

the condition of education 2007



INDICATOR 31

Inclusion of Students With Disabilities in General Classrooms

The indicator and corresponding tables are taken directly from *The Condition of Education 2007*. 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 2007*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007064>) or contact ED PUBs at 1-877-4ED-PUBS.

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Special Programs

Inclusion of Students With Disabilities in General Classrooms

Approximately half of all students with disabilities in 2004–05 spent 80 percent or more of their day in a general classroom.

The Individuals with Disabilities Education Act (IDEA), enacted in 1975,¹ requires public schools to make available to all eligible children with disabilities a free public education in the least restrictive environment² appropriate for their needs. In 1997, Congress passed amendments to IDEA,³ mandating for the first time that states collect data on the race/ethnicity of students identified as having special education needs. These data reveal an overrepresentation of some racial/ethnic minorities among students with disabilities (see *indicator 7*).

Between 1995 and 2005, the percentage of students with disabilities spending 80 percent or more of the school day in a general classroom showed an overall increase from 45 to 52 percent (see supplemental table 31-1). At the same time, there was an overall decline (from 22 to 18 percent) in the percentage of students with disabilities spending less than 40 percent of their day in a general classroom. The percentage of students with disabilities who did not attend general schools showed little change, however, staying at approximately 4 percent

over the 10-year span. Between the 2003–04 and 2004–05 school years, the percentage of students with disabilities spending 80 percent or more of the school day in a general classroom increased from 50 to 52 percent.

The percentage of time these students spent in a general classroom varied by race/ethnicity (see supplemental table 31-2). For example, White students with disabilities were more likely than students of any other race/ethnicity to spend 80 percent or more of their day in a general classroom. In contrast, Black students with disabilities were more likely than students of any other race/ethnicity to spend less than 40 percent of their day in a general classroom and were the most likely to receive education in a separate school facility for students with disabilities. American Indians/Alaska Natives and Hispanics with disabilities were less likely than students of any other race/ethnicity to receive education in a separate school facility for students with disabilities.

¹ The most recent reauthorization of the Individuals with Disabilities Education Act (IDEA) occurred in 2004.

² A *least restrictive environment* is determined on a case-by-case basis to ensure that each student's special needs are met, while allowing that student the maximum possible exposure to students without disabilities as well as the general education curriculum.

³ Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (P.L. 105-17).

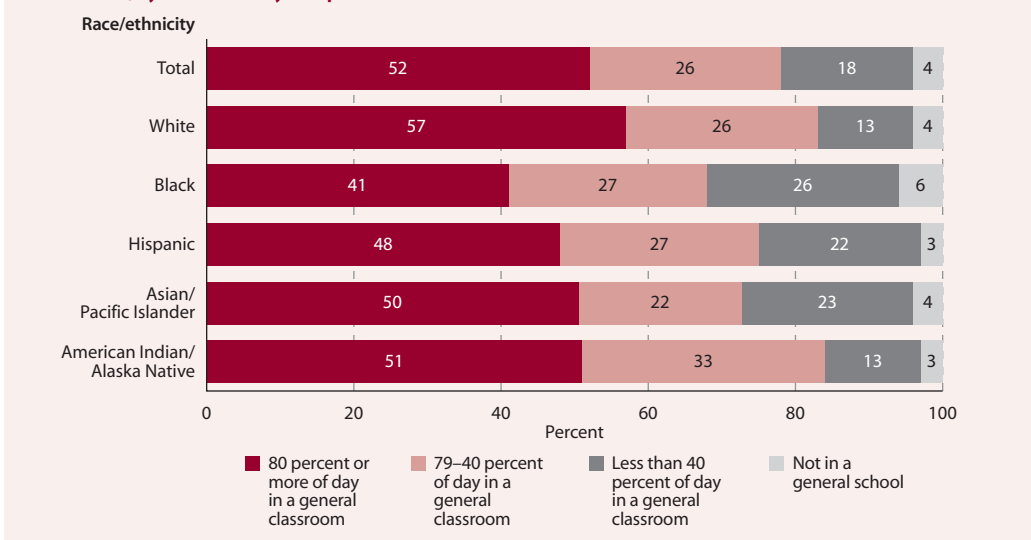
NOTE: Students with disabilities are those students served under "Assistance for education of all children with disabilities" (Part B) of the IDEA in the United States and outlying areas. See *supplemental note 8* for further information on student disabilities. Race categories exclude persons of Hispanic ethnicity. Data are taken from a universe survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2004*, table 2-7, data from Individuals with Disabilities Education Act (IDEA) database. Retrieved on August 4, 2006, from https://www.ideadata.org/tables28th/ar_2-7.htm.

