly every year since the inception of IDEA until 2004–05 (see supplemental table 8-1). However, the number and percentage declined between 2004–05 and 2006–07. In 1976–77, some 3.7 million children and youth were served under IDEA, representing 5 percent of all children and youth ages 3–21. By 2006–07, some 6.7 million children and youth received IDEA services, corresponding to about 9 percent of all children and youth ages 3–21. Among students served under IDEA in 2006–07, about 1 percent were American Indian/Alaska Native, 2 percent were Asian/Pacific Islander, 17 percent were Hispanic, 20 percent were Black, and 59 percent were White.¹

Since 1980–81 a larger percentage of children and youth ages 3–21 have received special education services for specific learning disabilities than for any other disabilities (see supplemental table 8-2). A specific learning disability is a disorder of one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. This includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The percentage of children and youth ages 3–21 receiving special education services for a specific learning disability was 3 percentage points higher in 2006–07 than in 1976–77 (5 versus 2 percent). In comparison, the prevalence of speech or language impairments remained fairly constant, with variations of less than 1 percentage point during this period.

STUDENTS WITH DISABILITIES: Percentage of children and youth ages 3–21 in early education centers or public schools receiving services under the Individuals with Disabilities Education Act (IDEA), by primary disability type: Selected years, 1976–77 through 2006–07



Children and Youth With Disabilities in Public Schools

Table 8-1. Number and percentage of children and youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA): 1976–77 through 2006–07

School year	Total served under IDEA (in thousands)	Percentage of total public school enrollment served under IDEA ¹	Percentage of youth ages 3–21 served under IDEA
1976–77	3,692	8.3	5.0
1977–78	3,755	8.6	5.1
1978–79	3,894	9.2	5.4
1979–80	4,010	9.6	5.6
1980–81	4,146	10.1	5.8
1981–82	4,203	10.5	6.0
1982–83	4,260	10.8	6.1
1983–84	4,304	11.0	6.3
1984–85	4,320	11.0	6.3
1985–86	4,322	11.0	6.4
1986–87	4,379	11.0	6.5
1987–88	4,414	11.0	6.6
1988–89	4,493	11.2	6.7
1989–90	4,599	11.3	6.8
1990–91	4,717	11.4	6.9
1991–92	4,881	11.6	7.1
1992–93	5,042	11.8	7.3
1993–94	5,223	12.0	7.5
1994–95	5,378	12.2	7.6
1995–96	5,572	12.4	7.7
1996–97	5,737	12.6	7.8
1997–98	5,908	12.8	7.9
1998–99	6,056	13.0	8.0
1999–2000	6,195	13.2	8.1
2000–01	6,296	13.3	8.2
2001–02	6,407	13.4	8.3
2002–03	6,523	13.5	8.4
2003–04	6,634	13.7	8.6
2004–05	6,719	13.8	8.7
2005–06	6,713	13.8	8.6
2006–07	6,686	13.5	8.6

¹Number of children and youth served as a percentage of all children and youth ages 3–21 enrolled in early education centers and elementary and secondary schools.

NOTE: Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects academic performance and as in need of special education and related services. The total includes youth receiving special education services through IDEA in early education centers and elementary and secondary schools in the 50 states and the District of Columbia and in Bureau of Indian Affairs (BIA) schools through 1993–94. Beginning in 1994–95, estimates exclude BIA schools. See *supplemental note 8* for more information about the student disabilities represented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2006. Retrieved November 29, 2007, from https://www.ideadata.org/arc_toc8.asp#partbCC and <https://www.ideadata.org/docs/PartBTrendData/B1.xls>.

Children and Youth With Disabilities in Public Schools

Table 8-2. Percentage of children and youth ages 3–21 served under the Individuals with Disabilities Education Act (IDEA), by disability: Selected years, 1976–77 through 2006–07

Age and disability	1976 -77	1980 -81	1990 -91	1994 -95	1995 -96	1996 -97	1997 -98	1998 -99	1999 -2000	2000 -01	2001 -02	2002 -03	2003 -04	2004 -05	2005 -06	2006 -07
All disabilities	8.3	10.1	11.4	12.2	12.4	12.6	12.8	13.0	13.2	13.3	13.4	13.5	13.7	13.8	13.8	13.5
Specific learning disabilities ¹	1.8	3.6	5.2	5.6	5.8	5.8	5.9	6.0	6.0	6.1	6.0	5.9	5.8	5.7	5.6	5.4
Speech or language impairments	2.9	2.9	2.4	2.3	2.3	2.3	2.3	2.3	2.3	3.0	2.9	2.9	3.0	3.0	3.0	3.0
Mental retardation	2.2	2.0	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.3	1.2	1.2	1.2	1.1	1.1
Emotional disturbance	0.6	0.8	0.9	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9
Hearing impairments	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Orthopedic impairments	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1
Other health impairments	0.3	0.2	0.1	0.2	0.3	0.4	0.4	0.5	0.5	0.6	0.7	0.8	1.0	1.1	1.2	1.2
Visual impairments	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Multiple disabilities	—	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Deaf-blindness	—	#	#	#	#	#	#	#	#	#	#	#	#	#	#	#
Autism	—	—	—	#	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.3	0.3	0.4	0.5	0.5
Traumatic brain injury	—	—	—	#	#	#	#	#	#	#	#	#	#	#	0.1	0.1
Developmental delay	—	—	—	—	—	—	#	#	#	0.4	0.5	0.6	0.6	0.7	0.7	0.7
Preschool-age with disability ²	†	†	0.9	1.2	1.2	1.2	1.2	1.2	1.2	†	†	†	†	†	†	†

— Not available.

† Not applicable.

Rounds to zero.

¹ A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

² Beginning in 1976, data were collected for preschool-aged children by disability type; those data are combined above with data for youth ages 6–21. However, the 1986 Amendments to the Education of the Handicapped Act (now known as IDEA) mandated that data not be collected by disability for students ages 3–5. Accordingly, those data are reported as a separate row for years 1990–91 through 1999–2000. Beginning in 2000–01, states were again required to report preschool children by disability.

NOTE: Detail may not sum to totals because of rounding. Special education services through the Individuals with Disabilities Education Act (IDEA) are available for eligible youth identified by a team of qualified professionals as having a disability that adversely affects academic performance and as in need of special education and related services. The total includes youth receiving special education services through IDEA in early education centers and elementary and secondary schools in the 50 states and the District of Columbia and in Bureau of Indian Affairs (BIA) schools through 1993–94. Beginning in 1994–95, estimates exclude BIA schools. See *supplemental note 8* for more information about the student disabilities represented here.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP), Data Analysis System (DANS), 1976–2006. Retrieved November 29, 2007, from https://www.ideadata.org/arc_toc8.asp#partbCC and <https://www.ideadata.org/docs/PartBTrendData/B1.xls>.