FOR MORE INFORMATION:
Supplemental Note 8
Supplemental Tables 31-1,
31-2



STUDENTS WITH DISABILITIES: Percentage distribution of students ages 6–21 served by the Individuals with Disabilities Education Act, by race/ethnicity and placement in educational environment: 2004–05



Inclusion of Students With Disabilities in General Classrooms

Table 31-1. Percentage distribution of students ages 6–21 with disabilities served by the Individuals with Disabilities Education Act, by placement in educational environment: 1995–96 to 2004–05

School year	Percentage of day in a general education classroom			Not in a general school
	80 percent or more	79–40 percent	Less than 40 percent	
1995–96	45.3	28.7	21.6	4.4
1996–97	45.8	28.5	21.4	4.3
1997–98	46.4	29.0	20.4	4.1
1998–99	46.1	29.8	20.1	4.1
1999–2000	46.0	29.7	20.3	4.1
2000–01	46.5	29.8	19.5	4.2
2001–02	48.4	28.3	19.2	4.0
2002–03	48.2	28.7	19.0	4.0
2003–04	49.9	27.7	18.5	3.9
2004–05	52.1	26.3	17.5	4.0

NOTE: Students with disabilities are those students served under “Assistance for education of all children with disabilities” (Part B) of the Individuals with Disabilities Education Act in the United States and outlying areas. See *supplemental note 8* for further information on student disabilities. Data are taken from a universe survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 1995–2004*, table 2-5, data from Individuals with Disabilities Education Act (IDEA) database. Retrieved on August 4, 2006, from https://www.ideadata.org/tables28th/ar_2-5.htm.

Table 31-2. Percentage distribution of students ages 6–21 with disabilities served by the Individuals with Disabilities Education Act, by placement in educational environment and race/ethnicity: 2004–05

Race/ethnicity ¹	In a general school				Not in a general school					
	Total	Percentage of day in a general education classroom			Total	Percentage by facility type				
		80 percent or more	79–40 percent	Less than 40 percent		Separate school facility		Residential facility		Homebound/hospital
					Public	Private	Public	Private		
Total	96.0	52.1	26.3	17.5	4.0	1.8	1.2	0.3	0.3	0.4
White	96.3	56.8	26.1	13.3	3.7	1.6	1.1	0.3	0.3	0.4
Black	94.5	41.0	27.2	26.2	5.5	2.5	1.7	0.5	0.4	0.4
Hispanic	96.8	47.8	26.8	22.1	3.2	1.5	0.9	0.2	0.2	0.4
Asian/Pacific Islander	95.9	50.1	22.4	23.4	4.1	2.0	1.3	0.2	0.2	0.4
American Indian/ Alaska Native	97.2	50.9	33.0	13.2	2.8	1.1	0.5	0.4	0.4	0.4

¹ Race categories exclude persons of Hispanic ethnicity.

NOTE: Students with disabilities are those students served under “Assistance for education of all children with disabilities” (Part B) of the Individuals with Disabilities Education Act in the United States and outlying areas. See *supplemental note 8* for further information. A *separate school facility* (public or private) refers to programs offering education services only to students with disabilities for more than 50 percent of the school day. A *residential facility* includes children who are served in publicly or privately operated programs in which children receive special education or related services for more than 50 percent of the school day. *Homebound/hospital* refers to educational services given to students in either a home or hospital setting, including those receiving special education and related services in the home that are provided by a professional or paraprofessional who visits the home on a regular basis or schedule. Data are taken from a universe survey. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, Office of Special Education and Rehabilitative Services, *Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act, 2004*, table 2-7, data from Individuals with Disabilities Education Act (IDEA) database. Retrieved on August 4, 2006, from https://www.ideadata.org/tables28th/ar_2-7.htm.